

# UWL THERAPEUTIC RECREATION GRADUATE PROGRAM GUIDE

Your *Compass* to grad school



Department of Recreation Management  
and Therapeutic Recreation

Academic Year 2020-2021



# Therapeutic Recreation Graduate Program

## Welcome to grad school!

This program guide, called the *Compass*, provides information about the Therapeutic Recreation Graduate Program at the University of Wisconsin La Crosse. Graduate students are expected to read this document and be familiar with the contents as it provides a guide to the integrated curriculum developed to support success during the graduate school journey.

### ACADEMIC TRACKS

The UWL Master of Science in Therapeutic Recreation is a comprehensive program designed to prepare graduates for careers in the multifaceted field of therapeutic recreation.

Our program curriculum offers three academic tracks: 1.) Dual Degree, 2.) Entry Level, 3.) Advanced Clinical (see figure at right). All students completing a master's degree at UWL will meet all criteria for sitting for the national therapeutic recreation examination.

#### Dual Degree

- Students currently enrolled in the UWL TR undergraduate program can complete a master's degree with one additional year of graduate level coursework.

#### Entry Level

- Students who want to enter the therapeutic recreation profession by completing their master's degree. No TR background.

#### Advanced Clinical

- Students who are a CTRS or eligible to sit for the NCTRC exam seeking advanced training in therapeutic recreation

### LEARNING COMMUNITIES

It is an exciting time for the UWL Therapeutic Recreation Graduate Program as we are experiencing tremendous growth. TR faculty are working to develop Learning Communities, a group of people who share common academic goals and attitudes and meet semi-regularly to collaborate, support connection and professional development opportunities for students. In this, faculty may host guest speakers, intellectual fireside chats or co-present with students at area conferences. All are welcome!

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# Integrated Curriculum

We aim to enhance the learner-centered curricula by creating integrated curriculum for all graduate degree tracks. This is achieved by scaffolding the coursework, setting students up for achieving robust student learning outcomes while enhancing student's ability to practice in the field; thereby advancing the profession. Each specific academic track utilizes an advising flowsheet, designed by the TR program, to assist students with degree completion planning (see APPENDIX A). Because coursework from previous courses is used as a foundation for subsequent courses, students should make every attempt to complete courses in the order listed in the flow sheets.



## COURSE DESCRIPTIONS AND COMPASS CONNECTIONS

This section provides you with overviews of classes, called *Course Descriptions*, within the TR graduate program as well as integrated curriculum elements, called *Compass Connections*, that link coursework between individual courses. Not all courses are required for all tracks so be sure to review the **Graduate Program Flow Sheets** (APPENDIX A) to map out your **Degree Completion Form** (APPENDIX B). This integrated approach will help each course build upon each other, thus providing an intentionally cohesive experience.

### RTH 250-INTRODUCTION TO THERAPEUTIC RECREATION

**Course Description:** This course is designed as an introduction to the history and foundations of therapeutic recreation. Models of health care/human services and therapeutic recreation are presented. Students will gain knowledge of services and settings; professional, legal and community resources; professional and ethical behavior.

**Compass Connection:** This course provides Entry Level track students with the foundational knowledge of therapeutic recreation.

## RTH 556-PROGRAM DESIGN AND ADMINISTRATION OF TR

**Course Description:** This course is designed to present a rationale and foundation for systematic program design, program implementation, and program evaluation in various Therapeutic Recreations roles and settings. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations.

**Compass Connection:** This course is taken in tandem with RTH 570, working on integrating skill sets required for two of the four pillars of the therapeutic recreation process (APIE). The heavy lifting of TR is unpacked, providing the learner needed knowledge to integrate a frame of reference into creating an evidence-based curriculum. This systematic process offers students a shared language of TR. This course is foundational in springboarding learning to utilize in designing and researching TR programs in the 700 level courses. Dual Degree students take this course during their undergraduate coursework.

## RTH 570-FACILITATION TECHNIQUES IN THERAPEUTIC RECREATION

**Course Description:** This course presents an overview of concepts and interaction techniques used in the provision of goal-oriented therapeutic recreation services. Included are counseling techniques, leadership and instructional techniques appropriate for use in treatment, leisure education and recreation participation. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations.

**Compass Connection:** In this course students will complete the following assignments to support their capstone experiences: 1.) Analytical Annotated Bibliography-to deepen



understanding in their specific area of interest, 2.) Evaluation of Facilitation-to introduce students to clinical supervision, 3.) Modality Intervention Presentation-to experience facilitating a modality in their area of interest. Dual Degree students take this course during their undergraduate coursework.

#### RTH 576-ASSESSMENT AND TREATMENT PLANNING in TR

**Course Description:** This course provides an overview of individual client assessments used in therapeutic recreation practice; development of individualized treatment/program plans in a therapeutic recreation context; review resources, standards and issues related to client assessment and program planning in therapy, leisure education and recreation participation programs. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations.

**Compass Connection:** Graduate level students will complete a research review of assessment tools for use in their capstone experience. Dual Degree students take this course during their undergraduate coursework.

#### RTH 580- LEISURE EDUCATION IN TR

**Course Description:** This course is designed to provide a philosophical understanding and overview of leisure education as well as to emphasize the approaches and strategies that can be utilized in enabling people to enhance the quality of their own lives in leisure. The focus will be leisure education as a major component of therapeutic recreation services. Topics included are leisure theory, leisure education conceptual models, leisure education programming techniques, facilitation of leisure education groups for various ages. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations.

**Compass Connection:** Entry Level students are offered a chance to deepen their understanding of therapeutic recreation in this course. Dual Degree students take this course during their undergraduate coursework.

## RTH 593-THERAPEUTIC RECREATION TRENDS AND ISSUES

### **Course Description:**

This course provides an examination of current issues, trends and professionalization concerns in therapeutic recreation including:

professional organizations, ethics, current legislation, professional development, professional standards, credentialing, accreditation

standards, improving organizational performance, research and current professional controversies.

**Compass Connections:** These experiences could include opportunities to teach or co-teach, graduate-only discussion sessions, writing or research assignments that clearly elevate student analysis of the course content to a graduate level, etc. Students will discuss topics with the instructor early in the semester, to determine topics of interest and relevance to the student's career goals.

Advanced Clinical track students likely have background knowledge on some of the topics in this course from their undergraduate coursework and/or work experience in the field. To enhance the course experience, the student will discuss their background knowledge on the topics with the instructor early in the semester, to determine topics that would be appropriate for team teaching with the instructor throughout the semester. Team teaching in this class is meant to socialize graduate students with the world of teaching.



## RTH 500 LEVEL ELECTIVES

A number of 500 level TR electives are offered to support areas of specialization. Electives should be selected to provide students the opportunity to delve deeper into population and subject matter. Electives are offered on a rotating basis. Other electives may be available, speak to your capstone chair before enrolling.



## RTH 701- PHILOSOPHICAL FOUNDATIONS OF LEISURE, PLAY AND RECREATION

**Course Description:** This course offers in-depth study of past and current theories of leisure, play and recreation; concepts of work and time; the influence of technology and societal changes and the role of recreation in modern day society. Students will understand differences of multiple paradigmatic perspectives of epistemology and ontology and how to situate inquiry within a theoretical framework.



In this course students will be exposed to and analyze multiple theories and philosophies of leisure, play, and recreation. Students will learn about the importance of utilizing a theoretical framework while developing interventions or research studies.

**Compass Connection:** In this course students will identify a theory that will be useful to their capstone experience. Students will write a paper describing and analyzing the theory as it relates to their specific population and area of inquiry.

## RTH 720- RESEARCH METHODS FOR RECREATION, PARKS, AND LEISURE

**Course Description:** This course introduces graduate students to research methods used in leisure research and recreation programs. Students learn to

develop a research question, collect and analyze research literature, and conduct research using both quantitative and qualitative methods. The course is designed specifically to help students use methods relevant to the recreation field to take the initial steps for a graduate thesis or project.





**Compass Connections:** During this course, you will be gaining knowledge and skills about research methods. You will use these skills to collect and perform initial analysis on data collected from the evidence-based curriculum you developed in RTH 740. Using information from your evidence-based curriculum, as well as theoretical foundations developed in RTH 701, students will write the introduction, literature review, and methods sections of a research paper, supporting capstone project requirements. Finally, students will complete the Collaborative Institutional Training Initiative (CITI) for certification needed to perform human subjects research.

### RTH 730- ADVANCED CLINICAL ASPECTS OF TR

**Course Description:** An investigation of the concepts and techniques utilized by the experienced and advanced Therapeutic Recreation Specialist including clinical issues, comprehensive program concerns, administrative functions and trends in the practice of therapeutic recreation service.

**Compass Connection:** Deliverables in this course will provide students the opportunity to develop a professional presentation based on the evidence-based curriculum created in RTH 740. Presentation proposals may be submitted to a local, regional, state or national conference.

### RTH 740- EVIDENCE-BASED PRACTICE IN TR

**Course Description:** This course will provide an overview of incorporating evidence-based practice within therapeutic recreation as a means to improve client outcomes, ensure consistency and communication among professionals, create protocols and criteria for client assessments, and increase recreation



therapists' (RTs) research capacity. Students will develop an evidence-based

recreational therapy curriculum with a community partner based on clinical outcomes.

**Compass Connection:** Students will use this course as the foundational development for their capstone project. Deliverables include a fidelity manual outlining the evidence-based curriculum they create for use in a specific setting and with a specific population to contribute and advance the field of therapeutic recreation. Students will work in tandem in their RTH 750 course to design a staff training to support the curriculum.

## RTH 750- AUTHENTIC LEADERSHIP AND CLINICAL SUPERVISION IN THERAPETUIC RECREATION

**Course Description:** This course is designed to prepare the graduate student with the skills and abilities to assume a management position in the health and human service industries or engage in private practice in therapeutic recreation. The class will explore the qualities of leadership and the components of authentic leadership. The student will develop an understanding of contemporary healthcare systems and human service agencies, the influence of licensing and regulatory bodies, and the necessity of funding sources.

The class will apply this learning through implementation of the quality improvement process as it relates to therapeutic recreation management practices. Students will also be introduced to the core concepts of clinical supervision as they relate to student internships and professional supervision. Upon completion, students additionally discern the creation of work-life integration to promote sustainability in the field.

**Compass Connections:** This course works in tandem with the other 700 level courses by guiding and assisting with structuring your capstone experience through development of the skills above. Students will capitalize on prior knowledge of program development, work through a systematic process of leadership design that affords the learner to link evidence-based practice, and clinical reasoning in therapeutic recreation practice. Students will also create a training linked to the evidence-based curriculum developed in RTH 740 and their capstone experience.

# Capstone Experience

All graduate students complete a capstone experience upon conclusion of their required coursework. Similar to the three academic tracks, the UWL Therapeutic Recreation Program offers three capstone experience options based upon these tracks (Dual Degree, Entry Level and Advanced Clinical).



Note that students may change their capstone option, however this may affect student timelines. Please speak to your capstone chair if you have additional questions about your options. Examples of previous capstone projects and theses are available in the RMTR department office.

**Dual Degree Track Capstone Experience:** As the dual degree track is accelerated in nature, all dual degree students will develop and present an evidence-based curriculum to implement in a specific therapeutic recreation setting. This capstone experience is completed in a project-based format. While dual degree students have the option to complete a traditional thesis, this may affect timelines and require additional coursework.

**Entry Level Track Capstone Experience:** The entry level track includes the required internship to become eligible to take the NCTRC exam and become a Certified Therapeutic Recreation Specialist (CTRS). The supervised internship will be completed after coursework.

**Advanced Clinical Track Capstone Experience:** Advanced clinical track students may choose between two options: 1.) a traditional thesis or 2.) project-based format. Starting in fall 2020, graduate students will select one of the two options during their first semester as degree completions will be affected by capstone option choice. Interestingly, 90% of advanced clinical track students select the



project option, as many times projects can be a partnership that benefits both the graduate student and TR agency where they are employed.

## Faculty Specialty Areas

Once you have determined an area of interest for your capstone, you will identify a faculty member to act as your capstone chair. It is helpful for your chair to have a background in your area of interest to better support you during your capstone experience. Please note that you may also select a Recreation Management faculty member if their specialty area aligns with your interest area. The following are a brief list of TR faculty and their specialties. You should speak to a potential chair during your first semester in the graduate program as they may assist you in conceptualizing your capstone. In addition, faculty availability may be limited as many instructors are not under contract during the summer months.



**LISA SAVARESE, MS, CTRS-TR PROGRAM DIRECTOR**

Lisa is the TR Program Director. She specializes in adapted sports and is involved with the local sled hockey team.



**TARA DELONG, MS, CTRS, CHES-TR INTERNSHIP COORDINATOR**

Tara specializes in mental health, health education, capacity building, group facilitation, trauma informed care, and cultural humility. She has more than twenty years of experience in clinical therapeutic recreation settings.



**NAMYUN KIL, PH.D., CTRS**

Namyun specializes in: evidence-based therapeutic interventions (e.g., nature and forest therapy, forest bathing, ecotherapy, mindfulness); Interactions between humans and the environment Health and well-being; Measurement and evaluation in therapeutic recreation; GIS applications to community integration/inclusion, health promotion, and recreation resource planning and management.



**LINDSEY KIRSCHBAUM, MS, CTRS**

Lindsey specializes in developmental/physical disabilities, sensory integration, assistive technology/adaptive equipment, sibling support. She is also involved in the Best Buddies program.



**W. THOMAS MEANS, PH.D., CTRS**

Tommy has over nine years of experience working with a variety of populations within summer camps, community recreation, and residential treatment centers. In his research, he studies how phenomena and knowledge are constructed and the subsequent impact of that construction on practice and research.



**JENN TAYLOR, PH.D., CTRS**

Jenn specializes in the older adult population and has previously served in public health, parks & recreation, corrections, behavioral health, and long-term care settings for more than fifteen years. As a motivational scientist, she utilizes community-based health interventions aiming to positively affect clinical health outcomes in practice.

**APPENDIX A**

**GRADUATE PROGRAM FLOW SHEETS**



### ***Dual Degree in TR***

This allows students currently enrolled in the UWL TR program to complete a master's degree typically with one additional year of school.

#### **Prior to Graduate School**

- RTH 556 Program Design & Admin of TR
- RTH 570 Facilitation Techniques in Therapeutic Recreation
- RTH 576 Assessment & Treatment Planning in Therapeutic Recreation

[9 credits]

#### **1. Fall Semester**

- RTH 701 Philosophical Foundations of Leisure, Play and Recreation
- RTH 740 Evidence-Based Practice in Therapeutic Recreation
- RTH 750 Authentic Leadership and Clinical Supervision in Therapeutic Recreation

[9 credits]

#### **2. Spring Semester**

- RTH 730 Advanced Clinical Aspects in Therapeutic Recreation
- RTH 720 Research Methods for Recreation, Parks, and Leisure
- RTH 500 level electives
- REC 761 Graduate Project in Recreation

[12 Credits]

#### **TR 500 Level Electives (Cannot take previous electives from undergrad program)**

RTH 514 Adaptive Sports and Recreation in TR (3 cr.)

RTH 520 Nature & Forest Therapy (3 cr.)

RTH 530 TR and Mental Health (3 cr.)

RTH 532 TR and Physical Disabilities (3 cr. Online)

RTH 534 TR for persons with ID and DD (3 cr.)

RTH 545 RT for Older Adults (3 cr.)

RTH 591 TR for Youth and Adolescents (3cr.)

RTH 591 Interprofessional Education and Collaborative Health Practice (3 cr.)

***Entry Level TR Master's Degree Program***

For the student who wants to enter the TR profession by completing their master's degree.

**Prerequisite Courses Required for Certification (or equivalent knowledge):**

**\*May be taken at UWL during first two semesters of graduate program**

- ESS 205 Human Anatomy and Physiology for Exercise Science I 3 credits
- PSY 204 Abnormal Psychology 3 credits
- PSY 212 Lifespan Development 3 credits
- STAT 145 Elementary Statistics 4 credits
- RTH 250 Intro. to TR

**1. Fall Semester**

- RTH 250 Intro. to TR
- RTH 556 Program Design and Administration of Therapeutic Recreation
- RTH 570 Facilitation Techniques in Therapeutic Recreation
- RTH 580 Leisure Education

- \*Course required for certification, if needed (see above)
- [9-12 Credits]

**2. Spring Semester**

- RTH 496 Orientation to internship (audit)
- RTH 730 Advanced Clinical Aspects/Therapeutic Recreation
- RTH 720 Research Methods for Recreation, Parks, and Leisure
- RTH 576 Assessment and Treatment Planning in Therapeutic Recreation

- \*Course required for certification, if needed (see above)
- [9-12 Credits]

**3. Fall Semester**

- RTH 750 Leadership and Clinical Supervision in Therapeutic Recreation
- RTH 740 Evidence-Based Practice in Therapeutic Recreation
- RTH 701 Philosophical Foundations of Leisure, Play and Recreation
- RTH 593 Therapeutic Recreation Trends and Issues

[12 Credits]

**4. Spring Semester**

**ALL COURSES MUST BE COMPLETE PRIOR TO INTERNSHIP (CAPSTONE) ENROLLMENT.**

- RTH 700 Internship in Therapeutic Recreation

[6 Credits]

**Advanced Clinical TR Master's Degree Program**  
For those students who are a CTRS or eligible

<p><b>1. Fall Semester</b></p> <ul style="list-style-type: none"> <li>• RTH 701 Philosophical Foundations of Leisure, Play and Recreation</li> <li>• RTH 750 Leadership and Clinical Supervision in Therapeutic Recreation</li> <li>• RTH 740 Evidence-Based Practice in Therapeutic Recreation</li> </ul> <p>[9 Credits]</p>	<p><b>2. Spring Semester</b></p> <ul style="list-style-type: none"> <li>• RTH 720 Research Methods for Recreation, Parks, and Leisure</li> <li>• RTH 730 Advanced Clinical Aspects/Therapeutic Recreation</li> <li>• RTH 500 level elective</li> </ul> <p>[9 Credits]</p>
<p><b>3. Fall Semester</b></p> <ul style="list-style-type: none"> <li>• RTH 500 level elective</li> <li>• RTH 593 Therapeutic Recreation Trends and Issues</li> <li>• RTH 500 level elective</li> <li>• REC 799/761 Capstone Experience 3 credits</li> </ul> <p><i>Capstone Experience:</i> Students with a therapeutic recreation background must select one of two research options as the capstone experience to their graduate program. ALL RTH 700 LEVEL COURSES MUST BE COMPLETE PRIOR TO CAPSTONE ENROLLMENT.</p> <p><u>Option A - thesis</u> REC 799 Research: Master's Thesis 3-6 Credits</p> <p><u>Option B - graduate project</u> REC 761 Graduate Project in Recreation 3-6 Credits</p> <p>[12 Credits]</p>	<p><b>Here is a list of TR Electives. All courses are 3 credits. (Cannot take previous electives from undergrad program). You may also take courses in other departments in consultation with your capstone chair.</b></p> <ul style="list-style-type: none"> <li>• RTH 514 Adaptive Sports and Rec. in TR</li> <li>• RTH 520 Nature &amp; Forest Therapy</li> <li>• RTH 530 TR and Mental Health</li> <li>• RTH 532 TR and Physical Disabilities</li> <li>• RTH 534 TR for persons with ID and DD</li> <li>• RTH 545 RT for Older Adults</li> <li>• RTH 591 TR for Youth and Adolescents</li> <li>• RTH 591 Interprofessional Education and Collaborative Health Practice</li> <li>• RTH 795 Independent Study in TR</li> </ul>



## **APPENDIX B**

### **GRADUATE DEGREE COMPLETION FORM**