

## General Studies Gold Request Form

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Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

### Submission Information

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College/School

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Watts College of Public Service & Community Solutions (CPP)

Department/School

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School of Community Resources and Development (CCOMRES)

Submission Type

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New Request

Requested Effective Date

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Spring 2025

ASU Request

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Is this request for a permanent course or a topic?

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Permanent Course

Subject Code

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RTH

Course Number

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450

Units/Credit Hours

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3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

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Therapeutic Recreation and Community Health

Course Catalog Description

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Explores health and social needs among vulnerable populations through classroom instruction and field exposure to maximize understanding and skill mastery assessing, planning and facilitating recreational therapy activities to promote community well-being.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

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Prerequisite(s): minimum 45 hours; Credit is allowed for only PRM 550 or RTH 450 (PRM 450) OR Visiting University Student

Is this a crosslisted course?

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No

Is this course offered by (shared with) another academic unit?

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No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

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## General Studies Gold Designation Request

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### Requested Designation

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#### Governance and Civic Engagement (CIVI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

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[RTH 450\\_Syllabus\\_CIVI.docx.docx](#)

#### Governance and Civic Engagement (CIVI)

Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.

Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area also develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

Upon completion of a course in Governance and Civic Engagement, students will be able to complete all outcomes in one of the two following groups.

#### **Group 1:**

1. Analyze the context and consequences of one or more collective decision-making theories or practices.
2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

#### **Group 2:**

1. Articulate diverse perspectives on the common or collective good.
2. Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.
3. Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Choose the appropriate group of CIVI learning outcomes for this course.

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## Group 1

**Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.**

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

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CIVI Learning Outcome 1 (Group 1): Analyze the context and consequences of one or more collective decision-making theories or practices.

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Collaborating Course Project: The collaborating course project brings students together to share and discuss individual case studies with the intent to create an innovative community health solution for individuals living with a chronic health condition(s) or disability using therapeutic recreation principles and practices. The assignment involves designing programs guided by evidence-based practices gathered from individual case studies framed by the AIPE process (assess, plan, implement, evaluate). Students participate in fishbowl conversations to first share the details of their individual case studies, second discuss the constraints and facilitators to well-being with similar population groups, and third critique other group conversations. The fishbowl conversation method is used to include multiple voices in the process of designing and planning therapeutic recreation health promotion programs. A detailed explanation of the assignment is outlined in the attached assignment description.

CIVI Learning Outcome 2 (Group 1): Define an element of the common good and propose a way to pursue it within a specific contemporary context.

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Interprofessional Skills Assignment: The purpose of the interprofessional skills assignment is for students to develop an understanding of the value of interprofessional practice to improving health of communities worldwide through team-based collaborative services. Students will learn about the interprofessional competencies and outline how they can be applied in practice with their case study through interprofessional collaboration where two or more professions work together to achieve a common goal. First students complete learning material provided by I-TEAM by Design and second establish an interprofessional collaboration plan for their case study. The training program educates individuals and teams in core concepts of patient-centered, team-based healthcare delivery, and provides training opportunities to enhance interpersonal and interprofessional communication and connectivity. The interprofessional collaboration plan includes an outline of the purpose of the innovation, goals and objectives and a description of

how different disciplines contribute to the innovation. A detailed explanation of the assignment is outlined in the attached assignment description.

CIVI Learning Outcome 3 (Group 1): Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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Case Study Assessment: Students use the therapeutic recreation process and practice interviewing and assessment techniques to gather holistic information from an individual living with chronic health conditions. The aim is to gain perspective on individual and relational strengths and needs and enhance understanding of community and societal factors impacting health. Students will gather information about illness or disabling condition in advance to personalize assessment tool, conduct an interview, gathering holistic health information, and write an assessment summary and plan of care. A detailed explanation of the assignment is outlined in the attached assignment description.

List all course-specific learning outcomes. Where appropriate, identify the associated CIVI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a CIVI learning outcome.

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- The scope of recreational therapy practice; including community health systems, service delivery settings, population characteristics, roles and functions, and globalization. 1a. (modules 0, 1, 3, 5)
- The role and function of therapeutic recreation professionals in public health and systems such as medical, recreation, education, and related health and human services 1b. (modules 0, 2, 4, 5) CIVI LO2 Group 1
- Theories and concepts of health, play, recreation, and leisure from a historical, psychological, cultural, and philosophical perspective. 1c. (module 0, 1) CIVI LO2 Group 1
- Implications of social, cultural, political, and economic conditions influencing disparities of health and health care. (social determinants of health) 1f. (modules 1, 2, 3, 5)
- Strategies for effective verbal and nonverbal messaging when communicating with diverse audiences. 2a. (module 0 – 5) CIVI LO3 Group 1
- Medical and disabling conditions, disorders, and impairments that affect an individual's health and functioning across a lifespan. 3a. (modules 0 – 5)
- The physical, cognitive, emotional, and social human limitations across a lifespan impacting activities and participation in work/school, self-maintenance, and leisure. 3c. (module 2, 3, 5)
- Approaches to collecting comprehensive and accurate data from clients in an efficient and effective manner to create collaborative strategies for health care. 3d. (module 1, 2) CIVI LO1 Group 1
- Integrate diverse perspectives and client strengths, needs, abilities, resources and preferences into the service plan. 4b. (module 1, 2, 3, 5)
- Approaches to establishing and maintaining therapeutic relationships that align with cultural expectations of the individual served, team, and family. 5a. (module 2) CIVI LO3 Group 1
- Leadership skills including initiative, decision making and problem solving related to different facets of professional practice. 5c (modules 4, 5)
- Interpret evaluation data to plan and revise quality interventions and programs (modules 4, 5) CIVI LO3 Group 1
- The interprofessional competencies (values/ethics, roles/responsibilities, communication, and teamwork) essential to collaborative practice. 8d. (modules 4, 5)

## Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - August 13, 2024 at 8:22 AM (America/Phoenix)

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## Department Approval

Approved

Olya Sharifi - August 13, 2024 at 8:23 AM (America/Phoenix)

Chris Hiryak

Christine Buzinde

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## GSC Coordinator Review

Sent Back

Alicia Alfonso - August 13, 2024 at 5:07 PM (America/Phoenix)

Per the instructions on the form, current syllabus information must also be entered in Quali Curriculum Management (CM). If you don't have access to Quali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Quali CM course proposals. Please see the General Studies Request FAQ for more information: [https://docs.google.com/document/d/1BF\\_lpZ4neXWRQgZfXj-5ILS07EEEnNu34Z35S8CrAEVk/](https://docs.google.com/document/d/1BF_lpZ4neXWRQgZfXj-5ILS07EEEnNu34Z35S8CrAEVk/)

April Randall

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## Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - August 14, 2024 at 10:22 AM (America/Phoenix)

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## Department Approval

Approved

Olya Sharifi - August 14, 2024 at 10:22 AM (America/Phoenix)

Chris Hiryak

Christine Buzinde

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## GSC Coordinator Review

Approved

Alicia Alfonso - August 14, 2024 at 2:01 PM (America/Phoenix)

Proposal to add syllabus data to CM is at Provost office review level.

April Randall

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## Assistant Vice Provost Review

Sent Back

Tamiko Azuma - August 15, 2024 at 3:45 PM (America/Phoenix)

In the assessment descriptions for the learning outcomes, please delete the last sentence and replace it with "Details on this assignment and how it aligns with the learning outcomes are provided as an addendum in the provided syllabus." This information will be important for the General Studies Council review and I want to make sure they see it.

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## Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - August 19, 2024 at 9:16 AM (America/Phoenix)

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## Department Approval

Approved

Olya Sharifi - August 19, 2024 at 9:17 AM (America/Phoenix)

Clarify offered in the first page of Syllabus for Committee per Dr. Azuma's suggestion.

Chris Hiryak

Christine Buzinde

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## GSC Coordinator Review

Approved

Alicia Alfonso - August 19, 2024 at 4:19 PM (America/Phoenix)

The note you included in the comment back to the unit - were you asking them to adjust the syllabus or the proposal? It sounds like proposal, but they adjusted the syllabus.

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - August 19, 2024 at 4:22 PM (America/Phoenix)

All required elements confirmed.

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## Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - August 19, 2024 at 5:27 PM (America/Phoenix)

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## Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Tamara Rounds

Michelle Saint

Megan Foutz - August 30, 2024 at 1:33 PM (America/Phoenix)

The CIVI subcommittee would like to request that this course be revised and resubmitted. We would like to see more focus or evidence that the class analyzes decision making procedures, theories and practices, and how it relates to the common good.

Julia Thompson

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## General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Olya Sharifi

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## College Notification

Notification

Judy Krysik

Margaretha Bentley

Cody Telep

Olya Sharifi

Chris Hiryak

William Terrill

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## ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

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## DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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## EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel

Erica Green

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