

Therapeutic Recreation Program

Department of Health Sciences

Lehman College

City University of New York

**B.S. in Therapeutic Recreation
Program Self-Study Report**

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2020 Therapeutic Recreation Program Self-Study

Introduction

I. College Mission Vision and Goals

The mission of Lehman College is stated as “Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.”

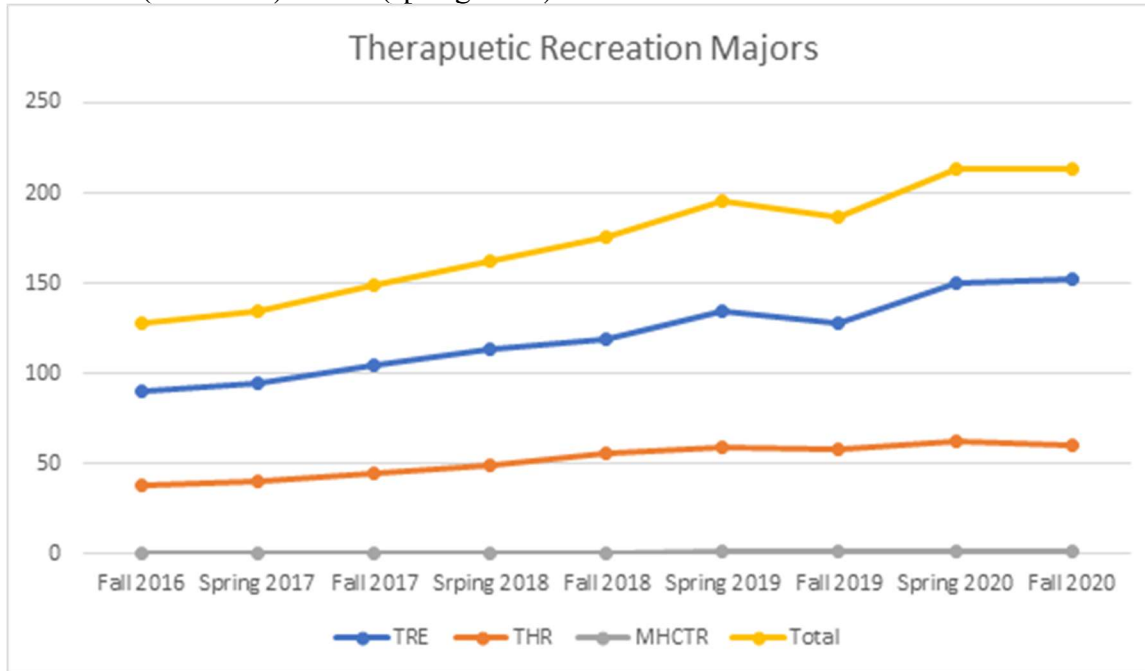
The Recreation Education and Therapy programs are part of the Health Science Department, consisting of two degrees: B.S. in Recreation Education and B.S. in Therapeutic Recreation. The mission of the Recreation Education and Therapy Program is to educate students to be competent professionals who provide quality services in a range of recreation and leisure service settings. The Program is committed to providing an outstanding curriculum taught by exceptional faculty, enhancing students' lives through learning and pre-professional experiences, collaborating with practitioners in the field through internships and research, and advancing knowledge of the discipline through scholarly work.

The mission of the Recreation Education and Therapy Program supports the mission of the college by providing professional education for a B.S. entry level health care profession. The Therapeutic Recreation (TR) Program was established in 2003 as part of a joint degree with Bronx Community College. The TR program now has an additional articulation agreement with LaGuardia Community College associate degree in TR, Hostos Community College's associate's in gerontology, and is working on completing an articulation agreement with Borough of Manhattan Community College. Additionally, each year a number of students transfer from WCC and SUNY colleges. The TR program at Lehman College serves as a leader in the region for TR students, practitioners, agencies, and colleges.

Our institution is a Hispanic serving institution (HSI) and our program has many non-traditional students. Our students typically have more experience working in the field than other (many currently work as activity aids etc) The campus is a commuter campus, classes are held mostly once/week to minimize the commute time of our students and adjunct faculty.

The internship requirement remains the highest in the department and one of the highest in the college. The student body has grown in recent years with higher visibility of TR personnel in health and related fields and increased demand. Our graduates work in literally hundreds of health care agencies in the area, many as TR department directors. In addition to the joint degree with BCC, we are cooperating with LaGuardia CC in the development of their associate's in therapeutic recreation, to articulate with our BS in TR, and have strong articulation with Kingsborough CC's associate degree in Recreation and Hostos CC's associate's in gerontology. A number of transfers come from BMCC as well as several each year from WCC and SUNY colleges. We also have a significant number of older students who are either working in the field or in health care or are seeking a career change and desire/need the education in the discipline.

The TR program at Lehman college has 3 full-time faculty, and over a half dozen adjunct faculty. Over the past five years the number of Therapeutic Recreation majors has increased from 181 (Fall 2016) to 400 (spring 2020)



Graduation rates have increased by 52.5% in the past five years. This increased enrollment numbers as well as increased graduation rates contribute to the overall 90x30 initiative (an initiative to award 90,000 degrees by the year 2030) at Lehman College.

Additionally, the program supports minors in Therapeutic Recreation, developmental disabilities, geriatric health, and youth services. These minors help prepare students to be competitive applicants for jobs that service these populations. The minors in developmental disabilities and youth services were developed to meet CUNY requests for minors in these areas. The geriatric health minor was developed to strengthen knowledge base in geriatrics as this represents a major source of jobs for our graduates.

Currently, the Therapeutic Recreation program does not have goals separate from the Recreation Education program. Although there are no goals specific to the TR program outlined, the Recreation Education goals are as follows:

Goal I: Demonstrate entry-level knowledge of the following:

1. Nature and scope of the relevant park, recreation, tourism, or related professions and their associated industries.
2. Techniques and processes used by professionals and workers in these industries.
3. Foundation of the profession in history, science, and philosophy.

Goal II: Demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experience and that embrace personal and cultural dimensions of diversity.

Goal III: Demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

Goal IV: Demonstrate, through a comprehensive internship of no less than 400 hours and no fewer than 100 weeks, the potential to succeed as professionals at supervisory or higher levels in parks, recreation, tourism, or related organizations.

In the past program review, there were several strategic goals set for the Recreation Education and Therapy program that are outlined below. Over the past five years the Therapeutic Recreation (TR) Program has achieved several of its strategic goals established from the previous program review (see Table 1 for summary of previous strategic goals).

Table 1.1 Previous Strategic Goals and Progress

Goal	Completed (Yes/No/In process)
1. Successful approval and implementation of articulation or joint degree with LaGuardia CC.	Yes
2. Hiring of one new faculty by 2016-2017	Yes
3. Revise curriculum as needed to strengthen degree program.	Yes
4. Develop a recreation lab with appropriate supplies and equipment for more experiential learning.	In process
5. Increase pass rate on CTRS exam after two attempts.	In process
6. Increase number of students completing pre-internship field experiences.	In process
7. Develop child life option in BS in TR.	No
8. Begin the process for national accreditation of the program.	In process

An articulation agreement between LaGuardia community college and Lehman college was approved and the first group of students graduated in Spring of 2020.

A new tenure track line was added to the program, and a full-time faculty member was hired in Fall 2018. Additionally, two full-time faculty members were hired to fill vacancies from retired faculty. There are now three fulltime faculty between the Recreation Education and Therapeutic Recreation programs.

The program requirements have been revised from five TR content courses to include six TR content courses to meet the increasingly rigorous requirements set by the National Council on Therapeutic Recreation Certification. To meet the increasingly rigorous standards set by NCTRC a sixth TR course, and after evaluating the student needs based on NCTRC exam results, REC 322 Assessment in Therapeutic Recreation was developed and approved in Fall 2020.

The development of a Recreation Lab with supplies to promote experiential learning has not been completed, but remains a priority. Funding and resources as well as the retirement of two faculty members and turnover have limited moving this forward. Additionally, the closure of campus during the 2020 pandemic has limited in person participation. However, this will continue to be pursued in the upcoming strategic plans.

NCTRC pass rates have not significantly improved in the past five years, but steps were taken in 2019 to incorporate more NCTRC exam type practice question into the curriculum, to promote NCTRC study groups, and to adapt curriculum to ensure all the NCTRC content areas are being addressed at an introductory, intermediate, and advanced level.

The child life option has not been completed and due to changes in the Child Life education requirements (i.e. Child Life Specialists were requiring a master degree before reverting back to the BS level of entry). With the inconsistent child-life standards the feasibility of implementing this is uncertain.

This work is still in progress but the following steps have been made: 1. assess the learning outcomes of each course in comparison to NCTRC and accrediting body standards. 2. Hired an additional faculty member.

II. Curriculum

The B.S. in Therapeutic Recreation is 52 hours of major work consisting of Recreation Education courses, Therapeutic Recreation courses, field work and supportive course work. The requirements are listed below. (See Appendix A for syllabi of each course).

Overview of major curriculum

12 credits in Recreation Education

REC 300	History and Philosophy of Recreation
REC 320	Recreation Leadership
REC 387	Research and Evaluation in Recreation Service
REC 401	Administration of Recreation Services

18 credits in Therapeutic Recreation

REC 321	Introduction to Therapeutic Recreation Service
REC 322	Assessment in Therapeutic Recreation
REC 324	Therapeutic Recreation for Children and Youth
REC 325	Therapeutic Recreation in Long-term Care
REC 421	Programs in Therapeutic Recreation Service
REC 425	Processes and Techniques of Therapeutic Recreation

9 Credits in Recreation Internship

REC 370	Recreation Internship
REC 471	Therapeutic Recreation Internship

13 Credits in Supportive coursework:

HIN 268	Growth and Development
BIO 181	Anatomy and Physiology I
PSY 166	General Psychology
PSY 234	Abnormal Psychology

Overview of minor curriculum

Minors are not required, but students may select any one of the College's minors, including those offered by the Recreation program. Students from other majors may select Therapeutic Recreation as a minor. Additionally, the program offers three additional minors.

Therapeutic Recreation

REC 300, 321, and two from: REC 320, 421 or 425

Developmental Disabilities

12 credits from REC 321, PSY 232, REH 220, SPV 221, any DST course, or one of the following: ECE 301, ESC 301, ESC 343.

Geriatric Health

12 credits from HEA 310, HSA 325, REC 325, PSY 219, HEA 360, SWK 242

Youth Services

12 credits from REH 230, REC 320, REH 370, REC 324, EXS 304, REH 330, PSY 217 or 218, ECE 301 or ESC 301

Curriculum Compared to other programs and accreditation

Compared to other comparable programs and accreditation standards the Lehman programs meet has a similar number of required courses, and the number of courses meets minimum standards. However, there is not comparable opportunities for experiential education, or labs that cover technical aspects of leisure and therapeutic recreation implementation. Additionally, with the internship being our only fieldwork requirement, our program requires less fieldwork experience than other program and less than required by accreditiing bodies.

Articulation agreements

Lehman has articulation agreements with La Guardia College and Borough of Manhattan Community College (other City University of New York Colleges with two-year programs) offering students who receive an Associates degree in Therapeutic Recreation the opportunity to transfer credits toward their B.S. degree at Lehman.

Students complete six TR courses, which include Introduction to Therapeutic Recreation, Assessment in Therapeutic Recreation, Therapeutic Recreation for Children and Youth, Therapeutic Recreation in Long-Term Care, Programs in Therapeutic Recreation Service, and Processes and Techniques of Therapeutic Recreation. Additionally, TR students take general recreation course in History and Philosophy of Recreation, Recreation Leadership, Research and Evaluation in Recreation Service, and Administration of Recreation Services. Field work required of students consists nine credit hours of an NCTRC approved internship.

Curriculum changes since 2016

The curriculum is constantly being evaluated and updated to meet national standards, and to best serve student. Historically, the majority of students in REC and TR are transfer students from other CUNY community colleges in the TR articulation agreement with Bronx Community College, LaGuardia Community College, and Kingsborough Community College. Therefore, we have not had 100 or 200 level courses in our majors since the majority of REC and TR major students take their intro-level REC and TR courses at other colleges. However, after careful consideration and observation of students around Department of Health Sciences we concluded that the REC and TR foundation courses should be well-received by new freshman students with undefined interest at Lehman as well. Therefore, the courses in our core curriculum were renumbered from 300-level to 200 level in some cases renumbered from 400 level to 300 level as promoting the gateway courses to the majors. The renumbered courses are as follows:

Channing Course Number (effective in 2021)

- REC 300 to REC 200 History and Philosophy of Recreation
- REC 320 to REC 210 Recreation Leadership
- REC 321 to REC 221 Introduction to Therapeutic Recreation Service
- REC 401 to REC 302 Administration of Recreation Services

III. Faculty

There are three full-time faculty who teach in the Recreation Education and Therapy program (See appendix B for full faculty CVs).

Full-time faculty

Hyangmi Kim *Positions:* Dr. Kim is currently an Assistant Professor and the Graduate Program Director of the Recreation Education and Therapy Program (2017- present). She also serves as faculty senator as a representative of Department of Health Sciences (2020-present) and a member of the department curriculum committee (2017-present). She also serves as director of ACE program for TR major (2018- present), on the steering committee for College's interdisciplinary disability studies minor (2017- present), and a faculty mentor in CUNY Baccalaureate (2020- present). She had served on several other ad hoc committees such as a chair of three search committees, a member of the grade appeal committee, and an evaluator of adult degree program life experience. *Research:* Dr. Kim has published six articles in peer-reviewed journals, with three currently in submission. *Presentations:* Dr. Kim has five research presentations at the state, national, and international level. *Award:* She was been awarded the *PSC-CUNY Research Award Cycle 49 (2018)*. *Pedagogy:* She completed in a year-long pedological training, Writing Across the Curriculum (WAC), through Lehman College. She also completed CUNY's Preparation in Online Teaching Course, and is currently enrolled in a year-long training in online teaching through the Association of College and University Educators (ACUE.). *Professional Involvement:* She is active in both the New York State Therapeutic Recreation Association (NYSTRA), and American Therapeutic Recreation Association (ATRA) at local and national level. Dr. Kim also holds leadership roles in interdisciplinary organizations, in the editorial board of the Korea Society for Wellness and as a board member of the Korea Para Sports Association of New Jersey. She also has served as a reviewer for the Journal of Affective Disorders, and the Journal of Advances in Hospitality and Leisure.

Jacob M. Eubank *Positions:* Dr. Eubank is currently an Assistant Professor and the Undergraduate Program Director of the Recreation Education and Therapy Program, including the scheduling of courses and advisement of students in both BS in Recreation Education and the BS in Therapeutic Recreation. He also serves as the Chair of the University Faculty Senate Elections Committee (2020-2023); a Faculty Affiliate on the CUNY Institute of Health Equity; and has served on several other ad hoc committees such as Co-Chair of the department's scholarship statement review committee (2020), two full-time faculty search committees, grade appeals committees, and as a HS2N Faculty Representative on the Middle States Commission on Higher Education Re-certification Roundtable (2019). *Research:* Dr. Eubank has published two articles in peer-reviewed journals, with four currently in submission, and one non-peer reviewed (online periodical). *Presentations:* Dr. Eubank has facilitated six research presentations at the state, regional, national, and international level. *Awards:* He was been awarded the PSC-CUNY 50 Traditional A Grant (2019-2020), two Provost Travel Award Grants (2019, 2020), the 2020 National Intramural Recreational Sports Association (NIRSA) Travel Scholarship, the 2020 and 2021 Emerging Scholar Award from the International Conference on Tourism and Leisure Studies, and was accepted into the CUNY Faculty Fellowship Publication Program in Spring 2020. *Pedagogy:* Dr. Eubank has participated in CUNY's Preparation in Online Teaching Course, the Western Governors University (WGU)-CUNY Effective Online Teaching Workshop, and is currently enrolled in a year-long training in online teaching through the Association of College and University Educators (ACUE). *Professional Involvement:* He is

active in the New York State Recreation and Park Society (NYSRP) and NIRSA, at the state, regional, and national level. Dr. Eubank also serves as a member of the Faculty Strategic Planning Group for NIRSA.

Em V Adams. *Positions:* Dr. Adams is currently an Assistant Professor, Interim Internship Coordinator for the Recreation Education and Therapy Program, and Assessment Coordinator for the Health Sciences Department. *Certifications:* Dr. Adams is a Certified Therapeutic Recreation Specialist (CTRS; expires 2025), as well as a Certified Yoga Therapist (C-IAYT; expires 2023). *Research:* Since starting at Lehman in January 2019 Dr Adams has published eight articles in peer reviewed journals, published eleven research abstracts. She has facilitated 35 conference presentations at the local, regional and national levels. *Awards:* She has received the following national awards: 2021 Academy on Violence and Abuse Scholar, 2020 Swami Kuvalyanda Young Investigator Award from the International Association of Yoga Therapy, Recreational Therapy Foundation 2020-2021 funding. *Pedagogy:* She participated in a year-long pedagogical training, Writing Across the Curriculum, through Lehman College. She also completed a week-long training through the Peace and Justice Institute on using trauma informed pedagogy practices, and is currently enrolled in a year-long training in online teaching through ACUE. *Professional involvement:* She is active in both the local (NYSTRA) and national (ATRA) professional associations and serves on ATRA's advocacy and legislation committee. She also holds leadership roles in two national interdisciplinary organizations: she is the co-chair of the Society of Behavioral Medicine Violence and Trauma Special interest group, and is the continuing education coordinator for the Trauma Informed Health Care, Education, and Research group (TIHCER).

Adjunct faculty

Adjunct faculty is essential to this program. Adjuncts are carefully recruited, interviewed and trained by the program faculty. All resources are provided, including syllabi, texts, notes, course materials, and ongoing mentoring. Adjuncts are dedicated, hold extensive office hours and meet regularly with students before and after class. Adjuncts also write letters of recommendation, refer students to jobs, and attend professional conferences with students. Adjuncts have represented the program at conferences and information sessions both on and off campus. They frequently collaborate on projects with faculty and students. Their input is solicited on curriculum revision and intern placement sites. Full-time faculty is always available to them for support, to answer questions, and provide suggestions. This strong relationship and the commitment and dedication of the adjuncts are indispensable. The Adjunct Faculty within the program have a long and distinguished record of professional and community engagement.

Adjuncts are drawn from diverse agencies such as NYC Parks and Recreation (Professor Traverso), NYS Office of Mental Health (Professor Burshtyn-Wall), Stony University Medical Center (Professor Archer), Queens Borough Public Library (Professor Urrutia), Eastchester Parks and Recreation (Professor Veltidi), and New Castle Parks and Recreation (Professor Esperito). Professor Wall had served as a formal president in the New York State Therapeutic Recreation Association and continues to serve on the NYSTRA board. She is the lead Recreational Therapist at Rockland Psychiatric Center. Professor Kunstler has co-authored a textbook on therapeutic recreation, and a chapter on therapeutic recreation, authored a chapter on substance abuse, in addition to several other refereed publications and book chapters over the years. Professors Archer and Kunstler have chaired NYSTRA committees, Professor Cash

served on the Board members of ATRA committees, and Professor Pelisson currently has served on the NYSTRA board. Professor Sally Valtidi has served as the vice-president for the Westchester Recreation and Park Society. Professor Shields is former Chair of the National Council for Therapeutic Recreation Certification and is sought after as guest speaker and trainer at local agencies including Center Light, Jewish Home Healthcare, NYC Dept. of Health and Hospitals, NYS OMH, NYU, Medical Center, NY Presbyterian, and NYC Parks and Recreation. She remains active in the profession and has helped set up a scholarship program to assist TR students to pay to sit for the NCTRC exam. Adjunct faculty present regularly at the NYSTRA Annual conference (Professors Burshtyn-Wall, Archer, Cash, and Pelisson), NYS Recreation and Park Society Annual Conference (Professors Veltidi, Esperito, and Urrutia), Downstate Recreation Conference (Professors Esperito, Urrutia, Kunstler, Archer, Cash, and Veltidi), Therapeutic Recreation Association of Long Island (Professors Caroleo and Archer) and the American Therapeutic Recreation Association annual conference (Professor Archer). Adjuncts are sought after to teach at other institutions as well. Professor Traverso teaches at Kean University and Cash teaches at Adelphi and St. Joseph's University. Professor Fierle is a full-time faculty member at KCC.

Areas of expertise of our faculty include non-profit management (Professor Urrutia); public recreation programming and administration (Professors Traverso, Esperito, and Veltidi); geriatric services (Professor Pelisson); psychiatric and pediatric care (Professor Burshtyn-Wall); psychiatric, program evaluation and certification exam review (Professor Archer); all aspects of therapeutic recreation services (Professors Shields, Kunstler, and Cash); program design, administration, and grantsmanship (Professor Caroleo); and complementary and alternative therapies (Professor Fierle). Informal advice is always provided to the local agencies that look to the Lehman College Recreation Education and Therapy faculty for guidance and information as the leading educators in the region.

All adjunct faculty have taken the CUNY online teaching program, and several completed the year-long WAC training. They have been active in a number of faculty development programs, including OER.

To improve teaching effectiveness, faculty regularly participate in faculty development programs including teaching with technology, online course development through CUNY, open educational resources workshop, attending conferences, meetings with adjuncts and alumni, and informal discussions.

IV. Assessment

The program engages in formal assessment within the department and school. Additionally, the TR program regularly reviews NCTRC pass rates and our student’s competencies by area on the exam. Finally, the program surveys students to determine student satisfaction with the program.

Department Assessment

The program established annual goals and targets and assess these goals and targets annually. Full-time faculty chose a learning outcome and published an assessment plan every fall semester and then part-time and/or full-time faculty who teach sections in which the learning outcomes are being evaluated provided materials which is used for the assessment during spring semester. Assessment results are shared with the full-time faculty and used for operational plan, curriculum development, course sequences and coordination between courses and sessions to ensure consistency, and as a result improving student learning outcome achievement. The following tables summarize the assessment process and results for the past five years.

Table 4.1 2016- 2017 Assessment Cycle

Learning Objective Assessed	Course and Sample	Assessment Tool	Summary Findings
Objective IIA: Design, implement and evaluate recreation programs and services appropriate to the setting and populations served, respecting personal and cultural diversities, based on needs assessment.	Two sessions of REC 321, TR in Children and Youth. 54 samples	On the final exam, one essay question was used to measure the objective IIA. The following is the example of the essay question: "Maritiza is a 14 year old Hispanic girl who is diagnosed with Developmental disabilities. She lives with her family in the Bronx. She is functioning at a 3rd grade level and has low affect. Her deficits include: language development, visual memory and psychosocial development. Her assets include an involved family, prescription to full time intervention and she loves the fitness program and swimming. She has no friends at the present time." 1) What would you set up as a goal and objective for Maritiza? 2) In what program would you implement this objective? 3) How would you take into consideration her culture? 4) How would you evaluate the objective to see if it was accomplished?	26% of samples meet “Excellent” 36% of samples meet “Good” 32% of samples meet “Satisfactory” 6% of sample meet “Needs improvement” Acceptable Target Achievement: Met Ideal Target Achievement: Approaching

Table 4.2 2017-2018 Assessment Cycle

Learning Objective Assessed	Course and Sample	Assessment Tool	Summary Findings
Objective IA: Compare the concepts of leisure, recreation and play	REC 300 30 samples	On the mid-term exam, one essay question was used to measure the objective IA. The following is the example of the essay question: "Identify and compare leisure, recreation, and play"	32% (9 students) meet "Distinguished" 46% (13 students) meet "Proficient" 22% (6 students) meet "Marginal" Acceptable Target Achievement: Met Ideal Target Achievement: Met

Table 4.3 2018-2019 Assessment Cycle

Learning Objective Assessed	Course and Sample	Assessment Tool	Summary Findings
Objective IIID: Create a grant proposal	Two sessions of REC 401 50 samples	On the mid-term exam, one essay question was used to measure the objective IA. The following is the example of the essay question: "Identify and compare leisure, recreation, and play"	8% met the "Exemplary" standards 36.8% met the "Proficient" standards 55.2% met the "Marginal" standards 0% (0 Students) met the "Unacceptable" Acceptable Target Achievement: Exceeded Ideal Target Achievement: Approaching

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Table 4.4 2019-2020 Assessment Cycle

Learning Objective Assessed	Course and Sample	Assessment Tool	Summary Findings
<p>Objective IIID: Demonstrate, through a comprehensive internship the potential to succeed as professionals.</p> <p>75% of students and preceptors will exhibit strong agreement or agreement with achievement of learning outcomes (on a likert scale).</p>	<p>REC 370, REC 470, and REC 471</p>	<p>Online survey of students in internship courses; online survey of internship preceptors/field supervisors.</p>	<p>73% of students strongly agreed that they felt prepared to do what was expected, 67% strongly agreed that they felt they had a good experience in their internship, and 64% strongly agreed that they felt their supervisor was very professional. 60% strongly agreed they learned a lot from their chosen profession, strongly agreed that they felt their professor provided the support they needed to be successful, strongly agreed that they understood the organizational structure and administrative systems of their internship site, and felt their internship helped them clarify their career goals. With regards to the skills used during their internships, 93% reported that they worked in teams a great deal; 87% reported that they used writing, critical thinking, and oral communication a great deal; and 86% reported that they used problem solving skills a great deal. Areas in need of improvement were class assignments and readings helped them with their internship. Skills that were reported to have been used the least were math and</p>

			quantitative reasons, research, and presentation skills.
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NCTRC Pass Rates

The program also collects information about NCTRC pass rates to monitor our goal of improving pass rates. Table 4.5 summarizes the number of students who have sat for the NCTRC exam, the percentage of students who have passed, and a breakdown of the percentage of students who met minimum competency for the six identified content areas of the exam (foundational knowledge, assessment process, documentation, implementation, administration of TR/RT service and advancement of the profession.)

Table 4.5 NCTRC Pass Rates

	2015-2017	2016-2018	2017-2019
Total number students	36	53	46
Pass	63.9%	56.6%	63.0%
Fail	36.1%	43.4%	37.0%
Foundational Knowledge	22 (61.1%) pass 14 (38.9%) fail	27 (50.9%) pass 26 (49.1%)	25 (54.3%) 21 (45.7%)
Assessment Process	21 (58.3) pass 15 (41.7)	34 (64.2%) pass 19 (35.8%)	32 (69.6%) 14 (30.4%)
Documentation	18 (50%) pass 18 (50%)	23 (43.4%) pass 30 (56.6%)	23 (50.0%) 23 (50.0%)
Implementation	22 (61.1%) pass 14 (38.9%)	30 (56.6%) pass 23 (43.4%)	24 (52.2%) 22 (47.8%)
Administration of TR/RT Service	15 (41.7%) pass 21 (58.3%)	22 (41.5%) pass 31 (58.5%)	27 (58.7%) 19 (41.3%)
Advancement of the Profession	14 (38.9%) pass 22 (61.1%)	22 (41.5%) pass 31 (58.5%)	19 (41.3%) 27 (58.7%)

Student Satisfaction Survey

A survey was distributed among all current undergraduate students during Fall 2020. A total of 54 TR students responded. Of the 54 respondents, 41 were female, 10 were male, and 3 declined to answer. 48.15 % were Hispanic, 5.56% were Asian, 31.48% were Black, 3.7% were white, and 9.26% identified as two or more races. 70.37% had the long-term career goal of being a Recreational Therapist. 12.96% wanting to join a different allied health population, one wanted to work in parks, and 5 did not answer. (See Appendix C for full results of the survey.)

The average length of time spent in program was 1.85 years. Students ranked different aspects of the course on a four-point scale (Very unsatisfied, unsatisfied, satisfied, and very satisfied) for the following items:

Quality of instruction:

- Very unsatisfied 7.41%
- unsatisfied 0.00%
- satisfied 24.07%
- very satisfied 64.81%

Courses you have taken

- Very unsatisfied 5.56%
- unsatisfied 0.00%
- satisfied 29.63%
- very satisfied 61.11%

Days and times your courses were offered:

- Very unsatisfied 5.56%
- unsatisfied 12.96%
- satisfied 40.74%
- very satisfied 35.19%

Advising in selection of courses in support area

- Very unsatisfied 9.26%
- unsatisfied 5.56%
- satisfied 33.33%
- very satisfied 44.44%

Advising in helping you explore different career opportunities

- Very unsatisfied 9.26%
- unsatisfied 11.11%
- satisfied 27.78%
- very satisfied 35.19%

Advising in helping you address personal matters

- Very unsatisfied 9.26%
- unsatisfied 7.14%
- satisfied 37.04%
- very satisfied 29.63%

Advising in helping you secure and internship experience

- Very unsatisfied 12.96%
- unsatisfied 18.52%
- satisfied 18.52%
- very satisfied 20.37%

IV. Future Directions

Strategic goals 2021-2026

The following goal from the last program study have been revised and remain a priority to the program:

1. The Therapeutic Recreation program will work toward preparing to apply national accreditation.
2. Enhance advisement and field work experience.
3. Develop new program pathways to support student's long-term career goals.
4. Improve NCTRC pass rate to 75% by 2026.

1. *The Therapeutic Recreation program will work toward preparing to apply national accreditation.*

Accreditation, while not currently required for students to sit for the national exam, is encouraged. Meeting accreditation standards, ensures the program maintains rigorous standards that are congruent with other Therapeutic Recreation programs. The process of applying for national accreditation is lengthy, and it is not feasible to expect the program to be accredited in the next five years, but the program will take the following steps to continue to move toward accreditation:

- a. Develop goals independent of the Recreation Education program (since they are not the same program)
- b. Align each CARTE standards with specific courses in TR.
- c. Identify how each CARTE standard is assessed within each TR course
- d. Create a management/administration in TR course and add to the required curriculum by September 2022. This course should help address student deficits in administration knowledge as well as advancement of the profession.
- e. Change name of the program from Therapeutic Recreation to Recreational Therapy to reflect the current terminology in the profession.
- f. Add additional pre-internship fieldwork requirements for students. Currently, the internship is the only required fieldwork required of students, but additional practicum experience is required by CATRE, and will improve student outcomes.
- g. Add additionally, experiential and interprofessional education through incorporation of virtual or physical recreation labs, simulations, and engagement in research.
- h. We will begin sending out regular surveys to alumni of the TR program after one year of graduation to determine if they took the NCTRC exam, and what their current job position is. Additionally, we will send employers employee satisfaction surveys to determine any areas in which students are particularly strong or weak.

2. *Enhance advisement and field work experience.*

According to the student satisfaction survey, advisement was the area with which students were least satisfied. This was especially true in regards to internship and fieldwork advisement. To improve these areas we will do the following:

- a. Create an online platform to post information about the internship process, required forms, internship sites, study materials, and job opportunities. Currently,

internship forms are handled through the learning management system (blackboard) and information is dispensed through one-on-one meetings with the academic internship supervisor. Having a dedicated online platform will provide a more efficient way for students to get information and leave more time for personal advisement when meeting with the internship supervisor.

- b. Develop crosswalks (standardized system) for giving working students credit for their experience in the field. Historically, it has been difficult for many Lehman students to complete fieldwork while in school, due to conflicting work and family obligations. However, many of our students already hold jobs in Recreation Therapy departments and have returned to school to become certified. To ensure our program is both accessible to non-traditional students, and that rigorous fieldwork requirements are met, standardized alternative working paths to gain practicum hours and internship hours will be established. For example, if a student works as a Recreation Aide, they may use those hours to complete the academic practicum. Additionally, students who meet NCTRC standards for fieldwork experience (e.g. 5000 hours of employment using the APIED process or 1,500 hours of employment supervised by a CTRS using the APIED process), may choose to waive their internship after a thorough review of their employed experience. Implementing a standardized system to assess student's experience will require standardized faculty trainings for assessment, and compensation for faculty assessor time reviewing student's work. Hiring an additional faculty/staff member who is responsible for supervising fieldwork will help this process.

- c. Increase the opportunities for undergraduate engagement in research. Two full-time faculty had carried out a small research project (i.e., evidence-based practice) with three undergraduate students and the evidence-based practice session proposal was accepted for the conference presentation. Unfortunately, due to the Covid-19 outbreak, the conference was canceled, but it was a valuable opportunity to facilitate faculty-student research and attain mutual benefits for both students and faculty. Another faculty member received funding from the Student Research Advisory Board and provided two undergraduate students a stipend to conduct a meta-synthesis on Recreational Therapy and Intimate Partner violence. Findings were presented at two national conferences, and a manuscript is underway. To promote student participation in research and conference presentations, a travel fund/conference fund for student will be pursued. While faculty have received travel funds, the cost of registration and travel to conferences is often a hinderance to student participation without additional funding support. Therefore, we plan to continue to seek funding to employ students in research, offer research-base courses and projects, and seek funding to travel conferences with students. This will allow students to communicate their results to a professional audience and network with a wide range of professionals.

3. *Create new programs tracks to support student needs*

Many students at Lehman College major in TR to prepare for graduate work in another allied health profession. To address this need we will plan to provide to additional pathways to graduation outside the traditional TR major.

- a. Develop a 4+1 program leading from BS in Therapeutic Recreation to the MS program. For students who are interested in attending graduate school, having this option may help some choose to keep RT as an option.
- b. The program will create new track of the TR major that is focused on pre-rehabilitation science, that will prepare students for a graduate program in a variety of allied health professions including TR. A pre-rehabilitation science major would prepare students for graduate work in Recreational Therapy, Occupational Therapy, Physical Therapy, Speech Language Pathology, and psychological counselling, among others. We plan to submit all required documentation for approval by July 2026. In order to better meet the needs of these students a new major is being proposed that would be pre-rehabilitation sciences. While the internship requirements are absolutely essential for professional preparation, for students who are planning to get an advance degree in another field, the internship can be a cumbersome requirement. This new major would contain many of the same TR courses that will be helpful in rehabilitation settings such as intro to TR, assessment, TR in LTC, and program development, but will provide students and opportunity gain field work in more diverse settings, and integrate a more interprofessional course work.

4. *Improving our NCTRC exam pass rate to 75%*

Historically, Lehman students have had lower scores than the average national scores in the NCTRC exam. Recently, the scores have been increased from 56.6% (2016-2018) to 63% (2017-2019); however, it is still lower than the average national scores (approximately 80%) (See Appendix A). We both are aspirational and temper our aspirations with realism and therefore we set a realistic goal to improve our NCTRC exam pass rate to 75%. In order to achieve the goal, the three strategic plans are proposed:

- a. Continue to collaborate on curriculum with adjunct professors to cover six content areas in NCTRC exam
 - We have had several meetings for REC instructors and discussed and adjusted the course materials to ensure our TR courses cover the six content areas in NCTRC exam. We will continue to collaborate on course contents and learning outcomes with adjunct professors and our community college colleagues whose students transfer to our program to deliver relevant information and uniformity in six content areas to prepare students well for the NCTRC exam.

b. Create multiple-choice questions similar to NCTRC exam in class

- We have provided many different types of assignments and tests to support students to meet the learning outcomes of the courses. To increase preparedness for the certification exams, TR courses would need to include more multiple-choice questions on tests or quizzes. As a result, students would be more familiar with the format of the NCTRC exam.

c. Continue to hold NCTRS exam study-group

- One of the adjunct professors has offered an intensive CTRS exam study-group for our students on a regular basis. Therefore, we continue to hold NCTRS exam study-group to prepare students well for the NCTRC exam.

Appendix A: Faculty CVs

Curriculum Vitae: Jacob M. Eubank

RECOMMENDATION FOR:

APPOINTMENT _____ PROMOTION _____

REAPPOINTMENT X REAPPOINTMENT W/ TENURE _____

OTHER (Sabbatical Leave, Designation ECP, etc.) _____

TITLE Assistant Professor DEPARTMENT Health Sciences

EFFECTIVE DATE 8/26/2021 SALARY RATE \$85,162

Initial Appointment Date 8/28/2018 Tenure Date _____

HIGHER EDUCATION (in reverse chronological order)

Institution	Dates Attended	Degree & Major	Date Conferred
University of North Carolina Wilmington	8/2013-5/2017	Ed.D. – Higher Education Admin.	5/2017
Bowling Green State University	1/2007-5/2008	M.Ed. – Leisure and Tourism Studies	5/2008
Bowling Green State University	8/2002- 12/2006	B.S. – Integrated Social Studies	12/2006

EXPERIENCE (in reverse chronological order)

A. Teaching (at Lehman and any other institutions)

Institution	Dates	Rank	Department
Lehman College CUNY	8/2018-Present	Assistant Professor	Health Sciences
University of North Carolina Wilmington	8/2015-5/2018	Adjunct Professor	Health and Human Services

B. Employment/Others

Employer/ Institution	Dates	Position/ Rank	Department/Unit
University of North Carolina Wilmington	7/2011- 8/2018	Assistant Director	Campus Recreation

Indiana State University	8/2008- 6/2011	Assistant Director	Recreational Sports
Bowling Green State University	1/2007- 8/2008	Graduate Assistant	Recreational Sports

ACADEMIC AND PROFESSIONAL HONORS (since last personnel action, with dates received, in reverse chronological order)

Sixth International Conference on Tourism and Leisure Studies Emerging Scholar Award Recipient (May 2021)

Fifth International Conference on Tourism and Leisure Studies Emerging Scholar Award Recipient (June 2020)

Lehman's Executive Committee of the General Faculty Nominee (April 2020)

National Intramural-Recreational Sports Association Annual Conference Scholarship Award Recipient (April 2020)

University Faculty Senate Nominee (March 2020)

Faculty Fellowship Publication Program (2019-2020)

PUBLICATIONS/CREATIVE WORKS (since last personnel action, in reverse chronological order)

Peer-Reviewed

Eubank, J.M. & DeVita, J.M. (2020). Informal recreation's relationship with college student stress and anxiety. *Journal of Student Affairs Research and Practice*. DOI: 10.1080/19496591.2020.1822854.

Non-Peer-Reviewed

Eubank, J.M. (2020, December 8). *Making the jump: Tips for transitioning from practitioner to academic*. NIRSA News. https://nirsa.net/nirsa/2020/12/07/nirsa-member-jacob-eubank-offers-tips-for-transitioning-academic-faculty/?_zs=7HnkU1&_zl=7RoH7

PUBLICATIONS / CREATIVE WORKS (prior to last personnel action, in reverse chronological order)

Peer-Reviewed

Non-Peer-Reviewed

PRESENTATIONS (since last personnel action, in reverse chronological order)

Eubank, J.M. *Perceived stress and concerns of college students at a Hispanic-serving institution in the time of COVID-19: Health and leisure behavior.* Invited Presenter, Sixth International Conference on Tourism and Leisure Studies (May 28, 2021, Dubrovnik, Croatia).

Eubank, J.M. *Perceived stress and concerns of college students at a Hispanic-serving institution in the time of COVID-19: Health and leisure behavior.* Invited Presenter, National Intramural Recreational Sports Association Annual Conference and Expo (April 30, 2021, Virtual Conference). *Presented virtually due to COVID-19

Eubank, J.M. *The influence of barriers and motivations to recreation and physical activity in traditional and non-traditional college students on a commuter campus.* Invited Presenter, Fifth International Conference on Tourism and Leisure Studies (June 18, 2020, Dubrovnik, Croatia). *Presented virtually due to COVID-19

Eubank, J.M. *Creating connections: The parallels of individual participation and communal recreation.* Presenter, New York State Recreation and Park Society Annual Conference: Vision 2020 (April 2020, Tarrytown, NY). *Accepted but conference cancelled due to COVID-19

Eubank, J.M., & Fielder, A. (Student). *Rolling in the deep: Stereotypes and misconceptions in the aquatic environment.* Co-Presenter, New York State Recreation and Park Society Annual Conference: Vision 2020 (April 2020, Tarrytown, NY). *Accepted but conference cancelled due to COVID-19

Eubank, J.M. *The influence of barriers and motivations to recreation and physical activity in traditional and non-traditional college students on a commuter campus.* Presenter, National Intramural-Recreational Sports Association Annual Conference (April 2020, Phoenix, AZ). *Accepted but conference cancelled due to COVID-19

Eubank, J.M. *School, work, friends, family...The role recreation plays in our stressful lives.* Presenter, 25th Anniversary Downstate Recreation Conference (November 2019, Tarrytown, NY).

Eubank, J.M. *A test of will versus body image: Exploring the intrinsic and extrinsic motivations of participation.* Presenter, National Intramural Recreational Sports Association Region 1 Conference (October 2019, Annapolis, MD).

PRESENTATIONS (prior to last personnel action, in reverse chronological order)

PH.D. DISSERTATION/THESIS TITLE:

The Effects of Informal Recreation Participation on the College Student Experience

UNPUBLISHED WORK (Supported by evidence, including unpublished Ph.D. or Master's Thesis)

a. Works accepted for publication/Exhibition/Production

Eubank, J.M., Burt, K.G., & Orazem, J. (in press). Examining the psychometric properties of a refined perceived stress scale during the COVID-19 pandemic. [Special issue]. *Journal of Prevention and Intervention in the Community*.

b. Works submitted for publication, exhibition and production

Optimism, resilience, and other health-protective factors among students at a New York City Hispanic-serving institution during the COVID-19 pandemic. [**Second author**]. [Submitted to *Journal of Effective Teaching in Higher Education* on 12/4/2020.]

Motivations to physical activity in non-traditional college students at a Hispanic-serving institution. [**First author**]. [Submitted to *Journal of American College Health* on 5/9/2020.]

c. Works in progress

- Manuscripts in preparation

COVID-19 and the faculty experience. [**First author**]. [Progress: Data analysis phase. To be submitted to *Journal of Higher Education*.]

COVID-19 and the college student experience. [**Second author**]. [Progress: Data analysis phase. To be submitted to *Journal of Higher Education*.]

Relationships and sense of belonging through informal recreation participants. [**First author**]. [Progress: Final edits phase. To be submitted to *Journal of Higher Education*.]

Internal and external motivations in campus recreation participants. [**First author**]. [Progress: Final edits phase. To be submitted to *Recreational Sports Journal*.]

Strengthening academic success and persistence through campus recreation participation. [**First author**]. [Progress: Final edits phase. To be submitted to *College Student Journal*.]

Barriers to recreation and physical activity in traditional and non-traditional college students at a commuter school. [**First author**]. [Progress: First draft. To be submitted to *Research Quarterly for Exercise and Sport*.]

Higher education and student affairs faculty members' perceptions of technology. [**Second author**]. [Progress: Manuscript underdevelopment. To be submitted to *Journal of the Study of Postsecondary and Tertiary Education*.]

- Research in progress

COVID-19 and the Faculty and College Student Experience. [**Expect to generate four**

manuscripts, two First Author]. [Progress: Data analysis phase. To be submitted to the *Journal of Higher Education.*]

- Exhibitions / Productions in preparation

GRANTS

- Current
- Completed
 - Provost Faculty Travel Grant (June 2020)
Total: \$2,257.67
 - Fifth International Conference on Tourism and Leisure Studies Emerging Scholar Award Recipient (Awarded June 19, 2020)
Total: \$475
 - National Intramural-Recreational Sports Association Annual Conference Scholarship Recipient (April 19, 2020)
Total: \$635
 - PSC-CUNY 50 Traditional A Research Grant (Awarded April 16, 2019) for “*The influence of barriers and motivations to recreation and physical activity in traditional and non-traditional college students on a commuter campus.*”
Total: \$3,500
 - Provost Faculty Travel Grant (February/March 2019)
Total: \$1,000
- Applied but not funded
 - PSC-CUNY 52 Traditional B Research Grant (Submitted December 4, 2020) for “*The impact of COVID-19 on college student leisure time physical activity, sedentary behavior, and stress in New York City.*”
\$6,000
 - Research in the Classroom Fellows Grant (2020) for “*Exploring the impact of COVID-19 on the college student experience at a Hispanic-serving institution.*”
Total: \$7,500
 - 2020 Inter-association Well-being Research Grant (2019) for “*Social Comparisons and Objectification in Physical Exercise.*”
Total: \$15,000
 - PSC-CUNY 51 Traditional B Research Grant (2019) for “*Barriers and Motivations to Recreation and Physical Activity in a City University System.*”
Total: \$6,000

SERVICE TO DEPARTMENT

Undergraduate Program Director – Recreation Education and Therapy (Fall 2018-Present)

B.S. in Recreation Education Self-Study and Program Review – Author (Fall 2020-Spring 2021)

Ad hoc Committee Co-Chair, Department Scholarship Statement Review – Health Sciences (Spring 2020)

Search Committee Member, Department of Health Sciences – Assistant/Associate Professor Position for Exercise Science (Fall 2019)

Ad hoc Grade Appeals Committee – Member (Fall 2019)

Ad hoc Grade Appeals Committee – Member (Spring 2019)

Bronx Community College Career Forum – Departmental Representative and Presenter (October 17, 2019)

Major Fair Departmental Representative (April 13, 2019)

Search Committee Member, Department of Health Sciences – Open Rank Position for Therapeutic Recreation (Fall 2018)

SERVICE TO SCHOOL

HS2N Faculty Representative, Middle States Commission on Higher Education Re-certification Roundtable (April 9, 2019)

SERVICE TO LEHMAN COLLEGE

University Faculty Senate Elections Committee – Chair (Fall 2020 – Present)

CUNY Institute of Health Equity – Faculty Affiliate (Fall 2020 – Present)

NE Multi-state Research Collaboration – Member – 1939 Proposal: Improving the Health Span of Aging Adults through Diet and Physical (Fall 2020 – Present)

SERVICE TO CUNY

SERVICE TO THE PROFESSION

National Intramural-Recreational Sports Association (NIRSA) Faculty Strategic Planning Committee – Member (Fall 2020 – Present)

Fifth International Conference on Tourism and Leisure Studies Volunteer* (June 2020)
*Cancelled due to COVID-19

National Intramural-Recreational Sports Association (NIRSA) Annual Conference Volunteer* (April 2020) *Cancelled due to COVID-19

American Red Cross Lifeguarding Instructor Trainer, Water Safety Instructor Trainer, and First Aid/CPR/AED Instructor Trainer – Aquatic Solutions, Inc. (February 2019-Present)

Contributing expert in the occupation of Fitness and Wellness Coordinators in the Occupational Information Network Program (O*NET) for the U.S. Department of Labor (May 21, 2019)

COMMUNITY SERVICE

Tri-County Science and Technology Fair Volunteer Judge (April 8, 2020-April 24, 2020)

TEACHING

A. COURSES TAUGHT

Course Code	Course Title	Semester First Taught	Lehman or GC
REC 700	Recreation and Leisure in Modern Society	Fall 2020	Lehman
REC 320	Recreation Leadership	Fall 2020	Lehman
REC 360/680	Special Topics: Practices in Rec Sports Mgmt.	Summer 2020	Lehman
REC 387	Research and Evaluation in Rec. Services	Fall 2018	Lehman
REC 401	Administration in Recreation Services	Fall 2018	Lehman

B. STUDENT EVALUATIONS (since last personnel action, in reverse chronological order; excerpts of representative comments may be attached as a separate document)

Course	Semester	SETL 5.1 mean	SETL 5.1 median	SETL 5.2 mean	SETL 5.2 median	Number of responses
REC 387	Fall 2019	1.05	1	1.18	1	22 out of 26
REC 387	Spring 2019	1.33	1	1.5	1	18 out of 29
REC 401	Spring 2019	1.14	1	1.23	1	22 out of 26
REC 387	Fall 2018	1.38	1	1.48	1	21 out of 24
REC 401	Fall 2018	1.15	1	1.23	1	13 out of 15

C. Mentorship and Student Development (since last personnel action, in reverse chronological order; excerpts of representative comments may be attached as a separate document)

Yudianto, K. *Does therapeutic recreation positively impact veterans with PTSD?* Presenter, Student Research Advisory Board: Lehman College Student Scholarship Showcase (May 7-8, 2020).

*Presented virtually due to COVID-19

D. Curriculum Development and Design (since last personnel action, in reverse chronological order; excerpts of representative comments may be attached as a separate document)

- Curriculum Renewal Proposals
 - Dual Credit BS-MS in Recreation Education (Option A)
- Change in Degree Requirements
 - Course Numbers
 - REC 300 to REC 200
 - REC 320 to REC 210
 - REC 321 to REC 221
 - REC 401 to REC 302
 - Adding of Departmental Consent Requirement
 - REC 370
 - Removal of Departmental Consent Requirement
 - REC 360
 - REC 361
- New Courses
 - REC 250
 - REC 330
 - REC 405
 - REC 410

NAME Em Adams

Date Submitted: _____

RECOMMENDATION FOR:

APPOINTMENT _____

PROMOTION _____

REAPPOINTMENT _____

REAPPOINTMENT WITH TENURE _____

OTHER (Sabbatical Leave, Designation
ECP, etc.) _____

TITLE

DEPARTMENT Health Sciences

Instructor

EFFECTIVE DATE

SALARY RATE _____

Initial Appointment Date Jan 25, 2019

Tenure Date NA

HIGHER EDUCATION

Institution	Dates Attended	Degree & Major	Date Conferred
Clemson University	June 2016-Current	Ph.D. Parks, Recreation, and Tourism Management	May 8, 2020
Brigham Young University	Aug 2012-Dec 2014	M.S. Youth and Family Recreation	Dec 2014
Brigham Young University	April 2000-April 2005	B.S. Biology	April 2012

EXPERIENCE

A. Teaching

Institution	Dates	Rank	Department
Lehman College	Jan 2019	Instructor	Health Sciences

B. Employment/Others

Employer/ Institution	Dates	Position/ Rank	Department/Unit
Clemson University	8/17-12/	Graduate Assistant	Parks Recreation and Tourism Management
Carolina Center for Behavioral Health	3/17-8/17	Recreational Therapist	Recreation Therapy
Utah County Women's Shelter	5/16-3/17	Recreational Therapist	Afterschool Program
Center for Change	4/15-3/17	Recreation Therapist	Experiential Therapies
Utah State Hospital	3/15-1/17	Recreational Therapist	Recreational Therapy
Center for Change	8/14-12/14	Intern Recreation Therapy	Experiential Therapies

NAME: Emilie V Adams Date Submitted: August 25, 2020

ACADEMIC AND PROFESSIONAL HONORS (since last personnel action)

ACADEMY ON VIOLENCE AND ABUSE SCHOLAR 2021
CLEMSON UNIVERSITY OUTSTANDING GRADUATE RESEARCHER APRIL
2020
OUTSTANDING PHD STUDENT RESEARCHER AWARD, CLEMSON UNIVERSITY
MAR 2020
COLLEGE OF BEHAVIORAL, SOCIAL, AND HEALTH SCIENCES
FIRST PLACE BEST RESEARCH POSTER, SEP 2019
AMERICAN THERAPEUTIC RECREATION ASSOCIATION

PUBLICATIONS (since last personnel action)

Peer-Reviewed Journal Publications (in reverse chronological order)

Adams, E.V., Van Puymbroeck, M., Crowe, B.M., Pury, C.L.S., Schmid, A.A. (2020) Yoga to Reduce Leisure Constraints for Residents of Assisted Living Facilities. *OBM Geriatrics*, 4(4):18; doi:10.21926/obm.geriatr.2004135 (Role: Primary Investigator, implemented intervention, authored paper.)

Non-Peer-Reviewed Journal Publications (in reverse chronological order)

PUBLICATIONS (prior to last personnel action)

Peer-Reviewed Journal Publications (in reverse chronological order)

Reina, A.M., Adams, E.V., Allison, C.K., Mueller, K.E., Crowe, B.M., Van Puymbroeck, M., Schmid, A.A. Yoga for adults with intellectual and developmental disabilities. *International Journal of Yoga Therapy*. 2020; 13(2) (Role: Implemented intervention, assisted in data collection. Assisted in authoring paper. Percent time 25%)

Adams, E.V., Van Puymbroeck, M., Torphy, H.S., Helsel, B.C., Kemper, K.A., Dye, C., Schmid, A.A. A Novel Approach to Fall Risk Reduction: Combining Education and Therapeutic Yoga. *OBM Geriatrics*.2020; 4(1):15. doi:10.21926/obm.geriater.2001097 (Role: Assisted in design, and implementation of study, coauthored paper. Percent Time: 90).

Crowe, B.M., Allison, C.K., Van Puymbroeck, M., **Adams, E.V.**, & Schmid, A.A. Exploring the physical and psychosocial benefits of yoga for adults with intellectual and developmental disabilities. *American Journal of Recreational Therapy*. (In press; Accepted Feb 28, 2020).

Adams, E.V., Van Puymbroeck, M., Walter, A.A., Hawkins, B., Schmid, A., Sharp, J.L. Predictors of Functional Improvements after Therapeutic Yoga Intervention for People with Parkinson's Disease. *International Journal of Yoga Therapy*. 2020; 30. doi: 10.17761/2020-D-18-00005. (Role: Data analysis, authored paper. Percent Time: 90)

Adams, E.V., Crowe, B.M., Van Puymbroeck, M., Kelly, C.T., Schmid, A.A. Yoga as a community-based Recreational Therapy intervention for older adults. *Therapeutic Recreation Journal [ATRA Annual in Therapeutic Recreation]*. 2019; 52(4): 367-379. (Role: Assisted in data collection, analyzed results, co-authored paper. Percent Time: 80)

Walter, A.A., **Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Urrea-Mendoza, E., Hawkins, B.L., Sharp, J., Woschkolup, K., Revilla, F.J., & Schmid, A.A. Changes in non-motor symptoms following an 8-week yoga intervention for people with Parkinson's disease. *International Journal of Yoga Therapy*. 2019; (Role: Author, data analyst; Percent time: 70)

Adams, E.V., and Townsend, J. (2018). A Systematic Review of Yoga and Schizophrenia Spectrum Disorders: Implications for Recreational Therapy Practitioners. *American Journal of Therapeutic Recreation*, 17(2), 37-47.

Torphy, H.S., Van Puymbroeck, M., Crowe, B.M., **Adams, E.V.**, Wiles, A., Allison, C.K., & Schmid, A.A. (2020). Yoga for Adults with Intellectual and Developmental Disabilities: Supporting Engagement and Autonomy. *Yoga Therapy Today* (Winter), 45-47.

Van Puymbroeck, M., Walter, A., Hawkins, B.L., Sharp, J., Woschkolup, K., Urrea-Mendoza, E., Revilla, F., **Adams, E.V.**, Schmid, A.A. (2018). Functional Improvements in Parkinson's

Disease Following a Randomized Trial of Yoga. *Evidence-Based Complementary and Alternative Medicine*.

Adams, E. V., Taniguchi, S., Ward, P.J., Hite, S.J., Mugimu, C., Nsubuga, Y. (2018). Leisure Defined by Perceiving Choice: Perspectives of Ugandan Women, *World Leisure Journal* 60(4), 265-280. doi:10.1080/16078055.2018.1517106

Non-Peer-Reviewed Journal Publications (in reverse chronological order)

GORZELITZ, J., ADAMS, E.V., & WARING, M.E. (2019). QUICK STATS: WHERE TO GO WHEN YOU NEED NATIONAL OR STATE NUMBERS ON DEMOGRAPHICS, DISEASE BURDEN, OR BEHAVIORAL RISK FACTORS. SOCIETY OF BEHAVIORAL MEDICINE, OUTLOOK.

PRESENTATIONS (since last personnel action, in reverse chronological order)

Auerbach, L., Simino Boyce, P., **Adams, E.**, Reikert, S., Silberman, N., Rennis, L, Saint-Louis, N., Assassi, P., & Archibald, P. (in review) *A Multi-campus Interprofessional Education Program Using Virtual Simulation: Teamwork and Collaboration During the Pandemic. The Association of American Medical Colleges, Annual Meeting, Houston TX*

Archibald, P., Rennis, L., Reikert, S., Lowe, M., Auerbach, L. Saint-Louis, N., Maldonado, S., Lancaster, G., Assassi, P., **Adams, E.V.** COVID-19 (December, 2020). *Inspired Launch of CUNY-wide Virtual Simulated Interprofessional Practice Education (IPE) for Health & Human Service Disciplines.* CUNY IT Virtual Conference.

Adams, E.V. (December, 2020) *Maintaining a Quality Internship Program Amidst COVID-19 Concerns.* Downstate Conference, New York, NY.

Adams, E.V., Gonzales, N., Hernandez, W. (Oct 2020) *Recreational Therapy Interventions for Survivors of Intimate Partner Violence: A systematic review.* Paper presented at the Global Summit on Violence and Abuse.

Adams, E.V., Gonzales, N., Hernandez, W. (Oct 2020) Yoga for survivors of intimate partner violence: A meta-analysis. Poster presentation at the Symposium on Yoga Research.

Adams, E.V., Van Puymbroeck, M., Crowe, B.M., Pury, C.L.M., Schmid, A.A. (Oct 2020) *Therapeutic Yoga Improves Functional Fitness and Pain for Residents of Assisted Living Facilities.* Poster presentation at the Symposium on Yoga Research.

Adams, E.V., Van Puymbroeck, M., Crowe, B.M., Pury, C.L.M., Schmid, A.A. (Oct 2020) *Implementing Therapeutic Yoga in Assisted Living Facilities: A Feasibility Study*. Poster presentation at the Symposium on Yoga Research.

Adams, E.V., Van Puymbroeck, M., Crowe, B.M., Pury, C.L.M., Schmid, A.A. (Oct 2020) *Yoga promotes proactive coping for residents of Assisted Living Facilities*. Poster presentation at the Symposium on Yoga Research.

Adams, E.V. (Oct 2020). *Cultivating radical calmness to promote resilience in clients and caregivers: Developing a trauma-sensitive practice*. American Therapeutic Recreation Association, Annual Conference, Virtual.

Adams, E.V., Van Puymbroeck, M., Crowe, B.M., Pury, C.L.S., Schmid, A.A. (Oct, 2020) *Yoga to Reduce Leisure Constraints for Residents of Assisted-Living Facilities* Poster Presentation at. American Therapeutic Recreation Association, Annual Conference, Virtual Conference.

Adams, E.V., Van Puymbroeck, M., Crowe, B.M., Pury, C.L.S., Schmid, A.A. (in review) *Feasibility of Implementing Therapeutic Yoga in Assisted Living Facilities*. American Therapeutic Recreation Association, Annual Conference, Birmingham, AL.

Adams E.V. (June 2020) *Psychological courage and behavioral health: A review of the literature and evidence-based interventions*. Northeast Behavioral Healthcare Conference. Syracuse, NY. (Conference canceled due to COVID-19.)

Adams E.V. (June 2020) *Mindfulness interventions for healthcare workers: The good, the bad, and the research*. Northeast Behavioral Healthcare Conference. Syracuse, NY. (Conference canceled due to COVID-19.)

PRESENTATIONS (prior to last personnel action, in reverse chronological order)

Adams, E.V., Van Puymbroeck, M., Crowe, B.M., Pury, C.L.S., Schmid, A.A. (April, 2020). *Feasibility of Implementing Therapeutic Yoga in Assisted Living Facilities*. Society of Behavioral Medicine Annual Meeting, San Diego, CA. (Conference canceled due to COVID-19.)

Adams, E.V., Van Puymbroeck, M., Dye, C., Kemper, K. (April, 2020) *Exploring Integrating Yoga and a Matter of Balance Education for a Fall Prevention Program*. Society of Behavioral Medicine Annual Meeting, San Diego, CA. (Conference canceled due to COVID-19.)

Hernandez, W., Gonzalez, N., Robinson, J., Kim, H., & **Adams, E.V.** (May, 2020) *Interventions for children with ADHD: Examining the research*. Metro Conference. Brooklyn, NY. (Conference canceled due to COVID-19.)

Adams, E.V. (May, 2020). *Implementing yoga for older adults with chronic illness*. Metro Conference. Brooklyn, NY. (Conference canceled due to COVID-19.)

Hernandez, W., Gonzalez, N., Robinson, J., Kim, H., & **Adams, E.V.** St. Josephs (April, 2020). *Evidence-based interventions for children with Attention Hyper Deficit Syndrome*. New York State Therapeutic Recreation Association Annual Conference, Saratoga Springs, NY. (Conference canceled due to COVID-19.)

Adams, E.V. (April, 2020). *Fall prevention interventions for older adults*. New York State Therapeutic Recreation Association Annual Conference, Saratoga Springs, NY. (Conference canceled due to COVID-19.)

Dyke, J. & **Adams, E.V.** (April, 2020). *Using the APIE Process as a model for clinical supervision*. New York State Therapeutic Recreation Association Annual Conference, Saratoga Springs, NY. Metro Conference. (Conference canceled due to COVID-19.)

Adams, E.V. (November, 2019) *Implementing Yoga for older adults in long-term care*. Downstate Recreation Conference. Tarrytown, NY. **Adams, E.V.** (October 2019) *Correlating recreation and incidents of violence in inpatient psychiatric hospitalizations*. Academy on Violence and Abuse Global Health Summit, Minneapolis, MN. **Adams, E.V.** (September 2019) *Trauma-Informed Care in Recreational Therapy Practice*. *American Therapeutic Recreation Association Research Institute*. Reno, NV **Adams, E.V.**, Reina, A.M., Kelly, C.T., Mueller, K.E., Crowe, B.M., Van Puymbroeck, M., Schmid, A. (September 2019). *Yoga for adults intellectual and developmental disabilities: A pilot study*. American Therapeutic Recreation Association Research Institute. Reno, NV.

Adams, E.V., Kelly, C.T., Torphy, H.S, Van Puymbroeck, M., Mueller, K., Rivers, A., Kemper, K., Dye, C.J, Helsel, B., Schmid, A.A. (September, 2019) *Merging Yoga and Matter of Balance: A Pilot Study*. American Therapeutic Recreation Association Research Institute. Reno, NV.

Rivers, A., Mueller, Allison, C.K., Van Puymbroeck, M., **Adams, E.V.**, Torphy, H.S., Kemper, K.A. Dye, C., Schmid, A. (September 2019) *Improving Balance in Older Adults: An Expanded Assessment*. American Therapeutic Recreation Association Research Institute. Reno, NV. Van Puymbroeck, M., Torphy, H., **Adams, E.V.**, Kelly, C., Wiles, A., Crowe, B.M., Mueller, K., Schmid, A.A. (September 2019). *Evidence-based Tips & Tricks for Implementing Yoga for*

People with Intellectual & Developmental Disabilities. American Therapeutic Recreation Association Research Institute. Reno, NV.

Adams, E.V. (May, 2019). *Reducing Burnout, Increasing Employee Engagement, and Improving Patient Outcomes*. Northeast Behavioral Healthcare Conference. Syracuse, NY.

Torphy, H.S., Wiles, A., Van Puymbroeck, M., **Adams, E.V.**, Kelly, C., Crowe, B.M., & Schmid, A.A. (April 2019). *Research into practice: Lessons learned providing yoga to individuals with intellectual and developmental disabilities*. Southeast Recreational Therapy Symposium 2019, Gatlinburg, TN.

*Mueller, K., **Adams, E.V.**, Kelly, C.T, Reina, A.M., Schmid, A.A., Crowe, B.M, & Van Puymbroeck, M. (April 2019) *Yoga for Adults with Intellectual and Developmental Disabilities: A Pilot Study*. GRADS Research and Discovery Symposium, Clemson University.

Adams, E.V., Dodd, J.C., Raja, S., Clements, A. (March, 2019). *Trauma-Informed Care as a Universal Precaution: Practical Applications for Behavioral Medicine Practitioners and Researchers*. Society of Behavioral Medicine Annual Meeting. Washington, DC.

***Adams, E.V.**, Van Puymbroeck, M., Dye, C., Kemper, K. (March, 2019). *Matter of Balance and Yoga for fall risk reduction among community-dwelling older adults: A pilot study*. Paper presented at the Society of Behavioral Medicine Annual Meeting, Washington, DC.

Adams, E.V., Taniguchi, S.T., Ward, P.J., & Hite, S.J. (February, 2019). *An Exploration of Factors Affecting Ugandan Women's Leisure Preferences and Participation*. The Academy of Leisure Sciences, Greenville, SC.

Walter, A.A. **Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Hawkins, B.L., & Schmid, A.A., Sharp, J., (February, 2019). *Influence of yoga on non-motor symptoms of Parkinson's disease*. The Academy of Leisure Sciences Annual Conference on Research and Teaching, Greenville, SC.

Van Puymbroeck, M., **Adams, E.V.**, Walter, A.A., Crowe, B.M., Hawkins, B.L., & Schmid, A.A. (February, 2019) *Predictive factors for functional improvement in Parkinson's Disease after a yoga intervention*. The Academy of Leisure Sciences Annual Conference on Research and Teaching 2019, Greenville, SC.

Crowe, B.M., **Adams, E.V.**, Van Puymbroeck, M., Walter, A.A., & Schmid, A.A. (February, 2019). *Effects of participation in standing and seated yoga classes on physical functioning in community-dwelling older adults*. The Academy of Leisure Sciences Annual Conference on Research and Teaching 2019, Greenville, SC.

Torphy, H.S., Van Puymbroeck, M., Crowe, B.M., Schmid, A.A., **Adams, E.V.**, Hubbard, C., Wiles, A., Park, J., & Kelly, C. (February, 2019). *Yoga for people with intellectual and developmental disabilities: A pilot study*. The Academy of Leisure Sciences Annual Conference on Research and Teaching, Greenville, SC.

Crowe, B.M., Torphy, H., Van Puymbroeck, M., **Adams, E.V.**, & Schmid, A.A. (October 2018). *Physical and psychosocial benefits of yoga for people with intellectual and developmental disabilities*. Symposium on Yoga Research. Stockbridge, MA.

Crowe, B.M., **Adams, E.V.**, Van Puymbroeck, M., Walter, A.A., & Schmid, A.A. (October 2018). *Effects of participation in standing and seated yoga classes on physical functioning in community-dwelling older adults*. Symposium on Yoga Research. Stockbridge, MA.

Van Puymbroeck, M., Walter, A.A., Hawkins, B.L., Woschkolup, K., Urrea-Mendoza, E. Revilla, F., Sharp, J., **Adams, E.V.**, Crowe, B.M., & Schmid, A.A. (October, 2018). *Yoga improves postural stability and balance control for people with Parkinson's disease*. Symposium on Yoga Research. Stockbridge, MA.

Adams, E.V., Walter, A.A., Van Puymbroeck, M., Crowe, B.M., Hawkins, B.L., Schmid, A.A. (October, 2018). *Predictive factors for functional improvement in Parkinson's disease after yoga intervention*. Symposium on Yoga Research. Stockbridge, MA.

Adams, E.V., Walter, A.A., Van Puymbroeck, M., Crowe, B.M., Sharp, J., Hawkins, B.L., Schmid, A.A. (October, 2018). *Influence of yoga on non-motor symptoms of Parkinson's disease*. Symposium on Yoga Research. Stockbridge, MA.

Adams, E.V., Lewis, S.T. (September 2018). *Developing a culture of clinical supervision in RT: A case example*. American Therapeutic Recreation Association Research Institute. Grand Rapids, MI.

Adams, E.V., Walter, A.A., Van Puymbroeck, M., Crowe, B., Hawkins, B., & Schmid, A.A. (September 2018). *Yoga for people with Parkinson's Disease: Predictive factors for functional improvement*. American Therapeutic Recreation Association Research Institute. Grand Rapids, MI.

Adams, E.V., Walter, A.A., Crowe, B.M., Van Puymbroeck, M., Park, J., Schmid, A.A. (September 2018). *Feasibility and outcomes of a yoga program for community dwelling older adults*. American Therapeutic Recreation Association Research Institute. Grand Rapids, MI.

Torphy, H., Crowe, B.M., Van Puymbroeck, M., Schmid, A.A., **Adams, E.V.**, Hubbard, C.R., Wiles, A., Park, J., Kelly, C. (September 2018). *Yoga for People with Intellectual and Developmental Disabilities: A Pilot Study*. American Therapeutic Recreation Association Research Institute. Grand Rapids, MI.

Adams, E.V. (May, 2018). *Yoga as Behavioral Medicine: The research outcomes and best practices of yoga interventions*. Northeast Behavioral Healthcare Conference. Syracuse, NY.

Adams, E.V. (2018, April). *Yoga and Severe Mental Illness*. Society of Behavioral Medicine Annual Meeting. New Orleans, LA.

Adams, E.V., Taniguchi, S.T., Ward, P.J., Hite, S.J. (2018, April). *Four Elements of Play as Described by Ugandan Women*. Conference on the Value of Play. Clemson, SC.

Walter, A.A., Crowe, B.M., Van Puymbroeck, M., Park, J., **Adams, E.V.**, & Schmid, A.A. (April, 2018). *The Effects of Yoga on the Physical Functioning in Community-Dwelling Older Adults*. Clemson Graduate Research and Discovery (GRADS). Clemson, SC.

Adams, E.V., Walter, A.A., Van Puymbroeck, M., Crowe, B., Hawkins, B., Schmid, A.A. (April, 2018). *Feasibility and Psychosocial Outcomes for an Osher Lifelong Learning Institute Hatha Yoga Program*. Clemson Graduate Research and Discovery (GRADS). Clemson, SC

Adams, E.V., Walter, A.A., Van Puymbroeck, M., Crowe, B., Hawkins, B., Schmid, A.A. (April, 2018). *Predictive Factors of Functional Improvement for People with Parkinson's*

Disease: Outcomes Following a Therapeutic Yoga Intervention. Clemson Graduate Research and Discovery (GRADS). Clemson, SC.

Adams, E.V., Walter, A.A., Park, J., Crowe, B., Van Puymbroeck, M., Schmid, A.A. (March, 2018). *Feasibility and Outcomes of an OLLI Based Yoga Program.* Southeast Therapeutic Recreation Symposium. Williamsburg, VA.

Adams, E.V., Walter, A.A., Van Puymbroeck, M., Crowe, B., Hawkins, B. Schmid, A.A. (March, 2018). *Predictive Factors for Functional Improvement After Yoga Intervention.* Southeast Therapeutic Recreation Symposium. Williamsburg, VA.

Walter, A.A., Crowe, B.M., Van Puymbroeck, M., Park, J., **Adams, E.V.**, & Schmid, A.A. (March, 2018). *Hatha and Chair Yoga for Older Adults: Preliminary Physical Findings.* Southeastern Recreational Therapy Symposium. Williamsburg, VA.

Adams, E. V., Van Puymbroeck, M., Walter, A., Hawkins, B., Schmid, A. (October, 2017). *The effects of a small randomized yoga intervention on balance and functional muscle strength for people with Parkinson's Disease,* Symposium on Yoga Research. Stonebridge, MA.

Adams, E. V., Taniguchi, S., Ward, P.J., Hite, S.J., Mugimu, C., Nsubuga, Y. (2016, October). *Leisure Defined by Free Choice: Ugandan Women's Perceptions of Leisure,* 2016 National Recreation and Parks Association Congress, St Louis, Missouri.

PH.D. THESIS TITLE:

The Feasibility of a Yoga Program on Successful Aging Among Long-term care Residents: A Pilot Study. (In Progress).

UNPUBLISHED WORK (Supported by Evidence)

a. Works accepted for publication

Crowe, B.M., Allison, C.K., Van Puymbroeck, M., **Adams, E.V.**, & Schmid, A.A. Exploring the physical and psychosocial benefits of yoga for adults with intellectual and developmental disabilities. *American Journal of Recreational Therapy.* (In press) Accepted for Publication Feb 28, 2020. (Role: Assisted in data collection, data analysis and assessed in authoring paper. Percent Time: 30).

b. Works submitted for publication

1. **Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Pury, C.L.S., Schmid, A.A. (in review) Yoga to Reduce Leisure Constraints for Residents of Assisted Living Facilities. *OBM Geriatrics*. (Submitted August 14, 2020) *Role: Developed study design, conducted data collection, oversaw intervention, wrote manuscript. Percent time: 95%*
2. **Adams, E.V.**, Van Puymbroeck, M., Hawkins, B.L., Schmid, A.A. (in review) Reduced Psychosocial Difficulties for Individuals with Parkinson's Disease Following Therapeutic Yoga. *OBM Geriatrics*. (Submitted August 14, 2020) *Role: Analyzed data, wrote methods, results, and discussion section. Percent time: 50%*
3. **Adams, E.V.**, Van Puymbroeck, M., Crowe, B.M., Alison, C.K., Pury, C.L.S., Schmid, A.A. (in review:). Feasibility of Implementing Therapeutic Yoga in Assisted Living Facilities. *OBM Geriatrics*. (Submitted August 14, 2020) *Role: Developed study design, conducted data collection, oversaw intervention, wrote manuscript. Percent time: 95%*
4. Eubank, J., **Adams, E.V.**, & Kim, H. (in review). Motivations to physical activity in non-traditional college students at a Hispanic-serving institution. *Journal of American College Health*. (Submitted May 9, 2020). *Role: Cleaned and analyzed data, wrote results section, contributed to other sections. Percent time 25%*
5. Crowe, B.M., **Adams, E.V.**, Kelly, C.T., Lancaster, M., Park, J., Van Puymbroeck, M., & Schmid, A.A. (in review). Quantitative research with adults who have intellectual and developmental disabilities: Lessons learned. Target journal: *Therapeutic Recreation Journal*. (Submitted August 2019) *Role: Interventionist, assisted in data collection and study design, author on the paper. Percent time: 20%*

c. Works in progress

- Manuscripts in preparation
 - *Student authors
1. *Hernandez, W.J., Gonzalez, N.J., **Adams, E.V.** (in process). Recreational Therapy Interventions for Survivors of Intimate Partner Violence: A meta-synthesis. *American Journal of Recreational Therapy*. (Progress made: articles gathered and reviewed, methods and results written. Percent time: 75%)

- 2. Adams, E.V.,** Taniguchi, S.T., Ward, P.J., Hite, S.J., Lewis, S.T., Nyakabwa, I.N., Mugimu, C., Nsabuga, J. (in process). “Nothing can prevent me...It’s a part of me”: An exploration of factors effecting Ugandan women’s Leisure Preferences and Participation. *Journal of Leisure Research*. (Progress made: data collected, data analyzed, manuscript written by primary author. Manuscript currently in review by second and third authors. Role on paper: Primary investigator, oversaw data collection, analyzed data, wrote manuscript. Percent time: 100%).
- 3. Adams, E.V.,** Nyakabwa, I., Naluwembra, F., Taniguchi, S.T., Ward, P.J., Hite, S.J. (in progress) Ugandan Women’s Perceptions of Play. Target Journal: *International Journal of Play*. (Progress made: data collected, results analyzed, outline of manuscript created. Role: Primary investigator, data collector, analyzed data, wrote manuscript. Percent time: 95%)
- 4. Adams, E.V.,** Van Puymbroeck, M., Pury, C., Crowe, B., Schmid, A.A.. Yoga as Proactive Coping in Assisted Living Facilities: A Mixed-Methods Inquiry. Target journal: *International Journal of Aging and Human Development* (Expected submission: May 15, 2020). Progress made: Manuscript written, waiting for co-author reviews. Role: Developed study design, oversaw project, entered and analyzed data, wrote the manuscript. Percent time: 95%
- 5. Adams, E.V.,** Van Puymbroeck, M., Pury, C., Crowe, B., Schmid, A.A. Successful aging in assisted living facilities: A phenomenological exploration of stressors and coping among residents. Target journal: *International Journal of Aging and Human Development* (Expected submission: September 1, 2020). (Progress made: Data collected, data analyzes.) Role: Developed study design, oversaw project, entered and analyzed data,

GRANTS

- Current:

Recreational Therapy Foundation (2020-21): “Telehealth mindfulness-based movement and journaling for survivors of violence.” [Progress: submitted May 31, 2020. Role: Principle Investigator]

CUNY Research Foundation, Research in the Classroom (2020-21): “Determining the State of Trauma-informed Care in the Field of Therapeutic Recreation” [Progress: Submitted May 29, 2020. Role: Principle Investigator]

PSC-CUNY CYCLE 51 TRADITIONAL A RESEARCH AWARD (2020-21): “COLLECTIVE MEMORIES OF A COMMUNITY RUNNING GROUP: PERSPECTIVES OF BROWNSVILLE WOMEN.” TOTAL AWARDED: \$3,500.

STUDENT RESEARCH ADVISORY BOARD FACULTY SEED GRANT (2020-21): THE OUTCOMES OF RECREATIONAL THERAPY FOR SURVIVORS OF INTIMATE PARTNER VIOLENCE. TOTAL AWARDED: \$2,200.

- Completed:

OPEN EDUCATION RESOURCE GRANT (2019-20) MAKING REC 321 A ZERO-TEXT COST COURSE. TOTAL AWARDED: \$2,500

PROVOST TRAVEL FUNDING (\$1000)

SPRING 2020

PROVOST TRAVEL FUNDING (\$1041)

FALL 2019

- Applied but not funded

Recreation Therapy Foundation (\$2500) Not funded
February 2019

SERVICE TO THE DEPARTMENT

Assessment Liaison		2020-2021
Internship Coordinator		Summer 2020
Recreation Program Advisement Liaison		Summer, 2020
IT support to faculty during transition online	(March 18 th -April 3 rd)	Spring 2020
Member, Grade Appeals Committee		October, 2019
Member, Grade Appeals Committee		May, 2019
Representative, Major Fair, (April 13, 2019)		April 2019

SERVICE TO SCHOOL

Department Assessment Coordinator		2020-2021
IT support to faculty during transition online	(March 18 – April 3 rd)	Spring 2020
Department Representative, Lehman Conversations at 50 Event.		April 2019
(April 17, 2019) (Selected by the Dean's Office to serve as representative).		

SERVICE TO LEHMAN COLLEGE

<i>Panelist</i> , Office of Prestigious Awards Janett K Watson Fellowship	Feb 2020
(February 4-5, 2020)	

SERVICE TO CUNY

Interprofessional Simulation Workgroup	Jun-Aug 2020
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SERVICE TO THE PROFESSION

<i>Outreach Coordinator</i> , Trauma-informed Education and Healthcare Group	2020
<i>Co-chair</i> Violence and Trauma Special Interest group	2020
Society of Behavioral Medicine	

<i>Reviewer, International Journal of Aging and Human Development</i>	2020
<i>Reviewer, Society of Prevention Research</i>	2020
<i>Reviewer, International Conference on the Value of Play</i>	2019
<i>Reviewer, American Therapeutic Recreation Association Research Institute</i>	2019
<i>Reviewer, Journal of Park and Recreation Administration</i>	2019
<i>Student Liaison, Society of Behavioral Medicine</i>	2018
<i>Reviewer, Journal of Park and Recreation Administration</i>	2018
<i>Student Liaison, Society of Behavioral Medicine</i>	2018
<i>Conference Planning Committee Member, Society of Behavioral Medicine</i>	2018
<i>Reviewer, American Therapeutic Recreation Association Poster Session</i>	2018
<i>Reviewer, American Therapeutic Recreation Association Research Institute</i>	2018
<i>Reviewer, Illuminare: Student Journal in Recreation, Park and Tourism Studies</i>	2017
<i>Reviewer, Therapeutic Recreation Journal</i>	2018
<i>Reviewer, American Therapeutic Recreation Association Research Institute</i>	2017
<i>Executive Committee Member, Utah Recreation Therapy Association</i>	2014-2017

COMMUNITY SERVICE

<i>Judge, Tri County Science Fair</i>	April 2020
<i>Volunteer, Kingsbridge Height Community Center</i>	2020

PEDAGOGICAL TRAININGS

Open Pedagogy Workshop	July 2020
Peace Justice Institute for Teachers	July 2020
Writing Across the Curriculum	2019-2020
Time Saving Techniques for Course Planning and Preparation	Dec 2019
Preparation for Teaching Online	Nov 2019
Using Mid-Semester Student Feedback to Improve Your Course	Oct 2019

Communication Strategies for Student Engagement Webinar	Sep 2019
Digital Projects for Greater Student Engagement Webinar	April 2019
Using Rubrics for More Effective and Efficient Grading Webinar	March 2019

TEACHING

A. COURSES TAUGHT

Course Code	Course Title	Semester First Taught	Lehman or GC
REC 321	Introduction to Therapeutic Recreation Services	Spring 2019	Lehman
REC 360	Selected Topics in Recreation <i>(Assessment in Therapeutic Recreation).</i>	Spring 2020	Lehman
REC 401	Administration of Recreation Services	Fall 2019	Lehman
REC 425	Facilitation Techniques	Spring 2019	Lehman
REC 493	Special Project	Spring 2020	Lehman
REC 680	Special Topics in Recreation (Inclusion in	Winter 2020	Lehman

B. STUDENT EVALUATIONS (since last personnel action, in reverse chronological order; excerpts of representative comments may be attached as a separate document)

Course	Semester	SETL 5.1 mean	SETL 5.1 median	SETL 5.2 mean	SETL 5.2 median	Number of responses/ total number
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						students enrolled
REC 360	Spring 2020	NA	NA	NA	NA	NA
REC 401	Spring 2020	NA	NA	NA	NA	NA
REC 321	Spring 2020	NA	NA	NA	NA	NA
REC 680	Winter 2020	1.00	1.00	1.00	1.00	2/8
REC 321	Fall 2019	1.33	1.00	1.44	1.00	9/25
REC 321	Fall 2019	1.17	1.00	1.17	1.00	6/24
REC 401	Fall 2019	1.72	1.00	1.83	1.5	18/27
REC 321	Spring 2019	1.73	1.00	1.64	1.00	11/24
REC 321	Spring 2019	4.50	4.50	4.50	4.50	2/8
REC 425	Spring 2019	1.83	2.00	2.00	2.00	12/23

Curriculum Vitae: Hyangmi Kim

RECOMMENDATION FOR:

APPOINTMENT _____

PROMOTION _____

REAPPOINTMENT _____

REAPPOINTMENT WITH TENURE _____

OTHER (Designation as Vice President,
Dean, etc.) _____

TITLE Assistant Professor

DEPARTMENT Health Science

EFFECTIVE DATE 8/25/2016

SALARY RATE _____

HIGHER EDUCATION

Institution	Dates Attended	Degree & Major	Date Conferred
Indiana University	Jan. 2011	Leisure Behavior	July 2016
Indiana University	Aug. 2008	Therapeutic Recreation	Dec. 2010
Kookmin University	Mar. 2003	Sport Industry	Aug. 2006

EXPERIENCE

A. Teaching

Institution	Dates	Rank	Department
Lehman College	Aug. 2016- Present	Assistant Professor	Health Sciences

B. Others

Institute	Dates	Rank	Department
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ACADEMIC AND PROFESSIONAL HONORS

PUBLICATIONS

Peer-Reviewed Journal Publications (in reverse chronological order)

Kim, H (2020). Perceptions of benefits and constraints of leisure travel for pregnant women: A qualitative study. *Advances in Hospitality and Leisure. Advances in Hospitality and Leisure, 16*, 159-166), DOI: <https://doi.org/10.1108/S1745-354220200000016012>

Kim, H., & Chen, J. S. (2020). Memorable travel experiences: Recollection vs. belief. *Journal of Tourism Recreation Research*, (Published online first, 06/16/20), DOI: <https://www.tandfonline.com/doi/abs/10.1080/02508281.2020.1771653>

Chen, J. S., Wang, W., Jensen, O., **Kim, H.**, & Liu, Wan-Yu. (2020). Perceived impacts of tourism in the Arctic. *Journal of Tourism and Cultural Change*, DOI: <https://doi.org/10.1080/14766825.2020.1735403>

Kim, H., Kim, J., Kim, K., & Chen, Y. (2019). Memorable travel experiences: A qualitative approach. *Advances in Hospitality and Leisure*, 15, 101-112.

Kim, H., & Chen, J, S. (2018). The memorable travel experience and its reminiscence functions. *Journal of Travel Research*. 58(4), 637-649.

Kim, J., Chun, S., **Kim, H.**, Ha, A., & Hodges, J. (2018). Contribution of Leisure Participation to personal growth among individuals with physical disabilities. *Therapeutic Recreation Journal*, 52(3), 201-214.

Non-Peer-Reviewed Journal Publications (in reverse chronological order)

PRESENTATIONS (in reverse chronological order)

Kim, H. (2020, April) Paralympics: Good for spectators too! Report from the PyeongChang 2018 Winter Paralympics in Korea. *NYSTRA'S 25th Annual Multiday Conference*. Saratoga, New York. **Invited Presentation - Cancelled due to Covid-19, 2020**

Gonzalez, N., Hernandez, W., Robinon, J., **Kim, H.**, & Adams, E. V. (2020, April). Evidence-based interventions for children with ADHD. *NYSTRA'S 25th Annual Multiday Conference*. Saratoga, New York. **Student Research Presentation - Cancelled due to Covid-19, 2020**

Kim, H. (2019, Nov.) Paralympics: Good for spectators too! Report from the PyeongChang 2018 Winter Paralympics in Korea. *25th Annual Downstate Recreation Conference*. Tarrytown, New York.

Kim, H., & Kim, K. (2019, Sept.) Memorable Travel experience. *2019 National Recreation and Park Association Annual Conference*. Baltimore, Maryland (Accepted, 6/4/19).

Kim, J., Chun, S., **Kim, H.**, Han, A., & Hodges, J. S. (2018, Sept.) Personal growth and physical disability. *2018 American Therapeutic Recreation Association Annual Conference*. Grand Rapids, Michigan.

Kim, H., & Chen (2017, May-Jun). Measuring memorable travel experience: A qualitative study. *15th APacCHRIE Conference*. Bali, Indonesia.

Kim, H. (2016, Nov). Memorable travel experience and its reminiscence functions. *22th Annual Downstate Recreation Conference*. White Plains, New York.

UNPUBLISHED WORK (Supported by Evidence)

a. Works accepted for publication

b. Works submitted for publication

Eubank, J., Adams, E.V., & **Kim, H.** (2020). Motivations to physical activity in non-traditional college students at Hispanic-serving institution. *The Journal of American College Health*. (Submitted, 05/09/20)

Kim, K, Hawkins, B., Lee, Yong-ho., & **Kim, H.** Conceptualizing and testing a model for aging well. *Activities, Adaptation & Aging*. (Submitted, 09/08/20)

c. Works in progress

- Manuscripts in preparation

Kim, K., & **Kim, H.** The benefits of Taekwondo among older adults [Progress so far: Analyzing data]. To be submitted to *Journal of Leisure Research* by Spring, 2021.

Kim, H., Kim, K. T., Lee, C. S., & Kim, J.H. Exploring the effects of Paralympic on individuals with physical disabilities: The case of PyeongChang 2018 Paralympic [Progress so far: Finalizing the manuscript]. To be submitted to *Disability & Society* by Winter, 2021.

Kim, J, H., Kim, J. **Kim, H.**, Kim, J.H. Leisure engagement impact on social support, coping, and life satisfaction among veterans [Progress so far: Analyzing Data completed]

- Research in progress

GRANTS

- Current

Leisure Engagement Impact on Social Support, Coping, and Life Satisfaction among individuals with Physical Disabilities- *PSC-CUNY Research Award Cycle 49*: TRADA-49-670 (Received, April 13, 2018)- *Total: \$ 3483.76*

- Completed

- Applied but not funded

SERVICE TO THE DEPARTMENT

Name of Committee or Project	Type of Service	Role (I.e. Chair)	Dates
Program Director- <i>Graduate</i>		Director	Fall, 2017- Present
(Therapeutic Recreation)			
Curriculum Committee		Member	Spring, 2017 - Present
Reopening of the CAFÉ – An Afternoon of Advisement		Program Representative	March, 15, 2019 May, 11, 2020
Program Director- <i>Undergraduate</i>		Director	Spring, 2017 – Fall, 2018
(Therapeutic Recreation& Recreation Education)			
Search Committee		Chair	Fall, 2018
(Therapeutic Recreation)			
Search Committee		Chair	Fall, 2017 – Summer, 2018
(Recreation Education)			
Search Committee		Chair	Fall, 2017 – Spring, 2018
(Therapeutic Recreation)			
New student reception for accepted student		Representative	April 20, 2018

Search Committee (Recreation Education & Therapy)	Member	Spring, 2017
Search Committee (Exercise Science)	Member	Fall, 2016- Spring, 2017
Recreation Education B.S. Program Representative, the Fall'17 Majors and Minors Fair	Representative	September 13, 2017
Recreation Education M.S Degree Program Representative, Graduate Student Welcome Day	Representative	August 15, 2017

SERVICE TO SCHOOL

Name of Committee or Project	Type of Service	Role (I.e. Member)	Dates
ACE Program for Therapeutic Recreation Major		Director	Spring, 2018- Present
Conversations at 50 events		Program Representative	April, 17, 2019

SERVICE TO LEHMAN COLLEGE

Name of Committee or Project	Type of Service	Role (I.e. Member)	Dates
Steering Committee for Disability Studies Minor		Member	Spring, 2017 – Present
Adult Degree Program Life experience portfolios		Evaluator	December, 2018

Note: Obtained “Certificate of Mastery: Assessing Learning for College Credit” (March, 1, 2020)

SERVICE TO CUNY

Name of Committee or Project	Type of Service	Role (I.e. Member)	Dates
CUNY BACCALAUREATE Faculty Mentorship		Faculty Mentor	Fall, 2020- Present

SERVICE TO THE PROFESSION

Name of Committee or Project	Type of Service	Role	Dates
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Journal of Advances in Hospitality and Leisure	Reviewer	Spring, 2017 – Present
Korea Society for Wellness	Editor Board	February, 2018 – Present
Journal of Affective Disorders	Reviewer	January. 28, 2019 – February 17, 2019
Rec Summit Conference	Moderator	April, 7- 8, 2019

COMMUNITY SERVICE

Name of Committee or Project	Type of Service	Role (I.e. Member)	Dates
The Korea Para Sports Association of New Jersey		Board Member	February, 1 - Present
Tri-County Science & Technology Fair, 2020		Selected as evaluator, but not served	April, 2020
Recreation Activity Education for Korean Church at Fort Lee		Counselor	October, 2018

Appendix B: Student Satisfaction Survey
(Please See Next Page)

Quick statistics

Survey 688489 'REC Program Student Survey'

Results**Survey 688489**

Number of records in this query:	54
Total records in survey:	100
Percentage of total:	54.00%

Summary for A1**What is your age?**

Calculation	Result
Count	51
Sum	1373.000000
Standard deviation	7.29
Average	26.92
Minimum	20.000000
1st quartile (Q1)	21
2nd quartile (Median)	24
3rd quartile (Q3)	31
Maximum	51.000000

Null values are ignored in calculations**Q1 and Q3 calculated using minitab method**

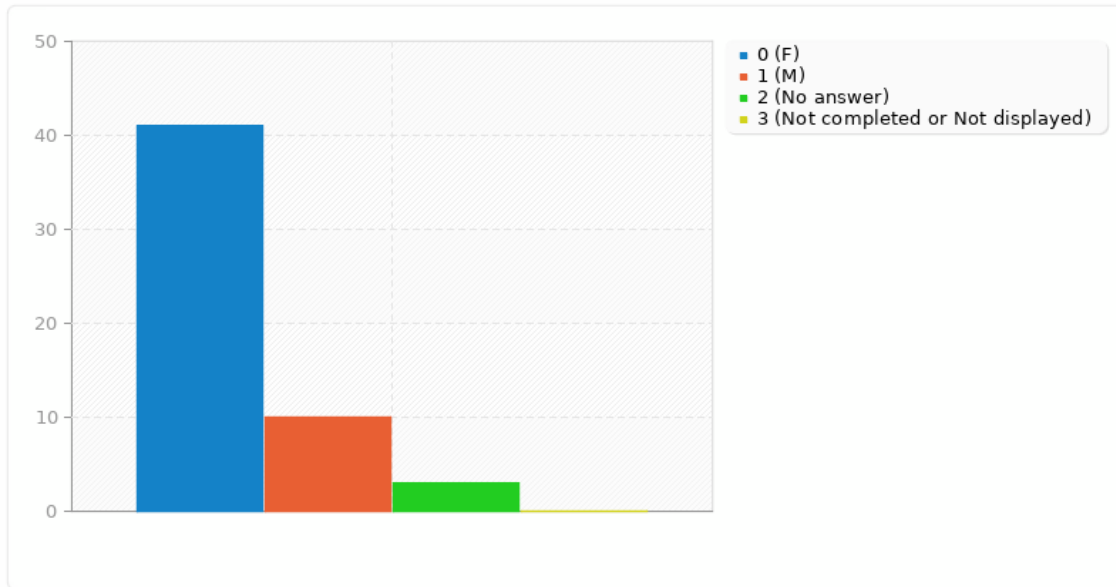
Summary for A2

What gender do you identify as?

Answer	Count	Percentage
Female (F)	41	75.93%
Male (M)	10	18.52%
No answer	3	5.56%
Not completed or Not displayed	0	0.00%

Summary for A2

What gender do you identify as?



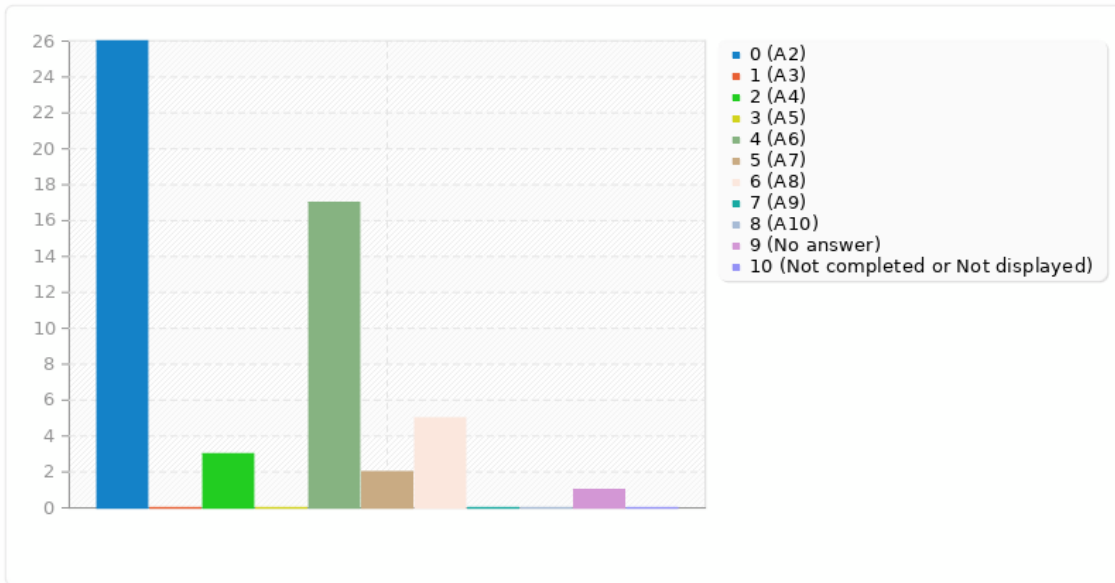
Summary for A3

What is your race/ethnicity?

Answer	Count	Percentage
Hispanic or Latino or Spanish origin of any race (A2)	26	48.15%
American Indian or Alaskan Native (A3)	0	0.00%
Asian (A4)	3	5.56%
Native Hawaiian or other Pacific Islander (A5)	0	0.00%
Black or African American (A6)	17	31.48%
White (A7)	2	3.70%
Two or more races (A8)	5	9.26%
Non-resident alien (of any race or ethnicity) (A9)	0	0.00%
Race and Ethnicity Unknown (A10)	0	0.00%
No answer	1	1.85%
Not completed or Not displayed	0	0.00%

Summary for A3

What is your race/ethnicity?



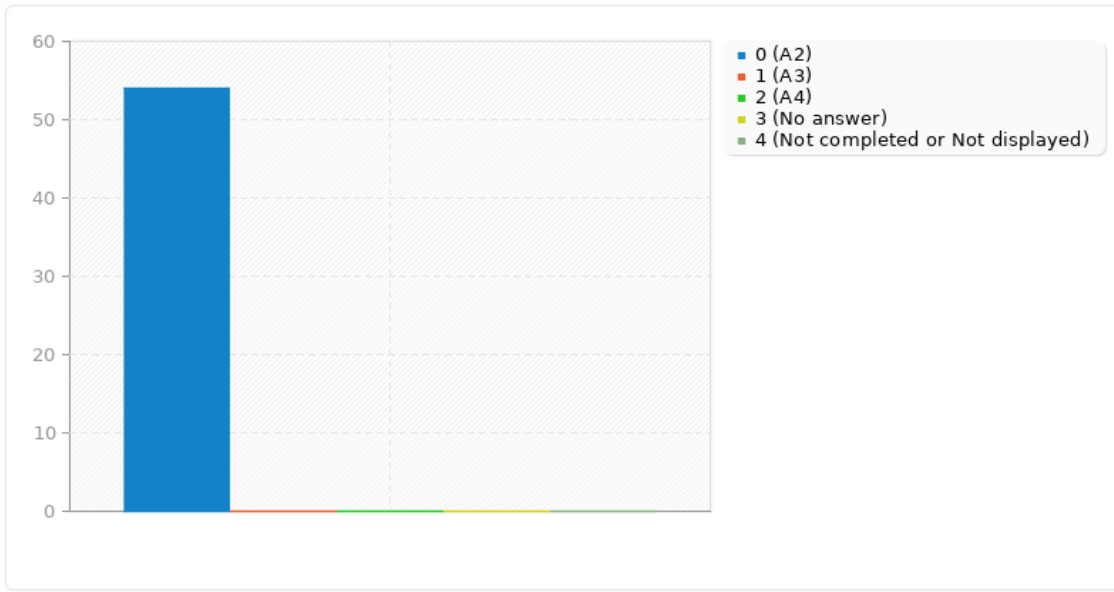
Summary for B1

What program are you currently enrolled in?

Answer	Count	Percentage
B.S. in Therapeutic Recreation (A2)	54	100.00%
B.S. in Recreation Education (A3)	0	0.00%
M.S. in Recreation Education (A4)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Summary for B1

What program are you currently enrolled in?



Summary for B4

How many years have you been enrolled in the program?

Calculation	Result
Count	52
Sum	96.000000
Standard deviation	0.94
Average	1.85
Minimum	0.000000
1st quartile (Q1)	1
2nd quartile (Median)	2
3rd quartile (Q3)	2
Maximum	4.000000

Null values are ignored in calculations

Q1 and Q3 calculated using minitab method

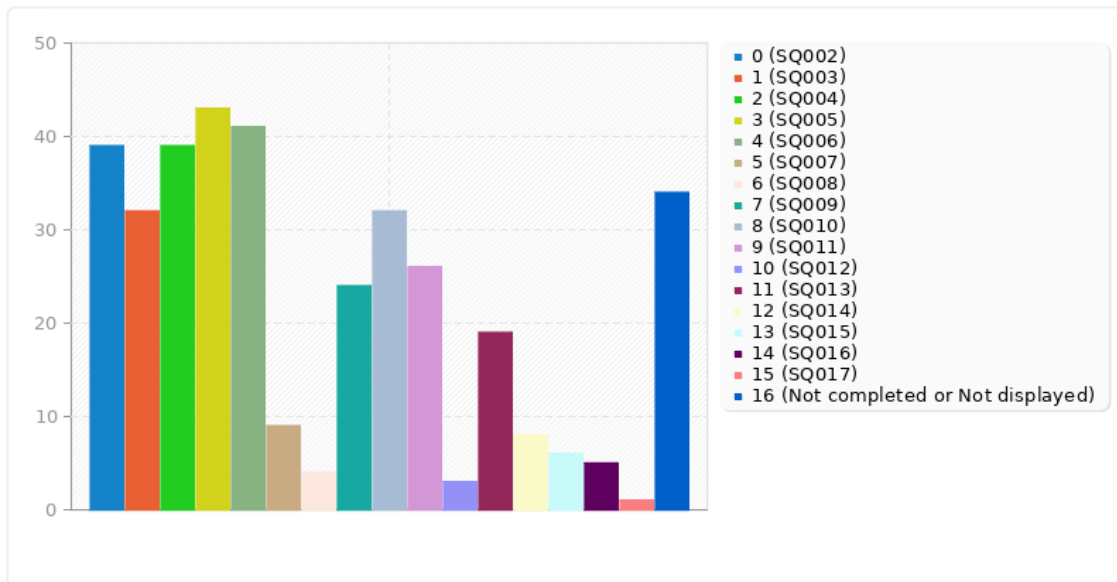
Summary for B5

What undergraduate courses have you taken or are currently taking in the program?

Answer	Count	Percentage
REC 300 (SQ002)	39	72.22%
REC 320 (SQ003)	32	59.26%
REC 321 (SQ004)	39	72.22%
REC 324 (SQ005)	43	79.63%
REC 325 (SQ006)	41	75.93%
REC 360 (SQ007)	9	16.67%
REC 361 (SQ008)	4	7.41%
REC 387 (SQ009)	24	44.44%
REC 401 (SQ010)	32	59.26%
REC 421 (SQ011)	26	48.15%
REC 422 (SQ012)	3	5.56%
REC 425 (SQ013)	19	35.19%
REC 370 (SQ014)	8	14.81%
REC 470 (SQ015)	6	11.11%
REC 471 (SQ016)	5	9.26%
(SQ017)	1	1.85%
Not completed or Not displayed	34	62.96%

Summary for B5

What undergraduate courses have you taken or are currently taking in the program?



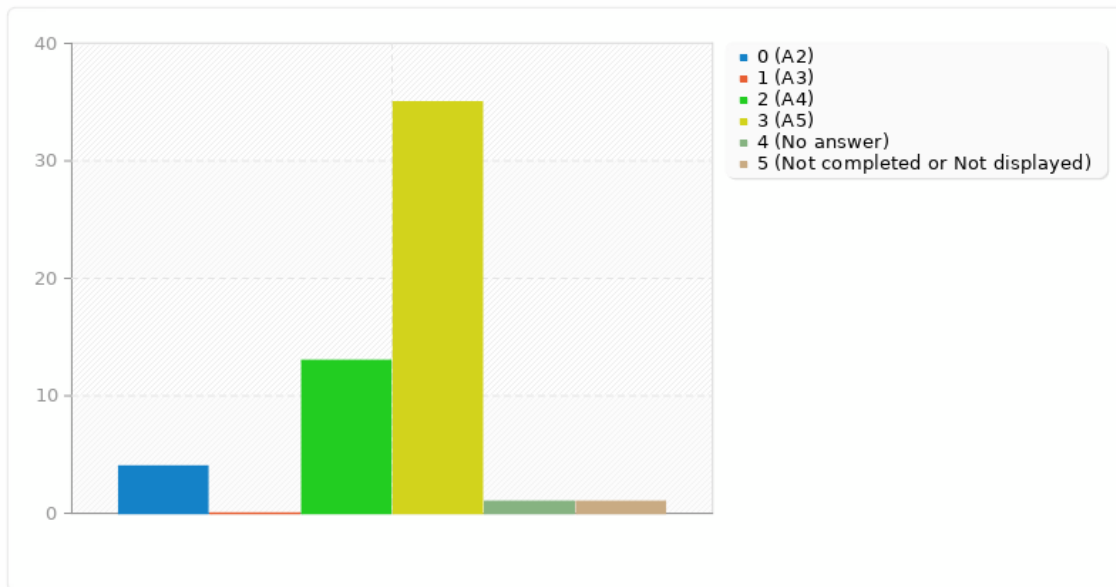
Summary for C1(SQ002)[Quality of instruction]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

Answer	Count	Percentage
Very Unsatisfied (A2)	4	7.41%
Unsatisfied (A3)	0	0.00%
Satisfied (A4)	13	24.07%
Very Satisfied (A5)	35	64.81%
No answer	1	1.85%
Not completed or Not displayed	1	1.85%

Summary for C1(SQ002)[Quality of instruction]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.



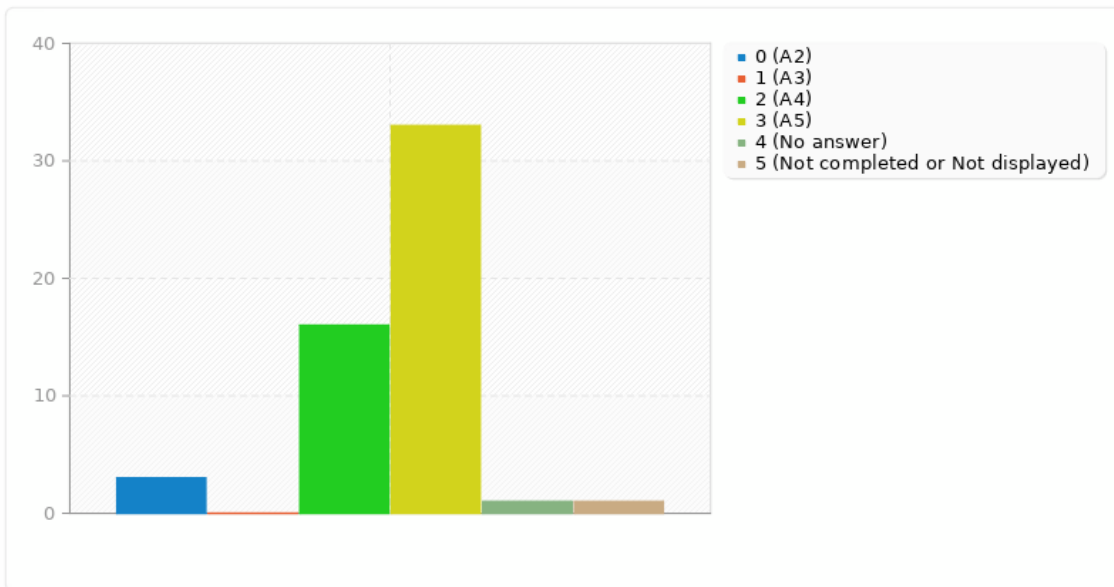
Summary for C1(SQ003)[Courses that you have taken]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

Answer	Count	Percentage
Very Unsatisfied (A2)	3	5.56%
Unsatisfied (A3)	0	0.00%
Satisfied (A4)	16	29.63%
Very Satisfied (A5)	33	61.11%
No answer	1	1.85%
Not completed or Not displayed	1	1.85%

Summary for C1(SQ003)[Courses that you have taken]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.



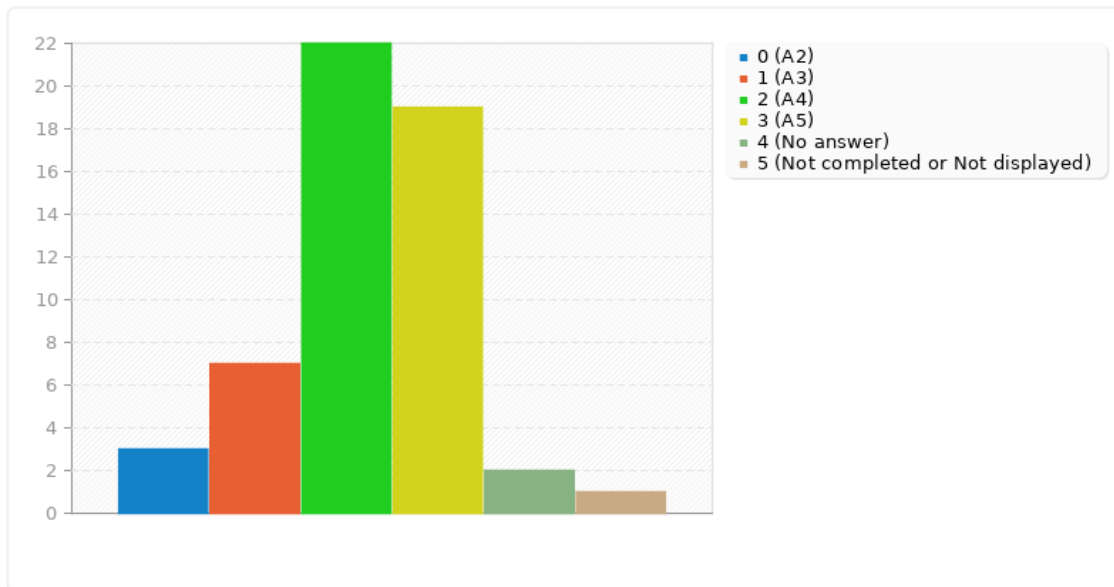
Summary for C1(SQ004)[Days and times that your courses were offered]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

Answer	Count	Percentage
Very Unsatisfied (A2)	3	5.56%
Unsatisfied (A3)	7	12.96%
Satisfied (A4)	22	40.74%
Very Satisfied (A5)	19	35.19%
No answer	2	3.70%
Not completed or Not displayed	1	1.85%

Summary for C1(SQ004)[Days and times that your courses were offered]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.



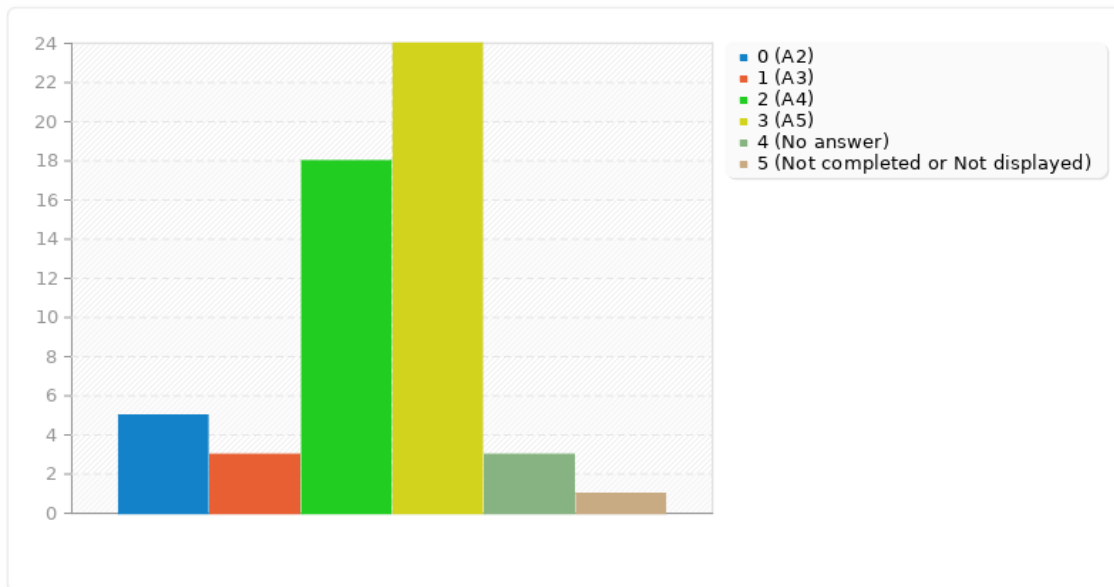
Summary for C1(SQ005)[Advising in selection of courses in support area]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

Answer	Count	Percentage
Very Unsatisfied (A2)	5	9.26%
Unsatisfied (A3)	3	5.56%
Satisfied (A4)	18	33.33%
Very Satisfied (A5)	24	44.44%
No answer	3	5.56%
Not completed or Not displayed	1	1.85%

Summary for C1(SQ005)[Advising in selection of courses in support area]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.



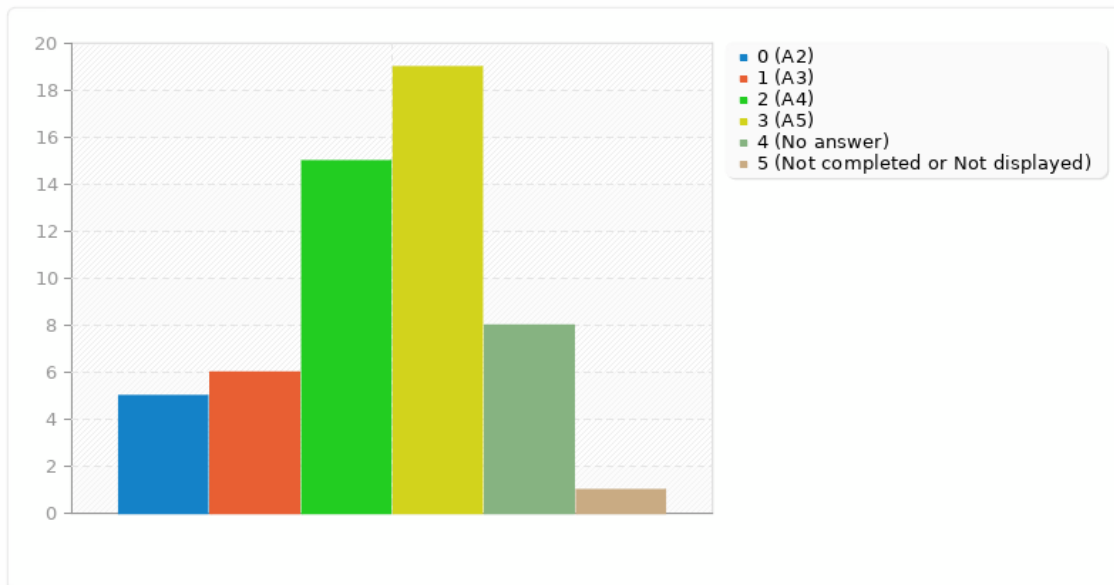
Summary for C1(SQ006)[Advising in helping you explore different career opportunities]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

Answer	Count	Percentage
Very Unsatisfied (A2)	5	9.26%
Unsatisfied (A3)	6	11.11%
Satisfied (A4)	15	27.78%
Very Satisfied (A5)	19	35.19%
No answer	8	14.81%
Not completed or Not displayed	1	1.85%

Summary for C1(SQ006)[Advising in helping you explore different career opportunities]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.



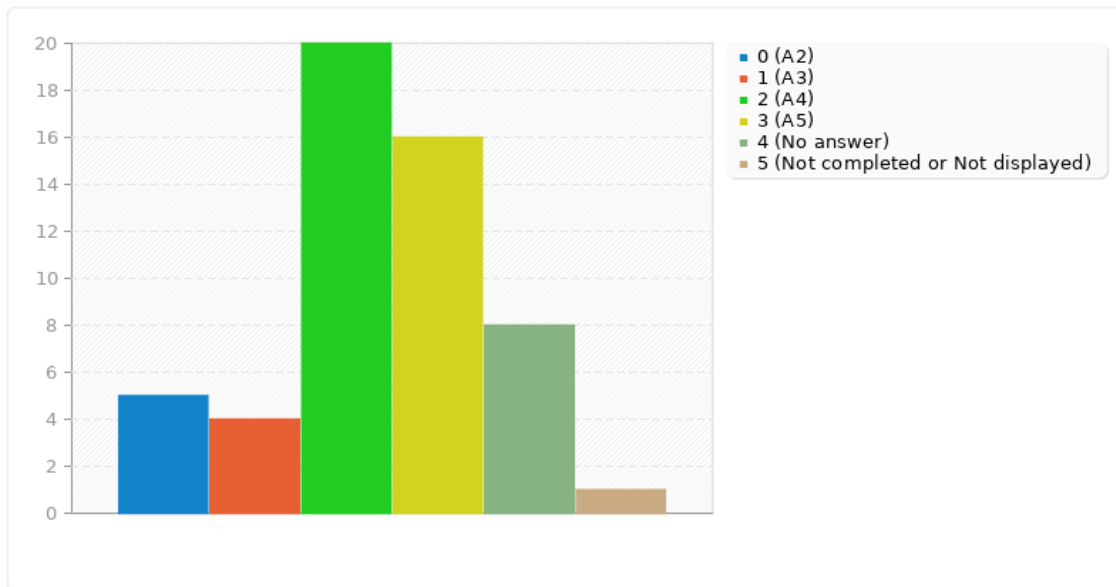
Summary for C1(SQ007)[Advising in helping you address personal matters]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

Answer	Count	Percentage
Very Unsatisfied (A2)	5	9.26%
Unsatisfied (A3)	4	7.41%
Satisfied (A4)	20	37.04%
Very Satisfied (A5)	16	29.63%
No answer	8	14.81%
Not completed or Not displayed	1	1.85%

Summary for C1(SQ007)[Advising in helping you address personal matters]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.



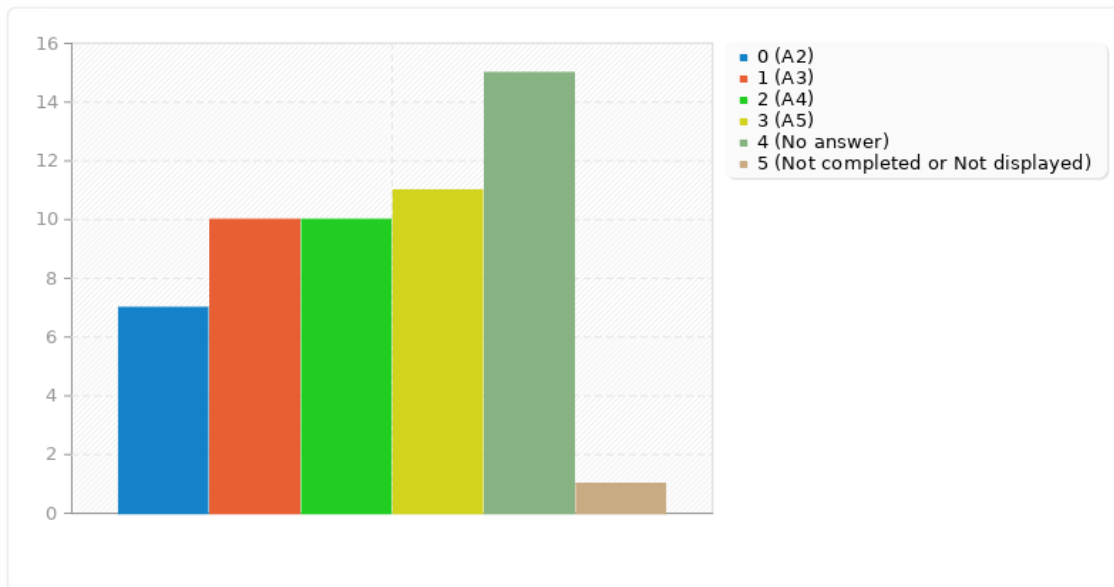
Summary for C1(SQ008)[Advising in helping you secure an internship experience]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.

Answer	Count	Percentage
Very Unsatisfied (A2)	7	12.96%
Unsatisfied (A3)	10	18.52%
Satisfied (A4)	10	18.52%
Very Satisfied (A5)	11	20.37%
No answer	15	27.78%
Not completed or Not displayed	1	1.85%

Summary for C1(SQ008)[Advising in helping you secure an internship experience]

Please rate each of the following aspects of the Recreation Education and Therapy Program according to your level of satisfaction.



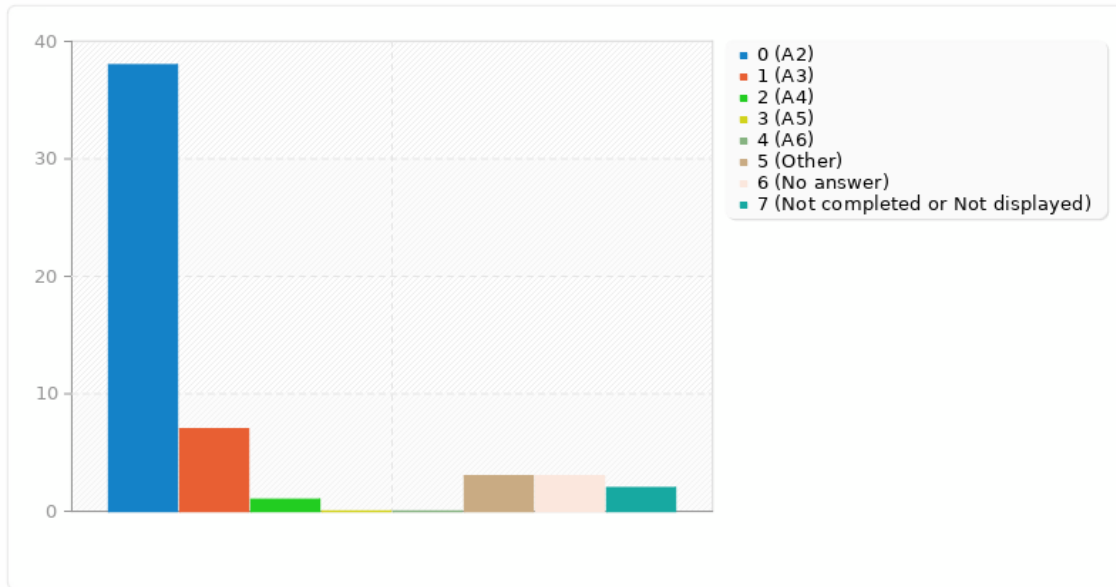
Summary for D1**What's your long-term career goal?**

Answer	Count	Percentage
Recreational Therapist (A2)	38	70.37%
Any other allied health profession excluding recreational therapy (i.e., occupational therapy, speech therapy, social work, etc.) (A3)	7	12.96%
Community Recreation (i.e., Parks and Recreation Services) (A4)	1	1.85%
Commercial Recreation (i.e., Sports Organizations, Cruise lines, etc.) (A5)	0	0.00%
Tourism (A6)	0	0.00%
Other	3	5.56%
No answer	3	5.56%
Not completed or Not displayed	2	3.70%

ID	Response
11	Recreational therapist and camp work
47	Nursing
81	Military recreation

Summary for D1

What's your long-term career goal?



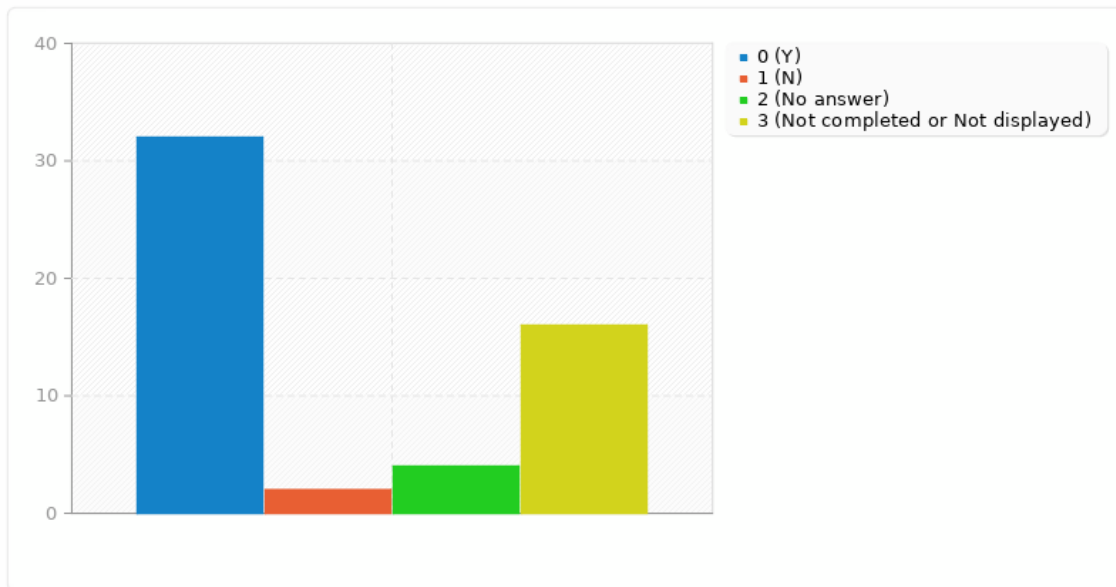
Summary for D2

Do you plan to sit for the NCTRC Exam to become a certified therapeutic recreation specialist?

Answer	Count	Percentage
Yes (Y)	32	59.26%
No (N)	2	3.70%
No answer	4	7.41%
Not completed or Not displayed	16	29.63%

Summary for D2

Do you plan to sit for the NCTRC Exam to become a certified therapeutic recreation specialist?



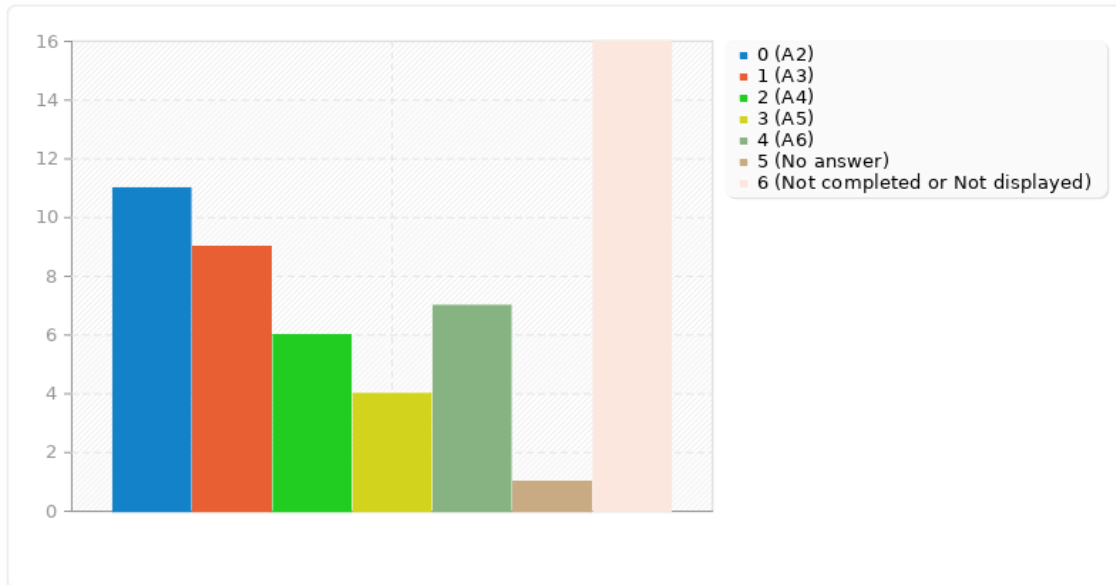
Summary for D3

What population do you plan to work with in your career?

Answer	Count	Percentage
Pediatrics (A2)	11	20.37%
Geriatrics (A3)	9	16.67%
Behavioral Health (i.e., substance use disorders, mental illness, etc.) (A4)	6	11.11%
Physical Medicine and Rehabilitation (A5)	4	7.41%
Community-based Therapeutic Recreation (i.e., inclusion specialist, school-based recreational therapy) (A6)	7	12.96%
No answer	1	1.85%
Not completed or Not displayed	16	29.63%

Summary for D3

What population do you plan to work with in your career?



Summary for E1

How has your enrollment in the program impacted your employment?

Answer	Count	Percentage
Answer	35	64.81%
No answer	14	25.93%
Not completed or Not displayed	5	9.26%

ID	Response
4	My enrollment in the the program didn't impact my employment because I'm working on the days when I don't have classes.
5	I am a current full time student but I am currently unemployed. I eventually do want to start to work but I feel like it needs to fit into my school schedule.
11	When mentioned that I am in school for tr/recreation opportunities have been open more than they used to be
14	It has made me more knowledgeable in my area of work and the population I work with.
16	It has made it difficult to maintain employment and stay in the program. I have had employers ask me what my major is and what is it good for. It has been discouraging.
20	I do not work. I cannot mänge school and work at the same time.
23	Nothing
24	It haven't yet impacted my employment.
26	In no way
29	So far so good
31	It has not impacted anything
33	One of the adviser from BCC and my classmates.
36	Yes. I'm trying to find a career in my field to leave the job I have so I can get experience and it's hard
43	So far it's been great. The classes do not interfere with my full-time work at all.
45	my employer is supportive, , encouraging and wants me to incorporate what I'm learning in class with my recreation position at my facility.
49	The times in which the classes were offered kind of affected my employment since they overlapped.
53	It has not.
55	no
59	It did not impact my employment.
60	It has not hindered my employment
61	N/A
65	I wasn't able to work full-time because of the classes and when they were offered.
68	I find it hard to work and go to school because some professors assign too much work per week. While others have the time and assignment ratio perfected.
74	Great
76	It has not impacted my employment in any way
77	Employment hasn't been impacted yet
80	It's has no impact to my employment.
81	No effect
84	It hasn't Been a problem
85	I am unemployed at the moment but I know that everything I have learned through all my classes will defiantly have a great impact on my future employment.
88	I haven't had any employment opportunity as I am still not in the internship part of it yet.
92	I'm not employed at the moment
97	Not at all
102	Only one of the course it intefers with my job sometimes because the professor forces us to do zoom on specific days but people have jobs, bills to pay or babysit so students shouldn't get penalize and were in a pandemic too !
103	I'm currently unemployed

Summary for E2

Is there anything else you would like to say about the Recreation Education and Therapy Program and your experience?

Answer	Count	Percentage
Answer	35	64.81%
No answer	14	25.93%
Not completed or Not displayed	5	9.26%

ID	Response
4	No
5	So far I like the way the TR Program has been very great. I must say the professors are very understanding as well as caring. I like that we have time to do our work at our own pace rather than a timed schedule.
11	The professors have been absolutely amazing. We train leaders and they have shown me what it's like to be one. It has been an absolutely honor to learn and work beside them.
14	I'd like a better understanding and more guidance as to how the internship portion of this program will be now due to the current pandemic we are facing.
16	I have definitely have questioned changing majors simply because the internship requirement would impact my income and doesn't offer much in return. Unfortunately, it is an "Old Boys Club" in which others have done it even though it's difficult, so current students should "suck it up and get over it." The expected internship requirement isn't realist to a CUNY student. It also doesn't allow for exposure to the various areas where TR can be found. It is outdated and not accommodating. Advising lacks completely.
20	It will be awesome if Recreation Therapy/ED will have their own classes that Reilly represent a real world setting. For instance: classes for Recreation ED is at the gym or a recreation center. Classes for Recreation Therapy is at a clinic.
23	No
24	N/A
29	Everything is awesome
31	So far it's a nice experience and I am learning many different methods about the therapy program.
33	Not yet
36	It's very interesting. Most of the professors in the field are very helpful
43	My next step is to do the internships but I haven't gotten a clear answer as to what's going to happen in the Spring regarding internships, which is when I have to do mine.
45	I have been in the Recreation field for more than 20yrs. Getting my degree and my certification is the goal. The professors are helpful, informative, and supportive.
47	Really satisfied with the staff that runs the recreation therapy department always responsive to emails and always willing to help
49	The Recreation Therapeutic program is a very excellent program!!
53	Not at this time.
55	I have currently worked in the field of REC for 4 years now. Is there someone I can talk to about just automatically signing off on my field work. Since my job is my field work
59	The experience is amazing so far.
60	So far I've had a great experience
61	With transitioning into remote learning, I thought it would be difficult for me in the beginning but my professors are taking it a step at a time and ensuring that their students are on the right track. So my overall experience is great.
68	No
70	In regard to the process of securing an internship, there should be a more active role in informing students early on in the program to begin searching for sites that they would be interested in. There should be a handout or something posted online in which students can refer to in order to know who to speak to for certain inquires.
74	Love it in joy helping others and it's great and wonderful experience
76	The Therapeutic Recreation Program is beyond great, yet this semester because of the pandemic it lacked to help students obtain CTR internship giving them no good additional options to graduate on time and be able to take the CTRS Test. I believe that more effort and work should have been put into internship and internship programs as well as opportunities

Quick statistics

Survey 688489 'REC Program Student Survey'

for students that needed to graduate this upcoming semester. Instead of just forcing students to change their majors to be able to graduate and yet still not be able to have the opportunity to take the CTRS Exam.

77	Internship and employment opportunities should be offered
78	I'm very pleased with the quick response to emails about internship or registering for classes. I am also pleased with the courses offered and the knowledge I have gained which will benefit me greatly in my future employment.
81	It's really fun the learning experience is fun
84	N/W
85	I loved this program and have gained so much knowledge which will benefit me in the field I want to pursue. It has taught me how to be a leader and work through my stage fright after conduct so many activities for my classes which I really appreciate. I always want to thank all the professors I took throughout the rec program I sincerely loved all of them and their class and I am really glad I majored in Therapeutic recreation it was one of the best decisions.
88	I've had a great experience, learned a lot and the professors have been amazing. Would have definitely like to see having classes earlier in the day than the night.
92	is a great program
97	It taught me many things that I am able to apply to my job as an therapeutic recreational aide
102	I like some of the courses I'm taking for my program I'm learning new things. My only concern is this a demanding field that is going to bloom once I graduate and I can work right away. Plus I like how you can work at variety places with this field it keeps your options open.
103	No