

**Eastern Illinois University
NEW/REVISED COURSE PROPOSAL**

Please check one: ___ New Course X Revised Course

PART I: CATALOG DESCRIPTION

1. **COURSE PREFIX AND NUMBER:** REC 3111
2. **TITLE:** TR MODALITIES/TECHNIQUES
3. **LONG TITLE:** THERAPEUTIC RECREATION MODALITIES AND FACILITATION TECHNIQUES
4. **CLASS HOURS:** (3-0-3)
5. **TERMS TO BE OFFERED:** ___ Fall X Spring even-numbered years
6. **INITIAL TERM OF OFFERING:** SPRING 2012
7. **COURSE DESCRIPTION:** This course is designed to provide opportunities to learn about leisure education theories and to practice leisure education and other modalities, interventions and facilitation techniques used in therapeutic recreation practice.

8. REGISTRATION RESTRICTIONS:

a. Equivalent Courses

- **Identify any equivalent courses**

There are no equivalent courses.

- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes ___ No

b. Prerequisites

- Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

REC 1320; REC 2250, REC 3000

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ___ Yes X No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite?

Chair

d. Co-requisites?

None

e. Repeat Status:

X Course may not be repeated.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

Registration is intended for therapeutic recreation majors.

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

- 9. SPECIAL COURSE ATTRIBUTES** [cultural diversity, general education, honors, remedial, writing centered or writing intensive] None

10. GRADING METHODS STANDARD LETTER

Please check any special grading provision that applies to this course:

The grade for this course will not count in a student's grade point average.

The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. INSTRUCTIONAL DELIVERY METHOD (Check all that apply.)

lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING**1. List the student learning objectives of this course:**

As a result of completing this course, the student will:

Implementation

1. Identify counseling theories and their relevance to specific interventions.
2. Identify activity modification principles for adaptation to the needs of the individual patient/client.
3. Identify range of therapeutic modalities such as horticulture, pet therapy, aquatics, music activities, yoga, etc
4. Analyze and apply a variety of evidence based treatment interventions/modalities, such as assertiveness training, behavior management, cognitive retraining, community reintegration, stress management, etc.
5. Analyze and apply evidence based treatment modalities such as leisure education, reality orientation, remotivation, sensory stimulation, exercise types, relaxation, etc.
6. Analyze and apply a variety of facilitation techniques such as social skills training, crisis intervention, positive psychology, reminiscence therapy, transactional analysis, etc.
7. Analyze and apply individual and group leadership/helping techniques.
8. Describe the process to develop/select and implement treatment interventions appropriate to evidence-based goals and objectives or optimal functional outcomes.

Evaluation

9. Identify methods for interpreting client/patient progress and outcomes as a basis for program evaluation.
10. Describe the interpretation of data, the modification of treatment interventions/programs and continued intervention or aftercare.

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university wide assessment:**

This is not a general education course.

- b. If this is a graduate level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

This course cannot be taken for graduate credit.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives.

- a. Modalities Paper: Each student will write a paper about one of the modalities used in therapeutic recreation to further explore its processes and benefits for the client.
- b. Facilitation Techniques: Each student will plan, lead and evaluate 3 different techniques/programs for a small group of classmates over the course of the semester.
- c. Leisure Education Project: Students will design a client /consumer product (game, workbook, website, etc.) that addresses some aspect of leisure education (leisure awareness, leisure activity skills, leisure resources, or social skills) for a selected client/consumer base.
- d. Midterm and final Exams will assess student learning from readings, lectures and group discussion.

3. Explain how the instructor will determine students' grades for the course:

The percentage of the course grade that is represented by each assignment is outlined in the table below:

Learning Objective	Modalities Paper	Facilitation Techniques	Leisure Education Project	Exams	Participation
	15%	25%	20%	25%	15%
1				X	
2			X	X	X
3	X		X	X	
4		X			X
5		X		X	X
6		X		X	X
7		X			X
8		X	X	X	X
9		X		X	X
10			X	X	X

4. For technology-delivered and other non-traditional courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess student's achievement of the specified learning objectives;
- b. Describe how the integrity of student work will be assured;

- c. Describe provisions for and requirements of instructor- student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g. email, web-based discussions, computer conferences, etc.)

NA

- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
 - a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students.

NA

- 6. If applicable, indicate whether this course is writing active, writing intensive, or writing centered, and describe how the course satisfies the criteria for the type of writing course identified. (See appendix*)

NA

Part III. OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g. for a 3-0-3 course, 45 fifty minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on campus semester hour units of time described above.

This course will meet three times a week for 50 minutes each for fifteen weeks.

COURSE SCHEDULE:

Week 1	Topic 1:	Models/History/Settings of Leisure Education
Week 2	Topic 2:	Counseling Theories
Week 3	Topic 3:	Wellness/Prevention Concepts
Week 4	Topic 4:	Group Facilitation Processes/Activity Modification
Week 5	Topic 5;	Program Planning in Leisure Education
Week 6	Topic 6:	Psych techniques (TA, Cognitive/Affective Communication, etc.)
Week 7	Topic 7:	Social Skills Techniques
Week 8	Topic 8:	Modalities/ Substance Abuse Settings(Stress Management, etc.)
Week 9	Topic 9:	Modalities in Long Term Care Settings(Remotivation, etc.)
Week 10	Topic 10:	Modalities in Psych Settings(Positive psychology, etc.)
Week 11	Topic 11:	Interventions/Techniques in Camp/Outdoor Settings
Week 12	Topic 12	Interventions in Rehabilitation Settings(Community Reintegration, etc.)

Week 13	Topic 13	Techniques in Community Settings
Week 14	Topic 14	Other Disciplines and Interventions (Music, Art, Horticulture, etc.)
Week 15	Topic 15:	Co-Treatment Issues

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This course has been designed to provide learning and experiences so the student can gain knowledge of the daily job duties and responsibilities for those who are in the profession of therapeutic recreation. The course also meets student standards for them to be able to sit for the exam for the CTRS (Certified Therapeutic Recreation Specialist) requirements. It also meets the accreditation requirements for the National Recreation and Parks Association as well as ATRA (American Therapeutic Recreation Association) and CARTE (Council on accreditation for Recreation Therapy Education) requirements.

- a. If this is a general education course, you must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

NA

- b. If the course or some sections of the course may be technology delivered, explain why.**

NA

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The requirement for this course to be enrolled in by majors in therapeutic recreation is due to the advance level of content presented here and needed by professionals in the field of TR. It assumes the student has had REC 1780, REC 2250, and REC 3000. This usually happens by the junior year, second semester and therefore a 3000 level number is appropriate for this course. Exceptions to the prerequisite could be approved by the instructor.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

NA

- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

This course was revised to meet accreditation requirements and will replace the current REC 3111.

4. Impact on Programs:

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This will continue to be a required course for the Therapeutic Recreation major.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

NA

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** Undergraduate faculty with CTRS Certification is recommended.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

- 2. Additional cost to students:** NA

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council)

- 3. Text and supplemental materials to be used (Include publication dates):**

Dattillo, J. (2011), *Facilitation Techniques In Therapeutic Recreation (2nd Ed., State College, PA: Venture Publishing.*

Dattillo, J. (2008) *Leisure Education Program Planning: A Systematic Approach.* State College:PA: Venture Publishing.

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course may not be judged equivalent to this course.

PART VII: APPROVALS

DATE APPROVED BY THE DEPARTMENT OR SCHOOL: 8/18/11

DATE APPROVED BY THE CEPS CURRICULUM COMMITTEE: 10/24/11

DATE APPROVED BY THE HONORS COUNCIL (if this is an honors course):

DATE APPROVED BY CAA:

CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of

strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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