

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

RMGT 480 B01 – Professionalism in Therapeutic Recreation Practice
3 Credits, Summer 2023

Faculty:

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Prerequisites:

RMGT 416 Prerequisite/RMGT 418 May be taken concurrently.

University Catalog Course Description:

Examines the professional standards of practice and code of ethics within the field of therapeutic recreation. Supports development of culturally responsive practice as well as communication, leadership, and advocacy skills.

Course Overview:

In this course students will examine the industry standards of professional conduct in the field including the American Therapeutic Recreation Association (ATRA) Code of Ethics and National Council for Therapeutic Recreation Certification (NCTRC) Standards of Practice. Other topics to be addressed include quality improvement guidelines and techniques; professional relationships and client advocacy as a member of a multi-disciplinary team; regulations of governing bodies; 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 [select either a synchronous or 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. The course site will be available on [Day and/or Time].

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/Ultra/Getting_Started/Browser_Support
- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Thursdays and finish on Wednesdays.
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.
- 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:

This course is designed to enable students to do the following:

1. Develop professional relationships to communicate with interdisciplinary teams (meetings, care and treatment plans, client reviews).
2. Practice tactics of compassion, leadership, listening skills, patience, resources, and speaking skills for internal and external stakeholders (administration, board of directors, funders, interdisciplinary team, service providers and families) around the scope of TR.
3. Advocate for clients' rights with clients, interdisciplinary teams and families.
4. Recognize trends in TR practice including regulations of governing bodies and grant funding, to maintain professional competency.
5. Apply concepts of cultural responsive practice. ATRA's Code of Ethics and NCTRC's Standards of Practice will provide guidance through recognition of implicit bias, cultural differences and diversity and inclusion.

Professional Standards:

Courses offered in the Recreation Management – Therapeutic Recreation Concentration use the guidelines set forth by the National Council on Therapeutic Recreation Certification.

Text:

Stumbo, N.J., Wolfe, B.D. & Pegg, S.A. (2017). *Professional issues in therapeutic recreation: On competence and outcomes*. Urbana, IL: Sagamore-Venture Publishing LLC. ISBN 13 : 9781571678454

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.

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.

Assignments: Due dates will be identified when Blackboard opens on June 1st

1. Discussion Boards:

Students are expected to submit Discussion Boards weekly regarding the important qualities of a Certified Therapeutic Recreation Specialist (CTRS). Content will originate from timely journal articles, the text, and pertinent websites about quality improvement guidelines and techniques; developing professional relationships and client advocacy as a member of a multi-disciplinary team; regulations of governing bodies; as well as the utilization of grant funding; and means of professional development through continuing education, specialization and credentialing. Points will be earned based on ability to identify the technique followed by how it might be applied in a setting of choice.

2. Power Point Presentation on Ethics:

Identify and provide guidance on three of the ten ATRA Code of Ethics. Acceptance of membership in ATRA commits a member to adherence to these principles. Because allied health

professions like therapeutic recreation deal with moral dilemmas regarding life and death, a strong ethical code helps to provide guidance in making sound decisions.

Combining all of the ethical standards into one Power Point (PP) among your PP slides will provide a presentation of concepts reflecting cultural responsive practice. This goes hand in hand with guidance through recognition of implicit bias, cultural differences and diversity and inclusion.

Worth a possible 25 points and due on *Discussion Board* during Examination Period between Thursday, July 27th and Saturday, July 29th.

- Create PP slides that include the following for each of the final chosen ethics.
- Use a new slide for each item below for each of the final chosen ethics.

Name of chosen standard: (use a title slide from your PP design)

Definition: (be sure to include your references where you found the meaning on the slide)

Evidence of how a CTRS would employ the standard in everyday services: (an example from the literature *or* created by you)

Why this ethical standard is important from the client’s perspective:

One lesson learned when researching the standard:

All references used in your PP:

RMGT 480 RUBRIC for Power Point Presentation on Ethics

	Unsatisfactory (1)	Minimal (2)	Competent (3)	Outstanding (4)
Content Areas	Missing two or more required elements AND does not demonstrate understanding of the content area subject	Missing 1-2 required elements OR does not fully demonstrate understanding of up to three elements	Required element BUT does not fully demonstrate understanding of up to two elements	Includes all required elements demonstrates understanding of each element
Evidence of Research	No references	References at least one intervention/service OR additional sources	References at least two interventions/services OR one intervention/service and additional sources	References at least two interventions/services in content and bibliography/footnotes; Cites additional sources to support content
Presentation	Does not follow format and general guidelines in multiple areas	Does not follow format or general guidelines in multiple areas	Does not follow format or general guidelines in 1-2 areas	Follows format and general guidelines as stated in assignment instructions

Grammar and spelling	Frequent grammar and spelling errors that interfere with content delivery	Frequent grammar and spelling errors; does not interfere with conveyance of meaning	Infrequent grammar or spelling errors	Uses correct grammar and spelling
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3. APIED Exercise:

After reviewing the standard process of Assessment, Planning, Implementation, Evaluation, and Documentation in *Course Content* under an example of Caving, the APIED Power Point and influenced by Chapter 15, lay out a portion of the APIED process through an example relevant to a population of choice. Use a *nontraditional setting* as discussed in the chapter you just read. Go to *Assignments* for submission. Worth a possible 25 points and due on Wednesday, July 12th.

Assignments:	Points
Discussion Boards – (Compassion, Leadership, Listening Skills, Patience, Resources and Speaking Skills)	50
Power Point Presentation on Ethics	25
APIED Exercise	<u>25</u>
*Total:	100

Grading Scale for 480:

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 Course Calendar:

Date	Topic	Assignment
Week 1 May 30 th	<i>Syllabus</i>	Introduction to the course. Please order the text and consider joining ATRA.
Week 2 June 6 th	Compassion	Please read article Cochrane's "Culture of Compassion" and view YouTube video that will be identified.
Week 3 June 13 th	Leadership Skills NCTRC Job Task Analysis	Please read Chapter 15 "TR Is a Process, Not a Place," pg. 221-230 in <i>Professional Issues in Therapeutic Recreation on Competence and Outcomes.</i>
Week 4 June 20 th	ATRA Code of Ethics	Please view the Power Point in <i>Course Content</i> on Leadership and follow the <i>Discussion Board</i> request.
Week 5 June 27 th	Listening Skills	Please watch this YouTube video on " Tips for Active Listening, " <i>Story Corps: Tips for Active Listening Link:</i> https://youtu.be/Ho2vuSd_6c4

		then, read Chapter 25 “Status of TR Research,” pg. 493-505 in <i>Professional Issues in Therapeutic Recreation on Competence and Outcomes.</i>
Week 6 July 4 th		Read article; “Recreational Therapy in Nursing Homes: History, Regulations, COVID-19, and Beyond,” Loy, Tarah; DeVries, Dawn; Keller, M Jean Publication info: <i>Therapeutic Recreation Journal</i> ; Urbana. Vol. 55, Iss. 1, (First Quarter 2021): 1-18. Found on Mason’s library site. Through Proquest, the entire article can be accessed to read.
Week 7 July 11 th	Resourcefulness	APIED Exercise due on <i>Assignments</i> by Wednesday, July 12 th .
Week 8 July 18 th	Patience	Please watch YouTube video on “The Importance of Patience” that will be identified and answer questions on <i>Discussion Board</i> . Secondly, read Chapter 30 “Perspective: Cross Collaboration in TR,” pg. 579-589 in <i>Professional Issues in Therapeutic Recreation on Competence and Outcomes.</i>
Week 9 July 26 th	Speaking Skills	Please watch YouTube video on “Compassionate Communication” - https://www.youtube.com/watch?v=46bRW1pYgoY Power Point on Ethics due on <i>Discussion Board</i> during Examination Period between Thursday, July 27 th and Saturday, July 29 th

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/> .

