

## Division of Health Sciences Integrative Program Matrix

### Master of Science in Geriatric Recreation Therapy Program

University Student Learning Outcomes	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
<p>Graduates of advanced degree programs at Florida Gulf Coast University will:</p>	<p>Graduates of the College of Health Professions will:</p>	<p>Graduates of the Master of Science in Geriatric Recreation Therapy Program are prepared to serve as health care leaders in advanced professional roles within the diverse and dynamic health services delivery system. Graduates will demonstrate proficiencies in their selected concentrations, and will be prepared to:</p>	<p>The Master of Science in Geriatric Recreation Therapy is assessed and measured in the following ways:</p> <ul style="list-style-type: none"> <li>▪ Successful completion of the program as measured by graduation and attrition rates.</li> <li>▪ Number of degree and non-degree seeking students taking courses offered.</li> <li>▪ Evaluation of the program curriculum by an outside reviewer from the field of recreation therapy.</li> <li>▪ Graduate surveys of the program.</li> <li>▪ Preceptor assessment of students in field-based practice in GEY 6334 Advanced Practice Gero TR I and GEY 6324 Advanced Practice Gero TR II.</li> <li>▪ Student final grades in GEY 6334 Advanced Practice Gero TR I and GEY 6324 Advanced Practice Gero TR II.</li> <li>▪ Student grades on core courses in the program of study.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of data to determine viability of the mission of the Division to make appropriate changes as needed.</li> <li>▪ Data from core courses in program of study, graduate surveys of the program, evaluation of curriculum and program are used to determine the need for change in courses and the program in general.</li> </ul> <p>(This program was approved by the FGCU Board of Trustees in January 2004 and will be implemented in Fall 2004.)</p> <p>During summer 2007, admission to the program was suspended for the following reasons:</p> <ul style="list-style-type: none"> <li>• Low enrollment – 1 student.</li> <li>• Loss of lead faculty member holding the credentials of Certified Therapeutic Recreation Specialist (CTRS) needed to teach the courses.</li> </ul>

## Division of Health Sciences Integrative Program Matrix

### Master of Science in Geriatric Recreation Therapy Program

University Student Learning Outcomes	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
<p>Demonstrate excellence in critical thinking, problem solving, analysis, and strategic planning.</p>	<p>1. Prepare students to assume vital roles as health professionals delivering care in diverse and dynamic interdisciplinary and global environments.</p> <p>2. Promote the values of ethical, competent, and compassionate care.</p>	<p>a. Demonstrate the ability to be competent geriatric recreational therapists and contributing members of a demographically changing society.</p> <p>b. Develop creative and flexible evidence-based practice approaches to meet the rapidly changing demands of geriatric practice.</p> <p>d. Effectively collaborate and interact with other disciplines within geriatric healthcare and human service settings.</p> <p>g. Articulate and apply professional standards, intervention approaches, conceptual frameworks, and expected outcomes as related to geriatric recreational therapy.</p> <p>h. Uphold the ethical standards and values of the recreational therapy profession.</p> <p>j. Practice in a wide variety of settings for older adults with appropriate service delivery models for each setting.</p> <p>[GEY 5005, 5205, 5255, 5325, 6324, 6334, 6613, 6626, 6645, 6655, 6942; IHS 5508, 6112, 6500, 6939]</p>	<p>a. Alumni surveys; Program core &amp; required courses grades; Internship, thesis, or capstone project grades.</p> <p>b. Program core &amp; required courses grades; Internship, thesis, or capstone project grade.</p> <p>d. Program core &amp; required courses grades; Internship, thesis, or capstone project grades.</p> <p>g. Required course grades; Internship, thesis or capstone project grade.</p> <p>h. IHS 6112 grades and Internship grades.</p> <p>j. Program core &amp; required courses grades; Internship, thesis, or capstone project grades.</p> <p>b. Program core &amp; required courses</p>	<p>During fall 2006, faculty reviewed the MS in Geriatric Recreational Therapy program and determined the following:</p> <ul style="list-style-type: none"> <li>• Excessive amount of elective courses (6-9 credits).</li> <li>• Difficult for students to find online courses to take as electives.</li> <li>• Total credits of 42 excessive.</li> </ul> <p>Based on these findings, the faculty implemented the following:</p> <ul style="list-style-type: none"> <li>• Program revision submitted to the CHP &amp; FGCU Curriculum committees to reduce total program credits from 42 to 36.</li> <li>• Elective course option reduced from 9 credits to 3 credits.</li> <li>• No other program changes requested at this time.</li> </ul>

## Division of Health Sciences Integrative Program Matrix

### Master of Science in Geriatric Recreation Therapy Program

University Student Learning Outcomes	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
<p>Demonstrate effective use of a variety of communication skills and modalities.</p>	<p>3. Support faculty and student participation in scholarly activity.</p> <p>4. Promote active involvement of faculty and students in providing service to local and global communities.</p>	<p>b. Develop creative and flexible evidence-based practice approaches to meet the rapidly changing demand of geriatric practice.</p> <p>c. Contribute to the advancement of knowledge in geriatric recreational therapy through scholarly inquiry.</p> <p>d. Effectively collaborate and interact with other disciplines within geriatric healthcare and human service settings.</p> <p>e. Actively participate in and contribute to professional activities at the local, state, and national levels.</p> <p>f. Supervise and work in cooperation with rehabilitation paraprofessionals and professionals in aging services.</p> <p>i. Contribute to the community through both leadership roles and advocacy roles for quality healthcare and quality of life for older adults.</p> <p>j. Practice in a wide variety of settings for older adults with appropriate service delivery models for each setting.</p> <p>[GEY GEY 5205, 6324, 6334, 6655, 6942; HSC 6911, 6975; IHS 5508, 6500]</p>	<p>grades; Internship, thesis, or capstone project grade.</p> <p>c. IHS 6500, thesis, and project grades.</p> <p>d. Program core &amp; required courses grades; Internship, thesis, or capstone project grades.</p> <p>e. Alumni surveys.</p> <p>f. Alumni surveys.</p> <p>i. Alumni survey; Internship and project grades.</p> <p>j. Program core &amp; required courses grades; Internship, thesis, or capstone project grades.</p> <p>a. Alumni surveys; Program core &amp;</p>	<p>During spring 2005, assessments of students and preceptors in GEY 6334 Advanced Practice Gero RT course were analyzed. It appears that 2 of the 3 students performed well. The one student that received ratings of 3 or below needs help in the area of clinical judgment and rehabilitation experience. Faculty will need to evaluate courses to make sure an emphasis is placed on these two areas.</p> <p>Preceptors are doing a good job but need to be mentored on the following:</p> <ul style="list-style-type: none"> <li>• Developing clear learning objectives.</li> <li>• Developing clinical assignments that are challenging and enhance student learning.</li> <li>• Better communication and active dialog with students.</li> <li>• Ability to relate theory to clinical practice.</li> </ul>

## Division of Health Sciences Integrative Program Matrix

### Master of Science in Geriatric Recreation Therapy Program

University Student Learning Outcomes	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
<p>Exhibit professional and technical expertise consistent with discipline and/or content area accrediting or licensing bodies.</p>	<p>1. Prepare students to assume vital roles as health professionals delivering care in diverse and dynamic interdisciplinary and global environments.</p>	<p>a. Demonstrate the ability to be competent geriatric recreational therapists and contributing members of a demographically changing society.</p> <p>b. Develop creative and flexible evidence-based practice approaches to meet the rapidly changing demands of geriatric practice.</p> <p>d. Effectively collaborate and interact with other disciplines within geriatric healthcare and human service settings.</p> <p>f. Supervise and work in cooperation with rehabilitation paraprofessionals and professionals in aging services.</p> <p>g. Articulate and apply professional standards, intervention approaches, conceptual frameworks, and expected outcomes as related to geriatric recreational therapy.</p> <p>i. Contribute to the community through both leadership roles and advocacy roles for quality healthcare and quality of life for older adults.</p> <p>j. Practice in a wide variety of settings for older adults with appropriate service delivery models for each setting.</p> <p>[GEY 5005, 5205, 5255, 5325, 6324, 6334, 6613, 6626, 6645, 6655, 6942; HSC 6911, 6975; IHS 5508, 6500]</p>	<p>required courses grades; Internship, thesis, or capstone project grades.</p> <p>b. Program core &amp; required courses grades; Internship, thesis, or capstone project grades.</p> <p>d. Program core &amp; required courses grades; Internship, thesis, or capstone project grades.</p> <p>f. Alumni surveys.</p> <p>g. Required course grades; Internship, thesis or capstone project grade.</p> <p>i. Alumni survey; Internship and project grades.</p> <p>j. Program core &amp; required courses grades; Internship, thesis, or capstone project grades.</p> <p>e. Alumni surveys.</p>	<p>Results will be shared with faculty in fall 2005 and recommendations for any improvements will be considered at that time.</p>

## Division of Health Sciences Integrative Program Matrix

### Master of Science in Geriatric Recreation Therapy Program

University Student Learning Outcomes	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work.	<p>2. Promote the values of ethical, competent, and compassionate care.</p> <p>5. Foster career advancement of health professionals and commitment to lifelong professional development.</p>	<p>e. Actively participate and contribute to professional activities at the local, state, and national levels.</p> <p>f. Supervise and work in cooperation with rehabilitation paraprofessionals and professionals in aging services.</p> <p>i. Contribute to the community through both leadership roles and advocacy roles for quality healthcare and quality of life for older adults.</p> <p>[GEY 6645, 6655, 6942; IHS 6112, 6500]</p>	<p>f. Alumni surveys.</p> <p>i. Alumni survey; Internship and project grades.</p>	
Demonstrate the capacity for continuing learning, growth, and scholarly activity in their respective disciplines and fields of study.	<p>5. Foster career advancement of health professionals and commitment to lifelong professional development.</p>	<p>b. Develop creative and flexible evidence-based practice approaches to meet the rapidly changing demands of geriatric practice.</p> <p>c. Contribute to the advancement of knowledge in geriatric recreational therapy through scholarly inquiry.</p> <p>e. Actively participate and contribute to professional activities at the local, state, and national levels.</p> <p>[GEY 5205, 6324, 6334, 6655; IHS 6500]</p>	<p>b. Program core &amp; required courses grades; Internship, thesis, or capstone project grades.</p> <p>c. IHS 6500, thesis, and project grades.</p> <p>e. Alumni surveys.</p>	

# **Integrative Program Matrix**

## **College of Health Professions**

### **Division of Health Sciences**

#### **College of Health Professions Mission Statement**

The Florida Gulf Coast University College of Health Professions provides students with health professions education that is grounded in academic excellence, fosters critical thinking and ethical practice, and promotes interdisciplinary collaboration. Faculty in baccalaureate and graduate education programs facilitate development of active learning, utilize multiple delivery systems, and cooperate with community partners to prepare competent caring health professionals.

#### **Division of Health Sciences Mission Statement**

The Division of Health Sciences mission emerges from, and is congruent with the mission of the College of Health Professions (CHP) and Florida Gulf Coast University (FGCU). The Division of Health Sciences aims to meet community and market needs by providing future-oriented, accessible, student-focused undergraduate and graduate education programs that foster professional growth, career mobility, diversification, and advancement for health professionals. Faculty and administrators are committed to interdisciplinary education and practice experiences for health professionals from a variety of disciplines within the division and across the College of Health Professions. Faculty, administrators, students, and graduates will assume the responsibility of academic excellence, empathy and professionalism within their scope of practice, and will be empowered to act as ambassadors for health care consumers, the health professions, the College of Health Professions, and Florida Gulf Coast University.

#### **Geriatric Recreation Therapy Program Goals**

Graduates of the Master of Science in Geriatric Recreation Therapy Program are prepared to serve as health care leaders in advanced professional roles within the diverse geriatric health services delivery system. In addition, graduates acquire skills and expertise in planning, developing, and implementing innovative and quality health care services for older adults using recreational therapy modalities.