

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

PRLS 418 DL1 Assessment in Therapeutic Recreation
3 Credits, Spring 2023

Faculty:

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Prerequisites:

PRLS 327 and PRLS 416

Course Description:

Presents methods of assessment, development of treatment program plans, and evaluation of all components. Extends program design by developing competencies in the planning approaches, individual and group assessment techniques, program evaluation, and documentation strategies for people with disabilities and illness.

Course Overview:

For recreation therapists to be prepared to meet the needs of each participant in a clinical or community setting they must comprehend overall assessment, development of treatment program plans based on the outcomes, and evaluation of all services rendered. This course will focus specifically on intervention and interpretation.

Course Delivery Method:

This course will be delivered online using an asynchronous 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.

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:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday and finish on Monday.
- 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

Additionally, at the completion of the course students will be able to:

1. Identify diagnostic groupings and populations served in Therapeutic Recreation (TR)
2. Verbalize application of strategies for implementation
3. Design and present treatment plans for community and clinical settings.

Professional Standards:

Upon completion of this course, students will meet the following professional accreditation standards: *Council on Accreditation of Parks, Recreation, and Tourism Related Professions (COAPRT):*

7.02	<p>Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</p> <p><i>Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.</i></p>
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Required Texts:

burlingame, joan & Blaschko, T. (Fourth ed.). (2010). *Assessment tools for recreation therapy and related fields* Washington: Idyll Arbor, Inc. (**Big Red Book**)

Porter, Heather R. (1st Edition) (2015). *Recreation therapy basics, techniques, and interventions* Washington: Idyll Arbor, Inc. (RTBTI)

Evaluation:

Power Point on a Disability new to you:	60
Two Analyses of Assessment Tools:	30
Video Intervention:	40

Discussion Board:
Total:

20
150

Grading Scale

A= 135-150	B+= 105-119	C+= 55-69	D= 10-24
A-= 120-134	B= 90-104	C= 40-54	F= 0-9
	B-= 70-89	C-= 25-39	

Professional Dispositions:

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

Course Calendar:

DATES	TEXTS	ASSIGNMENT DUE	
T 01/24	burlingame, joan & Blaschko, T. (Fourth ed.). (2010). <i>Assessment tools for recreation therapy and related fields</i> Washington: Idyll Arbor, Inc. (<i>Big Red Book</i>)	Porter, Heather R. (1 st Edition) (2015). <i>Recreation therapy basics, techniques, and interventions</i> Washington: Idyll Arbor, Inc. (RTBTI)	M 01/30 Complete Discussion Board Due by 11:59p.m.
T 01/31	<i>Big Red Book</i> Chapter One- Assessment Basics	Article review of your chosen Disability Group	M 02/06 Complete Discussion Board Due by 11:59p.m.
T 02/07	<i>Big Red Book</i> Chapter One- Assessment Basics	Intervention for your chosen Disability Group	M 02/13 Complete Discussion Board Due by 11:59p.m.
T Valentine's Day	<i>Big Red Book</i> Chapter One- Assessment Basics	<i>Recreation therapy basics</i> Activity Analysis	M 02/20 Complete Discussion Board Due by 11:59p.m.
T 02/21 <i>Work this week on Assignment - Video Intervention</i> on Discussion Board You are an intern working either with clients/residents/patients who are at home or in their room and due to the pandemic must stay		<i>Recreation therapy basics</i> Adjustment and Response to Disability	Assignments are due on Thursdays

away. Interventions must go on even if not face to face. Revisiting your Activity Analysis actions show us how you would upload your appropriate intervention, as if we were your audience.			
T 02/28 <i>Assignment - Video Intervention DUE on Discussion Board</i>		<i>Recreation therapy basics</i> Body Mechanics and Ergonomics	M 03/06 Complete Discussion Board by 11:59p.m. of two CTRS's approaches that your activity emphasized and explain why they were important intervention tasks
T 03/07 Choose First Assessment Tool- one identified within Measuring Attitudes (p. 201 – 304)	<i>Big Red Book</i> Chapter Four- Standards of Assessment	<i>Recreation therapy basics</i> Consequences of Inactivity	
T 03/14 Spring Break			
T 03/21 Choose First Assessment Tool- one identified within Measuring Attitudes (p. 201 – 304)	<i>Big Red Book</i> Chapter Five – The Assessment Process		M 03/20 Turn in First Assessment Tool by 11:59p.m.
T 03/28 Meet individually with Dr Wiggins regarding First Tool Assessment Instrument and Disability Presentation			
T 04/04 Complete First Tool Assessment Instrument	<i>Big Red Book</i> Chapter Six – Test Construction		M 04/10 Complete

DUE using Written Checksheet on <i>Assignments</i>			Discussion Board Due by 11:59p.m.
T 04/11 Choose Second Assessment Tool- one identified within <i>Measuring Functional Skills</i> (p. 305 – 315)			M 04/17 Assignments are due on Thursdays
T 04/18 Complete Second Tool Assessment Instrument DUE using Written Checksheet on <i>Assignments</i>			
T 04/25 Turn in Disability Power Point DUE on Discussion Board following the Rubric on the <i>Syllabus</i>			Assignments are due on Thursdays
T 05/09 ZOOM to present Power Points to Class from TBA			

Note: Faculty reserve the right to revise the course schedule

ASSIGNMENTS:

Weekly participation - *Discussion Board* with themed content.

DUE February 28th - *Video Intervention* You are an intern working either with clients/residents/patients who are at home or in their room and due to the pandemic must stay away. CTRSS' activities and interventions must go on, whether they are face to face or virtual. Provide the intervention on video - showing your clients how to participate using your activity analysis from *Discussion Board*. It should be something that with the right at home materials, a client from your disability group could participate in and complete after watching you on the video.

DUE April 4th & DUE April 18th - *Two Analyses of Assessment Tools* – Using the **Big Red Book** identify and write paragraphs about appropriate tools for the disability you have chosen to research. Choose from one identified within **Measuring Attitudes** (p. 201 – 304) and one identified within **Measuring Functional Skills** (p. 305 – 304) from the **Big Red Book**. See **Assessment Instruments Written Checksheet** content below in this *Syllabus* to follow within your *papers*.

DUE April 25th - *Power Point* on a Disability - Identify a population served by CTRSs and new to you. Never used as an assignment turned in for PRLS 327, 416, and if taken, 417. Please go to the following site for a list of disabilities:

<https://askjan.org/a-to-z.cfm>

Describe planning and application for intervention of the identified disability using the rubric in this *Syllabus*. Plan to provide either voice over for each slide or notes from you, the presenter.

PRESENT VIA ZOOM - We will all be able to watch together each presentation on Tuesday, May 9th at a time that works for everyone.

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/> .

PRLS 418 Power Point Rubric for Disability Chosen

Criteria	Unsatisfactory	Minimal	Competent	Outstanding
Content and ideas regarding chosen disability/disease				
Organization of paper by subcategories: <i>-Motor Symptoms</i> <i>-Non Motor Symptoms</i> <i>-Incidence/Prevalence in US</i> <i>-Predominant Age</i> <i>-Causes</i> <i>-Systems Affected (text)</i> <i>-Prognosis</i> <i>-Secondary Problems</i> <i>-Typical Assessment tool to identify disability/disease</i> <i>-RT Interventions (ex. Exercises, Activities Treatment Plan). Discuss what they consist of.</i> <i>-2 Sources cited</i>				
Power point slides appropriate				
Presents clearly				
OVERALL SCORE				

Analysis of Assessment Tools- Each student will write about both a tool measuring attitudes and a tool measuring functional skills for the same identified disability group.

Assessment Instruments Written Checksheet

Criteria	Unsatisfactory	Minimal	Competent	Outstanding
In paragraph form, does the assessment instrument/procedure:				

<p><i>-Match the client's ability (if self administered)?</i></p> <p>Can the clients read the instrument?</p> <p>Can the clients understand the instrument?</p> <p>Can the clients tabulate the results?</p> <p><i>-Match the client's:</i></p> <p>Performance abilities?</p> <p>Needs?</p> <p>Characteristics?</p> <p><i>-Have validity for this population?</i></p> <p><i>-Have reliability for this population?</i></p>				
Adherence to subject and politically correct word choice				
Source/s cited				
OVERALL SCORE				

