

B.S. Recreational Therapy

School of Health Sciences, College of Health and Human Sciences

Part IV. QEP Impact Report

Recreational Therapy QEP Process and Plan: The RT Program was one of four pilot programs to implement the WCU QEP in 2007. Since then, the program has conducted a gap analysis, developed a curriculum map, improved the student advising process, revised the Program’s curriculum twice, increased program admission requirements, and instituted an assessment to measure student learning outcomes. In 2011, the Program was awarded accreditation by the Commission for the Accreditation of Allied Health Education Programs (CAAHEP), becoming the first accredited program in RT in the U.S. The accomplishments of the Program over the past five years, can be linked to the focus on the WCU QEP, continually striving to improve Program quality and focus on the intentional learning of its student majors.

Program Goals and Learning Outcomes: The overall goal of the Program is **“To prepare competent entry-level recreational therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.”** This goal is accomplished through specific objectives from the WCU QEP and objectives for competence in the discipline. The five learning outcomes in the WCU QEP are (a) integrate information from a variety of contexts, (b) solve complex problems, (c) communicate effectively and responsibly, (d) practice civic engagement, and (e) clarify and act on purpose and values. The discipline specific objectives are to: (a) develop foundational knowledge for professional practice, (b) develop professional skills to practice, (c) develop the ability to organize professional services for clients, and (d) acquire the skills necessary to participate as a practicing professional in the advancement of the profession.

Outcome Assessment Tool: The RT Competency Assessment was developed to measure student outcomes in the five WCU learning outcomes and three of four RT learning outcomes. This assessment tool is completed by students upon entry into the program (i.e., during RTH 200 Foundations of RT), prior to and at the conclusion of the capstone internship). In order to triangulate student self-assessment of these learning outcomes, the clinical supervisor of each student’s capstone experience, also completes the competency assessment at completion of the capstone internship.

Results of Assessment: As shown below, students rate their learning outcomes higher as they progress through the Program. Supervisor ratings, while a bit lower than student perceptions, confirm acquisition of learning outcomes.

RT Competency Assessment Results Summer 2011 to Spring 2012

RT Competency Assessment Areas	RTH 200		Pre-Interns		Post-Interns		Supervisors	
	N	Mean	N	Mean	N	Mean	N	Mean
<i>Measured on a 4 point scale from emerging (=1) to exemplary (=4)</i>								
Integrates information from a variety of contexts	74	2.16	37	3.08	37	3.50	34	2.84
Solves complex problems	74	2.23	37	2.90	37	3.27	34	2.52
Communicates effectively and responsibly	74	2.22	37	3.05	37	3.49	34	2.96
Practice civic engagement	74	2.31	37	2.95	37	3.60	34	2.84
Clarify and act on purpose and values	74	2.50	37	3.18	37	3.78	34	3.00
<i>Measured on a 5 point scale from no perceived competence (=1) to very high perceived competence (=5)</i>								
RT LO* 1: Foundation Knowledge Score	74	2.52	37	3.37	37	4.17	34	3.85
RT LO 2: Client Assessment Knowledge Score	74	2.25	37	3.28	37	4.09	34	3.47
RT LO 2: Planning Treatment Knowledge Score	74	2.24	37	3.32	37	4.03	34	3.65
RT LO 2: Implementing Treatment Knowledge Score	74	2.25	37	3.25	37	4.08	34	3.70
RT LO 3: Evaluation Knowledge Score	74	2.17	37	3.25	37	3.96	34	3.68
RT LO 3: Management Knowledge Score	74	2.20	37	3.10	37	3.85	34	3.42

*LO = Learning Outcome

QEP Impact: The impact of the Program’s integration of the WCU QEP is that data indicates student acquisition of learning outcomes as confirmed by external evaluation. Additional, the Program has grown in the numbers of majors, retention of students once the major is declared, and graduates of the program.