

STATUS OF TR IN CANADA

Report Submitted for Discussion to the Certification Task Force Canadian Therapeutic Recreation Association

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Alberta, S.A.R.P, NFLTRA, TRO,**

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BC, Manitoba**

**Missing update
QAAP, FQLI, NBTRA, PEI,
TRAQ has this dissolved, NSRPH**

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EXECUTIVE SUMMARY

Therapeutic Recreation is an emerging profession. As an emerging profession it is going through a series of professional developmental stages. Carter, Van Andel & Robb (1995) postulated that therapeutic recreation has progress through five stages in its professional development from Prenatal (1800-1935), Infancy of Therapeutic Recreation (1935-1965), Childhood (1966-1980), Adolescence (1981-1990) and Young adulthood (1991 to present). As a profession it appears that therapeutic recreation is in its adolescence/young adulthood stage in professional development. To assist the readers the following definitions were used to identify the stages of professional development:

- Licensure is the process by which an agency of government grants permission to persons meeting predetermined qualifications to engage in an occupation and use a particular title based upon that those licenses have attended a minimal degree of competency necessary to ensure that the public health, safety, and welfare will be reasonably protected.
- Certification or registration: The process by which a non-governmental agency or association grants recognition to an individual who has met predetermined qualifications specified by that agency or association. Such qualifications may include the following: (a) graduation from an accredited or approved program; (b) acceptable performance on a qualifying examination or series of examinations; and/or (c) completion of a given amount of work experience. (O'Morrow, 1976;79)

The question arises what is the status of Therapeutic Recreation in Canada? The following questions were asked each of the twelve therapeutic recreation professional organizations across Canada.

- What is the vision of TR for this organization? (11 of 12)
- What is the Mission of this organization? (12 of 12)
- What are the membership criteria for this organization? (11 of 12)
- Does the organization have registration criteria? (3 of 12)
- Does the organization have a Certification process? If yes what is it? (1)
- Does the organization have Standards of practice document if so what is it? (8 of 12)
- Does the organization have Ethical guidelines if so what is it? (8 of 12)
- Does the organization have a definition of Therapeutic Recreation if so what is it? (8 of 12)
- How many members are currently in your organization? (see Figure A currently 1316 members across Canada in variety of TR organizations with some still need to respond. It is interesting since the membership of CTRA is approximately 100 members)
- Does your organization have educational requirements for membership?(5 of 12)
- What issues are confronting the organization? (6 of 12 some did not respond)

The twelve Therapeutic Recreation organizations that participated in this process provided insights into current practices across Canada (see Figure A). The issues identified by the various organizations may assist the Certification Task force. It appears that a trend is occurring across Canada that a two-year diploma would be equivalent to Therapeutic recreation programmer and a four-year therapeutic recreation degree would be a Therapeutic recreation specialist (i.e. NFLTRA, NSRPH).

INTRODUCTION

Therapeutic recreation is an emerging profession in Canada. The Canadian Therapeutic recreation Association formed a Certification Task force to identify the current status of professional development in Canada in regard to certification. The task force identified current Universities and Community Colleges providing educational opportunities in therapeutic recreation. The task force also reviewed 12 professional organizations in regard to professional development. The Certification task force for Canadian Therapeutic Recreation Association agreed upon the following questions to be asked to professional organizations in Canada (December 2003). These questions were used by students enrolled in Leisure 2130 Foundations of Therapeutic Recreation course at Dalhousie University.

- What is the vision of TR for this organization?
- What is the Mission of this organization?
- What are the membership criteria for this organization?
- Does the organization have registration criteria?
- Does the organization have a Certification process? If yes what is it?
- Does the organization have Standards of practice document if so what is it?
- Does the organization have Ethical guidelines if so what is it?
- Does the organization have a definition of Therapeutic Recreation if so what is it?
- How many members are currently in your organization?
- Does your organization have educational requirements for membership?
- What issues are confronting the organization?

The following professional organizations participated, Newfoundland & Labrador Therapeutic Recreation Association (NLTRA), Nova Scotia Recreation Professionals in Health (NSRPH), Atlantic Canadian Society for Therapeutic Recreation Association (ACS for CTRS), New Brunswick Therapeutic Recreation Association (NBTRA), Quebec Association of Activity Professionals (QUAAP), Education Quebecoise du Loisir (FQLI), Therapeutic Recreation Association of Quebec (TRAQ), Therapeutic Recreation Ontario (TRO), Therapeutic Recreation Manitoba (TRM), Saskatchewan Association of Recreation Professionals (S.A.R.P) Alberta Therapeutic Recreation Association (ATRA) and British Columbia Therapeutic Recreation Association (BCTRA), using the questions identified students reviewed web pages as well as contacted professionals from each

province for information. The following professionals assisted the students in answering the questions identified (Liz Carter (BCTRA), Chris Richard (TRO), Gary Georgeson (S.A.R.P.), Micheline Comitz (NBTRA), Cathy Alexander (QAAP), Wayne Bishop (NLTRA), Crystal Watson (ACS for CTRS), Cindy Greenlay Brown (MTRA) and Gary Comeau (NSRPH).

The Certification task force reviewed the content and referred the document to each of the organizations for accuracy of the information. Due to student variation in writing style, the writing style may change as you review this document. This document should be updated every Second year by each of the provinces and forwarded to the Canadian Therapeutic Recreation Association so other provinces can gain insight on the professional development of Therapeutic Recreation across Canada.

This was a beneficial educational activity for the students enrolled in the Foundation of Therapeutic Recreation class at Dalhousie University. The students gained an insight to the professional development of Therapeutic Recreation across Canada due to this project.

Each of the provinces will be presented in order from Newfoundland & Labrador Therapeutic Recreation Association to British Columbia Therapeutic Recreation Association. Each province has provided information in response to the questions, several provinces are still forwarding information. The provinces will start from Newfoundland/Labrador Therapeutic Recreation Association and continue across Canada and end with British Columbia Therapeutic Recreation Association.

A summary will be provided in relation to material found.

NEWFOUNDLAND LABRADOR THERAPEUTIC RECREATION ASSOCIATION (NLTRA)

What is the vision of TR for this organization?

The association and its members endorse the following philosophical statement:
The profession of Therapeutic Recreation believes in the intrinsic worth and dignity of every human being and is committed to the value of acceptance, self-determination, and respect of the individual. Members of the Therapeutic Recreation profession believe that the social, spiritual, emotional, intellectual and physical aspects of daily life are vital parts of human existence. The profession of Therapeutic Recreation recognizes leisure, recreation and play as integral components of quality of life. Therapeutic Recreation interventions are directed towards treatment, leisure education and participation opportunities. These interventions support the goal of assisting the individual to maximize independence in leisure, optimal health and the highest possible quality of life. Therapeutic Recreation believes that every individual has the right to the opportunity to explore these aspects of human nature to their fullest potential.
(Approved by NLTRA, Board of Directors, on November 30, 1998.)

What is the Mission of this organization?

“The Newfoundland and Labrador Therapeutic Recreation Association exists to address the needs of therapeutic recreation practitioners in the province of Newfoundland and Labrador in order to enhance the quality of services provided to the people we serve.” Approved by NLTRA, Board of Directors, on November 30, 1998.)

What are the membership criteria for this organization?

There are three types of membership categories:

PRACTITIONER:

Open to all individuals currently employed in the field of therapeutic recreation.

STUDENT:

Open to full and part-time students pursuing a diploma or degree in therapeutic recreation, recreation or related field.

ASSOCIATE:

Open to all individuals not covered under other categories and who support the mission of the association.

Does the organization have registration criteria?

No, not at this time.

Does the organization have a Certification process? If yes what is it?

The NLTRA does not have a certification process. It is something that we hope to explore when we complete our ten-year strategic plan.

Does the organization have a Standards of Practice document? If yes, what is it?

Yes, the NLTRA does have a standard of practice documents.

“To my knowledge the NLTRA are one of the first provincial organizations to develop Standards of Practice documents that distinguish between Recreation Specialists and Recreation Therapy Workers Assistants” (Bishop W, 2004).

Does the organization have Ethical guidelines? If yes, what are they?

Yes, NLTRA has indicated 4 ethical principles:

- I. Professionals act with integrity, protecting and promoting commitment to their service. Professionals act honestly through complete, accurate and clear communications. They do not misrepresent themselves or the profession. Professionals maintain and enhance their knowledge and skills through educational opportunities.

- II. Professionals are loyal to and committed to the well-being of the individuals they serve. They maintain privacy and confidentiality of the individual being served by practicing informed consent.

- III.** Professionals strive to provide quality service based on professional standards. The purpose, results and implications of treatment practices are explained to the individual, striving to maintain their safety and well-being in a client centered approach.
- IV.** Professionals practice mutual respect and work cooperatively for the benefit of those they serve. They practice professional and moral conduct in dealing with ethical issues. Professionals practice continued quality management to improve the professions ability to serve society. Professionals seek to improve the profession's body of knowledge through ethical research and clinical teaching.

Reference Note: Adapted from Codes of Ethics from the following associations:

National Therapeutic Recreation Association
American Therapeutic Recreation Association
Alberta Therapeutic Recreation Association
Canadian Therapeutic Recreation Association

Approved by NLTRA, Board of Directors, on November 30, 1998.

Does the organization have a definition of Therapeutic Recreation? If so, what is it?

Yes, NLTRA does have a therapeutic recreation definition:

Practiced in Clinical, residential, and community settings, the profession of Therapeutic Recreation uses treatment, education, and recreation services to help people with illnesses, disabilities, and other conditions to develop and use their leisure in ways that enhance their health, independence, and well being.

What issues are confronting the organization?

The major issues facing the NLTRA membership/association are:

Curriculum development for Recreation Specialist (Memorial University)
Certification Process
Occupational Review Process/ New Classification System
Standards of Practice Implementation
Geographical size of NL makes it difficult to communicate effectively
Strategic Plan needs to be developed for next 5-10 years.

What are the educational requirements for practice?

The NLTRA recommends compliance with the following qualifications:

- **Therapeutic Recreation Specialist:** Completion of a four-year degree program in Therapeutic Recreation, or a four-year degree in Recreation, which contains major coursework in Therapeutic Recreation.
- **Recreation Therapy Worker:** Completion of a two-year diploma program in Therapeutic Recreation, or a two-year diploma in Recreation, which contains major coursework in Therapeutic Recreation

How many members belong to your organization?

There were approximately 121 NLTRA members in 2003

THERAPEUTIC RECREATION ASSOCIATION OF ATLANTIC CANADA

What is the vision of TR for this organization?

The vision of this organization is to evocate and promote for specialize credentials in the TR profession.

What is the Mission of this organization?

The mission of the Atlantic Canadian Society for Certified Therapeutic Recreation Specialists (A.C.S. for C.T.R.S) is to enhance the social, psychological, and physical development of persons through the therapeutic recreation process.

We promote professional efficacy through adherence to standards of practice and opportunities for continued education and resource sharing.

The name of the organization was changed in 2004 to the Therapeutic Recreation Association of Atlantic Canada to reflect the mandate of the organization.

What are the membership criteria for this organization?

Three types of memberships:

Full Member

\$75 (Voting)

Certified Therapeutic Recreation Specialist. Certified and in good standing with National Council for Therapeutic Recreation Certification (NCTRC).

Supporting

\$50 (Non-Voting)

Any individual, group, or corporate body, who wish to support the aim/objectives of the Society.

Student

\$20 (Non-Voting)

Currently enrolled in a Bacculaureate Degree Program that fulfills the current requirements for certification as determined by NCTRC.

Does the organization have registration criteria?

No

Does the organization have a Certification process? If yes what is it?

The organization does not have a Certification process, but we support the NCTRC.

Does the organization have a Standards of Practice document if so what is it?

The Standard of Practice document is under development to meet the NCTRC Standards.

Does the organization have Ethical guidelines if so what is it?

The organization Ethical guidelines follow the NCTRC standards.

Does the organization have a definition of Therapeutic Recreation? If so, what is it?

The organization does not have a definition in writing, but we follow the leisure ability model by Stumbo and Peterson 2004.

What issues are confronting the organization?

The Department of Health legislating Health Professional that's not legislated. Another issue confronting the organization is profession goes through a huge process in regards to common goals in respect to TR members.

How many members are currently in your organization?

The organization currently has 90 members.

Does your organization have educational requirements for membership?

The organization provides continuing educational units ATRA. Full members are given credit in order to maintain in good standings with NTRC and stand a copy of their certification card.

NOVA SCOTIA RECREATION PROFESSIONALS IN HEALTH (N.S.R.P.H)

What is the vision of TR for this organization?

N.S.R.P.H: *Mandate*

- To facilitate professional development in the field of recreation in health.
- To be actively involved in the development of service standards for Recreation professionals in Health.
- To design, advocate and administer a Provincial Registration process for Recreation Professionals in Health.
- To work and cooperate with other disciplines, regulatory bodies and agencies to improve leisure life style of individuals in Community Continuing Care Centres.
- To create awareness of the importance and need for recreation services in health.
- To provide a system of exchanging information, resources, ideas and relevant issues through meetings, workshops, correspondence and newsletters.
- To work with post secondary institutions to develop pre-employment education programs with the emphasis on the delivery of recreation services to people with a special need in the Province of Nova Scotia.
- To evaluate the mandate of the Nova Scotia recreation Professionals in Health annually at a conference.

What is the Mission of the organization?

N.S.R.P.H Association supports its members by facilitating professional development in the recreation health field. We provide a network to enhance communication, information exchange, advocacy, and resources within our membership, with other related agencies and interested persons.

Reference: <http://www.nsrph.com/cgi-bin/index.cgi?main=Main.htm>

What are the membership criteria for this organization?

N.S.R.P.H currently has two types of memberships: *Active member* and *Associate member*.

To be an active member the person must:

Be employed in recreation in a healthcare setting in Nova Scotia.
Submit a completed membership application and fee to membership coordinator.
Uphold the constitution and comply with the by-laws of the association.
Participate in the affairs of the association.

To be an Associate member the person must:

- a) Be associated with recreation in a health care setting.
- b) Submit a completed membership application and fee to membership coordinator.
- c) Uphold the constitution and comply with the by-laws of the association.

*See Appendix for application form.

*The organization has an online membership application form:

<http://www.nsrph.com/cgi-bin/index.cgi?main=MemApp.htm>

Reference: http://www.nsrph.com/cgi-bin/index.cgi?main=Membership_Intro.htm

Does the organization have registration criteria?

N.S.R.P.H *Classification Criteria*:

This organization uses four categories and a point system to determine classification, and has an online application form: <http://www.nsrph.com/cgi-bin/index.cgi?main=Classifications.htm>

Experience; includes a full time, part time or contract paid position that provides recreation services to individuals in the healthcare system. Only experience in the last ten years will be credited. The maximum number of points awarded is 20.

Years of experience (or hourly equivalent)

- * one year is equal to 1760 hours
- * under one year = one point
- * one year = five points
- * two years = ten points
- * three to five years = fifteen points
- * over five years = twenty points

Other none paid recreation related experience in the form of volunteer work, student placements, practicum, internships etc. will result in two points for every five hundred hours.

Formal education; relates to relevant course work at post secondary level as well as relevant degree, diploma and certificate programs such as community colleges and universities. Maximum number of points awarded is twenty-five. Points are awarded according to length of instruction of the course or program. Courses can be taken on a full or part time basis.

Professional affiliation; The applicant must be a member in good standing with a recognized national, provincial or regional recreation professional organization. Participation in the Nation Association (CTRC) or Provincial Association at the Executive Board, Committee or member level will be awarded accordingly. Only experience within the last five years will be accepted. Maximum number of points awarded is fifteen.

Professional contribution; only participation within the last five years will be accepted. Maximum of twenty points awarded.

*Ten points will be awarded if you participated in a recognized accredited process, either in the initial survey or resurvey.

*Completion of workshops, conferences or seminars, which are applicable to recreation and health activities, management or related health social science topics. Awarded two points for every three hours to maximum of fourteen.

*Supervising and/or training volunteers (non-student) in recreation related program. Two point for every volunteer, maximum of ten points.

*Acting as a supervisor of students on recreation related placement, practicum or internship. Two points for every fifteen hours of supervision, with a maximum of ten points.

*Presentation of relevant lectures, workshops, seminars and in-service to persons other than recreation staff. Three points for every session, to a maximum of nine points.

*Development of relevant articles published in a newsletter/journal other than those that are organization developed. Three points per article, to a maximum of nine points.

Does the organization have a certification process? If yes what is it?

The organization does not certify members. N.S.R.P.H requires only completion of a membership application and classification criteria.

Does the organization have a standards of practice document? If so what is it?

The N.S.R.P.H has a standards of practice document, however was not available to review. The original document was written in 1997 and is currently under revision by the organization. The standards have been drafted and are waiting to be finalized. The organization is also seeking permission from Therapeutic Recreation Ontario to use some of their information.

Does the organization have ethical guidelines?

At this moment there are no ethical guidelines for N.S.R.P.H. It is on the ‘to do’ list for the organization.

Does the organization have a definition of therapeutic recreation?

N.S.R.P.H does not have a definition for TR. However the Standards of practice will outline TR, pending the response from Therapeutic Recreation Ontario.

What issues are confronting this organization?

N.S.R.P.H has many issues to confront. The primary issues at this time are member’s classification, membership qualifications, board succession, and wages for its members, standards of practice, code of ethics, and professionalism in the field of healthcare.

How many members are currently in this organization?

N.S.R.P.H currently has approximately 100 members (both active and associate).

Does this organization have an educational requirement for membership?

Level of education experience is considered under the classification criteria and point system. However membership is fairly open if you work in recreation. N.S.R.P.H is in the process of implementing education requirements to coincide with the classification requirements.

NEW BRUNSWICK THERAPEUTIC RECREATION ASSOCIATION (NBTRA)

What is the vision of TR for this organization?

The vision of therapeutic recreation for the New Brunswick Therapeutic Recreation Association (NBTRA) is outlined by CTRA: “We aspire to be a provincial association of practitioners in the field of therapeutic recreation.”

How many members belong to your organization?

NBTRA currently has sixteen members. In 2002, they introduced a new membership fee, and in doing so, some former members did not renew their membership (approximately twelve members did not return).

Does this organization have an educational requirement for membership?

In order to join the organization, there are some educational requirements. NBTRA would like to see graduates with a Bachelor of Therapeutic Recreation, Bachelor of Recreation, and/or Physical Education, and/or Bachelor of Kinesiology.

What is the Mission of this organization?

The NBTRA has adopted the mission statement outlined by CTRA: to advocate for the Therapeutic Recreation Profession and our Membership by:

- Promoting and facilitating communication between and among members in Therapeutic Recreation.

- Developing and implementing a plan which will lead to national certification of Therapeutic Recreation practitioners.
- Promoting and advancing public awareness and understanding of Therapeutic Recreation.
- Developing and promoting the adoption and implementation of Professional Standards for the delivery of Therapeutic Recreation Services.
- Supporting excellence and advancement in Education and Research in Therapeutic Recreation.

What are the membership criteria for this organization?

The membership criterion of the organization is as follows:

- **FULL MEMBER:** \$100.00; individuals employed in the field of Therapeutic Recreation
- **SUPPORTING MEMBER:** \$50.00; individuals, groups, and associations who support the mission of NBTRA
- **STUDENT MEMBER:** \$50.00; individuals who are full-time students (3 or more courses) at an accredited college or university

Does the organization have registration criteria?

The NBTRA does not have any registration criteria.

Does the organization have a certification process? If yes what is it?

The NBTRA does not yet have a certification process. There are three recreation therapists within New Brunswick who are CTRS certified.

Does the organization have a standards of practice document? If so what is it?

The NBTRA follows both the Standards of Practice and the Code of Ethics outlined by the CTRA.

Does the organization have a definition of therapeutic recreation?

This organization defines therapeutic recreation as “the use of recreation to improve or maintain physical, mental, emotional, and/or social functioning to assist individuals in expressing independent leisure lifestyles.”

What issues are confronting this organization?

The NBTRA is struggling currently with several issues. They are currently faced with a president and secretary, who both need to step down due to work related matters. The organization is small in numbers and scattered throughout the province, making it difficult to meet on a consistent basis. In 2002, the NBTRA established a Board of Directors in hopes of gathering a group of committed individuals who would move the association forward. Once again, work and personal time constraints have made it difficult for success. The introduction of a new membership fee also led to some discontentment among the members. In the past, the group met 4-5 times a year, paid a \$25.00 membership fee, and met primarily to network. Within New Brunswick, recreation therapists are employed in hospital settings (usually long term care), nursing

homes, DVA, and tertiary rehab. Most of the practitioners hold a Bachelor's degree in Therapeutic Recreation, Recreation, Kinesiology, or Physical Education. NBTRA is currently discussing the possibility of establishing a partnership with the Recreation and Parks Association of New Brunswick to form an association under their umbrella of services. They are interested in exploring registration and certification. The NBTRA has also approached the Department of Health and Wellness to look at job opportunities for recreation therapists through our extra mural program. The main struggle, however, is gathering together as a group and moving forward as an organization.

FEDERATION QUEBECOISE DU LOISIR EN INSTITUTION (FQLI)

The FQLI was formed in 1979 and is celebrated its 25 anniversary in 2004. It is a provincial umbrella organization that brings together health care service providers and promotes leisure as a therapeutic component of improving patient care. Their website is uniquely francophone.(www.fqli.org)

The FQLI is a federation made of a variety of health care institutions. The FQLI does not have a vision statement for TR, but their mission statement is to promote leisure as a way of achieving therapeutic goals and to enhance the quality of life experienced in health care settings. The mission statement also describes the federation's aim to bring together institutions and offer their staff training, education and support in advocacy in regards to leisure.

There are no membership criteria for this organization; health related institutions may chose to register, but there are no individual members. Institutions may register as affiliated members, associate members, or full associate members with subscription to the FQLI journal. There are no registration criteria; institutions simply fill out a form and submit it online. There are also no certification process or educational requirements (these would not be feasible since there is no individual membership, only institutional membership). There are approximately 270 institutions presently registered to some degree with the FQLI.

The FQLI does not appear to have a Standards of Practice description, ethical guidelines or a definition of TR. Their workshops are aimed at improving practice in health care services, but there are no specific guidelines. At the moment, the FQLI is working towards increased recognition by the government and is preparing for the 2008 Quebec City international congress on leisure.

THERAPEUTIC RECREATION ASSOCIATION OF QUEBEC (TRAQ)

PLEASE NOTE that the Therapeutic Recreation Association of is in the process of reviewing their bylaws and as such the information presented here is a draft and not necessarily representative of what will be in their final version.

What is the Vision for this organization?

None mentioned, though organizational goals were outlined as follows:

1. To advocate on behalf of TR practitioners.
2. To advocate for quality TR services through adherence to standards of practice and professional code of ethics.
3. To promote the development and application of research.
4. To educate the community, agencies, organizations, academic institutions, government bodies, and other healthcare providers on the role of Therapeutic Recreation.
5. To offer and support continuing education opportunities to members.
6. To represent members issues.
7. To represent TR to other organizations.
8. To support national TR initiatives.
9. To promote resource sharing among members.

As well, the organizations' Motto is as follows:

*For leisure, for health and well being, for a Joie de Vivre!
Pour le loisir, pour la santé et le bien-être, pour le Joie de Vivre!*

What is the Mission for this organization?

TRAQ/ATLQ is a dynamic, member driven organization committed to advocating, promoting, supporting, and representing the TR profession in the province of Quebec.

What are the membership criteria for this organization?

The association shall have two membership classes: Individual and Organizational.

Criteria of Membership Classes

Individual Member's Criteria *(to be added proof required for each membership category)*

TRS: individual employed in the therapeutic recreation field. The individual must possess a minimum of an undergraduate degree in Therapeutic Recreation, Leisure Sciences, Recreation or Leisure Studies including four TR courses, three general recreation courses and six related supporting courses. This category will be revisited pending decisions on Canadian TR certification.

TR Technician: Any person who holds a College Diploma, which must include 3 Therapeutic Recreation courses, 3 general Recreation courses and 6 supportive courses from clinically related areas (Gerontology, E.C.E., Psychology, Sociology, Rehabilitation, Physical Education, Special Education). For every Therapeutic Recreation course unattainable, substitute one general recreation course plus one clinically related course.

Supporting Members: Any person interested in promoting the therapeutic recreation profession.

Student Members: any individual currently enrolled in a therapeutic recreation program.

Professional Emeritus: Open to individuals who are retired from the practice of therapeutic recreation and holds or previously held a position of CTRS, TRS or TR Technician.

Provisional Professional Membership: A one-year nonrenewable membership open to past student members for their first year following their graduation; dues paid by the provisional professional members will be the same as student members.

Grand Parenting Members: As of January 1, 2005, Grand Parenting of persons who do not meet the current TRAQ-ALTQ professional membership criteria will be permitted membership until December 31, 2010, according to the following. A degree (3-4 years) in recreation and leisure studies prior to 1991, or in a related area: early childhood education, education (including adult education, art, dance, drama, music, special education), physical education (including adapted physical education), psychology (including counseling), gerontology, rehabilitation, social work, sociology, volunteer management; AND 5 years full time or equivalent experience in Therapeutic Recreation.

Does the organization have registration criteria?

As of right now, the TRAQ/ATLQ does not have a registration or certification process, but are eagerly awaiting the CTRA task force's recommendations.

Does the organization have a Certification Process? If yes, what is it?

See above

Does the organization have a Standards of Practice document? If so, what is it?

The TRAQ/ATLQ have adopted the TRO standards of practice in principal with their permission in 1998 and are looking into purchasing the copyrighted standards that are currently available.

- Members are required to maintain TR standards of practice and will be inspected every 2 years, the first inspection two years following their joining the association (refer to table below). TRAQ-ALTQ members of good standing will do auditing.
- Upon satisfactory audit members will maintain their respective membership status otherwise will be given recommendation(s) and a 6-month probation time after which they will be re-inspected.
- CEU's and standard of practice approvals are due at the same time each 2 years after becoming a member. The member's first letter of their family name will determine which month the audit will take place, according to the following:

Inspection Schedule

January: A/B.
February: C/D.
March: E/F
April: G/H.
May: I/J.
June: K/L.
July: M/N.
August: O/P.
September: Q/R.
October: S/T.
November: U/V/W.
December: X/Y/Z.

Does the organization have Ethical Guidelines? If so, what are they?

The TRAQ/ATLQ follow the ethics outlined by the CTRA.

Does the organization have a definition of Therapeutic Recreation? If so what is it?

Yet to respond, though not mentioned in the by laws. Something to consider in the future.

What issues are confronting the organization?

Yet to respond

What are the educational requirements for each provincial association?

Yet to respond

How many members belong to your organization?

Yet to respond

QUEBEC ASSOCIATION OF ACTIVITY PROFESSIONALS INFORMATION (QAAP)

Vision of T.R. for Q.A.A.P.:

The answer to this question goes hand in hand with part of the answer to #9. The vision of QAAP/AQPL addresses the importance that the field of T.R. be recognized and respected on the same playing field as other professions, ex. O.T's, P.T.'s etc. One of QAAP's/AQPL's goals is to help educate others, in some cases even our own co-workers. We must prove that T.R. is not just about "playing games" but is an integral part in ensuring a good quality of life by creating and implementing beneficial and therapeutic services. QAAP/AQPL also prides itself on being an inclusive association, meaning that we believe that everyone working in the field of recreation, whether a college or university graduate, or otherwise trained, have skills and resources that can be shared and therefore benefited by their counterparts. While we certainly promote ongoing and further

training and education for our members, we do not exclude those who do not fall into such categories.

Q.A.A.P.'s Mission:

The Quebec Association of Activity Professionals is committed to providing a forum which will facilitate communication and networking, as well as support the establishment of standards of practice for individuals working in the activity/recreation/leisure profession. This in essence will promote and support the advancement of quality programming for all populations we serve."

Membership Criteria:

At present, our membership requirements ask that interested candidates complete a registration form yearly. They are given a membership card and as such are eligible for the benefits that the association offers ex. newsletter (QAAPtion), job networking, minutes of meetings, networking at meetings, etc. We currently have two membership categories: professional - \$15.00 per year, and student (full-time) - \$0.00. Students must be studying in a related field (college or university). While we do not specify that professionals have a specific background to be a member, we do ask for their titles, training, education, and place of employment for information purposes (see question 4 for more details).

Registration Process:

This process is done on an informal basis. Membership forms are sent out via e-mail & fax. Completed forms may be sent back to QAAP's P.O.Box, or members can give the sheets directly to the Treasurer at a general meeting. In the case of the latter, the person will receive their new membership card as well as a receipt immediately, otherwise it is sent out through the mail. Membership fees are pro-rated throughout the year and are adjusted accordingly every 3 months (Jan-March = \$15.00, April-June=\$12.00, July-Sept=\$9.00, Oct-Dec=\$5.00). Non-members remain on the solicitation list and therefore continue to receive the agendas for upcoming meetings.

Certification Process:

This is a very important issue that we are pleased to be a part of.

QAAP in conjunction with TRAQ, is co-hosted CTRA's national conference May 2004 in Montreal. The theme is "On the Road to Certification".

Standards of Practice:

This is also an important issue. Currently, like many others, we are looking at Therapeutic Recreation Ontario's standards and are considering adopting their practices.

Code of Ethics:

We have not yet written this.

QAAPs definition of T.R.:

QAAP/AQPL believes that T.R. is an essential element to a happy and healthy life. As T.R. professionals it is our responsibility to assess and identify an individuals' needs, likes/dislikes, as well as levels of functioning (i.e. cognitive, physical, social, emotional). We have the knowledge and skills to then design, adapt and implement activities/programs that address these various areas. The goal of efficiently and effectively making these adaptations is to maintain/improve the individuals' optimal levels of functioning while providing opportunities for success.

Issues confronting QAAP:

Some of the main issues confronting our association are as follows:

- * Membership requirements
- * Language concerns
- * Inclusiveness for all activity professionals

We are a mainly anglophone association within a largely francophone province. Unfortunately at this point we are not fully benefiting from the sharing of ideas/networking with our francophone counterparts. The two other associations in Quebec are TRAQ and FQLI. The former was created exclusively for recreation therapists with a bachelor's degree in T.R., and the latter is a francophone association that promotes leisure but not necessarily T.R.

We are also confronting issues related to the protection and consistency of our professional titles. We have such titles as Recreation Technician, Recreation Therapist, Special Care Counsellor, Recreation Animator, Educator, Community Recreation Leisure Technician, with as many in French. This in essence makes it difficult to differentiate between the many workers and their qualifications not only in terms of pay scales, but competencies and training.

QAAP's Educational Requirements:

As covered in some of the previous questions, membership is not conditional based on a specific educational background. We do encourage and support our members to continue their education and training and therefore believe it important to maintain ongoing contact with the various educational institutions within the Montreal area. At each of our general meetings (held approximately every 6 weeks), up to 1.5 hours is dedicated to some form of training, either through presentations of hosts or guest speakers, or hands-on activities. We believe that all of our members are an important resource and as such have much to offer whether they have a college or university degree, and/or hands-on training.

Number of Members:

As of February 17th, 2004, QAAP/AQPL has 62 registered members, 48 professionals and 14 students.

What is the vision of TR for this organization?

Vision - Recognizing that leisure is an integral part of every individual's life, "Therapeutic Recreation Ontario", as an acknowledged professional organization, is committed to representing the therapeutic recreation profession in the Province of Ontario. "Therapeutic Recreation Ontario" exists to direct and advance the profession in order to ensure quality professional services and to protect the rights of consumers receiving those services. We are committed to unifying the therapeutic recreation profession across diverse delivery settings.

What is the Mission of this organization?

Our Purpose - Our purpose is to recognize and unify the therapeutic recreation profession in the Province of Ontario by initiating, discussing, exchanging and promoting ideas and issues which effect the profession.

What are the membership criteria for this organization?

To be associate member you can just join and a professional member needs to be working in T.R.

Membership Categories Registered Professional (\$120) Professional members who have gone through the registration process, Professional (\$120.00) Individuals employed in the field of therapeutic recreation. Student (\$70.00) Students who are registered full-time in a Therapeutic Recreation or Recreation and Leisure Studies Program (must provide student card).

Does the organization have a registration criteria?

Yes, it is currently being implemented in Ontario.

Does the organization have a Certification process? If yes what is it?

No

Does the organization have a Standards of Practice document? If so, what is it?

Yes, they have a Standards of Practice document. They just completed a new version of standards. They have forwarded to all the presidents of the provincial Therapeutic recreation organizations. Each individual with have to pay for a copy if they would like one.

Does the organization have ethical guidelines if so what is it?

Yes we have the TRO Code of Ethics.

Does the organization have a definition of Therapeutic Recreation? If so, what is it?

TRO - Therapeutic Recreation Ontario was established to meet the needs of therapeutic recreation professionals in the province. During the challenging years ahead a strong, united voice will be essential to ensure that our needs, and the needs of those we serve, are met. Therapeutic Recreation is a process that utilizes treatment, education and recreation participation to enable persons with physical, cognitive, emotional and/or social limitations to acquire and/or maintain the skills, knowledge and behaviours that

will allow them to enjoy their leisure optimally, function independently with the least amount of assistance and participate as fully as possible in society. Therapeutic recreation intervention is provided by trained professionals in clinical and/or community settings.

What issues are confronting the organization?

The costs of registration and time commitment and trying to get more members. We have 450 members and there are many more working in the field that have not joined. We want to know why.

What are the educational requirements?

At this time there are no requirements, but with the registration it could change.

How many members in your organization?

There are approximately 450 members.

THERAPEUTIC RECREATION MANITOBA (TRM)

What is the vision of TR for this organization?

TRM is to be known as a Provincial Association of practitioners who promote therapeutic recreation.

What is the Mission of this organization?

TRM is dedicated to the professional development of therapeutic recreation and exists to provide the membership with support in advocacy, education, development and networking.

What are the membership criteria for this organization?

Open to individuals employed in, students of, and individuals interested in or supportive of therapeutic recreation.

An individual meets the qualifications for membership and is currently registered with TRM, has paid the appropriate fee, and agrees to uphold the standards of practice.

Does the organization have registration criteria?

It is through a Therapeutic Recreation Certification Council (www.trcc.mb.ca).

Does the organization have a Certification process? If yes what is it?

Not at this time, TRCC is dissolving.

Does the organization have a Standards of Practice document? If so, what is it?

TRM has adopted and are using the Therapeutic Recreation Ontario Standards of practice.

Does the organization have Ethical guidelines if so what is it?

see attached document – TRM code of ethics

Does the organization have a definition of Therapeutic Recreation? If so, what is it?

They have a definition of TRM – is a Provincial Association organized by Recreation Professionals to promote and offer educational and networking opportunities to Recreation Practitioners who provide TR in health care and community settings.

What issues are confronting the organization?

- professional recognition
- urban and rural education opportunities
- wages
- educational requirements

How many members are currently in your organization?

TRM currently has 160 members.

Does your organization have any educational requirements for membership?

Currently there are no educational requirements for membership.

**SASKATCHEWAN ASSOCIATION OF RECREATION PROFESSIONALS
(S.A.R.P.)**

What is the vision of TR for this organization?

Saskatchewan Association of Recreation Professionals do not have a separate vision of Therapeutic Recreation, but their members come from diverse leisure service fields which contributes to the dynamics of the organization. The associations ultimate plan for Therapeutic Recreation (as well as other areas of interest), which could be considered part of the vision, is the certification and licensure of the profession.

What is the Mission of this organization?

'The Saskatchewan Association of Recreation Professionals is a dynamic, member driven organization committed to the profession by representing and supporting recreation professionals in their pursuit of excellence.' (Saskatchewan Association of Recreation Professionals, 2004)

What are the membership criteria for this organization?

There are six types of membership categories, including: Professional members, Affiliate members, Associate members, Student members, Alumni members and Honorary Life members.

Professional Membership is available to individuals employed in the leisure services field, whom possess a minimum of a diploma in leisure studies and a minimum of 1 year work experience. These individuals must serve a minimum of 1 year as an affiliate member, and must be residents of Saskatchewan.

Affiliate Membership is available for individuals who meet the educational requirements for professional membership but have not yet attained the necessary years of work experience. These individuals must also be residents of Saskatchewan.

Associate Membership is available to individuals who ascribe to the values, vision,

mission and goals of the S.A.R.P who are not eligible for membership under other categories. This membership is available to those individuals who qualify for professional membership, but do not reside in the province.

Student Membership is available to any individual enrolled in a recognized post secondary leisure service program or related field who is not employed full time.

Alumni Membership is for individuals retiring from the field of recreation or taking a leave of absence consisting of one year or longer.

Honorary Life Membership is for individuals considered as mentors and who are valued for their expertise and long term service to the profession and the Association. This membership is awarded to members by the S.A.R.P.

All membership applications are reviewed by an appointed Board of Regents. The board then applies the criteria above when determining membership status. Also, all applications must be accompanied by proof of post secondary education to be considered.

Does the organization have registration criteria?

Not currently, but they plan to register members in the future.

Does the organization have a certification process?

Not currently, but the organization is represented on the Canadian Therapeutic Recreation Association task force.

Does the organization have a Standards of Practice document?

Yes, the S.A.R.P has adopted the TRO standards.

Does the organization have ethical guidelines? If yes, what are they?

Yes, S.A.R.P. has identified 5 key areas that reflect the ethical conduct of recreation professionals, they include: Competence, Equality, Leadership, Integrity and Cooperation.

Competence involves:

- The acquisition, maintenance and enhancement of current knowledge and skills in the field.
- Members shall enhance their own level of expertise and commit to professional development of themselves and fellow members.
- Members shall enhance the efficient and effective operation of their organization through this knowledge.
- Members shall contribute, through their competence, to enhanced quality of life for the people of Saskatchewan.

Equality involves:

- Equal treatment for all stakeholders (which includes members, colleagues, clients and customers and funding agencies)
- Members shall strive to ensure equal opportunity for each client or customer to participate in recreation activities.
- Members shall develop and maintain an environment whereby all individuals are treated with respect and dignity.

Leadership involves:

- The provision of guidance at all levels of the recreation delivery system.
- Members shall provide ethical, technical and educational guidance for those under their responsibility.
- Members shall demonstrate ethical, technical and educational guidance in their capacity as leaders in their community.
- Members shall advocate on behalf of the field and their profession.

Integrity involves:

- Conduct which is honorable and honest
- Members shall ensure that their behavior is beyond reproach in terms of what the profession sanctions.
- Members shall treat fellow members and colleagues with the utmost respect and propriety.
- Members must behave in a manner that supports the highest level of S.A.R.P. standards.

Cooperation involves:

- Partnership with other members, colleagues, clients, customers and organizations for the enhancement of Saskatchewan residents' quality of life
- Members shall take part in a consultative process with their clients, customers and communities to achieve the most effective results.
- Members shall develop and maintain active relations with fellow professionals.
- Members shall work toward an environment where active sharing of resources and information takes place

Does the organization have a definition of Therapeutic Recreation?

S.A.R.P has adopted the CTRA definition of Therapeutic Recreation: A service that is provided to individuals who have physical, mental, social or emotional limitations which impacts their ability to engage in meaningful leisure experiences. Therapeutic Recreation interventions are directed toward functional intervention, leisure education and participation opportunities. These interventions support the goal of assisting the individual to maximize independence in leisure, optimal health and the highest possible quality of life (CTRA Membership Manual, 1997).

What issues are confronting the organization?

Issues specifically relating to TR (there are many others that apply to the entire membership):

- The need for certification.
- Balance, when representing therapists, programmers and managers.
- New job descriptions adopted by the Saskatchewan Association of Health Organizations and related unions that the Association sees as needing revisions. These job descriptions apply to aids, programmers, and in-scope managers working in the area of TR.
- Updating our educational competencies document so that it reflects the core skills and knowledge that recreation professionals require when graduating from post-secondary programs.
- Emerging potential positions for TR professionals, such as on primary care teams and working in the community.

WHAT ARE THE EDUCATIONAL REQUIREMENTS FOR PRACTICE?

See the standards for membership above. They represent both recreation therapists and programmers. The standards for membership are the same for both groups.

ALBERTA THERAPEUTIC RECREATION ASSOCIATION (ATRA)

What is the Vision of TR for this Organization?

Therapists select, develop, implement and evaluate the following goal-oriented services:

- **Functional Intervention:**
to maintain and/or improve functional abilities, enhance well-being and facilitate independence.
- **Leisure education:**
to teach or enhance recreation skills and attitudes that can be used throughout life.
- **Recreation Participation:**
to promote health and growth through leisure and recreation experiences.

Services are based on individual assessment and program referral procedures and are offered in clinical, residential and community based settings. Therapeutic Recreation can BENEFIT people of all ages.

What is the Mission of TR for this Organization?

The Mission of the A.T.R.A. are referred to on their web site as “**Areas of Emphasis**” and are as follows:

Professional Development

To promote members needs by providing excellent professional development opportunities in education, research and professional issues.

Communication

To ensure a clear network of communication between members and other professionals and the public.

Fundraising

To financially facilitate the goals of the Association through creative revenue generation and responsible funding allocation.

Membership

To enhance membership by supporting the professional role and career development of members. 301 as of 2006

Public Awareness

To establish the Recreation Therapist as the recognized authority for Therapeutic Recreation treatment, leisure education, and recreation participation services by promoting public relations and awareness.

ATRA went through strategic planning in 2000. Marketing was seen as important in 2000 and logos, slogans, website and a tool kit were developed which included the following.

TR Marketing Toolkit:

Section 1: Introduction

The purpose of the Toolkit

How to use the Toolkit

Acknowledgements

Section 2: Marketing and Awareness

Challenges faced by TR Professionals

Understanding communications

Audience-driven communications

Marketing opportunities

Section 3: Developing Your Public Relations and Marketing Plan

Developing your plans

The One Hour Marketing Plan

Tactics

Section 4: Media Relations

Understanding journalists

Urban and rural media

Tips on building relationships

Interview techniques

Section 5: Government Relations

What does government expect?

Section 6: Core Information

Core messages for therapeutic recreation
Information to support the messages
A description of the work of TR Professionals
Training
Definitions
Philosophical Statement

The Toolkit also includes 3 different PowerPoint presentations to be used with 3 different audiences.

Appendices

Appendix 1 - Fact Sheet
Appendix 2 - 3 PowerPoint Presentations
Appendix 3 - Occupational Profile
Appendix 4 - News Release Template
Appendix 5 - One-Hour Plan Worksheet
Appendix 6 - Best Practices

What is membership Criteria for this Organization?

The following is the A.T.R.A.'s criteria for its members as stated on their web page.

Professional Membership Criteria

Does this organization have registration criteria? yes

Registered Professional Member:

An individual who has a degree or diploma in Recreation Therapy, Recreation, or related fields of study* with the completion of:

- Three Therapeutic Recreation courses**, and
- Three General Recreation courses, and
- Six supportive courses from three of the clinically related areas (ie. Gerontology, Physical Education, Psychology, Sociology)

* The only related field of study currently accepted is adapted physical education.

** For every Therapeutic Recreation Course unattainable, substitute one general recreation course and one clinically related course.

Para-professional Member:

An individual who is currently working within the field of Therapeutic Recreation but is ineligible for Professional or Student membership.

Student Member:

A full time (3 or more courses) student who is enrolled in a degree or diploma program in Therapeutic Recreation, Recreation or related fields.

Supporting Member:

An individual who is interested in furthering the objectives of ATRA and the Therapeutic Recreation profession, but who is ineligible to be a Professional, Para-professional or Student member.

Does the Organization have registration criteria?

The A.T.R.A. registration criteria is broken down into four divisions Professional, Para-professional, student membership, supporting membership.

The **Professional** criteria consists of a \$140.00 registration fee. Applicant must have a degree or diploma in Recreation Therapy, Recreation or related fields of study. *(As of October 5, 2002, the only degree accepted under "related fields of study" is a Degree in Adapted Physical Education.)*

The **Para-professional** division is a \$65.00 membership fee. Applicant must be currently working within the field of Therapeutic Recreation and be ineligible for Professional or Student membership.

The Student membership is \$45.00. Applicant must be a full time (3 or more courses) student who is enrolled in a degree or diploma program in Therapeutic Recreation, Recreation or related fields.

The **Supporting Membership** is \$40.00. Applicant must be an individual who is interested in furthering the objectives of ATRA and the Therapeutic Recreation profession, but who is ineligible to be a Professional, Paraprofessional or Student member. This also includes an individual who is eligible to be a professional or paraprofessional member but who has either retired from the Therapeutic Recreation profession or has moved out of the province of Alberta.

Does the Organization have a Certification process?

Alberta has always taken the stand that certification really needs to be national. They have a voluntary registration program, and work to educate their employers to verify the registration of recreation therapists prior to hiring. This has actually been quite successful, with most large employers following these guidelines.

Alberta has a process of reporting continuing education that may be of interest to other provinces see <http://www.alberta-tr.org/members.html> [ceu exemption.pdf](#), [ceu reporting form.pdf](#).

Does the organization have a standards of practice document? If so, what is it?

Alberta is getting ready to apply for designation under their new Health Professions Act ... designation under this act would give recreation therapists in Alberta right to title and right to set educational standards for practice. They anticipate applying for coverage in 2005 and are hard at work getting the pieces in place.

ATRA formed the Heightening Our Profession (HOP) (<http://www.alberta-tr.org/hop.html>) committee to investigate and steer the issues regarding regulation in Alberta under the Health Professions Act (HPA). The committee established goals and a format to advance ATRA membership closer to the ultimate goal "do we as recreation therapists wish to apply for regulation under the Alberta Health Professions Act"?

The HOP committee came out with two pressing issues:

1. "Is the therapeutic recreation profession a distinct and identifiable profession?"
2. The need to evaluate the risk to the physical and psychological health and safety of the public from incompetent, unethical or impaired practice of the profession.

This committee makes reference to HPA application criteria in formulating task work and answering important questions that must be asked in determining the final outcome (heightening our profession across Alberta) and the detail required should we choose to proceed toward self-regulation.

- The need for a gap analysis (the current status of readiness of the profession, based upon its "college like" attributes of profession).
- The human and financial resources required for the initiative.
- Identification of internal and external stakeholders, and the process for pursuing meaningful collaboration with them.
- The concept of "grand parenting," based on substantially equivalent competencies.
- The rationale for self-regulation to provide increased "protection of the public".
- Building policy and legislative framework that captures the future status of the profession, rather than formalizes its current circumstances.

Does the Organization have ethical guidelines? If so, what is it?

Their ethical guidelines are addressed in their "Standards of Practice" document which can be acquired via mail.

Does the organization have a definition of T.R.? If so, what is it?

The A.T.R.A definition of T.R. is as follows "Therapeutic Recreation uses recreation services and leisure experiences to help people with physical, cognitive, social or emotional limitations make the most of their lives."

What are the educational requirements?

Individuals who are educated and experienced in the provision of Therapeutic Recreation Services for people who are ill, disabled, incarcerated or elderly. There are four membership categories: Professional, Paraprofessional, Student and Supporting. A profession is partially defined as having a commonly held body of knowledge. This body of knowledge becomes the basis for identifying those individuals who are qualified for some form of professional recognition. For professional membership and professional registration, the Alberta Therapeutic Recreation Association (ATRA) requires an applicant to have a degree or diploma which contains a minimum number of specific content courses.

What issues are confronting the Organization?

ATRA has formed the Heightening Our Profession (HOP) committee to investigate and steer the issues regarding regulation in Alberta under the Health Professions Act (HPA). The committee established goals and a format to advance ATRA membership closer to the ultimate goal "do we as recreation therapists wish to apply for

regulation under the Alberta Health Professions Act"? The HOP committee came out with two pressing issues:

1. "Is the therapeutic recreation profession a distinct and identifiable profession?"
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This committee makes reference to HPA application criteria in formulating task work and answering important questions that must be asked in determining the final outcome (heightening our profession across Alberta) and the detail required should we choose to proceed toward self-regulation.

- The need for a gap analysis (the current status of readiness of the profession, based upon its "college like" attributes of the profession). The human and financial resources required for the initiative.
- Identification of internal and external stakeholders, and the process for pursuing meaningful collaboration with other disciplines.
- The concept of "grand parenting," based on substantially equivalent competencies
- The rationale for self-regulation to provide increased "protection of the public"
- Building policy and legislative framework that captures the future status of the profession, rather than formalizes its current circumstances.
- ATRA has developed as CEU reporting form and CEU exemption form that is available on ATRA web page.

BRITISH COLUMBIA THERAPEUTIC RECREATION ASSOCIATION (BCTRA)

What is the Mission of this organization?

The BCTRA is committed to meeting the needs of its members and ensuring progressive, quality service in community and health care settings through the following initiatives:

- providing on-going research and education opportunities
- providing liaison collaboration opportunities among therapeutic recreation professional and other professional groups
- develop and promote adherence to professional standards
- promote the therapeutic recreation profession
- provide future direction to the field of therapeutic recreation

What are the membership criteria for this organization?

PROFESSIONAL MEMBERSHIP CRITERIA

FEE \$160.00

Open to individuals with a Degree or Diploma in Therapeutic Recreation/Recreation/Leisure Services.

Degree or Diploma must include 3 Therapeutic Recreation courses, 3 general Recreation courses and 6 supportive courses from clinically related areas (Gerontology, E.C.E., Psychology, Sociology, Rehabilitation, Physical Education, Special Education). For every Therapeutic Recreation course unattainable, substitute one general recreation course plus one clinically related course.

Does the organization have a Standards of Practice document? If so, what is it?

PURPOSE OF STANDARDS OF PRACTICE

Standards are developed to assist therapeutic recreation practitioners to systematically plan, implement, evaluate and adapt their performance according to approved standards.

Therapeutic recreation professionals make independent assessment and judgments based on guiding principles, extensive knowledge, professional skills and standards of practice.

Through utilizing these Standards of Practice for Therapeutic Recreation in British Columbia, therapeutic recreation professionals will develop supporting data to justify the value of therapeutic recreation in their settings and throughout the province.

It is the responsibility of each therapeutic recreation practitioner to follow the Standards of Practice for Therapeutic Recreation in British Columbia. As each therapeutic recreation practitioner endorses the Therapeutic Recreation in British Columbia it will strengthen the profession and make it more visible.

Does the organization have Ethical guidelines? If so, what is it?

SCOPE OF SERVICE GUIDING PRINCIPLES

The following guiding principles reflect the values and beliefs upon which therapeutic recreation service should be based:

- All aspects of therapeutic recreation service delivery must reflect client confidentiality and client self-determination.
- Therapeutic recreation service delivery should involve family and any other interested people at all appropriate stages of intervention provided with the client.
- All aspects of therapeutic recreation service delivery must incorporate client goals, beliefs and perspectives.
- Recognition of the need for personalized intervention to address the uniqueness of each individual client.
- Individual client differences require a continuum of care approach to therapeutic recreation service delivery.
- Optimal client outcomes are directly related to the understanding of social, cultural, attitudinal and environmental influences on an individual.
- All aspects of therapeutic recreation service delivery should be outcome oriented and measurable.

- Recognition of the importance of a team approach for therapeutic recreation service delivery.
- Recognition of the importance of documentation for effective communication, evaluation and accountability.
- Evaluation and research are essential for the maintenance and/or improvement of therapeutic recreation services.
- All aspects of therapeutic recreation service delivery must be provided in a safe manner.

Does the organization have a definition of Therapeutic Recreation? If so, what is it?

Therapeutic Recreation is a process that utilizes treatment, education and recreation participation to enable persons with physical, cognitive, emotional and/or social limitations to acquire and/or maintain the skills, knowledge and behaviours that will allow them to enjoy their leisure optimally, function independently with the least amount of assistance and participate as fully as possible in society. Therapeutic Recreation intervention is provided by trained professionals in clinical and/or community settings.

Approved by the TRO Board of Management, August 1995

Source: www.bctra.com

What issues are confronting the Organization?

1. Membership- there are many recreation therapy practitioners who are not members of the association.
2. Regulation of the profession-Members are requesting that we move forward with the process of regulation the profession. In BC, we have been taking steps to look at protection of title however upcoming changes in legislation will make this difficult to achieve. We are investigating the possibility of joining with other disciplines (counselors, music therapist, art therapists) who have been working on the development of a college for several years.
3. Implementing the new structure of BCTRA - a new practice support structure.

Discussion

Therapeutic Recreation across Canada has a variety of professional organizations. Each organization is responding to the professional and education needs of its members. This review provides a snapshot of what each professional organization has developed related to each of the questions asked. This information will be useful to CTRA certification task force in understanding the diversity of issues related to registration, certification process across Canada. Each province (NFLTRA, NSRPH, TRO, MTRA, ATRA and BCTRA) have developed a registration process that CTRA could gain insights into during certification deliberations. TRM provided copies of their ethics, and by-laws while NFLTRA provided documentation on Recreation therapist worker and Recreation Specialist which will benefit the CTRA Certification task force. Alberta provided insights into distinction between professional and paraprofessional. NSRPH has developed a four level registration process. The development of TR across Canada reflects Canadian society in its diversity. The Certification Task force will gain from the material gathered from the organizations that participated in this process. A variety of researchers have provided insights into Therapeutic Recreation professional development that the

Certification Task Force may want to consider during its deliberations. (O'Morrow, 1976;Oltman, Norback & Rosenfeld, 1989; Stewart & Anderson, 1990; Stumbo, 1990; Carter, Vandel & Robb, 1995; Riley & Connolly 1997; Stumbo and Carter , 1999a; Stumbo and Carter, 1999b, Thomas & Ostiguy, 1998; Anderson. Ashton-Schaeffer & Autry, 2000; Sylvester, 2003). Therpaetic Recreation in Canada is a young dynamic professional field that enhances well being of the leisure ability levels of persons across the life-span. The question arises currently a variety of individuals across Canada are "titled therapeutic recreation professionals" with a wide variety of educational and professional backgrounds. The Certification Task Force can provide guidance in the development of the criteria to establish a framework for establishing a consistent process of who can be titled a "Therapeutic Recreation professional".

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WHAT TRM IS....

TRM Therapeutic Recreation Manitoba, is a Provincial Association organized by Recreation Professionals to promote and offer educational and networking opportunities to Recreation Practitioners who provide Therapeutic Recreation in health care and community settings.

TRM's Vision is to be known as a Provincial Association of practitioners who promote Therapeutic Recreation.

TRM's Mission, TRM is dedicated to the professional development of therapeutic recreation and exists to provide the membership with support in advocacy, education, development and networking.

THE PROFESSIONAL

What does a Recreation Professional do?

Recreation Professionals facilitate life satisfying leisure experiences through the therapeutically planned program interventions.

Where are Recreation Professionals Employed?

Recreation Professionals are employed in a variety of health care settings and in the community throughout Manitoba:

- ✓ Long Term Care Facilities
- ✓ Hospitals
- ✓ Adult Day Programs
- ✓ Elderly Persons Housing
- ✓ Rehabilitation Centers
- ✓ Group Homes
- ✓ Community Settings

Who Can Benefit From TR?

Everyone can benefit from therapeutic recreation programs. The intent of the Recreation Facilitator is to empower clients with the opportunity to continue to:

- ✓ Stay socially integrated and active with their community.
- ✓ Creatively express themselves.
- ✓ Retain and maintain independence.
- ✓ Live a healthy leisure lifestyle.

THE PROFESSION

How does the therapeutic process work?

Programs and services are designed with the individual to meet their leisure interests, needs and abilities. The process includes:

- ✓ Conducting an assessment.
- ✓ Setting goals with the client.
- ✓ Developing a care plan.
- ✓ Designing and implementing programs that will address the care plan.
- ✓ Reviewing the progress.

Why is therapeutic recreation important?

Therapeutic recreation facilitates promotion of health and wellness, illness prevention, disability postponement as well as self-satisfaction.

How does therapeutic recreation help?

Therapeutic recreation helps clients to:

- ✓ Feel a sense of accomplishment,
- ✓ Manage stress,
- ✓ Build confidence,
- ✓ Increase personal enjoyment,
- ✓ Get well, live well, stay well.

PROFESSIONAL DEVELOPMENT

TRM support and advocates for an essential service for clients in health care and community settings.

TRM members are committed to personal and professional development through various education experiences/opportunities:

- ✓ Conferences and annual general meetings,
- ✓ Spotlight newsletters,
- ✓ Meetings and workshops,
- ✓ Library and journal resources,
- ✓ Therapeutic Recreation Week,
- ✓ Local, Provincial, National and International networking.

Code of Ethics

Therapeutic Recreation facilitates health promotion, illness prevention, and disability postponement, as well as self-satisfaction. As a Professional Association TRM enhances and develops the role of individuals working in Therapeutic Recreation. TRM's vision is to achieve excellence in the profession of Therapeutic Recreation.

All TRM members are responsible for upholding the following statements of excellence:

As a TRM member I will:

- Be committed to the well-being of the client and adhere to the highest standards in Therapeutic Recreation.
- Function in a professional manner demonstrating integrity, honesty, and self awareness.
- Seek and participate in educational opportunities on an ongoing basis in order to ensure maximum expertise in the field.
- Comply with all regional, provincial, and national standards for Therapeutic Recreation.
- Conduct Therapeutic Recreation services within the parameters of my education and experience.
- Recognize and uphold clients' rights for informed consent, confidentiality, equal access to service as well as their right to accept or refuse service.
- Advocate for the professionalism and value of Therapeutic Recreation.
- Support, encourage, and/or participate in projects or research aimed at furthering the profession of Therapeutic Recreation.

THERAPEUTIC RECREATION MANITOBA

A non profit Corporation founded in 1970

TRM By-laws

(Revised November 2003)

ARTICLE 1 – NAME

Section 1. The organizations name is Therapeutic Recreation Manitoba, Incorporated, hereinafter referred to as TRM or the Association.

ARTICLE 2 – PURPOSE

Section 1. TRM is established as a non-profit professional organization for the purpose of promoting, enhancing and developing therapeutic recreation services and to promote the health and well being of the public.

Section 2. To foster, maintain and elevate the standards of professional qualifications, training, ethics and standards of practice for therapeutic recreation.

Section 3. Provide a milieu that supports shared governance.

Section 4. Provide milieu that supports the growth of Therapeutic Recreation profession.

Section 5. Provide local, provincial and national leadership and unity in Therapeutic Recreation profession.

Section 6. To advance the formulation and dissemination of information and materials that is pertinent to therapeutic recreation services.

Section 7. To develop and maintain a close working alliances with allied health, recreation, education and services, other interested stakeholders.

Section 8. To monitor and analyze legislation pertaining to therapeutic recreation and to promote legislation affecting therapeutic recreation.

ARTICLE III – MEMBERSHIP

Section 1. Definition of Membership

Membership in TRM shall be open to individuals employed in, students of, and individuals interested in or supportive of therapeutic recreation.

Section 2. Members in Good Standing

An individual meets the qualifications for membership and is currently registered with TRM, has paid the appropriate fee, and agrees to uphold the standards of practice, is a member in good standing.

Section 3. Rights and Privileges

Current members shall receive all membership services including, newsletters, guiding principles, reduced registration fees for TRM sponsored programs and conferences, voting rights, and may serve on the Board of Directors of the association.

ARTICLE IV – FINANCES

Section 1. Dues

- 1.1 The Board of Directors of the Association shall determine the dues structure and designate the period in which the membership will be in effect.
- 1.2 Dues shall be due and payable to TRM by the member's anniversary date.
- 1.3 Membership shall be forfeited if dues are not paid within thirty (30) days of the anniversary date.

Section 2. Budget

- 2.1 The Treasurer shall submit a proposed annual budget to the Board of Directors for approval.
- 2.2 A motion must be passed to approve payment of all bills and reimbursements of all expenses.

Section 3. Audit

The financial records of TRM shall be audited annually at the end of the fiscal year and at other times as requested by the Board of Directors.

ARTICLE V – BOARD OF DIRECTORS

Section 1. Executive Officers

- 1.1 President, President-Elect, Past President, Secretary, and Treasurer, who shall be elected by the membership of TRM will comprise the Executive Board.
- 1.2 Board of Directors will consist of President, President-Elect, Past President, Secretary, Treasurer, Directors of Communications, Professional Development, Provincial Development, Public Relations and Professional issues.
- 1.3 Board of Directors shall be members in good standing and have contributed two years of service to TRM such as serving on a committee or assisting with the annual conference.

Section 2. Length of Terms

- 1.1 The President, President Elect and Past President shall hold office for a period of one year. The position will start following the Annual General Meeting and will close at the end of the next years AGM.
- 1.2 The Secretary, Treasurer, and Directors shall serve for two years and may be re-elected for an additional term.

Section 3. Schedule for Elections

- President-Elect: Elected Annually
- Treasurer: Elected on odd calendar years
- Secretary: Elected on even calendar years

- Director of Communication: Elected on odd years.
- Director of Professional Issues: Elected on odd years.
- Director of Provincial Development: Elected on odd years.
- Director of Public Relations: Elected on even years.
- Director of Professional Development: Elected on even years.

Section 4. Duties of the Board of Directors

- 1.1 Plan the direction of TRM and orchestrate the development of the Therapeutic Recreation Profession within the province of Manitoba.

- 1.2 The Board shall supervise and direct the affairs of the Association, shall determine its policies and make changes within the limits of the By-laws, and will actively pursue its purposes.

- 1.3 The action of the Board is subject to approval by the Executive officers of the board.

- 1.4 Each Board member is responsible for carry out the Job Description for the position they have been elected for.

Section 5. Meetings of the Board

- 1.1 The board shall meet monthly and shall be given (30) days notice, with a minimum of eight meetings per year. The President when deemed necessary may call unscheduled meetings.

- 1.2 Fifty (50) percent presence shall constitute a quorum at board meetings.

Section 6. Ad Hoc Committees

Ad hoc committees may be created at any time by the Board or the President to address pertinent issues, problems or activities, such as, conferences, fundraising events, etc. The President shall appoint members to chair all ad-hoc committees of TRM.

ARTICLE VI – NOMINATIONS & ELECTIONS

Section 1. Election Procedures

- 1.1 The elections will take place at the time of the Annual General Meeting in the month of May of each year.

- 1.2 At least sixty (60) days before the annual general meeting, the nomination committee shall notify the membership of what positions are open for nominations

- 1.3 The nomination process will be monitored by the Past-President.
- 1.4 Voting must assure the anonymity of voters.
- 1.5 Nominated names and ballots shall be mailed to all voting members in good standing at least 60 days prior to the election and the ballot shall be returned within 30 days.
- 1.6 Candidates receiving the greatest number of votes shall be declared elected.
- 1.7 In case of a tie vote, run-off election will be held by secret ballot of members in attendance at the AGM.

ARTICLE VII – MEMBERSHIP MEETINGS

Section 1. Order of Business

Roberts Rule of Order newly Revised shall govern the Association in all cases to which they are applicable but are not inconsistent with TRM By-Laws and any special rules of order set by the Association.

Section 2. Annual General Meeting

The AGM will be called for the purpose of electing officers and transacting TRM business. This meeting will be held during the month of May and the date, time and location will be decided upon by the Board of Directors who shall provide 60 days notice to all members in good standing.

Section 3. Membership Meetings

There shall be a minimum of 3 membership meetings per year, members will be given 60 days notice of the date, time and location of membership meetings.

Section 4. Minutes of the meetings

All membership minutes shall be made available to members in good standing and will be mailed to them as per request. The minutes to the Annual General Meeting shall be mailed to all members in good standing with the next publication of the newsletter.

ARTICLE VIII – DISCIPLINARY PROCEDURES

Section 1. Termination of Membership

Upon determination by the Board of Directors, that a member has engaged in conduct critically harmful to the interests or purposes of the association their membership shall be terminated. Membership fees will not be refunded.

Section 2. Censure

- 2.1 The censure process shall function to assure that all persons who are serving TRM in an official capacity, either elected or appointed, uphold the duties and responsibilities of their position in an ethical manner and as prescribed in the established TRM By-laws, policies and job descriptions.

2.2 Censure of a person serving in an official capacity for TRM shall be defined as removing said person from functioning in any official capacity of TRM.

ARTICLE IX – BY-LAWS

Section 1. Amendments

Proposed amendments to the by-laws shall be presented in writing to the Board of directors for consideration.

Section 2. Adoption

Amendments shall be adopted by a majority vote at a membership meeting.

ARTICLE X- DISSOLUTION

Section 1. In the event that TRM should be dissolved no part of the net earnings of TRM shall be used for the benefit or be distributed to its members, officers or other private persons. Upon dissolution of TRM, the Board shall, after paying for all liabilities, dispose of the assets of TRM to organizations operating exclusively for charitable, educational or recreational purposes, and shall, at that time, qualify as an exempt organization.

**THERAPEUTIC RECREATION
CERTIFICATION COUNCIL MANITOBA
(<http://www.trcc.mb.ca/>)**

ABOUT TRCC

TRCC is a non-profit body that exists to establish and monitor education and continuing education requirements in the field of therapeutic recreation in healthcare.

MISSION STATEMENT

The Therapeutic Recreation Certification Council exists to establish and monitor provincial certification and re-certification to therapeutic recreation professionals working in the field of health care who meet those standards. TRCC Inc. is an Independent Non Profit corporation.

Our web site continues to grow and progress as the needs of our certified members and the certification process as a whole, becomes apparent.

Certification

Levels of Certification

Application for Certification

Facilitator Level

Director Level

Re-certification

Facilitator Level

Director Level

Continuing Education

Upcoming Education Opportunities

Sample Education Certificate

Related Topics

FAQ's

Newsletters

Board of Directors

Please refer to website for further details. (<http://www.trcc.mb.ca/>)

NOTE: It is important to note that the following NLTRA Standards of Practice documents are presented as a draft format and have yet to be adopted by the NLTRA membership.

APPENDIX I

STANDARDS FOR THE PRACTICE OF THERAPEUTIC RECREATION

RECREATION SPECIALIST

Distributed by the NLTRA 2003

P.O. Box 8201, St. John's, NL A1B 3N4

**NEWFOUNDLAND AND LABRADOR
THERAPEUTIC RECREATION ASSOCIATION (NLTRA)**

The Newfoundland and Labrador Therapeutic Recreation Association was founded in 1986 and was first known as the Recreation Workers and Activity Directors Association (RWAD). With a name change in 1995, the NLTRA exists to promote and advance the field of Therapeutic Recreation within the province of Newfoundland and Labrador.

Membership in the NLTRA is open to any individual employed in the field of Therapeutic Recreation, students enrolled in therapeutic recreation and recreation diploma or degree programs, and any individual, organization or agency interested in supporting the field of Therapeutic Recreation.

For further information about the Newfoundland and Labrador Therapeutic Recreation Association (NLTRA), please write:

Newfoundland and Labrador Therapeutic Recreation Association
P.O. Box 8201
St. John's, NL
A1B 3N4

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INTRODUCTION

The Newfoundland and Labrador Therapeutic Recreation Association with significant input from its membership developed this document. There are two separate documents, which include standards of practice for both Recreation Specialists and Recreation Therapy Workers. These guidelines will assist both Recreation Therapy Workers and Recreation Specialists in assuring the systematic delivery of quality therapeutic recreation services.

These standards are designed to be universal and are not intended to be specific to a particular setting or client population. They do not attempt to establish time lines since these vary among different populations and settings. In saying this, it is expected that these standards will be included in the department's plan of operation, which would then identify time frames specific to that particular population/setting. Readers of this document may find the glossary of terms (Page 18) helpful when clarifying terms used throughout this document. A reference list is attached if further information is required.

These standards have been written in a format that includes a standard topic, followed by a generic standard definition, performance criteria, and knowledge/skill competencies. Performance criteria identify concrete responsibilities and reflect the parameters of service the Therapeutic Recreation professional must achieve under each standard. The knowledge and skill competencies identify core knowledge and skills the TR professional must have to achieve the performance criteria.

It is also important to note that the Standards of Practice Documents will continue to grow and change as the profession of Therapeutic Recreation within the province of Newfoundland and Labrador evolves.

Finally, this Standards of Practice document will not improve the quality of Therapeutic Recreation service delivery without continued attention and accountability by Therapeutic Recreation professionals. It is the responsibility of all Therapeutic Recreation professionals to adhere to these Standards of Practice. It is essential in providing quality TR services to the population you serve.

THERAPEUTIC RECREATION DEFINITION

Practiced in Clinical, residential, and community settings, the profession of Therapeutic Recreation uses treatment, education, and recreation services to help people with illnesses, disabilities, and other conditions to develop and use their leisure in ways that enhance their health, independence, and well being.

SCOPE OF SERVICE

The field of Therapeutic Recreation is unified by the belief that the ability to participate in recreation and leisure activities is an essential component of quality of life. Our purpose therefore, is to facilitate the development of an appropriate leisure lifestyle for individuals with impairments in order to enhance their health, well-being and quality of

life. As the field of Therapeutic Recreation continues to evolve and mature, we must ensure that our practice is founded on concrete concepts, theories, and models of care. We have to recognize the importance of having a comprehensive understanding of the foundation on which our profession is built. With this in mind, the Leisure Ability Model of Therapeutic Recreation Service Delivery provides us with a legitimate framework for the delivery of Therapeutic Recreation Services. The three primary components of this model are as follows:

Treatment Services

Treatment Services are goal-oriented and directed toward rehabilitation, amelioration and/or modification of specific physical, emotional, cognitive, and/or social functional behaviors.

A qualified Recreation Specialist provides treatment services in order to assist a client to acquire the necessary functional ability to engage in an appropriate leisure lifestyle. Under the supervision of a Recreation Specialist the Recreation therapy Worker can assist with treatment.

Leisure Education

Leisure education services are goal-oriented and directed towards the development of knowledge, attitudes, values, behaviors, skills and resources as they may relate to independence in leisure and recreation participation.

Both the Recreation Specialist and Recreation Therapy Worker can provide leisure education within their respective scopes of practice. Within this component, Therapeutic Recreation staff act as educators, instructors, advisors and counselors.

Recreation Participation

Recreation participation services are designed to provide a variety of opportunities for fun, enjoyment, and self-expression within an organized delivery system. These services are directed towards optimizing a client's involvement in meaningful leisure and recreation opportunities.

Recreation participation opportunities are provided by the Recreation Therapy Worker and Recreation Specialist within their respective scopes of practice.

DEFINITION OF STANDARDS OF PRACTICE

Standards are statements of desired and achievable levels of performance against which actual performance can be compared. Standards of practice are authoritative statements that describe the levels of care and treatment, or performance common to all members of a profession. They focus on the professional behavior of the care provider and provide the direction to address the legal and professional basis of practice.

STANDARDS OF PRACTICE

RECREATION SPECIALIST

1.0 ASSESSMENT

Standard Definition:

Process by which strengths, weakness, problems and are determined or addressed.

Performance Criteria:

1. Informs client of assessment process and obtains clients permission to proceed with assessment.
2. Conducts comprehensive individualized assessment in a systematic process.
3. Determines appropriate interventions including: functional interventions, leisure education and recreation activities.
4. Communicates results to client and other appropriate team members.
5. Documents assessment results in medical chart/records.

Knowledge and Skill Competencies:

1. Comprehensive understanding and application of formal assessment techniques and processes.
2. Knowledge of/and the ability to utilize standardized assessment tools.
3. Ability to analyze and interpret assessment results.
4. Knowledge of the role of Recreation Therapy Worker and other disciplines in the assessment process.
5. Knowledge of the client's diagnosis and how it impacts on the assessment process.
6. Knowledge of organization assessment documentation policies and procedures.

2.0 PLAN OF CARE

Standard Definition:

A plan of comprehensive care and service for a client as determined by the particular needs of that individual.

Performance Criteria:

1. The plan of care must be documented and placed in the client's medical chart or other relevant health record in compliance with organizations policy and procedures.
2. The plan of care is based on the functional interventions, leisure education, and recreation participation opportunities.
3. The plan is communicated to the Recreation Therapy Worker(s)and other team members.
4. The plan contains goals and objectives that are measurable and are used in evaluating client progress.
5. The plan is reviewed and modified to meet the changing needs of the client.
6. The plan is consistent with interdisciplinary treatment goals.
7. Completes discharge plans and provides follow-up services when appropriate.

Knowledge and Skill Competencies:

1. Knowledge of/and the ability to utilize specific treatment and leisure education techniques/strategies.
2. An in-depth understanding and utilization of the principles identified in the Leisure Ability Model.
3. Knowledge and the ability to identify measurable goals and objectives.
4. Knowledge of how an individual's medical diagnosis may impact upon the therapeutic recreation intervention process.
5. Knowledge of the role of other care team members in the treatment planning process.

3.0 PROGRAM DESIGN AND IMPLEMENTATION**Standard Definition:**

Programs are designed and implemented based on the clients needs.

Performance Criteria:

1. A program must be based on the needs of the client including strengths, abilities and diagnosis.
2. A program must be developed using an outline, which would include, target population, program description, rationale, goals and objectives, outcomes, resources required and evaluation.
3. Programs are developed in the areas of functional intervention, leisure education and recreation participation.
4. Programs will utilize internal and external resources, which will enhance its development.
5. Programs will be developed in conjunction with other team members.
6. Client's progress is monitored throughout the program to ensure client satisfaction and attainment of appropriate treatment goals.
7. Implements a variety of identified functional intervention, leisure education and recreation participation opportunities.

Knowledge and Skill Competencies:

1. Knowledge and ability to assess needs of clients and incorporate them into the development of programs.
2. Knowledge and ability to write goals and objectives, establish program priorities, explore alternatives, and coordinate staff, facilities and funding.
3. Knowledge and understanding of the Leisure Ability Model
4. Ability to evaluate and analyse program and make necessary recommendations.
5. Knowledge of other programs being offered internally or externally.
6. Knowledge of the role of other disciplines in program development.
7. Understanding the diagnosis of each client and how this may impact on program development.
8. Ability to implement a variety of identified functional intervention, leisure education and recreation participation activities.

4.0 DOCUMENTATION

Standard Definition

A standardized system of recording used by professional practitioners to demonstrate accountability for their actions, to produce legal and confidential records of care, and to reflect standards of practice.

Performance Criteria:

1. Documents full continuum of care delivery including referrals, screening, assessment, plan of care, attendance, progress notes, transfers, discharge summaries and follow-up plan in client's medical chart.
2. Documents in accordance with organizational policy and procedures.
3. Documents any safety, health, and risk management issues and incidents according to organizational policy and procedures.
4. Completes Workload Measurement documentation in compliance with Newfoundland and Labrador Centre for Health Information.
5. Communicates documentation information to appropriate team members.

Knowledge and Skill Competencies:

1. Knowledge of professional and organization documentation policies and procedures.
2. In-depth knowledge of specific documentation techniques.
3. Ability to meet organizational documentation guidelines.
4. Ability to document relevant information in concise and accurate manner.
5. Ability to complete Workload Measurement documentation.

5.0 EVALUATION

Standard Definition:

Assessment of the degree of success in meeting the goals of the client, individual therapeutic recreation programs, discipline and organization.

Performance Criteria:

1. Conducts formative and summative evaluation of client's progress based on established care plan, review of treatment methods, and the client's adherence and satisfaction with treatment plan.
2. Revises or discontinues treatment plan based on evaluation results.
3. Conducts evaluation of Recreation Therapy comprehensive programs and interventions.
4. Documents and communicates evaluation results to appropriate individuals
5. Includes client, family member or significant other in formal evaluation process.

Knowledge and Skill Competencies:

1. Knowledge of, and the ability to incorporate summative and formative evaluation techniques and procedures
2. Ability to interpret evaluation results.
3. Ability to revise treatment plans based on interpretation of evaluation results.
4. Ability to identify and collect evaluation information from relevant sources.
5. Ability to communicate evaluation findings to appropriate individuals.
6. Knowledge of organization policies and procedures on evaluation.

6.0 QUALITY IMPROVEMENT**Standard Definition:**

Organizational philosophy that seeks to meet clients' needs and exceed their expectation by utilizing a structure that selectively identifies and improves all aspects therapeutic recreation care and services.

Performance Criteria:

1. Participates in agency level quality improvement initiatives.
2. Monitors service delivery through structured quality improvement initiatives such as chart audits, peer reviews, client surveys, suggestion boxes, performance reviews, and client councils.
3. Practices the utilization of outcome measures.
4. Identify practices, which minimize risk and promote safety.

Knowledge and Skill Competencies:

1. In-depth knowledge of established Quality Improvement plans/procedures.
2. Ability to analyze service delivery and to make necessary recommendations.
3. The ability to develop and utilize appropriate quality improvement tools.

7.0 PROFESSIONAL DEVELOPMENT**Standard Definition:**

Process by which an individual participates in development activities to prepare for current and future change in practice; education beyond initial preparation that is relevant to the type of care and service delivered by the organization.

Performance Criteria:

1. Participates in/and coordinates education activities that promote the awareness and understanding of the Therapeutic Recreation Profession.
2. Reviews current research/literature and utilizes best practice information.
3. Provides in-services/education sessions to clients, Recreation Therapy Worker II's, and other team members.
4. Participates in professional practice groups and professional committees.

5. Participates in education activities as required by agency level policy and procedures and professional certification standards.

Knowledge and Skill Competencies:

1. Knowledge of Standards of Practice.
2. Knowledge of Therapeutic Recreation theories, principles and practices through the reading and review of Therapeutic Recreation journals, books and other educational material.
3. Knowledge of provincial, national and international Therapeutic Recreation organizations.
4. Knowledge of professional development opportunities.
5. Knowledge of effective presentation techniques.
6. Knowledge of agency policies and procedures.

8.0 QUALIFICATIONS

The NLTRA recommends compliance with the following qualifications for a Therapeutic Recreation Specialist:

Completion of a four-year degree program in Therapeutic Recreation, or a four-year degree in Recreation, which contains major coursework in Therapeutic Recreation.

9.0 ETHICS

Standard Definition:

Standards of conduct, which are morally and culturally, correct.

Performance Criteria:

1. Complies with the NLTRA code of ethics and related agency level ethical standards.
2. Must report and process (as appropriate) suspected unethical practices.

Knowledge and Skill Competencies:

1. Knowledge of NLTRA Philosophical Position Statement.
2. Knowledge of NLTRA Code of Ethics.
3. Knowledge of NLTRA Standards of Practice.
4. Knowledge of agency level ethical standards/code of ethics

10.0 RESEARCH

Standard Definition:

Critical and exhaustive investigation of theory or contribution to an existing body of knowledge aimed at the discovery and interpretation of facts.

Performance Criteria:

1. Reviews research findings and apply these findings as appropriate.
2. Participates in formal research opportunities that may include the measurement and evaluation of Therapeutic Recreation services.
3. Communicates research findings that contribute to the Therapeutic Recreation profession through presentation, in-services, and professional literature writing.

Knowledge and Skill Competencies:

1. The ability to obtain relevant research information.
2. The ability to identify and form research partnerships with appropriate agencies.
3. Knowledge and the ability to utilize formal research methods and statistics.
4. Ability to analyze and interpret research data/results.
5. Understanding of the impact of research outcomes on Therapeutic Recreation service delivery.
6. Knowledge of agency level research policies and guidelines.

GLOSSARY OF TERMS

Assessment – A process by which the characteristics and needs of clients, groups, populations, communities, or situations are evaluated and determined. The assessment is used to plan services and actions.

Client – Any person, group, program, organization, or community for whom the Therapeutic Recreation practitioner provides services for.

Evaluation – Assessment of the degree of success in meeting the goals of the client or organization.

Evidence Based Practice – Practice of any professional group that is based on a theoretical body of knowledge, empirically evaluated, and is found to be beneficial and effective for the client.

Follow-up – Processes and actions taken after the client has left the organization's services.

Goals – Broad statements that describe the desired state for the future and provide direction for day-day decisions and activities.

Incidents – Events that are unusual, unexpected, may have an element of risk, or that may have a negative effect on clients, groups, staff, or the organization.

Interdisciplinary – A variety of disciplines that participate in the assessment, planning, and/or implementation of clients' or groups' services with interaction and integration among each other to achieve common goals.

Need – Physiological, psychological or social requirements for well being.

Objectives – Concrete, measurable steps taken to achieve goals.

Policy – Written statements that clearly indicate the position and values of the organization on a given subject.

Procedure – Written set of instructions that describe the approved and recommended steps for a particular act or sequence of acts.

Qualitative – Data and information expressed with descriptions and narratives; a method that investigates the experience of clients, groups, communities, or users through observation and interviews.

Quantitative – Data and information that is expressed in numbers and statistics, a method that investigates in measures.

Referral – A direction from another provider or organization to provide service for a client.

Reliability – Extent to which results are consistent through repeated measures by different measures, or at different times by the same measure, when what is measured has not changed in the interval between measurements.

Skills – The application of knowledge into action.

Staff Competency – An individual's knowledge, skills, and attitudes are appropriate to provide the service and are regularly evaluated.

Team – Any group of people representing disciplines, family, or other stakeholders who participate in service delivery for a given client.

Validity – Extent to which a measure truly measures only what it is intended to measure.

NLTRA CODE OF ETHICS

The association and its members endorse and practice the following ethical principles:

- I. Professionals act with integrity, protecting and promoting commitment to their service. Professionals act honestly through complete, accurate and clear communications. They do not misrepresent themselves or the profession. Professionals maintain and enhance their knowledge and skills through educational opportunities.
- II. Professionals are loyal to and committed to the well-being of the individuals they serve. They maintain privacy and confidentiality of the individual being served by practicing informed consent.

- III. Professionals strive to provide quality service based on professional standards. The purpose, results and implications of treatment practices are explained to the individual, striving to maintain their safety and well-being in a client centered approach.

- IV. Professionals practice mutual respect and work cooperatively for the benefit of those they serve. They practice professional and moral conduct in dealing with ethical issues. Professionals practice continued quality management to improve the professions ability to serve society. Professionals seek to improve the profession's body of knowledge through ethical research and clinical teaching.

Reference Note: Adapted from Codes of Ethics from the following associations:

- National Therapeutic Recreation Association
- American Therapeutic Recreation Association
- Alberta Therapeutic Recreation Association
- Canadian Therapeutic Recreation Association

Approved by NLTRA, Board of Directors, on November 30, 1998.

REFERENCE LIST

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Newfoundland and Labrador Therapeutic Recreation Association (1999). Standards of Practice. Newfoundland, Canada: NLTRA

Therapeutic Recreation for Ontario (1997). Standards of Practice for Therapeutic Recreation in Ontario. North York, Ontario

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Scott Churchill Recreation Therapy Services Glenbrook Lodge	Lesley Oke Recreation Therapy Services Mental Health Program

NLTRA Executive (2003-2004)

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Patricia Barrett Western Vice Chairperson Western Health Care Corporation	Sean Pardy Past President St. John's Nursing Home Board St. John's, Newfoundland
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APPENDIX II

**STANDARDS FOR THE PRACTICE OF THERAPEUTIC RECREATION
RECREATION THERAPY WORKERS**

Distributed by the NLTRA 2003

P.O. Box 8201, St. John's, NL A1B 3N4

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The Newfoundland and Labrador Therapeutic Recreation Association with significant input from its membership developed this document. There are two separate documents, which include standards of practice for both Recreation Specialists and Recreation Therapy Workers. These guidelines will assist both Recreation Therapy Workers and Recreation Specialists in assuring the systematic delivery of quality therapeutic recreation services.

These standards are designed to be universal and are not intended to be specific to a particular setting or client population. They do not attempt to establish time lines since these vary among different populations and settings. In saying this, it is expected that these standards will be included in the department's plan of operation, which would then identify time frames specific to that particular population/setting. Readers of this document may find the glossary of terms (Page 16) helpful when clarifying terms used throughout this document. A reference list is attached if further information is required.

These standards have been written in a format that includes a standard topic, followed by a generic standard definition, performance criteria, and knowledge/skill competencies. Performance criteria identify concrete responsibilities and reflect the parameters of service the Therapeutic Recreation professional must achieve under each standard. The knowledge and skill competencies identify core knowledge and skills the TR professional must have to achieve the performance criteria.

It is also important to note that the Standards of Practice Documents will continue to grow and change as the profession of Therapeutic Recreation within the province of Newfoundland and Labrador evolves.

Finally, this Standards of Practice document will not improve the quality of Therapeutic Recreation service delivery without continued attention and accountability by Therapeutic Recreation professionals. It is the responsibility of all Therapeutic Recreation professionals to adhere to these Standards of Practice. It is essential in providing quality TR services to the population you serve.

THERAPEUTIC RECREATION DEFINITION

Practiced in Clinical, residential, and community settings, the profession of Therapeutic Recreation uses treatment, education, and recreation services to help people with illnesses, disabilities, and other conditions to develop and use their leisure in ways that enhance their health, independence, and well being.

SCOPE OF SERVICE

The field of Therapeutic Recreation is unified by the belief that the ability to participate in recreation and leisure activities is an essential component of quality of life. Our purpose therefore, is to facilitate the development of an appropriate leisure lifestyle for individuals with impairments in order to enhance their health, well-being and quality of life. As the field of Therapeutic Recreation continues to evolve and mature, we must ensure that our practice is founding on concrete concepts, theories, and models of care. We have to recognize the importance of having a comprehensive understanding of the foundation on which our profession is built. With this in mind, the Leisure Ability Model of Therapeutic Recreation Service

Delivery provides us with a legitimate framework for the delivery of Therapeutic Recreation Services. The three primary components of this model are as follows:

Treatment Services

Treatment Services are goal-oriented and directed toward rehabilitation, amelioration and/or modification of specific physical, emotional, cognitive, and/or social functional behaviors.

A qualified Recreation Specialist provides treatment services in order to assist a client to acquire the necessary functional ability to engage in an appropriate leisure lifestyle. Under the supervision of a Recreation Specialist the Recreation therapy Worker can assist with treatment.

Leisure Education

Leisure education services are goal-oriented and directed towards the development of knowledge, attitudes, values, behaviors, skills and resources as they may relate to independence in leisure and recreation participation.

Both the Recreation Specialist and Recreation Therapy Worker can provide leisure education within their respective scopes of practice. Within this component, Therapeutic Recreation staff act as educators, instructors, advisors and counselors.

Recreation Participation

Recreation participation services are designed to provide a variety of opportunities for fun, enjoyment, and self-expression within an organized delivery system. These services are directed towards optimizing a client's involvement in meaningful leisure and recreation opportunities.

Recreation participation opportunities are provided by the Recreation Therapy Worker and Recreation Specialist within their respective scopes of practice.

DEFINITION OF STANDARDS OF PRACTICE

Standards are statements of desired and achievable levels of performance against which actual performance can be compared. Standards of practice are authoritative statements that describe the levels of care and treatment, or performance common to all members of a profession. They focus on the professional behavior of the care provider and provide the direction to address the legal and professional basis of practice.

STANDARDS OF PRACTICE RECREATION THERAPY WORKER

1.0 ASSESSMENT

Standard Definition:

Process by which strengths, weakness, problems and are determined or addressed.

Performance Criteria:

1. Informs client of information gathering process and obtains clients permission to proceed with process.
2. Conducts leisure interest inventories/surveys to determine appropriate recreation activities based on client's level of experience, interest, and ability.
3. Communicates results to client and other appropriate team members.
4. Records information that is obtained.

Knowledge and Skill Competencies:

1. Understanding and application of leisure interest surveys/finders.
2. Ability to analyze and interpret results.
3. Knowledge of the role of Recreation Specialist and/or other disciplines in the assessment process.
4. Knowledge of interview techniques.
5. Knowledge of the client's diagnosis and how it impacts on the information gathering process.

2.0 PLAN OF CARE

Standard Definition:

A plan of comprehensive care and service for a client as determined by the particular needs of that individual.

Performance Criteria:

1. Completes a written plan that identifies various therapeutic recreation participation opportunities designed to meet the general needs, interests and abilities of an individual client.
2. The plan is consistent with interdisciplinary treatment and progress goals.
3. The plan is periodically reviewed and modified to meet the changing needs of the client.

Knowledge and Skill Competencies:

1. A basic understanding of the Leisure Ability Model of Therapeutic Recreation Service Delivery.
2. Ability to identify recreation participation opportunities that build on the strengths and abilities of an individual client.
3. Knowledge of the role of other care team members.
4. The ability to write an activity participation plan.
5. A general awareness of how an individual's medical diagnosis may impact upon his/her involvement in various therapeutic recreation participation opportunities.

3.0 PROGRAM DESIGN AND IMPLEMENTATION

Standard Definition:

Programs are designed and implemented based on the clients needs.

Performance Criteria:

1. Develops individual and group programs based on client's needs and interests.
2. Evaluates program on a continuous basis.
3. Observes and monitors client's progress while participating in activities and reports observations to Recreation Specialist and/or other team members.
4. Develops outline/protocol of recreation participation programs including program description, target population, goals and objectives, and resources.
5. Assists with the implementation of the treatment focused care plan as developed by the Recreation Specialist (were applicable).
6. Implements a variety of recreation participation activities.

Knowledge and Skill Competencies:

1. Ability to design a written outline of a Recreation Participation Program.
2. Ability to collaborate with the Therapeutic Recreation Specialist and/or other team Members
3. Knowledge of Leisure Ability Model.
4. Knowledge of program requirements such as equipment, supplies, resources etc.
5. Knowledge of client's diagnosis and its effect on program development.
6. Ability to evaluate program on a continuous basis.
7. Ability to implement a variety of identified recreation participation activities.

4.0 DOCUMENTATION

Standard Definition

A standardized system of recording used by professional practitioners to demonstrate accountability for their actions, to produce legal and confidential records of care, and to reflect standards of practice.

Performance Criteria:

1. Documents client's participation in recreation activities.
2. Completes Workload Measurement documentation in compliance with Newfoundland and Labrador Centre for Health Information.
3. Documents any safety, health, and risk management issues and incidents according to organizational policy and procedures.
4. Documents in accordance with organizational policy and procedures.
5. Communicates documentation information to appropriate team members.

Knowledge and Skill Competencies:

1. Knowledge of organizations documentation guidelines.
2. Ability to complete Workload Measurement documentation.
3. Ability to analyze program attendance statistics.
4. Ability to document on medical chart and other relevant health care records.

5.0 EVALUATION

Standard Definition:

Assessment of the degree of success in meeting the goals of the client, individual therapeutic recreation programs, discipline and organization.

Performance Criteria:

1. Conducts informal evaluation of client's progress based on participation in recreation programs.
2. Documents and communicates evaluation results to appropriate individuals.
3. Revises or discontinues clients involvement in recreation participation opportunities as appropriate.
4. Includes client, family member or significant other in in-formal evaluation process.

Knowledge and Skill Competencies:

1. Knowledge of observation and informal interview methods.
2. Knowledge of organization policies and procedures on evaluation.
3. Ability to communicate evaluation findings to appropriate individuals.
4. Ability to collect and interpret informal evaluation results such as activity participation pattern statistics.

6.0 QUALITY IMPROVEMENT

Standard Definition:

Organizational philosophy that seeks to meet clients' needs and exceed their expectation by utilizing a structure that selectively identifies and improves all aspects therapeutic recreation care and services.

Performance Criteria:

1. Accurately records participation statistics.
2. Observe and monitor programs and service delivery and reports to appropriate individuals (Recreation Specialist where applicable).
3. Monitor service delivery through on-going (formative) evaluation.

Knowledge and Skill Competencies:

1. Knowledge of established Quality Improvement plans/procedures.
2. Ability to recognize and to communicate areas for improvement.

7.0 PROFESSIONAL DEVELOPMENT

Standard Definition:

Process by which an individual participates in development activities to prepare for current and future change in practice; education beyond initial preparation that is relevant to the type of care and service delivered by the organization.

Performance Criteria:

1. Reviews current research/literature.
2. Participates in education activities that promote the awareness and understanding of the Therapeutic Recreation profession.

3. Participates in education activities as required by agency level policy and procedures and professional certification standards.

Knowledge and Skill Competencies:

1. Knowledge of Standards of Practice.
2. Understanding of Therapeutic Recreation theories, principles and practices
3. Knowledge of relevant provincial associations and organizations.
4. Knowledge of professional development opportunities.
5. Knowledge of journals, books and other educational material relevant to the practice of Therapeutic Recreation.
6. Knowledge of agency policies and procedures.

8.0 QUALIFICATIONS

The NLTRA recommends compliance with the following qualifications for a Recreation Therapy Worker II.

Completion of a two-year diploma program in Therapeutic Recreation, or a two-year diploma in Recreation, which contains major coursework in Therapeutic Recreation

The NLTRA recommends compliance with the following qualifications for Recreation Therapy Worker III.

Completion of a two-year diploma program in Therapeutic Recreation, or a two-year diploma in Recreation, which contains major coursework in Therapeutic Recreation

Note: This is a sole charge or supervisory position.

9.0 ETHICS

Standard Definition:

Standards of conduct, which are morally and culturally, correct.

Performance Criteria:

1. Complies with the NLTRA code of ethics and related agency level ethical standards.
2. Must report suspected unethical practices.

Knowledge and Skill Competencies:

1. Knowledge of NLTRA Philosophical Position Statement.
2. Knowledge of NLTRA Code of Ethics.
3. Knowledge of NLTRA Standards of Practice.
4. Knowledge of agency level ethical standards/code of ethics.

10.0 RESEARCH

Standard Definition:

Critical and exhaustive investigation of theory or contribution to an existing body of knowledge aimed at the discovery and interpretation of facts.

Performance Criteria:

1. Reviews research findings and apply these findings as appropriate.

Knowledge and Skill Competencies:

1. The ability to obtain relevant research information.

GLOSSARY OF TERMS

Assessment – A process by which the characteristics and needs of clients, groups, populations, communities, or situations are evaluated and determined. The assessment is used to plan services and actions.

Client – Any person, group, program, organization, or community for whom the Therapeutic Recreation practitioner provides services for.

Evaluation – Assessment of the degree of success in meeting the goals of the client or organization.

Evidence Based Practice – Practice of any professional group that is based on a theoretical body of knowledge, empirically evaluated, and is found to be beneficial and effective for the client.

Follow-up – Processes and actions taken after the client has left the organizations services.

Goals – Broad statements that describe the desired state for the future and provide direction for day-day decisions and activities.

Incidents – Events that are unusual, unexpected, may have an element of risk, or that may have a negative effect on clients, groups, staff, or the organization.

Interdisciplinary – A variety of disciplines that participate in the assessment, planning, and/or implementation of clients' or groups' services with interaction and integration among each other to achieve common goals.

Need – Physiological, psychological or social requirements for well-being.

Objectives – Concrete, measurable steps taken to achieve goals.

Policy – Written statements that clearly indicate the position and values of the organization on a given subject.

Procedure – Written set of instructions that describe the approved and recommended steps for a particular act or sequence of acts.

Qualitative – Data and information expressed with descriptions and narratives; a method that investigates the experience of clients, groups, communities, or users through observation and interviews.

Quantitative – Data and information that is expressed in numbers and statistics, a method that investigates in measures.

Referral – A direction from another provider or organization to provide service for a client.

Reliability – Extent to which results are consistent through repeated measures by different measures, or at different times by the same measure, when what is measured has not changed in the interval between measurements.

Skills – The application of knowledge into action.

Staff Competency – An individual’s knowledge, skills, and attitudes are appropriate to provide the service and are regularly evaluated.

Team – Any group of people representing disciplines, family, or other stakeholders who participate in service delivery for a given client.

Validity – Extent to which a measure truly measures only what it is intended to measure.

NLTRA CODE OF ETHICS

The association and its members endorse and practice the following ethical principles:

- I. Professionals act with integrity, protecting and promoting commitment to their service. Professionals act honestly through complete, accurate and clear communications. They do not misrepresent themselves or the profession. Professionals maintain and enhance their knowledge and skills through educational opportunities.
- II. Professionals are loyal to and committed to the well-being of the individuals they serve. They maintain privacy and confidentiality of the individual being served by practicing informed consent.
- III. Professionals strive to provide quality service based on professional standards. The purpose, results and implications of treatment practices are explained to the individual, striving to maintain their safety and well-being in a client centered approach.
- IV. Professionals practice mutual respect and work cooperatively for the benefit of those they serve. They practice professional and moral conduct in dealing with ethical issues. Professionals practice continued quality management to improve the professions ability to serve society. Professionals seek to improve the profession’s body of knowledge through ethical research and clinical teaching.

Reference Note: Adapted from Codes of Ethics from the following associations:

National Therapeutic Recreation Association
American Therapeutic Recreation Association
Alberta Therapeutic Recreation Association
Canadian Therapeutic Recreation Association

Approved by NLTRA, Board of Directors, on November 30, 1998.

REFERENCE LIST

Alberta Therapeutic Recreation Association (ND). Standards of Practice for the Therapeutic Recreation Profession. AB

American Therapeutic Recreation Association. (1991). ATRA Standards of Practice Document. United States.

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National Council for Therapeutic Recreation Certification (1989). National Job Analysis. Spring Valley, NY: NCTRC

National Therapeutic Recreation Society (1994). Standards of Practice for Therapeutic Recreation Services. Arlington, Virginia: NTRS

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Therapeutic Recreation for Ontario (1997). Standards of Practice for Therapeutic Recreation in Ontario. North York, Ontario

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APPENDIX III
NLTRA STANDARDS COMMITTEE REPORT
November 10, 2003

Dear NLTRA Members,

As you may know, the NLTRA decided the Standards of Practice initially implemented in October of 1998 had to be revised. The main argument for this revision was that both Recreation Therapy Workers and Recreation Specialists needed two distinct Standards of Practice guidelines. Since its implementation in June of 2002, the newly formed Standards of Practice Committee has continued to complete this very important and difficult task. We are pleased to announce that we have just completed a draft version of the two entirely separate documents.

These standards have been written in a format that includes a standard topic, followed by a generic standard definition, performance criteria, and knowledge/skill competencies. Performance criteria identify concrete responsibilities and reflect the parameters of service the Therapeutic Recreation professional must achieve under each standard. The knowledge and skill competencies identify core knowledge and skills the TR professional must have to achieve the performance criteria.

It was originally intended that a member of the Standards of Practice Committee and the NLTRA Vice President in their respective region would host information sessions/focus groups in each region to discuss these documents. Unfortunately, summer came very quickly and the Standards of Practice Committee were unable to visit members in each region to discuss these documents prior to this AGM

The next stage of this process is that both documents will be reviewed by the NLTRA executive and the Standards of Practice Committee. After any necessary changes have been made these documents will be sent to all NLTRA members for questions and feedback.

The Standards of Practice committee will then consider these recommendations/feedback and make necessary changes to each document. The documents will then be reviewed by the NLTRA executive and tabled at the next meeting of the members for approval. If you have any questions on this initiative, please contact Wayne Bishop, CTRS at 570-2238.

This committee has continued to work extremely hard on this very difficult process. I thank all committee members for their continued support and encouragement.

Respectively submitted,

Wayne Bishop
Chair, Standards Committee

APPENDIX IV

NOVA SCOTIA RECREATION PROFESSIONALS IN HEALTH CLASSIFICATION REPORT

The Classification's Committee for the Nova Scotia Recreation Professionals in Health (NSRPH) Association has developed a classification system in order to increase professionalism in the field of recreation and maintain a consistent, standardized level of care. This classification system along with the Standards of Practice are keeping the association on track with its long term goal of becoming a recognized profession. It is important that all members of NSRPH meet the required qualification in their respected classification by January 1, 2004.

NSRPH is committed to assisting its membership to obtain the necessary skills and knowledge required to become a trained professional in the field of recreation. The following classifications will be used as a guide to identify various levels of recreation professionals. The Classification Committee will set up an application process for the members seeking to be grand-parented in by the January 1, 2004 deadline.

Please note that it is the recommendation of this committee that the deadline to apply for the grand-parent clause be January 1, 2004.

POSITION DESCRIPTION

Recreation Level I - Programmer I

NOTE – This job description was developed for the sole purpose of indicating job duties of a **Recreation Level I** working with a supervising Recreation II, III or IV. It is not intended to be used as an appropriate job description for a sole-charge position. A minimum of Recreation II must be in place in a sole-charge position.

Education Requirements

Community College Diploma in Recreation

Experience

Eighty hours experience in the delivery of Recreation Services in Health Care

Professional Affiliation

A current member of the Nova Scotia Recreation Professionals in Health Association

Position Scope

Under the supervision of a Recreation II, III or IV as assigned, the **Recreation Programmer I** is responsible for the implementation and operation of diversified recreation programs and services in accordance with client needs and interests.

Major Responsibilities

- Facilitates and evaluates individual and group recreation programs
- Participates in the client's assessment, record keeping and charting as required
- Communicates observations on the client's status, participation and progress to the Department
- Participates in assigned aspects of quality assurance
- Maintains a safe environment
- Maintains supplies and equipment
- Participates in relevant committee work

Other Responsibilities

- Assists in the orientation of volunteers when applicable
- Participates in professional development opportunities
- Utilizes journals, books and other educational support material
- Participates in applicable in-services and educational sessions for continued professional development
- Maintains membership in NSRPH and remains current in NSRPH affairs
- Performs other related duties as required

POSITION DESCRIPTION

Recreation Level I - Programmer I, Continued

Knowledge/Special Skills Required

- Ability to identify and collect information relevant to the recreation assessment
- Ability to enlist the support of other disciplines / stakeholders as indicated
- Ability to deliver leisure and recreation programs and monitor client participation level
- Ability to instruct clients in leisure activities either individually or in a group setting
- Ability to identify and acquire program supplies and supports
- Ability to document relevant information in a concise and accurate manner
- Ability to write evaluation reports

Judgement and Initiative Required

Good judgement in selecting suitable activities; must be able to organize workload

Type and Level of Supervision Exercised

Assisting with the supervision of volunteers

Responsibility for Decisions Affecting Costs/Responsibilities for Equipment and Materials

Prudent use of resources

Physical, Mental and Visual Demands

Lifting and moving of equipment; participation in activities.

Working Environment

Pleasant work area with flexible working hours including weekends and evenings, as required.

* Grand-parenting Clause requirements: 25 points

POSITION DESCRIPTION

Recreation Level II - Programmer II

NOTE – In smaller organizations, the **Recreation Level II** may also be performing managerial tasks of a Recreation Level III or Recreation Level IV. Aspects of these job descriptions may be added to reflect this role and may impact pay rate / scales and classification.

Education Requirements

Degree in Recreation

Experience

Minimum of one-year experience in the delivery of Recreation Services in Health Care

Professional Affiliation

A current member of the Nova Scotia Recreation Professionals in Health Association

Position Scope

The **Recreation Level II** is responsible for collecting information by performing a client assessment. In accordance with individual client's needs and interests, the **Recreation Level II** will develop, implement, document and evaluate a variety of diversified recreation programs and services. The **Recreation Level II** may supervise volunteers and/or student placements depending on the organization's structure.

Major Responsibilities

- Assesses the client's leisure interests and records the results on the client's chart
- Identifies and sets goals and objectives for the client
- Develops, delivers and evaluates individual and group recreation programs in conjunction with a Recreation III or IV if applicable
- Monitors the client's involvement and adapts the program to ensure achievement of optimal outcomes consistent with the client's goals and objectives
- Communicates observations, developments and the client's current status to the appropriate people
- Ensures accurate daily records of all individual and group recreation programs are recorded
- Utilizes effective time management skills
- Correctly interprets and incorporates the organization's policies and guidelines into the recreation programs and services
- Orients new staff, volunteers and students as required
- Maintains regular contact with all clients
- Maintains a safe environment
- Maintains supplies and equipment
- Participates in the organization's Quality Assurance program

Other Responsibilities

- Facilitates working relationships with other local and community organizations that benefit clients

POSITION DESCRIPTION Recreation Level II - Programmer II Continued

- Participates in applicable in-services and educational sessions for continued professional development and actively contribute to public awareness and education regarding recreation services
- Participates in relevant committee work
- Performs other related duties as required

Knowledge/Special Skill Required

- Ability to apply a variety of interview and observational techniques
- Ability to identify, collect, analyse and interpret assessment results
- Ability to identify and enlist support of other disciplines / stakeholders that could enhance program outcomes
- Ability to document information in a concise and accurate manner
- Ability to select appropriate evaluation criteria and write evaluation reports
- Ability to demonstrate leadership and develop a positive rapport and effective communication with clients / families/ volunteers / staff
- Good verbal and written skills
- Ability to operate equipment related to program delivery and maintain supplies and equipment
- Ability to work in a multi-disciplinary team approach to client care

Judgement and Initiative Required

Good judgement in selecting suitable activities; must be able to organize workload. Ability to work independently and with other team members with minimal supervision; ability to determine the needs and goals of clients.

Type of Level of Supervision Exercised

Direct supervision of volunteers, student placements and staff.

Responsibility for Decisions Affecting Costs/Responsibilities for Equipment and Materials

Prudent use of resources. Responsible for petty cash, inventory management and purchase recommendations.

Physical, Mental and Visual Demands

Lifting and moving of equipment; participation in activities . Physical ability to develop skills in lifting, transferring and wheelchair management

Working Environment

Pleasant work area with flexible working hours including weekends and evenings, as required. Ability to adapt to various work settings. May be exposed to stressful situations working with geriatrics requiring individual to remain outwardly calm.

* Grand-parenting Clause requirements: 45 points

POSITION DESCRIPTION

Recreation Level III - Recreation Therapist

NOTE – In smaller organizations, **Recreation Level III** may also act in the role of Recreation Level IV. Aspects of the Recreation Level IV job description may be added to the **Recreation Level III** job description to reflect this role, and may impact pay rate/scales and classifications.

Education

Degree in Therapeutic Recreation with certification in the field of Therapeutic Recreation from the National Council for Therapeutic Recreation Certification

Experience

Minimum of one-year experience in the delivery of Recreation Services in Health Care

Professional Affiliation

A current member of the Nova Scotia Recreation Professionals in Health Association

Position Scope

The **Recreation Level III** is responsible to plan, organize and implement comprehensive and diversified recreation therapy programs and services in accordance with the client's needs and interests. These programs will be documented and evaluated on a regular basis. The **Recreation Level III** will work on an individual basis with each client and provide individual and group programs to achieve the client's desired goals. All programs will be goal oriented and outcomes measurable. The **Recreation Level III** may supervise the Recreation Level I, volunteers and/or student placements depending on the organization's structure.

Major Responsibilities

- Completes, analyses, interprets and discusses assessment results with client, care team and relevant stakeholders
- Selects strategies and modalities that generate outcomes which address the client's identified goals, needs and preferences and selects appropriate type(s) of intervention to meet client identified goals
- Identifies measurable outcomes related to client identified goals and the overall intervention plan demonstrating client's progression towards their goals
- Develops a therapeutic recreation intervention plan which incorporates a team approach to care and incorporates the client needs / preferences into the development of programs
- Delivers programs which take into account the strengths and abilities in addition to contraindications imposed by the individual client's diagnosis
- Maintains regular progress notes, statistics and other record keeping and writes evaluation reports
- Intervenes, as indicated, to ensure effective group process

Other Responsibilities

- Correctly interprets and incorporates organization policies and guidelines into therapeutic recreation initiatives
- Maintains ongoing community involvement by acting as a liaison and support person for the client's involvement in community-based programs
- Participates in applicable in-services, workshops, conferences and other education sessions for ongoing professional development and actively contributes to public awareness and education regarding recreation services

POSITION DESCRIPTION Recreation Level III - Recreation Therapist' Continued

- Facilitates community integration through cooperative planning and working relationships with other agencies
- Performs other related duties as required

Knowledge/Special Skills Required

- Ability to apply a variety of interview and observational techniques to obtain necessary information
- Ability to identify and collect all information relevant to the therapeutic recreation assessment
- Ability to select appropriate standardized tools in the areas of functional assessment, leisure assessment, and leisure interest inventory and administer selected tools with client
- Ability to write clear, concise and comprehensive program outlines
- Ability to identify all program resource requirements and plans for their effective and efficient use
- Ability to develop outlines for treatment, leisure education, and participation in recreation programs
- Ability to articulate program rationale, goals, benefits, expected outcomes, etc., to clients, team members and other relevant stakeholders
- Ability to identify other disciplines / stakeholders that could enhance program outcomes
- Ability to enlist the support of other disciplines / stakeholders as indicated
- Ability to respond to situations resulting from the client's strengths and abilities in addition to contraindications and adapt programs accordingly
- Ability to apply facilitation techniques, as indicated, to assist the client in achieving identified goals
- Ability to document and analyse all relevant information and form conclusions related to client's goals

Judgement and Initiative Required

Good judgement in selecting suitable activities; must be able to organize workload. Ability to work independently and with other team members with minimal supervision; ability to determine the needs and goals of clients.

Type and Level of Supervision Exercised

Direct supervision of volunteers, student placements and staff.

Responsibility for Decisions Affecting Costs/Responsibilities for Equipment and Materials

Operate programs within assigned budget using approved organization budgeting procedures

Physical, Mental and Visual Demands

Lifting and transferring clients; participation in activities. Physical ability to develop skills in lifting, transferring and wheelchair management

Working Environment

Utilize internal and external resources as required for the delivery of programs. Flexible working hours including weekends and evenings, as required. May be exposed to stressful situations working with geriatrics requiring individual to remain outwardly calm.

* No Grand-parenting Clause permitted

POSITION DESCRIPTION

Recreation Level IV - Manager of Recreation Services

Education

Degree in Recreation

Experience

Minimum 5 years experience in the delivery of Recreation Services in Health Care

Minimum 3 years experience in a management position

Professional Affiliation

A current member of the Nova Scotia Recreation Professionals in Health Association

Position Scope

The **Recreation Level IV** is responsible for administering the Recreation Department which includes, but is not limited to, the direct planning, organization and implementation of comprehensive and diversified recreation programs and services within a specified budget. The **Recreation Level IV** will manage the human resources within the Department and participates as an active member of the Management Team.

Major Responsibilities

- Responsible for administering all aspects of the Recreation Department including personnel management as it relates to the Department
- Oversees the delivery of recreation services which take into account Therapeutic Recreation theories, principles and practices
- Participates in organization's special events
- Co-ordinates and liaises with the Recreation Department and other departments
- Co-ordinates recreation staff meetings
- Communicates the organization mission and philosophy
- Supervises acquisition, design and maintenance of equipment related to Recreation Department
- Reviews and revises departmental policies and procedures on a regular basis
- Provides input into the organization's strategic planning process and develops departmental goals and objectives in accordance with therapeutic recreation and the organization
- Advocates for the clients and facilitates various client focus committees
- Involved in organization's quality assurance programs and ensures Department's QA programs reflect organization's mission
- Maintains all monthly records including necessary indicators
- Adheres to approved policies applicable to Department such as materials management and labour agreements
- Co-ordinates and administers all aspects of volunteer management as it relates to the Recreation Department including the recruitment, selection, placement, orientation, training, evaluation and discipline of volunteers

Other Responsibilities

- Researches and submits applications for various government grants
- Participates in professional development opportunities
- Provides and facilitates educational opportunities for the recreation staff and encourages professional development for each staff member

POSITION DESCRIPTION Recreation Level IV Manager of Recreation Services Con't

- Acts as an educator in the field of recreation
- Volunteers for various committees or opportunities within the Therapeutic Recreation profession
- Writes research reports and develops professional development goals and guidelines
- Utilizes journals, books and other educational support material as required for the delivery of quality therapeutic recreation services and programs
- Performs other related duties as required

Knowledge/Special Skills Required

- Effective leadership, coaching, counselling and verbal/written skills
- Skills in communication and multi-disciplinary oriented approach
- Ability to provide risk management training
- Knowledge of various health diseases, conditions and illnesses
- Ability to develop a therapeutic recreation intervention plan which incorporates a team approach to care
- Ability to write clear, concise and comprehensive program outlines
- Ability to articulate program rationale, goals, objectives, benefits, expected outcomes, etc. to the appropriate stakeholders
- Ability to document and analyse all relevant information as it relates to the operation of the department in a concise and accurate manner
- Ability to correctly interpret and incorporate organization and departmental policies and guidelines
- Ability to speak to colleagues and other professionals about Therapeutic Recreation and write Therapeutic Recreation policies and procedures

Judgement and Initiative Required

- Good judgement in initiating and analyzing workload measurements.
- Ability to intervene, as appropriate, to ensure effective group process.

Type and Level of Supervision Exercised

Oversee all aspects of human resources as it relates to the recreation staff, students and volunteers. Supervises and co-ordinates with recreation staff all programs and services.

Responsibility for Decisions Affecting Costs/responsibilities for Equipment and Materials

Acquire all necessary program supplies and supports. Plans, implements and manages capital and operating budgets for the department

Physical, Mental and Visual Demands

Lifting and moving of equipment; participation in activities. Physical ability to develop skills in lifting, transferring and wheelchair management.

Working Environment

Pleasant working area; regular use of computers; flexible working hours including weekends and evenings, as required.

* Grand-parenting Clause requirements 65 points

CLASSIFICATION CRITERIA

In order to recognize the members who do not fit the required qualifications to be classified, the Nova Scotia Recreation Professionals in Health has development a set of criteria to grandparent members in the appropriate classification. It is important to note that by January 1, 2004 all existing members must be able to fulfill the requirements for their designated classifications. No member will be grand parented in after this date.

The following four categories will help determine a member's classification. All members being grand parented into a classification must accrue at least on point in each section.

1. EXPERIENCE

Experience includes a full time, part-time or contract paid position that provides recreation services to individuals in the health care system. Only experience in the last 10 years will be credited. The maximum number of points awarded is 20 points.

Years of Experience (or hourly equivalent) one year is equal to 1760 hours

Under 1 year	1 point
1 year	5 points
2 years	10 points
3 to 5 years	15 points
Over 5 years	20 points

Other no paid recreation related experience in the form of Volunteer work, student field placements, practicums, internships etc. will result in two points for every five hundred hours. A maximum of 10 points will be awarded in this area.

2. FORMAL EDUCATION

This relates to relevant course work at a post secondary level as well as relevant degree, diploma and certificate programs such as community colleges and universities. Documentation of formal education is required. The maximum number of points awarded will be 25.

Points are awarded according to length of instruction of the course or program. Courses can be taken on a full time or part time basis.

Length of Program	Program/Course Examples	Points
40 - 60 hours	Therapeutic recreation, activities, recreation, management, related health/social science	2
1 year certificate (associate)	Social or Health Science	5
1 year certificate (related)	Recreation or Leisure Studies	10

2 year diploma (associate)	Social service, Childcare worker, fitness	10
2 year diploma (related)	Leisure studies, recreation leadership	15
3 year diploma (associated)	Psychology, sociology, child studies, kinesiology, physical education	15
3 year diploma (related)	Recreation and Leisure Studies	20
4 year degree (associated)	Psychology, sociology, child studies, kinesiology, physical education	20
4 year degree (related)	Therapeutic recreation, Recreation Management, Recreation & Leisure Studies	25

Note: This is not a complete list but rather a sample of relevant courses and programs in Nova Scotia.

3. PROFESSIONAL AFFILIATION

The applicant must be a current member in good standing with a recognized national, provincial or regional recreation professional organization. Participation in the National Association (CTRA) or Provincial Association (NSRPH) at the Executive, Board, Committee or Member level will be awarded the following points per position year. Only participation within the last five years will be accepted. The maximum number of points awarded for professional affiliation is fifteen.

Relevant Organization	<u>Executive</u>	<u>Board</u>	<u>Committee</u>	<u>Member</u>
National/Provincial	6	5	4	3
Regional	<u>Chairperson</u>	<u>Committee</u>		<u>Member</u>
	4	3		2

4. PROFESSIONAL CONTRIBUTION

Only participation in other relevant activity in the last five years will be accepted. The maximum number of points awarded in this section is twenty points.

- Ten points will be awarded if you participated in a recognized accreditation process, either in an initial survey or re-survey.
- Completion of workshops, conferences or seminars, which are applicable to recreation in health, activities, management or related health/social sciences topics will be awarded a half point (.5) for every three hours. (Maximum fourteen points)
- Supervising and/or training volunteers (non-student) in recreation related program areas will result in an award of two points for every 50 hours of supervision per volunteer to a maximum of ten points.
- Acting as a supervisor of students on recreation related placement, practicum or internship

will result in an award of two points for every fifty hours of supervision per student to a maximum of ten points.

- Presentation of relevant lectures, workshops, seminars and in-services to persons other than recreation staff will result in an award of three points for every completed session to a maximum of nine points.
- Development of relevant articles published in a newsletter/journal other than those that are facility developed will be awarded three points to a maximum of nine points.

GRANDPARENT POINT SCALE

RECREATION LEVEL I			
RECREATION PROGRAMMER LEVEL 1 - Total points required 25 pts			
CATEGORIES	Minimum Points Required	Maximum Points Allowed	Actual Points
Experience	1	20	
Formal Education	6	25	
Professional Affiliation	5	15	
Professional Contribution	5	20	
Total (must equal or exceed 25 points)			

RECREATION LEVEL II			
RECREATION PROGRAMMER LEVEL II			
Total Points Required 50			
CATEGORIES	Minimum Points Required	Maximum Points Allowed	Actual Points
Experience	15	20	
Formal Education	15	25	
Professional Affiliation	5	15	
Professional Contribution	15	20	
Total (must equal or exceed 50 points)			

**RECREATION LEVEL III
RECREATION THERAPIST**

**NO GRANDPARENT CLAUSE AWARDED - MUST FULFILL SPECIFIED
QUALIFICATION**

**RECREATION LEVEL IV
RECREATION MANAGER**

CATEGORIES	Minimum Points Required	Maximum Points Allowed	Actual Points
Experience	20	20	
Formal Education	20	20	
Professional Affiliation	5	5	
Professional Contribution	20	20	
Total (must equal or exceed 65 points)			

APPENDIX V
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- (2003) National Therapeutic Recreation Association: therapeutic recreation professional practices recognized, *Parks and Recreation*, 38 (5) 68.

APPENDIX VI
Sources of Information

NFLTRA	Wayne Bishop, CTRS. (2004). President, NLTRA. NOTE: The Standards of Practice documents are in draft form.
TRAAC	Crystal Watson, President ACS for CTRS, now Therapeutic recreation Association of Atlantic Canada (TRAAC)
NSRPH	Reference and Standards committee chair for N.S.R.P.H: Gary Comeau, g.comeau@oakwoodterrace.ns.ca Reference: http://www.nsrph.com/
NBTRA	Micheline Comitz (NBTRA)
QAAP	Cathy Alexander, Chair QAAP
MTRA	Information was obtained through the documents attached from Cindy Greenlay Brown, or from the www.trcc.mb.ca website. Cindy Greenlay Brown Professional Practice Leader Therapeutic Recreation The Sharon Home Ph. (204)586-9781 email: cindy.greenlay.brown@sharonhome.mb.ca
SARP	CTRA Membership Manual. (1997). Unpublished manuscript. Saskatchewan Association of Recreation Professionals. Retrieved January 31, 2004 from http://www.sarp-online.ca
BCTRA	Helene Driscoll Coordinator of Therapy Services Senior's Health Royal Jubilee Hospital, 1952 Bay Street, Victoria, B.C V8R 1J8 Phone: 250-370-8547, pager 370-2457 Fax:250-370-8222 Office: Memorial Pavilion, RJH, Room HW 104.

APPENDIX VII

History of Canadian Therapeutic Recreation Association¹

By Patrick J. Reddick, CTRA Founding Member and President 1999 – 2002

The Canadian Therapeutic Recreation Association came into existence with grass-roots support from across the country. People with different educational backgrounds and from different health related work settings came together with a willingness to work together to resolve common issues. This group recognized the need to create an organization to unite therapeutic recreation practitioners across the country. The purpose of this article is to identify key historical dates and events that lead to the incorporation of the association and the election of its first board of directors and to recognize the volunteers that made this possible.

On August 8-12, 1993 at the 3rd International Therapeutic Recreation Symposium in Richmond Hill, Ontario one of the sessions held was entitled: The TR profession in Canada...where are we now and where are we going? The need for a national association was identified at this meeting and a National Coordinating Committee (NCC) was formed consisting of representatives from across the country (Velde & Murphy, 1994). Membership on the NCC changed over time and included the following people: Denise Alexander from British Columbia, Darlene Murphy, Beth Velde, Sherry Shaefer, Lorna Snow and Barbara Smith from Alberta, Lori Herchuk-Norris from Saskatchewan, Wendi Chabi and Valarie McLean-Bakowski from Manitoba, Jane Hasty, Heather MacDonald and Joan Wiseman from Ontario, Michele Telio from Quebec, Kathy Sherwood and Micheline Comitz from New Brunswick, Rhonda Booth from Nova Scotia, and Patrick Reddick from Newfoundland.

During the latter part of 1993, throughout 1994 and during the early part of 1995 the NCC facilitated the development of proposals to consider possible structures for a Canadian therapeutic recreation organization (Murphy, 1996). The following proposals were developed:

- i) Affiliation with Canadian Parks/Recreation Association
- ii) Affiliation with Canadian Association for Health, Physical Education and Recreation
- iii) Affiliation with American Therapeutic Recreation Association - US
- iv) Affiliation with National Therapeutic Recreation Association – US
- v) Stand-alone organization.

The majority of feedback indicated that a stand-alone organization would best meet the needs of Canadian therapeutic recreation practitioners and the NCC moved forward with this option. On June 9–10, 1995 the National Coordinating Committee met at the Radisson Hotel in Toronto, Ontario to plan for the development and incorporation of a stand-alone organization. The results of this meeting included development of the association name, vision and mission statement, board structure and membership criteria.

¹ First published in TRibune, Volume 13 (Spring 2000)

The following people were present at the meeting: Denise Alexander, Sue Baptiste (Facilitator), Rhonda Booth, Wendy Chabi, Micheline Comitz, Jane Hastie, Val McLean-Bakowski, Darlene Murphy, Patrick Reddick, Sherry Schaefer, Kathy Sherwood, Lorna Snow and Joan Wiseman.

Following the June 1995 meeting, CTRA researched and developed a draft philosophy, code of ethics and practice standards that were published in the spring 1996 issue of TRibune for feedback from grass-root supporters (Booth & Comitz, 1996). On August 31, 1996 the Canadian Therapeutic Recreation Association was incorporated. The founders of the Association were: Denise Alexander, Rhonda Booth, Micheline Comitz, Jane Hastie, Heather McDonald, Valarie McLean-Bakowski, Darlene Murphy, Patrick Reddick, Sherry Schaefer and Michele Telio.

On October 24-26, 1996 the founders/NCC met during the Therapeutic Recreation Symposium in Edmonton, Alberta to complete work on the philosophy, code of ethics and standards of practice. Present at the meeting were: Denise Alexander, Rhonda Booth, Lori Herchuk-Norris, Val McLean-Bakowski, Darlene Murphy, Patrick Reddick and Sherry Schaefer.

On August 9-13, 1997 the founders/NCC met during the 5th International Therapeutic Recreation Symposium in Edmonton, Alberta to coordinate the transfer of the association from the founders to the first elected board of directors. Present at the meeting were: Rhonda Booth, Micheline Comitz, Lori Herchuk-Norris, Valeria McLean-Bakowski, Darlene Murphy and Sherry Schaefer.

On June 18-20, 1998 the first Annual Canadian Therapeutic Recreation Conference was held in Winnipeg, Manitoba. The first elected board of directors took office at the end of the first Annual General Meeting of membership. The first elected board of directors for the 1998/99 membership year was: Colleen Hood (President), Nathalie Guerin (Vice President), Val McLean-Bakowski (Secretary), Barbara Smith (Treasurer), Helene Driscoll (Western Director), Wendy Stewart (Prairie Director), Flora Masella (Central Director), Patrick Reddick (Maritime Director), Lisa Ostiguy (Certification Director) and Rhonda Booth (Special Projects Director).

It is important to recognize and thank the many volunteers identified in this brief history. Special recognition goes to Darlene Murphy who as chairperson of the National Coordinating Committee stood out as a leader among leaders. Without her commitment and the support of the Alberta Therapeutic Recreation Association we would not have been successful in creating the Canadian Therapeutic Recreation Association.

References List

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