
Recreation Therapy Concentration

The purpose of the Recreation Therapy (RT) concentration is twofold. First, the RT concentration provides academic course work and field-based experiences, which enable 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 concentration 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), and the California Board of Recreation and Park Certification (CBRPC). Second, the RT concentration provides to both majors in the department, 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 more competently 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 and Recreation Therapist, Certified (RTC) through the CBRPC
- B. Prepare students to accept their professional and personal roles as advocates for and with individuals with disabilities
- C. Continually revise the Option'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 recreation therapy positions before and after completion of the Option

A. Certification Criteria

Criteria of COAPRT, NCTRC and CBRPC 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 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. Recreation Therapy Option Revisions

Several changes in the RT program have been made in the last year and a few are in review at the Department level. These changes were necessary to keep up to date with NCTRC requirements and COAPRT standards. NCTRC requires all exam applicants to have completed a minimum of 5 courses specific to therapeutic recreation. Therefore, the faculty created one new course addressing recreation therapy content knowledge. In 2012, RPTA 115 *Recreation Therapy Assessment and Documentation* became a course offered at CSUS. In past semesters students had taken the course online through California State University, East Bay. With the addition of the course to the CSUS curriculum, the content of RPTA 118 *Facilitation Techniques in Recreation Therapy* was revised as it had documentation as a component which then was added to the RPTA 115 *Recreation Therapy Assessment and Documentation* course. In addition, RPTA 106 *Introduction to Inclusive Recreation & Recreation Therapy* name was changed to add Recreation Therapy to the title to include concepts of the Recreation Therapy Process.

In addition to course changes, a full-time tenure track position was empty for 3 years and in the Fall of 2013 Dr. Jamie Hoffman was hired. In the interim, four part-time lecturers filled the gap with teaching and internship supervision while advising was supported by a tenure-track faculty member from the department.

2. Recreation Therapy Option Core Course Requirements

BIO 25: Human Anatomy & Physiology

PSYCH 168: Abnormal Psychology

CHDV 30: Human Development

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 195: 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. CHDV 30 is offered every semester through the College of Education. The following courses are currently only offered in the Fall semester: RPTA 115, RPTA 116, RPTA 117, RPTA 118, RPTA 195. The following courses are currently only offered in the Spring semester: RPTA 119. Reflecting the growth of the program, the following courses will be offered in the Fall 2014: RPTA 115, RPTA 116, 2 Sections RPTA 117 this course is also a core requirement for Gerontology Majors, RPTA 118, RPTA 119,

RPTA 195. Spring 2014: 2 Sections RPTA 117, RPTA 118, RPTA 119, RPTA 195.
RPTA 195 is offered in both the Fall and Spring semesters.

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.

<http://www.csus.edu/hhs/rpta/programs%20courses/therapeutic-rec.html>

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. In REC 119 *Therapeutic Recreation Services & Systems*, time is spent orienting and preparing students to meet certification standards as well as securing a professional position.

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 the current president of the California Board of Parks and Recreation Recreation Therapy Section. 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.

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 the complete their education through supervising their 14 week internship experience. For the past three years Arlene has also been an instructor and American 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 Lead Recreation Therapist 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 a degree in Recreation Therapy at San Jose State University and currently is a lecturer at California State University, Sacramento since 2013. She resides in Elk Grove and enjoys going on hikes with her faithful dog, Tobi.

7.0(b) Series Learning Outcomes (Recreation Therapy)

7.01.01 Students graduating from the program shall demonstrate entry-level knowledge of the scope and practice of the therapeutic recreation.

7.01.02 Students graduating from the program shall demonstrate entry-level knowledge of the techniques and processes

- Use of best professional practices based on theoretical, philosophical, and scientific foundations of the field of the therapeutic recreation profession in decision-making.

7.01.03 Students graduating from the program shall demonstrate entry-level knowledge of the historical, philosophical, theoretical, and scientific foundations of the therapeutic recreation profession.

| 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. | | | | | | | |
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| Guidance for TR Focus: Historical, philosophical, theoretical, and scientific foundations of therapeutic recreation | | | | | | | |
| Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation profession and its associated service delivery systems, and the foundations of the therapeutic recreation profession in history, theory, science, and philosophy. | | | | | | | |
| Course Specific Learning Outcome | TR Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
| Describe standards and regulations which govern therapeutic recreation programs and services | 7.01.01 | RPTA 116 | Online Assignment NCTRC Review | 70% of students will score an average of “80%” of the total points | Fall 2013: 23 of 25 students completed assignment. Average score 95.5% | This assessment was added to RPTA 116 in 2012. | |
| Describe the appropriate therapeutic recreation applications for rehabilitation purposes of clinical terms and diagnoses | 7.01.01 | RPTA 119 | Recreation Therapeutic Department Manual Assignment | TR Model to be used as the foundation of the programs housed within the department. Provide a brief description of the model. | Student provides appropriate RT interventions following the TR Model in the RT Department Manual Assignment | | |

| Course Specific Learning Outcome | TR Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
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| Discuss issues and trends regarding ethical standards in health care professions | 7.01.02 | RPTA 118 | Facilitation Assignment | 70% of students will achieve 80% or higher on the presentation | 100% of the students achieved this result | | |
| Describe legislative policies regarding individuals with disabilities and its impact on recreation | 7.01.02 | RPTA 106 | Final <u>exam</u> : Questions on the exam relate to legislation. Exam questions (21-26) | 70% of students will achieve 80 % or higher on the exam. | Fall 2013 100% of the students achieved this result on questions relating to legislation | We will begin to include a handout on Blackboard in addition to our lecture to provide students more details about each piece of legislation | |
| Evaluate the implications of various leisure philosophies to quality of life | 7.01.03 | RPTA 116 | Covered in Lecture, and on midterm | 75% of students will achieve an 80% or higher on related questions on midterm. | Fall 2013: students averaged an 89% on the midterm. | Will develop section of midterm that addresses this area more specifically for increased analyses of their achievement of their achievement this goal. | |

| Course Specific Learning Outcome | TR Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
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| Describe potential benefits and liabilities of leisure and common leisure problems | 7.01.03 | RPTA 106 | Wheelchair Experience | Completion of the experience and self-reflection paper. | Students papers validated the value and impact of this experience in gaining insight into the leisure challenges of those with a physical disability | | |
| Describe the major disability classification areas and how to plan therapeutic recreation services for each area | 7.01.03 | RPTA 117 | Midterm <u>exam</u> : Questions on the exam relate to major disability classifications. Student Presentations on specific disabilities. | 70% of students will achieve an 80% or greater on the exam. | Fall 2013: average score on the midterm was 92% Spring 2013: average score on midterm was 89.6% | | |

| Course Specific Learning Outcome | TR Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
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| 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 | 7.01.03 | BIO 25 (anatomy & physiology) | Students final grades as posted on RT Verification Form and university transcripts | 70% of students will earn a “C” or greater in BIO 25 or an equivalent course | This data has not been collected or analyzed in past semesters | This data will be tracked starting in Spring 2014 | |
| | | CHDV 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 “B” or greater in CHDV 30 or an equivalent course | This data has not been collected or analyzed in past semesters | | |
| | | PSY 168 (abnormal psychology) | Students final grades as posted on TR Verification Form and university transcripts | 70% of students will earn a “B” or greater in PSY 168 or an equivalent course | This data has not been collected or analyzed in past semesters | | |
| Course Specific Learning Outcome | TR Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |

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| Human services supportive areas including medical terminology | 7.01.03 | 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 “B” or greater in all 9 units of supportive coursework | This data has not been collected or analyzed in past semesters | This data will be tracked starting in Spring 2014 | |
| Medical Terminology: | 7.01.03 | RPTA 117 | Medical terminology covered in class activity. Medical terminology assessed in final and midterm | 75% of students will earn an “80%” or greater on their cumulative quiz score grade | Sp 2012: no data available as this course was not offered during this semester. Medical terminology was addressed as part of the Midterm for fall 2013, though individual questions relating to medical terminology were not identified for the purposes of evaluation. Midterm grade overall was 92% | Starting spring 2014 quizzes that will specifically cover medical terminology will be added to the course. | |
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- 7.02.01 Students graduating from the program shall demonstrate the ability to create/select, conduct, and evaluate individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy.
- 7.02.02 Students graduating from the program shall demonstrate the ability to conduct individualized planning of therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy.
- 7.02.03 Students graduating from the program shall demonstrate the ability to implement and facilitate therapeutic recreation interventions and services for diverse clientele, settings, cultures, and contexts.
- 7.02.04 Students graduating from the program shall demonstrate the ability to document therapeutic recreation services according to regulatory, professional, and system requirements.
- 7.02.05 Students graduating from the program shall demonstrate the ability to evaluate therapeutic recreation 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. | | | | | | | |
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| Guidance For TR Focus: Students graduating from the program shall demonstrate the ability to assess, plan, implement, 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 | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
| Evaluate a variety of therapeutic recreation assessment instruments and batteries. | 7.02.01 | RPTA 115 | In class assignments site tour | 75% of students will attend the site tours at at least 3 different facilities looking at RT assessment instruments and batteries | Fall 2012: 100% of students attended the site tours | Students will be provided with assessments from at least 5 different RT settings and facilities | |
| Apply the major methods of assessment to determine a client's physical, cognitive, emotional, social, and leisure functioning. | 7.02.01 | RPTA 115 | Case study Grading rubric Midterm exam | 75% of the students will score an 80% or better on the case study 70% of the students will score an 80% or better on the midterm exam case study component | This data has not been collected or analyzed in past semesters | This data will be tracked starting the next time the course is offered in Fall 2014 | |

| Course Specific Learning Outcome | TR Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
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| Explain the process of identifying leisure and social deficits based on assessment information. | 7.02.01 | RPTA 115 | Case study | 80% of students will score an 80% or better on identification of functioning and deficits on the case study | Fall 2012: 100% scored 80% or higher on this component | | |
| Describe the process of developing, presenting, implementing, and evaluating treatment and Program plans in therapeutic recreation | 7.02.02 | RPTA 118 | Final exam | 70% of students will earn an 80% or greater on the final exam | Fall 2012: 62.5% of students earned a 80% or greater on final exam | We will split course content over multiple exams. After each exam is graded, we will facilitate a thorough review to verify content knowledge | |

| Course Specific Learning Outcome | TR Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
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| Develop measurable goals and objectives, which address client needs. | 7.02.02 | RPTA 115 | Case Study goals and objectives component | 70% of students will earn an 80% or greater on the goals and objectives component of the self-study | Data not available as this course was last taught prior to the self-study Data not collected for Fall 2013 | A learning objective about goals and objectives will be added to RPTA 115 | |
| | | RPTA 116 | Case study Goals and Objectives component | 70% of students will earn an 80% or greater on the grading rubric | Data not available as this course was last taught prior to the self-study Data not collected for Fall 2013 | Development of an class assignment to increase student understanding in the goals and objectives component of the case study | |
| Connect client treatment objectives to comprehensive programming outcomes. | 7.02.02 | RPTA 119 | Therapeutic Department Manual | 70% of students will earn an 80% or greater on the grading rubric | This data has not been collected or analyzed in past semesters | This data will be tracked starting in Spring 2014 | |

| Course Specific Learning Outcome | TR Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
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| Organize a leisure wellness program, which addresses specific facilitation techniques and therapeutic recreation programming. | 7.02.02 | RPTA 118 | Intervention Resource Book | 75% of students will earn an 80% or greater on the intervention resource book | Data not available as this course was last taught prior to the self-study in Spring 2011. Data will be collected in Fall 2014 | This assignment was added to the curriculum in Fall 2013 based on the need for a comprehensive understanding of facilitation techniques for specific populations | |
| Detail in writing, the role and importance of various therapeutic recreation facilitation techniques as components of leisure service delivery systems; | 7.02.02 | RPTA 118 | Intervention Resource Notebook | 75% of students will earn 80% of the total points associated with the research paper section of the resource notebook | Data not available as this course was last taught prior to the self-study in Spring 2011. Data will be collected in Fall 2014 | This assignment was added to the curriculum in Fall 2013 based on the need for a comprehensive understanding of facilitation techniques for specific populations | |

| Course Specific Learning Outcome | TR Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
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| Conduct various facilitation technique experiences with a variety of client populations | 7.02.03 | RPTA 118 | Students participate in Service Learning Assignment | 80% of students will earn 80% or greater | 100% of students earned an 80% or greater | Rewriting of the course objectives for REC 118 to more accurately reflect content of course related to this standard, addition of LAB component to class will be implemented in Fall 2014 working with a variety of client populations | |
| Verbally describe methods of conducting facilitation techniques | 7.02.03 | RPTA 118 | Facilitation Assignment | 70% of students will score 80% or greater | 100% of student scored 80% or greater on assignment | Assignment will include a component where student will define and explain a disability and then facilitate the activity | |

| Course Specific Learning Outcome | TR Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
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| Describe the goals and models of leisure counseling and education | 7.02.03 | RPTA 118 | Midterm and Final Exams | 70% of students will score 80% or greater | Data not available as this course was last taught prior to the self-study in Spring 2014. Data will be collected in Fall 2014 | | |
| Describe the basic components and methods of documenting client progress. | 7.02.04 | RPTA 115 | Peer Facilitation Documentation in class Assignment | 100% of students complete Peer Facilitation Documentation in class Assignment | Fall 2013: 100% of the students completed the assignment | <p>Rewriting of the course objectives for RPTA 115 will more accurately reflect content of course related to documenting client progress</p> <p>Midterm questions related to entry of pt. treatment plan to the medical chart and impact of recording of client documentation will be more thoroughly discussed in class lectures</p> | |

| Course Specific Learning Outcome | TR Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
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| Explain processes of evaluating client progress towards meeting program plan objectives. | 7.02.05 | RPTA 115 | Class discussion | 100% of students will participate in class discussion about evaluating client progress towards meeting | 100% of students participated in class | A formal Evaluation Plan assignment will be added to the curriculum | |
| Demonstrate the ability to evaluate Therapeutic Recreation individual treatments and programs. | 7.02.05 | RPTA 119 | Program Development Phase 1 of project | 70% of students will score 80% or better on assignment | This data has not been collected or analyzed in past semesters | Data will be collected for Program Development Phase in Spring 2014 and a formal Evaluation Plan assignment will be added to the curriculum | |

7.03.01 Students graduating from the program shall be able to demonstrate entry-level knowledge about facts, concepts, principles, and procedures of management/administration in therapeutic recreation.

7.03.02 Students graduating from the program shall be able to apply basic facts, concepts, principles, and procedures of management/administration in therapeutic recreation.

| COAPRT 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions. | | | | | | | |
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| Guidance for TR Focus: Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration of therapeutic recreation services. | | | | | | | |
| Course Specific Learning Outcome | COAPRT Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
| Describe management techniques and issues with therapeutic recreation professionals and para-professionals | 7.03.01 | RPTA 118 | Midterm Exams Questions on the exams relate to management techniques and administrative practices | 70% or students will achieve 75% or higher on the questions. | 100% of students scored 75% or higher on the exam | A question will be added that will specifically look at management techniques with a scenario for an RT professional | |
| Develop budgets for therapeutic recreation programs in community and clinical settings | 7.03.01 | RPTA 119 | Therapeutic Department Manual | 70% of students will achieve 80% or higher on the budget section of the Therapeutic Department Manual | Data not available as this course was last taught prior to self-study in Fall 2014. | Data will be collected in the Spring 2014 | |

| Course Specific Learning Outcome | COAPRT Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
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| Develop a comprehensive therapeutic recreation program based on observations of therapeutic recreation programs in clinical settings | 7.03.02 | RPTA 119 | Therapeutic Department Manual | 70% of students will achieve 80% or higher on the budget section of the Therapeutic Department Manual | Data not available as this course was last taught prior to self-study in Fall 2014. | Data will be collected in the Spring 2014 | |

| 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. | | | | | | | |
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| Guidance for TR Focus: Students graduating from the program shall demonstrate the sustained ability to apply the therapeutic recreation process, use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation. | | | | | | | |
| Course Specific Learning Outcome | Specific Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
| Documented completion of hours | 7.04 | RPTA 195 | Signed tri-weekly reports and logs | 95% or more of students will complete their 5 tri-weekly reports by the end of the internship | Sp 2012: 100% of the students enrolled in this course completed their tri-weekly reports Fall 2013: 100% of the students enrolled in this course completed their tri-weekly reports | | |
| Completion of goals and objectives | 7.04 | RPTA 195 | Mid-term and Final evaluation from Agency Mentor and student Site and Exit Reports | 80% of students will complete 75% or more of their goals and objectives | Sp 2012: 100% of students enrolled in the course completed 75% or more of their goals and objectives Fall 2013: 100% of students enrolled in the course completed 75% or more of their goals and objectives | | |

| Course Specific Learning Outcome | Specific Learning Outcome | Evidence of Learning Opportunity | Performance Measure | Performance levels/metrics | Assessment Results | Evidence of Programmatic Changes | ABSENT – EMERGING – PRESENT – OUTSTANDING |
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| Demonstrate competencies associated with core academic courses | 7.04 | RPTA 195 | Final Evaluation by Supervisor: Program Competency Evaluation from Agency Mentor | 80% of students will receive 3 or higher on evaluation scale for all core competencies | Fall 2013 100% of students scored 3 or higher on all areas of core competencies | | |