

Standards of Practice for Recreation Therapists and Recreation Therapy Assistants

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STANDARDS OF PRACTICE FOR RECREATION THERAPISTS AND RECREATION THERAPY ASSISTANTS

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STANDARDS OF PRACTICE FOR RECREATION THERAPISTS AND RECREATION THERAPY ASSISTANTS

INTRODUCTION

The *Standards of Practice for Recreation Therapists and Recreation Therapy Assistants* are designed to serve as a foundation for the practice of therapeutic recreation regardless of setting. This document has been created using the original *Standards of Practice for Therapeutic Recreation* (TRO, 2003) document as a foundation. The *Standards of Practice for Recreation Therapists and Recreation Therapy Assistants* are a dynamic work and will continue to grow and change as the profession evolves.

This document represents the work of the Therapeutic Recreation Ontario (TRO) Board of Directors, along with significant input from its membership. It is our hope that this document will be relevant and useful in encouraging discussion and promoting consistency in service among therapeutic recreation practitioners.

PHILOSOPHICAL POSITION

Therapeutic Recreation Ontario supports a leisure-based philosophy, acknowledging the significance of leisure in enhancing the health, independence and well-being of individuals. TRO also recognizes rehabilitation theory as providing a fundamental foundation for therapeutic recreation service delivery.

The leisure-based philosophy endorsed by TRO is based upon the Leisure Ability Model (Peterson & Stumbo, 2000) and is consistent with the therapeutic recreation service and outcome models (Carter, Van Andel & Robb, 1995).

Rehabilitation theory is operationalized through the International Classification of Functioning, Disability and Health (ICIDH-2) revised by the World Health Organization (WHO) in 2001. The WHO model acknowledges the impact of environmental and personal factors on individuals with an impairment (World Health Organization, 2001).

Consistent with the leisure-based philosophy for practice and the WHO definition of “disability”, therapeutic recreation intervention is dependent upon individual client abilities, needs and interests.

TRO'S PHILOSOPHICAL STATEMENT FOR RECREATION THERAPY

The purpose of Recreation Therapy is to enable all individuals to achieve quality of life, and optimal health through meaningful experiences in recreation and leisure. We believe in the inherent capacities of individuals for personal growth, happiness and freedom. Recreation Therapy is a profession which provides service to, and advocates for individuals with physical, mental, social, behavioural or emotional limitations in a variety of settings such as hospitals, long-term care settings, day programs, community-based programs, and mental health centres. The Recreation Therapy profession recognizes the right of all citizens to have access to and the freedom to choose recreation and leisure opportunities regardless of their physical, financial, developmental, emotional, or social challenges OR the barriers imposed on them by society at large.

The foundation of the Recreation Therapy profession is the establishment of authentic relationships with the individual receiving services and all other key stakeholders. Utilizing a collaborative approach, Recreation Therapy follows a systematic process of assessment, goal-setting, program/intervention development, individual and group facilitation, documentation, and evaluation. Programs are designed to promote independent functioning within the physical, emotional, mental, spiritual, behavioural and social domains, and to educate individuals about the skills and resources required to participate in recreation and leisure. The Recreation Therapy profession utilizes evidence-based practice to create outcome-based interventions suitable to the client's abilities. As part of its advocacy, Recreation Therapy is committed to educating society about the rights and capacities of all citizens to participate in recreation and leisure.

DEFINITION OF THERAPEUTIC RECREATION

Therapeutic Recreation Ontario endorses the following definition:

Therapeutic recreation is a process that utilizes functional intervention, 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.

DEFINITION OF RECREATION THERAPIST

The Recreation Therapist utilizes recreation to maximize independence and promote an optimal leisure lifestyle. He/she is responsible for assessments, interventions, and evaluations to promote skill development in the physical, cognitive, affective, social, and spiritual domains, in addition to non-direct client activities.

DEFINITION OF RECREATION THERAPY ASSISTANT

Recreation Therapy Assistants work under the direction of a Recreation Therapist to deliver recreation therapy services. They assist in the delivery of goal-oriented programs and services to meet the leisure related needs of clients. It is important that Recreation Therapy Assistants work alongside the therapist(s) and contribute to the continuum of therapeutic services. The two main responsibilities of the Recreation Therapy Assistant include: program development and program delivery as well as program observation and reporting, in addition to non-direct client activities. Recreation Therapy Assistants provide input, which will enable the Recreation Therapist to conduct assessments, develop intervention plans or evaluate a client's progress in relation to the intervention plan.

PURPOSE OF STANDARDS OF PRACTICE

Therapeutic recreation practitioners make judgments and decisions based on guiding principles, extensive knowledge, professional skills, and standards of practice. Standards are developed to assist therapeutic recreation practitioners to systematically plan, implement, evaluate, and adapt their own work performance according to these approved guidelines.

By utilizing these *Standards of Practice for Recreation Therapists and Recreation Therapy Assistants*, therapeutic recreation practitioners will develop supporting data for the efficacy of therapeutic recreation within their settings.

It is incumbent upon each practitioner, be they recreation therapists or recreation therapy assistants, to follow *The Standards of Practice for Recreation Therapists and Recreation Therapy Assistants*. Endorsement and adherence to these Standards of Practice will result in increased consistency among practitioners, which will lead to higher quality services to clients, and the strengthening of the profession of therapeutic recreation.

SCOPE OF SERVICE

CORE VALUES

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

- a. All aspects of therapeutic recreation service delivery must reflect client confidentiality and client self-determination.
- b. Therapeutic recreation service delivery should involve family and any other support networks at all appropriate stages of intervention provided with the client.
- c. All aspects of therapeutic recreation service delivery must incorporate client goals, beliefs, and perspectives.
- d. Recognition of the need for personalized intervention to address the uniqueness of each individual client.
- e. Individual client differences require a continuum of care approach to therapeutic recreation service delivery.
- f. Optimal client outcomes are directly related to the understanding of social, cultural, attitudinal, and environmental influences on an individual.
- g. All aspects of therapeutic recreation service delivery should be outcome-oriented and measurable with program decisions reflecting evidence-based practice.
- h. Recognition of the importance of a team approach for therapeutic recreation service delivery.
- i. Recognition of the importance of documentation for effective communication, evaluation, and accountability.
- j. Evaluation and research are essential for the maintenance and/or improvement of therapeutic recreation services.
- k. Provision of therapeutic recreation intervention is facilitated for clients in a variety of service delivery settings.
- l. Recognition of the importance of community involvement in the inclusion of clients with and within their community.
- m. Knowledge of different forms of diversity including ethnicity, poverty, and gender issues.
- n. All aspects of therapeutic recreation service delivery must be provided in a safe manner taking into account the potential for risk of harm in physical, social, emotional, spiritual, and financial domains.
- o. All TR practitioners should engage in regular self-reflective practice to account for ongoing changes with relationships with the client, the team, and in the workplace,

STANDARDS OF PRACTICE OVERVIEW

- 1.0 THERAPEUTIC RECREATION ASSESSMENT** - Utilizes an individualized and systematic process to determine individual strengths, needs, and interests of clients to establish the priorities and direction of therapeutic recreation intervention.
- 2.0 THERAPEUTIC RECREATION INTERVENTION PLAN** - Outlines specific strategies and modalities based on assessment results. The individualized plan is achieved via a collaborative approach including the client and support networks to attain a client-centred and outcome-oriented process.
- 3.0 THERAPEUTIC RECREATION PROGRAM DEVELOPMENT** - Creates a framework for each program addressing the needs and interests of clients within the context of their environment. It is a systematic process based on the intervention plan. Individual and group program outlines should include purpose, rationale, description, target population, goals, outcomes, evaluation mechanisms, and resource requirements.
- 4.0 THERAPEUTIC RECREATION PROGRAM DELIVERY** - Encompasses the provision of outcome-oriented programs in a variety of service delivery settings that reflect a continuum of care model. A therapeutic recreation practitioner's action is determined by the intervention plan and can be offered on an individual and/or group basis.
- 5.0 THERAPEUTIC RECREATION DOCUMENTATION** - Is the comprehensive collection of information related to every aspect of therapeutic recreation intervention. This can include a variety of methods (written, verbal, electronic, etc.) and the steps of an initial screening, assessment report, progress report, discharge report, case review, and/or intervention notes. Documentation provides a basis for professional accountability.
- 6.0 THERAPEUTIC RECREATION EVALUATION** - Involves a thorough review of therapeutic recreation assessment, intervention plan, program development, and program delivery to illustrate and ensure the efficacy of therapeutic recreation services.
- 7.0 THERAPEUTIC RECREATION RESEARCH** - Demonstrates the benefits of a planned systematic analysis of the components that comprise therapeutic recreation services. Work in this area illustrates professional efficacy while contributing to the growth of therapeutic recreation as a whole.
- 8.0 THERAPEUTIC RECREATION PROFESSIONAL DEVELOPMENT** - A commitment to ongoing involvement in upgrading personal and professional knowledge related to therapeutic recreation.

9.0 THERAPEUTIC RECREATION AND COMMUNITY PRACTICE - The obligation to create opportunity for community involvement for clients in a variety of service delivery settings.

1.0 Therapeutic Recreation Assessment

1.1 The purpose of therapeutic recreation assessment is to:

- 1.1.1 determine the individual strengths, needs, and interests of the client utilizing a systematic process
- 1.1.2 establish therapeutic direction and priorities
- 1.1.3 validate intervention plans

1.2 Guiding Principles

- 1.2.1 therapeutic recreation intervention should be based on assessment results
- 1.2.2 client beliefs and perspectives must be reflected and incorporated in the assessment process
- 1.2.3 appropriate assessment tools must be used to gather data
- 1.2.4 the input of other relevant support networks should be used to assist in the therapeutic recreation assessment process
- 1.2.5 assessment results can be utilized to provide a baseline for evaluating client progress

Role of Recreation Therapist

1.3 Therapist Knowledge – a recreation therapist will have knowledge of:

- 1.3.1 the range of information that may be relevant for therapeutic recreation assessment
- 1.3.2 techniques and tools used to gather appropriate therapeutic recreation assessment information
- 1.3.3 the elements of a continuum model of care as they relate to a comprehensive therapeutic recreation assessment including:
 - i) functional assessment - cognitive, emotional, physical, social, spiritual
 - ii) leisure assessment - awareness, attitude, barriers, skills
 - iii) leisure interests and participation patterns
- 1.3.4 available standardized therapeutic recreation assessment tools
- 1.3.5 the value of the input of support networks throughout the therapeutic recreation assessment process
- 1.3.6 how the data derived from assessment can be directly incorporated into both the individual intervention plan and the inter-professional care plan
- 1.3.7 the potential for risk of harm if assessments are inappropriate, incorrect, misinterpreted, or no assessment is given

1.4 Therapist Competencies – a recreation therapist will have the ability to:

- 1.4.1 identify information necessary to be collected during therapeutic recreation assessment
- 1.4.2 select appropriate assessment tools based on client profile and agency mandate
- 1.4.3 use appropriate interview and observational techniques when administering the selected assessment tools
- 1.4.4 accurately analyze and interpret results of the assessment tools administered
- 1.4.5 communicate therapeutic recreation assessment results with the client, the client's family members, professional team members, and other key support networks
- 1.4.6 apply assessment findings to the therapeutic recreation intervention plan

Role of Recreation Therapy Assistant

1.5 Assistant Knowledge – a recreation therapy assistant will have knowledge of:

- 1.5.1 purposes/ rationale of assessment
- 1.5.2 methods used by recreation therapists to gather pertinent leisure information about a client
- 1.5.3 terminology used in therapeutic recreation assessments
- 1.5.4 the potential for risk of harm if assessments are inappropriate, incorrect, misinterpreted, or no assessment is given

1.6 Assistant Competencies – a recreation therapy assistant will have the ability to:

- 1.6.1 use appropriate observational techniques throughout interventions and report pertinent leisure related information to the recreation therapist
- 1.6.2 receive regular feedback from the client and/or caregiver(s) and report this information to the recreation therapist in a timely manner

2.0 Therapeutic Recreation Intervention Plan

- 2.1** The purpose of the therapeutic recreation intervention plan is to:
- 2.1.1 outline relevant strategies and interventions that will assist the client in achieving the identified goals
 - 2.1.2 use a collaborative approach including the client and support networks to develop an individualized plan that is outcome-oriented and client-centred
 - 2.1.3 reflect a continuum model of care

2.2 Guiding Principles

- 2.2.1 assessment data is essential to the development of the intervention plan
- 2.2.2 client input directs the development of the intervention plan
- 2.2.3 client differences necessitate the development of individualized intervention plans
- 2.2.4 intervention plans should be outcome-oriented and goal attainment should be quantifiable
- 2.2.5 optimal client outcomes are directly related to client profile (diagnosis impact) and external diversity considerations (cultural, economic, geographic, etc.)
- 2.2.6 the input of relevant support networks is pertinent in the development of a therapeutic recreation intervention plan

Role of Recreation Therapist

2.3 Therapist Knowledge – a recreation therapist will have knowledge of:

- 2.3.1 therapeutic recreation models and their associated purposes, interventions, and outcomes
- 2.3.2 various therapeutic recreation modalities and their associated benefits
- 2.3.3 developing and monitoring effective client goals and behavioural outcomes
- 2.3.4 the diagnostic impact (i.e. abilities, limitations, and/or contraindications) and external diversity considerations (cultural, economic, geographic, etc.) upon therapeutic recreation intervention and outcomes the importance support networks have in the development of therapeutic recreation intervention plans
- 2.3.5 the potential for risk of harm by not meeting minimum level of knowledge, skills, and abilities required to develop client-centred interventions plans

2.4 Therapist Competencies – a recreation therapist will have the ability to:

- 2.4.1 develop a relevant intervention plan based on an established therapeutic recreation theoretical model
- 2.4.2 create client-centred goals based on assessment data and individual learning preferences
- 2.4.3 identify measurable outcomes, which relate to client goals
- 2.4.4 select appropriate therapeutic recreation interventions that will facilitate goal attainment
- 2.4.5 develop outcomes that take into account client profile (diagnosis impact, risk of harm) and external diversity considerations (cultural, economic, geographic, etc.)
- 2.4.6 utilize a collaborative model with support networks when establishing the therapeutic recreation intervention plan and the inter-professional care plan

Role of Recreation Therapy Assistant

2.5 Assistant Knowledge – a recreation therapy assistant will have knowledge of:

- 2.5.1 therapeutic recreation models of care and their associated purposes, interventions and outcomes
- 2.5.2 various therapeutic recreation modalities and their associated benefits
- 2.5.3 clients' specific abilities, limitations and/or contraindications
- 2.5.4 diversity considerations (personal beliefs, cultural, economic, geographic etc.)
- 2.5.5 terminology used in therapeutic recreation intervention plans
- 2.5.6 the potential for risk of harm by not meeting minimum level of knowledge, skills, and abilities required to develop client-centred interventions plans

2.6 Assistant Competencies – a recreation therapy assistant will have the ability to:

- 2.6.1 understand the intervention plan as set out by the recreation therapist and seek clarification as necessary
- 2.6.2 provide observational feedback from the interventions to the recreation therapist

3.0 Therapeutic Recreation Program Development

3.1 The purpose of therapeutic recreation program development is to:

- 3.1.1 develop a program framework that addresses the needs and interests of the client within the context of the immediate environment
- 3.1.2 create written outlines of individual programs which are systematic
- 3.1.3 ensure accountability through consistent evaluation of programs

3.2 Guiding Principles

- 3.2.1 a client-centred philosophy is the basis for therapeutic recreation program development
- 3.2.2 written program protocols are created to provide accountability
- 3.2.3 individual needs are addressed using a comprehensive continuum model of care with therapeutic recreation service delivery
- 3.2.4 effective program outlines must include clear and measurable outcomes that are directly related to client profile (diagnosis) and external diversity considerations (cultural, economic, geographical, etc.)
- 3.2.5 collaboration with the client and support networks is essential to program development

Role of Recreation Therapist

3.3 Therapist Knowledge – a recreation therapist will have knowledge of:

- 3.3.1 a client-centred approach to program development
- 3.3.2 implementation of a therapeutic recreation continuum of services:
 - i) functional intervention - improving and/or maintaining functional or behavioural capacity
 - ii) leisure education - improving leisure related awareness, attitudes, knowledge, skills, and reducing barriers
 - iii) recreation participation - voluntary expression of a leisure lifestyle
- 3.3.3 essential elements necessary to develop comprehensive program designs
- 3.3.4 documentation and program evaluation techniques
- 3.3.5 methods to assess and access program resources (community resources, equipment, financial resources, physical space, supplies, etc.)
- 3.3.6 client outcomes being directly related to the client's profile (diagnosis impact) and external diversity considerations (cultural, economic, geographic, etc.)
- 3.3.7 the important role the client and support networks have in development of therapeutic recreation interventions
- 3.3.8 the potential for risk of harm through the improper placement of the client in an

unsafe environment or into an activity/program without the client possessing the skill, knowledge, and/or ability necessary to be successful and/or safe

3.4 Therapist Competencies – a recreation therapist will have the ability to:

- 3.4.1 implement a client-centred approach to program development
- 3.4.2 apply therapeutic recreation intervention based upon a continuum model of care (functional intervention, leisure education, and recreation participation) in program development
- 3.4.3 incorporate essential elements necessary to develop a comprehensive program design
- 3.4.4 develop and apply appropriate evaluation techniques
- 3.4.5 assess and access program resources as required
- 3.4.6 develop outcomes that are directly related to the client profile (diagnosis impact) and external diversity considerations (cultural, economic, geographic, etc.)
- 3.4.7 collaborate with the client and support networks during therapeutic recreation program development

Role of Recreation Therapy Assistant

3.5 Assistant Knowledge – a recreation therapy assistant will have knowledge of:

- 3.5.1 implementation of therapeutic recreation continuum of services
- 3.5.2 essential elements necessary to develop comprehensive program designs considering the clients strengths and abilities
- 3.5.3 evaluation tools and how to administer them appropriately
- 3.5.4 applicable program resources; community, equipment, financial, physical space, supplies, etc.
- 3.5.5 client population being served; diagnosis, cultural, geographic, economic factors
- 3.5.6 the potential of risk of harm through the improper placement of the client in an unsafe environment or into an activity/program without the client possessing the skill, knowledge, and/or ability necessary to be successful and/or safe.

3.6 Assistant Competencies – a recreation therapy assistant will have the ability to:

- 3.6.1 apply therapeutic recreation intervention based on the continuum model of care in program development under the supervision of a recreation therapist
- 3.6.2 ability to provide input to the recreation therapist that will assist with the development of therapeutic recreation programs

- 3.6.3 administer appropriate program evaluation tools under the direction of the recreation therapist
- 3.6.4 assist in identifying the need for resources appropriate to the client
- 3.6.5 utilize program and community resources
- 3.6.6 provide programs and interventions that directly relate to the client profile
- 3.6.7 contribute to program development in collaboration with the client and support networks under the direction of the recreation therapist

4.0 Therapeutic Recreation Program Delivery

4.1 The purpose of therapeutic recreation program delivery is to:

- 4.1.1 offer diverse therapeutic recreation opportunities in a wide variety of intervention settings
- 4.1.2 focus programs on specific outcomes and goals to reflect the continuum model of care
- 4.1.3 work toward client-centred outcomes as determined by the intervention plan via group and/or individual program delivery

4.2 Guiding Principles

- 4.2.1 the beliefs, perspectives, and needs of the individual are taken into account for each program delivered
- 4.2.2 optimal outcomes are ensured by using appropriate delivery methods that reflect identified client needs
- 4.2.3 client outcomes are directly related to the client's profile (diagnosis impact) and external diversity considerations (cultural, economic, geographic, etc.)

Role of Recreation Therapist

4.3 Therapist Knowledge – a recreation therapist will have knowledge of:

- 4.3.1 how client diagnosis (i.e. strengths, abilities, and contraindications) impacts upon therapeutic recreation program delivery
- 4.3.2 safety procedures and precautions necessary to avoid or respond to emergency situations
- 4.3.3 various program facilitation techniques
- 4.3.4 the link between the client intervention plan and the program chosen to achieve established outcomes
- 4.3.5 any necessary adaptations to therapeutic recreation opportunities to support optimal client participation
- 4.3.6 how to establish and provide programs which are appropriate, respectful, and value individual diversity
- 4.3.7 funding and budgetary procedures specific to therapeutic recreation program delivery
- 4.3.8 internal and external resources utilized to enhance therapeutic recreation program delivery (equipment, facility, grants, staff, therapeutic recreation students, volunteers, etc.)
- 4.3.9 agency policies and procedures that impact directly on therapeutic recreation program delivery
- 4.3.10 individual and group processes

4.3.11 the risk of harm associated with diverse conditions, settings, equipment used, and activities conducted; as well as risk of financial harm if client funds are handled incompetently or inappropriately

4.4 Therapist Competencies – a recreation therapist will have the ability to:

- 4.4.1 deliver programs taking into account the strengths, abilities, and any contraindications imposed by client diagnosis
- 4.4.2 initiate and facilitate emergency response procedures in appropriate situations
- 4.4.3 incorporate data derived from the therapeutic recreation assessment into program delivery
- 4.4.4 apply facilitation techniques and adapt them as required to match the client intervention plan
- 4.4.5 identify and access relevant resources to achieve maximum client independence (adaptive devices, financial resources, transportation, etc.)
- 4.4.6 facilitate therapeutic recreation programs that acknowledge individual and cultural diversity
- 4.4.7 provide therapeutic recreation programs that follow agency budgetary guidelines and the associated procedures
- 4.4.8 ensure therapeutic recreation program delivery follows agency policies and procedures
- 4.4.9 appropriately utilize support networks to enhance therapeutic recreation program delivery
- 4.4.10 intervene, as indicated, to ensure effective group process

Role of Recreation Therapy Assistant

4.5 Assistant Knowledge – a recreation therapy assistant will have knowledge of:

- 4.5.1 general and specific medical conditions and diagnosis of the population and clients and how these impact program delivery
- 4.5.2 health and safety procedures and risk management of the facility and population to prevent and assist in emergencies
- 4.5.3 intervention plans which support program goals
- 4.5.4 activity, equipment, environmental and human adaptations necessary to support clientele participation
- 4.5.5 facilitation of programs which are respectful and value individual diversity
- 4.5.6 effective communication skills with staff, clients and family members to optimize program delivery
- 4.5.7 volunteer and student roles and responsibilities and community resources that support therapeutic recreation program delivery

- 4.5.8 delivery techniques for individual and group dynamics utilized with clients to support appropriate participation
- 4.5.9 agency policies and procedures that impact therapeutic recreation program delivery.
- 4.5.10 the risk of harm associated with diverse conditions, settings, equipment used, and activities conducted; as well as risk of financial harm if client funds are handled incompetently or inappropriately

4.6 Assistant Competencies – a recreation therapy assistant will have the ability to:

- 4.6.1 deliver programs taking into account the strengths, abilities and any contraindications imposed by client diagnosis as informed by the recreation therapist
- 4.6.2 assist in responding to emergencies according to agency procedures
- 4.6.3 apply delivery techniques to match client needs and intervention plan
- 4.6.4 deliver therapeutic recreation programs that acknowledge individual and cultural diversity
- 4.6.5 deliver therapeutic recreation programs that follow agency budgetary guidelines and the associated procedures
- 4.6.6 ensure therapeutic recreation program delivery follows agency policies and procedures
- 4.6.7 work effectively with staff, volunteers, students and family members to enhance program delivery
- 4.6.8 be adaptable and flexible to encourage effective client participation
- 4.6.9 report observations from the interventions to the recreation therapist

5.0 Therapeutic Recreation Documentation

5.1 The purpose of therapeutic recreation documentation is to:

- 5.1.1 ensure the accurate and comprehensive collection of information regarding the client and therapeutic recreation intervention through a variety of methods (electronic records, verbal, written, etc.)
- 5.1.2 provide a means of measuring progress through the review of client-specific documentation
- 5.1.3 provide a basis of accountability for therapeutic recreation services

5.2 Guiding Principles

- 5.2.1 documentation acts as an effective tool for professional accountability and responsibility
- 5.2.2 documentation provides a means of evaluating therapeutic recreation intervention

Role of Recreation Therapist

5.3 Therapist Knowledge – a recreation therapist will have knowledge of:

- 5.3.1 therapeutic recreation documentation procedures at professional, agency, and government levels
- 5.3.2 documentation tools and techniques to aid in the development of client-centred outcomes and interventions
- 5.3.3 the information necessary to fulfil documentation in areas that may be required (case review, discharge, intervention plan, program evaluation, progress notes, etc.)
- 5.3.4 the risk of harm if documentation is incorrect, subjective, inconsistent, unclear, or misunderstood

5.4 Therapist Competencies – a recreation therapist will have the ability to:

- 5.4.1 document in a manner that meets specific professional, agency, and/or government requirements
- 5.4.2 utilize client specific information to form appropriate client-centred outcomes and record progress toward their realization
- 5.4.3 identify and record useful data in a clear, professional, and accurate manner
- 5.4.4 document behaviourally using agency-specific terminology

Role of Recreation Therapy Assistant

5.5 Assistant Knowledge – a recreation therapy assistant will have knowledge of:

- 5.5.1 methods of documentation used by their organization and relevant policies and procedures
- 5.5.2 information required to be documented by the recreation therapist
- 5.5.3 terminology used in documenting
- 5.5.4 the risk of harm if documentation is incorrect, subjective, inconsistent, unclear, or misunderstood

5.6 Assistant Competencies – a recreation therapy assistant will have the ability to:

- 5.6.1 identify and communicate useful observations and information in a clear, professional and accurate manner to the recreation therapist
- 5.6.2 record workload measurement data as required by the organization

6.0 Therapeutic Recreation Evaluation

6.1 The purpose of therapeutic recreation evaluation is to:

- 6.1.1 analyze the impact and success of the therapeutic recreation assessment, intervention plan, and program delivery in respect to client-centred outcomes
- 6.1.2 demonstrate efficacy in the delivery of therapeutic recreation services

6.2 Guiding Principles

- 6.2.1 client participation in every aspect of the evaluation process is key to success
- 6.2.2 implementation of effective evaluation is essential to both present and future development of therapeutic recreation services
- 6.2.3 accountability of therapeutic recreation services is contingent on application of effective evaluation processes
- 6.2.4 evaluation is based on results of therapeutic recreation interventions and is outcome-focused
- 6.2.5 evaluation is critical in demonstrating efficacy in therapeutic recreation service delivery

Role of Recreation Therapist

6.3 Therapist Knowledge – a recreation therapist will have knowledge of:

- 6.3.1 agency specific and/or government mandated evaluation protocols and quality assurance methods
- 6.3.2 formative and summative evaluation methodology
- 6.3.3 expected client-centred outcomes relevant to therapeutic recreation service delivery
- 6.3.4 resources necessary to conduct therapeutic recreation service evaluation
- 6.3.5 the value of evaluation on efficacy in therapeutic recreation service delivery
- 6.3.6 the risk of harm if evaluation methods are not completed correctly or if findings are misinterpreted

6.4 Therapist Competencies – a recreation therapist will have the ability to:

- 6.4.1 interpret and apply agency and/or government evaluation protocols accurately into therapeutic recreation service delivery
- 6.4.2 implement outcome-oriented evaluation measures
- 6.4.3 acquire and apply formal and informal information from a variety of sources to the evaluation process

- 6.4.4 analyze and interpret evaluation findings
- 6.4.5 write evaluation reports
- 6.4.6 establish efficacy of therapeutic recreation services based on evaluation results and convey the findings to relevant groups

Role of Recreation Therapy Assistant

6.5 Assistant Knowledge – a recreation therapy assistant will have knowledge of:

- 6.5.1 purposes/ rationale of evaluation
- 6.5.2 methods used to evaluate client responses to interventions
- 6.5.3 the risk of harm if evaluation methods are not completed correctly or if findings are misinterpreted

6.6 Assistant Competencies – a recreation therapy assistant will have the ability to:

- 6.6.1 informally seek input from the client, caregiver(s) and other members of the healthcare team to assist the recreation therapist in the evaluation process
- 6.6.2 communicate feedback to the recreation therapist

7.0 Therapeutic Recreation Research

7.1 The purpose of therapeutic recreation research is to:

- 7.1.1 demonstrate the benefits of a systematic analysis of components and processes of therapeutic recreation service delivery
- 7.1.2 illustrate the efficacy of therapeutic recreation and contribute to its unique body of knowledge

7.2 Guiding Principles

- 7.2.1 client involvement is key in the research process
- 7.2.2 improved accountability of therapeutic recreation services is contingent upon the application of effective research methods
- 7.2.3 implementation of research by practitioners is essential for the development and advancement of therapeutic recreation
- 7.2.4 research applied to all aspects of the therapeutic recreation process is an ongoing priority
- 7.2.5 research should be outcome-oriented and based on aspects of the therapeutic recreation process

Role of Recreation Therapist

7.3 Therapist Knowledge – a recreation therapist will have knowledge of:

- 7.3.1 information as it relates to agency and/or government research policies and procedures
- 7.3.2 research methods and statistical techniques
- 7.3.3 resources necessary to develop comprehensive research proposals
- 7.3.4 relevant therapeutic recreation, allied health, and leisure journals
- 7.3.5 the impact of research upon therapeutic recreation service delivery and its direct link to demonstrating efficacy
- 7.3.6 procedures to compile data following the research process in order to disseminate the findings to all relevant support networks
- 7.3.7 the risk of harm from contributing information and/or research that is incorrect, out of date, and not valid and/or reliable

7.4 Therapist Competencies – a recreation therapist will have the ability to:

- 7.4.1 accurately apply agency and/or government guidelines to therapeutic recreation research initiatives
- 7.4.2 utilize suitable research methods to collect quantitative and/or qualitative data
- 7.4.3 acquire information from a variety of sources (electronic, printed, support networks, verbal etc.) for research proposals
- 7.4.4 analyze research results and incorporate relevant findings within therapeutic recreation service delivery
- 7.4.5 establish therapeutic recreation services based on research findings
- 7.4.6 communicate findings either by writing in journals or professional newsletters, or verbally in professional forums

Role of Recreation Therapy Assistant

7.5 Assistant Knowledge – a recreation therapy assistant will have knowledge of:

- 7.5.1 methods to access and review applicable research related to therapeutic recreation
- 7.5.2 the risk of harm from using information and/or research that is incorrect, out of date, and not valid and/or reliable

7.6 Assistant Competencies – a recreation therapy assistant will have the ability to:

- 7.6.1 apply evidence-based research to professional practice under the direction of the recreation therapist
- 7.6.2 obtain and review applicable research
- 7.6.3 collect and record research data as directed/requested by the recreation therapist

8.0 Therapeutic Recreation Professional Development

8.1 The purpose of therapeutic recreation professional development is to:

- 8.1.1 ensure practitioners participate in ongoing learning and commit to the development of personal and professional goals
- 8.1.2 ensure therapeutic recreation services are facilitated by practitioners who possess knowledge, techniques, and methods which are current and comprehensive

8.2 Guiding Principles

- 8.2.1 practitioners are competent through academic preparation and practical experience in therapeutic recreation which ensures effective intervention
- 8.2.2 employing competent and accountable therapeutic recreation practitioners is essential to assure client needs are met through quality services
- 8.2.3 practitioners are accountable professionals operating both independently and interdependently within the guidelines of their agency and professional organization
- 8.2.4 practitioners support ongoing learning to remain informed and proficient with current knowledge and techniques
- 8.2.5 practitioners will have voluntary membership with recognized therapeutic recreation organizations
- 8.2.6 practitioners are dedicated to advancing all aspects of therapeutic recreation
- 8.2.7 practitioners are committed to self-reflective practice

Role of Recreation Therapist

8.3 Therapist Knowledge – a recreation therapist will have knowledge of:

- 8.3.1 literature and documentation (Standards of Practice, Code of Ethics, etc.) that support professional practice
- 8.3.2 the academic theories, philosophies, and practices behind therapeutic recreation
- 8.3.3 therapeutic recreation organizations which operate at local, provincial, national, and international levels
- 8.3.4 the variety of opportunities (conferences, courses, research articles, seminars, etc.) that can be utilized toward professional development
- 8.3.5 journals, books, and other educational support materials relevant to the practice of therapeutic recreation
- 8.3.6 various methods to create policies and procedures as they relate to agency and professional guidelines
- 8.3.7 the benefits and importance of therapeutic recreation practice to the client

- 8.3.8 the developments related to the professionalization of therapeutic recreation
- 8.3.9 the risk of harm if current knowledge, skills, and abilities are not up to date and in line with the standards of practice

8.4 Therapist Competencies – a recreation therapist will have the ability to:

- 8.4.1 practice the guidelines and policies as stated in therapeutic recreation literature and documentation (Standards of Practice, Code of Ethics, etc.)
- 8.4.2 provide intervention that incorporates and embraces the theories, practices, and philosophies behind therapeutic recreation
- 8.4.3 contribute and participate in the development and growth of therapeutic recreation
- 8.4.4 provide quality therapeutic recreation services through application of current therapeutic recreation materials obtained through a variety of sources (conferences, courses, research articles, seminars, etc.)
- 8.4.5 create, compile, and follow therapeutic recreation policies and procedures
- 8.4.6 advocate with other disciplines and support networks regarding the importance and benefits of therapeutic recreation
- 8.4.7 regularly and systematically engage in self-reflective practice

Role of Recreation Therapy Assistant

8.5 Assistant Knowledge – a recreation therapy assistant will have knowledge of:

- 8.5.1 TRO Standards of Practice and related agency practices and models
- 8.5.2 opportunities available for professional development
- 8.5.3 the risk of harm if current knowledge, skills, and abilities are not up to date and in line with the standards of practice

8.6 Assistant Competencies – a recreation therapy assistant will have the ability to:

- 8.6.1 follow self-assessments and performance appraisals to identify personal areas for enhancing knowledge, skills and abilities necessary to perform job responsibilities
- 8.6.2 participate in in-services training and staff development sessions
- 8.6.3 seek out and pursue educational opportunities
- 8.6.4 complete and renew (when necessary) certifications required by national and/or provincial association(s) and organizations of employment
- 8.6.5 share new knowledge and skills with colleagues, volunteers, and students

- 8.6.6 contribute to the understanding of therapeutic recreation among others (ie. volunteers, students, allied health professionals)
- 8.6.7 contribute to the interprofessional education and interprofessional collaboration of the organization

9.0 Therapeutic Recreation and Community Practice

9.1 The purpose of therapeutic recreation and community practice is to:

- 9.1.1 ensure practitioners develop, facilitate, and maintain opportunities for client self-determination and participation in community recreation and/or leisure
- 9.1.2 provide comprehensive interventions focusing on each aspect of the continuum model of care in therapeutic recreation program delivery
- 9.1.3 recognize that individuals have rights to inclusion in their community and with their community

9.2 Guiding Principles

- 9.2.1 therapeutic recreation services should be carried out according to a community-based philosophy with the setting chosen based on client needs, preferences, strengths, and abilities
- 9.2.2 clients have the right to therapeutic recreation programs that offer the greatest opportunity for involvement with and within their community
- 9.2.3 support networks (including the client, family, and community providers) should be included when developing inclusive community opportunities
- 9.2.4 therapeutic recreation practitioners must foster community ownership and control in all phases of community development and the outreach process
- 9.2.5 therapeutic recreation practitioners must recognize that the relationship between client and community is based upon interdependence

Role of Recreation Therapist

9.3 Therapist Knowledge – a recreation therapist will have knowledge of:

- 9.3.1 the concepts of integration and inclusion
- 9.3.2 the protocols required to access community opportunities (consent forms, relevant medical information, safety issues, etc.)
- 9.3.3 community development and various approaches to building community (researching a variety of community providers, creating and maintaining sustainable partnerships with community providers, addressing individual client barriers, assessing suitability based on the needs, interests, and ability of the client, etc.)
- 9.3.4 various evaluation methods for community-based settings
- 9.3.5 funding and reporting methods relevant to agency, community service providers and other partnerships
- 9.3.6 policies and legislation pertaining to rights and access
- 9.3.7 the risk of harm from improper placement in an unsafe community environment,

or into a community activity/program without the client possessing the skill, knowledge, and/or ability necessary to be successful and/or safe

9.4 Therapist Competencies – a recreation therapist will have the ability to:

- 9.4.1 seek, support, and develop appropriate partnerships with a range of community service providers
- 9.4.2 facilitate connections with community services needed for transition to and/or independent participation within the community of the client
- 9.4.3 collect and compile data necessary in linking with community resources
- 9.4.4 provide intervention in a variety of community settings and/or involve the community within the client's environment
- 9.4.5 demonstrate safe and appropriate procedures for accessing the community (transportation, appropriate staff, etc.)
- 9.4.6 recruit, maintain, support, and monitor volunteers
- 9.4.7 foster mutual respect and open communication to enhance the growth of social networks and informal support mechanisms
- 9.4.8 conduct evaluations of community-based programs to ascertain compatibility with individual participant preferences and needs

Role of Recreation Therapy Assistant

9.5 Assistant Knowledge – a recreation therapy assistant will have knowledge of:

- 9.5.1 the concepts of community development and various approaches to building community
- 9.5.2 community recreation participation opportunities and resources available to clients, and strategies to access these opportunities and resources
- 9.5.3 clients' rights to community inclusion
- 9.5.4 protocols required to access community opportunities (consent forms, relevant medical information, safety issues, etc.)
- 9.5.5 the risk of harm from improper placement in an unsafe community environment, or into a community activity/program without the client possessing the skill, knowledge, and/or ability necessary to be successful and/or safe

9.6 Assistant Competencies – a recreation therapy assistant will have the ability to:

- 9.6.1 support clients in linking with community services under the direction of the recreation therapist

- 9.6.2 support and enhance appropriate partnerships with a range of community service providers
- 9.6.3 carry out interventions as directed by the recreation therapist
- 9.6.4 demonstrate safe and appropriate procedures for accessing the community in accordance with agency-specific regulations (transportation, appropriate staff, etc.)
- 9.6.5 support and monitor volunteers

APPENDIX A

GLOSSARY OF TERMS

Collaborative Model - incorporates all appropriate sources including client, inter-disciplinary team members, and support networks to share and discuss information prior to determining which actions to take to ensure maximum independence and optimal health.

Community - refers to the physical and geographic environment, which a person lives, and functions within. Community also refers to the concept of promoting interaction between people, health professionals, and service providers in order to allow for independence and autonomy regardless of the level of functional ability.

Client - any person, who after a therapeutic recreation assessment, is determined to require the services of a trained therapeutic recreation practitioner for the purpose of the improvement and/or maintenance of his/her leisure lifestyle.

Competencies - the practical application of knowledge into purposeful action.

Continuum Model of Care - a systematic process, which provides functional intervention (cognitive, social, physical, emotional, spiritual, etc.), leisure education (awareness, attitudes, skills, barriers, etc.), and recreation participation (voluntary expression of leisure functioning). As the level of client independence grows, the degree of the therapeutic recreation practitioner's control diminishes.

Core Values - the beliefs and principles upon which therapeutic recreation service delivery is based.

Diagnosis Impact - the effect that an individual's medical condition has on her/his ability, attitude, and motivation to be involved in leisure and recreation pursuits.

Efficacy - the benefits, values, and effectiveness of work performed by a therapeutic recreation practitioner.

External Resources - any resources outside the facility or agency that therapeutic recreation professionals utilize to provide services for their client or group of clients (community recreation providers, consultants, equipment, facilities, grants, instructors, vendors, etc.).

Inclusion - a process that enables an individual to be a part of her/his environment by making choices, being supported in what she/he does on a daily basis, forming meaningful relationships, and being valued.

Integration - a process that consists of both the physical presence of people with disabilities in settings where people without disabilities are typically present (physical integration), and participation in social interactions and relationships between people with and without disabilities (social integration).

Interdependence - focuses on relationships that lead to a mutual acceptance and respect between people with and without disabilities. This requires reciprocity, with the relationship being based on the interest of each person in the other.

Inter-Professional Care Plan – a general outline that professional disciplines applicable to client needs contribute to. This plan may include information concerning client-specific intervention, discharge plans, education guidelines, etc.

Internal Resources - any resources within the facility or agency that are utilized to provide therapeutic recreation services to a client or group of clients (equipment, employees, volunteers, facilities, etc.).

Knowledge - the comprehension and understanding necessary to successfully deliver therapeutic recreation services.

Outcomes – specific results that reflect the goals and/or objectives pre-determined by the client and the therapeutic recreation practitioner during the assessment, intervention plan, and program development stages.

Practitioner- A qualified individual who practices in the field of therapeutic recreation.

Self Determination - the opportunity to make decisions about the course of one's life and take actions based on those decisions.

Support Network - a group of people in a person's life who have generally evolved over a period of time, ranging from acquaintances and family members, to close friends and health providers, and who provide support and/or social functions.

Team Members - any individual representing disciplines, family, or other support networks who participate in service delivery to the client (i.e. multi-disciplinary, inter-professional, trans-disciplinary).

APPENDIX B

REFERENCES FOR PHILOSOPHICAL POSITION

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APPENDIX C

RESOURCE DOCUMENTS FOR STANDARDS OF PRACTICE

The following resources were consulted in the development of the Standards of Practice for Recreation Therapists and Recreation Therapy Assistants document:

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APPENDIX E

STANDARDS PERFORMANCE CHECKLISTS

The following several pages contain charts which correspond to each of the nine Standards of Practice as they pertain to the Recreation Therapist and the Recreation Therapy Assistant. Tick boxes have been provided as a means of confirming which elements of each standard are being met. A space for comments has been provided at the bottom for notes.

Therapeutic Recreation Ontario waives copyright rights for these forms to be reproduced and/or adapted for use by agencies, individual practitioners, or educators in a variety of ways to monitor performance and adherence to the Standards of Practice. Copyright laws pertain to all other aspects of this document. Examples of how these forms may be used include:

- An agency or department may consider creating a therapeutic recreation practitioner performance appraisal using this format. An appropriate rating scale or evaluation criteria could be developed. Specific skills in need of further development could be identified, and strategies for growth could be developed.
- A therapeutic recreation department or team may consider evaluating their overall adherence to the Standards of Practice within their agency. An appropriate rating scale could be developed to indicate how effectively they are presently performing certain tasks. Strategies and time lines could then be formulated to improve performance related to certain skills that may be rated as in need of further development within their setting.
- Individual practitioners may consider evaluating their personal knowledge and skills related to each of the standards. An appropriate rating scale could be developed to reflect present skill level. Strategies could then be developed to acquire further skills in the areas that may be rated as in need of development.

Therapeutic recreation educators may consider evaluating the knowledge that students are receiving in various courses related to the standards. The checklist could be used to identify in which course individual skills are taught. Any skills not covered within specific academic programs could then be analyzed, evaluated and incorporated into the curriculum.

STANDARDS PERFORMANCE CHECKLIST

1.0 Therapeutic Recreation Assessment

Recreation Therapist Competencies	Recreation Therapy Assistant Competencies
RT Name: _____ Date: _____	RTA Name: _____ Date: _____
<ul style="list-style-type: none"> <input type="checkbox"/> identify information necessary to be collected during therapeutic recreation assessment <input type="checkbox"/> select appropriate assessment tools based on client profile and agency mandate <input type="checkbox"/> use appropriate interview and observational techniques when administering the selected assessment tools <input type="checkbox"/> accurately analyze and interpret results of the assessment tools administered <input type="checkbox"/> communicate therapeutic recreation assessment results with the client, the client's family members, professional team members, and other key support networks <input type="checkbox"/> apply assessment findings to the therapeutic recreation intervention plan 	<ul style="list-style-type: none"> <input type="checkbox"/> use appropriate observational techniques throughout interventions and report pertinent leisure related information to the recreation therapist <input type="checkbox"/> receive regular feedback from the client and/or caregiver(s) and report this information to the recreation therapist in a timely manner
Comments: _____ _____ _____ _____ _____ _____ _____ _____	Comments: _____ _____ _____ _____ _____ _____ _____ _____

STANDARDS PERFORMANCE CHECKLIST

2.0 Therapeutic Recreation Intervention Plan

Recreation Therapist Competencies	Recreation Therapy Assistant Competencies
RT Name: _____ Date: _____	RTA Name: _____ Date: _____
<ul style="list-style-type: none"> <input type="checkbox"/> develop a relevant intervention plan based on an established therapeutic recreation theoretical model <input type="checkbox"/> create client-centred goals based on assessment data and individual learning preferences <input type="checkbox"/> identify measurable outcomes, which relate to client goals <input type="checkbox"/> select appropriate therapeutic recreation interventions that will facilitate goal attainment <input type="checkbox"/> develop outcomes that take into account client profile (diagnosis impact) and external diversity considerations (cultural, economic, geographic, etc.) <input type="checkbox"/> utilize a collaborative model with support networks when establishing the therapeutic recreation intervention plan and the inter-professional care plan <p style="margin-top: 20px;">Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> understand the intervention plan as set out by the recreation therapist and seek clarification as necessary <input type="checkbox"/> provide observational feedback from the interventions to the recreation therapist <p style="margin-top: 20px;">Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

STANDARDS PERFORMANCE CHECKLIST

3.0 Therapeutic Recreation Program Development

Recreation Therapist Competencies	Recreation Therapy Assistant Competencies
RT Name: _____ Date: _____	RTA Name: _____ Date: _____
<ul style="list-style-type: none"> <input type="checkbox"/> implement a client-centred approach to program development <input type="checkbox"/> apply therapeutic recreation intervention based upon a continuum model of care (functional intervention, leisure education, and recreation participation) in program development <input type="checkbox"/> incorporate essential elements necessary to develop a comprehensive program design <input type="checkbox"/> develop and apply appropriate evaluation techniques <input type="checkbox"/> assess and access program resources as required <input type="checkbox"/> develop outcomes that are directly related to the client profile (diagnosis impact) and external diversity considerations (cultural, economic, geographic, etc.) <input type="checkbox"/> collaborate with the client and support networks during therapeutic recreation program development Comments: _____ _____ _____ _____ _____ _____ _____ _____	<ul style="list-style-type: none"> <input type="checkbox"/> apply therapeutic recreation intervention based on the continuum model of care in program development under the supervision of a recreation therapist <input type="checkbox"/> ability to provide input to the recreation therapist that will assist with the development of therapeutic recreation programs <input type="checkbox"/> administer appropriate program evaluation tools under the direction of the recreation therapist <input type="checkbox"/> assist in identifying the need for resources appropriate to the client <input type="checkbox"/> utilize program and community resources <input type="checkbox"/> provide programs and interventions that directly relate to the client profile <input type="checkbox"/> contribute to program development in collaboration with the client and support networks under the direction of the recreation therapist Comments: _____ _____ _____ _____ _____ _____ _____ _____

STANDARDS PERFORMANCE CHECKLIST

4.0 Therapeutic Recreation Program Delivery

Recreation Therapist Competencies	Recreation Therapy Assistant Competencies
RT Name: _____ Date: _____	RTA Name: _____ Date: _____
<ul style="list-style-type: none"> <input type="checkbox"/> deliver programs taking into account the strengths, abilities, and any contraindications imposed by client diagnosis <input type="checkbox"/> initiate and facilitate emergency response procedures in appropriate situations <input type="checkbox"/> incorporate data derived from the therapeutic recreation assessment into program delivery <input type="checkbox"/> apply facilitation techniques and adapt them as required to match the client intervention plan <input type="checkbox"/> identify and access relevant resources to achieve maximum client independence (adaptive devices, financial resources, transportation, etc.) <input type="checkbox"/> facilitate therapeutic recreation programs that acknowledge individual and cultural diversity <input type="checkbox"/> provide therapeutic recreation programs that follow agency budgetary guidelines and the associated procedures <input type="checkbox"/> ensure therapeutic recreation program delivery follows agency policies and procedures <input type="checkbox"/> appropriately utilize support networks to enhance therapeutic recreation program delivery <input type="checkbox"/> intervene, as indicated, to ensure effective group process Comments: _____ _____ _____	<ul style="list-style-type: none"> <input type="checkbox"/> deliver programs taking into account the strengths, abilities and any contraindications imposed by client diagnosis as informed by the recreation therapist <input type="checkbox"/> assist in responding to emergencies according to agency procedures <input type="checkbox"/> apply delivery techniques to match client needs and intervention plan <input type="checkbox"/> deliver therapeutic recreation programs that acknowledge individual and cultural diversity <input type="checkbox"/> deliver therapeutic recreation programs that follow agency budgetary guidelines and the associated procedures <input type="checkbox"/> ensure therapeutic recreation program delivery follows agency policies and procedures <input type="checkbox"/> work effectively with staff, volunteers, students and family members to enhance program delivery <input type="checkbox"/> be adaptable and flexible to encourage effective client participation <input type="checkbox"/> report observations from the interventions to the recreation therapist Comments: _____ _____ _____

STANDARDS PERFORMANCE CHECKLIST

5.0 Therapeutic Recreation Documentation

Recreation Therapist Competencies RT Name: _____ Date: _____	Recreation Therapy Assistant Competencies RTA Name: _____ Date: _____
<ul style="list-style-type: none"> <input type="checkbox"/> document in a manner that meets specific professional, agency, and/or government requirements <input type="checkbox"/> utilize client specific information to form appropriate client-centred outcomes and record progress toward their realization <input type="checkbox"/> identify and record useful data in a clear, professional, and accurate manner <input type="checkbox"/> document behaviourally using agency-specific terminology <p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> identify and communicate useful observations and information in a clear, professional and accurate manner to the recreation therapist <input type="checkbox"/> record workload measurement data as required by the organization <p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

STANDARDS PERFORMANCE CHECKLIST

6.0 Therapeutic Recreation Evaluation

Recreation Therapist Competencies	Recreation Therapy Assistant Competencies
RT Name: _____ Date: _____	RTA Name: _____ Date: _____
<ul style="list-style-type: none"> <input type="checkbox"/> interpret and apply agency and/or government evaluation protocols accurately into therapeutic recreation service delivery <input type="checkbox"/> implement outcome-oriented evaluation measures <input type="checkbox"/> acquire and apply formal and informal information from a variety of sources to the evaluation process <input type="checkbox"/> analyze and interpret evaluation findings <input type="checkbox"/> write evaluation reports <input type="checkbox"/> establish efficacy of therapeutic recreation services based on evaluation results and convey the findings to relevant groups <p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> informally seek input from the client, caregiver(s) and other members of the healthcare team to assist the recreation therapist in the evaluation process <input type="checkbox"/> communicate feedback to the recreation therapist <p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

STANDARDS PERFORMANCE CHECKLIST

7.0 Therapeutic Recreation Research

Recreation Therapist Competencies	Recreation Therapy Assistant Competencies
RT Name: _____ Date: _____	RTA Name: _____ Date: _____
<ul style="list-style-type: none"> <input type="checkbox"/> accurately apply agency and/or government guidelines to therapeutic recreation research initiatives <input type="checkbox"/> utilize suitable research methods to collect quantitative and/or qualitative data <input type="checkbox"/> acquire information from a variety of sources (electronic, printed, support networks, verbal etc.) for research proposals <input type="checkbox"/> analyze research results and incorporate relevant findings within therapeutic recreation service delivery <input type="checkbox"/> establish therapeutic recreation services based on research findings <input type="checkbox"/> communicate findings either by writing in journals or professional newsletters, or verbally in professional forums <p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> apply evidence-based research to professional practice under the direction of the recreation therapist <input type="checkbox"/> obtain and review applicable research <input type="checkbox"/> collect and record research data as directed/requested by the recreation therapist <p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

STANDARDS PERFORMANCE CHECKLIST

8.0 Therapeutic Recreation Professional Development

Recreation Therapist Competencies	Recreation Therapy Assistant Competencies
RT Name: _____ Date: _____	RTA Name: _____ Date: _____
<ul style="list-style-type: none"> <input type="checkbox"/> practice the guidelines and policies as stated in therapeutic recreation literature and documentation (Standards of Practice, Code of Ethics, etc.) <input type="checkbox"/> provide intervention that incorporates and embraces the theories, practices, and philosophies behind therapeutic recreation <input type="checkbox"/> contribute and participate in the development and growth of therapeutic recreation <input type="checkbox"/> provide quality therapeutic recreation services through application of current therapeutic recreation materials obtained through a variety of sources (conferences, courses, research articles, seminars, etc.) <input type="checkbox"/> create, compile, and follow therapeutic recreation policies and procedures <input type="checkbox"/> advocate with other disciplines and support networks regarding the importance and benefits of therapeutic recreation 	<ul style="list-style-type: none"> <input type="checkbox"/> follow self-assessments and performance appraisals to identify personal areas for enhancing knowledge, skills and abilities necessary to perform job responsibilities <input type="checkbox"/> participate in in-services training and staff development sessions <input type="checkbox"/> seek out and pursue educational opportunities <input type="checkbox"/> complete and renew (when necessary) certifications required by national and/or provincial association(s) and organizations of employment <input type="checkbox"/> share new knowledge and skills with colleagues, volunteers, and students <input type="checkbox"/> contribute to the understanding of therapeutic recreation among others (i.e. volunteers, students, allied health professionals) <input type="checkbox"/> contribute to the interprofessional education and interprofessional collaboration of the organization
Comments: _____ _____ _____ _____ _____ _____ _____ _____	Comments: _____ _____ _____ _____ _____ _____ _____

STANDARDS PERFORMANCE CHECKLIST

9.0 Therapeutic Recreation and Community Practice

Recreation Therapist Competencies	Recreation Therapy Assistant Competencies
RT Name: _____ Date: _____	RTA Name: _____ Date: _____
<ul style="list-style-type: none"> <input type="checkbox"/> seek, support, and develop appropriate partnerships with a range of community service providers <input type="checkbox"/> facilitate connections with community services needed for transition to and/or independent participation within the community of the client <input type="checkbox"/> collect and compile data necessary in linking with community resources <input type="checkbox"/> provide intervention in a variety of community settings and/or involve the community within the client's environment <input type="checkbox"/> demonstrate safe and appropriate procedures for accessing the community (transportation, appropriate staff, etc.) <input type="checkbox"/> recruit, maintain, support, and monitor volunteers <input type="checkbox"/> foster mutual respect and open communication to enhance the growth of social networks and informal support mechanisms <input type="checkbox"/> conduct evaluations of community-based programs to ascertain compatibility with individual participant preferences and needs 	<ul style="list-style-type: none"> <input type="checkbox"/> support clients in linking with community services under the direction of the recreation therapist <input type="checkbox"/> support and enhance appropriate partnerships with a range of community service providers <input type="checkbox"/> carry out interventions as directed by the recreation therapist <input type="checkbox"/> demonstrate safe and appropriate procedures for accessing the community in accordance with agency-specific regulations (transportation, appropriate staff, etc.) <input type="checkbox"/> support and monitor volunteers
Comments: _____ _____ _____ _____ _____ _____ _____ _____	Comments: _____ _____ _____ _____ _____ _____ _____ _____