
B.S. Recreation Therapy

The purpose of the Recreation Therapy (RT) degree is twofold. First, the RT degree provides academic course work and field-based experiences, which enables graduates to enter the profession qualified to effectively and successfully provide recreation therapy services to individuals with disabilities in clinical, transitional, and community settings. Competencies addressed in the RT degree are designed to meet the standards and evaluative criteria of the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT), the National Council for Therapeutic Recreation Certification (NCTRC). Second, the RT degree provides to all department students, and campus-wide students who are non-majors, an orientation to individuals with disabilities and to the profession of Recreation Therapy. This knowledge will enable graduates to better provide recreation and other services to individuals with disabilities that are more comprehensive and sensitive to their needs.

Goals of the Therapeutic Recreation Program

- A. Offer courses and field-based experiences enabling graduates to meet the criteria for eligibility to sit for examinations to become a Certified Therapeutic Recreation Specialist (CTRS) through the NCTRC.
- B. Prepare students to accept their professional and personal roles as advocates for and with individuals with disabilities.
- C. Continually revise degree's content so that it always reflects the most current professional standards and practices.
- D. Continually evaluate current and potential field-based experience sites to provide students with a wide variety of possible field experiences which will expose them to current professional practice by competent practitioners.
- E. Assist students with securing recreational therapy positions before and after completion of the degree.

A. Certification Criteria

Criteria of COAPRT and NCTRC are regularly reviewed and changes in the RT program including course content, structure, and requirements are revised as needed to reflect changes in criteria. Due to recent changes in the CSU standards of curriculum percentages specific to an academic program, as well as NCTRC standards and COAPRT standards, several curriculum changes have been made to the RT program. These changes as well as the RT program course requirements are presented below.

1. B.S. Recreation Therapy degree

As of Fall 2020, the Recreation Therapy Program at CSUS became a stand-alone bachelor's degree. In 2017 (with a grace period for implementation), a revised Executive Order (EO 1071) from the CSU Chancellor's Office required that both new and existing degree programs with multiple concentrations (or pathways) have a majority of units common to all concentrations. That is, multiple concentrations within a single degree program are now required to be more similar than dissimilar or be separated into different degree programs. This rule caused the "elevation" of Recreation Therapy from a concentration within Recreation Administration to a separate degree program. This rule also caused the new program in Hospitality and Tourism Management to begin as a separate degree program rather than as a concentration within Recreation Administration. Another outcome of these changes was that the Recreation Administration degree was left with a single concentration (Recreation and Park Management) which no longer distinguishes one pathway from another (as only one pathway remains in that degree program) and so the concentration title (Recreation and Park Management) will be retired, and the degree title may also be changed (subject to approval from the Chancellor's Office).

Within the Department, this degree change allowed for students to switch from a concentration to a B.S. in Recreation Therapy. With this change, one additional course was added to the curriculum, RPTA 102 RT Professional Practice in spring of 2016. This course took the place of RPTA 101 Senior Seminar to create curriculum specific to professional expectations and internship and certification competencies in RT.

In addition to course changes, two full-time tenure track positions were added. This was due to a growing need for course content delivery precipitated by an increase in enrollment and also to fill the gap in FTE for the department in this specific area. In the fall of 2018, Dr. Erik Luvaas was hired as an Assistant Professor in Recreation Therapy, and then in the fall of 2020, Dr. Christina Brown-Bochicchio was hired as an Assistant Professor in Recreation Therapy. With these additional faculty, we currently have three tenure-track faculty as well as four part-time lecturers in Recreation Therapy.

2. Recreation Therapy Core Course Requirements

BIO 25: Human Anatomy & Physiology
 PSYCH 168: Abnormal Psychology
 CHAD 30: Human Development
 RPTA 106 Introduction to Inclusive Recreation & Recreation Therapy
 RPTA 115: Recreation Therapy Assessment and Documentation
 RPTA 116: Recreation Therapy Principles and Practices and the Recreation Therapy Process
 RPTA 117: Recreation Therapy & Contemporary Aspects of Disability
 RPTA 118: Facilitation Techniques in Recreation Therapy
 RPTA 119: Recreation Therapy Management
 RPTA 102: Recreation Therapy Professional Practice
 RPTA 195D: Recreation Therapy Internship
 9 units Supportive Courses

3. Schedule of Course Offerings

The current class offerings are as follows: BIO 25 is offered every semester through the Biology department. PSYCH 168 is offered every semester through the Psychology department. CHAD 30 is offered every semester through the College of Education. Reflecting the growth of the program, all recreation therapy courses are offered in both the fall and spring semesters. RPTA 195D RT Internship is a course that is offered during the traditional academic year as well as during the summer.

RPTA 117 RT & Contemporary Aspects of Disability remains a course where students from the Gerontology degree program on the CSUS campus are permitted to take the course as an elective. In addition, in Spring 2021, RPTA 106 Inclusive Recreation & Introduction to Recreation Therapy will be an elective course available to the Health Science degree students.

Starting in spring 2020, due to the COVID-19 pandemic, all instruction transitioned to an online format. Continuing in the fall 2020 and spring 2021, instruction has remained online. Courses are offered synchronously requiring students to meet in real-time via zoom. Virtual courses continued into fall 2021 as the faculty identified future best practices for potential return to limited in-person instruction in spring 2022.

Due to the COVID-19 pandemic, RPTA 195D RT Internship has been reviewed and evaluated on a case-by-case basis, virtual internships have been infrequently approved. While some community agencies are providing an excellent virtual internship opportunity for our students, after review we have found multiple sites that we, as a faculty, believe are not an appropriate fit for our students.

B. Field-Based Experience Sites

Based on the experiences of students and discussions with practitioners, the agencies to which students can be assigned are regularly updated. The list is updated regularly when new opportunities and contracts are established between the university and outside Recreation Therapy agencies. The document is called the Current Recreation Therapy Contracts and lists approved agencies and can be found the Department's website and below.

[Current Recreation Therapy Contracts](#)

Due to the COVID-19 pandemic, Service Learning and Pre-internship Sites in the greater Sacramento area transitioned from in-person programming to virtual opportunities. The number of sites offering virtual opportunities decreased the number of options for service learning. However, this has not impacted the quality of the service learning experiences working with diverse populations. The RT faculty has maintained relationships with a number of community-based agencies that are committed to offering our students virtual service learning experiences. If students choose independently to seek out pre-internship opportunities that are in-person, it is up to their own personal discretion and not promoted by the University.

C. Employment

Notices of positions available in therapeutic recreation are shared with students on a bulletin board in the main hall of the 4th floor of Solano Hall and are shared during classes. Recreation Therapy faculty created professional Facebook accounts to continue this communication during the pandemic and into the future. Included in this communication are job opportunities as well as volunteer experiences. In RPTA 119 RT Management as well as RPTA 102 RT Professional Practices, time is spent orienting and preparing students to meet certification standards as well as securing a professional position. Content includes resume and cover letter writing as well as job search strategies.

D. Faculty in Recreation Therapy

Jamie Hoffman, Ed.D., CTRS joined CSUS's faculty in 2013 after earning her doctorate from California State University Long Beach in Educational Leadership. Dr. Hoffman has her undergraduate degree in Recreation Therapy from The University of Tennessee, Knoxville as well as her Masters in Recreation Administration. Dr. Hoffman maintains extensive involvement with professional standards for both the specialty of recreation therapy and the field of campus recreation. Dr. Hoffman is currently collaborating with The WELL on the campus of CSUS after attaining a grant to initiate inclusive recreation and adaptive sports programming on the campus. She has conducted numerous state, national, and international workshops and presentations addressing professional practice in recreation therapy, adaptive sports, inclusion, as well as professional standards.

Erik Luvaas, PhD, CTRS joined CSUS's faculty in Fall 2018 after completing his doctorate coursework at University of Idaho's Department of Recreation, Sport, & Tourism. Dr. Luvaas has an undergraduate degree in Recreation Therapy from University of Idaho and a M.A. Recreation Administration from California State University, Chico. Prior to entering academia, he was the Recreational Therapist and Program Director for the Recreation Therapy & Movement Arts Program at Shriners Hospitals for Children in Portland, Oregon, and the Youth Sports Program Manager for the nonprofit Paralympic Sports Club, Adaptive Sports Northwest. He has also worked in psychiatric rehabilitation as a Rehabilitation Therapist at Oregon State Hospital and as a Qualified Mental Health Professional (QMHP) for the Telecare Crisis and Treatment Center in Portland. His research examines the psychophysiological benefits of nature engagement, nature-based recreation therapy interventions, and how differences in nature engagement along varying dimensions of diversity impact equity issues.

Christina Brown-Bochicchio, PhD, CTRS joined CSUS's faculty in Fall 2020 after completing her PhD coursework at Eastern Carolina University in Rehabilitation Counseling and Administration along with a certificate

in Biofeedback. Dr. Brown-Bochiccio earned her bachelor's degree in Parks and Recreation Management with an emphasis in event planning from Northern Arizona University and a master's degree in Recreational Therapy Administration from East Carolina University. Prior to pursuing a career in academics, Christina was a qualified intellectual disabilities professional and recreational therapist with Angel View Inc., in Desert Hot Springs, California. Christina has worked professionally with several populations including older adults in community settings and with individuals with developmental disabilities. Academically, Christina's research and teaching is focused in the areas of stress management, training military personnel how to manage symptoms of PTSD using biofeedback and objective measurement of recreational therapy interventions. Her research has been presented at state, national and international conferences.

Arlene Krause, CTRS, RTC has been a Recreation Therapist for over 15 years. She holds both national and state certification, and is a Certified Therapeutic Recreation Specialist (CTRS), and Recreation Therapist Certified (RTC). Arlene has been a faculty member at California State University Sacramento since 1997. Within the Department of Recreation, Parks, and Tourism Administration, she has taught a variety of course in the Recreation Therapy concentration, as well as classes in nonprofit leadership and leisure and wellness. Arlene has also worked with Recreation Therapy students as they complete their education through supervising their 14 week internship experience. For the past three years Arlene has also been an instructor and America River College in the Department of Gerontology. At American River Arlene has instructed as part of the Activity Coordinator Certificate Program. Past employment has included work in the field of housing advocacy, and an independent living center, and work in the mental health field. Arlene has her undergraduate degree from Marquette University in Milwaukee Wisconsin, and her Masters from California State University Sacramento.

Lindsay Thuy Dao, CTRS, is the Supervisor of Recreation Therapy for Sutter Center for Psychiatry, the only not-for-profit psychiatric hospital in the Sacramento region that is part of an integrative health care system. She is the Clinical Internship Supervisor, Service Excellence Champion for Patient Satisfaction and is Sutter's Crisis Prevention Intervention Instructor. Lindsay has previously held positions as a Camp Director for Camp Courage, a camp organization that serves people with disabilities, a Recreation Therapist at Courage Kenny Rehabilitation Institute, as well as clinical experiences at the Western Blind Rehabilitation Center at the VA Palo Alto. Her knowledge and expertise includes the Recovery Model and Dialectical Behavioral Therapy. Lindsay earned her undergraduate degree in Recreation Therapy at San Jose State University, her graduate degree in Healthcare Administration at Saint Mary's University of Minnesota, and is currently pursuing a doctorate in Educational Leadership at California State University, Sacramento.

7.0(b) Series Learning Outcomes (Recreation Therapy)

7.01(a) Students graduating from the program shall demonstrate entry-level knowledge of the **scope** of the therapeutic recreation profession.

7.01(b) Students graduating from the program shall demonstrate entry-level knowledge of the **practice** of recreational therapy.

7.01(c) Students graduating from the program shall demonstrate entry-level knowledge of the **historical, philosophical, theoretical, and scientific foundations** of the therapeutic recreation and contributory sciences.

COAPRT 7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

Guidance for TR Focus: Historical, philosophical, theoretical, and scientific foundations of therapeutic recreation:
Historical, philosophical, theoretical, and scientific foundations of therapeutic recreation:
 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.

Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity (7.01.01)	Performance Measure (7.01.02)	Performance levels/metrics (7.01.03)	Evidence of Continuous Program Improvement (7.01.04)	
Describe standards and regulations which govern therapeutic recreation programs and services	7.01(a)	RPTA 116 Recreation Therapy Principles and Practices and the Recreation Therapy Process	NCTRC Quiz	70% of students will score an 80% or above	Questions were reviewed for current NCTRC standards related to the 2014 RT Job Task Analysis. Spring 2020-Spring 2021 scores may have been affected by the rapid transition to virtual instruction due to COVID-19 pandemic. To increase content comprehension and to incentivize completion of the assignment, the quiz has been modified to allow multiple attempts so students could have the opportunity to seek the answers on the NCTRC website and notes from NCTRC in-class webinar.	
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters					
	2018-2019		2019-2020		2020-2021	
		<u>Fall 2018</u> Luvaas: 42% of students scored an 80% or above <u>Spring 2019</u> Luvaas: 61.3% of students scored an 80% or above	<u>Fall 2019</u> Luvaas: 87% of students scored an 80% or above <u>Spring 2020</u> Luvaas: 54.5% of students scored an 80% or above	<u>Fall 2020</u> Luvaas: 53.8% of students scored an 80% or above <u>Spring 2021</u> Luvaas: 37.5% of students scored an 80% or above		

Evaluate contemporary approaches to the provision of therapeutic recreation services.	7.01(a)	RPTA 116 Recreation Therapy Principles and Practices and the Recreation Therapy Process	RT Model Analysis Paper	75% of students will achieve an 80% or higher on related questions on midterm.	Spring 2021 assessment results are due to three students not completing the assignment. All other students scored above 80%.
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021
	<u>Fall 2018</u> Luvaas: 90.5% of students scored an 80% or above <u>Spring 2019</u> Luvaas: 87.1% of students scored an 80% or above		<u>Fall 2019</u> Luvaas: 100% of students scored an 80% or above <u>Spring 2020</u> Luvaas: 81.8% of students scored an 80% or above		<u>Fall 2020</u> Luvaas: 84.6% of students scored an 80% or above <u>Spring 2021</u> Luvaas: 62.5% of students scored an 80% or above
Describe the appropriate therapeutic recreation applications for rehabilitation purposes of clinical terms and diagnoses	7.01(a)	RPTA 119 Recreation Therapy Management and Advancement of the Profession	Mock NCTRC Exam	70% of students will score an 80% or above	Due to the pandemic and the transition to online learning, the RT Manual assignment from Fall 2018-Fall 2020 was modified to meet the needs of students in a virtual learning environment.
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021
	<u>Fall 2018</u> Dao: 96% of students scored 80% or above <u>Spring 2019</u> Dao: 94% of students scored 80% or above		<u>Fall 2019</u> Dao: 100% of students scored 80% or above <u>Spring 2020</u> Dao: 91% of students scored 80% or above		<u>Fall 2020</u> Dao: 95% of students scored 80% or above <u>Spring 2021</u> Dao: 100% of students scored 80% or above
Discuss issues and trends regarding ethical standards in health care professions	7.01(b)	RPTA 118 Recreation Therapy Facilitation Techniques	Facilitation Assignment	70% of students will achieve 80% or higher on the presentation	Due to the pandemic, in spring 2020 – spring 2021, this assignment was conducted virtually via Zoom. Students had the opportunity to facilitate interventions with individuals with cognitive disabilities as well as conduct a support group for family members and caregivers of adults with ABI/TBI.
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021

	<p>Fall 2018 Hoffman: 100% of students scored 80% and above</p> <p>Spring 2019 Hoffman: 100% of students scored 80% and above</p>		<p>Fall 2019 Hoffman: 100% of students scored 80% and above</p> <p>Spring 2020 Luvaas: 100% of students scored 80% and above</p>		<p>Fall 2020 Hoffman: 100% of students scored 80% and above</p> <p>Spring 2021 Hoffman: 100% of students scored 80% and above</p>	
<p>Increase one's potential to provide all peoples with leisure services by assessing individual needs, activity analysis, guidelines for program design, individualized accommodation, and methods of resource development.</p>	7.01(b)	<p>RPTA 106 Introduction to Inclusive Recreation and Recreation Therapy</p>	<p>Inclusion Group Presentation</p>	80% of students will achieve 70 % or higher on the exam.	Due to the COVID-19 pandemic, Spring 2020 courses were affected in different ways, depending on how far along students were in completing course assignments. Students in some sections were not able to complete the assessments tied to accreditation.	
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters					
	2018-2019		2019-2020		2020-2021	
	<p>Fall 2018 Luvaas: 97% of students scored 70% and above</p> <p>Spring 2019 Luvaas: 96.7% of students scored 70% and above</p> <p>Elder-Gok: 100% of students scored 70% and above</p>		<p>Fall 2019 Luvaas: 93.3% of students scored 70% and above</p> <p>Spring 2020 Easterla-Jorgensen: N/A% of students scored 70% and above</p> <p>Luvaas: 100% of students scored 70% and above</p>		<p>Fall 2020 Brown-Bochicchio: 88% of students scored 70% and above</p> <p>Elder-Gok: 81.25% of students scored 70% and above</p> <p>Spring 2021 Luvaas: 100% of students scored 70% and above</p> <p>Brown-Bochicchio: 71% of students scored 70% and above</p>	
<p>Evaluate contemporary approaches to the provision of therapeutic recreation services.</p>	7.01(c)	<p>RPTA 116 Recreation Therapy Principles and Practices and the Recreation Therapy Process</p>	<p>RT Model Analysis Paper</p>	75% of students will achieve an 80% or higher on related questions on midterm.	Spring 2021 assessment results are due to three students not completing the assignment. All other students scored above 80%.	
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters					
	2018-2019		2019-2020		2020-2021	

	<p>Fall 2018 Luvaas: 90.5% of students scored an 80% or above</p> <p>Spring 2019 Luvaas: 87.1% of students scored an 80% or above</p>		<p>Fall 2019 Luvaas: 100% of students scored an 80% or above</p> <p>Spring 2020 Luvaas: 81.8% of students scored an 80% or above</p>		<p>Fall 2020 Luvaas: 84.6% of students scored an 80% or above</p> <p>Spring 2021 Luvaas: 62.5% of students scored an 80% or above</p>		
<p>Develop an awareness of the general characteristics and unique issues associated with diverse populations.</p>	7.01(c)	<p>RPTA 106 Introduction to Inclusive Recreation and Recreation Therapy</p>	<p>Fall 2018-Spring 2020: Wheelchair Experience</p> <p>Fall 2020 – Spring 2021: Movie Critique Paper</p>	80% of students will score 70% or above.	<p>Due to the COVID-19 pandemic, Spring 2020 courses were affected in different ways, depending on how far along students were in completing course assignments. Students in some sections were not able to complete the assessments tied to accreditation.</p> <p>Due to the pandemic, in spring 2020 – spring 2021, this assignment was discontinued and replaced with the Movie Critique Paper. In future semesters, this paper will require students to write about potential leisure barriers or obstacles for individuals with a given diagnosis as represented in a film portraying disability.</p>		
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters						
	2018-2019		2019-2020		2020-2021		
<p>Fall 2018 Luvaas: 93.9% of students scored 70% and above</p> <p>Spring 2019 Luvaas: 96.7% of students scored 70% and above</p> <p>Elder-Gok: 87.5% of students scored 70% and above</p>		<p>Fall 2019 Luvaas: 100% of students scored 70% and above</p> <p>Spring 2020 Easterla-Jorgensen: N/A% of students scored 70% and above</p> <p>Luvaas: 90.5% of students scored 70% and above</p>		<p>Fall 2020 Brown-Bochicchio: 88% of students scored 70% and above</p> <p>Elder-Gok: 81.25% of students scored 70% and above</p> <p>Spring 2021 Luvaas: 93.3% of students scored 70% and above</p> <p>Brown-Bochicchio: 81% of students scored 70% and above</p>			
<p>Describe the major disability classification areas and how to plan therapeutic recreation services for each area</p>	7.01(c)	<p>RPTA 117 Recreation Therapy and Contemporary Aspects of Disability</p>	<p>Disability Research Project</p>	80% of students will achieve a 70% or greater on the exam.			
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters						
	2018-2019		2019-2020		2020-2021		

	<p><u>Fall 2018</u> 97% of students achieved a 70% or greater</p> <p><u>Spring 2019</u> 97% of students achieved a 70% or greater</p>		<p><u>Fall 2019</u> 96.5% of students achieved a 70% or greater</p> <p><u>Spring 2020</u> 93.6% of students achieved a 70% or greater</p>		<p><u>Fall 2020</u> 93.9% of students achieved a 70% or greater</p> <p><u>Spring 2021</u> 92.3% of students achieved a 70% or greater</p>		
<p>Human functioning including anatomy and physiology, human growth and development through the lifespan, variations in development and resulting disability, psychology, including abnormal psychology, and theories of human behavior change</p>	7.01(c)	BIO 25 Human Anatomy & Physiology	Students final grades as posted on RT Verification Form and university transcripts	70% of students will earn a 70% or above in BIO 25 or an equivalent course before RPTA 195D RT Internship	Faculty are currently evaluating the possible utilization of BIO 30 Anatomy & Physiology, a 4-unit course, currently for Kinesiology students only.		
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters						
	2018-2019			2019-2020		2020-2021	
	<p><u>Fall 2018</u> 100% of students earned a “C” or greater in BIO 25 or an equivalent course before RPTA 195D RT Internship</p> <p><u>Spring 2019</u> 100% of students earned a “C” or greater in BIO 25 or an equivalent course before RPTA 195D RT Internship</p>			<p><u>Fall 2019</u> 100% of students earned a “C” or greater in BIO 25 or an equivalent course before RPTA 195D RT Internship</p> <p><u>Spring 2020</u> 100% of students earned a “C” or greater in BIO 25 or an equivalent course before RPTA 195D RT Internship</p>		<p><u>Fall 2020</u> 100% of students earned a “C” or greater in BIO 25 or an equivalent course before RPTA 195D RT Internship</p> <p><u>Spring 2021</u> 100% of students earned a “C” or greater in BIO 25 or an equivalent course before RPTA 195D RT Internship</p>	
	7.01(c)	CHAD 30 (human growth and development through the lifespan)	Students’ final grades as posted on RT Verification Form and university transcripts	70% of students will earn a 70% or above in CHAD 30 or an equivalent course before RPTA 195D RT Internship			
Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters							
2018-2019			2019-2020		2020-2021		

<p><u>Fall 2018</u> 100% of students earned a “C” or greater in CHAD 30 or an equivalent course before RPTA 195D RT Internship</p> <p><u>Spring 2019</u> 100% of students earned a “C” or greater in CHAD 30 or an equivalent course before RPTA 195D RT Internship</p>		<p><u>Fall 2019</u> 100% of students earned a “C” or greater in CHAD 30 or an equivalent course before RPTA 195D RT Internship</p> <p><u>Spring 2020</u> 100% of students earned a “C” or greater in CHAD 30 or an equivalent course before RPTA 195D RT Internship</p>		<p><u>Fall 2020</u> 100% of students earned a “C” or greater in CHAD 30 or an equivalent course before RPTA 195D RT Internship</p> <p><u>Spring 2021</u> 100% of students earned a “C” or greater in CHAD 30 or an equivalent course before RPTA 195D RT Internship</p>	
7.01(c)	PSYCH 168 (abnormal psychology)	Students final grades as posted on TR Verification Form and university transcripts	70% of students will earn a 70% or above in PSYCH 168 or an equivalent course before RPTA 195D RT Internship		
Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters					
2018-2019		2019-2020		2020-2021	
<p><u>Fall 2018</u> 100% of students earned a “C” or greater in PSYCH 168 or an equivalent course before RPTA 195D RT Internship</p> <p><u>Spring 2019</u> 100% of students earned a “C” or greater in PSYCH 168 or an equivalent course before RPTA 195D RT Internship</p>		<p><u>Fall 2019</u> 100% of students earned a “C” or greater in PSYCH 168 or an equivalent course before RPTA 195D RT Internship</p> <p><u>Spring 2020</u> 100% of students earned a “C” or greater in PSYCH 168 or an equivalent course before RPTA 195D RT Internship</p>		<p><u>Fall 2020</u> 100% of students earned a “C” or greater in PSYCH 168 or an equivalent course before RPTA 195D RT Internship</p> <p><u>Spring 2021</u> 100% of students earned a “C” or greater in PSYCH 168 or an equivalent course before RPTA 195D RT Internship</p>	

Human services supportive areas including medical terminology	7.01(c)	Students will complete 9 units of supportive coursework as defined by NCTRC standards for certification	Students final grades posted on TR Verification Form and university transcripts	70% of students will earn a 70% or greater in all 9 units of supportive coursework	
Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters					
2018-2019		2019-2020		2020-2021	
<u>Fall 2018</u> 100% of students earned a 70% or greater in all 9 units of supportive coursework <u>Spring 2019</u> 100% of students earned a 70% or greater in all 9 units of supportive coursework		<u>Fall 2019</u> 100% of students earned a 70% or greater in all 9 units of supportive coursework <u>Spring 2020</u> 100% of students earned a 70% or greater in all 9 units of supportive coursework		<u>Fall 2020</u> 100% of students earned a 70% or greater in all 9 units of supportive coursework <u>Spring 2021</u> 100% of students earned a 70% or greater in all 9 units of supportive coursework	
Medical Terminology:	7.01(c)	RPTA 117 Recreation Therapy and Contemporary Aspects of Disability	Final Exam – Face-to-face Final Exam - Online	75% of students will earn an “80%” or greater	
Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters					
2018-2019		2019-2020		2020-2021	
<u>Fall 2018</u> 97% of students earned a 70% or greater <u>Spring 2019</u> 98.5% of students earned a 70% or greater		<u>Fall 2019</u> 88% of students earned a 70% or greater <u>Spring 2020</u> 97.8% of students earned a 70% or greater		<u>Fall 2020</u> 96.9% of students earned a 70% or greater <u>Spring 2021</u> 88% of students earned a 70% or greater	

- 7.02(a) Students graduating from the program shall demonstrate the ability to create/select, conduct, and interpret individualized **assessment** for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional recreation therapy practice, science, and philosophy.
- 7.02(b) Students graduating from the program shall demonstrate the ability to create/build an individualized recreation therapy service **plan** that clearly reflects the application of knowledge from relevant facets of contemporary professional recreational therapy practice, science, and philosophy.
- 7.02(c) Students graduating from the program shall demonstrate the ability to **implement and facilitate** recreation therapy interventions and services for diverse clientele, settings, cultures, and contexts.
- 7.02(d) Students graduating from the program shall demonstrate the ability to **document** recreation therapy services according to regulatory, professional, and system requirements.
- 7.02(e) Students graduating from the program shall demonstrate the ability to **evaluate** recreation therapy services at the participant and program level and to use evaluation data to improve the quality of services.

COAPRT 7.02 Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.					
Guidance for TR Focus:					
Use of the therapeutic recreation process:					
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.					
Course Specific Learning Outcome	TR Learning Outcome	Evidence of Learning Opportunity (7.02.01)	Performance Measure (7.02.02)	Performance levels/metrics (7.02.03)	Evidence of Programmatic Changes (7.02.04)
Evaluate a variety of therapeutic recreation assessment instruments and batteries.	7.02(a)	RPTA 115 Recreation Therapy Assessment and Documentation	Assessment Presentation	70% of students will achieve 80% or higher on the assignment	
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021
	<u>Fall 2018</u> 100% of students achieved 80% or higher on the assignment <u>Spring 2019</u> 95.8% of students achieved 80% or higher on the assignment		<u>Fall 2019</u> 100% of students achieved 80% or higher on the assignment <u>Spring 2020</u> Dao: 100% of students achieved 80% or higher on the assignment		<u>Fall 2020</u> Brown-Bochicchio: 100% of students achieved 80% or higher on the assignment <u>Spring 2021</u> Brown-Bochicchio: 100% of students achieved 80% or higher on the assignment

Apply the major methods of assessment to determine a client's physical, cognitive, emotional, social, and leisure functioning	7.02(a)	RPTA 115 Recreation Therapy Assessment and Documentation	Treatment Plan Assignment	70% of the students will score an 80% or better on the assignment	
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021
	<u>Fall 2018</u> 100% of students achieved 80% or higher on the assignment <u>Spring 2019</u> 95.8% of students achieved 80% or higher on the assignment		<u>Fall 2019</u> 96.8% of students achieved 80% or higher on the assignment <u>Spring 2020</u> Dao: 100% of students achieved 80% or higher on the assignment		<u>Fall 2020</u> Brown-Bochicchio: 83% of students achieved 80% or higher on the assignment <u>Spring 2021</u> Brown-Bochicchio: 81% of students achieved 80% or higher on the assignment
Explain the process of identifying leisure and social deficits based on assessment information.	7.02(a)	RPTA 115 Recreation Therapy Assessment and Documentation	Treatment Plan Assignment	70% of the students will score an 80% or better on the assignment	
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021
	<u>Fall 2018</u> 100% of students achieved 80% or higher on the assignment <u>Spring 2019</u> 95.8% of students achieved 80% or higher on the assignment		<u>Fall 2019</u> 96.8% of students achieved 80% or higher on the assignment <u>Spring 2020</u> Dao: 100% of students achieved 80% or higher on the assignment		<u>Fall 2020</u> Brown-Bochicchio: 83% of students achieved 80% or higher on the assignment <u>Spring 2021</u> Brown-Bochicchio: 81% of students achieved 80% or higher on the assignment
Describe the process of developing, presenting, implementing, and evaluating treatment and program plans in	7.02(b)	RPTA 118 Recreation Therapy Facilitation Techniques	Facilitation Assignment	70% of students will earn an 80% or greater on the final exam	

therapeutic recreation	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters					
	2018-2019		2019-2020		2020-2021	
	<u>Fall 2018</u> Hoffman: 100% of students scored 80% and above <u>Spring 2019</u> Hoffman: 100% of students scored 80% and above		<u>Fall 2019</u> Hoffman: 100% of students scored 80% and above <u>Spring 2020</u> Luvaas: 100% of students scored 80% and above		<u>Fall 2020</u> Hoffman: 100% of students scored 80% and above <u>Spring 2021</u> Hoffman: 100% of students scored 80% and above	
Develop measurable goals and objectives, which address client needs.	7.02(b)	RPTA 116 Recreation Therapy Principles and Practices and the Recreation Therapy Process	Goals & Objectives in-class activity	70% of students will complete the assignment		
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters					
	2018-2019		2019-2020		2020-2021	
<u>Fall 2018</u> Luvaas: 100% of students scored an 80% or above <u>Spring 2019</u> Luvaas: 100% of students scored an 80% or above		<u>Fall 2019</u> Luvaas: 100% of students scored an 80% or above <u>Spring 2020</u> Luvaas: 100% of students scored an 80% or above		<u>Fall 2020</u> Luvaas: 100% of students scored an 80% or above <u>Spring 2021</u> Luvaas: 100% of students scored an 80% or above		
Connect client treatment objectives to comprehensive programming outcomes.	7.02(b)	RPTA 119 Recreation Therapy Management and Advancement of the Profession	Program Development Phase II (prior to Spring 2021) Spring 2021: Program Analysis Assignment	70% of students will earn an 80% or greater on the grading rubric		
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters					
	2018-2019		2019-2020		2020-2021	
<u>Fall 2018</u> 81% of students scored 80% or better. <u>Spring 2019</u> 63% of students scored 80% or better.		<u>Fall 2019</u> 57% of students scored 80% or better. <u>Spring 2020</u> 62% of students scored 80% or better.		<u>Fall 2020</u> 58% of students scored 80% or better. <u>Spring 2021</u> 81% of students scored 80% or better.		

Organize a leisure wellness program, which addresses specific facilitation techniques and therapeutic recreation programming.	7.02(b)	RPTA 118 Recreation Therapy Facilitation Techniques	Intervention Resource Book	70% of students will earn an 80% or greater on assignment	Following Spring 2019 scores, the assignment was broken into smaller segments with formative feedback following each submission.
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021
	<u>Fall 2018</u> 95.6% of students scored 80% and above <u>Spring 2019</u> 60% of students scored 80% and above		<u>Fall 2019</u> 60% of students scored 80% and above <u>Spring 2020</u> 94.1% of students scored 80% and above		<u>Fall 2020</u> 83.3% of students scored 80% and above <u>Spring 2021</u> 95% of students scored 80% and above
Detail in writing, the role and importance of various therapeutic recreation facilitation techniques as components of leisure service delivery systems;	7.02(b)	RPTA 118 Recreation Therapy Facilitation Techniques	Intervention Resource Notebook	70% of students will earn an 80% or greater on assignment	
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021
	<u>Fall 2018</u> 95.6% of students scored 80% and above <u>Spring 2019</u> 60% of students scored 80% and above		<u>Fall 2019</u> 60% of students scored 80% and above <u>Spring 2020</u> 94.1% of students scored 80% and above		<u>Fall 2020</u> 83.3% of students scored 80% and above <u>Spring 2021</u> 95% of students scored 80% and above
Conduct various facilitation technique experiences with a variety of client populations	7.02(c)	RPTA 118 Recreation Therapy Facilitation Techniques	Service Learning Assignment	80% of students will earn 80% or greater	Fall 2020 scores may be related to the COVID-19 pandemic and limited availability of virtual service learning opportunities.
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021
	<u>Fall 2018</u> Hoffman: 83.3% of students scored 80% and above <u>Spring 2019</u> Hoffman: 92% of students scored 80% and above		<u>Fall 2019</u> Hoffman: 100% of students scored 80% and above <u>Spring 2020</u> Hoffman: 100% of students scored 80% and above		<u>Fall 2020</u> Hoffman: 77.7% of students scored 80% and above <u>Spring 2021</u> Hoffman: 100% of students scored 80% and above

Verbally describe methods of conducting facilitation techniques	7.02(c)	RPTA 118 Recreation Therapy Facilitation Techniques	Facilitation Assignment	70% of students will achieve 80% or higher on the assignment	
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021
	Fall 2018 Hoffman: 100% of students scored 80% and above Spring 2019 Hoffman: 100% of students scored 80% and above		Fall 2019 Hoffman: 100% of students scored 80% and above Spring 2020 Luvaas: 100% of students scored 80% and above		Fall 2020 Hoffman: 100% of students scored 80% and above Spring 2021 Hoffman: 100% of students scored 80% and above
Describe the basic components and methods of documenting client progress.	7.02(d)	RPTA 115 Recreation Therapy Assessment and Documentation	Peer Assessment in-class assignment	70% of students will score 80% or better on assignment	
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021
	Fall 2018 100% of students scored 80% or better. Spring 2019 100% of students scored 80% or better.		Fall 2019 100% of students scored 80% or better. Spring 2020 100% of students scored 80% or better.		Fall 2020 100% of students scored 80% or better. Spring 2021 81% of students scored 80% or better.
Explain processes of evaluating client progress towards meeting program plan objectives.	7.02(e)	RPTA 115 Recreation Therapy Assessment and Documentation	Peer Assessment in-class assignment	70% of students will score 80% or better on assignment	
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021

	<p><u>Fall 2018</u> 100% of students scored 80% or better.</p> <p><u>Spring 2019</u> 100% of students scored 80% or better.</p>		<p><u>Fall 2019</u> 100% of students scored 80% or better.</p> <p><u>Spring 2020</u> 100% of students scored 80% or better.</p>		<p><u>Fall 2020</u> 100% of students scored 80% or better.</p> <p><u>Spring 2021</u> 81% of students scored 80% or better.</p>		
<p>Demonstrate the ability to evaluate Therapeutic Recreation individual treatments and programs.</p>	7.02(e)	<p>RPTA 119 Recreation Therapy Management and Advancement of the Profession</p>	<p>Program Development Phase II (prior to Spring 2021) Spring 2021: Program Analysis Assignment</p>	70% of students will score 80% or better on assignment	<p>Low scoring semesters included the data of students who stopped submitted work but did not withdraw/drop from the class. In Spring 2021, the structure and content of Phase II was changed (now called Program Analysis) and resulted in increased scores.</p>		
	<p>Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters</p>						
	2018-2019		2019-2020		2020-2021		
<p><u>Fall 2018</u> 81% of students scored 80% or better.</p> <p><u>Spring 2019</u> 63% of students scored 80% or better.</p>		<p><u>Fall 2019</u> 57% of students scored 80% or better.</p> <p><u>Spring 2020</u> 62% of students scored 80% or better.</p>		<p><u>Fall 2020</u> 58% of students scored 80% or better.</p> <p><u>Spring 2021</u> 81% of students scored 80% or better.</p>			

- 7.03(a) Knowledge of management theories and functions, organizational structures, and ethical management practices
- 7.03(b) Ability to design planning statements and articulate planning, decision-making, and problem-solving processes and strategies at the agency level
- 7.03(c) Awareness of human resource management including staffing processes, supervision (managerial and clinical), staff development and support, retention and performance, and volunteer management
- 7.03(d) Understanding of fiscal management and budgeting including coverage, reimbursement, revenue sources, cost and rate setting, and the budgeting process
- 7.03(e) Understanding of legal aspects of sustaining a safe work place, including use of risk and safety management, regulations, standards, maintaining participant privacy, confidentiality, and informed consent
- 7.03(f) Awareness of maintaining agency physical resources, inventories, operations, and security and safety practices
- 7.03(g) Understanding of accountability and quality improvement and management processes including the application of research, technology, and evidence-based practices
- 7.03(h) Awareness of managerial responsibilities for marketing and advocacy, including an understanding about oppression, prejudice, and institutionalized inequities and the necessity to advocate for the equitable access to treatment, recreation, inclusion services, and social justice
- 7.03(i) Understanding of continuing professional development, including credentialing, continuing education, and clinical supervision

COAPRT 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

Guidance for TR Focus:

Management and administration of therapeutic recreation services:

Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of the theories, principles, and practices of management/administration of therapeutic recreation services.

Course Specific Learning Outcome	COAPRT Learning Outcome	Evidence of Learning Opportunity (7.03.01)	Performance Measure (7.03.02)	Performance levels/metrics (7.03.03)	Evidence of Programmatic Changes (7.03.04)				
Describe management techniques and issues with therapeutic recreation professionals and para-professionals	7.03 (a - i)	RPTA 119 Recreation Therapy Management and Advancement of the Profession	Midterm Exam (prior to Spring 2021): Questions on the exams relate to management techniques and administrative practices Spring 2021: Ethical Dilemma	70% or students will achieve 75% or higher on the questions.					
					Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
					2018-2019		2019-2020		2020-2021
					<u>Fall 2018</u> Dao: 100% of students scored 75% and above <u>Spring 2019</u> Dao: 97% of students scored 75% and above	<u>Fall 2019</u> Dao: 96% of students scored 75% and above <u>Spring 2020</u> Dao: 95% of students scored 75% and above	<u>Fall 2020</u> Dao: 96% of students scored 75% and above <u>Spring 2021</u> Dao: 93% of students scored 75% and above		

Develop budgets for therapeutic recreation programs in community and clinical settings	7.03 (a - i)	RPTA 119 Recreation Therapy Management and Advancement of the Profession	RT Manual Assignment	70% of students will achieve 80% or higher on the budget section of the Therapeutic Department Manual	Low scoring semesters included the data of students who stopped submitted work but did not withdraw/drop from the class. In Spring 2021, the structure and content of Phase II was changed (now called Program Analysis) and resulted in increased scores.
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021
	<p><u>Fall 2018</u> 81% of students scored 80% or better.</p> <p><u>Spring 2019</u> 63% of students scored 80% or better.</p>		<p><u>Fall 2019</u> 57% of students scored 80% or better.</p> <p><u>Spring 2020</u> 62% of students scored 80% or better.</p>		<p><u>Fall 2020</u> 58% of students scored 80% or better.</p> <p><u>Spring 2021</u> 81% of students scored 80% or better.</p>

7.04(a) Before commencing an internship, students shall demonstrate a readiness for the internship as determined by meeting criteria set by the program (e.g., fieldwork hours prior to the internship, competency testing, GPA requirements in core coursework, professional and ethical conduct, basic certifications in first aid/CPR, other dispositions or candidacy benchmarks set by the program).

7.04(b) Students graduating from the program shall demonstrate, through a **comprehensive and culminating internship**, the ability to progressively apply the therapeutic recreation process, demonstrate ethical decision-making, communication, and interpersonal skills, engage in advocacy, stimulate innovation, and use diverse and structured ways of thinking to solve problems related to different facets of professional practice. The internship must meet current professional standards for credentialing with the state, national, or international credentialing bodies, whichever is most stringent

COAPRT 7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.

Guidance for TR Focus:

Internship:

Students graduating from the program shall demonstrate, through an internship consistent with NCTRC requirements for completed hours and weeks (or state requirements if more stringent), the sustained ability to apply the therapeutic recreation process, engage in advocacy, stimulate innovation, and use diverse and structured ways of thinking to solve problems related to different facets of professional practice.

Course Specific Learning Outcome	Specific Learning Outcome	Evidence of Learning Opportunity (7.04.01)	Performance Measure (7.04.02)	Performance levels/metrics (7.04.03)	Evidence of Programmatic Changes (7.04.04)
Develop and enhance communication skills including oral presentations, writing, and the use of technology.	7.04(b)	RPTA 195D Recreation Therapy Internship	Signed tri-weekly reports and logs	95% or more of students will complete their 5 tri-weekly reports by the end of the internship	
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021
	Fall 2018 100% or more of students completed their 5 tri-weekly reports by the end of the internship Spring 2019 100% or more of students completed their 5 tri-weekly reports by the end of the internship		Fall 2019 100% or more of students completed their 5 tri-weekly reports by the end of the internship Spring 2020 100% or more of students completed their 5 tri-weekly reports by the end of the internship		Fall 2020 100% or more of students completed their 5 tri-weekly reports by the end of the internship Spring 2021 100% or more of students completed their 5 tri-weekly reports by the end of the internship
Apply and demonstrate professional competencies comparable to an entry level position in the	7.04(b)	RPTA 195D Recreation Therapy Internship	Mid-term and Final evaluation from Agency Mentor and student	80% of students will earn a 75% or greater on mid-term and final evaluations	
	Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters				
	2018-2019		2019-2020		2020-2021

<p>student's specialty area.</p>	<p>Fall 2018 100% of students earned a 75% or greater on mid-term and final evaluations</p> <p>Spring 2019 100% of students earned a 75% or greater on mid-term and final evaluations</p>		<p>Fall 2019 100% of students earned a 75% or greater on mid-term and final evaluations</p> <p>Spring 2020 100% of students earned a 75% or greater on mid-term and final evaluations</p>		<p>Fall 2020 100% of students earned a 75% or greater on mid-term and final evaluations</p> <p>Spring 2021 100% of students earned a 75% or greater on mid-term and final evaluations</p>
<p>Reinforce the development of writing, presentation and interviewing skills, and integrate and apply recreation therapy skills and competencies</p>	<p>7.04(a)</p>	<p>RPTA 102 Recreation Therapy Professional Practice</p>	<p>Resume & Cover Letter Assignment</p>	<p>80% of students will complete the assignment</p>	
<p>Assessment Results of learning outcomes MUST be included – test/paper scores from six semesters</p>					
<p>2018-2019</p>		<p>2019-2020</p>		<p>2020-2021</p>	
<p>Fall 2018 100% of students will complete the assignment</p>		<p>Fall 2019 100% of students will complete the assignment</p>		<p>Fall 2020 100% of students will complete the assignment</p>	
<p>Spring 2019 100% of students will complete the assignment</p>		<p>Spring 2020 100% of students will complete the assignment</p>		<p>Spring 2021 100% of students will complete the assignment</p>	