

BS IN RECREATION THERAPY

The University of Toledo offers a bachelor of science degree in recreation therapy (RECT). This degree requires 125 credit hours for graduation. The baccalaureate RECT program is the only undergraduate recreation therapy program in the State of Ohio and is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). This program meets professional standards set by the National Council for Therapeutic Recreation Certification (NCTRC) and the American Therapeutic Recreation Association (ATRA). This is an online degree program.

Students enrolling in the recreation therapy program receive an education designed to prepare them for employment in the areas of physical rehabilitation, psychiatric rehabilitation, geriatric services, pediatric services, camps for individuals with disabilities, community recreation for individuals with disabilities, and centers for intellectual deficits/developmental disabilities. Specialized tracks are available in psychology, pediatric, geriatric, communication, therapeutic arts and pre-occupational therapy.

The pre-occupational therapy track can provide the student with the background needed for application to graduate degree programs in occupational therapy. Requirements for occupational therapy graduate programs vary. It is the student's responsibility to complete all prerequisites for the graduate programs to which he or she plans to apply.

Students graduating from the RECT program will have met the educational and clinical eligibility requirements to sit for the Certified Therapeutic Recreation Specialist (CTRS) examination as administered by the National Council for Therapeutic Recreation Certification.

Students wishing to major in the recreation therapy program complete a pre-professional course sequence their freshman and sophomore years consisting of undergraduate core curriculum courses, pre-recreation therapy curriculum courses and recreation therapy support courses. Upon acceptance into the professional sequence entering their junior year, students complete 46 credit hours of recreation therapy-specific coursework followed by a 15-credit hour, 560-clock hour internship the summer of their senior year.

Requirements

- Current certification in CPR.
- Immunizations: Mantoux, Rubella Titer/ Roseolla (MMR), Hepatitis B required. Additional immunizations may be required by internship agency.
- Background checks: May be required by internship agency.
- Physical requirements: "Fit for Duty" test may be required internship agency.
- Transportation: Students must provide their own transportation to internship site.
- Summer classes are required after the junior and senior years. Students graduate in August.

Bachelor of Science in Recreation Therapy

Below is a sample plan of study. Consult your degree audit for your program requirements.

First Term		Hours
ENGL 1110	College Composition I	3
HHS 1000	Health And Human Services/College Orientation	1
MATH 1180	Reasoning With Mathematics	3
PSY 1010	Principles Of Psychology ¹	3
RCRT 1300	Introduction To Recreation And Leisure Studies ¹	3
SOC 1010	Introduction To Sociology	3
Hours		16
Second Term		Hours
ENGL 2960	Professional and Business Writing	3
PSY 2510	Lifespan Developmental Psychology ¹	3
RCRT 1310	Introduction to Recreational Therapy Programming ¹	3
Natural Sciences Core		3
Hours		12
Third Term		Hours
EXSC 1560	Fundamentals of Anatomy and Physiology ¹	3
EXSC 1460	Fundamentals of Anatomy and Physiology Lab ¹	1
PSY 2200	Abnormal Psychology ¹	3
Arts/Humanities Core (Non-US Diversity)		3
Core Elective		3
Hours		13
Fourth Term		Hours
HEAL 1800	Medical Terminology ¹	3
HEAL 2500	Personal Health ¹	3
RCRT 3310	Inclusion and Recreational Therapy Services ¹	3
RCRT 4720	Introduction To Therapeutic Recreation ¹	3
Arts/Humanities Core		3
Hours		15
Fifth Term		Hours
RCRT 4000	Community and Event Planning in Recreational Therapy Service ¹	3
RCRT 4730	Medical And Clinical Aspects Of Therapeutic Recreation ¹	3
RCRT 4740	Assessment And Documentation In Therapeutic Recreation ¹	3
Diversity of US		3
Select 3 of the following: ¹		3
RCRT 4600	Therapeutic Arts	
RCRT 4610	Rt Intervention: Horticulture Therapy	
RCRT 4620	Animal Assisted Therapy	
RCRT 4630	Therapeutic Activities	

RCRT 4640	Rt Intervention: Therapeutic Groups	
RCRT 4660	Relaxation And Stress Management	
RCRT 4670	Rt Intervention: Leisure Education	
RCRT 4680	Rt Intervention: Assistive Technology And Techniques	
RCRT 4690	Rt Intervention: Aquatic Therapy	
RCRT 4860	Therapeutic Fitness	
Hours		15

Sixth Term

RCRT 4340	Leisure, Recreation, And Aging in Recreational Therapy Practice ¹	3
RCRT 4750	Group Dynamics In Recreational Therapy ¹	3
RCRT 4790	Medical & Clinical Aspects In Therapeutic Recreation II ¹	3
Select 3 of the following: ¹		3
RCRT 4600	Therapeutic Arts	
RCRT 4610	Rt Intervention: Horticulture Therapy	
RCRT 4620	Animal Assisted Therapy	
RCRT 4630	Therapeutic Activities	
RCRT 4640	Rt Intervention: Therapeutic Groups	
RCRT 4660	Relaxation And Stress Management	
RCRT 4670	Rt Intervention: Leisure Education	
RCRT 4680	Rt Intervention: Assistive Technology And Techniques	
RCRT 4690	Rt Intervention: Aquatic Therapy	
RCRT 4860	Therapeutic Fitness	
Hours		12

Seventh Term

Summer		
RCRT 4840	Clinical: Pediatric ¹	1
RCRT 4800	Clinical: Physical Rehabilitation ¹	1
Hours		2

Eighth Term

RCRT 3710	Outdoor Program Delivery in Recreational Therapy Practice ¹	3
RCRT 4450	Research Applications In Recreational Therapy ¹	3
Track Elective		3
Select 1 or 2 of the following: ¹		2
RCRT 4810	Clinical: Psychiatric Rehabilitation	
RCRT 4820	RT Clinical: Intellectual Deficits / Developmental Disability	
RCRT 4830	Clinical: Geriatric	
Select 2 of the following: ¹		2
RCRT 4600	Therapeutic Arts	
RCRT 4610	Rt Intervention: Horticulture Therapy	
RCRT 4620	Animal Assisted Therapy	
RCRT 4630	Therapeutic Activities	
RCRT 4640	Rt Intervention: Therapeutic Groups	
RCRT 4660	Relaxation And Stress Management	

RCRT 4670	Rt Intervention: Leisure Education	
RCRT 4680	Rt Intervention: Assistive Technology And Techniques	
RCRT 4690	Rt Intervention: Aquatic Therapy	
RCRT 4860	Therapeutic Fitness	
Hours		13

Ninth Term

RCRT 4330	Administration In Recreational Therapy ¹	3
RCRT 4850	Recreational Therapy Internship Preparation ¹	1
RCRT 4870	Comprehensive Program Planning In Recreational Therapy ¹	3
Track Elective		3
Select 1 or 2 of the following: ¹		1
RCRT 4810	Clinical: Psychiatric Rehabilitation	
RCRT 4820	RT Clinical: Intellectual Deficits / Developmental Disability	
RCRT 4830	Clinical: Geriatric	
Select 2 of the following: ¹		2
RCRT 4600	Therapeutic Arts	
RCRT 4610	Rt Intervention: Horticulture Therapy	
RCRT 4620	Animal Assisted Therapy	
RCRT 4630	Therapeutic Activities	
RCRT 4640	Rt Intervention: Therapeutic Groups	
RCRT 4660	Relaxation And Stress Management	
RCRT 4670	Rt Intervention: Leisure Education	
RCRT 4680	Rt Intervention: Assistive Technology And Techniques	
RCRT 4690	Rt Intervention: Aquatic Therapy	
RCRT 4860	Therapeutic Fitness	
Hours		13

Track Elective		3
Select 1 or 2 of the following: ¹		1

RCRT 4810	Clinical: Psychiatric Rehabilitation	
RCRT 4820	RT Clinical: Intellectual Deficits / Developmental Disability	
RCRT 4830	Clinical: Geriatric	
Select 2 of the following: ¹		2

RCRT 4600	Therapeutic Arts	
RCRT 4610	Rt Intervention: Horticulture Therapy	
RCRT 4620	Animal Assisted Therapy	
RCRT 4630	Therapeutic Activities	
RCRT 4640	Rt Intervention: Therapeutic Groups	
RCRT 4660	Relaxation And Stress Management	
RCRT 4670	Rt Intervention: Leisure Education	
RCRT 4680	Rt Intervention: Assistive Technology And Techniques	
RCRT 4690	Rt Intervention: Aquatic Therapy	
RCRT 4860	Therapeutic Fitness	
Hours		13

Tenth Term

Summer		
RCRT 4770	Recreational Therapy Project Design ¹	2
RCRT 4780	Recreational Therapy Project Evaluation ¹	2
RCRT 4950	Recreation Therapy Internship I ¹	5
RCRT 4960	Recreation Therapy Internship II ¹	5
Hours		14

Hours		14
Total Hours		125

¹ A "C" or better is required in this course.

7.01 a) Students graduating from the program shall demonstrate entry-level knowledge of the scope and practice of the therapeutic recreation.

Fundamental elements include:

Professionalism, including standards of practice, credentialing, and codes of ethics of therapeutic recreation service

Role and function of therapeutic recreation professionals in health, human, recreation, education, and other relevant systems

Models of service delivery and best practices in the profession

7.01 b) Students graduating from the program shall demonstrate entry-level knowledge of the techniques and processes of the therapeutic recreation profession in decision-making. Fundamental elements include:

Use of best professional practices based on theoretical, philosophical, and scientific foundations of the field
Adherence to laws, regulations, standards of practice and codes of ethics

Professional involvement

7.01 c) Students graduating from the program shall demonstrate entry-level knowledge of the historical, philosophical, theoretical, and scientific foundations of the therapeutic recreation profession. Fundamental elements include:

Theoretical foundations of play, recreation, and leisure behavior

Theoretical and historical foundations of therapeutic recreation

Theoretical foundations of therapeutic recreation service delivery (e.g., foundational models and theories)

Theoretical and scientific foundations of the systems in which therapeutic recreation is delivered, including the impact of technology and globalization on those systems

Human functioning, including anatomy and physiology, human growth and development across the lifespan, variations in development and resulting disability, psychology, including abnormal psychology, and theories of human behavior change

Human services supportive areas (e.g., medical terminology, pharmacology, counseling approaches, therapeutic communication, community development, positive behavioral supports)

7.02 a) Students graduating from the program shall demonstrate the ability to create/select, conduct, and evaluate individualized assessment for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy. Fundamental elements of assessment:

Focus on leisure, physical, social, cognitive, psychological/emotional, and spiritual domains of human well-being

Encompass standardized assessments, observation, interview, and record review

Are team-based and inter/transdisciplinary

Ascertain participants abilities, strengths, goals, and aspirations

7.02 b) Students graduating from the program shall demonstrate the ability to conduct individualized planning of therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy. Fundamental elements of individualized planning:

Utilize assessment results to generate person-centered contextualized plans Use appropriate and correctly formatted goals and

objectives

Use culturally relevant evidence-based interventions, strategies, facilitation techniques, modalities, activities, and adaptations

Are team-based and involve the family/community

Are contextualized to the service delivery system (e.g., health care, human services, recreation, education)

7.02 c) Students graduating from the program shall demonstrate the ability to implement and facilitate therapeutic recreation interventions and services for diverse clientele, settings, cultures, and contexts. Fundamental elements of implementation and facilitation include:

Individual and group leadership skills

Helping relationship skills

A variety of common therapeutic recreation interventions, facilitation techniques, activities, and modalities

Activity/task analysis, adaptation, and assistive technologies

Team and family participation

Advocacy

Contextualization to the service delivery system (e.g., health care, human services, recreation, education)

7.02 d) Students graduating from the program shall demonstrate the ability to document therapeutic recreation services according to regulatory, professional, and system requirements. Fundamental elements of documentation include:

Assessment results

Individualized plans

Progress notes

Discharge/transition summaries

Compliance with agency, accreditation, and professional standards for documentation

7.02 e) Students graduating from the program shall demonstrate the ability to evaluate therapeutic recreation services at the participant and program level and to use evaluation data to improve the quality of services. Fundamental elements include:

Use of appropriate research and evaluation designs and methods to conduct formative and summative evaluation to document outcomes from services

Use of evaluation results to improve services or programs and show accountability

Quality assurance/quality improvement contextualized to the service delivery system

7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about facts, concepts, principles, and procedures of management/administration in therapeutic recreation. Fundamental elements include:

Regulatory and legal compliance contextualized to the service delivery system (e.g., health care, human services, recreation, education)

Operations and maintenance

Finance and budgeting, reimbursement

Marketing and advocacy

Strategic and other agency/program level planning

Risk and safety management

Quality management

Human resource development and management

Professional development

Evidence- theory-based practices

Research and technological impacts

7.04 a) Students graduating from the program shall demonstrate a readiness for the internship as determined by meeting criteria set by the program (e.g., fieldwork hours prior to the internship, competency testing, GPA requirements in core coursework, basic certifications in first aid/CPR, other dispositions or candidacy benchmarks set by the program).

7.04 b) Students graduating from the program shall demonstrate, through a comprehensive and culminating internship, the ability to apply the therapeutic recreation process, use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation. The internship must meet current professional standards for credentialing with the state, national/international credentialing bodies.