

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

RMGT 419 DL1– Professionalism in Therapeutic Recreation Practice  
Fall 2024

**Faculty**

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**Prerequisites/Corequisites**

RMGT 416 Prerequisite or permission of instructor /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 Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on Wednesday, August 28, 2024.

- To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

**Under no circumstances may students participate in online class sessions while operating motor vehicles.**

**Learner Outcomes**

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.

### **Technical Requirements**

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

- High-speed internet access with updated browsers.
  - Blackboard Learn supported browsers:  
[https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Note that 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 Wednesdays and finish on Tuesdays.
- Log in Frequency:  
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 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.

## Course Performance Evaluation

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

## 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, visitations, 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.

2. Written Journal Article Critique:

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

3. Two Visitations:

Each student will attend two site visits to meet TR professionals in the field. Two tentative dates for visits are on the Calendar and two more will be posted when confirmed. Depending on your individual availability you will choose two to attend. A follow-up evaluation for the sites will be distributed, to be completed and turned in.

Grading Scale for 419:

A = 194-200	B+ = 188-189	C+ = 178-179	D = 160-169
A- = 190- 193	B = 184-187	C = 174-177	F = 0-159
	B- = 180-183	C- = 170-173	

**Grading**

Students are expected to submit all assignments on time in the manner outlined by the instructor. Assignments expectations will always be reviewed. Use of Generative AI tools should be used following the fundamental principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

<b>Assignments for RMGT 419:</b>	<b>Points</b>
Discussion Boards	50
Written Journal Article Critique	50
Visitations and onsite assessments	50
Final <i>Take Home</i> Exam	<u>50</u>
<b>Total</b>	<b>200</b>

**Professional Dispositions (CEHD Student Guide)**

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

## Class Schedule

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

Date	Topic	Assignment
<b>Week 1</b> W. Aug. 28	<i>Syllabus and First Week PowerPoint</i>	Welcome to the course! Besides ordering the text this week, I recommend you consider. Becoming an ATRA student member. Although it's not required for the national exam, being part of the only national organization that supports Certified Therapeutic Recreation Specialists (CTRSs) can offer valuable benefits. As a student member, you'll have access to learning opportunities like internship placements, best practices across diverse work settings, a job bank, and professional development resources to help shape your future career. See First Week PowerPoint for information to join.
<b>Week 2</b> W. Sept. 4	<b>Compassion</b>	Before Sept. 4 <sup>th</sup> first read the complete article, <b>Cochrane's "Culture of Compassion"</b> found within <i>Course Content</i> and view the YouTube video. Then answer Week One Discussion Board.
<b>Week 3</b> W. Sept. 11	<b>Leadership Skills</b> NCTRC Job Task Analysis	Before Sept. 11 <sup>th</sup> read <b>Chapter 15 "TR Is a Process, Not a Place," pg. 221-230</b> in <i>Professional Issues in Therapeutic Recreation on Competence and Outcomes</i>
<b>Week 4</b> W. Sept. 18	ATRA Code of Ethics	Before Sept. 18 <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 (Tentative)</b> Tuesday, Sept. 24 <sup>th</sup> meet at Wellness Center for an Onsite Visit with RMGT 416. Time and address will be announced.	<b>Listening Skills</b> Wellness Center	First, please watch this YouTube video on " <b>Tips for Active Listening,</b> " <i>Story Corps: Tips for Active Listening Link:</i> <a href="https://youtu.be/Ho2vuSd_6c4">https://youtu.be/Ho2vuSd_6c4</a>  Read <b>Chapter 25 "Status of TR Research," pg. 493-505</b> in <i>Professional Issues in Therapeutic Recreation on Competence and Outcomes</i>
<b>Week 6</b> W. Oct. 2	Individual Zooms with instructor 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.
<b>Week 7 (Tentative)</b> W. Oct. 9 meet at Lewisville Senior Center	Lewisville Senior Center	

for an Onsite Visit with RMGT 416. Time and address will be announced.		
<b>Week 8</b> W. Oct. 16	<b>Resourcefulness</b>	Before Oct. 16 <sup>th</sup> discuss on Blackboard the <i>Therapeutic Recreation Journal</i> reading from Oct. 2 <sup>nd</sup> .
<b>Week 9</b> W. Oct. 23		<i>On 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> W. Oct. 30	<b>Patience</b>	By Oct. 30 <sup>th</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,” pg. 579-589 in <i>Professional Issues in Therapeutic Recreation on Competence and Outcomes.</i></b>
<b>Week 11</b> W. Nov. 6	<b>Speaking Skills</b>	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> and answer questions on <i>Discussion Board</i> .
<b>Week 12</b> W. Nov. 15	<b>Ethics Revisited</b>	
<b>Week 13</b> W. Nov. 20		<b>Journal Critique Due on Assignments</b>
<b>Week 14</b> W. Nov. 27	<b>Thanksgiving Break</b>	
<b>Week 15</b> W. Dec. 4		<b>Final Exam Distributed</b>
<b>Week 16</b> Final Exam Week		<b>Final Completed on Assignments</b>

### 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 Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 your LMS should be directed to:
  - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- For information on student support resources on campus, see:
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>

### **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).



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**RECREATION MANAGEMENT  
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