

**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 4355
2. **TITLE:** ASSMNT/ ADMIN IN TR
3. **LONG TITLE:** ASSESSMENT AND ADMINISTRATION IN TR
4. **CLASS HOURS:** (3-0-3)
5. **TERMS TO BE OFFERED:** ___ Fall x Spring odd-numbered years
6. **INITIAL TERM OF OFFERING:** SPRING 2013
7. **COURSE DESCRIPTION:** This capstone course examines assessment procedures, instruments and many other documentation concerns. It also reviews a range of administration issues including funding, accreditation and personnel management.
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, 3250, 3360.

- 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:

Foundations

1. Describe role/responsibilities of levels of personnel providing Therapeutic Recreation services including volunteers.
2. Compare and contrast the issues/influences shaping future of TR.
3. Analyze the therapist's role as advocate for client's rights and for field of TR.
4. Analyze various agency credentialing standards.
5. Describe agency or institutional clinical privileging and or competency requirements.

Assessment

6. Identify psychometric properties of tests and measurements.
7. Analyze evidence-based RT assessment instruments used to determine physical, cognitive, emotional, and social functioning of patients/clients and other relevant instruments.
8. Apply and evaluate interviewing strategies and skills.
9. Compare and contrast documentation procedures and systems, protocols, discharge and transition planning.
10. Apply ability in the use of behavioral observation, standardized and non-standardized systems, rapid assessment instruments, and functional performance testing.
11. Compare and contrast the process of gathering client/patient information from records, charts, family and significant others.

Planning

12. Identify documentation procedures relevant to treatment considering client support systems and needs.

Evaluation

13. Identify a variety of systematic methods of evaluation and research, including formative and summative methods.
14. Compare documentation procedures for planning, accountability and payment of services.

Management

15. Analyze position design, recruitment, orientation, training, and supervision and performance management of personnel.
16. Analyze techniques of financing, cost accounting, rate setting and fiscal accountability.
17. Analyze clinical supervision and staff education concerns.

- 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. Interview Skills Project: A project done by students to practice a variety of interview skills needed in the assessment process.
- b. Observation Skills Project: Students will practice and document observational skills and techniques utilized in therapeutic recreation settings.
- c. Assessment Tools Review Paper: Each student will write a paper where they critique 3-4 assessment tools commonly used in therapeutic recreation programs.
- d. Administration Issues Paper: Each student will write a paper which discusses topical management issues such as clinical privileging, funding, quality assurance, advocacy, etc.
- e. 3 Quizzes: 3 Quizzes will be given over the semester to test understanding of material covered in lectures, readings and class discussions.

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

Learning Objective	Interview Skills Project	Observation Skills Project	Assessment Tools Review Paper	Administration Issues Paper	Quizzes	Participation
	10%	10%	30%	20%	20%	10%
1				X	X	
2				X	X	
3				X	X	
4				X	X	
5			X		X	X
6			X			X
7			X			X
8	X		X		X	X
9		X	X		X	X

10	X	X				X
11	X	X			X	X
12			X		X	X
13					X	
14				X	X	
15				X	X	
16				X	X	
17				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 for fifty minutes, three times a week for fifteen weeks.

COURSE SCHEDULE:

Week 1	Topic 1:	Assessment’s Role in TR Process
Week 2	Topic 2:	Psychometric Qualities of Assessment
Week 3	Topic 3	Observation Skills and Techniques

Week 4	Topic 4	Interviewing Skills and Techniques
Week 5	Topic 5	Assessment Tools that Measure Functioning Level
Week 6	Topic 6	Assessment Tools that Measure Leisure Aspects
Week 7	Topic 7	Assessment tools that Measure Social Skills
Week 8	Topic 8	Assessment Tools that are Multifunctional
Week 9	Topic 9	Ethical and Legal Aspects of Assessment
Week 10	Topic 10	Personnel Management in TR
Week 11	Topic 11	Funding issues in TR
Week 12	Topic 12	Budgeting Processes for TR Programs
Week 13	Topic 13	Special Concerns: Clinical Privileging, Marketing, etc.
Week 14	Topic 14	Quality Assurance Issues
Week 15	Topic 15	Administration and Evaluation

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 responsibilities related to documentation, assessment and management 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 is important due to its focus on capstone content needed to prepare professionals for the field of TR, therefore a 4000 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 4355.

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. (2002) *Client Assessment in Therapeutic Recreation Services*. Venture Publishing, State College, PA.

Burlingame, J. and Blaschko, T.M., (2010) *Assessment Tools for Recreational Therapy*, (4th Ed.) Idyll Arbor, Inc. : Ravensdale, WA.

Carter, M.J. and O'Morrow, G.S. (2006) *Effective Management in TR*, (2nd Ed.) Venture Publishing, State College: PA.

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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Center**

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