



**Standards  
of Practice for**  
*Recreation Therapists*

**&**

*Therapeutic Recreation  
Assistants*

**2006  
EDITION**

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## Foreword to the document

The original Standards of Practice adopted by the Canadian Therapeutic Recreation Association in 1996, was developed from Standards of Practice for Therapeutic Recreation documents available at that time within North America.

The tenth anniversary of the national association for therapeutic recreation practitioners (CTRA) called for a review and update of a set of standards that will reflect current practice. In the future it is hoped that these documents will be updated more frequently.

Practitioners seek to improve client services by constantly raising the standard of practice. To capture the expanding therapist role of the practitioner, the literature review of this document went beyond traditional documents distinct to therapeutic recreation. The research was expanded to include related therapists from a global perspective.

The 2006 revised standards of practice were written as a synthesis from five therapeutic recreation sources: The CTRA 1996 edition, American Therapeutic Recreation Association (ATRA), Newfoundland and Labrador Therapeutic Recreation Association (NLTRA), National Therapeutic Recreation Society (NTRS) and Therapeutic Recreation Ontario © (TRO). The *Therapy Assistant* standard was referenced from NLTRA. The *Community Practice* elements incorporated in the Intervention Plan Development and Intervention Plan Implementation standards was based from TRO's standard of the same nature. In developing the standards *Risk Management*, *Interdisciplinary Collaboration and Sensitivity to Diversity*, research from various organizations in Canada and abroad were used.

The process for developing this document included the input of Canada's leaders in therapeutic recreation. Educators, managers, practitioners and students of therapeutic recreation as well as aligned health professionals have added their wisdom and expertise to the research. Lawyer and mediator George K. Bryce (Vancouver, British Columbia) also reviewed these standards indicating that they meet the provincial and legislative policy requirements throughout Canada. This expert panel with representation from across Canada has added a dimension of quality unique to this document

## Content

These National Standards of Practice reflect the team approach to therapeutic recreation service delivery. Complex intervention is provided in a number of settings by a recreation therapist and a therapy assistant team. As Standards of Practice are ultimately to provide excellent service for the client's benefit, these standards also include direction for the therapy assistant.

**Format**

There are two sections to this document. The first part presents each of the eleven standards in an easy to reference format. Each Standard includes a definition, a description of the role of the therapist and the complimentary role of the assistant. The roles for each team member addresses the knowledge required as well as the competencies required by each team member. It is to be noted that the recreation therapy assistant acts under the direction of the recreation therapist.

The latter part of the document is designed as a Competency Based Performance Measure related directly to each standard. This section may be used by the practitioner as a self audit instrument or it may be used by a supervisor to conduct a formal evaluation. The end product directed at improving service to clients.

**Primary Standards of Practice Reference**

Members of the Canadian Therapeutic Recreation Association are also joint members of their provincial or territorial association. Some of CTRA's provincial partner associations have recently adopted Standards of Practice documents. These national standards are not intended to replace partner association documents. Practitioners are invited to reference both documents as they would pertain to their practice and their clients. In the event that provincial certification, registration or licensure regulates therapeutic practice in a particular jurisdiction; practitioners are advised to follow the standards of practice adopted within their province or territory.

**Philosophical Position**

Therapeutic Recreation is a profession which recognizes leisure, recreation and play as integral components of quality of life. Service is provided to individuals who have physical, mental, social or emotional limitations which impact their ability to engage in meaningful leisure experiences.

Therapeutic Recreation is directed toward functional interventions, leisure education and participation opportunities. These processes support the goal of assisting the individual to maximize the independence in leisure, optimal health and the highest possible quality of life.

**Key Definitions****Recreation Therapy**

A profession which involves the assessment of a client's strengths, needs, interests, medical condition, social history, legal status and/or ethnic values/ needs; the development of an intervention plan to meet the goals and objectives identified in the assessment; the implementation of an intervention plan and an evaluation to determine whether a client's goals and objectives were met. The above mentioned roles of recreation therapy are completed with the end purpose to improve the quality of life of each individual client. (Shank & Coyle, 2002)

**Recreation Therapist**

The recreation therapist is a professional with skills that are used to set goals and objectives for persons with illness or disability to find meaning through leisure by promoting optimism, independence, healthy lifestyles and by teaching leisure related skills.

Recreation therapists direct and collaborate with recreation therapy assistants regarding the delivery of a service or intervention to a client. Although both the recreation therapist and recreation therapy assistant have the same purpose, many distinctions in responsibilities set the recreation therapist apart from recreation therapy assistant.

Recreation therapists are responsible for conducting client assessments, developing intervention plans, documenting changes in a client's progress and evaluating the results to determine if goals and objectives are achieved. The recreation therapist also applies current recreation therapy research to their professional practice and supports future professionals (students.)

The context for a recreation therapist may differ throughout Canada depending on the facility and clientele that the therapist works with; however the main responsibilities remain the same.

**Recreation Therapy Assistant**

The recreation therapy assistant is a support worker who works under the supervision of a recreation therapist to deliver therapeutic recreation services. Recreation therapy assistants assist in the delivery of goal-oriented programs and services that are designed to meet the leisure-related needs of clients.

It is important that RTAs work within the scope of their job description and assigned duties, and recognize the limits of their role within the therapeutic recreation process. For example, RTAs are not permitted to conduct assessments, develop intervention plans, or evaluate a client's progress in relation to the intervention plan. As well, there maybe certain aspects of the intervention plan that only the recreation therapist will address. Three main responsibilities common to all RTAs are program delivery, observation and reporting.

The responsibilities of a recreation therapy assistant differ from agency to agency, city to city, and province to province. The specific responsibilities of a recreation therapy assistant depend on agency policy and procedures, job description, duties identified according to union classifications and directives from the recreation therapist. (© 2002 NorQuest College, Edmonton AB. Adapted and reprinted with permission.)

**Standard #1: Assessment**

Upon receipt of a referral for service, a clinical process by which a client's strengths, needs, interests, medical condition, social history, legal status, ethnic values and the context in which they occur are identified to create an individualized intervention plan.

**Standard #2: Intervention Plan Development**

An individualized plan based on an assessment that outlines ways to help a client achieve goals and objectives to address his/her physical, social, cognitive, emotional and spiritual needs through leisure within the context of environmental consideration.

**Standard #3: Intervention Plan Implementation**

Facilitate participation in leisure education, leisure experiences or interventions in pursuit of achieving the stated goals and objectives from the intervention plan based on needs and interests of a client.

**Standard #4: Documentation**

A standardized system of recording information to produce legal and confidential records of care and to ensure accountability for actions.

**Standard #5: Evaluation**

The process of determining whether the goals and objectives from the intervention plan were met by analyzing the effectiveness of the service or intervention and by receiving feedback from all involved.

**Standard #6: Interdisciplinary Collaboration**

Consulting, collaborating and supporting other relevant disciplines, to assist in the recreation therapy service delivery, to ensure that interventions and services are integrated and coordinated to ensure continuity of care, with the goal of meeting the needs of clients.

**Standard #7: Professional Development**

The process of ensuring that knowledge, practices, techniques and methods are current and in accordance with the recreation therapy profession.

**Standard #8 Research**

Applying current applicable literature, studies and/or findings to enhance the recreation therapy profession. Where feasible the creation of a new study relating to a significant aspect in the recreation therapy profession.

**Standard #9: Ethics**

Moral principles of conduct which ensure that the safety of clients is met, and that their rights are promoted to allow for exceptional quality of service.

**Standard #10: Sensitivity to Diversity**

Treating all client's with equity and respect despite differences in race, ethnicity, culture, spiritual beliefs, social status, marital status, sex, sexual orientation, age, health status, lifestyle and/or level of ability and at all stages of a recreation therapy intervention.

**Standard #11: Risk Management**

A plan of action which identifies and evaluates the likelihood and severity of risk to clients, caregiver(s) and staff based on the agency's facilities and equipment. The plan includes procedures for mitigating risk and the ways to document the incidences should they occur.

**Definition**

Upon receipt of a referral for service, a clinical process by which a client's strengths, needs, interests, medical condition, social history, legal status, ethnic values and the context in which they occur are identified to create an individualized intervention plan.

**Role of Therapist****1.1 Knowledge**

A recreation therapist must have a thorough understanding of:

- 1.1.1 Leisure theories, models, and principles to address issues such as the client's functional ability, leisure awareness and leisure interests
- 1.1.2 Assessment processes, procedures and instruments specific to individual clients
- 1.1.3 Assessment techniques which may include observation, interview, or other means
- 1.1.4 The client's medical condition, social history, legal status and ethnic values

**1.2 Competencies**

A recreation therapist must be able to:

- 1.2.1 Select and implement assessment instruments based on the individual client and in accordance with organizational policies
- 1.2.2 Inform the client and/or caregiver(s) of the assessment process and procedure when suitable
- 1.2.3 Determine the client's physical, social, cognitive, emotional, spiritual and cultural needs and/or values
- 1.2.4 Gather information from caregiver(s) or significant others as required
- 1.2.5 Educate the client and/or caregiver(s) about recreation therapy services that are offered and the funding available for these services
- 1.2.6 Communicate assessment results to the client, caregiver(s), recreation therapy assistant and healthcare team members
- 1.2.7 Coordinate and update intervention or service waiting lists with other service providers for timely access
- 1.2.8 Schedule reassessments when necessary

**Role of Assistant****1.3 Knowledge**

A therapeutic recreation assistant must have an understanding of:

- 1.3.1 Methods used to gather pertinent information about clients relating to their day-to-day needs and recreation interests

**1.4 Competencies**

A therapeutic recreation assistant must be able to:

- 1.4.1 Receive feedback from the clients and/or caregiver(s) on a day-to-day basis
- 1.4.2 Communicate feedback to the recreation therapist

**Definition**

An individualized plan based on an assessment that outlines ways to help a client achieve goals and objectives to address his/her physical, social, cognitive, emotional and spiritual needs through leisure within the context of environmental consideration.

**Role of Therapist****2.1 Knowledge**

A recreation therapist must have a thorough understanding of:

- 2.1.1 Recreation therapy models and organizational procedures as they relate to creating an intervention plan
- 2.1.2 The effects of the client's medical condition, social history and ethnic values and how this will impact his or her participation
- 2.1.3 The client's needs based on analysis and interpretation of the assessment results with input from the client and his or her caregiver(s)
- 2.1.4 The leisure experiences that would best facilitate achievement of the client's goals and objectives
- 2.1.5 Adaptations and/or interventions that can be used to enable, minimize or mitigate constraints
- 2.1.6 Social attitudes (ex. stereotypes) which exist
- 2.1.7 Principles of behavior and how they relate to individual clients
- 2.1.8 A client's right to inclusion within the community and how to incorporate inclusive practices
- 2.1.9 The principles of accessibility
- 2.1.10 The mission and operations of all facilities in the community which are accessible for persons with disabilities
- 2.1.11 Advocacy techniques and methods to build community capacity for clients
- 2.1.12 How various service interest groups and legislation acts (ex. for individuals with disabilities or seniors) can offer support to a client

## 2.2 Competencies

A recreation therapist must be able to:

- 2.2.1 Apply recreation therapy models in the development of the intervention plan
- 2.2.2 Develop specific program protocols and procedures which are specific to the needs of the client
- 2.2.3 Apply information from the assessment to synthesize short-term and long-term goals and objectives that are measurable and achievable
- 2.2.4 Communicate the intervention plan to the client, caregiver(s), recreation therapy assistant and healthcare team when necessary
- 2.2.5 Review and modify interventions or services to ensure that client goals and objectives are met
- 2.2.6 Create discharge plans and provide follow-up services when necessary
- 2.2.7 Perform task analysis
- 2.2.8 Develop partnerships with a variety of service providers in the community
- 2.2.9 Determine inclusive community leisure opportunities
- 2.2.10 Educate the client and the caregiver(s), if necessary, about ways to become involved in the community

## Role of Assistant

### 2.3 Knowledge

A therapeutic recreation assistant must have an understanding of:

- 2.3.1 A broad range of leisure experiences that could be implemented which reflect a client's needs as outlined in the intervention plan
- 2.3.2 The effects of a client's medical condition, social history and cultural values and how this will impact his or her participation
- 2.3.3 Social attitudes (ex. stereotypes) which exist
- 2.3.4 A client's right to inclusion within the community
- 2.3.5 How to incorporate inclusive practices

### 2.4 Competencies

A therapeutic recreation assistant must be able to:

- 2.4.1 Provide feedback to the recreation therapist regarding intervention or service plans for clients based on their needs, interests, skills and abilities
- 2.4.2 Ensure that client goals and intervention plans will be met through direction from the recreation therapist

**Definition**

Facilitate participation in leisure education, leisure experiences or interventions in pursuit of achieving the stated goals and objectives from the intervention plan based on needs and interests of a client.

**Role of Therapist****3.1 Knowledge**

A recreation therapist must have a thorough understanding of:

- 3.1.1 The effects of a client's medical condition, social history and ethnic values and how this will impact his or her participation
- 3.1.2 How to implement interventions that will meet the needs of a client considering his or her strengths and abilities
- 3.1.3 How to supervise and manage leisure programs within clients capabilities, resources, agencies and/or community resources
- 3.1.4 Facilitation techniques

**3.2 Competencies**

A recreation therapist must be able to:

- 3.2.1 Develop and utilize a variety of intervention protocols to facilitate desired change in clients
- 3.2.2 Direct client interventions relating to leisure education, functional intervention and/or recreation participation and/or supervise recreation therapy assistants and volunteers as they direct client interventions relating to recreation participation
- 3.2.3 Coordinate facilities, funding, and intervention logistics
- 3.2.4 Encourage clients, caregiver(s) and significant others to participate
- 3.2.5 Review the progress of the client and in collaboration with the client and/or caregiver(s) modify goals and objectives when necessary
- 3.2.6 Facilitate participation in community facilities that are accessible for persons with disabilities

## Role of Assistant

### 3.3 Knowledge

A therapeutic recreation assistant must have an understanding of:

- 3.3.1 The effects of a client's medical condition, social history and ethnic values and how this will impact his or her participation
- 3.3.2 How to implement interventions that will meet the specific needs of a client considering his or her strengths and abilities
- 3.3.3 How to arrange the structural details of an intervention dealing with facilities, financial resources, equipment, and supplies as instructed by the recreation therapist

### 3.4 Competencies

A therapeutic recreation assistant must be able to:

- 3.4.1 Assist in implementing interventions relating to recreation participation considering a client's strengths and abilities
- 3.4.2 Encourage clients and caregiver(s) to participate when appropriate
- 3.4.3 Assist in implementing interventions relating to recreation participation considering a client's strengths and abilities
- 3.4.4 Report observations from the interventions to the recreation therapist
- 3.4.5 Assist clients to become involved in the community under the direction of the recreation therapist

**Definition**

A standardized system of recording information to produce legal and confidential records of care and to ensure accountability for actions.

**Role of Therapist****4.1 Knowledge**

A recreation therapist will have a thorough understanding of:

- 4.1.1 Methods of documentation used by the organization
- 4.1.2 Organization documentation policies and procedures
- 4.1.3 Accountability that results from completing documentation

**4.2 Competencies**

A recreation therapist will be able to:

- 4.2.1 Complete documentation in accordance with the organization's standards in an accurate and professional manner, using agency specific terminology
- 4.2.2 Complete a summary of recreation therapy services provided for each client and when appropriate a discharge summary
- 4.2.3 Include the frequency, duration, intervention, facilitation, and nature of client participation in the document
- 4.2.4 Periodically review and update documents in accordance with the organization's standards
- 4.2.5 Document fund allocation and expense records
- 4.2.6 Complete workload measurement in accordance with the organization's standards

**Role of Assistant****4.3 Knowledge**

The therapeutic recreation assistant will have an understanding of:

- 4.3.1 Methods of documentation used by the organization
- 4.3.2 Organization documentation policies and procedures
- 4.3.3 Accountability that results from completing the documentation

**4.4 Competencies**

The therapeutic recreation assistant will be able to:

- 4.4.1 Communicate required information to the recreation therapist regarding documentation
- 4.4.2 Complete workload measurement in accordance with the organization's standards

**Definition**

The process of determining whether the goals and objectives from the intervention plan were met by analyzing the effectiveness of the service or intervention and by receiving feedback from all involved.

**Role of Therapist****5.1 Knowledge**

The recreation therapist will have a thorough understanding of:

- 5.1.1 Objective outcome measurement instruments and methods
- 5.1.2 Formal evaluation techniques and procedures in accordance with the organization's policies

**5.2 Competencies**

The recreation therapist will be able to:

- 5.2.1 Interpret and analyze a client's level of engagement and whether the intervention goals and objectives are achieved based on outcome oriented measures
- 5.2.2 Determine whether to maintain, amend or discontinue intervention goals and objectives based on the evaluation results
- 5.2.3 Formalize the input from a client, caregiver and significant others in the evaluation process and/or in preparation for the transition or end of services and communicate these findings to relevant other professionals
- 5.2.4 Prepare the client and caregiver(s) for transition, end of service or follow-up

**Role of Assistant****5.3 Knowledge**

The therapeutic recreation assistant will have an understanding of:

- 5.3.1 Methods used to informally evaluate clients objective response to the intervention plan on a day-to-day basis

**5.4 Competencies**

The therapeutic recreation assistant will be able to:

- 5.4.1 Informally seek input from the client, caregiver(s) and other members of the healthcare team to assist the recreation therapist in the evaluation process
- 5.4.2 Communicate feedback to recreation therapist

**Definition**

Consulting, collaborating and supporting other relevant disciplines, to assist in the recreation therapy service delivery, to ensure that interventions and services are integrated and coordinated to ensure continuity of care, with the goal of meeting the needs of clients.

**Role of Therapist****6.1 Knowledge**

The recreation therapist will have a thorough understanding of:

- 6.1.1 The roles of the recreation therapist and recreation therapy assistant as part of an interdisciplinary team within service delivery
- 6.1.2 The importance of other professionals and their unique contributions to a client's medical, social, psychological, emotional, physical and spiritual needs, etc.

**6.2 Competencies**

The recreation therapist will be able to:

- 6.2.1 Communicate in such a way to avoid presenting inaccurate or misleading information
- 6.2.2 Address conflict in a professional and respectful manner in order to promote positive working relations
- 6.2.3 Collaborate with other professions when appropriate, including assessments, creating individual intervention plans, implementing program plans, creating documentation, and writing evaluations
- 6.2.4 Promote the importance of recreation therapy to other disciplines
- 6.2.5 Respect the ideas and abilities of each professional discipline, staff member and/or volunteer involved in the care of a client
- 6.2.6 Refer clients to other disciplines if necessary

**Role of Assistant****6.3 Knowledge**

The therapeutic recreation assistant will have an understanding of:

- 6.3.1 The roles of the recreation therapist and recreation therapy assistant as part of an interdisciplinary team within service delivery
- 6.3.2 The importance of other professionals and their unique contributions to a client's medical, social, psychological, emotional, physical and spiritual needs, etc.

**6.4 Competencies**

The therapeutic recreation assistant will be able to:

- 6.4.1 Communicate in such a way to avoid presenting inaccurate or misleading information
- 6.4.2 Address conflict in a professional and respectful manner in order to promote positive working relations
- 6.4.3 Collaborate with other professions when required
- 6.4.4 Promote the importance of therapeutic recreation to other disciplines
- 6.4.5 Respect the ideas and abilities of each professional discipline, staff member and /or volunteer involved in the care of a client

**Definition**

The process of ensuring that knowledge, practices, techniques and methods are current and in accordance with the recreation therapy profession.

**Role of Therapist****7.1 Knowledge**

The recreation therapist will have a thorough understanding of:

- 7.1.1 The recreation therapy standards of practice and related agency practices and theories
- 7.1.2 Recreation therapy organizations which exist locally, provincially, nationally and internationally

**7.2 Competencies**

The recreation therapist will be able to:

- 7.2.1 Follow guidelines addressed in the recreation therapy standards of practice
- 7.2.2 Conduct self-assessment and/or performance appraisals to identify and improve knowledge, skills and abilities necessary to perform job responsibilities
- 7.2.3 Plan and participate in in-service training and staff development sessions
- 7.2.4 Seek out and pursue educational opportunities
- 7.2.5 Complete certifications required by the national and/or provincial professional association(s) and organization of employment and renew when necessary
- 7.2.6 Share new knowledge and skills with colleagues, students and volunteers
- 7.2.7 Supervise and support future therapists (students)

**Role of Assistant****7.3 Knowledge**

The therapeutic recreation assistant will have an understanding of:

- 7.3.1 The recreation therapy standards of practice and related agency practices and theories

**7.4 Competencies**

The therapeutic recreation assistant will be able to:

- 7.4.1 Conduct self-assessments to identify and improve knowledge, skills and Follow guidelines addressed in the recreation therapy standards of practice
- 7.4.2 Conduct self-assessment and/or performance appraisals to identify and improve knowledge, skills and abilities necessary to perform job responsibilities
- 7.4.3 Plan and participate in in-service training and staff development sessions
- 7.4.4 Seek out and pursue educational opportunities
- 7.4.5 Complete certifications required by the national and/or provincial professional association(s) and organization of employment and renew when necessary
- 7.4.6 Share new knowledge and skills with colleagues, students and volunteers
- 7.4.7 Supervise and support future therapists (students)

**Definition**

Applying current applicable literature, studies and/or findings to enhance the recreation therapy profession. Where feasible the creation of a new study relating to a significant aspect in the recreation therapy profession.

**Role of Therapist****8.1 Knowledge**

The recreation therapist will have a thorough understanding of:

- 8.1.1 Methods to access applicable research relevant to recreation therapy
- 8.1.2 Outcome oriented and evidence based research practices
- 8.1.3 Research methods and protocols used by the organization, the scientific community and/or the government
- 8.1.4 Ethical guidelines for involving human subjects
- 8.1.5 Relevant research agencies that may be accessed for support and assistance

**8.2 Competencies**

The recreation therapist will be able to:

- 8.2.1 Retrieve and critically analyze the content of academic based research through literature reviews
- 8.2.2 Apply evidence based research to professional practice
- 8.2.3 Support, assist or participate in research related to recreation therapy
- 8.2.4 Access required resources through funding proposals, when engaging in a research study
- 8.2.5 Develop relationships with relevant research agencies
- 8.2.6 Follow requirements stated in the ethical guidelines for involving human subjects (ex. by obtaining the approval and consent of research participant(s), ensuring his/her confidentiality and respecting his/her right to withdraw from the study)
- 8.2.7 Evaluate, analyze and interpret research results before announcing the findings to the public

**Role of Assistant****8.3 Knowledge**

The therapeutic recreation assistant will have an understanding of:

- 8.3.1 Methods to access applicable research relevant to recreation therapy

**8.4 Competencies**

The therapeutic recreation assistant will be able to:

- 8.4.1 Access and review applicable research
- 8.4.2 Apply evidence based research to professional practice under the direction of the recreation therapist

**Definition**

Moral principles of conduct which ensure that the safety of clients is met, and that their rights are promoted to allow for exceptional quality of service.

**Role of Therapist****9.1 Knowledge**

The recreation therapist will have a thorough understanding of:

- 8.1.1 The CTRA code of ethics as well as the organization's policies regarding ethical conduct

**9.2 Competencies**

The recreation therapist will be able to:

- 9.2.1 Comply with the CTRA ethical codes of conduct
- 9.2.2 Ensure that a client's confidentiality, dignity, and autonomy are respected and upheld
- 9.2.3 Report unethical incidences to the appropriate personnel within the organization

**Role of Assistant****9.3 Knowledge**

The therapeutic recreation assistant will have an understanding of:

- 9.3.1 The CTRA code of ethics as well as the organization's policies regarding ethical conduct

**9.4 Competencies**

The therapeutic recreation assistant will be able to:

- 9.4.1 Comply with the CTRA ethical codes of conduct
- 9.4.2 Ensure that a client's confidentiality, dignity, and autonomy are respected and upheld
- 9.4.3 Report unethical incidences to the appropriate personnel within the organization

**Definition**

Treating all client's with equity and respect despite differences in race, ethnicity, culture, spiritual beliefs, social status, marital status, sex, sexual orientation, age, health status, lifestyle and/or level of ability and at all stages of a recreation therapy intervention.

**Role of Therapist****10.1 Knowledge**

The recreation therapist will have a thorough understanding of:

- 10.1.1 Principles of equity, fairness and social justice
- 10.1.2 What diversity means and how to access resources which will enhance appreciation of the concept
- 10.1.3 His/her own personal biases and how to turn these biases into understanding
- 10.1.4 The Universal Declaration of Human Rights

**10.2 Competencies**

The recreation therapist will be able to:

- 10.2.1 Value and respect each client for his/her inherent worth
- 10.2.2 Alter verbal and non-verbal communication depending on the client
- 10.2.3 Advocate for equal treatment of all clients
- 10.2.4 Be sensitive to a client's values and how they affect his/her decision making
- 10.2.5 Recognize the vulnerability of a client and treat him/her in such a way to sustain the recreation therapy relationship
- 10.2.6 Recognize calendar events which are relevant to specific cultures
- 10.2.7 Maintain an environment which is sensitive to diversity

## Role of Assistant

### 10.3 Knowledge

The therapeutic recreation assistant will have an understanding of:

- 10.3.1 Principles of equity, fairness and social justice
- 10.3.2 What diversity means and how to access resources which will enhance appreciation of the concept
- 10.3.3 His/her own personal biases and how to turn these biases into understanding
- 10.3.4 The Universal Declaration of Human Rights

### 10.4 Competencies

The therapeutic recreation assistant will be able to:

- 10.4.1 Value and respect each client for his/her inherent worth
- 10.4.2 Alter verbal and non-verbal communication depending on the client
- 10.4.3 Under the direction of the recreation therapist advocate for equal treatment of all clients
- 10.4.4 Be sensitive to a client's values and how they affect his/her decision making
- 10.4.5 Recognize the vulnerability of a client and treat him/her in such a way to sustain the recreation therapy relationship
- 10.4.6 Recognize calendar events which are relevant to specific cultures
- 10.4.7 Assist the recreation therapist in creating an environment which is sensitive to diversity

**Definition**

A plan of action which identifies and evaluates the likelihood and severity of risk to clients, caregiver(s) and staff based on the agency's facilities and equipment. The plan includes procedures for mitigating risk and the ways to document the incidences should they occur.

**Role of Therapist****11.1 Knowledge**

The recreation therapist will have a thorough understanding of:

- 11.1.1 The potential risks that exist within the organization and the client's community and how to prevent them from causing harm
- 11.1.2 The potential risks of various leisure experiences
- 11.1.3 The organization's policies, practices, and procedures in regards to risk management incidences
- 11.1.4 Emergency procedures for environmental, situational, or behavioral crisis
- 11.1.5 Infection control, hazards, fire safety and prevention
- 11.1.6 Pertinent national, provincial or territorial laws related to health and safety

**11.2 Competencies**

The recreation therapist will be able to:

- 11.2.1 Review and update policies that relate to risk prevention procedures annually
- 11.2.2 Develop a risk management plan which identifies likelihood and severity of risk, assesses the environment and plans a course of action
- 11.2.3 Communicate potential risks to clients and recreation therapy assistants
- 11.2.4 Ensure that recreation areas are clean, safe, and properly maintained in keeping with health, fire, and safety codes
- 11.2.5 Respond to emergency situations while maintaining composure
- 11.2.6 Document any risk management issues or incidents in accordance with organizational policy
- 11.2.7 Perform cardiopulmonary resuscitation (CPR) and first aid procedures in the event that medical staff are inaccessible
- 11.2.8 Apply do not resuscitate (DNR) codes depending on the client and/or caregiver's wishes

## Role of Assistant

### 11.3 Knowledge

The therapeutic recreation assistant will have an understanding of:

- 11.3.1 The potential risks that exist within the organization and how to prevent them from causing harm
- 11.3.2 The organization's policies, practices and procedures in regards to risk management
- 11.3.3 Emergency procedures
- 11.3.4 Infection control, hazards, fire safety and prevention

### 11.4 Competencies

The therapeutic recreation assistant will be able to:

- 11.4.1 Ensure that recreation areas are clean, safe, and properly maintained in keeping with health, fire, and safety codes
- 11.4.2 Respond to emergency situations while maintaining composure
- 11.4.3 Document any risk management issues or incidents in accordance with organizational policy
- 11.4.4 Perform cardiopulmonary resuscitation (CPR) and first aid procedures when required in the event that medical staff are inaccessible
- 11.4.5 Apply do not resuscitate (DNR) codes when required depending on the client and/or caregiver's wishes

**ASSESSMENT**

Upon receipt of a referral for service, a clinical process by which a client's strengths, needs, interests, medical condition, social history, legal status, ethnic values and the context in which they occur are identified to create an individualized intervention plan.

Therapist	Assistant
<ul style="list-style-type: none"> <li><input type="checkbox"/> Proper assessment instruments and techniques are used based on the individual client and in accordance with organizational policies</li> <li><input type="checkbox"/> The assessment is based on a recreation therapy model</li> <li><input type="checkbox"/> The client and/or caregiver(s) is informed of the assessment process and procedures</li> <li><input type="checkbox"/> The assessment determines the client's physical, social, cognitive, emotional, spiritual and cultural needs and values</li> <li><input type="checkbox"/> When required, information is gathered from the client's caregiver (s) and other members of the healthcare team</li> <li><input type="checkbox"/> Clients and/or caregiver(s) are educated about recreation therapy services that are offered and available funding</li> <li><input type="checkbox"/> Assessment results are communicated to the client and all appropriate others, including the caregiver(s), recreation therapy staff and members of the interdisciplinary care team</li> <li><input type="checkbox"/> Intervention or service waiting lists are coordinated and updated with other service providers</li> <li><input type="checkbox"/> If necessary, a reassessment is scheduled</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gather feedback from clients and/or caregiver(s) on a day-to-to day basis</li> <li><input type="checkbox"/> Communicate feedback to the recreation therapist</li> </ul>

**INTERVENTION PLAN DEVELOPMENT**

An individualized plan based on an assessment that outlines ways to help a client achieve goals and objectives to address his/her physical, social, cognitive, emotional and spiritual needs through leisure within the context of environmental

<b>Therapist</b>	<b>Assistant</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> The intervention plan applies recreation therapy models</li> <li><input type="checkbox"/> Specific program protocols and procedures are developed</li> <li><input type="checkbox"/> Short-term and long-term goals and objectives are developed and are measurable and achievable</li> <li><input type="checkbox"/> The intervention plan is communicated to the client, caregiver(s), recreation therapy assistant and healthcare team when necessary</li> <li><input type="checkbox"/> The intervention plan is reviewed and modified in order to reflect changes in the client’s needs and abilities</li> <li><input type="checkbox"/> The intervention plan includes discharge plans and provides follow-up services when necessary</li> <li><input type="checkbox"/> Task analysis is performed</li> <li><input type="checkbox"/> Partnerships are developed with a variety of community service providers</li> <li><input type="checkbox"/> Inclusive community leisure opportunities are developed</li> <li><input type="checkbox"/> Clients and/or caregiver(s) are educated on ways to become involved in the community</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback regarding intervention or service plans for clients based on their needs, interests, skills and abilities is provided to the recreation therapist</li> <li><input type="checkbox"/> Under direction of the recreation therapist ensure that client goals and intervention plans will be met</li> </ul>

**Competency Based Performance Measure**

**Competency Based Performance Measure**

**INTERVENTION PLAN IMPLEMENTATION**

Facilitate participation in leisure education, leisure experiences or interventions in pursuit of achieving the stated goals and objectives from the intervention plan based on needs and interests of a client.

<b>Therapist</b>	<b>Assistant</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Intervention or service protocols are developed and utilized</li> <li><input type="checkbox"/> Client interventions relating to leisure education, functional intervention and/or recreation participation are directed</li> <li><input type="checkbox"/> Recreation therapy assistants and volunteers are supervised in interventions relating to recreation participation</li> <li><input type="checkbox"/> Facilities, funding and intervention or service logistics are coordinated</li> <li><input type="checkbox"/> Clients and/or caregivers are encouraged to participate</li> <li><input type="checkbox"/> A recreation therapy relationship is developed and sustained with the client</li> <li><input type="checkbox"/> The progress of the client is reviewed and in collaboration with the client and/or caregiver(s) goals and objectives are revised when necessary</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assists in implementing interventions relating to recreation participation considering a client's strengths and abilities</li> <li><input type="checkbox"/> Clients and/or caregivers are encouraged to participate</li> <li><input type="checkbox"/> A recreation therapy relationship is developed and sustained with the client</li> <li><input type="checkbox"/> Observations from the programs are reported to the recreation therapist</li> <li><input type="checkbox"/> Clients are assisted to become involved in the community under the direction of the recreation therapist</li> </ul>

**DOCUMENTATION**

A standardized system of recording information to produce legal and confidential records of care and to ensure accountability for actions.

Therapist	Assistant
<ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation is completed in accordance with the organization's standards in an accurate and professional manner using agency specific terminology</li> <li><input type="checkbox"/> A summary of recreation therapy services provided for each client and when appropriate a discharge summary are completed</li> <li><input type="checkbox"/> The frequency, duration, intervention, facilitation, and nature of the client's participation is documented</li> <li><input type="checkbox"/> Documents are reviewed and updated in accordance with the organization's standards</li> <li><input type="checkbox"/> Fund allocation and expense records are documented</li> <li><input type="checkbox"/> Workload measurement is completed as required by the organization</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Required information is communicated to the recreation therapist</li> <li><input type="checkbox"/> Workload measurement is completed as required by the organization</li> </ul>

**Competency Based Performance Measure**

**EVALUATION**

The process of determining whether the goals and objectives from the intervention plan were met by analyzing the effectiveness of the service or intervention and by receiving feedback from all involved.

Therapist	Assistant
<ul style="list-style-type: none"> <li><input type="checkbox"/> The client's level of engagement and whether the intervention goals and objectives are achieved is interpreted and analyzed based on outcome oriented measures</li> <li><input type="checkbox"/> The decision whether to maintain, amend or discontinue intervention goals and objectives is determined based on the evaluation results</li> <li><input type="checkbox"/> The input of the client and/or caregiver(s) is formalized in preparation for the transition or end of services and these findings are communicated to all other relevant professionals</li> <li><input type="checkbox"/> The client and/or caregiver(s) are prepared for transition and end of service or follow-up</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Informal input from the client, caregiver(s) and other members of the healthcare team is sought to assist the recreation therapist in the evaluation process</li> <li><input type="checkbox"/> Feedback is communicated to the recreation therapist</li> </ul>

**INTERDISCIPLINARY COLLABORATION**

Consulting and collaborating with other relevant disciplines, to assist in the recreation therapy service delivery, with the goal of meeting the needs of clients

Relevant professions may include but are not limited to:

<ul style="list-style-type: none"> <li>• doctors</li> <li>• nurses</li> <li>• psychologists</li> <li>• physiotherapists</li> <li>• dieticians</li> <li>• occupational therapists</li> <li>• speech and language pathologists</li> </ul>	<ul style="list-style-type: none"> <li>• social workers</li> <li>• respiratory therapists</li> <li>• teachers</li> <li>• community based professionals</li> <li>• pharmacists</li> <li>• pastoral care staff and</li> <li>• volunteers</li> </ul>
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<b>Therapist</b>	<b>Assistant</b>
<input type="checkbox"/> Communication is performed in order to avoid presenting inaccurate or misleading information	<input type="checkbox"/> Communication is performed In order to avoid presenting inaccurate or misleading information
<input type="checkbox"/> Conflict is addressed in a professional and respectful manner in order to promote positive working relations	<input type="checkbox"/> Conflict is addressed in a professional and respectful manner in order to promote positive working relations
<input type="checkbox"/> Ideas and information about clients is exchanged with other professionals	<input type="checkbox"/> When required, collaborate with other professions
<input type="checkbox"/> Collaborating with other therapists is used for <ul style="list-style-type: none"> <li>a) assessments,</li> <li>b) intervention plans</li> <li>c) documentation</li> <li>d) evaluations</li> </ul>	<input type="checkbox"/> The importance of the recreation therapy profession is promoted to other disciplines
<input type="checkbox"/> The importance of the recreation therapy profession is promoted to other disciplines	<input type="checkbox"/> The ideas and abilities of each professional, staff member and/or volunteer is respected
<input type="checkbox"/> The ideas and abilities of each professional, staff member and/or volunteer is respected	
<input type="checkbox"/> When necessary, clients are referred to the appropriate professional	

**Competency Based Performance Measure**

## Competency Based Performance Measure

**PROFESSIONAL DEVELOPMENT**

The process of ensuring that knowledge, practices, techniques and methods are current and in accordance with best practices of the recreation therapy profession.

Therapist	Assistant
<ul style="list-style-type: none"> <li><input type="checkbox"/> Guidelines addressed in the recreation therapy standards of practice are followed</li> <li><input type="checkbox"/> Self-assessments and performance appraisals are conducted to identify personal areas for enhancing knowledge, skills and abilities necessary to perform job responsibilities</li> <li><input type="checkbox"/> In-service training and staff development sessions are planned and participated in</li> <li><input type="checkbox"/> Educational opportunities are sought out and pursued</li> <li><input type="checkbox"/> Certifications required by national and/or provincial professional association(s) and organization of employment are completed and renewed when necessary</li> <li><input type="checkbox"/> New knowledge and skills are shared with colleagues, students and volunteers</li> <li><input type="checkbox"/> Supervise and support future therapists (students)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Guidelines addressed in the recreation therapy standards of practice are followed</li> <li><input type="checkbox"/> Self-assessments and performance appraisals are conducted to identify personal areas for enhancing knowledge, skills and abilities necessary to perform job responsibilities</li> <li><input type="checkbox"/> Participates in in-service training and staff development sessions</li> <li><input type="checkbox"/> Educational opportunities are sought out and pursued</li> <li><input type="checkbox"/> Certifications required by national and/or provincial association(s) and organization of employment are completed and renewed when necessary</li> <li><input type="checkbox"/> New knowledge and skills are shared with colleagues, volunteers and students if applicable</li> </ul>

**RESEARCH**

Applying current applicable literature, studies and/or findings to enhance the recreation therapy profession. Where feasible the creation of a new study relating to a significant aspect in the recreation therapy profession.

Therapist	Assistant
<ul style="list-style-type: none"> <li><input type="checkbox"/> The therapist accesses and analyzes academic based research</li> <li><input type="checkbox"/> Evidence based research is applied to professional practice</li> <li><input type="checkbox"/> The therapist supports, assists or participates in research related to recreation therapy</li> <li><input type="checkbox"/> Required resources are accessed through funding proposals when engaging in research</li> <li><input type="checkbox"/> Relationships with relevant research agencies are developed</li> <li><input type="checkbox"/> Requirements stated in ethical guidelines for involving human subjects are followed (ex. by obtaining approval and consent of research participant(s), ensuring his/her confidentiality and respecting his/her right to withdraw from the study)</li> <li><input type="checkbox"/> Research results are evaluated, analyzed and interpreted before the findings are announced to the public</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Applicable research is accessed and reviewed</li> <li><input type="checkbox"/> Evidence based research is applied to professional practice under the direction of the recreation therapist</li> </ul>

**Competency Based Performance Measure**

**ETHICS**

Moral principles of conduct which ensure that the safety of clients is met, and that their rights are promoted to allow for an exceptional quality of service.

Therapist	Assistant
<input type="checkbox"/> The therapist complies with the CTRA code of ethics	<input type="checkbox"/> The assistant complies with the CTRA code of ethics
<input type="checkbox"/> The confidentiality, dignity, and autonomy of a client are upheld	<input type="checkbox"/> The confidentiality, dignity, and autonomy of a client are upheld
<input type="checkbox"/> Unethical incidences are reported to the appropriate personnel within the organization	<input type="checkbox"/> Unethical incidences are reported to the appropriate personnel within the organization

**SENSITIVITY TO DIVERSITY**

Treating all client’s with equity and respect despite differences in race, ethnicity, culture, spiritual beliefs, social status, marital status, sex, sexual orientation, age, health status, lifestyle and/or level of ability and at all stages of a recreation therapy intervention.

<b>Therapist</b>	<b>Assistant</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Each client is respected for his/her inherent worth</li> <li><input type="checkbox"/> Verbal and non-verbal communication is altered depending on the client</li> <li><input type="checkbox"/> The therapist advocates for equal treatment of all clients</li> <li><input type="checkbox"/> The therapist is sensitive to a client’s values and how they affect his/her decision making</li> <li><input type="checkbox"/> The vulnerability of a client is recognized and he/she is treated in such a way to sustain the recreation therapy relationship</li> <li><input type="checkbox"/> Calendar events which are relevant to specific cultures are recognized</li> <li><input type="checkbox"/> An environment which is sensitive to diversity is maintained</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each client is respected for his/her inherent worth</li> <li><input type="checkbox"/> Verbal and non-verbal communication is altered depending on the client</li> <li><input type="checkbox"/> Under the direction of the recreation therapist, the assistant advocates for equal treatment for all clients</li> <li><input type="checkbox"/> The assistant is sensitive to a client’s values and how they affect his/her decision making</li> <li><input type="checkbox"/> The vulnerability of a client is recognized and he/she is treated in such a way to sustain the recreation therapy relationship</li> <li><input type="checkbox"/> Calendar events which are relevant to specific cultures are recognized</li> <li><input type="checkbox"/> The recreation therapist is assisted in maintaining an environment which is sensitive to diversity</li> </ul>

**RISK MANAGEMENT PLAN**

A plan of action which identifies and evaluates the likelihood and severity of risk to clients, caregiver(s) and staff based on the agency's facilities and equipment. The plan includes procedures for mitigating risk and the ways to document the incidences should they occur.

Therapist	Assistant
<ul style="list-style-type: none"> <li><input type="checkbox"/> Policies that relate to risk prevention procedures are reviewed and updated annually</li> <li><input type="checkbox"/> A risk management plan which identifies the likelihood and severity of risk, assesses the environment, and plans a course of action is developed</li> <li><input type="checkbox"/> Potential risks are communicated to clients and the recreation therapy assistant(s)</li> <li><input type="checkbox"/> Recreation areas are clean, safe, and properly maintained in keeping with health, fire, and safety codes</li> <li><input type="checkbox"/> Emergency situations are responded to while maintaining composure</li> <li><input type="checkbox"/> Risk management issues or incidents are documented in accordance with organizational policy</li> <li><input type="checkbox"/> When required, cardiopulmonary resuscitation (CRP) and first aid procedures are performed in the event that medical staff are inaccessible</li> <li><input type="checkbox"/> When required, do not resuscitate (DNR) codes are applied depending on a client and/or caregiver's wishes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recreation areas are clean, safe, and properly maintained in keeping with health, fire, and safety codes</li> <li><input type="checkbox"/> Emergency situations are responded to while maintaining composure</li> <li><input type="checkbox"/> Risk management issues or incidences are documented in accordance with organizational policy</li> <li><input type="checkbox"/> When required, cardiopulmonary resuscitation (CPR) and first aid procedures are performed in the event that medical staff are inaccessible</li> <li><input type="checkbox"/> When required, do not resuscitate (DNR) codes are applied depending on the client and/or caregiver's wishes</li> </ul>

## Standards of Practice Task Force

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## Resource List

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