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Standards of Practice for Recreation as a Therapy and Service

**Nova Scotia Recreation Professionals in Health (NSRPH) &
Therapeutic Recreation Association of Atlantic Canada
(TRAAC)**



06

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A Word from the Joint Standards Committee...

We undertake this collaboration in recognition that both professional organizations are striving to develop Standards of Practice for their respective membership. This collaboration will build upon the work previously completed by Nova Scotia Recreation Professionals in Health. This joint effort will result in one set of Standards of Practice for Recreation as a Therapy and a Service both in Nova Scotia and other Atlantic provinces served by TRAAC. It is with this vision in mind that we come together to propose Standards that support the practices of our memberships.

Nova Scotia Recreation Professionals in Health and Therapeutic Recreation Association of Atlantic Canada recognize:

- Standards of Practice are a foundation for service.
- Various position descriptions have differences in accountability within the Standards.
- Governance for the Standards is the responsibility of the individual organization.
- The joint standards **will not** be sold.
- The Standards will be a joint property; any future changes will be by agreement of both organizations. Two members from each organization would form a working committee to review the proposed changes. If there is **no agreement** on the proposed change an addendum to the Standards could be used.
- Any group, organization, or individual within the practice of Recreation as a Therapy or Service that wishes to adopt the Standards may do so.
- Any group, organization, or individual within the practice of Recreation as a Therapy or Service that wishes to change the Standards are asked to not change the Standards but to use addendums.

Joint Standards Committee

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Position Descriptions

Recreation Level I – Recreation Programmer

The Recreation Level I, works in the field of health care whose responsibilities are of an assisting in nature. The individual works with the Level II, Level III, and Level IV to administer recreation services. The Recreation Level I has basic knowledge of Therapeutic Recreation principles, techniques, and methods. The individual works under the supervision of a Recreation Level II, III, or IV. The individual has a membership with either Nova Scotia Recreation Professionals in Health or Therapeutic Recreation Association of Atlantic Canada.

As a minimum, the Recreation Level I requires a Community College Diploma in Recreation. The type and level of Supervision exercised is in an assisting capacity.

Recreation Level II – Recreation Programmer II

The Recreation Level II, works in the field of health care whose responsibilities are in planning, implementing, and evaluating recreation services. In smaller organizations, the Recreation Level II may also be responsible for managerial tasks. The Recreation Level II has knowledge of Therapeutic Recreation principles, techniques, and methods. The individual has a membership with either Nova Scotia Recreation Professionals in Health or Therapeutic Recreation Association of Atlantic Canada.

As a minimum, the Recreation Level II requires a Diploma in Therapeutic Recreation or a Degree in Recreation. He/she may supervise volunteers and/or student placements depending on the organization's structure. The type and level of Supervision exercised is direct supervision of volunteers, student placements and staff.

Recreation Level III – Recreation Therapist

The Recreation Level III, works in the field of health care whose responsibilities are in assessing, planning, implementing, and evaluating comprehensive and diversified recreation therapy programs and services according to the client's needs and interests. The Recreation Level III will work with clients and provide individual and group programs to achieve the client's desired goals. The Recreation Level III may supervise the Recreation Level I or Level II, volunteers and/or student placements depending on the organization's structure. The individual has a membership with either Nova Scotia Recreation Professionals in Health or Therapeutic Recreation Association of Atlantic Canada.

The individual requires a Degree in Therapeutic Recreation with certification in the field of Therapeutic Recreation from the National Council for Therapeutic Recreation Certification.

Recreation Level IV – Manager of Recreation Services

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

The individual participates in the facility's administrative team to decide policies, priorities, strategic planning, allocation of resources and general issues. The individual may be responsible for directing all aspects of volunteer management as it relates to the facility including the recruitment, selection, placement, orientation, training, supervision, evaluation and discipline of volunteers to enhance the resident's quality of life. The individual has a membership with either Nova Scotia Recreation Professionals in Health or Therapeutic Recreation Association of Atlantic Canada.

The Recreation Level IV requires a Degree in Recreation or Therapeutic Recreation, preferably with some recognized courses in Management.

** These Position Descriptions are applicable to NSRPH membership as denoted through their classification process.

Standard 1: Organization

The organization Standard outlines the written policies, procedures and functions that guide the provision of Recreation/Leisure Studies.

The Organization Standard determines:

- 1.1. the structure and functions of the department and the recreation/leisure professional
- 1.2. a strategic plan including goals and objectives
- 1.3. a written description of the principle functions of the department
- 1.4. the appropriate policies and procedures on the usages of the facility, equipment and necessary resources

The Organization Standard is:

- 2.1. congruent with the overall vision and mission of the organization
- 2.2. a written philosophy that is essential to the delivery of recreation/leisure services and congruent with the organization's philosophy
- 2.3. a written mission that reflects and incorporates the overall mission of the organization
- 2.4. consistent with the overall policies and procedures of the facility

The Organization Standard uses:

- 3.1. a written plan describing the functions of the Recreation/Leisure Department
- 3.2. a position description to outline the roles and responsibilities of the Recreation/Leisure Professional
- 3.3. a written organizational plan describing human resources which may include volunteers and student placements
- 3.4. a policy and procedures manual to provide directions in service delivery to the Recreation/Leisure professional that includes:
 - clinical documentation
 - program outlines
 - safety/risk management areas including transportation, program set-up and program delivery
 - staff orientation
 - staff development and continuing education
 - mechanisms for regular review, communication and compliance
- 3.5. an organizational chart identifying communication and compliance relationships both on a departmental and facility-wide level and demonstrates the role of Recreation/Leisure staff in relation to other disciplines.

The Recreation Level I has the competence and/or knowledge to:

- adhere to the department's policies, procedures and functions
- interpret the organizational chart, philosophy and mission statement
- understand the role of Recreation/Leisure Services within the organization

In addition, the Recreation Level II has the competence and/or knowledge to:

- interpret all organization's policies and procedures
- communicate the intention of policies and procedures to the client, staff, volunteers, student placements, family and any other stakeholder

In addition, the Recreation Level III has the competence and/or knowledge to:

- review and revise organization policies, procedures and guidelines as they relate to Therapeutic Recreation Theories, principles and practices

In addition, the Recreation Level IV has the competence and/or knowledge to:

- adhere to policies applicable to materials' management and labour agreements
- co-ordinate and administer all aspects of organizational policies, procedures and guidelines

Standard 2: Leisure Assessment

The Recreation/Leisure Professional is responsible for the completion of the individual assessment. The content of the assessment will be reflective of the position description of the professional (see Appendix).

The Leisure Assessment determines:

- 1.1 the client's interests, needs, abilities and strengths
- 1.2 challenges impacting the client's functional abilities
- 1.3 the client's social and lifestyle history
- 1.4 a benchmark to measure the client's goals/outcomes as it relates to leisure
- 1.5 the most appropriate plan of action to achieve goals/outcomes and client satisfaction

The Leisure Assessment is:

- 2.1 a leisure profile of the client
- 2.2 a framework for documentation
- 2.3 a consistent, ongoing process
- 2.4 a communication tool
- 2.5 a baseline for service delivery

The Leisure Assessment uses:

- 3.1 the client, the family and other relevant stakeholder participation through informed consent
- 3.2 a variety of methods to gather information for the assessment; the client, the family and other related stakeholders
- 3.3 an individualized and thorough process to collect pertinent and accurate information
- 3.4 an interdisciplinary approach to gain insights into the abilities of the client

Applying this standard:

The Recreation Level I has the competence and/or knowledge to:

- interpret and adhere to departmental/organizational policies, procedures and charting standards as it relates to assessment
- collect relevant information required for a leisure history aimed primarily at establishing leisure interests
- communicate program rationale, goals, benefits and expected outcomes to the appropriate client, family members and the interdisciplinary team
- support an interdisciplinary approach
- document findings in accordance with departmental/organizational charting standards

In addition, the Recreation Level II has the competence and/or knowledge to:

- establish goals and objectives on the leisure assessment
- understand the impact of various health conditions

In addition, the Recreation Level III has the competence and/or knowledge to:

- apply a variety of interview and observational techniques to obtain the necessary information for a holistic approach to assessment
- select appropriate standardized assessment tools in the areas of functional assessment, leisure assessment and leisure interest inventory based on the client population and individualized needs
- document, analyze and interpret all information gathered throughout the assessment process
- integrate and summarize the assessment results as the baseline for developing clear and concise outcomes
- develop an intervention plan based on assessment findings that incorporates an interdisciplinary team approach
- apply knowledge of various health conditions to the selection of appropriate assessment tools and the development of an individualized intervention plan
- establish a process for evaluation of the client's action plan through ongoing assessment and revised action plans

In addition, the Recreation Level IV has the competence and/or knowledge to:

- select appropriate evaluation criteria and communicate the results to the appropriate clients, family and other related stakeholders

Standard 3: Intervention Plan

The intervention plan is based on the information collected during the assessment process.

The Intervention Plan determines:

- 1.1 an outline of specific strategies based on assessment information
- 1.2 individualized goals and objectives for the short-term, long-term and discharge
- 1.3 appropriate program placement, frequency of involvement and support needs
- 1.4 dates monitoring progress, evaluation and reassessment

The Intervention Plan is:

- 2.1 reflective of the client's assessed interests, needs, abilities and strengths
- 2.2 a written individualized plan that is goal-oriented and developed in collaboration with the client, the family and other related stakeholders
- 2.3 developed in collaboration with the interdisciplinary team
- 2.4 consistent with the overall care plan and documented in the client's health record
- 2.5 revised and evaluated on an ongoing basis

The Intervention Plan uses:

- 3.1 the client, the family and other related stakeholder participation through informed consent
- 3.2 the client's Leisure Assessment including goals and preferences
- 3.3 a monitoring process to adapt the plan as required to achieve individual client goals and objectives
- 3.4 a measurable process for the continuation of service

Applying this standard:

The Recreation Level I has the competence and/or knowledge to:

- work collaboratively to achieve common client goals
- communicate observations related to established goals and objectives
- demonstrate an understanding of the intervention plan
- appropriately implement aspects of the intervention plan
- document pertinent information in accordance with charting standards

In addition, the Recreation Level II has the competence and/or knowledge to:

- develop goals and objectives that are outcome based and program specific
- work collaboratively with the interdisciplinary team to achieve common goals

- review, evaluate and modify goals and objectives
- communicate the goals and objectives to the client, the family and relevant stakeholders as appropriate

In addition, the Recreation Level III has the competence and/or knowledge to:

- develop the intervention plan
- develop outcome-based goals and objectives that consider individual social, cultural, attitudinal and environmental influences
- apply strategies that consider client diagnosis, possible contraindications and necessary precautions
- collaborate, provide, and/or direct client's intervention plan when working within interdisciplinary teams
- communicate the intervention plan to the client, the family, next-of-kin and relevant stakeholders as appropriate
- review, evaluate and modify the intervention plan

In addition, the Recreation Level IV has the competence and/or knowledge to:

- demonstrate accountability for staff performance evaluations with respect to completing documentation related to the intervention plan in accordance with departmental and agency standards

Standard 4: Program Development

Program development guides the Recreation/Leisure Professional in selecting the appropriate programs to meet individual and group needs.

Program Development determines:

- 1.1 and reflects the needs analysis of the client population
- 1.2 program outlines, which consist of, program purpose, description, directives, target population, goals, expected outcomes, equipment/resource requirements and evaluation methods
- 1.3 that program(s) are suitable and attainable to assist in achieving the client's goals and objectives

Program Development is:

- 2.1 a framework for service delivery
- 2.2 a guide for clients and Recreation/Leisure Professionals to select programs
- 2.3 a means to evaluate the validity of the program
- 2.4 a means to ensure accountability for creating the program

Programs Development uses:

- 3.1 a systematic process to incorporate the client's interests, needs, abilities and strengths to develop specific program outlines that are based on the intervention plan
- 3.2 other members of the care team to assist and support the continuous development of programs for the changing needs of clients
- 3.3 other care team disciplines' support and feedback to continuously develop programs suitable for the changing needs of the client

Applying this standard:

The Recreation Level I has the competence and/or knowledge to:

- participate in a needs analysis of the population
- determine program requirements including equipment, supplies, financial and human resources, physical space, facilities, population and community resources
- understand the role of other disciplines and their relationship to recreation/leisure program development
- collect, monitor and document program participation statistics in any program
- organize work in a time effective manner so as to complete all required elements of program planning

In addition, the Recreation Level II has the competence and/or knowledge to:

- understand the use of documentation and outcome measures

- write program descriptions
- gather program enhancements such as community resources, resident/family council, professional associations and other health care sector resources
- understand the implication of primary and secondary diagnosis within the client population (ie. Strengths and abilities in addition to contraindications) on recreation/leisure program development

In addition, the Recreation Level III has the competence and/or knowledge to:

- facilitate the needs analysis of the client population
- articulate program rationale, goals, benefits, expected outcomes, etc. to the appropriate client, family, staff and administration

In addition, the Recreation Level IV has the competence and/or knowledge to:

- operate programs within assigned budget by using approved organization budgeting procedures

Standard 5: Program Delivery

Program Delivery is a method for Recreation/Leisure program facilitation.

Program Delivery determines:

- 1.1 the size of the group (individual, small group, or large group program)
- 1.2 that the desired outcome is directly related to the client's social, physical, spiritual, emotional and intellectual program desires

Program Delivery is:

- 2.1 reflective of the assessed needs, interests, abilities and strengths of the client
- 2.2 a contribution to the overall service delivery plan
- 2.3 responsive to the needs of the population as a whole

Program Delivery uses:

- 3.1 a variety of social, physical, spiritual, emotional and intellectual programs
- 3.2 a variety of goal-oriented programs to assist in achieving the client's identified goals
- 3.3 goal oriented programs as specified in the program development plan
- 3.4 community resources as appropriate

Applying this standard:

The Recreation Level I has the competence and/or knowledge to:

- recommend modification to the program to meet individual needs
- to deliver individual and group programs
- promote and advertise programs
- use sound judgment to provide a safe program
- properly manage time and resources to ensure safety of programs through risk management practices
- facilitate a variety of Recreation/Leisure programs
- adhere to facility policy and procedures as it relates to program delivery
- implement individual and group programming
- acquire necessary supplies and equipment to deliver programs
- manage volunteers and other human resources

In addition, the Recreation Level II has the competence and/or knowledge to:

- lead programs and motivate client participation

- plan, communicate, deliver and evaluate programs
- monitor and document client's progress
- provide feedback to the client, the care team and appropriate stakeholders on the client(s) progress
- review the client's care plan and how it affects program delivery
- identify and remove barriers to provide accessible programs

In addition, the Recreation Level III has the competence and/or knowledge to:

- understand how the client's needs, interests, abilities and strengths impact the program delivery

In addition, the Recreation Level IV has the competence and/or knowledge to:

- schedule staff
- manage program, financial and human resources

Standard 6: Client Documentation

Documentation provides an accountable record of the Recreation/Leisure Services and contribution provided to the total care plan for the individual client.

Documentation determines:

- 1.1 effectiveness in achieving program and client goals
- 1.2 professional accountability
- 1.3 compliance with administrative requirements

Documentation is:

- 2.1 a timely record of assessment results, treatment plans, progress and discharge/referral summaries
- 2.2 a measure of the effectiveness of established client and program goals
- 2.3 an effective communication tool
- 2.4 consistent with departmental and agency policies, procedures and standards

Client Documentation uses:

- 3.1 accurate and consistent terminology as it relates to organization protocol
- 3.2 a process for analyzing client's goals and objectives

Applying this standard:

The Recreation Level I has the competence and/or knowledge to:

- document information as it relates to client participation in a concise and accurate manner
- use effective communication with the client's/families/volunteers/staff
- accurately record participation records of individual and group Recreation/Leisure programs
- interpret and incorporate the organization's policies and procedures
- maintain communication with other disciplines regarding client's participation and progress in Recreation/Leisure programs

In addition, the Recreation Level II has the competence and/or knowledge to:

- document results of intervention
- document observation and client progress
- communicate client's current status to appropriate people
- evaluate goals and objectives prior to discharge

In addition, the Recreation Level III has the competence and/or knowledge to:

- document results from standardized assessment procedures

- document clinical impressions and recommendations as part of treatment plans
- document goals, objectives and treatment intervention strategies
- document client progress as it relates to individual client treatment plans
- document discharge/transfer plan and appropriate referrals
- collect and record data for research

In addition, the Recreation Level IV has the competence and/or knowledge to:

- ensure that staff adhere to departmental/agency processes and accreditation directives

Standard 7: Evaluation Process

The Evaluation Process reviews all aspects of the Recreation/Leisure Services provided and monitors the provision of Recreation/Leisure Services.

The Evaluation Process determines:

- 1.1 the maintenance and/or improvement of the Recreation/Leisure Services provided
- 1.2 the methods, the procedures and the documentation
- 1.3 relevant criteria for evaluating
- 1.4 effectiveness of the services delivered by the Recreation/Leisure Department
- 1.5 appropriate usage of resources such as supplies, equipment, rooms, etc.

The Evaluation Process is:

- 2.1 outcome-focused
- 2.2 ongoing and incorporated into all aspects of Recreation/Leisure Services
- 2.3 essential to the ongoing development of Recreation/Leisure Services provided

The Evaluation Process uses:

- 3.1 all aspects of the services provided such as programs, methods of delivery, staff, equipment, etc.
- 3.2 the organization's policies, procedures and guidelines relating to evaluation
- 3.3 measurements to determine the client's and appropriate stakeholders' satisfaction

Applying this standard:

The Recreation Level I has the competence and/or knowledge to:

- maintain and monitor the quality and effectiveness of the Recreation/Leisure Services based on the evaluation results
- participate in the review and the evaluation of the client's goals and objectives
- participate in the organization's evaluation of policies and procedures
- identify and collect information from all relevant sources

In addition, the Recreation Level II has the competence and/or knowledge to:

- review and evaluate the client's goals and objectives in relation to the Intervention Plan
- modify as necessary the client's goals and objectives based on evaluation findings
- communicate evaluation reports to the care and relevant stakeholders
- write evaluation reports

In addition, the Recreation Level III has the competence and/or knowledge to:

- establish the efficiency and effectiveness of the Recreation/Leisure Service based on evaluation results
- determine necessary evaluation criteria
- complete the evaluation process according to the organization's policies and procedures

In addition, the Recreation Level IV has the competence and/or knowledge to:

- oversee and ensure all aspects of the evaluation process are complete according to organization policies and procedures

Standard 8: Research

Research is a careful and systematic means of gathering information.

Research determines:

- 1.1 the integrity of the services provided
- 1.2 quality improvement needs
- 1.3 effectiveness of services and client's outcomes
- 1.4 improvements needed for present practice
- 1.5 the ongoing development of the profession

Research is:

- 2.1 reflective of the organizations policy, procedures and protocols
- 2.2 a systematic approach to problem solving
- 2.3 the foundation of service delivery
- 2.4 a direct value to practitioners
- 2.5 is essential for maintenance and/or improvement of services

Research uses:

- 3.1 voluntary consent of the client or appropriate persons in the engagement of the activity
- 3.2 the tenets of quality management
- 3.3 evaluation procedures and practices to support and demonstrate effectiveness
- 3.4 a measurable process for the continuation of service
- 3.5 proven methodology to resolve questions

Applying this standard:

The Recreation Level I has the competence and/or knowledge to:

- routinely review research findings
- participate in active research projects
- participate in planned routine program evaluation

In addition, the Recreation Level II has the competence and/or knowledge to:

- monitor outcome measures relating to service
- specify types and sources of information used in research projects
- identify relevant stakeholders

In addition, the Recreation Level III has the competence and/or knowledge to:

- understand research techniques and procedures
- interpret and incorporate organizational research guidelines
- select and apply outcome measures relating to service
- contribute to professionalism by communicating data results, presenting, and writing literature
- incorporate all relevant sources input to research
- establish efficacy of service based on results

In addition, the Recreation Level IV has the competence and/or knowledge to:

- sponsor research projects

Standard 9: Professional Development

Professional Development is the continuous effort of the Recreation/Leisure Professional(s) to participate in ongoing improvement of personal, professional and organizational goals.

Professional Development determines:

- 1.1 the training, experiences and skills needed to prepare the Recreation/Leisure Professional to be effective at the services they provide

Professional Development is:

- 2.1 an ongoing commitment to continually participate in upgrading personal and professional skills and knowledge
- 2.2 a commitment from the Recreation/Leisure Professional to continuous learning
- 2.3 a commitment to professionalism
- 2.4 a commitment to educating individuals and organizations on the benefits of recreation/leisure service

Professional Development uses:

- 3.1 the organization's mission and philosophy
- 3.2 the belief that the hiring of competent Recreation/Leisure Professionals is imperative to assuring continuity in providing quality services to the client

Applying this standard:

The Recreation Level I & II has the competence and/or knowledge to:

- determine personal and professional goals
- use journals, books and other educational support material relative to providing Recreation/Leisure Service in the health care sector
- apply the standards of practice for the Recreation/Leisure Professional
- communicate with various provincial, national and international professional organizations
- recognize personal, professional and organization development opportunities
- network with other professionals as it relates to Recreation/Leisure in the health care sector
- advocate for the profession
- educate other members of the care team regarding Recreation/Leisure Services

In addition, the Recreation Level III has the competence and/or knowledge to:

- maintain professional certification
- apply the academic theories and philosophies to support practice in therapeutic recreation

In addition, the Recreation Level IV has the competence and/or knowledge to:

- acquire resources to permit the Recreation/Leisure Professional the opportunity to pursue professional development
- ensure that the Recreation/Leisure Services are administered by Recreation/Leisure Professionals whose skills, practices and knowledge are current and adequate for the clients they serve

Terminology

Leisure Assessment

A systematic process of gathering and analyzing information to guide the development of goals and objectives (Peterson, Stumbo). Information is collected from a review of the health record, other professionals, client and/or next of kin interview, and observation.

Standardized Assessment Tool

A selection of procedures that are considered a valid and reliable measure. The standardized assessment tool is administered as appropriate by the Certified Therapeutic Recreation Specialist.

Lifestyle History

A recounting of a way of life or style of living that reflects the attitudes and values of a person or group. It is also used to explain social values and behaviours.

Supporter

Someone who supports or champions something or a person who contributes to the fulfillment of a need or furtherance of an effort or purpose.

Stakeholder

Any person having an interest or shared involvement.

Documentation

Confirmation that some fact or statement is true.

Client

A person using the practice of recreation as a therapy and a service.

Resource

1. Something that can be used for support or help.
2. An available supply that can be drawn on when needed.
3. Means that can be used to cope with a difficult situation.

Organization

A group of persons organized for a particular purpose; an association. A structure through which individuals cooperate systematically to conduct business or the administrative personnel of such a structure.

Competence

- a. The state or quality of being adequately or well qualified; ability.
- b. A specified range of skill, knowledge, or ability.

Knowledge

The state or fact of knowing.

1. Familiarity, awareness, or understanding gained through experience or study.
2. The sum or range of what has been perceived, discovered, or learned.

Benchmark

A standard by which something can be measured or judged.

Outcome

An end result; a consequence.

Informed consent

Consent by a client to participate in a clinical activity after achieving and understanding of the relevant facts and the risks involved.

Goal

The purpose toward which an endeavor is directed; an objective.

Objective

Something that actually exists. Something worked toward or striven for; a goal.

Holistic

A system of health care which fosters a cooperative relationship among all those involved, leading towards optimal attainment of the physical, mental, emotional, social and spiritual aspects of health.

It emphasizes the need to look at the whole person, including analysis of physical, nutritional, environmental, emotional, social, spiritual and lifestyle values (The Canadian Holistic Medical Association).

Webster's Dictionary, 2002

Contributing Resources

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5. Alberta Therapeutic Recreation Association, Standards of Practice
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9. Canadian Therapeutic Recreation Association (1996), Standards of Practice