

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

Please check one; New Course Revised Course

PART I: CATALOG DESCRIPTION

1. **COURSE PREFIX AND NUMBER:** REC 3360
2. **TITLE:** TR PROCESSES
3. **LONG TITLE:** ADVANCED THERAPEUTIC RECREATION PROCESSES
4. **CLASS HOURS:** (3-0-3)
5. **TERMS TO BE OFFERED:** Fall Spring even-numbered years
6. **INITIAL TERM OF OFFERING:** SPRING 2013
7. **COURSE DESCRIPTION:** This course provides in-depth information about the TR process as it relates to a range of disabling conditions, including such things as disability detail, medical terminology, pharmacological understanding, and the WHO's (World Health Organization) International Classifications of Functioning (ICF) system.
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 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 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:

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:

Disabling Conditions

1. Describe the medical and disabling conditions, disorders and impairments affecting an individual's physical, cognitive emotional and social functioning across the lifespan.
2. Describe the prevalence, etiology, diagnostic criteria, pathology and symptomatology, typical course of treatment and prognosis for the typical disabling conditions served by TR services.
3. Describe the effects of disabling conditions on health status, self-concept, quality of life and functional independence.
4. Identify word root, prefixes, and suffixes used in medical and psychiatric vocabulary.
5. Identify and apply skill in using charting signs, symbols, and medical abbreviations.
6. Describe resources such as medical, psychiatric dictionaries and other medical references and standards.

Assessment

7. Describe the evidence of problems and limitations for the specific medical, psychiatric or other disabling conditions being treated.
8. Apply skill in defining and measuring functional behaviors relevant to disabling conditions and therapeutic recreation.
9. Describe the WHO's International Classification of Functioning, Disability and Health (ICF) as a method of assessing individual functioning and related impacts.

Planning

10. Identify assistive techniques and devices to facilitate appropriate treatment interventions.

Implementation

11. Describe legal and ethical ramifications of treatment service delivery.
12. Identify effects of pharmaceutical agents upon the health and behavior of patients/clients when implementing treatment.
13. Apply effective oral and written communication skills needed in the field of therapeutic recreation.

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. Disabilities Presentation: Each student will develop a presentation given to the class that examines a disability in depth, which will include a description of a related TR Intervention.
- b. Pharmacology Presentation : Each student will do a presentation to class that describes the pharmacological concerns that relate to serving individuals with the disability that were described in Assignment b. above.
- c. Assistive Devices: Each student will write a paper examining three assistive devices that are used by clients typically served by Therapeutic Recreation Services.
- d. Exams: One midterm and one final will be given over the semester to assess students' understanding of material covered in readings, lectures and class discussions.

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

Learning Objective	Disabilities Presentation	Pharmacology Presentation	Assistive Devices Paper	Exams	Participation
	30%	20%	13%	25%	12%
1	X			X	X
2	X			X	X
3	X			X	X
4		X		X	
5		X	X	X	
6				X	
7	X			X	X
8	X			X	X
9	X			X	X
10			X	X	
11		X	X	X	
12		X		X	
13	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. e,mail, 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 for 50 minutes, three times a week for fifteen weeks.

COURSE SCHEDULE:

Week 1	Topic 1:	WHO , the ICF and the TR Process
Week 2	Topic 2:	Physical Disabilities and Quality of Life
Week 3	Topic 3	Psychological Disabilities and Quality of Life
Week 4	Topic 4	Developmental Disabilities And Quality of Life
Week 5	Topic 5	Geriatric Disabilities and Quality of Life
Week 6	Topic 6	Children’s Disabilities and Quality of Life
Week 7	Topic 7	Legal/Ethical Implications in Service
Week 8	Topic 8	Charting “Language”
Week 9	Topic 9	Pharmacological Basics

Week 10	Topic 10	Pharmacological Implications in TR
Week 11	Topic 11	Assistive Devices
Week 12	Topic 12	Assistive Devices
Week 13	Topic 13	Medical Terminology
Week 14	Topic 14	Medical References/Standards/Resources
Week 15	Topic 15	Future Implications of the ICF

PART IV: PURPOSE AND NEED**1. Explain the department's rationale for developing and proposing the course.**

This course has been designed to provide the opportunity to learn advanced processes as it relates to health care systems and to gain knowledge of the WHO's International Classification of Functioning, Health and Disability. 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 is important due to its focus on advanced content needed to prepare entry level professionals for the field of TR, 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 3360.

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):**

Porter, H. and burlingame j. (2006) *Recreational Therapy Handbook of Practice: ICF Based Diagnosis and Treatment*. Enumclaw, WA: Idyll Arbor, Inc.

burlingame, j. (2001). *Idyll Arbor Therapy Dictionary*, Ravensdale, WA: Idyll Arbor.

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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