

COAPRT Therapeutic Recreation 7 Series Template

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.

Course Specific Learning Outcome: *What is the learning outcome identified in the course syllabus that meets this standard?*

RCLS 240 Overview of Therapeutic Recreation

1. Upon completion of the course the student will develop a greater understanding of the attitudes and self-concepts of people with disabilities towards themselves and towards their illness or disability.
2. Upon completion of the course the student will develop a greater understanding of the societal attitudes toward illness and disability.
3. Upon completion of the course the student will develop an understanding of the bio-psycho-social limitation imposed by illness and disabilities as they relate to leisure involvement.
4. Upon completion of the course the student will develop an understanding of the role of the therapeutic recreation professional as an advocate for services for special populations.
5. Upon completion of the course the student will develop an understanding of the roles of the recreation professional and their service delivery system for a wide variety of individuals with special needs.
6. Upon completion of the class the student will gain knowledge and understanding of the responsibility of the interrelationship of the diverse leisure services delivery system, and the role of the professional in providing access to recreational opportunities to persons with disabilities.
7. Upon completion of the course the students will have gained overview knowledge of terminology, and an understanding of the psychological, sociological, physiological, and historical significance of Therapeutic Recreation.
8. Upon completion of the course the students will have a basic understanding of the problems, needs, and strengths associated with various populations in order to implement and develop appropriate recreational programs & programs for integration of recreation.
9. Upon completion of the course the students will understand the distinction between mental health and mental disorder within the context of our society through discussion and media exposure to various populations.

RCLS 245 Therapeutic Recreation for Individuals with Disabilities

1. The purpose and objectives of this course are to help prepare recreation providers in every setting with the knowledge and skills to be able to offer programs and services that meet the needs of all consumers.
2. This course will help the student to be able to design and implement programs with use of health models that provide optimal inclusion for individuals with disabilities.
3. This includes providing information to the students on understanding of psychological, sociological effects as well as the medical and disabling conditions, disorders, and impairments that affect an individual's physical, cognitive, emotional and social functioning across the life span.

RCLS 420

1. To equip students with the skills necessary to systematically design and evaluate programs in Therapeutic Recreation, using various system techniques.
2. To understand the nature and philosophy of systems approaches.
3. To develop the skills necessary to design, implement and evaluate a systematic program plan.
4. To gain an understanding of the referral, discharge and transition processes of the continuum for clients.
5. To develop the skills used in, and the application of, activity analysis and task analysis.
6. To develop and apply the concepts of evaluation in Therapeutic Recreation as they relate to program, staff, volunteers and facilities, including the ability to communicate this information.
7. To understand and be able to apply the concepts of Leisure Education in a Therapeutic Recreation setting, whether a Community or Medical model.
8. To develop an understanding of the role and function of accurate documentation and terminology as it relates to patients, staff and programs.

RCLS 440 Professional Issues

1. The purpose and overall objective for this course are to provide the students with information on current events within the field of therapeutic recreation.
2. This includes information on technology, legislation, practice models, and outcomes.
3. Students will learn current practice and administrative structures from Therapeutic Recreation Specialists working in a variety of facilities from around the area.
4. The students will also be able to obtain valuable information about internship sites

RCLS 445 Processes and Techniques in Therapeutic Recreation

1. The purpose and overall objectives of this class are to provide the students with a knowledge and understanding of a variety of processes & techniques utilized in therapeutic recreation service.
2. Upon successful completion of this course the student will have covered the following areas:
 - Theory and therapies
 - Major facilitation and intervention techniques
 - Roles of the therapist in the practice of TR
 - Understanding the continuum of care and its application to therapeutic recreation
 - Documentation of outcomes and progress
 - Role of communication skills
 - The role of allied health professionals and their relationship with the TRS.
 - Leadership theory and techniques
 - Instructional techniques and learning styles
 - Understanding of Clinical Supervision
 - Trends and issues in the human service field
 - Health and safety considerations
 - Strategies for program implementation

RCLS 450 Assessment Techniques in Therapeutic Recreation

1. To develop an understanding of selected standardized assessment tools.
2. To develop the skills necessary to select a standardized tool for a specific population.
3. To develop an understanding of the process of developing a facility assessment tool.
4. To be able to understand the components of reliability, validity and usability as it relates to assessment tools.
5. To be able to interpret the results of the assessment data.
6. To be able to use the information from the assessment and develop a usable treatment plan.

Evidence of Learning Opportunity (7.01.01) *How are students given opportunities to show they have learned the outcome?*

7.01a

NCTRC Application Form

Assigned since Winter 2013, ongoing. This assignment requires students to print out the PDF NCTRC Exam Eligibility Application and complete all areas relevant to course content. This assignment exposes students to the professional aspects of Therapeutic Recreation including credentialing (7.01a), professional development (7.03), and internship readiness (7.04a).

Treatment or Diagnostic Protocol

Assigned Winter 2015, ongoing. This assignment requires students to complete a treatment or diagnostic protocol per the formats contained in the ATRA Guidelines for Internship. A formal assignment on protocols was missing from the curriculum and when the opportunity arose to replace the post session evaluation form this assignment filled the void as well as a need within the overall curriculum. This assignment exposes students to the use of best practices as they relate to assessment (7.01a) and techniques (7.01b), scientific foundations as they relate to diagnoses (7.01c), elements of assessment as they relate to the multiple domains of human well-being (7.02a), planning that is contextualized to the service delivery system (7.02b), and documentation skills (7.02d).

7.01b

TR technique Write Up (and presentation)

Assigned Winter 2012, ongoing. This assignment requires students to build on their ICF write up by planning a Therapeutic Recreation intervention relevant to the diagnosis and needs discussed in the ICF write up. The TR technique write up must include a description of the intervention, needs addressed by the intervention, common settings in which it takes place, equipment needed, and relevant program adaptations. This assignment exposes students to best practices within the profession (7.01a), techniques and processes within the profession (7.01b), the ability to plan services based on determined needs (7.02b), and a variety of TR interventions, facilitation techniques, activities, and modalities (7.02c).

Wheelchair Technique and Scavenger Hunt

Assigned Winter 2014, ongoing. Following the completion of wheelchair training day, students (in pairs) are required to check out the department wheelchair and maneuver to and from multiple pre-determined points on campus while performing pre-determined wheelchair techniques (push, stop, turn, apply brake, up a curb, down a curb, up a ramp, down a ramp, open doors, etc.) Students take pictures of themselves at each stop and include the pictures in their write up of their partner's performance level completing the above techniques. This assignment exposes students to adherence to laws and regulations as they relate to techniques and processes (7.01b), ability to ascertain partner's strengths and weaknesses (7.02a), helping skills and relevant techniques (7.02c), advocacy (7.02c), documentation skills (7.02d), and ability to evaluation services received (7.02e).

7.01c

Chapter Study Questions

Assigned since Spring 2012, ongoing. This assignment requires students to answer at least three chapter questions from chapters 1,2,3,6,7,8,9,10,11, and 12 of Carter, M.J. & Van Andel, G. E. (2011). *Therapeutic Recreation. A Practical Approach.* (4th Edition). Covering content from 7.01, 7.02, and 7.03.

Theory Paper

Assigned Spring 2012, ongoing. This assignment requires students to select a counseling theory or health behavior change theory/model described in their textbook and write a paper covering the following: Key individuals within the development of the theory/model, History of the theory/model, Description of theory/model, and Implications for Therapeutic Recreation using their text and at least three outside resources (two of which must be peer-reviewed). This assignment exposes students to theoretical foundations of systems in which Therapeutic Recreation is delivered (7.01c).

Performance Measure (7.01.02) *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics, portfolios, alumni surveys, etc.*

7.01a

NCTRC Application Form assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20440_7.01a.pdf

Treatment or Diagnostic Protocol assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20420_7.01a.pdf

7.01b

TR technique Write Up (and presentation) assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20455_7.01b.pdf

Wheelchair Technique and Scavenger Hunt assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20455_7.01b2.pdf

7.01c

Chapter Study Questions graded for completion and content.

10 points each chapter for a total of 100 points.

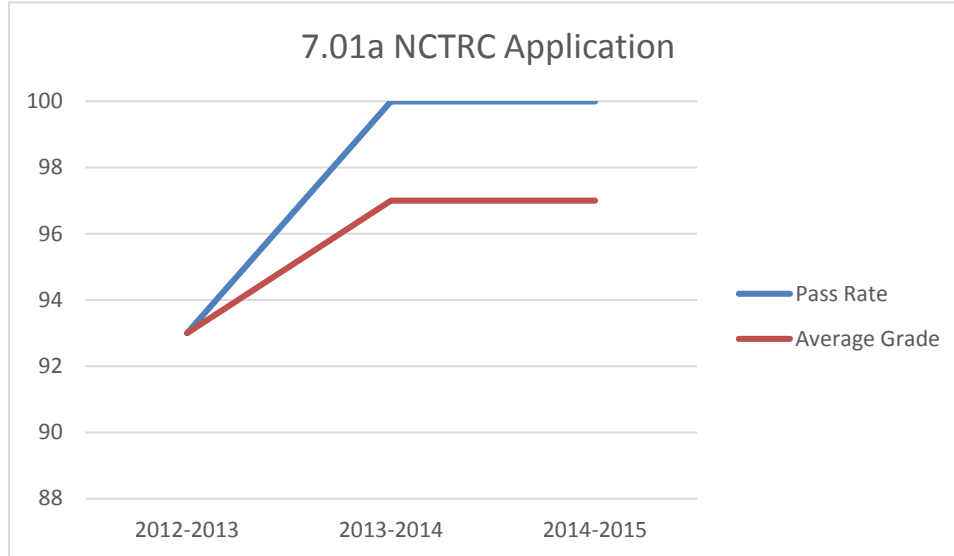
Theory Paper assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20445_7.01c.pdf

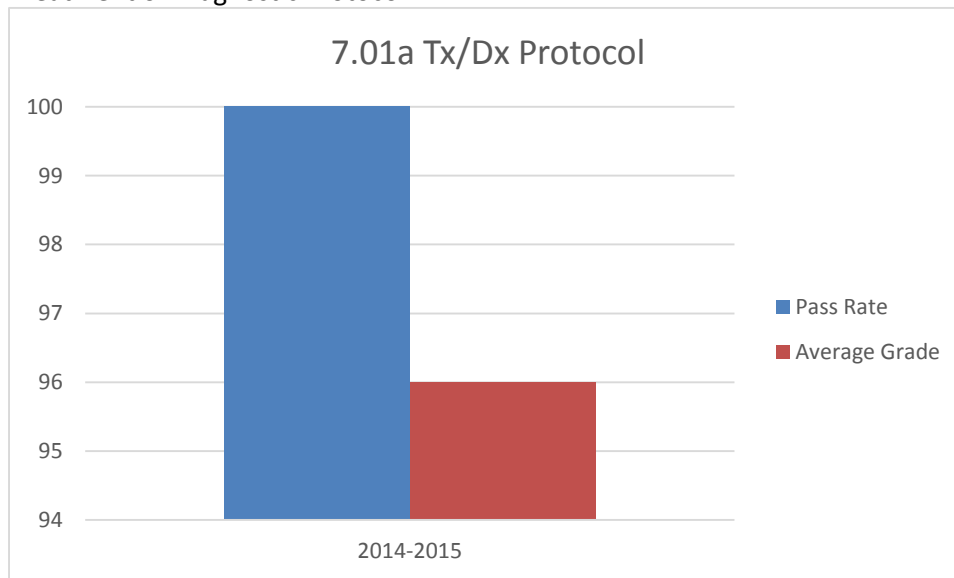
Performance levels/metrics: What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)

7.01a

NCTRC Application Form

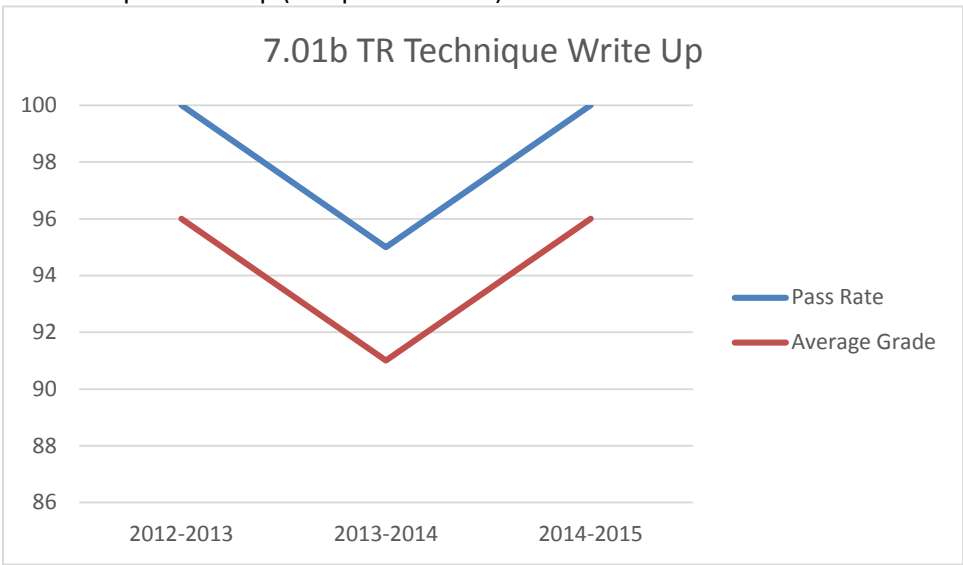


Treatment or Diagnostic Protocol

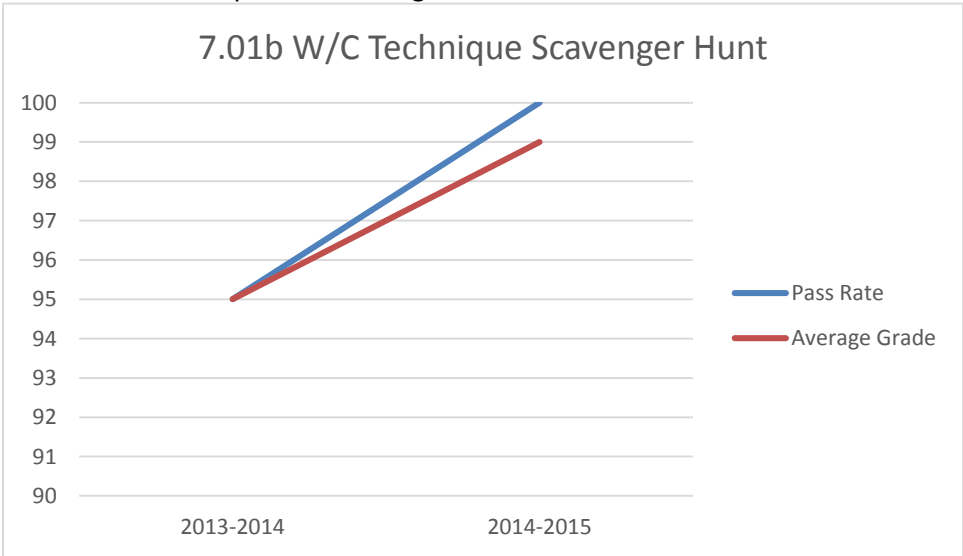


7.01b

TR technique Write Up (and presentation)

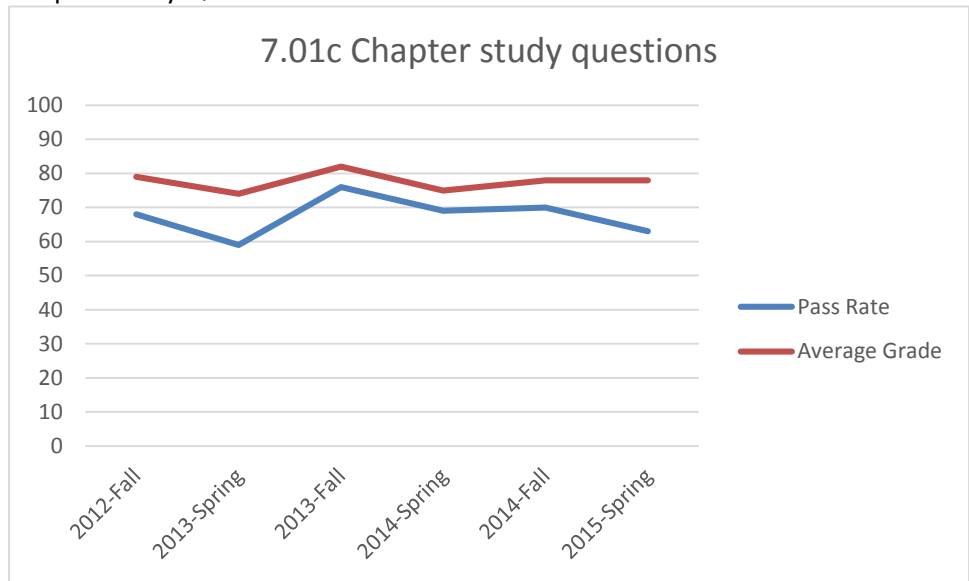


Wheelchair Technique and Scavenger Hunt

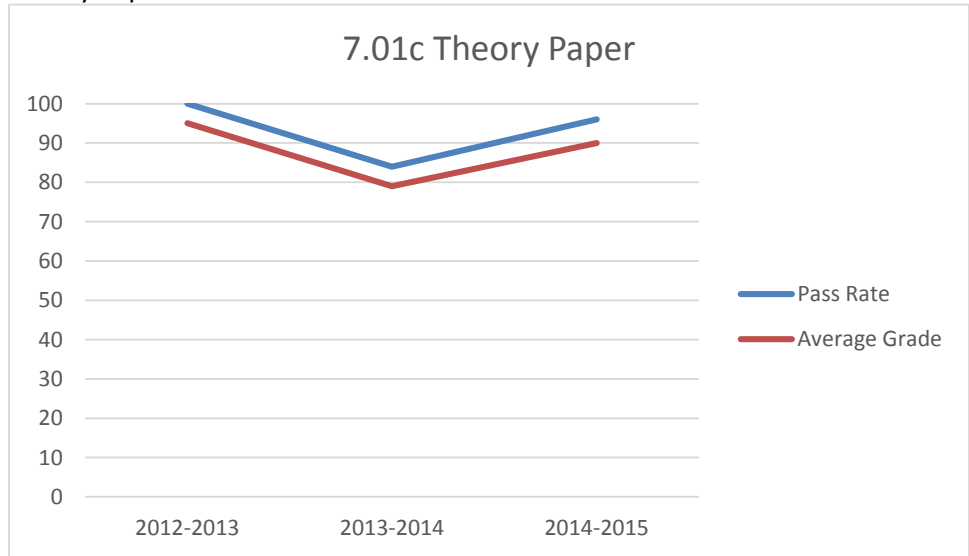


7.01c

Chapter Study Questions



Theory Paper



Assessment Results (7.01.03) *Based on the performance levels/metrics set above, at the end of the semester, what were the results?*

7.01a

NCTRC Application Form

2012-2013 Reflective Comments - Students struggle with what courses go where.

2013-2014 Reflective Comments - Average went up. The cheat sheet listing where each course goes seemed to help.

2014-2015 Reflective Comments - Average is approximately the same as last year, the digital cheat sheet is still working well.

Treatment or Diagnostic Protocol

2012-2013 Reflective Comments – Not offered yet

2013-2014 Reflective Comments – Not offered yet

2014-2015 Reflective Comments - Since the students were no longer actually implementing a program, the evaluation post session report (an assignment in previous years) was not possible to conduct this year. The treatment/diagnostic protocol was not included in any courses in our curriculum so it was used to replace the Evaluation form. The format used is the one included in the Stumbo and Peterson Program Planning textbook.

7.01b

TR technique Write Up (and presentation)

2012-2013 Reflective Comments - Students did well. This assignment is not as straightforward as the ICF write up assignment and requires some additional thinking outside the box.

2013-2014 Reflective Comments - Some students did not complete the assignment, otherwise students did well.

2014-2015 Reflective Comments - Better average and pass rate than last year. More students completed it this year.

Wheelchair Technique and Scavenger Hunt

2012-2013 Reflective Comments - Not offered yet

2013-2014 Reflective Comments - Initially this assignment required students to go across campus in the wheelchairs... during winter quarter.

2014-2015 Reflective Comments - Average is up since last year. The change to covered walkways worked well, meaning students won't have to traverse the entire campus in the snow.

7.01c

Chapter Study Questions

2012-2013 Reflective Comments - This assignment is tedious but it's the best way to ensure students are at least looking at each chapter. Many students don't complete this assignment entirely because it is due weekly and they forget or neglect to do it. (Fall) The average went down since the Fall, as did the pass rate. (Spring)

2013-2014 Reflective Comments - The pass rate and average has gone up since last year. (Fall) Average has gone down since Fall quarter. Each class is different. Based on the nature of the assignment, I suspect students may be reminding each other during some quarters while other quarters may spread sentiment that the assignment does not need to be done. (Spring)

2014-2015 Reflective Comments - Average went up slightly. Still a difficult assignment for students because of the tedious repetitious nature of it. (Fall) Same as reflections from Fall quarter. Reminders seem to be working well. (Spring)

Theory Paper

2012-2013 Reflective Comments - Students struggled with the format of this assignment. It was difficult to remain on track because the topic was so broad.

2013-2014 Reflective Comments - This average went down because multiple students did not do the assignment. The new textbook also changed the assignment a bit.

2014-2015 Reflective Comments - Assignment average and pass rate went up from last year. More students completed it.

Evidence of Programmatic Decisions (7.01.04) *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*

7.01a

NCTRC Application Form

2012-2013 Assignment Adjustments - Create digital cheat sheet for EWU specific courses so students know where to place their courses.

2013-2014 Assignment Adjustments - Continue to provide cheat sheet for students to use when completing their application.

2014-2015 Assignment Adjustments - No changes at this time. Digital guide will continue to be available. Students appreciate it. Alumni have contacted me for the file when they are completing their NCTRC applications.

Treatment or Diagnostic Protocol

2012-2013 Assignment Adjustments – Not offered yet.

2013-2014 Assignment Adjustments – Not offered yet.

2014-2015 Assignment Adjustments - New assignment is working well and is a good addition to the curriculum. No changes at this time.

7.01b

TR technique Write Up (and presentation)

2012-2013 Assignment Adjustments - No changes at this time.

2013-2014 Assignment Adjustments - No changes at this time.

2014-2015 Assignment Adjustments - No changes at this time.

Wheelchair Technique and Scavenger Hunt

2012-2013 Assignment Adjustments – Not offered yet.

2013-2014 Assignment Adjustments - Future quarters will require students to complete the scavenger hunt between the building and the phase. All covered walkways.

2014-2015 Assignment Adjustments - No changes. Continue assignment as is - restricting to PEC building and Phase for covered walkways.

7.01c

Chapter Study Questions

2012-2013 Assignment Adjustments - This assignment has already been made as simple as possible. Students only have to pick three questions from each chapter. In class emphasis will be placed on the relevance of questions to exam preparation. (Fall) In addition to emphasizing importance, regular reminders will help those students who are forgetting to do the assignment. (Spring)

2013-2014 Assignment Adjustments - Continue to remind students about weekly due dates for chapter questions and importance of questions in preparing for exams. (Fall) Continue to emphasize importance of assignment and remind students. (Spring)

2014-2015 Assignment Adjustments - No changes. Students already only have to pick 3. Continue reminders to complete assignment. (Fall) No changes at this time. (Spring)

Theory Paper

2012-2013 Assignment Adjustments - The assignment template was changed to provide more structure in the way of subheadings and sections.

2013-2014 Assignment Adjustments - Emphasize the importance of the assignment and the importance of theoretical foundations to our profession.

2014-2015 Assignment Adjustments - Continue to emphasize the importance of the assignment and theoretical framework.

- ABSENT
- EMERGING
- PRESENT

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7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Course Specific Learning Outcome: *What is the learning outcome identified in the course syllabus that meets this standard?*

RCLS 240 Overview of Therapeutic Recreation

1. Upon completion of the course the student will develop a greater understanding of the attitudes and self-concepts of people with disabilities towards themselves and towards their illness or disability.
2. Upon completion of the course the student will develop a greater understanding of the societal attitudes toward illness and disability.
3. Upon completion of the course the student will develop an understanding of the bio-psycho-social limitation imposed by illness and disabilities as they relate to leisure involvement.
4. Upon completion of the course the student will develop an understanding of the role of the therapeutic recreation professional as an advocate for services for special populations.
5. Upon completion of the course the student will develop an understanding of the roles of the recreation professional and their service delivery system for a wide variety of individuals with special needs.
6. Upon completion of the class the student will gain knowledge and understanding of the responsibility of the interrelationship of the diverse leisure services delivery system, and the role of the professional in providing access to recreational opportunities to persons with disabilities.
7. Upon completion of the course the students will have gained overview knowledge of terminology, and an understanding of the psychological, sociological, physiological, and historical significance of Therapeutic Recreation.
8. Upon completion of the course the students will have a basic understanding of the problems, needs, and strengths associated with various populations in order to implement and develop appropriate recreational programs & programs for integration of recreation.
9. Upon completion of the course the students will understand the distinction between mental health and mental disorder within the context of our society through discussion and media exposure to various populations.

RCLS 245 Therapeutic Recreation for Individuals with Disabilities

1. The purpose and objectives of this course are to help prepare recreation providers in every setting with the knowledge and skills to be able to offer programs and services that meet the needs of all consumers.
2. This course will help the student to be able to design and implement programs with use of health models that provide optimal inclusion for individuals with disabilities.
3. This includes providing information to the students on understanding of psychological, sociological effects as well as the medical and disabling conditions, disorders, and impairments that affect an individual's physical, cognitive, emotional and social functioning across the life span.

RCLS 420 Program Planning and Evaluation in Therapeutic Recreation

1. To equip students with the skills necessary to systematically design and evaluate programs in Therapeutic Recreation, using various system techniques.
2. To understand the nature and philosophy of systems approaches.
3. To develop the skills necessary to design, implement and evaluate a systematic program plan.
4. To gain an understanding of the referral, discharge and transition processes of the continuum for clients.
5. To develop the skills used in, and the application of, activity analysis and task analysis.
6. To develop and apply the concepts of evaluation in Therapeutic Recreation as they relate to program, staff, volunteers and facilities, including the ability to communicate this information.
7. To understand and be able to apply the concepts of Leisure Education in a Therapeutic Recreation setting, whether a Community or Medical model.
8. To develop an understanding of the role and function of accurate documentation and terminology as it relates to patients, staff and programs.

RCLS 440 Professional Issues in Therapeutic Recreation

1. The purpose and overall objective for this course are to provide the students with information on current events within the field of therapeutic recreation.
2. This includes information on technology, legislation, practice models, and outcomes.
3. Students will learn current practice and administrative structures from Therapeutic Recreation Specialists working in a variety of facilities from around the area.
4. The students will also be able to obtain valuable information about internship sites

RCLS 445 Processes and Techniques in Therapeutic Recreation

1. The purpose and overall objectives of this class are to provide the students with a knowledge and understanding of a variety of processes & techniques utilized in therapeutic recreation service.
2. Upon successful completion of this course the student will have covered the following areas:
 - Theory and therapies
 - Major facilitation and intervention techniques
 - Roles of the therapist in the practice of TR
 - Understanding the continuum of care and its application to therapeutic recreation
 - Documentation of outcomes and progress
 - Role of communication skills
 - The role of allied health professionals and their relationship with the TRS.
 - Leadership theory and techniques
 - Instructional techniques and learning styles
 - Understanding of Clinical Supervision
 - Trends and issues in the human service field
 - Health and safety considerations
 - Strategies for program implementation

RCLS 450 Assessment Techniques in Therapeutic Recreation

1. To develop an understanding of selected standardized assessment tools.
2. To develop the skills necessary to select a standardized tool for a specific population.
3. To develop an understanding of the process of developing a facility assessment tool.
4. To be able to understand the components of reliability, validity and usability as it relates to assessment tools.
5. To be able to interpret the results of the assessment data.
6. To be able to use the information from the assessment and develop a usable treatment plan.

Evidence of Learning Opportunity (7.02.01) *How are students given opportunities to show they have learned the outcome?*

7.02a

Assessment Write Up and Presentation

Assigned since Fall 2011, ongoing. This assignment requires students to select two assessments from the textbook "Assessment Tools for Recreational Therapy & Related Fields" Fourth ed. The students then conduct a mock assessment using each tool. The report and presentation consists of an overview of the assessment content itself as well as the mock assessment. To avoid IRB and HIPAA complications, they must interview a friend or family member and cannot complete this assignment at a volunteer or healthcare facility. This assignment exposes students to use of best professional practices (7.01b), adherence to the use of an assessment per standards of practice (7.01b), fundamental elements of an assessment (7.02a), the ability to utilize assessment results to generate person-centered plans (7.02b), TR interventions suitable for their mock assessment case (7.02c), and documentation skills regarding assessment results (7.02d).

ICF write up on diagnosis (and presentation)

Assigned Winter 2012, ongoing. This assignment requires students to write a report on a particular diagnosis as well as describe three ICF Body Function codes, three Activities and Participation codes, and two Environmental Factors codes relevant to the diagnosis. This assignment exposes students to the World Health Organization's International Classification of Functioning and its relevance to Therapeutic Recreation services as well as foundational models of human functioning (7.01c), domains of human well-being as they relate to the assessment process (7.02a), planning that is contextualized to the international service delivery system (7.02b), and documentation skills (7.02d).

7.02b

Specific Program Design

Assigned Winter 2012, ongoing. This assignment has students develop a specific program plan based on the Stumbo and Peterson design model including statement of purpose, TPOs, EOs, PMs, sequence sheet, and performance sheet. This assignment exposes students to models of service delivery (7.01a), use of best professional practices based on theoretical, philosophical, and scientific foundations of the field (7.01b), theoretical foundations of TR service deliver/models (7.01c), the various domains of human well-being (7.02a), team based planning (7.02b), use of appropriately and correctly formatted goals and objectives (7.02b), and documentation skills (7.02d).

PAVE Program Write Up

Assigned Spring 2014, ongoing. This assignment requires students to develop a community-based social recreation outing for high functioning adults on the Autism Spectrum including location, transportation, cost, equipment, skills required, Avedon interaction pattern level requirement, and rationale for above. Students complete the assignment based on generalized group based assessment data from the program. Assignments are then presented to the program as potential activities. This assignment exposes students to use of professional practices based on theoretical, philosophical, and scientific foundations of the field (7.01b), ability to ascertain participants' abilities, strengths, goals, and aspirations (7.02a), utilize assessment results to generate contextualized plans (7.02b), use of appropriately and correctly formatted goals and objectives (7.02b), use of team based planning processes (7.02b), individual and group leadership skills (7.02c), activity adaptation (7.02c), family participation facilitation skills (7.02c), planning documentation skills (7.02d), as well as budgeting and risk/safety management skills (7.03).

7.02c

Activity Analysis

Assigned Winter 2012, ongoing. This assignment requires students to develop two separate Activity Analyses per the Stumbo and Peterson design model, including TPOs and EOs addressed in the activity, set up, directions, task analysis, adaptations, and the activity analysis rating form. This assignment exposes students to models of service delivery and best practices in the profession (7.01a), use of best professional practices in relation to techniques and processes (7.01b), theoretical foundations of TR service delivery/models (7.01c), use of culturally relevant evidence-based interventions, strategies, facilitation techniques, modalities, activities, and adaptations (7.02b), Activity/task analysis, adaptation, and assistive technology (7.02c).

Becoming a Helper Paper

Assigned since Spring 2012, ongoing. This assignment requires students to reflect on the “Becoming a Helper” chapter within Carter, M.J. & Van Andel, G. E. (2011). *Therapeutic Recreation. A Practical Approach*. Students must discuss the relevance of at least two qualities of effective helpers to their future professional interests, discuss the relevance of at least two interpersonal facilitation skills to their future professional interests, and discuss a situation in which they’ve found themselves using one of the above stated qualities or skills and how they would apply lessons learned from that experience to their future career. In this assignment students explore the foundational characteristics of helping professions (7.01c) and explore helping relationship and facilitation skills (7.02c).

7.02d

Case Study

Assigned since Fall 2013, ongoing. The origin of this assignment stems from the fact that none of the textbooks used within our curriculum cover a Case Study format and it was an assignment some students were receiving from their intern supervisors with little guidance as to format. Utilizing the Case Study format contained in the ATRA Guidelines for Internship, students are now required to complete a Case Study on a friend or family member. To avoid IRB and HIPAA complications, they must interview a friend or family member and cannot complete this assignment at a volunteer or healthcare facility. This assignment exposes students to best professional practices (7.01b), human functioning areas (7.01c), assessment skills (including observation, interview, and the ability to ascertain participant’s strengths and weaknesses) (7.02a), and the ability to document assessment results (7.02d).

Treatment Goals and Objectives Journal

Assigned Spring 2014, ongoing. This assignment takes place in the classroom prior to lecture a few times a week. Students are asked to keep a separate journal in addition to the course notebook. A few times a week, the instructor brings in an object or prompt for an activity. Students are then required to journal on how to make that item or prompt into an intervention for a specific population and develop a (broadly written) goal/objective for a hypothetical client based on that intervention. The impetus for this assignment lies in students’ need to be able to “think on their feet” should an intervention not go as planned. Many students were reaching their internship uncomfortable with the idea of making up an activity “on the fly” – this assignment requires them to do just that. While the focus of the course is on evidence based facilitation techniques (and the need for evidence based practice in our profession is discussed thoroughly in the course), this assignment forces students to think spontaneously while still developing an activity of a therapeutic nature. This assignment exposes students to the use of planning processes that are contextualized to the service delivery system (7.02b), a variety of TR interventions, facilitation techniques, activities, and modalities (7.02c), and documentation skills as they relate to planning (7.02d).

7.02e

Evaluation (Post session report form)

Assigned Winter 2014, stopped Winter 2014. This assignment required students to complete the post session report form contained in the text *Therapeutic Recreation Program Design: Principles and Procedures*. Due to the nature of the form, it can only be completed for sessions that actually took place. While the TR program previously facilitated a structured recess program for toddlers on the Autism spectrum, this opportunity stopped once the program on campus closed. Hence, the assignment was terminated and was replaced with the protocol assignment. This assignment exposed students to evaluation designs and methods (7.02e) and quality assurance/improvement contextualized to the service delivery system (7.02e).

Observation of community program

Assigned since Fall 2011, ongoing. This assignment requires students to observe an adapted recreation program in the community. Students are required to apply concepts from course content to the program and population observed. Students are able to observe best practices associated with work with various populations (7.01a), they are also able to work on their ability to ascertain participants' abilities (7.02a) and informally evaluate a program's effectiveness (7.02e). Students are also able to observe the operational aspects of the program they have selected (7.03)

Performance Measure (7.02.02) *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics, portfolios, alumni surveys, etc.*

7.02a

Assessment Write Up and Presentation assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20450_7.02a.pdf

ICF write up on diagnosis (and presentation) assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20445_7.02a.pdf

7.02b

Specific Program Design assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20420_7.02b.pdf

PAVE Program Write Up assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20445_7.02b.pdf

7.02c

Activity Analysis assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20420_7.02c.pdf

Becoming a Helper Paper assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20420_7.02c.pdf

7.02d

Case Study assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20450_7.02d.pdf

Treatment Goals and Objectives Journal assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20445_7.02d.pdf

7.02e

Evaluation (Post session report form) assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20420_7.02e.pdf

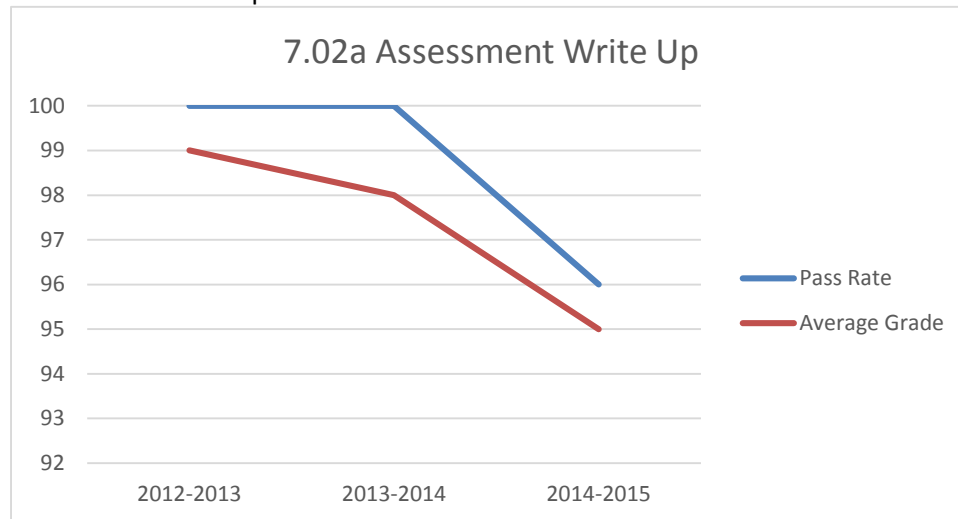
Observation of community program assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%2040_7.02e.pdf

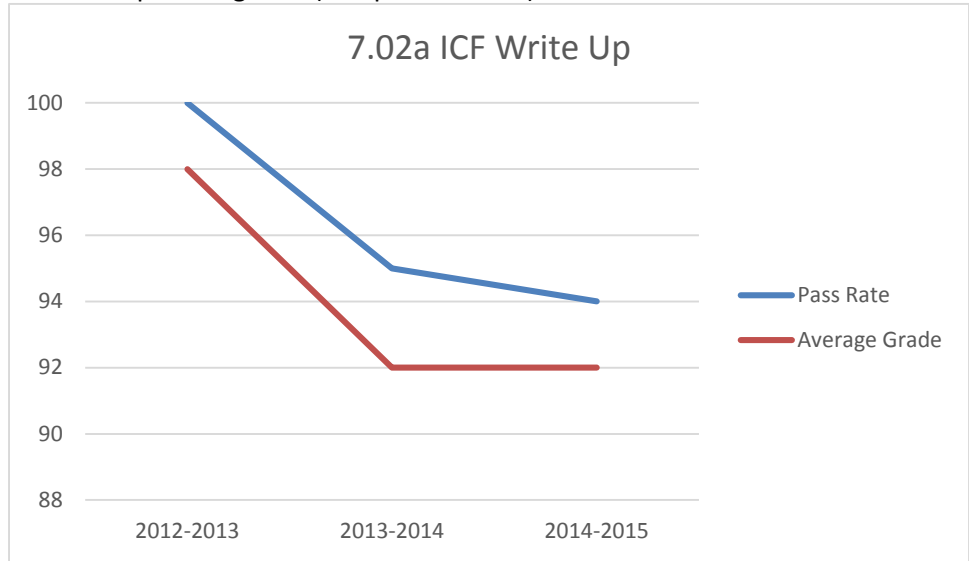
Performance levels/metrics: *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*

7.02a

Assessment Write Up and Presentation

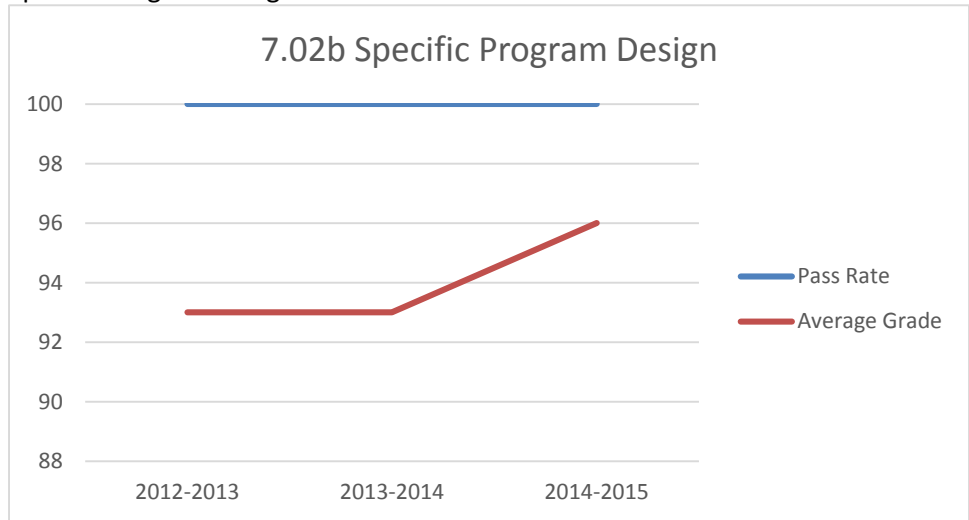


ICF write up on diagnosis (and presentation)

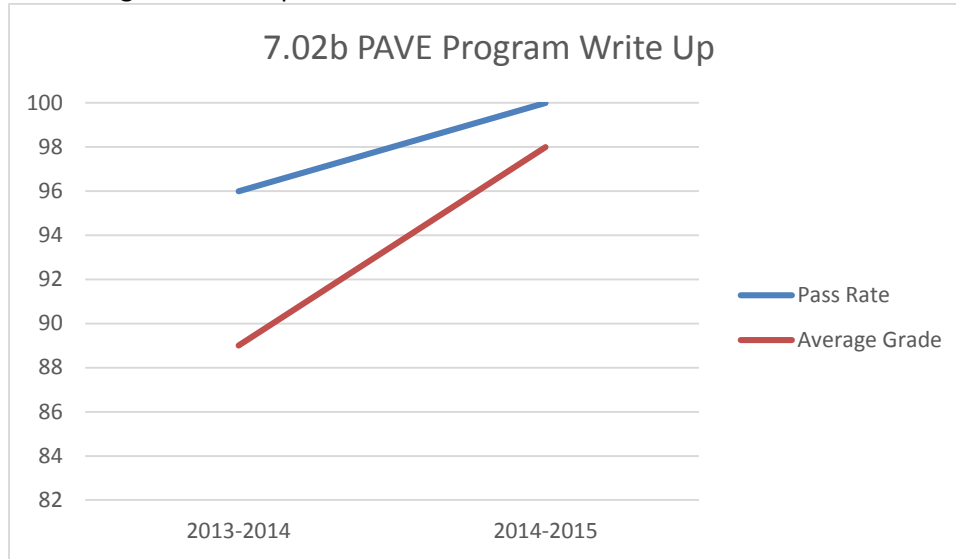


7.02b

Specific Program Design

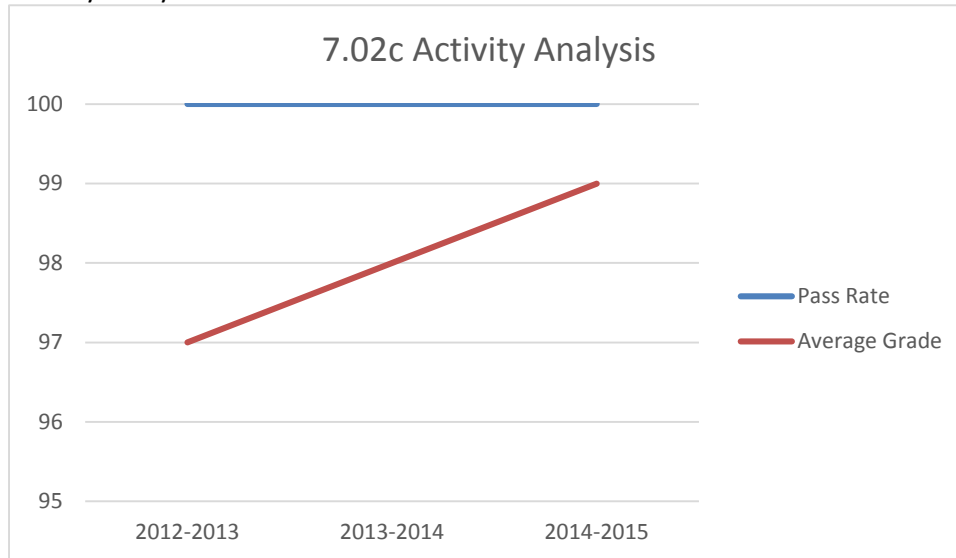


PAVE Program Write Up

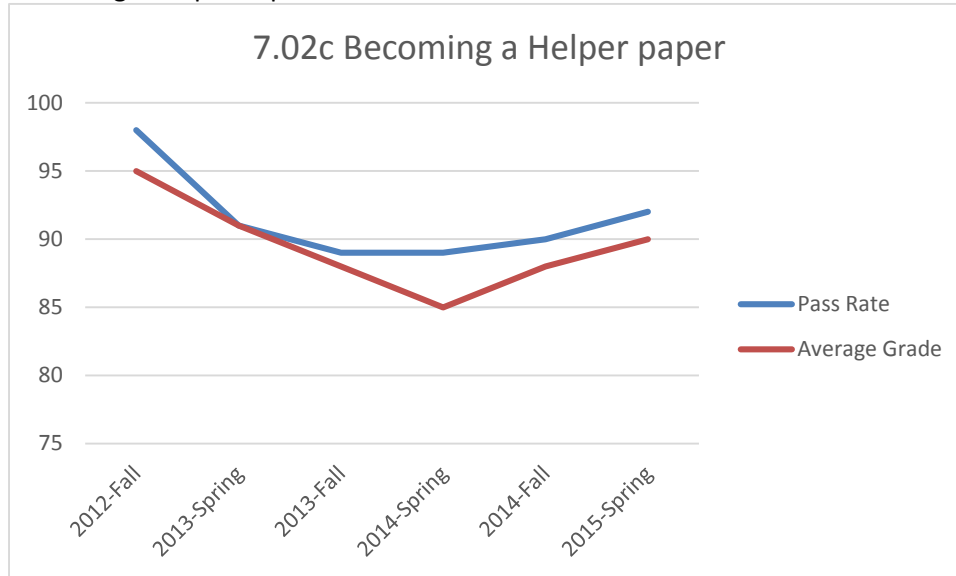


7.02c

Activity Analysis

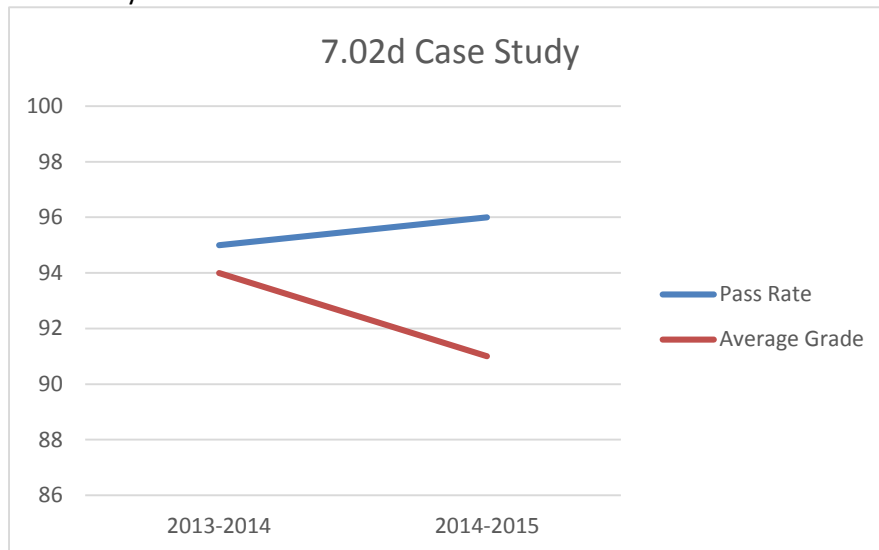


Becoming a Helper Paper

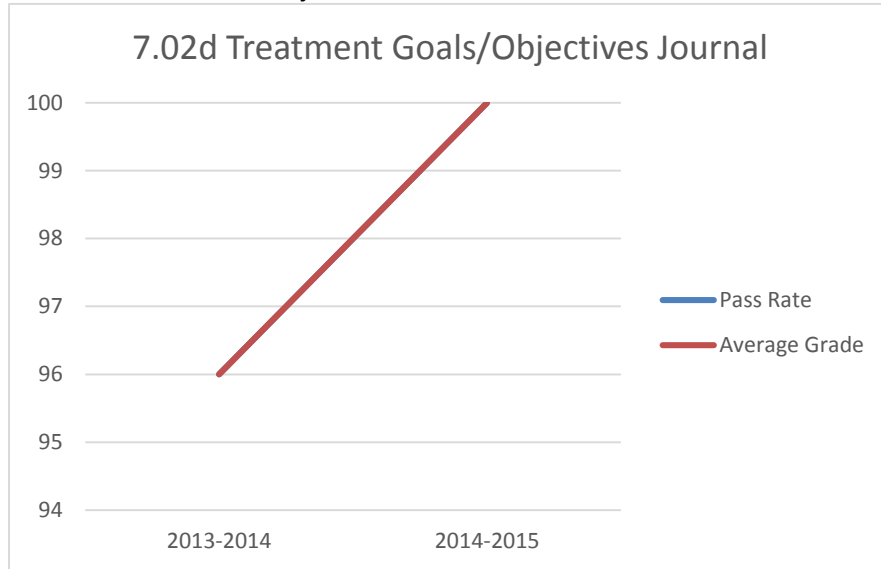


7.02d

Case Study

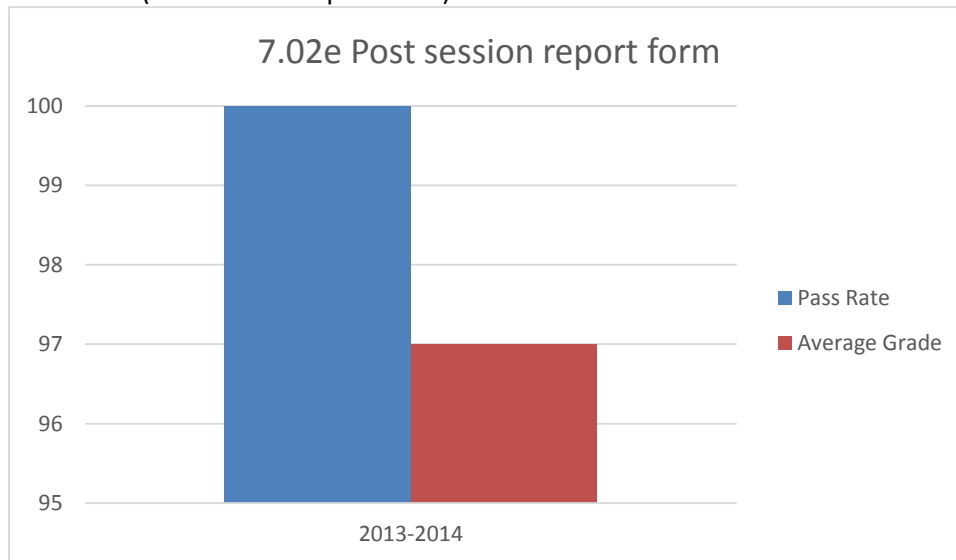


Treatment Goals and Objectives Journal

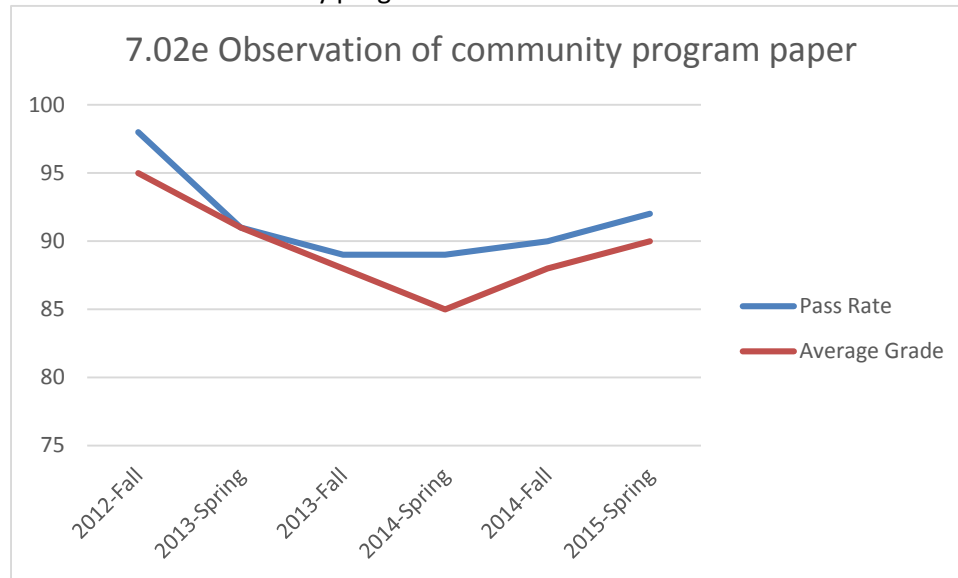


7.02e

Evaluation (Post session report form)



Observation of community program



Assessment Results (7.02.03) Based on the performance levels/metrics set above, at the end of the semester, what were the results?

7.02a

Assessment Write Up and Presentation

2012-2013 Reflective Comments - Students did well on this assignment, however some struggled with the format.

2013-2014 Reflective Comments - Emphasis was placed on assignment format and students seemed more confident in completion of assignment (despite grade going down) - this could be due to the nature of the cohort.

2014-2015 Reflective Comments - Discussing the assignment format in class worked well last year

ICF write up on diagnosis (and presentation)

2012-2013 Reflective Comments - Fairly straightforward. Students are initially frustrated with the numbering system but once they become comfortable with the structure they fare well on the assignment.

2013-2014 Reflective Comments - The revised assignment format (as recommended last year) worked well. Students better understood the assignment requirements. The lower pass rate and average are due to students not doing the assignment.

2014-2015 Reflective Comments - Detailed assignment format works well.

7.02b

Specific Program Design

2012-2013 Reflective Comments - Group assignment. Students did well. Some difficulty crafting TPOs, EOs, and PMs. Because everyone is designing for the same program, many of them end up being quite similar.

2013-2014 Reflective Comments - Average is roughly the same as last year. Students had more time to work on their TPOs, EOs, and PMs, and, while they scored similarly, they expressed additional comfort with developing these.

2014-2015 Reflective Comments - With the new assignment and the freedom to design their own program and with no commitment to run programs for Domino on Fridays, a "lab" day was established so students could work on designing their TPOs, EOs, and PMs in small groups and with more time than what was available during lectures.

PAVE Program Write Up

2012-2013 Reflective Comments – Not offered yet

2013-2014 Reflective Comments - This is a new assignment this quarter. It was initiated by a community group. Similar to the Garden assignment, students struggled with the formatting and exactly what was required from the textbook.

2014-2015 Reflective Comments - Assignment format was re-designed (per recommendations last year) to more clearly represent content from textbook that was to be included in the assignment.

7.02c

Activity Analysis

2012-2013 Reflective Comments - Students had difficulty designing unique activities that build on each other with limited equipment options.

2013-2014 Reflective Comments - Average went up, as compared to last year, the detailed list of equipment available for programs aided in the development of the programs.

2014-2015 Reflective Comments - The Activity Analysis was more flexible without the constraints of implementing the Domino program as well.

Becoming a Helper Paper

2012-2013 Reflective Comments - While the students do well on this assignment, it is still very broad. I think the assignment could be more concrete if they are required to think beyond the obvious. (Fall) This average grade includes two students who did not submit the assignment at all and received 0's. Without their grades calculated in, the average would have been a 95.7%. 0.7% higher than last year's average grade. This was the quarter I was going to observe and discuss their comprehension of the assignment with them - before making any of the changes discussed following fall quarter. Based on this class' performance and quality of work, I still agree with the reflective comments from Fall, the end result is too broad. (Spring)

2013-2014 Reflective Comments - These scores reflect three students who did not complete the assignment, otherwise the class does well on this assignment and based on their comments and insights provided in the paper, they get the intended purpose out of it. (Fall) These scores include four students who did not complete the assignment (all of whom ended up dropping the course). Otherwise, the score is consistent with previous quarters. The recent changes to the assignment having the students describe a past experience in which they've used the helper qualities is still providing substance to the assignment. (Spring)

2014-2015 Reflective Comments - Three of these students did not complete the assignment, otherwise the changes to the assignment recommended last academic year continue to work well (having student state an example of when they had to use a helper quality in addition to relating helper qualities to their future profession). (Fall) Two of these students did not complete the assignment, the other did not complete all components - otherwise, the class as a whole did exceptionally well. (Spring)

7.02d

Case Study

2012-2013 Reflective Comments – Not offered yet.

2013-2014 Reflective Comments - This assignment came about because it was not included in our curriculum and students were heading out on the internship without being exposed to a case study format. The ATRA Internship Guidelines were used as a format for the students to follow because one was not available in their textbooks.

2014-2015 Reflective Comments - The ATRA Case Study guidelines work well. Also, since it is contained in the ATRA internship guidelines, it is a resource students can use on their internships.

Treatment Goals and Objectives Journal

2012-2013 Reflective Comments – Not offered yet.

2013-2014 Reflective Comments - This is a new assignment this year. Inspired because students were having difficulty thinking on their feet. Students did well with it, but the informal nature of the assignment makes it difficult to grade (other than points for having all entries).

2014-2015 Reflective Comments - Students did well with the assignment, but as mentioned last year it is difficult to develop a rubric for this assignment.

7.02e

Evaluation (Post session report form)

2012-2013 Reflective Comments – Not offered yet.

2013-2014 Reflective Comments - This assignment was incorporated as a chance for students to evaluate their program implemented with the Domino program. Students did well with the assignment and used the format from the textbook well.

2014-2015 Reflective Comments – Not offered any longer.

Observation of community program

2012-2013 Reflective Comments - Most students get a lot out of this assignment. However, the section that requires relating experience to class content needs to be more structured to ensure full adherence. (Fall) The average grade for this assignment improved since Fall quarter. The pre-established list did work well in clarifying which section of the book each program best related to. The option to attend programs off the list still allowed for some freedom among students comfortable enough to pick a program on their own and relate it to the correct class content. An additional issue noted, based on thoughts documented while grading, the requirements for observation are often overlooked or moved through quickly. Changes to the rubric may help this. Also, the value of the assignment is lost in the paper itself. Increased discussion of the assignment afterward with the rest of the class would help broaden the class' perspectives beyond their own paper and program attended. (Spring)

2013-2014 Reflective Comments - These scores reflect six students who did not complete the assignment. This is one of the assignments that receives the least participation rates in the class. Mainly because of the forethought that's required to attend an activity. (Fall) These scores include four students who did not complete the assignment (all of whom ended up dropping the course). The pass rate for the assignment did go up. The increased reminders regarding the need to locate a program to observe (as mentioned in the reflections from Fall 2013) seem to be working. (Spring)

2014-2015 Reflective Comments - Three of these students did not complete the assignment, otherwise students are completing the assignment. Continued reminders of the importance in locating a program early in the quarter have been helpful (as was the case last academic year). (Fall) Four students did not complete the assignment, while others turned it in late for partial credit (bringing the pass rate and average down). Otherwise, the class did well completing the assignment and hitting all components.

This quarter I placed more emphasis on specific activities and events in the community where they could get their observation done. There is a play production in Spring quarter that is not offered in Fall quarter, making this a bit easier this quarter than Fall. (Spring)

Evidence of Programmatic Decisions (7.02.04) *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*

7.02a

Assessment Write Up and Presentation

2012-2013 Assignment Adjustments – More emphasis was placed on the template during discussion prior to the assignment due date.

2013-2014 Assignment Adjustments - Continue to discuss format in class as due date approaches.

2014-2015 Assignment Adjustments - Continue with the previous assignment format and emphasize format adherence in the classroom.

ICF write up on diagnosis (and presentation)

2012-2013 Assignment Adjustments – The assignment format was edited to be more detailed and structured to ensure assignment adherence.

2013-2014 Assignment Adjustments - No changes at this time.

2014-2015 Assignment Adjustments - No changes at this time.

7.02b

Specific Program Design

2012-2013 Assignment Adjustments – Allow more class time to work on TPOs, EOs, and PMs

2013-2014 Assignment Adjustments - Continue to provide classroom time for working on TPOs, EOs, and PMs.

2014-2015 Assignment Adjustments - Lab days worked really well, students were more comfortable with TPOs, EOs, and PMs than previous years. Continue with lab days.

PAVE Program Write Up

2012-2013 Assignment Adjustments – Not offered yet.

2013-2014 Assignment Adjustments - Revise assignment format to be more structured. Clarify what content they need to use from the textbook.

2014-2015 Assignment Adjustments - The revised format worked well. Continue as is.

7.02c

Activity Analysis

2012-2013 Assignment Adjustments – Get a better list of equipment that will be available to them when implementing the activities.

2013-2014 Assignment Adjustments - Continue to provide information regarding equipment that is available to them.

2014-2015 Assignment Adjustments - No changes at this time.

Becoming a Helper Paper

2012-2013 Assignment Adjustments – Currently they must list qualities and skills relevant to one career interest, but reframing it to various populations may encourage additional thought on the topic and the use of particular techniques with specific groups. No changes made to the assignment outline (at this point), but the possibility of a population specific requirement will be considered during the course of the assignment in Spring (Fall) The assignment outline will be edited to include a requirement to develop and describe a possible scenario in their future career path and facilitation techniques that would be helpful in such a scenario. The scenario should include a person with special needs but the extent and nature of their disability/need will be up to the student and will vary based on the student's career interests. (Spring)

2013-2014 Assignment Adjustments - Based on the success of the assignment adjustments discussed at the end of Spring 2013, no further changes will be made at this point. Having the students describe an experience in which they used one of the Helper qualities has provided additional structure and reflection to an otherwise very textbook content based paper. It has also allowed the students to find direct relevance of professional characteristics to their own lives. (Fall) No changes recommended at this time based on the assignment changes incurred over the last quarter and the grades since those changes. (Spring)

2014-2015 Assignment Adjustments - No changes recommended at this time based on the assignment changes incurred over the last quarter and the grades since those changes. (Fall) No adjustments at this time. Again, the changes made last academic year seem to be doing well with adding substance and "reality" to the assignment (asking students to think of a time they've used helper qualities in addition to relating helper qualities from the text to their future professional interests). (Spring)

7.02d

Case Study

2012-2013 Assignment Adjustments – Not offered yet.

2013-2014 Assignment Adjustments - The ATRA Guidelines work well. Not ideal - but it serves the purpose. Additionally, it gives them something to look at and base their case studies on when they are out on their internship.

2014-2015 Assignment Adjustments - Continue to use ATRA case study format.

Treatment Goals and Objectives Journal

2012-2013 Assignment Adjustments – Not offered yet.

2013-2014 Assignment Adjustments - Try to establish a rubric for the assignment.

2014-2015 Assignment Adjustments - Next year, more emphasis will be placed on formatting of the goals and objectives - grading for formatting instead of just having all of the entries.

7.02e

Evaluation (Post session report form)

2012-2013 Assignment Adjustments – Not offered yet.

2013-2014 Assignment Adjustments - No changes at this time.

2014-2015 Assignment Adjustments – Not offered any longer.

Observation of community program

2012-2013 Assignment Adjustments – While the students will still be able to select their own program to visit, a more detailed list will be provided to students regarding program options (and diagnoses associated with those programs) in hopes of strengthening the connection between the experience and the class content relevant to those populations. (Fall) In addition to the already existing assignment rubric, perhaps a checklist would enable the student to approach the site visit in a more objective manner. Although the students are currently meeting the objective, enhancing their knowledge of the details within the program would allow for a more thorough approach to the outcome. A classroom based presentation or discussion of findings would also allow for the student to demonstrate their findings and expose the other students to a wider variety of inclusive programming options. (Spring)

2013-2014 Assignment Adjustments - Based on the discussion of changes from Spring 2013, the format for the assignment was adjusted to more clearly emphasize the sections students were overlooking. Unfortunately, due to restricted class time, a presentation of findings is not possible (as described in reflections from Spring 2013). Due to the decreased participation in this assignment, more emphasis will be placed on reminders throughout the quarter to locate a program for the assignment. More resources will also be provided in class as to programs they can attend. (Fall) Continue with reminders throughout the quarter regarding the need to find a program before the assignment is due. Post or pass out event opportunities in class as well. (Spring)

2014-2015 Assignment Adjustments - Continue with reminders throughout the quarter regarding the need to find a program before the assignment is due. Post or pass out event opportunities in class as well. This seems to be working well. (Fall) No adjustments at this time. Continued reminders to locate a site will be offered throughout the quarter, as well as calendars advertising events. (Spring)

- ABSENT
- EMERGING
- PRESENT

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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.

Course Specific Learning Outcome: *What is the learning outcome identified in the course syllabus that meets this standard?*

RCLS 240 Overview of Therapeutic Recreation

1. Upon completion of the course the student will develop a greater understanding of the attitudes and self-concepts of people with disabilities towards themselves and towards their illness or disability.
2. Upon completion of the course the student will develop a greater understanding of the societal attitudes toward illness and disability.
3. Upon completion of the course the student will develop an understanding of the bio-psycho-social limitation imposed by illness and disabilities as they relate to leisure involvement.
4. Upon completion of the course the student will develop an understanding of the role of the therapeutic recreation professional as an advocate for services for special populations.
5. Upon completion of the course the student will develop an understanding of the roles of the recreation professional and their service delivery system for a wide variety of individuals with special needs.
6. Upon completion of the class the student will gain knowledge and understanding of the responsibility of the interrelationship of the diverse leisure services delivery system, and the role of the professional in providing access to recreational opportunities to persons with disabilities.
7. Upon completion of the course the students will have gained overview knowledge of terminology, and an understanding of the psychological, sociological, physiological, and historical significance of Therapeutic Recreation.
8. Upon completion of the course the students will have a basic understanding of the problems, needs, and strengths associated with various populations in order to implement and develop appropriate recreational programs & programs for integration of recreation.
9. Upon completion of the course the students will understand the distinction between mental health and mental disorder within the context of our society through discussion and media exposure to various populations.

RCLS 420

1. To equip students with the skills necessary to systematically design and evaluate programs in Therapeutic Recreation, using various system techniques.
2. To understand the nature and philosophy of systems approaches.
3. To develop the skills necessary to design, implement and evaluate a systematic program plan.
4. To gain an understanding of the referral, discharge and transition processes of the continuum for clients.
5. To develop the skills used in, and the application of, activity analysis and task analysis.
6. To develop and apply the concepts of evaluation in Therapeutic Recreation as they relate to program, staff, volunteers and facilities, including the ability to communicate this information.
7. To understand and be able to apply the concepts of Leisure Education in a Therapeutic Recreation setting, whether a Community or Medical model.
8. To develop an understanding of the role and function of accurate documentation and terminology as it relates to patients, staff and programs.

RCLS 440 Professional Issues

1. The purpose and overall objective for this course are to provide the students with information on current events within the field of therapeutic recreation.
2. This includes information on technology, legislation, practice models, and outcomes.
3. Students will learn current practice and administrative structures from Therapeutic Recreation Specialists working in a variety of facilities from around the area.
4. The students will also be able to obtain valuable information about internship sites

RCLS 445 Processes and Techniques in Therapeutic Recreation

1. The purpose and overall objectives of this class are to provide the students with a knowledge and understanding of a variety of processes & techniques utilized in therapeutic recreation service.
2. Upon successful completion of this course the student will have covered the following areas:
 - Theory and therapies
 - Major facilitation and intervention techniques
 - Roles of the therapist in the practice of TR
 - Understanding the continuum of care and its application to therapeutic recreation
 - Documentation of outcomes and progress
 - Role of communication skills
 - The role of allied health professionals and their relationship with the TRS.
 - Leadership theory and techniques
 - Instructional techniques and learning styles
 - Understanding of Clinical Supervision
 - Trends and issues in the human service field
 - Health and safety considerations
 - Strategies for program implementation

RCLS 450 Assessment Techniques in Therapeutic Recreation

1. To develop an understanding of selected standardized assessment tools.
2. To develop the skills necessary to select a standardized tool for a specific population.
3. To develop an understanding of the process of developing a facility assessment tool.
4. To be able to understand the components of reliability, validity and usability as it relates to assessment tools.
5. To be able to interpret the results of the assessment data.
6. To be able to use the information from the assessment and develop a usable treatment plan.

Evidence of Learning Opportunity (7.03.01) *How are students given opportunities to show they have learned the outcome?*

Comprehensive Program Design

Assigned Winter 2012, ongoing. This assignment has students design a comprehensive Therapeutic Recreation program based on the Stumbo and Peterson design model. The assignment includes the following sections: agency mission, agency vision, population description, resources, TR department statement of purpose, comprehensive TR department program goals, and relevant program components for each goal. The assignment exposes students to models of service delivery (7.01a), use of best professional practices based on theoretical, philosophical, and scientific foundations of the field (7.01b), theoretical foundations of TR service deliver/models (7.01c), the various domains of human well-being (7.02a), team based planning (7.02b), documentation skills (7.02d), operations and maintenance (7.03), finance and budgeting (7.03), and quality management (7.03).

Wheelchair Accessibility Packet

Assigned since Fall 2012, ongoing. This assignment requires students to complete the ADA checklist for readily achievable barrier removal <http://www.ada.gov/racheck.pdf>. Students are also required to submit two pictures of themselves completing the checklist as well as two paragraphs on their findings. This assignment exposes students to laws and regulations regarding accessibility for people with disabilities (7.01b), community development aspects of the human services supportive areas (7.01c), quality assurance and quality improvement elements (7.02e), as well as risk and safety management (7.03).

WSTRA Professional Panel Topic Development

Assigned Winter 2014, ongoing. This assignment requires students to research a topic and develop questions for professionals attending the ATRA WA state affiliate sponsored professional panel later in the quarter. Through their research and subsequent discussion with professionals, students are exposed to professionalism (7.01a), professional involvement (7.01 a & b), best practices (7.01 a & b), standards of practice (7.01 a & b), code of ethics (7.01 a & b), theoretical foundations (7.01c), elements of assessment (7.02a), facilitation skills (7.02c), advocacy (7.02c), various service delivery systems (7.02c), and management and administrative aspects (7.03).

Performance Measure (7.03.02) *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics, portfolios, alumni surveys, etc.*

Comprehensive Program Design assignment format and rubric

[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric TR_RCLS%20420_7.03.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20420_7.03.pdf)

Wheelchair Accessibility Packet assignment format and rubric

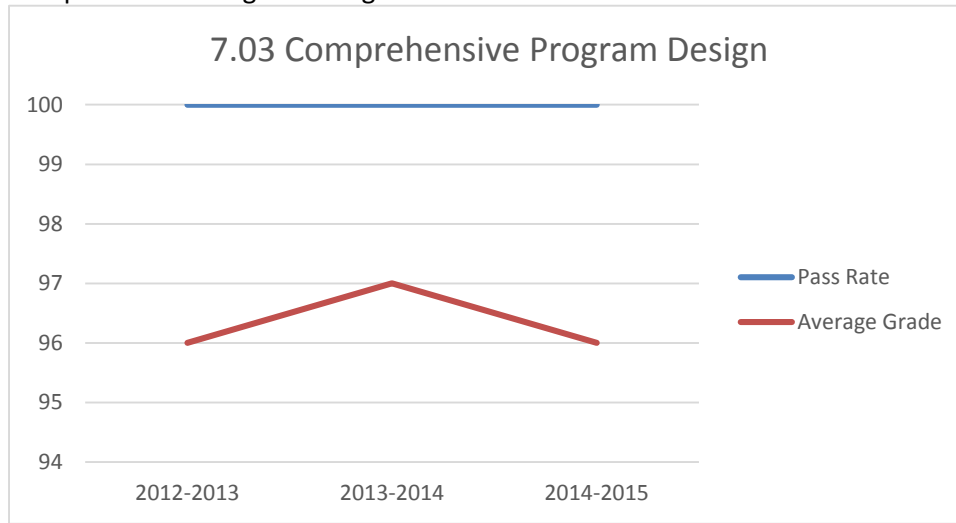
[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric TR_RCLS%20440_7.03.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20440_7.03.pdf)

WSTRA Professional Panel Topic Development assignment format and rubric

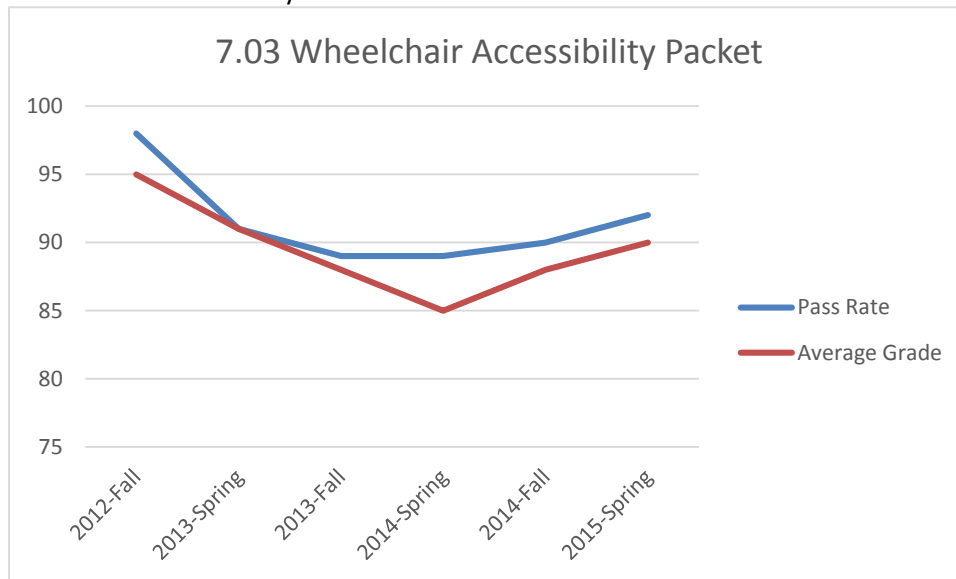
[http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric TR_RCLS%20440_7.03.pdf](http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20440_7.03.pdf)

Performance levels/metrics: What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)

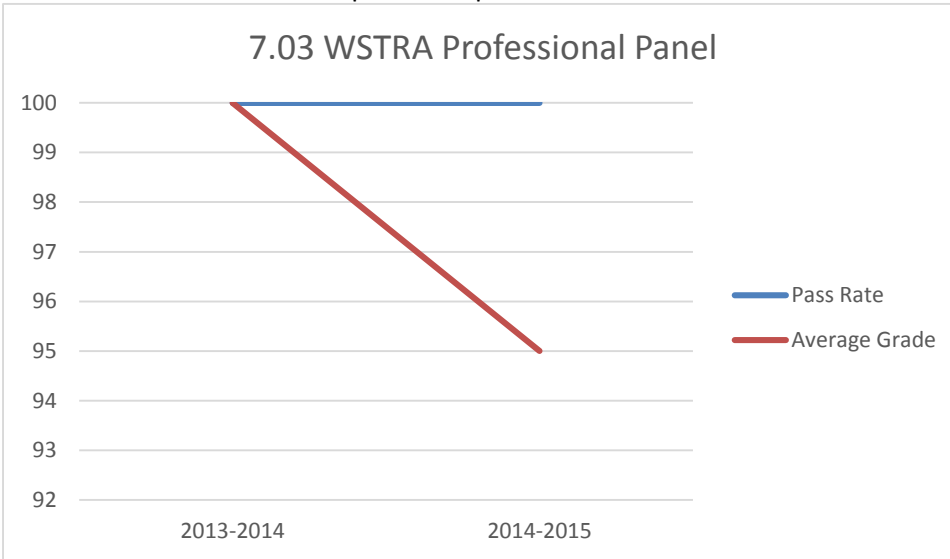
Comprehensive Program Design



Wheelchair Accessibility Packet



WSTRA Professional Panel Topic Development



Assessment Results (7.03.03) Based on the performance levels/metrics set above, at the end of the semester, what were the results?

Comprehensive Program Design

2012-2013 Reflective Comments - This is a group assignment. Students did well. Having a real program to base it on (Domino Program) helps with structure but it did leave less for their imagination.

2013-2014 Reflective Comments - Average is roughly the same as last year. Students were provided with additional information regarding the program they were developing the plan for. This worked well.

2014-2015 Reflective Comments - Previous years designed a program for the Domino Program on campus, due to campus changes this was not a possibility this year. Students developed their own hypothetical program. This allowed for more flexibility with population and details.

Wheelchair Accessibility Packet

2012-2013 Reflective Comments - Overall, students who adhered to all project requirements did well on this one. It required the completion of the ADA compliance checklist for existing facilities, an email containing reflection on facility adherence, and two pictures of the student completing the checklist.

The checklist requires a tape measure and an in-depth examination of the facility - some students did not realize the work that would be required on the visit and came unprepared. (Fall) Average grade and pass rate increased from Fall quarter to Spring quarter. Increasing the amount of discussion during class regarding what would be needed to complete the assignment outside of class really seemed to help. The number of students missing components went down considerably. In order to reinforce class discussion, I added the phrase "Do not forget this step" to the most forgotten step on the outline fall quarter. I also added a picture. They like pictures. (Spring)

2013-2014 Reflective Comments - Adding the emphasis on the steps that students were overlooking really helped ensure full completion of the assignment. (Fall) These scores include four students who did not complete the assignment (all of whom ended up dropping the course). While the scores for this assignment went down since last quarter, this is similar to other assignments and exams for this term. (Spring)

2014-2015 Reflective Comments - Three of these students did not complete the assignment. Grades went up slightly since Spring 2014 quarter. As a whole, the class is doing well. Students are still missing less components and the average and pass rate are primarily being brought down by those who do not complete the assignment at all (vs. those who are missing components or "not getting it"). (Fall) One student did not complete this assignment and she ended up dropping the class. The rest of the students completed the assignment fully. While many students underestimate the tedious nature of this assignment, once it is complete they are very complementary of the assignment in their write up/summary of their experience. (Spring)

WSTRA Professional Panel Topic Development

2012-2013 Reflective Comments – Not offered yet.

2013-2014 Reflective Comments - This is a new assignment. Students were required to develop questions for the ATRA Affiliate professional panel. Unfortunately, once they developed the questions - that was the end of their learning until the night of the panel.

2014-2015 Reflective Comments - The addition of the research on the topics (as recommended in last year's review) worked well. The students appreciated it and they were more knowledgeable on their questions for the professionals. They were also more invested in the questions they selected.

Evidence of Programmatic Decisions (7.03.04) *Based on the assessment results above, how is the program using the results to drive their curricular decisions?*

Comprehensive Program Design

2012-2013 Assignment Adjustments – Provide additional information regarding the Domino Program for them to use as they develop their Comprehensive Program Plan.

2013-2014 Assignment Adjustments - No changes at this time.

2014-2015 Assignment Adjustments - The new assignment works well - the students liked the added flexibility. No changes at this time.

Wheelchair Accessibility Packet

2012-2013 Assignment Adjustments – Discuss the expectations of the assignment in more detail in class.

2013-2014 Assignment Adjustments - No changes at this time (Fall) Due to the consistency in score decrease among all assignments this quarter, no changes will be made to the assignment at this time (in case the decreased scores are representative of the class make up and not the assignment). All assignments will be observed next term for issues with the new group of students. (Spring)

2014-2015 Assignment Adjustments - No changes made at this time (based on the success that the changes from last academic year had - revising assignment format to more clearly indicate components of the assignment students were missing). (Fall) No changes to the assignment itself. Perhaps more emphasis on the level of detail required in the assignment beforehand will better prepare students for the tedious task of measuring their selected recreation facility. (Spring)

WSTRA Professional Panel Topic Development

2012-2013 Assignment Adjustments – Not offered yet.

2013-2014 Assignment Adjustments - For next year, students will develop their questions AND find the answers using websites and text resources before the panel. This way they will have insight going into the panel before hearing the answers from the professionals.

2014-2015 Assignment Adjustments - Continue with assignment as is - students will still be required to develop their own questions for the professional panel as well as research each of those topics beforehand.

- ABSENT
- EMERGING
- PRESENT

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7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

Course Specific Learning Outcome: *What is the learning outcome identified in the course syllabus that meets this standard?*

RCLS 440 Professional Issues

1. The purpose and overall objective for this course are to provide the students with information on current events within the field of therapeutic recreation.
2. This includes information on technology, legislation, practice models, and outcomes.
3. Students will learn current practice and administrative structures from Therapeutic Recreation Specialists working in a variety of facilities from around the area.
4. The students will also be able to obtain valuable information about internship sites

RCLS 493 Therapeutic Recreation Internship

Upon completion of an internship the student should be able to:

1. Demonstrate the ability to establish and maintain rapport and a therapeutic relationship with a variety of clients.
2. Demonstrate the ability to use appropriate interviewing assessment techniques and procedures.
3. Demonstrate the ability to set treatment priorities.
4. Demonstrate the ability to development and implement appropriate treatment plans for a variety of clients.
5. Demonstrate the ability to apply creative ideas and activities for individuals and groups.
6. Demonstrate the ability to coordinate programs with other team members.
7. Demonstrate the ability to function as a dynamic member of the treatment team.
8. Demonstrate the ability to communicate effectively, both verbally and in writing.
9. Demonstrate good habits of organization and time management.
10. Demonstrate the ability to use available resources within the facility and the surrounding community

Evidence of Learning Opportunity (7.04.01) *How are students given opportunities to show they have learned the outcome?*

7.04a

Goals and objectives for internship

Assigned since Winter 2012, ongoing. This assignment requires students to develop goals and objectives for their internships. While students will solidify these with their supervisors prior to their internship and develop a detailed 16 week plan with their supervisors by week 2 of their internship, this requires them to establish expectations for their internship when they begin looking for their internships. Students develop their goals and objectives using the NCTRC Job Analysis areas, exposing them to professional regulations and best practices (7.01b). The assignment also allows them to practice appropriate goal/objective format (7.02d) and exposes them to professional development (7.03) and internship readiness (7.04a).

Cover letter

Assigned since Winter 2012, stopped Winter 2014. This assignment was created because the Therapeutic Recreation majors were not originally required to take the Careers Class that the other recreation majors take. This meant that many of them begin applying for internships with no experience creating a professional cover letter or resume (7.04a). The assignment was created to meet this need. Starting Fall 2014, Careers Class was included in all TR majors' curriculum plans, therefore Winter 2014 was the last time this assignment was offered in the Professional Issues class.

Resume

Assigned since Winter 2012, stopped Winter 2014. This assignment was created because the Therapeutic Recreation majors were not originally required to take the Careers Class that the other recreation majors take. This meant that many of them begin applying for internships with no experience creating a professional cover letter or resume (7.04a). The assignment was created to meet this need. Starting Fall 2014, Careers Class was included in all TR majors' curriculum plans, therefore Winter 2014 was the last time this assignment was offered in the Professional Issues class.

Elevator Speech

Assigned Winter 2015, ongoing. This assignment requires seniors (who are 1-2 quarters away from beginning their internships) to develop an elevator speech describing what Therapeutic Recreation is. An "elevator speech" is a conversation professionals frequently have when someone in the hospital or community facility sees their nametag and is not previously familiar with the profession. The assignment prepares students to have the same conversation. Students are recorded making the speech and are required to keep it less than one minute long. Based on the nature of the speech, the content covered includes the scope and practice of the profession (7.01a), foundational models and theories of Therapeutic Recreation (7.01c), marketing and advocacy of the profession (7.03), and preparation for internship (7.04a).

7.04b

RCLS 493 Therapeutic Recreation Internship

<http://www.ewu.edu/Documents/CALE/PEHR/TRec/TR%20Intern%20Manual%202014-2015.pdf>

Performance Measure (7.04.02) *What is the method by which the outcome is being measured? How are students showing that they are learning the outcome? Exam questions, assignment rubrics, portfolios, alumni surveys, etc.*

7.04a

Goals and objectives for internship assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20440_7.04a.pdf

Elevator Speech assignment format and rubric

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Rubric_TR_RCLS%20440_7.04a2.pdf

7.04b

RCLS 493 Therapeutic Recreation Internship

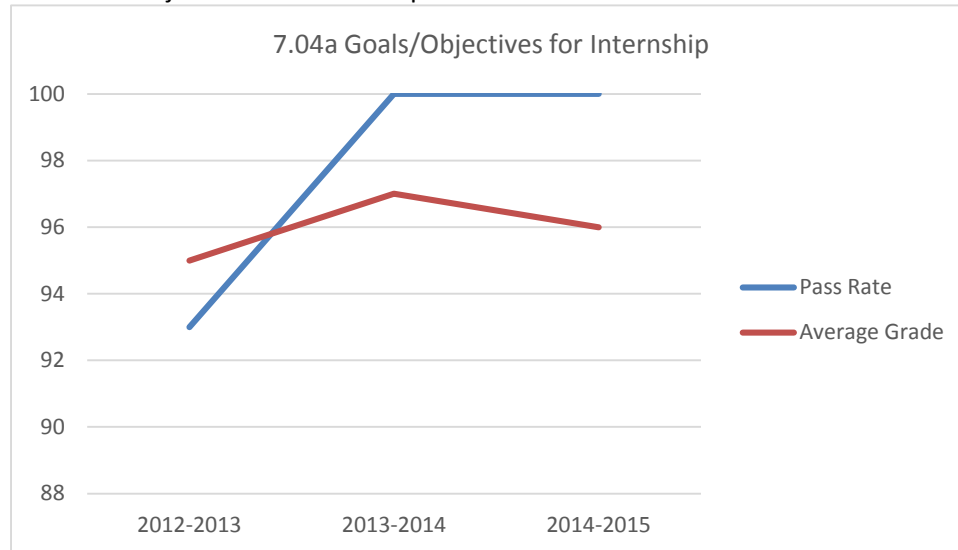
<http://www.ewu.edu/Documents/CALE/PEHR/TRec/TR%20Intern%20Manual%202014-2015.pdf>

Pages 18-24 for Therapeutic Recreation Intern Evaluation (TRIE)

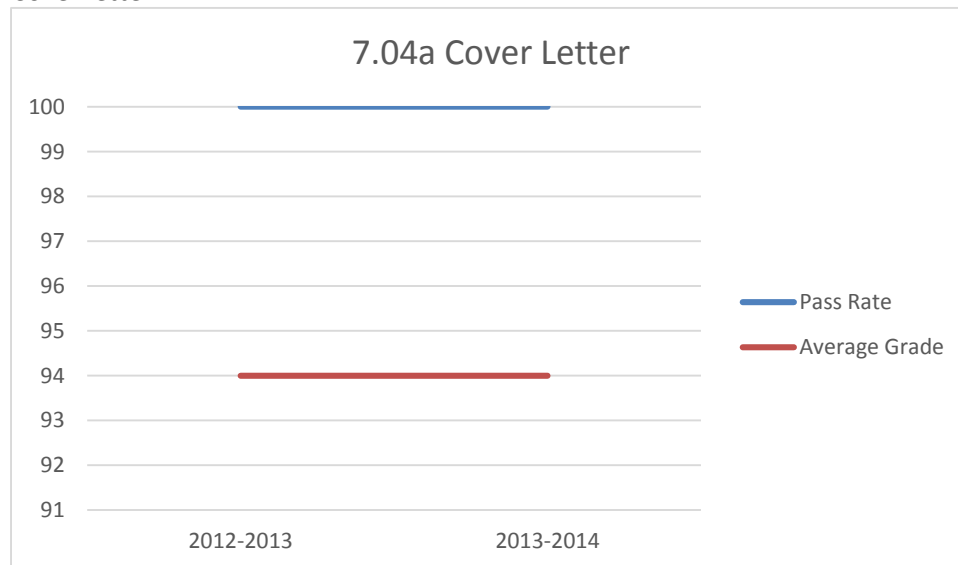
Performance levels/metrics: *What is the level of compliance by which the program agrees the standard has been met? (i.e. 80% of the students will get a score of 80% or higher on the assignment)*

7.04a

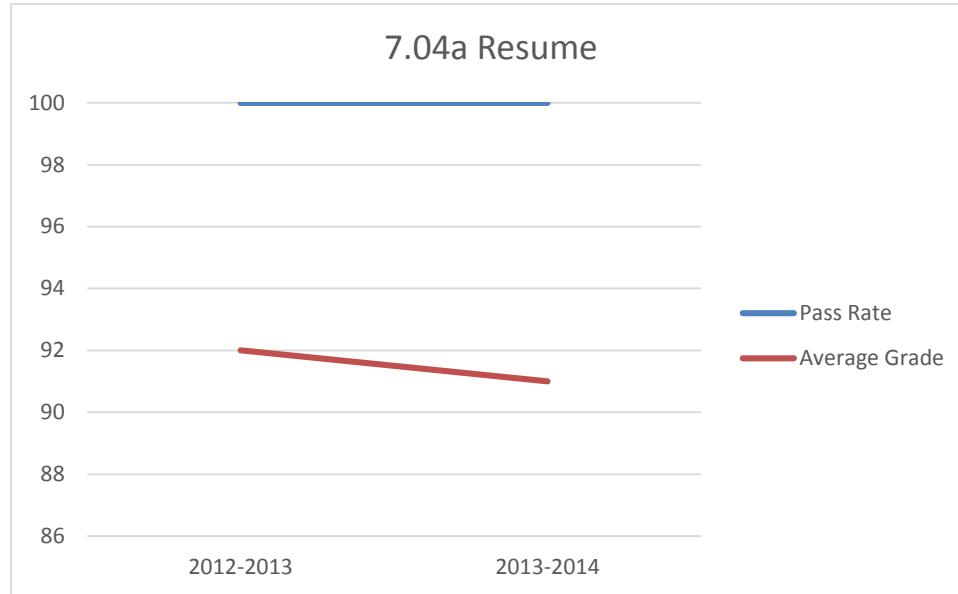
Goals and objectives for internship



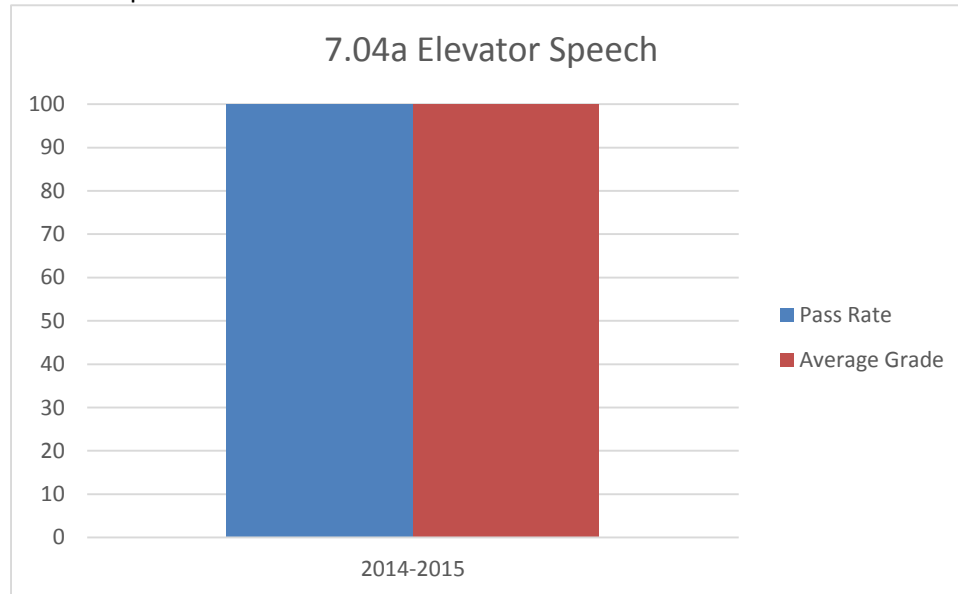
Cover letter



Resume



Elevator Speech



7.04b

RCLS 493 Therapeutic Recreation Internship

TR Interns TRIE Itemized Averages, Reflections, and Adjustments

https://docs.google.com/spreadsheets/d/1I1uA0QWhA6zLnBPOrmfsR_5wPw5JQmyUsW1hTIXoUwc/pu bhtml

Assessment Results (7.04.03) *Based on the performance levels/metrics set above, at the end of the semester, what were the results?*

7.04a

Goals and objectives for internship

2012-2013 Reflective Comments - Students struggle with originality. All request examples, but if I provide examples they will all end up with the exact same goals and objectives.

2013-2014 Reflective Comments - Average went up. Using NCTRC Job Analysis provided enough structure to help students while still maintaining originality between objectives.

2014-2015 Reflective Comments - Despite students asking for examples, using NCTRC Job Analysis provided enough structure to help students while still maintaining originality between objectives.

Cover letter

2012-2013 Reflective Comments - This assignment serves to prepare students for finding an internship. Students do well on the assignment but initially have trouble locating resources.

2013-2014 Reflective Comments – This assignment was developed in order to prepare students for finding an internship. The other majors (outdoor recreation and recreation management) take a Careers Course at the start of their senior year. Because the TR students don't take this course until Winter it puts them behind in having a cover letter and resume for internship hunting.

2014-2015 Reflective Comments – No longer offered

Resume

2012-2013 Reflective Comments - This assignment serves to prepare students for finding an internship. Students do well on the assignment but initially have trouble locating resources.

2013-2014 Reflective Comments – This assignment was developed in order to prepare students for finding an internship. The other majors (outdoor recreation and recreation management) take a Careers Course at the start of their senior year. Because the TR students don't take this course until Winter it puts them behind in having a cover letter and resume for internship hunting.

2014-2015 Reflective Comments – No longer offered

Elevator Speech

2012-2013 Reflective Comments – Not offered yet.

2013-2014 Reflective Comments - Not offered yet.

2014-2015 Reflective Comments - This is a new assignment this year, developed to ensure students are comfortable answering a common question during their internships. Students were videotaped with one re-start. This seemed to work well because it forced the students to take the assignment seriously since they only had one re-start.

7.04b

RCLS 493 Therapeutic Recreation Internship

TR Interns TRIE Itemized Averages, Reflections, and Adjustments

https://docs.google.com/spreadsheets/d/1I1uAQWhA6zLnBPOrmfsR_5wPw5JQmyUsW1hTIXoUwc/puhtml

Evidence of Programmatic Decisions (7.04.04) Based on the assessment results above, how is the program using the results to drive their curricular decisions?

7.04a

Goals and objectives for internship

2012-2013 Assignment Adjustments – Encourage them to frame their goals and objectives around the NCTRC Job Analysis. This will provide structure without allowing them to all create the same goals and objectives.

2013-2014 Assignment Adjustments - Continue to use NCTRC Job Analysis for structure.

2014-2015 Assignment Adjustments - Continue to recommend students use NCTRC Job Analysis to structure their goals and objectives for their internship

Cover letter

2012-2013 Assignment Adjustments – Provide additional format resources for students

2013-2014 Assignment Adjustments - This is the last quarter this assignment will be in this course.

Starting next academic year, the TR students will be required to take the Careers course with the other majors - meaning they will have their resumes and cover letters done at the start of their senior year like the other majors.

2014-2015 Assignment Adjustments – No longer offered

Resume

2012-2013 Assignment Adjustments – Provide additional format resources for students

2013-2014 Assignment Adjustments - This is the last quarter this assignment will be in this course.

Starting next academic year, the TR students will be required to take the Careers course with the other majors - meaning they will have their resumes and cover letters done at the start of their senior year like the other majors.

2014-2015 Assignment Adjustments – No longer offered

Elevator Speech

2012-2013 Assignment Adjustments – Not offered yet.

2013-2014 Assignment Adjustments – Not offered yet.

2014-2015 Assignment Adjustments - Continue as is. Stick to one re-start rule more stringently next year.

7.04b

RCLS 493 Therapeutic Recreation Internship

TR Interns TRIE Itemized Averages, Reflections, and Adjustments

https://docs.google.com/spreadsheets/d/1I1uA0QWhA6zLnBPOrmfsR_5wPw5JQmyUsW1hTIXoUwc/pu bhtml

- ABSENT
- EMERGING
- PRESENT

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Additional Links

Therapeutic Recreation 5 year strategic plan

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Therapeutic_Recreation_5_Year_Strategic_Plan.pdf

Therapeutic Recreation Assignment Descriptions

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/TR_Assignment_descriptions_Fall_2011_-_Spring_2015.pdf

TR Objectives, Assignments, and Justifications 2012-2013

https://docs.google.com/spreadsheets/d/1SeELIUvj1yhXvsxZ2n8hDaSYD2kkOoX6eDG_AphQSk/pubhtml

TR Objectives, Assignments, and Justifications 2013-2014

<https://docs.google.com/spreadsheets/d/1NoNwL2Jv0uNvCFzvGyWoMY6vwHjAs4-JW3x4Dr2DmFA/pubhtml>

TR Objectives, Assignments, and Justifications 2014-2015

<https://docs.google.com/spreadsheets/d/1nfubnPvtW0qnAqblXF8UV8ZjwwACdsjxPZq0Rzygm8/pubhtml>

TR Pass Rate, Average Grades, Reflections, and Assignment Adjustments 2012-2013

https://docs.google.com/spreadsheets/d/1CQso58kVrqQVyx_LsUD8LImDEteDMVIpPFkH_99d4K8/pubhtml

TR Pass Rate, Average Grades, Reflections, and Assignment Adjustments 2013-2014

https://docs.google.com/spreadsheets/d/1HYtYd43my41gsV7-UOsWKdhg0zZundIO-C_acHfHkNU/pubhtml

TR Pass Rate, Average Grades, Reflections, and Assignment Adjustments 2014-2015

<https://docs.google.com/spreadsheets/d/1YvxDDVBBDMuBYqmnU7b4YnWKXKZi4FccAkIIYtWjpkM/pubhtml>

TR Interns Itemized Averages, Reflections, and Adjustments

https://docs.google.com/spreadsheets/d/1I1uA0QWhA6zLnBPOrmfsR_5wPw5JQmyUsW1hTIXoUwc/pubhtml

TR Internship Locations, Site, and Supervisor Evaluations

<https://docs.google.com/spreadsheets/d/19d4h0ioWyQmsbCo4fqGexivLi54gOYJLzm-62Gkx350/pubhtml>

RCLS 240 Overview of Therapeutic Recreation syllabus

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/RCLS%20240_Spring_2015_syllabus.pdf

RCLS 245 Therapeutic Recreation for People with Disabilities syllabus

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/RCLS%20245_Winter_2015_syllabus.pdf

RCLS 420 Program Planning and Evaluation in Therapeutic Recreation syllabus

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/RCLS%20420_Winter_2015_syllabus.pdf

RCLS 440 Professional Issues in Therapeutic Recreation syllabus

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/RCLS%20440_Winter_2015_syllabus.pdf

RCLS 445 Processes and Techniques in Therapeutic Recreation syllabus

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/RCLS%20445_Spring_2015_syllabus.pdf

RCLS 450 Assessment Techniques in Therapeutic Recreation syllabus

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/RCLS%20450_Fall_2014_syllabus.pdf

Therapeutic Recreation Intern Supervisor Curriculum Review

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Summer_2013_TR_Intern_Supervisor_Curriculum_Review.pdf

http://access.ewu.edu/Documents/CALE/RecreationLeisureServ/tr/coaprt/2016/Summer_2014_TR_Intern_Supervisor_Curriculum_Review.pdf