

# Committee on Accreditation of Recreational Therapy Education: Applicant Orientation and Visitor Training

Presented by

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Committee on Accreditation of Recreational Therapy Education  
(CARTE)

# Session Description:

- This 2 part seminar is designed to orient recreational therapy practitioners and educators about accreditation under the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation of Recreational Therapy Education (CARTE).
- In addition, participants will acquire knowledge of the standards and guidelines for recreational therapy accreditation, and procedures for seeking accreditation.
- Interested participants will gain knowledge needed to apply to be an accreditation visitor for the CARTE.

# Participant Learning Outcomes

Following participation in the session, participants will be able to:

- **1.0 Describe the rationale for accreditation and at least three benefits of academic accreditation.**
- **2.0 Describe the basic procedures for applying for accreditation and how to acquire materials for the application process.**
- **3.0 Differentiate between a standard and a guideline and to identify key elements to determine compliance with CARTE Standards and Guidelines.**
- **4.0 Identify the elements of the CARTE Procedures Manual and the use of the manual**
- **5.0 Describe the process for becoming a CARTE accreditation visitor.**

# Take the Site Visitor Quiz

- [www.caahep.org](http://www.caahep.org)

# I. Accreditation of Education: A Brief Overview

# I. Overview of Accreditation

- What is Accreditation?
  - Began in Higher Education
- Institutional versus Program Accreditation
- Institutional Accreditation
  - Based on objectives & self-study
  - Required by NCTRC
- Program Accreditation
  - Departments/degrees
  - Professional Standards
  - Not mandated by NCTRC

# I. Overview of Accreditation

Educational accreditation should:

1. Provide evaluation and judgments of institutions and programs,
2. Offer guidelines that influence decisions regarding an educational program including:
  - a. specific student outcomes (knowledge, skills, and abilities),
  - b. the number of hours of a particular subject area offered, and
  - c. the types of learning experiences students undertake.

# Value of Academic Program Accreditation

- According to the Institute of Medicine (1995), accreditation, if effective:
  - Protects the public welfare by ensuring that health professions' graduates are appropriately prepared to provide health care services,
  - Ensures that their educational program meets basic standards and facilitates the transfer of credit between different programs.
  - Guards public funds from use in support of inferior programs.



# Functions of Accreditation

The U. S. Department of Education, states that accreditation programs are used to:

1. Verify that a program or institution meets established standards.
2. Assist students in identifying acceptable institutions for study.
3. Identify programs for the investment of public and private funds.
4. Establish criteria for professional certification and licensure\*
5. Create goals for self-improvement of weaker programs and stimulate a general raising of standards among educational institutions.

[www.ed.gov/print/admins/finaid/acred/accreditation.html](http://www.ed.gov/print/admins/finaid/acred/accreditation.html)

# Role of the U.S. Department of Education (DOE)

A sponsoring institution (e.g., college or university) must be at least one of the following:

A post-secondary academic institution accredited by an institutional accrediting agency that is recognized by the U.S. Department of Education, and authorized under applicable law or other acceptable authority to provide a postsecondary program, which awards a minimum of a baccalaureate degree at the completion of the program.

# Role of the CHEA

- The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is a programmatic postsecondary accrediting agency recognized by the Council for Higher Education Accreditation (CHEA).
  - **Council for Higher Education Accreditation (CHEA)**
    - an organization of degree-granting colleges and universities in the U.S.
    - identifies its purpose as providing national advocacy for self-regulation of academic quality through accreditation in order to certify the quality of higher education accrediting organizations, including regional, faith-based, private career, and programmatic accrediting organizations.
    - CHEA has approximately 3,000 academic institutions as members, and currently recognizes approximately 60 accrediting organizations.[\[](#)

## II. Introduction to CARTE

# Committee on Accreditation of Recreational Therapy Education (CARTE)

- Established by the North Carolina Recreational Therapy Association (NCRTA) in 2008
  - To investigate the feasibility of an academic accreditation program for *recreational therapy*.
    - Significant professional need and because the state has nine (9) colleges/universities with degrees/options in RT/TR
      - four with specific degrees in recreational therapy.

# CARTE

The CARTE was introduced and discussed at

- NCRTA in 2008 and 2009
- SRTS in 2009 and 2010
- TREC II in 2009
  - 65% of the TREC II participants voted to support the CARTE approach to accreditation (Jordan & Passmore, 2010).
- ATRA in 2009, 2010, and 2011

# CARTE

In January 2010, the American Therapeutic Recreation Association (ATRA) completed a comprehensive review of accreditation options for the profession.

- Working documents of CAAHEP - CARTE were evaluated
- Working documents of the NRPA/COAPRT option were evaluated.

The ATRA Board voted to support CAAHEP as the national accreditation mechanism for recreational therapy education.

# Commission on Accreditation of Allied Health Education Programs (CAAHEP)

- The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is a programmatic postsecondary accrediting agency recognized by the Council for Higher Education Accreditation (CHEA)
  - carries out its accrediting activities in cooperation with 18 review committees (Committees on Accreditation).
  - CAAHEP currently accredits over 2100 entry level education programs in 22 health science professions.



# CAAHEP

- CAAHEP, a 501(c)(3) tax exempt organization, was formed in 1995. Its predecessor organization was the Committee on Allied Health Education and Accreditation (CAHEA). CAHEA was part of the American Medical Association (AMA).

# CAAHEP

In April 2010, CARTE and ATRA completed the CAAHEP applications to:

- Recognize Recreational Therapy as an allied health profession,
- Accept ATRA as the sponsor for academic accreditation, and
- Accept CARTE as the accreditation mechanism for recreational therapy education.

CARTE was accepted an allied health profession accreditation committee and a Committee on Accreditation (CoA) of CAAHEP in April of 2010.

# CAAHEP S&G for Accreditation of Recreational Therapy Education

After several revisions and input from the CAAHEP Standards Committee, the CARTE submitted the *Standards and Guidelines for Accreditation of Recreational Therapy Education* in June 2010.

- Call was distributed for comment on the standards and guidelines during the CAAHEP comment period and open hearing.
- Comments were received and many were incorporated into the document.

# CAAHEP S&G for Accreditation of Recreational Therapy Education

- Final revised CAAHEP *Standards and Guidelines for Accreditation of Recreational Therapy Education* were accepted by CAAHEP on August 20, 2010.
- Note: The *Standards and Guidelines for Accreditation of Recreational Therapy Education* is not a static document. CARTE is currently seeking professional input in the review of the standards to ensure responsiveness.

# CARTE Board

- Nine Members – Staggering 3 year terms
  - 3 educators
  - 3 practitioners
  - 1 employer
  - 1 public member
  - 1 consumer (student in RT)

# CARTE Board Members

- Thomas K. Skalko, Ph.D., LRT/CTRS (Educator-Chair) 2013 - 2016
- Bryan McCormick, Ph.D., CTRS (Educator-Vice Chair) 2012 - 2014
- Pam Wilson, MS, LRT/CTRS (Employer -Treasurer) 2013 – 2016
- Andrew Ritcey, MA, CTRS (Practitioner) 2012 – 2015
- Teresa Beck , Ph.D., CTRS (Educator-Member at Large) 2011 – 2014
- Cliff Burnham, CTRS (Practitioner) 2011-2014
- Andrea King, CTRS (Practitioner) 2013 – 2016
- Courtney Baker (Student/Consumer) 2013 - 2014
- Scott Jordan ( Public Member) 2013 – 2014
- Tim Passmore, Ph.D., TRL/CTRS (ATRA Board Liaison)

# CARTE By-Laws

- CARTE functions as a Committee on Accreditation (CoA) under CAAHEP, a 501(c)(3) tax exempt organization.
- CARTE is incorporated in the State of North Carolina.
- CARTE By-Laws and policies can be found at <http://www.caahep.org/carte>

# CARTE Mission, Vision, Values

## **Mission:**

The mission of CARTE is to promote the highest levels of professional competence of recreational therapists through:

- the development and promotion of professional preparation standards reflecting the current needs of consumers and practice environments;
- the encouragement of excellence in educational program development; and
- the accreditation of recreational therapy professional preparation programs.



# CARTE Mission, Vision, Values

## Vision:

The vision of CARTE is to provide effective leadership in the accreditation of recreational therapy and therapeutic recreation education which results in a standard of excellence in safe and effective recreational therapy practice. As a Committee on Accreditation of the Commission on Accreditation of Allied Health Education Programs, CARTE is committed to the development of standards and procedures to effectively prepare students for safe and effective practice in the diversity of settings and populations served by recreational therapists.

# CARTE Mission, Vision, Values

## Vision:

CARTE is committed to:

1. Promoting self-evaluation, and continuing development and improvement of professional preparation programs in recreational therapy and therapeutic recreation that remain relevant and responsive to the needs of patients and consumers and the changing nature of safe and effective recreational therapy practice as a component of healthcare service delivery; and
2. Facilitating the preparation of recreational therapy professionals for the provision of services that: promote optimal health and functioning of the patient and consumer, value human dignity, and offer opportunities for independence and community involvement.

# CARTE Mission, Vision, Values

## Core Values:

The Statement of Core Values of CARTE provides further clarification and support for the CARTE Mission and Vision statements. The CARTE believes in:

- advancing the recreational therapy profession through quality and excellence in recreational therapy education that results in advanced levels of safe and effective recreational therapy practice;
- serving as a responsible leader in protecting the public, including patients and consumers through the promotion of safe, effective, consistent, and competent RT practice;
- ensuring a fair, consistent, relevant, and ethical decision-making process in recreational therapy educational practices;

# CARTE Mission, Vision, Values

## Core Values:

- promoting cooperation, and collaboration in accreditation of recreational therapy and therapeutic recreation education to influence and encourage growth, and consistently increasing levels of competence in recreational therapy practice; and
- creating and strengthening standards that reflect the needs of the patient and consumer and society as-a-whole, respect the integrity of instructional approaches and strategies, and encourage educational program improvement and best practices in recreational therapy education and clinical practice.

# Interface Between CARTE and ATRA

- ATRA serves as the sponsor of CARTE to CAAHEP and pays a CAAHEP sponsorship fee.
- ATRA has a seat on the CAAHEP Board of Commissioners.
- Initially, ATRA provided CARTE with some seed operating expenses. Currently, CARTE is self-sufficient.
- CARTE and ATRA work collaboratively in the interest of educational accreditation.
- CARTE, however, functions as a CoA of CAAHEP in managing the review of academic programs seeking accreditation and the recommendations of accreditation decisions.

# Current CARTE Accredited Programs

Western Carolina University

Temple University

East Carolina University

Slippery Rock University

- Request for Accreditation Services
  - Five Universities have submitted RAS applications

# III. Overview of Accreditation Process and CAAHEP Standards and Guidelines

# The Accreditation Process

- Institutions will request CAAHEP accreditation review.
- Institution will perform a self-study based on *CAAHEP Standards for Accreditation of Recreational Therapy Education* and pay fees.
- Institution will request a site visit.
  - 3 visitors (2 educators and 1 practitioner).



# The Accreditation Process

- Following a review of the self-study materials and the site visit:
  - Visitation team will meet with administrative personnel
  - Offer a preliminary report to the school
- Formal report submitted to CARTE Board (30 days) and report to school within 6 weeks to correct factual errors.
- Recommendation submitted from CARTE to CAAHEP for action and notification to the institution of accreditation status.

# Accreditation Decisions

- Initial Accreditation
- Continuing Accreditation
- Transfer of Sponsorship
- Probationary Accreditation
- Withhold of Accreditation, or
- Withdrawal of Accreditation.

# CARTE Fees

- CARTE Application Fee - \$2,100.00 (\$600 due upon request for application for accreditation)
- Annual Fees:
  - Annual Accreditation Maintenance Fee - \$600
  - Annual College/University Fee - \$450
    - Payable to CAAHEP
    - University can have as many programs as appropriate covered for one fee. Due when approved for accreditation
- Visitation Costs for site visits (assumed by the institution)

*CAAHEP Standards and Guidelines for  
the Accreditation of Recreational  
Therapy Education*

# Standards and Guidelines

## I. Sponsorship

### A. Sponsoring Educational Institution.

## II. Program Goals

### A. Program Goals and Outcomes (Written...

### C. Minimum Expectations

- The program must have the following goal defining minimum expectations:
  - “To prepare competent entry-level recreational therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
  - *Nothing in this Standard restricts programs from formulating goals beyond entry-level competence*

# S&G Continued

## III. Resources

A. Type and Amount

B. Personnel

Program Director

Faculty & Instructional Staff

Clinical Instructors

C. Curriculum

D. Resource Assessment

# IV. Student and Graduate Evaluation/ Assessment

## A. Student Evaluation

1. Frequency and purpose
2. Documentation of student evaluation

## B. Outcomes

### 1. Outcomes Assessment

The program must periodically assess its effectiveness in achieving its stated goals and learning domains. The results of this evaluation must be reflected in the review and timely revision of the program.

e.g., national credentialing examination performance, competency assessment, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement, and programmatic summative measures.

## IV. Student and Graduate Evaluation/ Assessment

1. The program must meet the outcomes assessment thresholds of CARTE.
2. Outcomes Reporting



# V. Fair Practices

## A. Publications and Disclosure

1. Announcements, catalogs...
2. At least the following must be made known to all applicants and students:
  - a. the sponsor's institutional and programmatic accreditation status...
  - b. admissions policies and practices...
3. At least the following must be made known to all students:
  - a. Academic calendar, grievance policies,...
4. The sponsor must maintain, and provide upon request, current and consistent information about student/graduate achievement...

# V. Fair Practices

- B. Lawful and Non-discriminatory Practices
- C. Safeguards
- D. Student Records
- E. Substantive Change
- F. Agreements

# APPENDIX B

## Curriculum Competency Requirements

# CAAHEP Standards and Guidelines

CAAHEP Standards and Guidelines are the minimum standards of quality used in accrediting programs that prepare individuals to enter the recreational therapy profession.

- Standards are the minimum requirements to which an accredited program is held accountable.
- Guidelines are descriptions, examples or recommendations that elaborate on the Standards. Guidelines are not required, but can assist with interpretation of the Standards.
- Standards are printed in regular typeface in outline form. Guidelines are printed in italic typeface in narrative form.

# Curriculum Competency Requirements

## 1.0 Curriculum Content Requirements

- The content areas and associated competency statements are adapted by CARTE from the *ATRA Guidelines for Competency Assessment and Curriculum Planning for Recreational Therapy Practice* (2008).

# Curriculum Content Standards

- 1.1 Foundations of Professional Practice (23 K,S)
- 1.2 Individualized Patient/Client Assessment (15K,S)
- 1.3 Planning Treatment/Programs (10 K,S)
- 1.4 Implementing Treatment/Programs (15 K,S)
- 1.5 Students must acquire specific modality/skills and facilitation techniques used as treatment interventions in recreational therapy practice.  
*(Guideline is 3 specific modality skills & facilitation techniques used in RT treatment with a minimum of 15 hours of contact time)*

# Curriculum Content Standards

1.6 Evaluating Treatment/Programs (6 K,S)

1.7 Managing Recreational Therapy Practice (16 K,S)

**Total of 85 RT K,S competencies.**

1.8 Support Content/Competencies

Support Content must include: anatomy and physiology, kinesiology or biomechanics, human growth and development, psychology, cognitive or educational/learning psychology, abnormal psychology, and disabling conditions (ATRA 2008, pp. 46-51). **(Total of 29 K,S competencies)**

# Curriculum Competency Requirements

## 1.9 Clinical Education Experiences:

1.9.1 The recreational therapy/therapeutic recreation curriculum must include provision for clinical experiences, including clinical education/practicum and clinical internship/field placement, under the direct supervision of a qualified clinical instructor in an appropriate setting.



# Curriculum Competency Requirements

## 1.9 Clinical Education Experiences:

1.9.3 The clinical internship or field placement experience must meet the requirements of the national credentialing organization and state laws... performance of duties of a recreational therapist during the clinical internship or field placement must be assessed on the CARTE approved, "Clinical Performance Appraisal Summary Form" (ATRA, 2000, pp. 85-86).

# Self Visit Team Review and Evaluation Procedure

# Phases

- Phase I: Review of Program Self-Study Report
- Phase II: Site Visit and Review of the Program
- Phase III: Findings and Final Report and Recommendation on Accreditation

The Self-Study Report is intended to provide evidence of the program's compliance with CAAHEP Standards and Guidelines and the curriculum content competencies in both recreational therapy and support content. The suggested content to be included in the Self-Study Report is as follows:

- Program Overview
- Compliance with CARTE Standards and Guidelines
- Information on Faculty
- Clinical Education and Experiences
- Competencies and Learning Outcomes
- Appendices

Form Number	Title	Description	Report Section
1	CARTE Request for Accreditation Services	This form is completed online and provides basic information on the sponsoring institution's Chief Administrative Officer (CAO), Dean (or comparable administrator), Department Chair and/or Program Director	Separate
2	Program Overview Questions	<p>Seven sections of information providing an overview of the Program, including:</p> <ul style="list-style-type: none"> <li>• Historical Overview</li> <li>• Program Goals and Objectives,</li> <li>• Methods to Assure Continued Appropriateness of Program Goals and Objectives</li> <li>• How Program Goals and Objectives are Used in Program Planning and Implementation</li> <li>• Special Considerations Which Impact the Program Characteristics</li> <li>• Mission of the Sponsoring Institution</li> <li>• Mission of the Program</li> </ul>	Program Overview

3	Institutional Program Information	<p>Program data, including:</p> <ul style="list-style-type: none"> <li>• Length of the program</li> <li>• Total credits for completion</li> <li>• Maximum class size</li> <li>• Actual current enrollment</li> <li>• Number of students admitted each year</li> <li>• Type of degree awarded</li> <li>• Number of RT/TR faculty (full and part-time)</li> <li>• Number of internship sites</li> <li>• Year Program enrolled the first class</li> </ul>	Program Overview
4	CARTE Standards and Guidelines Response Form	Provides the Program the opportunity for verification of compliance with CARTE Standards and Guidelines. This verification should be supported by information or data which should appear in an appendices. For each standard area, the program documents how the standard is met and the exact location of supporting documentation within the appendices.	Compliance with CARTE Standards, Guidelines
5	CARTE Academic Program Self-Assessment Summary	This summary form lists the program's courses related to the curriculum content competencies in recreational therapy and support. For each competency content area, the program lists the exact course title, number and credits.	Compliance with CARTE Standards, Guidelines
6	Recreational Therapy Knowledge and Skills Compliance Matrix	Documents the exact course covering each knowledge and skill listed for recreational therapy content and support content competencies. This is a very detailed delineation of the location for coverage of each competency standard.	Compliance with CARTE Standards, Guidelines

7	Standardized Course Syllabus Form	This is the cover sheet used for each course syllabus submitted with the Self-Study Report. The form includes course name, number, prerequisites, description, student learning objectives, academic hours, instructor, semester taught, required text, student requirements, topic outline/schedule, course evaluation, and emergency preparedness instructions.	Appendices
8	Faculty Biographical Summary	Presents faculty biographical data in a standardized format including education/training, professional experience, certification/licensure, courses taught over the past two years, and scholarship/presentations for the past five years.	Information on Faculty
9	Student Evaluation	Survey of information from current students. The program must submit a blank copy of the actual survey used along with an accurate analysis of survey data. Survey results must include the number sampled, the response rate to the survey, and a summary of overall ratings on a scale from 1 to 5 with five being the highest, positive rating.	Appendices
10	Graduate Survey	Survey of information from graduates of the program covering at least the most recent past three years. The program must submit a blank copy of the actual survey used along with an accurate analysis of survey data. Survey results must include the number sampled, the response rate	Appendices

		to the survey, and a summary of overall ratings on a scale from 1 to 5 with five being the highest, positive rating.	
11	Faculty Assessment Form	This survey allows individual faculty members to evaluate program resources. The survey should be completed by program faculty, clinical instructors, and advisory committee members.	Appendices
12	Employer Survey	Survey of information from employers of graduates of the program covering at least the most recent past three years. The program must submit a blank copy of the actual survey used along with an accurate analysis of survey data. Survey results must include the number sampled, the response rate to the survey, and a summary of overall ratings on a scale from 1 to 5 with five being the highest, positive rating.	Appendices



# V. CARTE Site Visitors

# CARTE Site Visitors

## Qualifications and Application:

Site visitors are expected to have sufficient academic and professional experience to evaluate academic preparation for recreational therapy practice. Qualifications must include:

1. Possess a minimum of an earned Bachelor's Degree.
2. Have a minimum of three years of relevant professional experience, including a minimum of one year of direct service delivery in recreational therapy/therapeutic recreation
3. Be nationally certified, in good standing, in recreational therapy/therapeutic recreation, and
4. Have registration, certification, or licensure in recreational therapy/therapeutic recreation as required by state laws.

# CARTE Site Visitors

## Application and Selection

Those interested in being considered as a CARTE Site Visitor should send a letter and biographical summary to:

The Committee on Accreditation of Recreational Therapy  
Education (CARTE)

C/O Thomas K Skalko, Ph.D. LRT/CTRS

[carte@gmail.com](mailto:carte@gmail.com)

# CARTE Site Visitors

Application and Selection

Pre-requisite Training

# Roles and Responsibilities

- Role of Site Visitors:
  - Site Visitors are evaluators who work on behalf of CAAHEP-CARTE to review the academic program's Self-Study Report, materials and data and
  - Conduct a site visit to verify the academic program's compliance with the CAAHEP S&G.

# Obligations of Site Visitors

- It is a responsibility and obligation of Site Visitors to be fair, accurate, ethical and professional in all communications with all representatives of the academic program seeking accreditation and with the CARTE Board of Directors.
- Site Visitors are expected to be timely and detail-oriented in the review of all Self-Study materials, in conducting the Site Visit and in completing the Site Visit Summary Report.

# Duties of Site Visitors

- Upon receiving a completed Self-Study Report... the CARTE board of directors will:
  - Appoint a Reviewer from the CARTE board and a three person (two educators and one practitioner) Site Visit Team.

# Final Duties of Site Visitors

- Duties of the team include:
  - Schedule a date and an agenda for the Site Visit.
  - Conduct a detailed review of the Site Visit Report ...
  - Determine any gaps, missing or incomplete information
  - Complete the Site Visit Summary Report within 30 days of the Site Visit.
  - Send a draft of the Site Visit Summary Report to the CARTE Board of Directors for preliminary review.
  - Send the Site Visit Summary Report to the Program Director of the academic program seeking accreditation for verification of accuracy and completeness.



# Final Duties of Site Visitors

- Upon receiving a response from the Program Director that the Site Visit Summary Report is accurate and complete
- Send final Site Visit Summary Report to CARTE Board for a recommendation of accreditation status to CAAHEP Board of Directors.

# Examples of Site Visitor Duties

- PRIOR TO SITE VISIT
  - READ THE SELF STUDY!
- ENGAGE IN THE SITE VISIT
  - EXAMPLE SCHEDULE

# Examples of Site Visitor Duties

## Site Visit

Activity 1: Meeting with Academic Program Director & Chairperson.

- review the schedule of activities planned by the program director for the site visit, making adjustments as necessary. (15 minutes)

Activity 2: General Group Session

The evaluator(s) meet with the program director, members of the administrative staff, and faculty members:

- To allow the evaluation team to explain the CAAHEP accreditation process and the role of the CARTE;
- To discuss the functions of the on-site evaluation team;
- To review the types of accreditation status available to the program; and
- To affirm the purposes of the on-site evaluation.

# Examples of Site Visitor Duties

- The on-site evaluation team will have an opportunity to make individual observations of the program's:
  - guiding philosophies,
  - operating procedures,
  - curriculum content and sequence,
  - student evaluation procedures,
  - program enrollment,
  - student attrition, and
  - success of graduates
- **Activity 3: Review of Program Documentation and Facilities:**
  - review relevant documentation available (to include, but not limited to, student records, complete course syllabi, program documentation, etc.) and to observe the facilities and supplies, as appropriate. (90 minutes to 2 hours)

# Examples of Site Visitor Duties

Activity 4: Meeting with Representatives of the Program's Advisory Committee.

Team assess the extent to which the program and the advisors understand the functions of the committee (30 minutes)

# Examples of Site Visitor Duties

- Activity 5: Interviews with Members of the Faculty
  - Evaluate:
    - frequency with which the faculty jointly assess curriculum content,
    - the clarity to which they have described the learning objectives
    - the means and frequency for which they assess each student's progress through the various units of a course or supervised practice assignment, and
    - the manner in which students are informed of their successes/ need for improvement (60 minutes)

# Examples of Site Visitor Duties

- Activity 6: Interviews with Students in the Didactic Phase and/or the Clinical/Practical Phase of the Program.
  - Evaluator(s) obtain students' assessments of:
    - the curriculum,
    - faculty,
    - frequency and means by which faculty assess their progress, and
    - related subjects (30 minutes)

# Examples of Site Visitor Duties

- EVENING OF THE FIRST DAY
  - No meetings or social activities should be scheduled in order to allow the evaluation team sufficient time to review their observations of the program and their need to obtain further information on the following day.



# Examples of Site Visitor Duties

## THE SECOND DAY (As Applicable)

- **Activity 7: Conversation with Program Director**
  - The program director is given an opportunity to clarify and discuss the observations made by the on-site evaluation team with regard to program content, processes, policies, etc. (15 minutes).
- **Activity 8: Preparation of the draft Site Visit Report**
  - During the preparation of the site visit report, the evaluation team drafts an initial report with regard to program content, processes, policies, etc. (1-2 hours).

# Examples of Site Visitor Duties

- Activity 9: Final Meeting with Program Director, Chairperson, Dean, and Other Administrative Principles.
  - The final meeting provides an opportunity for members of the evaluation team to present an oral report of their conclusions, comments, concerns, and considerations. (Approximately 30 – 60 minutes is recommended for this session.)

# Examples of Site Visitor Duties

- Sample questions for Site Visit:
  - All meetings begin with an introduction of the Site Visit Team and an explanation of the CAAHEP Accreditation Process and the role of CARTE.
  - Academic Chairperson and Program Director – *Determining Program's guiding philosophies, operating procedures, curriculum content/sequence, student evaluation procedures, program enrollment, student attrition, success of graduates*

# Sample Questions for Site Visit:

1. Please provide an overview of the Program including it's history, mission, and interactions with other programs within the university.
2. How do you assess your goals and learning domains and respond to changes in needs of groups such as students, employers, and healthcare providers? (II. A, II. B)
3. Explain how your Advisory Committee operates and what communities of interest is represented on the Committee (students, graduates, faculty, sponsor administration, employers, physicians, and the public) (II.B)

# Sample Questions for Site Visit:

4. How are funds allocated to the Program?
5. What type of resources does your Program have to ensure outcomes are realized (faculty, clerical, support staff, curriculum, finances, offices, classroom, laboratory, ancillary student facilities, clinical affiliates, equipment, supplies, computer resources, instructional reference materials, faculty/staff continuing education)? (III.A)

# Sample Questions for Site Visit:

6. How does the resource allocation compare to similar programs in the institution?
7. Do you annually assess the appropriateness and effectiveness of resources and create action plans for identified deficiencies? (III. D)
8. Do you have job descriptions for faculty and staff (request copy)? (III. B)
9. Do you anticipate program growth?

# Sample Questions for Site Visit:

## Program Director

1. Provide an overview of clinical experiences – including class assignments in community placements, practicum and internship programs (request copy of Intern Manual, Student Agreements)
2. What are the criteria you use to select clinical education sites? (III. B. 1. a. 02)
3. Do you annually evaluate clinical sites? (III. B. 1. a. 03). Have you added or deleted sites as a result of feedback from students?
4. Do you have a clinical instructor orientation and evaluation program? (III. B. 1. a. 04)

# Sample Questions for Site Visit:

5. How often do you communicate with the clinical education site? (III.B. 1. a. 05 and III. B. 3. a. 03).
6. How do you confirm that clinical education experiences occur under the direct supervision of a recreational therapy licensed/certified clinical instructor? (III. B. 1. a. 06)
7. What process do you have in place to assure clinical instructors are meeting responsibilities including face to face supervision, interacting consistently with the student, providing instruction in relevant practice competencies, evaluating student performance, and assisting students with self-assessment of practice competencies at conclusion of experience? (III.B.3. a. 01, 02, 04, 05. 06).



# Sample Questions for Site Visit:

8. Provide an overview of what outcomes assessments you use to determine program effectiveness (must include national credentialing exam performance, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement and program summative measures) (IV. B. 1)
9. What types of publications are provided or available for students regarding the Program (request copy of Student Handbook)? (V.A. 1, 2, 3)
10. How do you ensure the health and safety of patients, students and faculty associated with educational activities (request copy of any contracts)? (V.C.)

# Sample Questions for Site Visit:

10. Do you have an affiliation agreement with all sites that participate in the education of the students? (V.F.)
11. What is contained in a student's record (admission, advisement, counseling, evaluation, grades, course credits) and are student transcripts permanently maintained in a safe and accessible location? (V.D.)

# Sample Questions for Site Visit:

Faculty – *Determining frequency with which faculty jointly assess curriculum content, the clarity to which they have described the learning objectives of the didactic and supervised practice components of the curriculum means and frequency for which they assess student's progress thru the course of practice assignment, and the manner in which students are informed of their successes and need for improvement.*

# Sample Questions for Site Visit:

1. Provide an overview of your responsibilities within the curriculum and specifically address your teaching load
2. How are teaching assignments determined?
3. Do you have any university responsibilities outside of the curriculum?
4. How do you as a faculty determine the Program's effectiveness and are you included in initiatives related to curriculum change?
5. Do you have adequate resources (faculty, clerical support, technology, supplies, reference materials, etc) to achieve the desired outcomes?

# Sample Questions for Site Visit:

6. Do you interface with any Advisory Committee members regarding curriculum development?
7. How do you evaluate students' progress toward and achievement of competencies and learning domains stated in the curriculum? (IV.A.1)
8. How do you assess students' knowledge and clinical proficiencies and how do you mentor students in their development of effective recreational therapy competencies? (III. B. 2. a.)
9. What are the strengths of the Program and what are some unrealized opportunities?
10. Is there a faculty grievance procedure in place at the university? (V. B)

# Sample Questions for Site Visit:

Students in Didactic Phase and/or Clinical/Practice Phase –

*Determining students' assessments of the curriculum, faculty, frequency and means by which faculty assess their progress. Also obtain students' responses to the program and their understanding, knowledge, and perception of their roles after graduation*

# Sample Questions for Site Visit:

1. Are you provided with information regarding academic calendar, student grievance procedure, criteria for successful completion of each segment of the curriculum and for graduation and policies/processes for performing clinical work? (V.A. 3)
2. Do you feel faculty provide you with adequate instruction, guidance and mentorship?
3. Are staff accessible to you for advisement and assistance with class assignments?
4. How are you prepared for seeking out clinical experiences including the internship (advisement, classes, manuals)?
5. Are you informed of campus resources?

# Sample Questions for Site Visit:

6. Is there an active Major's Club? Describe some activities of the Club.
7. Does faculty inform you of conferences and possible scholarships for attendance?
8. What has been your experience with clinical placements – were you adequately prepared? Were you in contact with the assigned faculty while doing your placement?
9. Did you receive instruction in (select topics such as ATRA Standards of Practice, JCAHO, licensure, certification, professional organizations, ethics, assessment tools, etc)
10. What is the perception of this program by non major students?
11. What are the strengths of the program and where do you see opportunities for improvement?



# Sample Questions for Site Visit:

Advisory Committee – *Determining extent to which Program and advisors understand functions of the Committee*

1. What is your role on the Advisory Committee?
2. How often do you formally meet as an Advisory Group?
3. What are some examples of agenda items you typically address at the Advisory meetings?
4. Do you perceive the Program faculty as open to suggestions and advice from members of the Advisory Committee?
5. Does faculty seek your advice outside of the Advisory Committee?
6. If you are an alumni of the Program what changes have you seen in educational preparation since your time as a student?

# Sample Questions for Site Visit:

7. What has been your experience with any students from this Program you have had in clinical placements? Compare their level of preparation compared to students from other Programs.
8. During your time on the Advisory Committee have you seen any changes as a result of input from the group?
9. What do you feel are the strengths of the program – and are there any areas you feel need improvements?

Exercise:  
Site Visit Summary Report

Questions?  
Thanks for your participation!

CARTE looks forward to your Request for  
Accreditation Services and your application to  
become a CARTE Site Visitor!