

COAPRT 7 Series Template

RSSHM Therapeutic Recreation Program 2019

<p>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.</p>
<p>Course Specific Learning Outcome: <i>What is the learning outcome identified in the course syllabus that meets this standard?</i></p> <p>A & B outcomes:</p> <p>Better understand the problems that impact the person with a disability; e.g. social, educational, sexual, housing, transportation, employment, leisure</p> <p>Better understand the major disabling conditions and diseases.</p> <p>Develop an understanding of the role of recreation in the rehabilitation process and in habilitation.</p> <p>Better understand the use of activities for people with disabilities and/or who are ill or aged.</p> <p>Better understand and use diverse community, institutional, natural, and human service resources to promote and enhance the leisure experience for people with disabilities.</p>
<p>Evidence of Learning Opportunity (7.01.01) <i>How are students given opportunities to show they have learned the outcome?</i></p> <p>REC 240 Term Paper</p>
<p>Performance Measure (7.01.02) <i>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.</i></p> <p>PSU Writing Rubric</p>
<p>Performance levels/metrics: <i>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)</i></p> <p>70% of students will score 70% or above on the assigned content areas on the rubric</p>
<p>Assessment Results (7.01.03) <i>Based on the performance levels/metrics set above, at the end of the semester, what were the results?</i></p> <p>Spring 2019: 83% of students scored an 70% or higher</p>
<p>Evidence of Programmatic Decisions (7.01.04) <i>Based on the assessment results above, how is the program using the results to drive their curricular decisions?</i></p> <p>Consider using additional assignments, exams, projects to meet this learning outcome from REC 240 and other TR courses</p>
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<p>foundation of the profession in history, science and philosophy.</p>
<p>Course Specific Learning Outcome: <i>What is the learning outcome identified in the course syllabus that meets this standard?</i> REC 240 Outcome c Better understand the recreation and leisure needs of people with disabilities and who are ill or aged.</p> <p>Better understand the rehabilitation/habilitation process</p> <p>Better understand the legal rights of people with disabilities and the legislation affecting them. • Better understand the agencies serving people with disabilities.</p> <p>Better understand the major disabling conditions and diseases.</p> <p>Better understand the various delivery models of Therapeutic Recreation.</p> <p>Better understand the contemporary professional issues and how they impact the delivery of leisure services in particular to people with disabilities.</p> <p>Better understand the responsibility of the leisure service profession to make available opportunities for leisure experiences for all populations, including those with special needs and with disabilities.</p> <p>Better understand and demonstrate the ability to promote, advocate, interpret, and articulate the concerns of leisure services for all populations and services</p>
<p>Evidence of Learning Opportunity (7.01.01) <i>How are students given opportunities to show they have learned the outcome?</i></p> <p>REC 240 Course Exam</p>
<p>Performance Measure (7.01.02) <i>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.</i></p> <p>Assessed by exam questions</p>
<p>Performance levels/metrics: <i>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)</i></p> <p>70% of students will score 70% or above on the assigned content areas on the rubric</p>
<p>Assessment Results (7.01.03) <i>Based on the performance levels/metrics set above, at the end of the semester, what were the results?</i></p> <p>Spring 2019 – 59% scored 70% or higher on the assignment</p>
<p>Evidence of Programmatic Decisions (7.01.04) <i>Based on the assessment results above, how is the program using the results to drive their curricular decisions?</i></p> <p>Exam questions are being reviewed along with course content to align with outcomes needing to be achieved. Consideration of using additional assignments and projects to meet this learning outcome needs to be addressed.</p>

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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?*

REC 465

Students will be able to *analyze information* gained from clients during assigned assessments.

Students will be able *design individual treatment plans* based on the assessment information gathered from client.

Students will be able to *apply documentation skills to write goals, objectives, treatment plans, progress, and discharge notes*

REC 469

Students will be able to *implement* facilitation techniques currently being used in the field of TR for a variety of different populations.

Design and modify therapeutic recreation facilitation techniques and interventions for a variety of populations based on group needs.

REC 480

Apply evidence-based practices through community-based projects

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

REC 465: Highland Meadows Assessment

REC 469: New Hope Interventions

REC 480: Community Evidence Based Interventions

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. All assessed by course/assignment specific rubrics.*

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)*

70% of students will score 70% or above on the assigned content areas on the rubric

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

REC 465: 100% of student earned a 70% or above on the project.

REC 469: 100% of students earned a 70% or above on the project.

REC 480: 100% of students earned a 70% or above on the project.

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?

Consider raising the performance level/metrics to 80% of students scoring 70% or higher

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?*

REC 471

Design therapeutic recreation programs based on the TR programming process including selection of activity content and facilitation/intervention, method of finance, marketing techniques and evaluating client and program outcomes

Apply inclusive practices to the design and operation of accessible therapeutic recreation programs, services and facilities

Apply the nature and implications of governmental regulations, professional standards of practice, external accreditation, and agency standards relative to therapeutic recreation service programs

REC 470

Have a basic knowledge of the legal foundations and responsibilities of leisure service agencies, and of the legislative process and the impact of policy formation on leisure behaviors and service in all levels of government, community organization and business enterprise.

Have a basic knowledge of regulatory agents and the ability to demonstrate how to comply with professional, legal and regulatory standards.

Students shall be able to understand environmental ethics, the relationship of environmental ethics to the philosophy of planning, design and development, and the potential impact of planning, design, and development upon the environment.

Have basic knowledge of regulatory agents and the ability to demonstrate how to comply with professional, legal, and regulatory standards.

Understand the concepts of organizational behavior, accountability, interpersonal relations and decision-making strategies.

Understand and develop the ability to promote the agency, the services, and the profession through marketing, public relations and promotion strategies.

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

REC 471: Comprehensive Therapeutic Recreation Program

REC 470: Exam Questions

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.*

REC 471: Assessed by grading rubric

REC 470: Exam

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)

70% of students will score 70% or above on the assigned content areas on the rubric

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

REC 471: 100% of students scored a 70% or higher on the comprehensive hypothetical project.
REC 470: 71% of students scored a 70% or higher on the exam.

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?

REC 471: Focus more on program regulations, policies, reviews, etc.
REC 470: Help TR students see the connection between this course and REC 471.

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?

REC 498 81

Students will apply the therapeutic recreation process within the chosen internship placement.

Students will demonstrate diverse structured ways of critical thinking to solve problems related to different areas of professional practice.

Students will demonstrate diverse structured ways of critical thinking to solve problems related to different areas of professional practice.

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

Completion of a case study, major project, final evaluation.

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.

Assignment rubrics for case study and major project
Supervisor completed evaluation.

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)

90% of the students will get a score of 90% or higher on the case study
90% of students will score a 90% or higher on the major project
80% of students will score a three or higher on the final evaluation.

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

Spring 2019: 100% of the students scored a 90% or higher on the case study and major project. 100% of students

scored a three or higher on the final evaluation.

Fall 2019: 100% of the students scored a 90% or higher on the case study and major project. 100% of students scored a three or higher on the final evaluation

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?*

Student internship manuals were updated to reflective program changes.

Incorporate more TR specifics requirements into the major project

Create an evaluation for the agency supervisor to complete on the major project