

BS IN RECREATION THERAPY

The University of Toledo offers a bachelor of science degree in recreation therapy (RECT). This degree requires 120 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 program can be completed online.

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.

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 by internship agency.
- Transportation: Students must provide their own transportation to internship site.
- Summer classes are required after the senior year. 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
Social Science Core		3
Hours		16
Second Term		
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
Core Elective		3
Hours		15
Third Term		
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
RCRT 4720	Introduction To Therapeutic Recreation ¹	3
Hours		13
Fourth Term		
HEAL 1800	Medical Terminology ¹	3
RCRT 3310	Inclusion and Recreational Therapy Services ¹	3
Core Elective		3
Arts/Humanities Core		3
Hours		12
Fifth Term		
RCRT 4340	Leisure, Recreation, And Aging in Recreational Therapy Practice ¹	3
RCRT 4730	Physical and Neurological Diagnosis and Conditions in Recreational Therapy Practice ¹	3
RCRT 4740	Assessment And Documentation In Therapeutic Recreation ¹	3
RCRT 4560	Recreational Therapy Interventions 1 ¹	3.0
Hours		12
Sixth Term		
RCRT 4040	Recreational Therapy Services within the Veterans Administration ¹	3
RCRT 4750	Group Dynamics In Recreational Therapy ¹	3
RCRT 4790	Psychological Diagnosis and Conditions in Recreational Therapy Practice ¹	3
RCRT 4565	Recreational Therapy Interventions 2 ¹	3.0
Hours		12
Seventh Term		
RCRT 3710	Outdoor and Adaptive Sports Program Delivery in Recreational Therapy Practice ¹	3
RCRT 4450	Research Applications In Recreational Therapy ¹	3

RCRT 4000	Community and Event Planning in Recreational Therapy Service ¹	3
RCRT 4810	Recreational Therapy Fieldwork 1 ¹	1
RCRT 4820	Recreational Therapy Fieldwork 2 ¹	1
RCRT 4570	Recreational Therapy Interventions 3 ¹	2.0
RCRT 4850	Recreational Therapy Internship Preparation ¹	1
Hours		14
Eighth Term		
RCRT 4330	Administration In Recreational Therapy ¹	3
RCRT 4870	Comprehensive Program Planning In Recreational Therapy ¹	3
Core Elective		3
Multicultural Core US		3
RCRT 4830	Recreational Therapy Fieldwork 3 ¹	1
RCRT 4840	Recreational Therapy Fieldwork 4 ¹	1
Hours		14
Ninth Term		
Summer		
RCRT 4950	Recreation Therapy Internship I ¹	5
RCRT 4770	Recreational Therapy Project Design ¹	1
RCRT 4960	Recreation Therapy Internship II ¹	5
RCRT 4780	Recreational Therapy Project Evaluation ¹	1
Hours		12
Total Hours		120

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

- 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\\n-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\\n-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, \\nStrategic 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.