

**Canadian Therapeutic Recreation Association  
CTF – NCTRC Subcommittee - Minutes  
Tuesday, April 18, 2006**

*Present: Tanea, Jerry, Bob*

*Regrets: Chris*

	<b>Item for Discussion</b>	<b>Discussion/Action to be taken</b>	<b>Person Responsible</b>
<b>1.0</b>	<b>Call to Order</b>	<i>Meeting called to order at 5:10 p.m. (Mountain Time)</i>	
<b>2.0</b>	<b>Additions to the Agenda</b>		
<b>3.0</b>	<b>Old Business</b>		
<b>3.1</b>	The legislative practice questions	<p>Canadian Legislation differs from the United States, at both the national and provincial level. Any exam questions that are designed to test a candidate's knowledge of legislation would need to be based on Canadian (federal and provincial) legislation, or be designed to explore a social policy or legal issue that is common to both US and Canadian practice.</p> <p><i>There is no issue regarding the Legislative practice questions. They can be dealt with by:</i></p> <ol style="list-style-type: none"> <li><i>1) Substitute those questions for Canadians.</i></li> <li><i>2) Omit questions fully</i></li> <li><i>3) Use questions however do not be count them ultimately in the results</i></li> </ol> <p><u><i>Which method will be used to ensure that legislative practice questions do not remain an issue?</i></u></p>	
<b>3.2</b>	Bilingual Exam	<p>As Canada is bilingual, we would need to ensure that French Canadians would have the opportunity to complete the certification process in French.</p> <p><b>Please confirm that NCTRC will have exams and other documents translated into French.</b></p> <p><i>The major issue with this endeavour is the cost to translate examination and documents to French. Potentially may need to find an economical method of translation.</i></p> <p><b><i>How to have documents and examination questions translated to French.</i></b></p>	
<b>3.3</b>	Canadian based Job Analysis	<p>CTRA recognizes that NCTRC will be conducting a job analysis in the near future. A Canadian job analysis is incredibly important in determining whether Canadians Therapeutic Recreation Professionals are doing similar jobs as their counterparts in other parts of the world. It would also demonstrate that it is appropriate for Canadians to adopt the NCTRC certification program. A comparison of CTRS's practising in Canada, the United States and in other countries that NCTRC has affiliation with would be of value.</p> <p><b>Has a Canadian cross country comparison been completed?</b></p> <p><b>If not, would NCTRC consider completing such an analysis?</b></p> <p><i>Information re: Job Analysis – Overall the Job Analysis directs curriculum's. NCTRC has conducted 2 job analyses in the past through a survey. Ultimately answers the question what is TR? Identified 87 skills areas and from there knowledge based areas were identified.</i></p> <p><i>This year NCTRC plans to launch the Job Analysis in the fall during a 2-3 week period. Will post a questionnaire on their website. All CTRS's will be invited to</i></p>	

		<p><i>participate in survey. So all Canadian CTRS's will have the option to participate. Hoping to have identification of State or Province included in the examination so that we can pull the research on Canada.</i></p> <p><u><i>Details re: questionnaire dates available so get information to provincial newsletters.</i></u></p> <p><u><i>Confirm Provincial/State query included in research.</i></u></p> <p><i>In future may consider posing questionnaire to non-certificants in Canada to determine competency differences or position difference. Would need access to non-certificants in Canada.</i></p> <p><u><i>In future – potentially develop research to test non-certificants.</i></u></p>	
3.4	Model Issue	<p><i>Issue regarding repeated negative representation of the NCTRC in various articles and desire to have CTRA follow another Model for Certification in Canada.</i></p> <p><u><i>Marketing NCTRC</i></u></p>	
4.0	New Business		
4.1	Canadian Nationalism Issues	<p>Informal member feedback indicates that Canadian practitioners want a <i>Made in Canada</i> certification outcome. Weighing certification options is challenge when addressing intermingled subjective opinions and objective criteria.</p> <p><b>How has NCTRC addressed this issue with the diverse range of strong opinions on one certification process within United States?</b></p> <p>Issue with those that are qualified however choose not to be certified...do not have the need personally. Professional integrity. Marketing material.</p> <p>Those that are not qualified – LTC – “activities director”. Trying to create legislation to upgrade the standards in the industry.</p> <p><b>From a global perspective, how has NCTRC addressed this nationalism issue with the other nationally based associations you have approached?</b></p> <p>No other nationalism issues until this time. New Zealand curriculum is based on NCTRC guidelines. Will aim to work with other organizations to meet NCTRC requirements.</p> <p>Standard as a TR credential...</p> <p>Objective criteria – Requirements. Marketing the program. Models that included diversity.</p> <p><u><i>Marketing NCTRC</i></u></p>	
4.2	NCTRC Competency requirements	<p>Current NCTRC Competency requirements are very specific and there is great concern that many Therapeutic Recreation Professionals would be unable to meet the criteria. A certification program for Canada would need to address this issue.</p> <p>Academic Path A</p> <p>Degree in TR or Recreation with an emphasis in TR - 18 Recreation/TR credits (9 credits), 18 semester hours human service elective – human growth and development across the lifespan, abnormal psychology, anatomy/physiology, 9 other course credits (open); Internship, (480 hours)/work experience</p> <p>Equivalency Path B</p>	

		<p>Working under a CTRS (1year), any degree – basically same course requirements</p> <p>Equivalently Path A</p> <p>5 years experience, BA, 24 semester hours in human service courses</p> <p>Recently NCTRC removed the upper division requirements – November 2005.</p>	
4.3	Varied Therapeutic Recreation educational curriculum's	<p>Therapeutic Recreation is an emerging profession in Canada. While the diversity is shrinking, Therapeutic Recreation Professionals have been prepared for practice with differing educational experiences. CTRA is faced with developing a system that ensures professionals have the educational options and opportunity to meet the certification requirements.</p> <p><b>Has NCTRC developed effective methods for negotiating with post secondary educational institutions to implement required courses to meet certification standards?</b></p> <p><b>What steps has the NCTRC taken to ensure that Canadian training programs will graduate students who would then be likely to pass a certification examination on graduation?</b></p> <p><b>For example, has NCTRC developed a parallel education institution accreditation program that Canadian institutions are likely going to want to adopt or follow?</b></p>	
4.4	Development of a long range plan to ensure Certification is feasible for Canadian Practitioners.	<p>CTRA is anticipating that the certification process will require a long range plan. Other Canadian human service professionals have implemented up to a 10 – 15 year plan to ensure entry level practitioners as well as long serving professionals are in a position to have a positive outcome when challenging a national certification process.</p> <p><b>What time frame is NCTRC expecting?</b></p>	
<b>4.0</b>	<b>Next Meeting</b>	Friday, May 5, 2006 (Halifax) 4:30 Bedford Room	
<b>5.0</b>	<b>Adjournment</b>		

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