Seminar in Facilitation of Recreation Experiences
PRT 60/7040, 001 (3 cr)
Thursdays 4:35-7:35, HPR N 218

Instructor: Mary Sara Wells, Ph.D.   Office Hours:
Annex C–1096   Tuesdays and Thursdays 9:00 am to 1:00 pm
585-7086   Wednesdays 1:00 to 3:00 pm
mary.wells@hsc.utah.edu

Required Text: Kleiber, D. A., Walker, G. J., & Mannell, R. C. (2011). *A social psychology of leisure*
(2nd ed.). State College, PA: Venture.
Optional Text: APA Publication Manual, 6th Edition
Additional readings will be made available via Canvas.

Please try to check our Canvas every couple of days for course communication. I will do the same, however, if
you need an answer to something quickly, e-mail or the phone are best.

Course Description PRT 6040:
Seminar in research, theory, practice, and technique of structuring recreation experiences to facilitate
predetermined outcomes. Includes examination of social psychological theories and literature including,
motivation, emotion, socialization, human development, and group dynamics as related to facilitation of
recreation experiences.

Prerequisites: Master's student status. Required course for all Master's students.

*The focus of this class is on learning how to effectively facilitate recreation experiences given the current
state of knowledge. To this end, you should be able to locate and use relevant data, research, and theory to
inform your professional practice.*

Course Description PRT 7040: Seminar in research, theory, practice, and technique of structuring recreation
experiences to facilitate predetermined outcomes. Includes examination of theories of learning, motivation,
emotion, socialization, human development, and group dynamics as related to facilitation of recreation
experiences.

Prerequisites: Doctoral student status. Required course for all Doctoral students.

*The focus of this class is on learning how to effectively contribute to the current state of knowledge on topics
relevant to facilitating recreation experiences. To this end, you should be able to locate and use relevant data,
research, and theory to contribute to the recreation and leisure profession.*

Objectives: Through this course, each student should be able to:
1. Facilitate an interactive class discussion or recreation activity with a specified purpose.
2. Understand the value of theory and research in recreation programming.
3. Understand basic leisure related social psychological theories.
4. Discuss the ethical issues involved in engineering recreation experiences.
5. Locate, review, and compile theoretical and research literature relevant to both social psychology and
   recreation on a topic of interest to the student.
6. Demonstrate how to use a theory to drive recreation program design and implementation.

Course Policies

General Policies:
Student preparation, attendance, and active participation are necessary for the class to be successful. Regardless of what you miss or why you miss it (I do understand that you have a life outside of this class and that we all make choices), you are responsible for learning the material covered throughout the course. If you miss a class, you will need to make certain that you understand the material covered that day. Use the other students in the course and any course material or outside resources first. After you have gathered all the information you can find, come see the graduate teaching assistants or me during our office hours for clarification or confirmation.

Please be respectful of the other students in the class. Talking, texting, playing solitaire on your laptop, etc. can be very distracting to those students who are trying to learn. And please make sure your cell phones are turned off before class begins.

All written work is to be typed following APA format. An APA manual may be purchased in the bookstore or in the library, or you can use the helpful handout provided to you in class. Papers must be your original work for this class. At the discretion of the instructor, any individual caught plagiarizing, in any form, has the potential to fail this class. Please do not put me or the department in a position to have to make this decision, and more importantly, jeopardize your own academic career. Quotations should be used sparingly in a supportive fashion. All quotes must be in quotation marks and properly referenced. Try to summarize ideas into your own words and include your own reactions, thoughts, and interpretations of what you have read.

Hard copies of all assignments are due at the beginning of class and late assignments will be graded down 10% for each day late (that means if you turn it in at the end of class it is considered one day late). On occasion, special exceptions will be made for emergencies (an emergency is not that you didn't plan ahead properly), but I need to be notified of the emergency as soon as possible. It is very important to me that each student read the syllabus in its entirety, and therefore, each student who emails me telling me that they have done so will receive ten points extra credit. If you have any questions or concerns about any specific assignments, please see me well before the paper is due. If you would like me to read a draft of an assignment, I am more than happy to do so, but you need to get it to me at least 48 hours before you need it back.

In order to insure objectivity in grading, please use your student ID number on the title page in place of your name. After the assignments have been graded, I will be able to look up your name on the class roll.

If you have any questions or concerns regarding class assignments, please feel free to drop by my office and visit with me. I am more than happy to help. Class sessions will involve discussions at times. Students are expected to be prepared to discuss the readings and ask questions. I would greatly appreciate it if students would make a concerted effort to be to class on time. If you have a specific reason that you will be coming late to class throughout the semester, please let me know.

Student Code:
The University of Utah has very clear policies regarding student's rights and responsibilities –including, but not limited to, issues involving academic dishonesty. These policies are strictly observed in this class. See http://www.admin.utah.edu/ppmanual/8/8-10.html for details.

Professional Code of Ethics:
Our department has formally adopted the professional code of ethics of NRPA NTRS. Please familiarize yourself with these professional expectations for students and faculty in the department. NRPA NTRS ethics: http://www.nrpa.org/content/default.aspx?documentId=867

Americans with Disabilities Act:
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. In order to establish the existence of a disability and/or request reasonable accommodations for this class, you should contact the Center for Disabled Student Services at 160 Olpin Union Building, 581-5020 (voice or TDD), or http://disability.utah.edu/.

Other departmental course policies may be found in the *Department of Parks, Recreation, and Tourism Undergraduate Manual*.

Description of Assignments

In-Class Contribution (150)—Up to 150 points will be earned by your active involvement in class. This may also include application exercises that will take place during the lectures. In order to participate, you need to be on time, in class, and prepared. Excessive lateness or absences will have a negative impact on your ability to earn these points. If you are going to be absent or late for any reason, please let me know ahead of time.

Discussion Questions (200)—Each day there are assigned readings, you will be expected to submit 2 general questions from the reading and 2 applications/connections to your own experiences with recreation/leisure. These connections may either be personal or professional. These questions can be posted to Canvas by 10 PM on the Wednesday before class to earn credit. For the first couple weeks of class, I will provide you some feedback on your submissions and will use these questions and observations to guide our in-class discussions. Later in the course, the week's discussion leaders may choose to use them as they see fit.

Note to PRT 7040 students—Feel free to touch on research, methods, measure, results, generalizability, etc. This is your chance to influence and shape the in-class discussion and make it useful and relevant to you.

Leading of an In-Class Discussion (150)—You will be responsible for leading a discussion session on topics/chapters of your choice (in groups of about 5). This should include an innovative way to engage the class on your topics. Ideas include (a) some type of "facilitated" recreation experience that both has a specific purpose and that you can connect with the ideas covered in your day's readings, (b) a case study that touches on some of the reading topics, and/or (c) an active learning activity or exercise that involves the class (some chapters/content are not conducive to a theory based activity). One week before your group is scheduled to present, please make sure I have an outcome of your ideas and schedule a time to stop-by my office hours at least a day before you present. Plan on each student being actively involved in facilitating this discussion.

PRT 7040 students (with a couple exceptions) are primarily responsible for the Design (outline, content) and PRT 6040 students are primarily responsible for the implementations. While individual grades will be assigned, you are expected to work as a collaborative unit in preparing for class.

Theory Based Miniature Literature Review (200)—You will be responsible for writing a short literature review on a topic of interest that is related to the social psychology of leisure. Draft copies will be made public on Canvas and will be read by your classmates. While not graded, late drafts can adversely affect your literature review grade. Further details of the assignment will be provided.

Draft of Literature Review (50)—A draft of your literature review will be submitted early in the semester. While not graded for content, it is important to remember that the more thoroughly completed these are, the better the feedback you will receive, and the more likely you will perform well on the final draft.

Feedback on Classmate's Literature Review (2 x 50)—Draft copies of each course participant's literature review will be posted to Canvas for the reading pleasure of the rest of the class. Each student is required to read

and provide feedback on 2 literature reviews. The quality of the feedback you provide will be considered in determining your grade. Please be thorough, fair, and constructive in your comments.

Final Project—1 of 2 Options (150)

Option 1 (PRT 6040 Preferred)—Theory Based Program Presentation
Based on what you have learned during the course and through your literature review, you should prepare a theory-based example program to share with the class. Activities appropriate for class will be run, other programs will be explained. Be prepared to explain both your theory and how your program works with your theory. This can be completed individually or in pairs. In addition to your presentation, please prepare a written explanation of your program and its theoretical basis.

Option 2 (PRT 7040 Preferred)—Theory Based Program Implementation and Research
Based on what we have learned in class, small groups of 2 or 3 may design a theory-based program, run the program, evaluate it, and compare its efficacy to a viable alternative. This information will then be presented to the class at the end of the semester, and a brief journal-type article will be submitted.

Grading Procedures:	Points		Grading Scale (%)	
In-Class Contribution	150		93 & Above	A
Discussion Questions	200		90-92	A-
Leading Class Discussion	150		87-89	B+
Literature Review	200		83-86	B
Draft of Literature Review	50		80-82	B-
Feedback on Lit. Review (2 x 50)	100		77-79	C+
Final Project	150		73-76	C
TOTAL	**1000**		70-72	C-
			67-69	D+
			63-66	D
			60-62	D-
			59 & Below	F

Tentative Outline for Class Topics and Assignments

Date	Topic	Reading	Assignment Due
Aug. 23	Course Introductions and Syllabus		
Aug. 30	Program Theory, etc.	On Canvas (Aug. 30 Readings)	**Class Topic Selection**
Sept. 6	Introduction to the Social Psychology of Leisure;	Chapters 1-2	
Sept. 13	Defining & Studying the Leisure Experience;	Chapters 3-4	
Sept. 20	Leisure Needs and Motivations;	Chapters 5 -6	**Lit Review Topics**
Sept. 27	Leisure and the Person;	Chapters 7-8	
Oct. 4	The Social Contexts of Leisure;	Chapters 9-10	
Oct. 11	**Fall Break—No Class**		
Oct. 18	**No Class--NRPA**		
Oct. 25	Leisure over the Lifespan;	Chapters 11-12	
Nov. 1	Optimizing Leisure Outcomes;	Chapter 13	**Lit Review Drafts**
Nov. 8	**No Class—Post Peer Reviews of Literature Reviews on Canvas by Nov. 8 at 4:35 pm.**		
Nov. 15	Ethics + To be Determined		
Nov. 22	**Thanksgiving—No Class**		
Nov. 29	Final Project Presentations		
Dec. 6	Final Project Presentations/Course Wrap-up		**Final Lit. Reviews**
Dec. 13	**Final Project Due—5:00 pm**		

** Last Day to Drop: Wednesday, August 29
** Last Day to Withdraw: Friday, October 19