**Eastern Washington University**

**College of Health Sciences and Public Health**

**Wellness and Movement Sciences Department**

**Recreation and Leisure Services**

**Therapeutic Recreation Program**

**COAPRT Therapeutic Recreation Re-Accreditation Report**

**December 2022**

**STANDARD 7.01**

**7.01 - FOUNDATIONS:**

**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.**

**Guidance for TR Focus - Historical, philosophical, theoretical, and scientific foundations of therapeutic recreation:**

**Students graduating from the program shall demonstrate entry-level knowledge of the therapeutic recreation profession in history, theory, philosophy, and sciences and the scope and practices of recreation therapy/therapeutic recreation across diverse delivery systems.**

**7.01.01: The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome. Evidence might include a) syllabi for courses relevant to this learning outcome, b) descriptions of special assignments and extra-instructional learning opportunities that are central to meeting this standard, c) a matrix of courses and extra- instructional experiences by specific learning objectives associated with 7.01.**

**Discussion of Status Relative to Compliance**

The Therapeutic Recreation (TR) program provides ample opportunities for students to learn the 7.01 a,b, and c outcomes. Not only do students take classes specifically focused on therapeutic recreation, but also the supporting classes required to sit for the NCTRC exam including courses in anatomy and physiology, medical terminology, and psychology. The TR Curriculum is designed to meet the specifications of accreditation from COAPRT while meeting the requirements necessary to become credentialed. The majority of the classes that provide opportunities for students to learn the 7.01 outcome occur within the RCLS core and the TR-specific curriculum for the major.

The main classes that focus on 7.01a, relative to the **scope**of the therapeutic recreation profession, are RCLS 240 (Overview of TR), 345 (TR for People with Disabilities), 420 (Program Planning & Evaluation in TR), 445 (Processes and Techniques in TR) and 450 (Assessment Techniques in TR). RCLS 440 (Professional Issues in TR) addresses where TR’s scope has been historically, what areas of our scope of practice are changing, and threats and opportunities we face as we expand our professional scope.

A variety of classes also allow students to learn the 7.01b outcome, the **practice** of recreational therapy. The courses that provide students the opportunity to learn this are RCLS 240 (Overview of TR), 345 (TR for People with Disabilities), 420 (Program Planning) and 445 (Processes and Techniques in TR).

The 7.01c outcome, **historical, philosophical, theoretical, and scientific foundations**, is achieved through foundational knowledge in the physical sciences (anatomy and physiology BIOL 232, 233, and 234), Abnormal Psychology (Psych 302) and Life Span Development (Psych 201) and the RCLS core courses (RCLS 201, 240, 270), but also through RCLS 420 (Program Planning & Evaluation in TR), RCLS 440 (Professional Issues in TR), and 445 (Processes and Techniques in TR).

The variety of courses students are able to take allows them multiple opportunities to learn the 7.01 outcome from a variety of courses taught by a variety of professors. The course syllabi for the TR specific courses, a course matrix that shows the different components of the 7.01 outcome and the TR program of study are provided below in the following links.

**Links**

[Course Syllabi](https://drive.google.com/drive/folders/1z5KYpQbrOUVWs0mMpVojdy_xgMSYGHje?usp=share_link)

[Course Matrix](https://docs.google.com/spreadsheets/d/1-NjsfkmrcgMnjexPY3K3uSCIQ1Xb7mYq/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)

[TR Degree Plan](https://drive.google.com/file/d/1GH6mmj2J7TjwQJy0RrJodlT-Kgd65tRA/view?usp=share_link)

**7.01.02: The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. Evidence might include the following: a) a description of the process of constructing and evaluating the measures used, b) evidence of inter-rater agreement, reliability, validity or criteria appropriate to the measure, c) a description of when measures are administered and to whom they are administered, d) an assurance that assessment tools are not being used for purposes other than that for which they were developed.**

**Discussion of Status Relative to Compliance**

Our RCLS faculty members use a wide variety of measurement tools. From time to time we will help each other by reviewing or critiquing a rubric or exam, however, the process of developing each tool is left up to the discretion (academic freedom) and professional training of each respective faculty member. We do not have any formal documentation of this process, other than what is on record with each respective faculty member. Typically, these tools are refined over time and with use. It is rare to develop a tool that is “perfect” with the first implementation.

Standard 7.01a was assessed through a variety of assignments, some of which included Observation of Community Program (RCLS 240), TR Technique write-up (RCLS 345), Comprehensive Program Design (RCLS 420), and Leisure Education Session (RCLS 445). For example, an assignment directly tied to 7.01a is the Treatment or Diagnostic Protocol, which asks students to understand the scope of TR from diagnosis to outcome criteria.

Standard 7.01b was assessed through the Wheelchair Accessibility Packet (RCLS 240), Assessment Write-up (RCLS 450), Specific Program Design (RCLS 420), and more. An example assignment geared toward 7.01b was the Case Study (RCLS 450) assignment that requires students to write a case study, choose an assessment appropriate for their subject, and scrutinize the assessment by identifying pros and cons of the assessment tool in order to demonstrate use of the knowledge behind Recreational Therapy practice.

Standard 701.c was assessed using the assignments called the ICF write-up on Diagnosis (RCLS 345), Case Study (RCLS 450), and more. An example assignment for 7.01c, Becoming a Helper (RCLS 240), is focused on helping students understand the historical, philosophical, and theoretical foundations of what it means to be a TR professional.

All assignments were designed to specifically meet at least one component, or more, of the 7.01 series. Assignments included, but were not limited to, written assignments, observations, presentations and developing community contacts .

The assignment descriptions for some of the assignments that were used to assess this outcome along with the rubrics used to assess student performance are provided in the links below. Assignments tied to the different outcomes within the 7.01 series are also provided.

**Links**

[TR Assignment Descriptions](https://drive.google.com/drive/folders/1zSPd2fdlZSG0HprfmuctbPMxQKuDkOLB?usp=share_link)

[TR Assignment Rubrics](https://drive.google.com/drive/folders/1BCgg3p_Qoju8SybPn169-4oP0YoY4PFJ?usp=share_link)

[TR Assignment Link to Outcomes](https://docs.google.com/document/d/1-vDtPD9KJL1zHzd7TBDvCoY22a28TCIY/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)

**7.01.03: The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome. Evidence must include a written interpretation about student attainment of learning outcomes based on data from the measures used. At least two measures of learning outcomes must be used. One of these must be a direct measure of the learning outcome (e.g., test scores, scores on embedded assignments, standardized test pass rates, ratings of observed performance by appropriate raters). The second measure can be either a direct or an indirect measure of the learning outcome.**

**Discussion of Status Relative to Compliance**

The data that was used for the annual reports will be used to show the percentage of students passing the 7.01 outcome. The data is a reflection of multiple assignments across multiple courses. The criteria used to assess whether a student received a passing score for the outcome on a given assignment was 75% or higher.

* 2015-2016: Over all assignments, 100% of students received a passing score (75% or above).
* 2016-2017: Over all assignments, 100% of students received a passing score (75% or above).
* 2017-2018: Over all assignments, 100% of students received a passing score (75% or above).
* 2018-2019: Over all assignments, 98% of students received a passing score (75% or above).
* 2019-2020: Over all assignments, 100% of students received a passing score (75% or above).
* 2020-2021: Over all assignments, 100% of students received a passing score (75% or above).
* 2021-2022: Data was not collected due to a new faculty member overseeing the program.

**Links**

[Annual Reports](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link)

**7.01.04: The program shall demonstrate that it uses data from assessment of Learning Outcome 7.01 for continuous program improvement. Evidence must include a written explanation of how the data associated with Learning Outcome 7.01 are used to inform decision-making.**

**Discussion of Status Relative to Compliance**

After every quarter, faculty within the RCLS program look at the outcome data associated with the particular assignments in their class. Faculty post the previous class average and pass rate, along with the current class average and pass rate. Based on these numbers and how well the faculty member felt the assignment taught and measured learning of the outcome, changes or no changes may have been made by completing the “close the loop” form. These changes were then recorded into a particular website and database that could be downloaded for future use.

Based on the data above, we feel the TR program is excelling at teaching students the 7.01 outcomes. As evidence, the NCTRC exam results show that our students perform above the national average, and thus, are learning the outcomes associated with the standards. Unfortunately, close the loop data is not available for the TR program due to a loss of data during a number of different transitions. First, our data storage system was completely overhauled in 2017 and we lost data. In the 2019-2020 school year we changed colleges within the university and the database that had collected our close the loop data was changed and subsequent data was lost. The following year, 2020-2021, the program director of the TR program resigned and did not leave any other close the loop data.

We know for a fact that this data was collected and assignments were adjusted based on student performance and the validity of the measurement tool. The former TR program director also served as one of the assessment specialists for the university and helped establish assessment processes and procedures. In fact, the method of collecting outcome data within the Canvas rubrics was one of the methods she championed.

The form used to collect “close the loop data” can be found in the link below along with the NCTRC results from 2019-2021.

**Links**

[Close the Loop Data Form](https://drive.google.com/file/d/1Z0Uc2EL4RxG9gFeglj9egW8y-dtFwVNd/view?usp=share_link)

[NCTRC Reports](https://drive.google.com/file/d/1H_mfsN-hu0SLtARl5y7ivo6g0LaSvSal/view?usp=share_link)

**STANDARD 7.02**

**7.02 - PROVISION OF SERVICES:**

**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.**

**Guidance for TR Focus - Use of the therapeutic recreation process:**

**Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.**

**7.02.01: The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome. Evidence might include a) syllabi for courses relevant to this learning outcome, b) descriptions of special assignments and extra-instructional learning opportunities that are central to meeting this standard, c) a matrix of courses and extra- instructional experiences by specific learning objectives associated with 7.02.**

**Discussion of Status Relative to Compliance**

Students within the TR program have many opportunities to learn the outcomes of 7.02 that are geared toward assessment, planning, implementation and facilitation, documentation and evaluation. Not only do students have the opportunity to learn and practice these skills within the courses they take, but students also are afforded many opportunities within volunteering (e.g. Team River Runner) and during their internship.

Every single course within the RCLS TR courses emphasizes the 7.02 outcome in some manner. The classes that provide the most emphasis within this area include RCLS 420 (Program Planning & Evaluation in TR), 445 (Processes and Techniques in TR), and RCLS 450 (Assessment Techniques for TR).

Below are the links to the course syllabi, course matrix and what classes cover different aspects of this outcome, and the TR degree plan.

**Links**

[Course Syllabi](https://drive.google.com/drive/folders/1z5KYpQbrOUVWs0mMpVojdy_xgMSYGHje?usp=share_link)

[Course Matrix](https://docs.google.com/spreadsheets/d/1-NjsfkmrcgMnjexPY3K3uSCIQ1Xb7mYq/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)

[TR Degree Plan](https://drive.google.com/file/d/1GH6mmj2J7TjwQJy0RrJodlT-Kgd65tRA/view?usp=share_link)

**7.02.02: The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. Evidence might include the following: a) a description of the process of constructing and evaluating the measures used, b) evidence of inter-rater agreement, reliability, validity or criteria appropriate to the measure, c) a description of when measures are administered and to whom they are administered, d) an assurance that assessment tools are not being used for purposes other than that for which they were developed.**

**Discussion of Status Relative to Compliance**

There are a number of specific assignments that were designed specifically to meet the five different areas of the 7.02 outcome. There are more than 12 different assignments used to assess this outcome from a variety of courses.

For example, the ICF Write up assignment (RCLS 345) requires students to describe functional abilities through the listing and use of ICF codes relevant to the clients’ condition.This assignment reflects the 7.02a, assessment component.

For the 7.02b component, another example of an assignment that captures the planning aspect is the ADA Accessibility Assignment (RCLS 240). For this assignment, students go to a facility with an ADA requirement check-off sheet and see whether buildings, facilities, equipment and more are up to ADA standards.

7.02c teaches students how to implement and facilitate TR interventions, which are introduced to provide treatment, but also as a tool to interpret evaluation data related to changes in function. The Service Learning Session assignment (RCLS 445) requires students to work with a population in a therapeutic setting (e.g. Team River Runner) and then reflect on the impact to the clients, what they did, and what they might do differently the next time in order to achieve a different result. These real life experiences allow students to learn and eventually demonstrate how to implement and facilitate interventions.

An example assignment that assesses the 7.02d outcome (document), is the Specific Program Plan (RCLS 420). This assignment requires students to develop a program plan for a specific individual, integrate the program within the total program offerings, implement the plan of care, and develop appropriate documentation of changes exhibited by the client.

The 7.02e outcome, evaluates existing programs for improvement to programs, services, and also to implement relevant discharge planning including referral to other programs for continuity of care. Multiple assignments are designed to measure the degree to which students are achieving this outcome. An example assignment for this is the Assessment Write-up assignment (RCLS 450), which asks students to use a specific assessment tool on a “pseudo patient” (volunteer classmate, friend or family member) and then document functional abilities in terms of baseline performance. Students address the construct validity of the assessment tool they chose and how effectively they were able to glean empirical evidence to show a comparison of initial baseline performance with abilities at the time of discharge. Students are expected to document predicted outcomes related to the programs and interventions defined in the patients’ individual treatment plan and then compare this with how the program (interventions) served to bring about the anticipated outcomes. Again, there are a number of assignments that are used to assess the different components of the 7.02 outcome. Above were a number of example assignments that were specifically designed to target different aspects of the 7.02 outcome.

The assignment descriptions for some of the assignments that were used to assess this outcome along with the rubrics used to assess student performance are provided in the links below. Also, the different assignments tied to the different outcomes within the 7.01 series are also provided.

**Links**

[TR Assignment Descriptions](https://drive.google.com/drive/folders/1zSPd2fdlZSG0HprfmuctbPMxQKuDkOLB?usp=share_link)

[TR Assignment Rubrics](https://drive.google.com/drive/folders/1BCgg3p_Qoju8SybPn169-4oP0YoY4PFJ?usp=share_link)

[TR Assignment Link to Outcomes](https://docs.google.com/document/d/1-vDtPD9KJL1zHzd7TBDvCoY22a28TCIY/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)

**7.02.03: The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome. Evidence must include a written interpretation about student attainment of learning outcomes based on data from the measures used. At least two measures of learning outcomes must be used. One of these must be a direct measure of the learning outcome (e.g., test scores, scores on embedded assignments, standardized test pass rates, ratings of observed performance by appropriate raters). The second measure can be either a direct or an indirect measure of the learning outcome.**

**Discussion of Status Relative to Compliance** The data that was used for the annual reports will be used to show the percentage of students passing the 7.02 outcome. The data is a reflection of multiple assignments across multiple courses.

* 2015-2016: Over all assignments, 100% of students received a passing score (75% or above).
* 2016-2017: Over all assignments, 100% of students received a passing score (75% or above).
* 2017-2018: Over all assignments, 100% of students received a passing score (75% or above).
* 2018-2019: Over all assignments, 97% of students received a passing score (75% or above).
* 2019-2020: Over all assignments, 99.3% of students received a passing score (75% or above).
* 2020-2021: Over all assignments, 100% of students received a passing score (75% or above).
* 2021-2022: Data was not collected due to a new faculty member overseeing the program.

**Links**

[Annual Reports](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link)

**7.02.04: The program shall demonstrate that it uses data from assessment of Learning Outcome 7.02 for continuous program improvement. Evidence must include a written explanation of how the data associated with Learning Outcome 7.02 are used to inform decision-making.**

**Discussion of Status Relative to Compliance**

Based on the data above, we feel the TR program is excelling at teaching students the 7.02 outcomes. Without a doubt, there have been some changes to assignments over the years and there was a system of keeping record of these changes via a “close the loop” form. However, based on the data above, it is reasonable to assume that minimal changes to assessment measures were necessary.

The assessment data was also used to make programmatic decisions around the procedures for admission and cohort size. When the cohort of students became too large, Dr. Messina recognized the challenge for students to meet the learning outcomes. In order to ensure quality program delivery and outcomes, an admission process was implemented for prospective students along with a cohort cap. These types of decisions were necessary to ensure students would achieve the learning outcomes.

**Links**

[Close the Loop Data Form](https://drive.google.com/file/d/1Z0Uc2EL4RxG9gFeglj9egW8y-dtFwVNd/view?usp=share_link)

**STANDARD 7.03**

**7.03 - MANAGEMENT/ADMINISTRATION:**

**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.**

**Guidance for TR Focus - Management and administration of therapeutic recreation services:**

**Students graduating from the program shall be able to demonstrate entry-level knowledge and competence of the theories, principles, and practices of management/administration of therapeutic recreation services.**

**7.03.01: The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome. Evidence might include a) syllabi for courses relevant to this learning outcome, b) descriptions of special assignments and extra-instructional learning opportunities that are central to meeting this standard, c) a matrix of courses and extra-instructional experiences by specific learning objectives associated with 7.03.**

**Discussion of Status Relative to Compliance**

Students in the TR program learn about management and administration from courses not only within the TR curriculum, but also within the RCLS core curriculum that all Recreation majors take. There are a variety of classes within the curriculum that teach students about management theories and functions (7.03a), design planning statements, (7.03b), human resource management (7.03c), fiscal management and budgeting (7.03d), legal aspects of a safe workplace (7.03e), maintaining physical resources (7.03f), accountability and quality improvement (7.03g), marketing and advocacy (7.03h), and professional development (7.03i). Some of these courses within the RCLS core that cover these areas include RCLS 220 (Leadership in RCLS), RCLS 360 (Facility Planning), RCLS 400 (Legal Foundations), RCLS 425 (Evaluation in RCLS), RCLS 435 (Employment Processes), RCLS 470 (Administration), and RCLS 480 (Budgeting in RCLS).

There are also other classes within the TR supporting courses that focus on these aspects as well. Some of the classes that emphasize the management and administration from a TR perspective specifically include RCLS 240 (Overview of TR), RCLS 420 (Program planning and Evaluation in TR), and RCLS 440 (Professional Issues in TR).

The course syllabi for the TR specific courses, a course matrix that shows the different components of the 7.03 outcome and the TR program of study are provided below in the following links.

**Links**

[Course Syllabi](https://drive.google.com/drive/folders/1z5KYpQbrOUVWs0mMpVojdy_xgMSYGHje?usp=share_link)

[Course Matrix](https://docs.google.com/spreadsheets/d/1-NjsfkmrcgMnjexPY3K3uSCIQ1Xb7mYq/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)

[TR Degree Plan](https://drive.google.com/file/d/1GH6mmj2J7TjwQJy0RrJodlT-Kgd65tRA/view?usp=share_link)

**7.03.02: The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. Evidence might include the following: a) a description of the process of constructing and evaluating the measures used, b) evidence of inter-rater agreement, reliability, validity or criteria appropriate to the measure, c) a description of when measures are administered and to whom they are administered, d) an assurance that assessment tools are not being used for purposes other than that for which they were developed.**

**Discussion of Status Relative to Compliance**

Multiple assignments help students achieve the 7.03 outcome in regard to management and administration. Within the RCLS core, all TR seniors conduct a professional interview in the RCLS 470 class. The TR students typically interview senior administrators at hospitals, clinics, and other venues where TR services are provided. The content of the interview is concerned with management, supervision, communication strategies, etc. Students also provide a description of the organization to include: vision, mission, goals, values, funding sources, clients served, and programs and services of note.

Examples within the TR supporting courses include the Comprehensive Program Plan completed in RCLS 420 (Program Planning and Evaluation in TR) and the WSTRA Professional Panel Topic Questions in RCLS 440 (Professional Issues in TR). The Comprehensive Program Design requires students to provide an overview of a particular agency and describe the population it serves, the department resources, the goals for the department and more. This assignment helps students understand the necessary management and administration resources that are needed in order for an agency to fulfill its mission. The WSTRA Professional Panel Topic Question assignment requires students to ask professionals in the field about different aspects of management and administration. This assignment helps students connect with professionals and allows them to hear first hand about different aspects of management and administration in a specific setting.

Other indirect measurement tools to assess these learning outcomes include written student exit interviews, third-party feedback by the Student Advisory Board, which include formal and informal data measures. In addition, other formal (evaluations) and informal (site visitation) measures are used during a student internship to assess how students are able to perform the outcomes above. These other measures provide another measurement tool to ensure students are learning these outcomes.

The assignment descriptions for some of the assignments that were used to assess this outcome along with the rubrics used to assess student performance are provided in the links below. Also, the different assignments tied to the different outcomes within the 7.01 series are also provided.

**Links**

[TR Assignment Descriptions](https://drive.google.com/drive/folders/1zSPd2fdlZSG0HprfmuctbPMxQKuDkOLB?usp=share_link)

[TR Assignment Rubrics](https://drive.google.com/drive/folders/1BCgg3p_Qoju8SybPn169-4oP0YoY4PFJ?usp=share_link)

[TR Assignment Link to Outcomes](https://docs.google.com/document/d/1-vDtPD9KJL1zHzd7TBDvCoY22a28TCIY/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)

**7.03.03: The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome. Evidence must include a written interpretation about student attainment of learning outcomes based on data from the measures used. At least two measures of learning outcomes must be used. One of these must be a direct measure of the learning outcome (e.g., test scores, scores on embedded assignments, standardized test pass rates, ratings of observed performance by appropriate raters). The second measure can be either a direct or an indirect measure of the learning outcome.**

**Discussion of Status Relative to Compliance**

The data that was used for the annual reports will be used to show the percentage of students passing the 7.03 outcome. The data is a reflection of multiple assignments across multiple courses.

* 2015-2016: Over all assignments, 100% of students received a passing score (75% or above).
* 2016-2017: Over all assignments, 100% of students received a passing score (75% or above).
* 2017-2018: Over all assignments, 100% of students received a passing score (75% or above).
* 2018-2019: Over all assignments, 98% of students received a passing score (75% or above).
* 2019-2020: Over all assignments, 100% of students received a passing score (75% or above).
* 2020-2021: Over all assignments, 100% of students received a passing score (75% or above).
* 2021-2022: Data was not collected due to a new faculty member overseeing the program.

**Links**

[Annual Reports](https://drive.google.com/drive/folders/1p5iJsd0Ks8C99ZOwMk8GrO_7XP0J4Jyk?usp=share_link)

**7.03.04: The program shall demonstrate that it uses data from assessment of Learning Outcome 7.03 for continuous program improvement. Evidence must include a written explanation of how the data associated with Learning Outcome 7.03 are used to inform decision-making.**

**Discussion of Status Relative to Compliance**

Based on the data above, we feel the TR program is excelling at teaching students the 7.03 outcomes. Without a doubt, there have been some changes to assignments over the years and there was a system of keeping record of these changes via a “close the loop” form. It is reasonable to assume that minimal changes were made based on the results of the data above.

One programmatic change that was made to ensure TR students received more opportunities to learn TR specific management and administrative content was the addition of a new course titled Professional Issues (RCLS 440). One of the main purposes of the course was to discuss and review current topics and challenges facing TR professionals in the industry.

**Links**

[Close the Loop Data Form](https://drive.google.com/file/d/1Z0Uc2EL4RxG9gFeglj9egW8y-dtFwVNd/view?usp=share_link)

**STANDARD 7.04**

**7.04 - INTERNSHIP:**

**Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 560 clock hours and no fewer than 14 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.**

**Guidance for TR Focus - Internship:**

**Students graduating from the program shall demonstrate, through an internship consistent with NCTRC requirements for completed hours and weeks (or state requirements if more stringent), the sustained ability to apply the therapeutic recreation process, engage in advocacy, stimulate innovation, and use diverse and structured ways of thinking to solve problems related to different facets of professional practice.**

**7.04.01: The program shall demonstrate that students are provided with sufficient opportunity to achieve this learning outcome. Evidence might include a) the internship handbook; b) student reflection papers that describe internship opportunities to solve problems, the processes involved, and results; c) student developed innovations; d) documentation of evidence.**

**Discussion of Status Relative to Compliance**

TR students within the program are required to obtain a minimum of 1500 hours of experience applicable to the field prior to beginning the internship. Students also take classes within the core curriculum that prepares them for their internship (RCLS 435 - Employment Processes), but they also take a TR specific course as well (RCLS 440 - Professional Issues in TR). Within these classes students prepare resumes, cover letters, develop a professional portfolio and a LinkedIn profile, and deliver elevator speeches all intended to prepare them for their internship interviews and internship experiences.

Students complete a 16-week/560 hour internship, as outlined in the internship manual. The program has relationships with several sites throughout the Northwest. During the internship, students are required to complete daily student reflections that are concerned with problems, issues, or processes encountered during the course of the day and how they were resolved.

The links below show some of the different internship sites students have used.

**Links**

[Internship Sites Northwest Area](https://docs.google.com/spreadsheets/d/17Q9GoIzcEmi3d5tuIx_gnFSc4Gef7Frh/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)

[Nationwide TR Internship Sites](https://docs.google.com/spreadsheets/d/1-KTxB3XFxFJjduf8YCCdT-sODYOOyE3O/edit?usp=share_link&ouid=104318790872572532143&rtpof=true&sd=true)

**7.04.02: The program shall demonstrate that quality assessment measures were used to assess learning outcomes associated with this standard. Evidence might include the following: a) a description of the process of constructing and evaluating the measures used, b) evidence of inter-rater agreement, reliability, validity or criteria appropriate to the measure, c) a description of when measures are administered and to whom they are administered, d) an assurance that assessment tools are not being used for purposes other than that for which they were developed.**

**Discussion of Status Relative to Compliance**

Students are required to complete a number of assignments related to their internship. Students are required to establish measurable goals and objectives for their internship in RCLS 440 that must first be approved by the academic supervisor and then reviewed and agreed upon with the clinical supervisor. In addition, a second assignment from RCLS 440 is to complete the NCTRC Application form. The TR program has their own TR internship manual with the evaluations the internship supervisor must complete at the conclusion of the internship, along with the assessments completed by the students of the internship facility, clinical supervisor and academic supervisor.

The TR internship manual, which was completely updated in January 2021, is in the link below and shows the different assessments for the internship.

**Links**

[TR Internship Manual](https://drive.google.com/file/d/1SyMgLIISUcvUsvQXjCr5gebsqy48AQnO/view?usp=share_link)

**7.04.03: The program shall demonstrate that results of its assessment program indicate that graduates of the program are achieving this Learning Outcome. Evidence must include a written interpretation about student attainment of learning outcomes based on data from the measures used. At least two measures of learning outcomes must be used. One of these must be a direct measure of the learning outcome (e.g., test scores, scores on embedded assignments, standardized test pass rates, ratings of observed performance by appropriate raters). The second measure can be either a direct or an indirect measure of the learning outcome.**

**Discussion of Status Relative to Compliance**

All TR students complete a 16-week, 560 hour internship in order to apply everything they have learned throughout the program into professional practice. Students are placed into a variety of sites with various populations. Interns are evaluated through a number of means, but the main assessment is the final evaluation completed by their internship supervisor. Due to not having these data, the data below show the number of students who completed a TR internship from the summer of 2016 to 2021. In order for students to pass their internship, they must ultimately pass their final evaluation. As can be seen below, all students who participated in an internship within TR received a passing score.

|  |  |  |  |
| --- | --- | --- | --- |
| **SUMMER 16** | **TOTAL STUDENTS** | **AVERAGE** | **PASS RATE** |
| RCLS  | 493 | 15 | 3.97 | 100% |
| RCLS  | 493 | 6 | 3.97 | 100% |
|   |  |  |  |  |
| **SUMMER 17** |  |  |  |
| RCLS | 493 | 14 | 3.99 | 100% |
| RCLS | 493 | 6 | 3.88 | 100% |
|  |  |  |  |  |
| **SUMMER 18** |  |  |  |
| RCLS  | 493 | 6 | 3.97 | 100% |
| RCLS  | 493 | 7 | 3.51 | 100% |
| RCLS  | 493 | 5 | 3.92 | 100% |
| RCLS  | 493 | 5 | 3.84 | 100% |
|  |  |  |  |  |
| **SUMMER 19** |  |  |  |
| RCLS | 493 | 6 | A | 100% |
| RCLS | 493 | 5 | A | 100% |
|  |  |  |  |  |
| **SUMMER 20** |  |  |  |
| RCLS  | 493 | 4 | A | 100% |
| RCLS  | 493 | 7 | A | 100% |
|  |  |  |  |  |
| **SUMMER 21** |  |  |  |
| RCLS  | 493 | 1 | A | 100% |
| RCLS  | 493 | 2 | C | 100% |

**7.04.04: The program shall demonstrate that it uses data from assessment of Learning Outcome 7.04 for continuous program improvement. Evidence must include a written explanation of how the data associated with Learning Outcome 7.04 are used to inform decision-making.**

**Discussion of Status Relative to Compliance**

Based on the data above, we feel the TR program is excelling at teaching students the 7.04 outcomes. There are multiple assessment measures that are used during the internship and after the internship. For example, during the internship there is weekly contact with the student and periodic contact with the supervisor, in addition to a site visit conducted with the internship supervisor and faculty advisor. Oftentimes communication begins as early as the development of learning outcomes for the internship. After the internship, students complete evaluations for the site, the supervisor, the faculty advisor, and an exit interview. All of this data helps us understand the quality of the internship placement, the learning experience provided, and how the program prepared them for the internship. We often use information from these different evaluations to make adjustments to our curriculum, where we place students, and our overall effectiveness of helping students gain entrance into the profession.

In addition, the NCTRC reports from 2019-2021 show that graduates from the EWU Therapeutic Recreation program pass the national exam at a higher percentage than the national average. The success of our graduates' performance on the national exam demonstrates that our students are learning the COAPRT outcomes.

**Links**

[Close the Loop Data Form](https://drive.google.com/file/d/1Z0Uc2EL4RxG9gFeglj9egW8y-dtFwVNd/view?usp=share_link)

[NCTRC Reports](https://drive.google.com/file/d/1H_mfsN-hu0SLtARl5y7ivo6g0LaSvSal/view?usp=share_link)