

George Mason University
College of Education and Human Development
School of Sport, Recreation and Tourism Management

PRLS 480 DL1 – Professionalism in Therapeutic Recreation Practice
3 Credits, Spring 2022

Faculty:

Name: Brenda P. Wiggins, Ph.D.
Office Hours: By Appointment
Office Location: Krug Hall #213
Office Phone: 703.993.2068
Email Address: bwiggin@gmu.edu

Prerequisites:

PRLS 416

University Catalog Course Description:

Application of therapeutic recreation (tr) specialization program content, industry standards of professional conduct in the field of tr, and advancement of the profession.

Course Overview:

Becoming familiar with the code of ethics established by ATRA and their application to practice will be covered along with learning the importance of program analysis and evaluation as a measure of quality and accountability; discovering quality improvement guidelines and techniques; demonstrating an understanding of developing professional relationships and client advocacy as a member of a multi-disciplinary team; discussing regulations of governing bodies; as well as the utilization of grant funding; and means of professional development through continuing education, specialization and credentialing.

Course Delivery Method:

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Mondays.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

Expectations

- Course Week:
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read

their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Objectives:

A variety of materials will build upon foundational courses and prepare students for national certification and practice, using the guidelines set forth by the National Council on Therapeutic Recreation Certification.

Professional Standards:

Upon completion of this course, students may meet a *Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)* accreditation standard.

Texts:

Although no text is required, joining ATRA as a student is required.

Additional Readings:

The course will use articles, websites and documents/texts as well as additional sources as needed. Most of the readings below can be found for free through Mason Library.

Cochrane, B.S. Ritchie, D., Lockhard, D., Picciano, G. King, J.A. & Nelson, B. (2019). A culture of compassion: How timeless principles of kindness and empathy become powerful tools for confronting today's most pressing healthcare challenges. *Healthcare Management Forum*, 32(3), 120-127. <https://doi.org/10.1177/0840470419836240>

Cogswell, J., & Negley, S.K. (2011). The effect of autonomy-supportive therapeutic recreation programming on integrated motivation for treatment among persons who abuse substances. *Therapeutic Recreation Journal*, 45(1), 47-61.

NCTRC Job Analysis. (n.d.) Retrieved from <https://www.nctrc.org/about-certification/national-job-analysis/>

Pollock, W. M., & Montgomery, N.D. *Guidelines for the ethical practice of recreational therapy: A training Manual*. Urgana, IL: Sagamore Venture.

Porter, H.R. & Burlingame, J. (2010). *Recreational therapy handbook of practice: Icf-based diagnosis and treatment*. Enumclaw: Idyll Arbor.

Stumbo, N. J., & Peterson, C.A. (2010) *Therapeutic recreation program design: Principles and procedures*. San Francisco, CA: Pearson Benjamin Cummings.

Sumbo, N.J., Wolfe, B.D. & Pegg, S.A. (2017). *Professional issues in therapeutic recreation: On competence and outcomes*. Urbana, IL: Sagamore-Venture Publishing LLC.

Wozencroft, A.J., Scott, J.L. & Waller, S.N. (2019). Professional quality of life in recreational therapists. *Therapeutic Recreation Journal*, 53(1), 22-36.

Course Performance Evaluation:

Students are expected to submit all assignments on time in the manner outlined by the instructor. We will be discussing those assignments on Zoom.

Assignments:	Points
Discussion Board - Compassion	10
Discussion Board Response – Leadership	10
Discussion Board Response – Listening Skills	10
Discussion Board Response – Patience	10
Discussion Board Response – Resourcefulness	10
Discussion Board Response – Speaking Skills	5
Written Journal Article Critique	25
Exam	<u>20</u>
Total:	100

Further information:

Discussion Boards: All semester

The important qualities of a recreation therapist will be explored throughout the course by reading journal articles, visiting community and clinical social media sites, and applying website information. Questions and feedback will be gathered and responded to in a timely manner.

Written Journal Article Critique: Due April 19th

After discussing in class a timely journal article, each student will find and critique an article of their choosing. Approval of the chosen article will be done prior to writing the critique.

Exam: Due: Due May 11th

A take home exam will cover course materials and discussions.

Grading Scale:

A = 94-100	B+ = 88-89	C+ = 78-79	D = 60-69
A- = 90- 93	B = 84-87	C = 74-77	F = 0-59
	B- = 80-83	C- = 70-73	

Professional Dispositions:

See <https://cehd.gmu.edu/students/polices-procedures/>

Tentative Schedule:

Date	Topic	Assignment
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Week 1 01/25	<i>Syllabus</i>	Read over <i>Syllabus</i> and get started on your ATRA membership. See PowerPoint Weeks #1 – 2 on <i>Course Content</i> for access to ATRA and details
Week 2 02/01 No Zoom this week but complete Discussion Board (DB)	Compassion	Read article Cochrane’s “Culture of Compassion” and YouTube video on “Compassion in Health Care” DB Post due and response to two other classmates by Monday, February 7th
Week 3 02/08 Look for new Zoom link for Tuesday’s class	Leadership Skills NCTRC Job Task Analysis	Characteristics of leadership are described and shown in a YouTube from Craig Hospital . Be prepared to post on DB Post due and response to two other classmates by Monday, February 14th
Week 4 02/15	ATRA Code of Ethics	Review the ATRA Code of Ethics .
Week 5 02/22	Identifying a Research Article	Read “Cogswell and Negley’s Article on Integrated Motivation” Read reviewed article
Week 6 03/01	Listening Skills	Watch youtube video on “Tips for Active Listening” , answer the 3 questions on DB .
Week 7 03/08	Possible site visit	
Week 8 03/15	<i>No Class</i> (Spring Break)	
Week 9 03/22	Patience continued	Watch Youtube video on “The Importance of Patience” for this week.
Week 10 03/29	Resourcefulness	Read article; “Recreational Therapy in Nursing Homes: History, Regulations, COVID-19, and Beyond”
Week 11 04/05	Resourcefulness continued	Pick 3 questions to answer from the pp on Resourcefulness and post to DB as well as respond to one other classmate’s post .
Week 12 04/12	Speaking Skills	Review Examples of “Questions to ask a CTRS” .
Week 13 04/19	Speaking Skills continued	Create your own questions (3) to ask a CTRS, post to DB your 3 questions . Journal Critique Due
Week 14 04/26	Possible CTRS visit	
Week 15 05/03	Final Exam	Final Exam is due by May 11th

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment:

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students:

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

