

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

Please check one;  New Course     Revised Course

**PART I: CATALOG DESCRIPTION**

1. **COURSE PREFIX AND NUMBER:** REC 3250
2. **TITLE:** INTERVENTION PLANNING IN TR
3. **LONG TITLE:** EVIDENCE BASED INTERVENTION PLANNING IN THERAPEUTIC RECREATION
4. **CLASS HOURS:** (3-0-3)
5. **TERMS TO BE OFFERED:** x\_\_ Fall \_\_ Spring odd-numbered years
6. **INITIAL TERM OF OFFERING:** FALL 2012
7. **COURSE DESCRIPTION:** This course helps the student develop understanding of intervention/program design approaches; evidence based and theory based. It provides the opportunity to develop skills related to the detailed process of developing individual and comprehensive intervention and program plans. The course also examines program evaluation for efficiency and effectiveness.
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
    - 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  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, and those interested in the therapeutic recreation major.
  - 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:

## Foundations

1. Compare and contrast the concepts of health, habilitation, rehabilitation, treatment, wellness, prevention and evidence based practice as related to TR practice.
2. Analyze the role and responsibilities of a recreational therapist working as an integral part of the treatment process, and treatment team principles.
3. Apply principles of the RT process to individual and group treatment programs, and principles of evidence based practice.

## Planning

4. Describe components and resources for a comprehensive treatment/program plan.
5. Evaluate the scope of practice of TR for treatment/program planning.
6. Describe the systems approach to program planning and service delivery.
7. Apply skill in constructing treatment plans that incorporate patient/client strengths, resources and preferences.

## Implementation

8. Identify evidence-based treatment interventions/programs typically used to reach outcomes for specific medical, psychiatric or other disabling conditions.
9. Apply skill in designing evidence-based treatment interventions to implement the individual treatment plan of the patient/client.

Evaluation

- 10. Apply skill in designing a variety of systematic evaluation methods to analyze client/patient outcomes and intervention effectiveness as well as program efficiency.
- 11. Identify practices of promotions, public relations and program marketing.

**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. Comprehensive Program Project; In small groups, students will explore a TR department’s comprehensive program and its components in a clinical setting and present it to the class.
- b. Specific Program Project; Each student will individually develop a specific evidence-based intervention program for a selected population and health care setting. This will include development of goals and objectives, evidence base, intervention activities and expected outcomes.
- c. Exams: A midterm and a final exam will be used to assess understanding of information from lectures, readings and class discussions.

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

Learning Objective	Comprehensive Program Project	Specific Program Project	Exams	Participation
	25%	35%	30%	10%
1			X	
2	X		X	X
3		X	X	
4	X			X
5	X	X	X	X
6	X	X	X	X
7		X		
8		X	X	
9		X		
10		X	X	
11			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:
- course objectives;
  - projects that require application and analysis of the course content; and
  - 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 for fifty minutes three times a week for fifteen weeks.

#### COURSE SCHEDULE:

Week 1	Topic 1:	Therapeutic Recreation (TR)/Leisure Concepts
Week 2	Topic 2:	Leisure Ability Model/Models of Service
Week 3	Topic 3:	Systems Design in Therapeutic Recreation
Week 4	Topic 4:	The TR Program Accountability Model/Assessment, Planning, Implementation and Evaluation Process (APIE)
Week 5	Topic 5:	Comprehensive TR Services
Week 6	Topic 6:	Specific TR Intervention Planning
Week 7	Topic 7:	Activity Analysis/Modification for Intervention Planning
Week 8	Topic 8:	Writing Intervention Goals and Objectives
Week 9	Topic 9:	Protocols and Other Documentation
Week 10	Topic 10:	Research Base for Chemical Dependency Interventions
Week 11	Topic 11:	Research Base for Developmental Disabilities Interventions

Week 12	Topic 12:	Research Base for Interventions in Gerontology/Pediatrics
Week 13	Topic 13:	Research Base for Interventions in Physical Medicine Settings
Week 14	Topic 14:	Research Base for Interventions in Psych Settings
Week 15	Topic 15:	Outcomes Based Research Involvement in TR

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**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 requirements. It also meets the accreditation requirements for the National Recreation and Parks Association as well as ATRA and CARTE 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 or those considering the major is important due to its focus on preparing entry level professionals in the field of TR. The content is involved, and assumes the student has made a commitment to the field. This usually happens about the junior year and therefore a 3000 level number is appropriate for this course.

**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 3250.

**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.

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):**

Stumbo, N.J. and Petersen, C.A. (2009) *Therapeutic Recreation Program Design: Principles and Procedures (5<sup>th</sup> Ed.)* San Francisco, CA: Pearson Benjamin Cummings Publishing.

Stumbo, N. J. (2011) *Facilitation of Therapeutic Recreation Services: An Evidence Based and Best Practice Approach to Techniques and Processes.* 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).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disablt/>

**581-6583**