



ESSENTIAL COMPETENCY FRAMEWORK FOR THERAPEUTIC RECREATION

Effective 2015

TRO Mailing Address
850 King St W, Suite 20
Oshawa ON L1J 8N5

ESSENTIAL COMPETENCY FRAMEWORK FOR THERAPEUTIC RECREATION (2015)

TABLE OF CONTENTS

INTRODUCTION	2
CORE VALUES	3
COMPETENCY DIMENSIONS	4
1.0 THERAPEUTIC RECREATION ASSESSMENT	5
2.0 THERAPEUTIC RECREATION INTERVENTION PLAN	7
3.0 THERAPEUTIC RECREATION PROGRAM DEVELOPMENT	9
4.0 THERAPEUTIC RECREATION PROGRAM DELIVERY	10
5.0 THERAPEUTIC RECREATION DOCUMENTATION	12
6.0 THERAPEUTIC RECREATION EVALUATION	14
7.0 COMMUNITY PRACTICE	15
8.0 THERAPEUTIC RECREATION RESEARCH	16
9.0 COMMUNICATION AND INTERPROFESSIONAL COLLABORATION	17
10.0 PROFESSIONAL ACCOUNTABILITY	19
11.0 PROFESSIONAL DEVELOPMENT	21

ESSENTIAL COMPETENCY FRAMEWORK FOR THERAPEUTIC RECREATION (2015)

INTRODUCTION

The Essential Competency Framework for Therapeutic Recreation is designed to serve as a foundation for the scope of Therapeutic Recreation education within the province of Ontario. This document compliments the Therapeutic Recreation Ontario (TRO) Standards of Practice and articulates competencies necessary to practice as a Therapeutic Recreation professional in Ontario. The performance indicators within each competency are dynamic, and will continue to grow and change as the field evolves. The performance criteria have been designed to measure student skills and competence and were created using the Standards of Practice for the Therapeutic Recreation profession (Therapeutic Recreation Ontario, 2012) as a foundation and guide.

The goal of this guide is to outline the minimum standards and competencies to be acquired over the course of one's academic training. Upon graduation, each student is expected to meet these competencies and ultimately practice within them under the values, and guiding principles of the TRO Standards of Practice. Adherence to the Essential Competency Framework for Therapeutic Recreation will promote a standard of quality education for students, while strengthening the field of Therapeutic Recreation.

The Essential Competency Framework is an outcome-based, client-focused functional framework based on 11 units of competency. The Framework assists in guiding the development of TR education, facilitating evaluation of TR practice, and identifying competency areas requiring further development. This tool has been developed for educators to ensure consistency in foundational knowledge required to provide competent, safe practice.

Educational institutions are encouraged to review each competency and corresponding performance indicator to determine if it is addressed within the Therapeutic Recreation curriculum. If yes, is the performance indicator addressed through a course (CB – course-based), a placement (P), an assignment (A), and/or a field trip (FT). Submission of supporting course documentation will be required to further outline the essential content taught within each educational institution's curriculum.

CORE VALUES

The following statements reflect the values and beliefs upon which therapeutic recreation education 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 a 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 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 in relationships with clients, the team, and in the workplace.

COMPETENCY DIMENSIONS

1. Assessment
2. Intervention Plan
3. Program Development
4. Program Delivery
5. Documentation
6. Evaluation
7. Community Practice
8. Research
9. Communication and Interprofessional Collaboration
10. Professional Accountability
11. Professional Development

COMPETENCY

- Provides specific explanations of the knowledge, skills, and judgment necessary for a student to gain over the course of their academic training.

PERFORMANCE INDICATORS

- Provide specific behavioural descriptions of the competencies to be demonstrated by a student over the course of their academic training.
- Addressed? Y(yes) or N (no)
- How? CB – course-based; P – placement; A – assignment; F – field trip

** Person seeking service from a Therapeutic Recreation Professional is herein referred to as “a client”.*

1. ASSESSMENT: Student understands how to engage in a systematic approach to identify a client's individual strengths, needs and interests to determine an intervention plan.

Competency 1.1: Student understands the collaborative process involved in assessment whereby the therapeutic recreation professional collects and reviews comprehensive information relevant to a client's leisure lifestyle to determine goals for therapeutic recreation intervention.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Meeting with clients to discuss level of functioning, leisure interests and skills, participation patterns, leisure awareness, needs, attitude, motivation, values, barriers, and/or other relevant information.		
b. Obtaining necessary supplementary information about a client from secondary sources, when appropriate, and with the client's consent (e.g., health records, care practitioners, professional colleagues, family, and/or other support networks).		
c. Reviewing information related to a client's prior leisure lifestyle, functional abilities, and social involvement.		
d. Identifying associated health and social factors and environmental demands affecting a client's well-being and leisure involvement (e.g., emotional, spiritual, cultural, physical, and financial).		

Competency 1.2: Student understands the purpose and use of tools and techniques used within the assessment process.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Selecting assessment methods and measures based on best available evidence and uses them within a client-centred approach (e.g., structured interview, standardized assessment tools, observation, information from others, chart review).		
b. Informing a client of the nature and purpose of assessment as well as any associated risks whenever applicable.		
c. Safely administering standardized assessment tools and/or agency assessment(s) using valid approaches and measures, taking into account known indications, guidelines, limitations and risk-benefit considerations.		
d. Monitoring a client for significant changes during the course of the assessment.		
e. Providing a client with opportunities to ask questions and voice concerns throughout the assessment process.		

f. Recording and managing client information for the purposes of individual case management, quality assurance, and goal attainment.		
--	--	--

Competency 1.3: *Student understands the process of analyzing assessment data.*

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Gathering data to understand the nature and extent of a client's functional and leisure abilities and overall needs.		
b. Understanding a client's strengths, motivation, and impairments and disabilities, environmental supports and potential barriers to participation.		
c. Interpreting and reviewing assessment findings and discussing potential goals in collaboration with a client.		

2. INTERVENTION PLAN: Student understands how to integrate specific strategies and modalities based on assessment results in order to formulate an individual intervention plan.

Competency 2.1: Student understands the process of developing an individualized intervention plan that is goal-focused, outcome oriented and client-centred.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Developing intervention goals and objectives based on assessment results that are specific, measurable, action oriented, realistic and time specific.		
b. Selecting interventions that are consistent with a client's goals, available therapeutic recreation resources and best practice.		
c. Determining the level of client support necessary to achieve meaningful involvement in these interventions.		
d. Creating an evaluation plan to determine the effectiveness of the interventions and achievement of client outcomes.		

Competency 2.2: Student understands the importance of collaborating with clients and relevant care providers to establish a client-specific intervention plan.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. The contributions that clients and their relevant support networks (e.g., family, interdisciplinary team, support agencies, etc.) play in developing a meaningful client-specific intervention plan.		
b. Providing information and answers to a client's questions in a truthful, objective, sensitive, empathic, and respectful manner.		
c. Referring to appropriate professionals to answer the client's questions that are beyond the scope of practice for therapeutic recreation.		
d. Providing appropriate information to assist a client in making informed decisions about therapeutic recreation services (e.g., uses language understood by a client, information may include the purpose and effect of proposed interventions, potential risks, the anticipated frequency, duration and cost of service, and relevant research literature, provides information to the client's family members and/or other support networks to assist in decision making, provides reason for a referral).		
e. Providing a client sufficient time and privacy to make informed decisions.		
f. Ensuring a client provides informed consent in accordance with legislation and/or agency policy prior to finalizing the therapeutic intervention plan.		

Competency 2.3: <i>Student understands the process of selecting interventions that facilitate client goal attainment</i>		
Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Selecting interventions utilizing activity analysis, knowledge of therapeutic recreation modalities and their associated benefits to meet client's needs.		
b. Determining appropriate adaptations, modifications, and /or assistive technology as required to facilitate client involvement and attainment of outcomes.		

3. PROGRAM DEVELOPMENT: Student understands the systematic, leisure-based and client-centred approach used in the design and development of therapeutic recreation programs and services.

Competency 3.1: Student understands the process of designing comprehensive and specific therapeutic recreation programs using a continuum model of service delivery, and providing clients with a range of opportunities for functional intervention, leisure education and recreation participation.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Utilizing appropriate evidence-based practices and innovation in developing therapeutic recreation programs.		
b. Developing program protocols and proposals for individual and/or group sessions that include the program purpose, goals with outcome oriented objectives, and evaluation criteria for each program.		
c. The various types of therapeutic recreation modalities and facilitation techniques used within a continuum model of service delivery.		
d. Methods to assess and access program resources and incorporate them into interventions as necessary.		
e. Determining relevant client supports in relation to functioning (e.g., nutrition, physical, communication, health, etc.).		
f. Developing appropriate evaluation techniques to determine effectiveness of client supports and specific programs.		

Competency 3.2: Student understands how to identify potential risks during program development and ways to take action to minimize risks.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Identifying risk management practices that minimize client risk (e.g., infection control, hygiene, equipment maintenance, dietary restrictions, environmental audit, etc.).		

4. PROGRAM DELIVERY: Student understands how to ensure the delivery of client-centred, leisure-based programs are responsive and reflective of client’s strengths and interests.

Competency 4.1: Student understands the process of delivering diverse therapeutic recreation opportunities and programs using available resources.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Demonstrating the ability to use various intervention/facilitation techniques in program delivery with the intention of maximizing therapeutic benefit to client (e.g., stress management, relaxation techniques, role modeling, reflective listening, group programming, and leisure education).		
b. Demonstrating knowledge of individual/group processes and leadership principles.		
c. Demonstrating understanding of the relationship between a client intervention plan and interventions chosen to achieve client goals.		
d. Facilitating programs taking into account strengths, abilities, barriers, and any contraindications related to a client’s diagnosis and/or functional abilities.		
e. Utilizing internal and external resources to enhance therapeutic recreation program delivery (e.g., budget, grants, space, staff, student and volunteer supports, interprofessional collaboration, etc.).		
f. Providing programs that are appropriate, respectful and value individual needs and cultural diversity.		
g. Providing the necessary adaptations or modifications to maximize client participation and independence.		

Competency 4.2: Student understands how to deliver therapeutic recreation programs that ensure client safety.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Ensuring program delivery follows agency policies and procedures, and monitors and addresses safety concerns throughout the interventions.		
b. Verifying that equipment used is in safe working order and adheres to organizational maintenance requirements.		
c. Following appropriate infection control and hygiene protocols.		

Competency 4.3: Student understands how to support and provide direction to personnel involved in the delivery of therapeutic recreation services including other Recreation Therapy staff, volunteers, and students.		
Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Assigning tasks appropriately to competent personnel acting within established organizational and legislative guidelines (e.g., privacy and confidentiality).		
b. Developing, delivering and evaluating orientation and training programs as required for support personnel.		
c. Assessing performance of personnel involved in the delivery of therapeutic recreation services.		
d. Ensuring timely and accurate record keeping for personnel or students under the therapeutic recreation professional's supervision that complies with professional, organizational, and legislative requirements.		

5. DOCUMENTATION: Student understands the importance of communicating assessment, intervention plan, and client progress to a client, caregiver(s), and relevant professional colleagues/stakeholders.

Competency 5.1: Student understands how to document in a manner that meets specific professional, agency, and/or government requirements.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Completing documentation using agency specific terminology and standards.		
b. Summarizing a client's involvement in the intervention by including items such as frequency, duration, nature of participation, etc.		
c. Including periodic reviews and client updates.		

Competency 5.2: Student understands how to systematically record and access accurate, objective and relevant information about a client and general therapeutic recreation services.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Developing, maintaining and participating in the maintenance of information systems that support the key roles of therapeutic recreation professionals in recording relevant client outcomes (e.g., intake systems, referral sources, documentation and record keeping, chart audits, workload measurement, policies and procedures, outcome evaluation systems etc.).		
b. Maintaining a complete therapeutic recreation service record for each client that meets specific professional, agency, and/or government requirements.		
c. Retaining client records as required by agency, professional and legislative standards.		
d. Maintaining required records regarding equipment service and repair.		
e. Ensuring any record keeping assigned to personnel or students under their direction or supervision, complies with professional practice standards and/or legislative requirements.		
f. Producing timely and legible reports using plain and concise language.		

Competency 5.3: Student understands the importance of maintaining confidentiality and security in the transmission, storage and management of client information.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Adhering to legislative and agency policies and procedures for the management of information.		
b. Acting to anticipate and minimize risks to security, privacy and confidentiality of information (e.g., in-person discussions, telephone, or through e-mail).		

6. EVALUATION: Student understands how to analyze the impact of program and service delivery with respect to client-centred and operational outcomes.

Competency 6.1: Student has the ability to identify whether the client's goals and objectives are achieved based on outcome-oriented measures.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Ongoing review of a client's therapeutic recreation intervention plan to review client goals and objectives.		
b. Reviewing client progress notes in relation to outcomes of planned intervention.		
c. Utilizing formal and informal measures as a part of client outcome evaluation process (e.g., client or caregiver interviews, use of outcome-oriented evaluation measures etc.).		
d. Discussing client progress and outcomes related to therapeutic recreation goals with interdisciplinary team members.		
e. Identifying areas, if any, where modifications would benefit a client in achieving identified goals and outcomes.		
f. Terminating therapeutic recreation interventions where goals have been achieved.		

Competency 6.2: Student has the ability to identify the quality, effectiveness, and/or outcomes of a therapeutic recreation program and will apply findings for decision making purposes.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Utilizing systematic methods to obtain stakeholder feedback about quality of service.		
b. Interpreting information gathered formally and informally about program outcomes that guide decisions regarding program modifications (e.g., budget requirements, attendance, resource allocations etc.).		
c. Communicating plans to modify programs as a result of evaluation to necessary stakeholders.		

7. COMMUNITY PRACTICE: Student understands how to create and support opportunities for client involvement in and connection to a wide range of services and resources in the community.

Competency 7.1: Student has the ability to identify, support and develop appropriate partnerships with a range of community service providers to support client leisure needs.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Demonstrating knowledge of protocols to access community opportunities (e.g., consent forms, intake assessment, relevant medical information, membership criteria etc.).		
b. Demonstrating that safe and appropriate procedures for client access to community services are integrated into the intervention plan.		
c. Identifying community programs that support the therapeutic recreation model of service delivery.		

Competency 7.2: Student has the ability to develop intervention plans that are based on knowledge of approaches for inclusion.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Evaluating the suitability of community-based programs to ensure compatibility with individual client's preferences and needs (e.g., opportunity to enhance social networks, develop alternative support mechanisms, minimize barriers, support strengths, and allow for skill development)		

Competency 7.3: Student understands how to recruit and retain volunteers and establish community connections and opportunities.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Collaborating effectively with professionals responsible for volunteer recruitment in workplace settings.		
b. Actively maintaining communication networks in the community with voluntary organizations and others.		

8. RESEARCH: Student understands the benefits of a planned systematic analysis of the components that comprise therapeutic recreation services, which may include both qualitative and quantitative measures.

Competency 8.1: Student has knowledge of the resources necessary to develop comprehensive research proposals.		
Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Identifying therapeutic recreation, allied health and leisure journals.		
b. Identifying methods of accessing applicable information and research relevant to therapeutic recreation.		
c. Demonstrating a thorough understanding of ethical guidelines related to research.		
d. Collaborating with necessary stakeholders (e.g., academic partners, clinical evaluation experts, sponsors, ethicist, organization committees etc.) to facilitate the development of proposals.		
e. Accurately applying agency or government guidelines to therapeutic recreation research initiatives (e.g., obtaining consent, confidentiality, etc.)		

Competency 8.2: Student understands a variety of research methods and statistical techniques.		
Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Identifying and utilizes suitable research methods to collect qualitative and/or quantitative data.		

Competency 8.3: Student has the knowledge and skills to effectively communicate research findings.		
Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Understanding and utilizing procedures to compile research data to disseminate findings to all relevant stakeholders.		
b. Publishing findings in professional journals, agency publications and professional newsletters.		
c. Presenting findings in professional forums such as workshops, education seminars and/or conferences.		

Competency 8.4: *Student understands the impact of research on therapeutic recreation service delivery and its direct link to demonstrating efficacy.*

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Identifying how research outcomes influence best practices.		
b. Utilizing research findings to support the development of programs and services.		

9. COMMUNICATION AND INTERPROFESSIONAL COLLABORATION: Student understands how to communicate effectively with clients, key stakeholders and professionals to collaborate and coordinate services.

Competency 9.1: Student understands how to establish and maintain effective and professional communication with clients, professional colleagues and relevant others.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Utilizing communication strategies to educate and motivate client to participate in therapeutic recreation services.		
b. Building rapport and trust in client-professional and interprofessional relationships.		
c. Employing appropriate and effective means of communication relevant to the situation (e.g., verbal, non-verbal, visual and written communication such as interprofessional consultation, electronic messaging and social media, documentation)		
d. Understanding and maintaining professional boundaries in a client-professional relationship.		
e. Building and maintaining therapeutic relationships with clients by disclosing conflicts of interest.		
f. Actively seeking the perspective of others in order to serve a client's best interest.		
g. Demonstrating understanding of styles of communication and the impact on professional relationships.		
h. Communicating with respect and dignity.		

Competency 9.2: Student understands how to use culturally relevant client-centred principles in the communication process.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Utilizing culturally diverse client-centred principles.		
b. Adapting communication styles as appropriate to ensure open, honest and clear communication.		
c. Supporting and facilitating reciprocal communication.		
d. Sharing appropriate knowledge with clients, peers and colleagues.		

Competency 9.3: Student understands effective collaboration and interprofessional teamwork.		
Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Understanding the roles of allied health professionals to facilitate interprofessional collaboration.		
b. Collaborating with interprofessional team members to identify and achieve client goals and outcomes throughout the intervention planning process.		
c. Consulting/sharing information, provided client consent is obtained, with other health professionals in a manner that is clear, concise, professional, and appropriate to the situation.		
d. Communicating with client and relevant others about service completion.		
e. Collaborating with interprofessional team members to implement shared programs and services as appropriate to meet common client goals.		

10. PROFESSIONAL ACCOUNTABILITY: Student understands the importance of practicing in a safe and ethical manner.

Competency 10.1: Student understands the scope of professional services within the field of therapeutic recreation.		
Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Understanding the standards of practice (TRO) and their implications for practice settings.		
b. Keeping abreast of potential changes in practice settings that affect scope of practice.		
c. Defining overlaps in scope of practice with other professions and care providers.		
d. Providing services within scope of practice and personal competence.		
e. Demonstrating understanding of a range of organizational policies and procedures and application to area(s) of practice.		

Competency 10.2: Student understands TRO's Code of Ethics, professional obligations and any applicable legislation that may impact practice and conduct.		
Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Adhering to TRO's Code of Ethics (2007)		
b. Compiling and completing applications for TRO Registration and/or NCTRC certification.		
c. Engaging in process of evaluating one's own practice incorporating essential competencies.		
d. Complying with relevant consent and privacy legislation.		
e. Maintaining student membership in TRO and other relevant professional associations.		
f. Integrating Standards of Practice for Therapeutic Recreation (Therapeutic Recreation Ontario, 2012) in delivery of therapeutic recreation services.		
g. Understanding the obligation to take action to report unsafe, unethical or incompetent therapeutic recreation practice.		
h. Referring a client to another professional when required services are beyond own personal and professional abilities.		

Competency 10.3: Student understands how to integrate theoretical knowledge within area(s) of practice		
Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Demonstrating understanding of the importance of the leisure experience and its impact on quality of life.		
b. Demonstrating practice that integrates knowledge of therapeutic recreation models of service delivery and theoretical approaches in area(s) of practice.		
c. Demonstrating practice that integrates knowledge of populations and efficacy-based practice relevant to service delivery (e.g., best practices, practice guidelines).		

11. PROFESSIONAL DEVELOPMENT: Student understands the value of continuous learning that supports professional practice and skill development.

Competency 11.1: Student understands the value in seeking opportunities which expand one's knowledge, skills, and abilities in therapeutic recreation service delivery and practice.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Participating in performance reviews to identify personal areas of development and continuous learning.		
b. Seeking support needed to participate in professional development opportunities.		
c. Participating in educational courses, workshops or conferences with goals and content that support professional development plans and TRO's Standards of Practice for Therapeutic Recreation (Therapeutic Recreation Ontario, 2012).		
d. Retaining a record of participation in continuous learning activities.		
e. Finding opportunities to share new knowledge with colleagues, students, and volunteers.		
f. Engaging in a process to identify personal strengths and professional limitations that may impact professional practice.		

Competency 11.2: Student understands the value in participating in training and staff development opportunities related to direct and indirect client care in one's employment setting.

Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Obtaining certifications and credentials required by agencies. (e.g., TRO registration, Standard First Aid/CPR, National Lifeguard Service certification, "F" Class Driver's License, nonviolent crisis intervention training, lifts and transfers training).		
b. Seeking out learning opportunities related to role (e.g., client group served, role/function of interdisciplinary team, communication and problem solving within teams, function of the health care system/trends, program specific systems, and agency policy changes).		
c. Developing, leading, collaborating and participating in initiatives that support service delivery (e.g., interprofessional collaboration, in-service education, e-learning modules, and committee participation).		

Competency 11.3: Student understands the value of participating in activities for the advancement of the field of therapeutic recreation.		
Performance Indicators: Student gains knowledge of and experience in:	Addressed? - Y/N	How? - CB, P, A, FT
a. Participating in aspects of research aimed at advancing the field of therapeutic recreation.		
b. Participating in committee work that promotes therapeutic recreation practice (e.g., Therapeutic Recreation Awareness Month Committee).		
c. Facilitating opportunities to promote therapeutic recreation practice (e.g., newsletters, interviews, public relations etc.).		
d. Remaining informed of professional associations and organizations activities at a local, provincial and/or national level (e.g., Toronto Therapeutic Recreation Network, Therapeutic Recreation Ontario, Canadian Therapeutic Recreation Association).		
e. Sharing practice experience(s) with colleagues at formal and informal forums (e.g., conferences, seminars, meetings, panels).		
f. Seeking out avenues for mentorship and further training within work settings.		