

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

RMGT 419 DL1/RMGT 598 DL2 – Professionalism in Therapeutic Recreation Practice  
Spring 2024

**Faculty**

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**Prerequisites/Corequisites**

RMGT 416 Prerequisite/RMGT 418 May be taken concurrently

**University Catalog Course Description**

Application of therapeutic recreation (TR) content, industry standards of professional conduct in the field of TR, and advancement of the profession to include American Therapeutic Recreation Association (ATRA) Code of Ethics and National Council for Therapeutic Recreation Certification (NCTRC) Standards of Practice.

**Course Overview**

Beyond summarizing the main ethical and standards relevant to the field of TR, other topics to be covered include 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.

**Course Delivery Method**

This course will be delivered online (76% or more) 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. The course site will be available on Thursday, Jan. 18, 2024.

**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](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 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:
  - 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

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

### **Learner Outcomes or 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 to maintain professional competency.
5. Apply concepts of culturally responsive practice. ATRA's Code of Ethics and NCTRC's Standards of Practice will provide guidance through recognition of implicit bias, culturally 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.

### **Required 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.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor of record.

### **Assignments**

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, guest CTRSs, 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. For RMGT 598, in addition to the above, will ask three CTRSs to respond to interview questions created to learn about their position, philosophy of TR, and professional initiatives they are engaging in. Answers will be submitted to Dr. Wiggins for uploading on *Course Content*.

2. **Written Journal Article Critique:**

Each student will be expected to find and critique a relevant, current article of their choosing in TR pulling from the course topics. Approval of the chosen article by the instructor of record will be completed prior to writing the critique.

3. **Text Exercises:**

Guided readings from learning outcomes will be completed by each student and followed up by discussion questions, responses, or other outcomes.

4. **For RMGT 598:**

Identify appropriate local sites where TR students can drop in and volunteer to experience TR and consider identifying for their practicum or internship.

**Grading Scale for 419:**

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	

**Grading Scale for 598:**

A = 194-200	B+ = 188-189	C+ = 178-179
A- = 190- 193	B = 184-187	C = 174-177
	B- = 180-183	F = 0-173

\*Graduate (598) total points to be determined following assignments

**Grading**

Students are expected to submit all assignments on time in the manner outlined by the instructor. Assignments expectations will always be reviewed.

**Assignments for RMGT 419:**

Discussion Boards	50
Written Journal Article Critique	25
Text Exercises	<u>25</u>
<b>Total</b>	<b>100</b>

**Assignments for RMGT 598:**

**Points**

Discussion Boards	50
Written Journal Article Critique	50
Text Exercises and 3 Interviews	50
Volunteer Identifications	<u>50</u>
Total	200

## Professional Dispositions

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

## Class Schedule

### Tentative Course Calendar:

Date	Topic	Assignment
<b>Week 1</b> Jan 18 <sup>th</sup>	<i>Syllabus</i>	Introduction to the course. Please order the text and consider joining ATRA as a student. Although not required to sit for the national exam, being a member of the only national membership organization representing the interests and needs of CTRSs will help you. By becoming a student member, you will be introduced to learning opportunities like internship sites; best-practices across work settings; job bank; and developing exceptional future professionals.
<b>Week 2</b> Jan. 25 <sup>th</sup>	<b>Compassion</b>	Before Jan. 25 <sup>th</sup> read article <b>Cochrane's "Culture of Compassion"</b> found on <i>Course Content</i> and view YouTube video
<b>Week 3</b> Feb. 1 <sup>st</sup>	<b>Leadership Skills</b> NCTRC Job Task Analysis	Before Feb. 1 <sup>st</sup> read <b>Chapter 15 "TR Is a Process, Not a Place," pg. 221-230 in <i>Professional Issues in Therapeutic Recreation on Competence and Outcomes</i></b>
<b>Week 4</b> Feb. 8 <sup>th</sup>	ATRA Code of Ethics	Before Feb. 8 <sup>th</sup> view the Power Point Leadership found on <i>Course Content</i> and follow the <i>Discussion Board</i> request.
<b>Week 5</b> Feb. 15 <sup>th</sup>	<b>Listening Skills</b>	First, please watch this YouTube video on " <b>Tips for Active Listening,</b> " <i>Story Corps: Tips for Active Listening</i> <b>Link:</b> <a href="https://youtu.be/Ho2vuSd_6c4">https://youtu.be/Ho2vuSd_6c4</a>  Read <b>Chapter 25 "Status of TR Research," pg. 493-505 in <i>Professional Issues in Therapeutic Recreation on Competence and Outcomes</i></b>
<b>Week 6</b> Feb. 22 <sup>nd</sup>	Individual phone calls with instructor of record to discuss your potential journal article to submit as a critique <b>Week 13</b> (per <i>Syllabus</i> ).	Read article; " <b>Recreational Therapy in Nursing Homes: History, Regulations, COVID-19, and Beyond,</b> " 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.
<b>Week 7</b> Feb. 29 <sup>th</sup>	<b>Resourcefulness</b>	Discuss on Blackboard the <i>Therapeutic Recreation Journal</i> reading from above.
<b>Week 8</b> Mar. 7 <sup>th</sup>	<b>Spring Break</b>	
<b>Week 9</b> Mar. 14 <sup>th</sup>		On <i>Assignments</i> is the "How to Critique" article applied to the Nursing Home article. You can refer to it as you begin

		writing. Within <i>Course Content</i> is the webinar mentioned with some references for you to consider.
<b>Week 10</b> Mar. 21 <sup>st</sup>	<b>Patience</b>	By Mar. 21 <sup>st</sup> watch YouTube video on “ <b>The Importance of Patience</b> ” and answer questions already on <i>Discussion Board</i> .  Secondly, read <b>Chapter 30 “Perspective: Cross Collaboration in TR,”</b> pg. 579-589 in <i>Professional Issues in Therapeutic Recreation on Competence and Outcomes</i> .
<b>Week 11</b> Mar. 28 <sup>th</sup>		Watch YouTube video on “ <b>Compassionate Communication</b> ” - <a href="https://www.youtube.com/watch?v=46bRW1pYgoY">https://www.youtube.com/watch?v=46bRW1pYgoY</a> Be prepared on Blackboard to present the main premise of your upcoming journal critique rather than the critique that will be written and turned in. A sample critique is available on <i>Course Content</i> .
<b>Week 12</b> Apr. 4 <sup>th</sup>	<b>Speaking Skills</b>	
<b>Week 13</b> Apr. 11 <sup>th</sup>		<b>Journal Critique Due</b>
<b>Week 14</b> Apr. 18 <sup>th</sup>	<a href="https://www.mometrix.com/academy/nctrc-practice-test/">https://www.mometrix.com/academy/nctrc-practice-test/</a>	<b>Please take the Practice NCTRC Test</b>
<b>Thursday, Apr. 25<sup>th</sup></b> ZOOM with RMGT 418 to hear Power Points		

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](mailto: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](mailto:titleix@gmu.edu).

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

