

# Therapeutic Recreation Diploma Program



Candidate guide

## Copyright

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Saskatchewan Institute of Applied Science and Technology – June 2005

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The Therapeutic Recreation Diploma program is dedicated to removing barriers and broadening the access to programs at SIAST. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

<b>Developed by program</b>	June 2007			
<b>Revised</b>	January 2009	March 2011	January 2012	
<b>Web ready – PLAR office</b>	February 2009	June 2011	January 2012	

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## **Why consider a PLAR assessment?**

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PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Therapeutic Recreation Diploma program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

## **What are the PLAR options?**

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To be eligible for PLAR, an applicant must first register or already be registered as a SIAST student.

### **Option A: Individual course challenge**

If you have a minimum one year of successful experience (in the past 5 years) in Therapeutic Recreation, or related field, and have learned the skills and knowledge for **one or more** of the Therapeutic Recreation Diploma program courses, you may apply to be assessed for each applicable course.

### **Fees:**

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the [PLAR database](#) or call SIAST and ask to speak to the PLAR advisor/counsellor assigned to the Therapeutic Recreation Diploma program at: 1-866-467-4278 or 1-866-goSIAST.

## **How many courses can be challenged through PLAR in the Therapeutic Recreation Diploma program?**

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Currently we have 16 out of 19 first year courses and 11 out of 11 second year courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

## Which courses are PLAR-ready?

Therapeutic Recreation Diploma program profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
<b>Year 1</b>			
APHY 189	Anatomy & Physiology		X
COMP 171	Intro to Microsoft Word	✓*	
COMP 173	Intro to MS PowerPoint and Web Publishing	✓*	
COMP 174	Intro to Microsoft Excel 1	✓*	
EMPL 180	Employability Skills	✓*	
HUMD 181	Lifespan Development A	✓	
HUMD 280	Lifespan Development B	✓	
HUMR 186	Interpersonal Skills	✓*	
MTER 180	Medical Terminology	✓	
PRAC 177	Practicum 1	✓	
PSYC 188	Psychology A		X
PSYC 189	Psychology B		X
THRC 182	Foundations of Therapeutic Recreation	✓	
THRC 183	Therapeutic Recreation and Selected Populations 1	✓	
THRC 184	Therapeutic Recreation Process	✓	
THRC 187	Orientation to Therapeutic Recreation	✓	
THRC 188	Research and Evaluation	✓	
THRC 285	Inclusive Leisure Services	✓	
THRC 289	Therapeutic Recreation and Aging	✓	
<b>Year 2</b>			
PRAC 280	Practicum 2	✓	
PRAC 281	Practicum 3	✓	
SOCI 184	Sociology A	✓	
SOCI 185	Sociology B	✓	
THRC 189	Therapeutic Recreation for Children & Youth	✓	

Therapeutic Recreation Diploma program profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
THRC 281	Therapeutic Recreation Assessment	✓	
THRC 283	Therapeutic Recreation & Selected Populations 2	✓	
THRC 284	Leisure Education	✓	
THRC 286	Therapeutic Recreation Program Management	✓	
THRC 290	Issues and Trends in Therapeutic Recreation	✓	
THRC 291	Facilitation Techniques in Therapeutic Recreation	✓	

\*Note\*: These courses are common to multiple courses at SIAST; and are managed by the Standardized Computers Curriculum coordinator and the Associated Studies programs at different campuses.

For assistance call SIAST and ask to speak to the PLAR advisor/[counsellor](#) assigned to the Therapeutic Recreation diploma program at: 1-866-467-4278 or 1-866-goSIAST.

### **Is PLAR available at any time of the year?**

PLAR challenges are currently being offered on an ongoing basis between the months of September and May. Applications must be received in their entirety by May 31st to ensure that they will be processed by the end of the academic year in June.

### **Is it *easier* to challenge a course through PLAR - OR - take the course?**

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

## **Methods of assessing prior learning**

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Assessment methods measure an individual's learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- standardized tests
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

## **If I live out of town, do I have to travel to a main campus to do PLAR?**

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There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

## **What if I have a disability & need equity accommodations?**

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At SIAST, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a SIAST counsellor at a campus closest to you or refer to the SIAST Web site: [http://www.siastr.sk.ca/stuservices/advising\\_counselling.shtml](http://www.siastr.sk.ca/stuservices/advising_counselling.shtml)

## **Are there other methods to gain SIAST course credits for prior learning?**

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### **Transfer Credit**

Yes, SIAST will grant credit for previous training that is similar in content, objectives, and evaluation standards to SIAST training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at:

[http://www.siastr.sk.ca/stuservices/plar/transfer\\_credit.shtml](http://www.siastr.sk.ca/stuservices/plar/transfer_credit.shtml)

It is the student's responsibility to check with [Registration Services](#) for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a [SIAST educational counsellor](#).

An online provincial transfer credit guide is now available at [www.saskcat.ca](http://www.saskcat.ca)

**Note:** *If you are a recent high school graduate, check the Saskatchewan Learning Web site for any articulated agreements that may apply for Computer Courses or Practical and Applied Arts Courses.*

## **Equivalency Credit**

Equivalency credit refers to the application of credit you may have earned in a previously taken SIAST course to your current SIAST course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

## **Contact us**

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If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

### **Kelsey Campus, Saskatoon, SK**

1-866-goSIAST or 1-866-467-4278

### **Palliser Campus, Moose Jaw, SK**

1-866-goSIAST or 1-866-467-4278

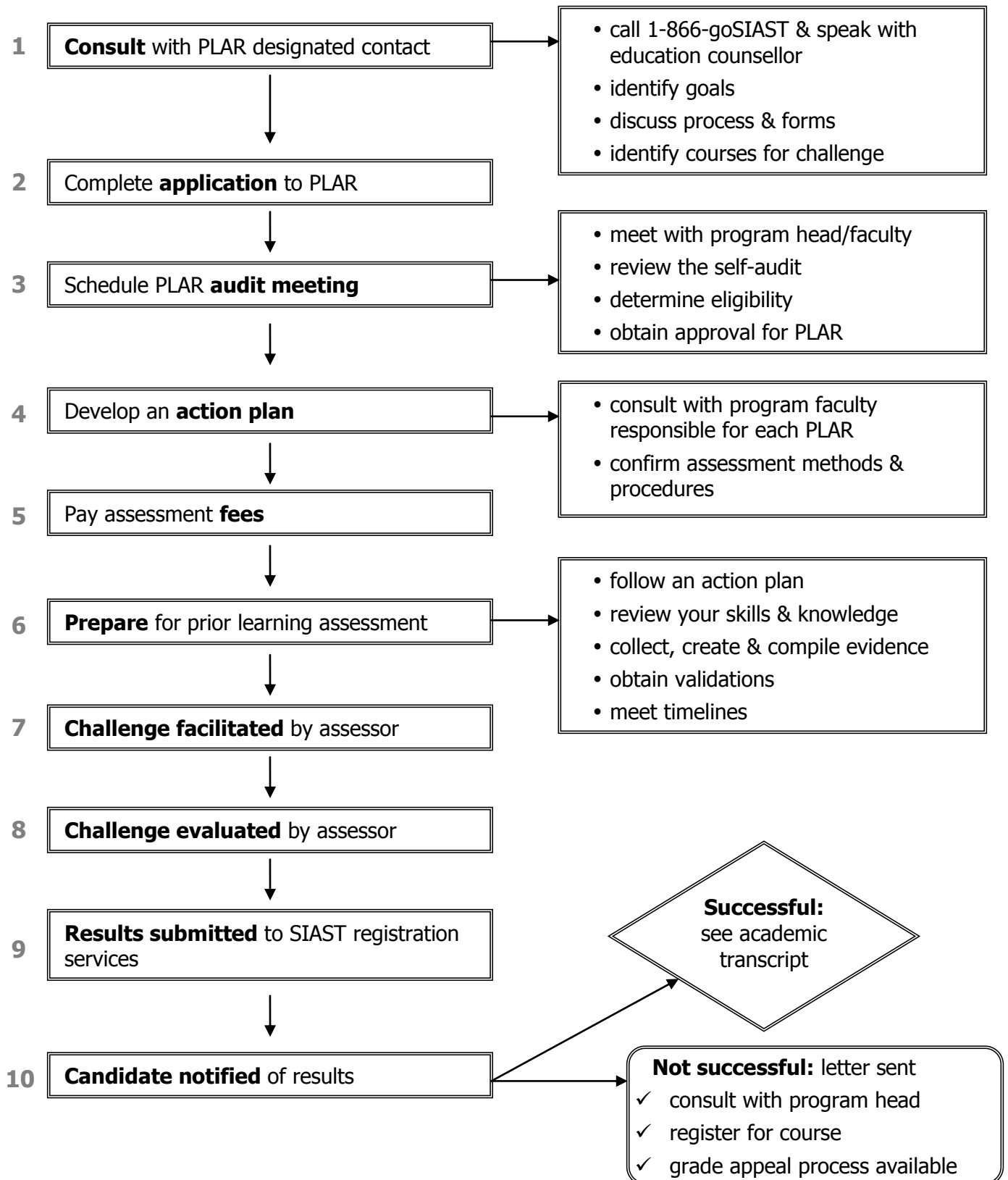
### **Wascana Campus, Regina, SK**

1-866-goSIAST or 1-866-467-4278

### **Woodland Campus, Prince Albert, SK**

1-866-goSIAST or 1-866-467-4278

## Prior Learning Assessment and Recognition process



## **Guiding principles for developing a PLAR evidence file**

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1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
  - It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current; having occurred within the last 5 years.
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

## **Types of evidence**

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There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your Therapeutic Recreation Diploma program faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- written descriptions and analysis
- workplace validations
- job descriptions
- work samples (intervention outlines, sample goals and objectives, etc.)

All documents that are submitted to SIAST may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

## How long will it take to prepare evidence for PLAR?

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Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

## Steps to complete a self-audit

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1. Read through the levels of competence as listed below.

**Mastery:** I am able to demonstrate the learning outcome well enough to teach it to someone else.

**Competent:** I can work independently to apply the learning outcome.

**Functional:** I need some assistance in using the outcome.

**Learning:** I am developing skills and knowledge for this area.

**None:** I have no experience with the outcome.

### Learning outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
  - How do I currently use this outcome?
  - What previous training have I had in this outcome: workshops, courses, on-the-job?
  - What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.

## Self-audit guide(s)

### Year 1

#### HUMD 181 – Lifespan Development A

Your studies will focus on the period from conception to pre-adolescence. You will receive information about the effect of heredity and the environment on the emotional, social, cognitive and physical development of children. The course also provides an introduction to the theories of learning and personality, and the methods of studying human behaviour.

**Credit unit(s):** 3.0

**Prerequisite(s):** None

HUMD 181 – Lifespan Development A Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the major philosophical and theoretical views of human development with primary focus on child development.					
▪ Identify why we study 'human development'					
▪ Differentiate between the influence of heredity and environment on human development					
▪ Describe the theoretical perspectives of human development					
▪ Explain biases and theories that affect human development					
2. Describe the issues affecting prenatal development.					
▪ Describe the importance of critical periods in prenatal development					
3. Describe the issues affecting the development of infants and toddlers.					
▪ Describe the characteristics of a new born					
▪ Identify physical, intellectual, language, and social characteristics of infants					
▪ Identify physical, intellectual, language, and social characteristics of toddlers					
4. Describe the issues affecting the development of preschool children.					
▪ Identify the physical, intellectual, language and social characteristics of the preschool child					
5. Describe the issues affecting the development of school age children.					

HUMD 181 – Lifespan Development A Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Identify the physical, intellectual, language and social characteristics of the school age child</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

See [HUMD 181 Candidate action plan](#)

### 1. Structured interview

During a personal interview with the assessor, discuss the following:

- study of human development
- "nature versus nurture" as it effects development
- qualitative and quantitative changes in development
- influences on prenatal development
- principles of infant growth and development
- infant language development
- stranger and separation anxiety
- motor development in early childhood
- effects of play on the child in early childhood
- intelligence tests
- effects of peers in middle childhood

*Interview may be conducted in person or on the phone.*

### 2. Challenge exam

Three hours

- Passing mark is 60%
- Multiple choice
- If needed, complete [Appendix A - Exam proctor form](#) (upon approval from program head)

## Resources

A PLAR candidate may find it beneficial to review the following resources in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

- Santrock, J.W., McKenzie-Rivers, A., Leung, Kwan Ho, Malcomson, T. (2005) Life-Span Development. Toronto: McGraw-Hill Ryerson.
- HUMD 181 coursepack. (available for purchase from your campus bookstore)

## HUMD 280 – Lifespan Development B

You will examine adolescence and adulthood. This includes the physical, cognitive, emotional and social changes of youth, middle age, and later life. You will also explore current research about death and dying.

**Credit unit(s):** 3.0

**Equivalent course(s):** ECD 227, PSYC 185

**Prerequisite(s):** HUMD 181, minimum grade of 60

<b>HUMD 280 – Lifespan Development B</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the lifespan issues that affect the development of the adolescent.					
<ul style="list-style-type: none"> <li>▪ Describe the physical development of the adolescent</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the cognitive development of the adolescent</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the psychosocial development of the adolescent</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explore current issues that affect adolescents</li> </ul>					
2. Describe the lifespan issues that affect the young adult.					
<ul style="list-style-type: none"> <li>▪ Describe the physical development of the young adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the cognitive development of the young adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the psychosocial development of the young adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explore current issues that affect the young adult</li> </ul>					
3. Describe the lifespan issues that affect the development of the middle adult.					
<ul style="list-style-type: none"> <li>▪ Describe the physical development in middle adulthood</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe cognitive development in the middle adulthood</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the psychosocial development in middle adulthood</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explore current issues that affect middle adulthood</li> </ul>					
4. Describe the lifespan issues that affect the development of the late adult.					
<ul style="list-style-type: none"> <li>▪ Describe the physical development in late adulthood</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the cognitive development in late adulthood</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the psychosocial development in late adulthood</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explore current issues that affect people in late adulthood</li> </ul>					

<b>HUMD 280 – Lifespan Development B</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
5. Explain the grieving process and how it affects individuals during adolescence, young, middle, and late adulthood.					
<ul style="list-style-type: none"> <li>▪ Discuss the changes that have occurred on how we view death</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss how we deal with grief</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the controversy surrounding the right to die</li> </ul>					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

See [HUMD 280 Candidate action plan](#)

#### 1. Evidence file

During a personal interview with the assessor, discuss the following and application to your experience:

- Adolescent growth spurts
- Adolescent thought processes
- Sibling relationships during adolescence
- Factors affecting the health of women and men
- Adult literacy
- Impact of personal relationships on well-being
- Physical and sensory changes during middle and late adulthood
- Friendships in middle age

*Interview may be conducted in person or on the phone*

#### 2. Challenge exam

Three hours

- Passing mark is 60%
- Multiple choice
- If needed, complete [Appendix A – Exam proctor form](#) (upon approval from program head)

**Sample question:**

Social aspects of death revolve around

- a) funeral and mourning rituals
- b) inheritance laws
- c) conventions for behaviour of dying persons and their loved ones
- d) all of the above

## Resources

A PLAR candidate may find it beneficial to review the following resources in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Santrock, J.W., McKenzie-Rivers, A., Leung, Kwan Ho, Malcomson, T. (2005) Life-Span Development. Toronto: McGraw-Hill Ryerson.
2. HUMD 280 course manual (available for purchase from your campus bookstore).
3. HUMD 280 coursepack (available for purchase from your campus bookstore).

## MTER 180 - Medical Terminology

You will learn to use the prefixes, suffixes and combining forms from which medical terms are derived. You will also learn to use medical abbreviations.

**Credit unit(s):** 1.0

**Equivalent course(s):** MED 161

<b>MTER 180 - Medical Terminology</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Apply the rules for construction and analysis of medical terms.					
<ul style="list-style-type: none"> <li>▪ State the components and combinations used</li> </ul>					
<ul style="list-style-type: none"> <li>▪ State the rules for word construction and analysis</li> </ul>					
<ul style="list-style-type: none"> <li>▪ State the rules for word pronunciation and spelling</li> </ul>					
2. Apply the rules for using medical suffixes, combining forms and prefixes.					
<ul style="list-style-type: none"> <li>▪ Use suffixes which relate to medical conditions</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use suffixes which relate to technical procedures</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use general suffixes commonly used in the medical field</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use combining forms which relate to body systems</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use general combining forms that are commonly used in the medical field</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use prefixes which relate to direction or position</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use prefixes which relate to colour, shape, size or number</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Use general prefixes that are commonly used in the medical field</li> </ul>					
3. Interpret medical abbreviations.					
<ul style="list-style-type: none"> <li>▪ Interpret abbreviations and symbols related to pharmacy</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Interpret abbreviations and symbols related to doctor's orders</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Interpret abbreviations and symbols related to measurement</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in the following way. Be prepared to discuss the expectations during a consultation meeting.

### 1. Challenge exam

Candidate will be required to pass a 50 minute examination with a mark of 60%

- multiple choice questions
- closed book

Upon prior approval of program head, complete a proctor form (refer to [Appendix A](#))

## Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Several medical dictionaries and medical terminology textbooks are available at: [SIAST Kelsey Campus library](#)

## PRAC 177 – Practicum 1

The course provides an opportunity for you to apply knowledge and principles learned in the program. You will develop interpersonal skills, leadership skills and leadership techniques, explore how the agency meets the needs of its clientele and plan, implement and evaluate therapeutic recreation programs.

**Credit unit(s):** 9.0

**Prerequisite(s):** EMPL 180 minimum grade of 60 and  
 HUMR 186 minimum grade of 60 and  
 THRC 182 minimum grade of 60 and  
 THRC 183 minimum grade of 60 and  
 THRC 184 minimum grade of 60 and  
 THRC 285 minimum grade of 60 and  
 THRC 187 minimum grade of 60

<b>PRAC 177 – Practicum 1</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Complete assigned tasks under supervision.					
2. Follow department and agency guidelines.					
3. Display professional behavior in interactions with staff and clientele.					
4. Participate in department and treatment team meetings.					
5. Demonstrate awareness of roles of other staff.					
6. Work as a team member.					
7. Establish appropriate boundaries with clients.					
8. Maintain a non-judgmental attitude to clients, staff and agency.					
9. Demonstrate effective attending skills.					
10. Provide the supervisor with on-going feedback about clients.					
11. Deal effectively with unanticipated workload demands and crises.					
12. Assist clients in intervention programs.					
13. Use established procedures for documentation.					

<b>PRAC 177 – Practicum 1</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
14. Assess environment and available resources.					
15. Plan for the delivery of an existing therapeutic recreation intervention.					
16. Implement an existing therapeutic recreation intervention.					
17. Evaluate the intervention that is implemented.					
18. Conduct self-evaluation.					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

An interview with the program head/faculty may be required to clarify evidence

- Completion of self-audit (candidate guide)
- Description of agency, clientele, job roles and responsibilities
- Work samples:
  - Intervention/program outline including goals and objectives (developed by candidate)
- Signed [Employment validation form](#) (Appendix D) with job description. Candidate must have completed 420 hours employment at one agency in the past five years.
- Signed [PRAC 177 Validation of applicant's performance of skills](#) (Appendix D) by employer
- Performance evaluations (optional)

## Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Standards of Practice developed by the Canadian Therapeutic Recreation Association  
[http://www.canadian-tr.org/pdf/Standards\\_of\\_Practice\\_2006-English.pdf](http://www.canadian-tr.org/pdf/Standards_of_Practice_2006-English.pdf)

## THRC 182 – Foundations of Therapeutic Recreation

Your studies will focus on introducing the basic concepts necessary for formulating a philosophical and theoretical foundation in therapeutic recreation. You will explore the definitions, terms and concepts used in the field, the philosophy behind the profession, the history and development of the profession and current service delivery models.

**Credit unit(s):** 4 credit units (60 hours)

**Prerequisite(s):** None

<b>THRC 182 – Foundations of Therapeutic Recreation</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the difference between recreation, leisure and play.					
<ul style="list-style-type: none"> <li>▪ Describe why people play</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the concept of leisure</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the concept of recreation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe concepts related to play, leisure and recreation</li> </ul>					
2. Discuss leisure in its historical context.					
<ul style="list-style-type: none"> <li>▪ Describe why it is important to consider the history of leisure</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe leisure at various points in history</li> </ul>					
3. Discuss the nature and characteristics of persons with special needs.					
<ul style="list-style-type: none"> <li>▪ Differentiate between impairment, disability and handicap</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Differentiate between impairment, activity and participation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Differentiate between chronic and acute conditions</li> </ul>					
4. Describe concepts that form the philosophical foundation for therapeutic recreation.					
<ul style="list-style-type: none"> <li>▪ Describe concepts related to leisure participation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe concepts related to quality of life</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe concepts related to social support</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe concepts related to control</li> </ul>					
5. Describe concepts that form the philosophical foundation for therapeutic recreation.					
<ul style="list-style-type: none"> <li>▪ Describe recreation, special recreation and therapeutic recreation</li> </ul>					

<b>THRC 182 – Foundations of Therapeutic Recreation</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Explore various definitions of therapeutic recreation</li> </ul>					
6. Discuss therapeutic recreation in its historical context.					
<ul style="list-style-type: none"> <li>Describe the progression of TR as a profession in the United States</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the history of the Canadian Therapeutic Recreation Association</li> </ul>					
7. Discuss how therapeutic intervention can meet physical, social, emotional, spiritual and cognitive needs.					
<ul style="list-style-type: none"> <li>Describe the five dimensions of health</li> </ul>					
<ul style="list-style-type: none"> <li>Identify benefits of recreation and leisure involvement</li> </ul>					
<ul style="list-style-type: none"> <li>Identify benefits of therapeutic recreation involvement</li> </ul>					
8. Describe the therapeutic relationship in therapeutic recreation.					
<ul style="list-style-type: none"> <li>Describe the concept of a therapeutic relationship</li> </ul>					
<ul style="list-style-type: none"> <li>Describe phases in the therapeutic relationship</li> </ul>					
<ul style="list-style-type: none"> <li>Describe characteristics of a therapeutic relationship in TR</li> </ul>					
9. Explain the difference between various therapeutic recreation service delivery models.					
<ul style="list-style-type: none"> <li>Discuss considerations in TR conceptual models</li> </ul>					
<ul style="list-style-type: none"> <li>Describe considerations in selecting, analyzing and evaluating TR models</li> </ul>					
<ul style="list-style-type: none"> <li>Describe various TR models</li> </ul>					
<ul style="list-style-type: none"> <li>Describe elements that are common to TR models</li> </ul>					
10. Describe the current status of therapeutic recreation as a profession.					
<ul style="list-style-type: none"> <li>Describe the characteristics of a profession</li> </ul>					
<ul style="list-style-type: none"> <li>Evaluate TR against the criteria for a profession</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

Requirements for evidence file:

- **Binder** – separated into sections and each section is clearly identified as to what is within the section
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template in Appendix E](#)
- Signed **employment validation letter** on company letterhead. Refer to [template in Appendix B](#)
- A **personal resume** detailing the relevant work history of the candidate.
- **Job Description** – current and/or previous placements of work
- Volunteer work – must include **Agency Validation letter** of volunteer activities and hours
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

### 2. Candidate interview

To demonstrate a clear understanding of the differences in basic concepts necessary for formulating a philosophical and theoretical foundation in therapeutic recreation. You will be required to define the terms and concepts used in the field, the philosophy behind the profession, demonstrate an understanding of the history and development of the profession and current service delivery models.

### 3. Essay: Therapeutic Recreation Discussion paper (4 - 6 pages)

**Purpose:** To explore the historical aspects of leisure and therapeutic recreation, to demonstrate an understanding of the therapeutic potential of recreation and your understanding of the foundations for the philosophy of therapeutic recreation. A summary of the concepts that relate to your own philosophy are to be included along with your own personal philosophical statement of therapeutic recreation.

## Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Austin, D., Dattilo, J. & McCormick, B. (2002). *Conceptual foundations for therapeutic recreation*. State College, PA: Venture Publishing, Inc.
2. Mobily, K. & Ostiguy, L. (2004). *Introduction to therapeutic recreation: U.S. and Canadian perspectives*. State College, PA: Venture Publishing, Inc.

## THRC 183 – Therapeutic Recreation and Selected Populations 1

The course provides an overview of the current practices and procedures of therapeutic recreation when working with individuals with physical and cognitive disorders. The etiology, symptoms and characteristics of a number of common physical and cognitive disorders will be examined. You will then explore the impact that these disorders have on the individual and the role of therapeutic recreation services in supporting individuals.

**Credit unit(s):** 3.0

**Prerequisite(s):** None

<b>THRC 183 – Therapeutic Recreation and Selected Populations 1</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Identify the etiology of common cognitive and physical disorders.					
<ul style="list-style-type: none"> <li>▪ Identify the etiology of Pervasive Developmental Disorders</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the etiology of intellectual disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the etiology of severe multiple disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the etiology of acquired brain injuries</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the etiology of neuromuscular disorders</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the etiology of cardiovascular disease</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the etiology of convulsive disorders</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the etiology of HIV disease</li> </ul>					
2. Describe the symptoms of common cognitive and physical disorders.					
<ul style="list-style-type: none"> <li>▪ Describe the symptoms of Pervasive Developmental Disorders</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the symptoms of intellectual disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the symptoms of severe multiple disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the symptoms of acquired brain injuries</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the symptoms of neuromuscular disorders</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the symptoms of cardiovascular disease</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the symptoms of convulsive disorders</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the symptoms of HIV disease</li> </ul>					
3. Describe the impact of common cognitive and physical disorders.					
<ul style="list-style-type: none"> <li>▪ Describe the impact of Pervasive Developmental Disorders</li> </ul>					

<b>THRC 183 – Therapeutic Recreation and Selected Populations 1</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Describe the impact of intellectual disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the impact of severe multiple disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the impact of acquired brain injuries</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the impact of neuromuscular disorders</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the impact of cardiovascular disease</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the impact of convulsive disorders</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the impact of HIV disease</li> </ul>					
<b>4. Describe considerations in applying the therapeutic recreation process to individuals with common cognitive and physical disorders.</b>					
<ul style="list-style-type: none"> <li>Describe considerations in applying the TR process to individuals with Pervasive Developmental Disorders</li> </ul>					
<ul style="list-style-type: none"> <li>Describe considerations in applying the TR process to individuals with intellectual disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>Describe considerations in applying the TR process to individuals with severe multiple disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>Describe considerations in applying the TR process to individuals with acquired brain injuries</li> </ul>					
<ul style="list-style-type: none"> <li>Describe considerations in applying the TR process to individuals with neuromuscular disorders</li> </ul>					
<ul style="list-style-type: none"> <li>Describe considerations in applying the TR process to individuals with cardiovascular disease</li> </ul>					
<ul style="list-style-type: none"> <li>Describe considerations in applying the TR process to individuals with convulsive disorders</li> </ul>					
<ul style="list-style-type: none"> <li>Describe considerations in applying the TR process to individuals with HIV disease</li> </ul>					
<b>5. Describe the purpose of different interventions in working with individuals with various cognitive and physical disorders.</b>					
<ul style="list-style-type: none"> <li>Describe the purpose of different interventions in working with individuals with Pervasive Developmental Disorders</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the purpose of different interventions in working with individuals with intellectual disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the purpose of different interventions in working with individuals with severe multiple disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the purpose of different interventions in working with individuals with acquired brain injuries</li> </ul>					

<b>THRC 183 – Therapeutic Recreation and Selected Populations 1</b>		<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b>	I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b>	I can work independently to apply the outcome.					
<b>Functional:</b>	I need some assistance in using the outcome.					
<b>Learning:</b>	I am developing skills and knowledge for this area.					
<b>None:</b>	I have no experience with the outcome.					
	<ul style="list-style-type: none"> <li>Describe the purpose of different interventions in working with individuals with neuromuscular disorders</li> </ul>					
	<ul style="list-style-type: none"> <li>Describe the purpose of different interventions in working with individuals with cardiovascular disease</li> </ul>					
	<ul style="list-style-type: none"> <li>Describe the purpose of different interventions in working with individuals with convulsive disorders</li> </ul>					
	<ul style="list-style-type: none"> <li>Describe the purpose of different interventions in working with individuals with HIV disease</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

Requirements for evidence file

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template in Appendix E](#).
- Signed **Employment Validation letter** on company letterhead. Refer to [template in Appendix B](#).
- A **personal resume** detailing the relevant work history of the candidate.
- **Job Description** – current and/or previous placements of work.
- Volunteer work – must include **Agency Validation letter** of volunteer activities and hours.
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

### 2. Challenge exam – 60 % pass mark

- A two hour exam consisting of multiple choice, matching and short answer questions.

**Sample question:**

1. This disease process involved spontaneously appearing lesions in the spinal cord or brain at nerve endings.
  - a) Spina Bifida
  - b) Spinal Cord Injury
  - c) Cerebral Palsy
  - d) Multiple Sclerosis
  - e) Muscular Dystrophy

## Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Austin, D. & Crawford, M. (2001). *Therapeutic recreation: An introduction, 3<sup>d</sup> Ed.* Needham Heights, MA: Allyn & Bacon
2. Mobily, K. & MacNeil, R. (2002). *Therapeutic recreation and the nature of disabilities.* State College, PA: Venture Publishing, Inc.

## THRC 184 – Therapeutic Recreation Process

The course focuses on the principles and procedures of the therapeutic recreation process. You will examine the various responsibilities that the therapeutic recreation professional has in providing accountable, client based service. Client assessment, individual and group program planning, activity analysis, adaptation, protocols, documentation and evaluation will all be examined in terms of their importance in developing therapeutic recreation programs.

**Credit unit(s):** 4 credit units (60 hours)

**Prerequisite(s):** THRC 182 Foundations of Therapeutic Recreation, minimum grade of 60

<b>THRC 184 – Therapeutic Recreation Process</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Examine the role of accountability in therapeutic recreation service provision.					
<ul style="list-style-type: none"> <li>▪ Describe accountability</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Examine the relationship between interventions and accountability</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the relationship between client outcomes and accountability</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe components that influence accountability</li> </ul>					
2. Describe how various tasks are integrated into the role of a recreation therapist.					
<ul style="list-style-type: none"> <li>▪ Describe the theoretical foundation for the Therapeutic Recreation Accountability Model (TRAM)</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the various components that comprise the TRAM</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the relationship between the components that comprise the TRAM</li> </ul>					
3. Apply the principles of therapeutic recreation program design.					
<ul style="list-style-type: none"> <li>▪ Describe comprehensive program design</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe specific program design</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Develop goals and objectives</li> </ul>					
4. Apply activity analysis.					
<ul style="list-style-type: none"> <li>▪ Describe activity analysis</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the requirements for each domain as they relate to activity analysis</li> </ul>					
5. Discuss considerations in the selection, adaptation and modification of interventions.					

<b>THRC 184 – Therapeutic Recreation Process</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>▪ Identify considerations in the selection of activities</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify considerations when modifying activities</li> </ul>					
<b>6. Describe treatment and diagnostic protocols.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the general concept of protocols</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe treatment or intervention protocols</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe diagnostic protocols</li> </ul>					
<b>7. Describe the role of assessment in therapeutic recreation.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the key aspects of assessment as it relates to therapeutic recreation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the stages of assessment planning</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the stages of assessment implementation</li> </ul>					
<b>8. Explain the process of documentation.</b>					
<ul style="list-style-type: none"> <li>▪ Describe documentation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe various forms of charting</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe different types of documentation</li> </ul>					
<b>9. Describe the role of evaluation in therapeutic recreation.</b>					
<ul style="list-style-type: none"> <li>▪ Describe evaluation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the stages of evaluation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe types of evaluation</li> </ul>					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

Requirements for evidence file

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.

- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template in Appendix E](#).
- Signed **employment validation letter** on company letterhead. Refer to [template in Appendix B](#).
- A **personal resume** detailing the relevant work history of the candidate.
- **Job Description** – current and/or previous placements of work.
- Volunteer work – must include **Agency Validation letter** of volunteer activities and hours.
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

## 2. Challenge exam – 60 % pass mark

- A two hour exam consisting of multiple choice, matching and short answer questions.

### Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Melcher, S. (1999). *Introduction to writing goals and objectives: A manual for recreation therapy students and entry-level professionals*. State College, PA: Venture Publishing, Inc.
2. Stumbo, N. & Peterson, C. (2009). *Therapeutic recreation program design: Principles and Procedures, 5<sup>th</sup> ED*. San Francisco, CA: Benjamin Cummings

## THRC 187 – Orientation to Therapeutic Recreation

Your studies will help you develop an understanding of the diversity of the field of therapeutic recreation. You will focus on understanding the agency, the needs of the client population and the role of therapeutic recreation in supporting diverse individuals. The specific skills needed to work in this field will also be examined. The course will prepare you for later practicums and course work and help you confirm your career choice.

**Credit unit(s):** 3 credit units (45 hours)

**Prerequisite(s):** None

<b>THRC 187 – Orientation to Therapeutic Recreation</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe a variety of agencies, client groups and resources that Therapeutic Recreation Professionals work within.					
2. Identify roles and responsibilities of Therapeutic Recreation professionals.					
3. Describe therapeutic recreation services and programs specific to sites and/or agencies.					
4. Evaluate the specific skills needed for a career in therapeutic recreation.					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

Requirements for evidence file

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template in Appendix E](#).
- Signed **employment validation letter** on company letterhead. Refer to [template in Appendix B](#).
- A **personal resume** detailing the relevant work history of the candidate.
- **Job Description** – current and/or previous placements of work.

- Volunteer work – must include **Agency Validation letter** of volunteer activities and hours.
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

## 2. Structured interview

- Candidate interview – to demonstrate clear understanding of the role, function and responsibilities of a Therapeutic Recreation professional working in various settings.

## THRC 188 - Research and Evaluation

The course examines the research process, types of research, data collection, basic statistical analysis and outcome and efficacy studies. Needs and issues specific to conducting research related to therapeutic recreation will be explored.

**Credit unit(s):** 3 credit units

**Prerequisite(s):** None

<b>THRC 188 Research and Evaluation</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
1. Describe the research process <ul style="list-style-type: none"> <li>▪ Describe the rationale for conducting leisure research.</li> <li>▪ Describe characteristics of research.</li> <li>▪ Outline key considerations in each step of the research process.</li> <li>▪ Describe considerations in reporting your results.</li> </ul>					
2. Describe concepts related to research design <ul style="list-style-type: none"> <li>▪ Describe the difference between quantitative and qualitative research methodologies.</li> <li>▪ Describe the role of measurement in research.</li> <li>▪ Describe different classifications of variables.</li> <li>▪ Describe the terms validity and reliability</li> <li>▪ Describe considerations related to experimental research design.</li> </ul>					
3. Demonstrate common methods of data collection <ul style="list-style-type: none"> <li>▪ Identify considerations related to common data collection methods.</li> <li>▪ Describe a rationale for a multi-method approach to conducting research.</li> </ul>					
4. Demonstrate an understanding of basic statistical concepts and procedures <ul style="list-style-type: none"> <li>▪ Describe the goals of data analysis.</li> <li>▪ Calculate common examples of descriptive analysis.</li> </ul>					
5. Interpret research findings in professional journals <ul style="list-style-type: none"> <li>▪ Identify strategies for reading research.</li> <li>▪ Identify ways that you can utilize research results.</li> </ul>					
6. Describe research needs in the field of therapeutic recreation <ul style="list-style-type: none"> <li>▪ Describe why conducting research in the field of therapeutic recreation is important.</li> <li>▪ Describe historical trends in therapeutic recreation research.</li> <li>▪ Describe efforts to advance therapeutic recreation research..</li> <li>▪ Describe current goals of therapeutic recreation research.</li> <li>▪ Describe the role of practitioners in therapeutic recreation research.</li> </ul>					

<b>THRC 188 Research and Evaluation</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
7. Describe the role of efficacy studies in the field of therapeutic recreation <ul style="list-style-type: none"> <li>▪ Describe why it is important to do outcome based or efficacy studies in therapeutic recreation.</li> <li>▪ Describe the steps for conducting outcome research in therapeutic recreation.</li> <li>▪ Describe the concept of goal attainment scaling as it relates to efficacy studies.</li> </ul>					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

Requirements for evidence file

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. [Refer to template in Appendix E](#)
- Signed **employment validation letter** on company letterhead. [Refer to template in Appendix B](#)
- A **personal resume** detailing the relevant work history of the candidate.
- **Job Description** – current and/or previous placements of work
- Volunteer work – must include **Agency Validation Letter** of volunteer activities and hours
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

## 2. Challenge exam

- Passing mark is 60 %
- Matching and Short Answer

### ***Sample Questions:***

1. Outline five differences between qualitative and quantitative research.
2. Briefly describe the seven stages for the research process and what occurs during each stage.

## **Resources**

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Mitra, A. & Lankford, S. (1999). *Research methods in park, recreation, and leisure studies*. Champaign, IL: Sagamore Publishing Inc.
2. Stumbo, N. (Ed). (2009). *Professional issues in therapeutic recreation: On competence and outcomes. 2<sup>nd</sup> Ed.* Champaign, IL: Sagamore Publishing Inc.

## THRC 285 – Inclusive Leisure Services

You will develop an understanding of the importance of inclusive leisure services. You will also learn strategies to help facilitate meaningful leisure participation by all individuals.

**Credit unit(s):** 4.0 credit units

**Prerequisite(s):** None

<b>THRC 285 – Inclusive Leisure Services</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Examine the relationship between recreation, leisure, disability, community and inclusion.					
<ul style="list-style-type: none"> <li>▪ Describe concepts related to recreation and leisure</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Define the terms disability and disabling conditions</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the relationship between community and inclusion</li> </ul>					
2. Describe how attitudes impact the lives of individuals with disabilities.					
<ul style="list-style-type: none"> <li>▪ Identify the connection between attitudes and individuals with disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the impact of focusing on differences and labelling</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how you can improve your own attitude toward individuals with disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify ways to improve the attitudes of others towards individuals with disabilities</li> </ul>					
3. Explain the impact of terminology and language on individuals with disabilities.					
<ul style="list-style-type: none"> <li>▪ Describe how terminology can impact people with disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe various strategies for using sensitive terminology</li> </ul>					
4. Describe the potential roles of family in the lives of individuals with disabilities.					
<ul style="list-style-type: none"> <li>▪ Describe how families may act to support individuals with disabilities</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the impact of stress that can occur in families of individuals with disabilities</li> </ul>					
5. Describe how barriers can impact individuals with disabilities.					
<ul style="list-style-type: none"> <li>▪ Describe terminology related to participation and barriers to participation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the impact of an individual's arousal level on participation</li> </ul>					

<b>THRC 285 – Inclusive Leisure Services</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
6. Describe the impact of guidelines and universal design on the provision of recreation programs for individuals with disabilities.					
<ul style="list-style-type: none"> <li>▪ Describe the relationship between the Americans with Disabilities Act and recreation programs</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain the relationship between universal design, accessibility, recreation and individuals with disabilities</li> </ul>					
7. Explain the role of recreation therapists in providing inclusive leisure services.					
<ul style="list-style-type: none"> <li>▪ Describe our role in facilitating self-determination</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe our role in developing leisure education</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe our role in promoting social interactions and friendships</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe our role in making reasonable adaptations</li> </ul>					
8. Describe advocacy and the advocacy process.					
<ul style="list-style-type: none"> <li>▪ Describe advocacy</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the various phases of the advocacy process</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the role of professionals in advocating for services</li> </ul>					
9. Describe a variety of inclusion considerations for individuals living in our communities.					
<ul style="list-style-type: none"> <li>▪ Identify considerations for inclusion for individuals with physical limitations</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify considerations for inclusion for individuals with cognitive impairments</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify considerations for inclusion for individuals with sensory limitations</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify considerations for inclusion related to assistive terminology</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

Requirements for evidence file:

**Binder** – separated into sections and each section is clearly identified as to what is within the section.

- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. [Refer to template in Appendix E.](#)
- Signed **employment validation letter** on company letterhead. [Refer to template in Appendix B.](#)
- A **personal resume** detailing the relevant work history of the candidate.
- **Job description** – current and/or previous placements of work.
- Volunteer work – must include **Agency Validation letter** of volunteer activities and hours.
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

### 2. Challenge exam

- Passing mark is 60 %
- Matching and short answer

### 3. Case study – 20%

- **Purpose:** To better understand the advocacy process, the steps involved in advocacy and the impact that a well-planned out advocacy approach can have in terms of inclusion in our communities.
- 2 – 4 pages

## Resources

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Active Living Alliance for Canadians with a Disability. *Advocacy the Process: A Resource in Support of Canadians with a Disability.* Supported by Fitness Canada, Government of Canada.
2. Active Living Alliance for Canadians with a Disability. *Advocacy in Action: A Companion Booklet to Advocacy...The Process.* Supported by Fitness Canada, Government of Canada.

3. Active Living Alliance for Canadians with a Disability. Advocacy Addendum: Accompanying Worksheets to Assist in Implementing Advocacy. The Process. Supported by Fitness Canada, Government of Canada.
4. Datillo, John (2002). *Inclusive leisure services: Responding to the rights of people with disabilities*, 2<sup>nd</sup> ed. State College, PA: Venture Publishing, Inc.

## THRC 289 - Therapeutic Recreation and Aging

You will explore the relationship between leisure and aging and how to apply current therapeutic recreation practices and procedures to supporting older adults in a variety of settings. The myths and realities of aging and the impact of retirement, our health care system and service delivery on older adults will be examined.

**Credit unit(s):** 4 credit units

**Equivalent course(s):** REC 288, THRC 185

**Prerequisite(s):** HUMD 280 – Lifespan Development B (Pre-requisite), minimum grade of 60 (concurrent)

<b>THRC 289 Therapeutic Recreation &amp; Aging</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
1. Discuss the myths and realities of aging <ul style="list-style-type: none"> <li>▪ Describe terms related to the study of aging</li> <li>▪ Describe the impact of aging in Canada</li> <li>▪ Describe considerations relative to personal health, illness and aging</li> <li>▪ Describe considerations relative to psychology and aging</li> <li>▪ Describe considerations relative to social psychology and aging</li> </ul>					
2. Describe the impact of leisure on the older person <ul style="list-style-type: none"> <li>▪ Describe considerations related to how older individuals spend their leisure time</li> <li>▪ Identify the role of physical activity and fitness among older individuals</li> <li>▪ Examine the role of education related to the leisure choices of older individuals</li> <li>▪ Describe the role of volunteering related to the leisure choices of older individuals</li> </ul>					
3. Describe the impact of retirement on the older person <ul style="list-style-type: none"> <li>▪ Outline the history of retirement in North America</li> <li>▪ Describe the issues surrounding mandatory retirement</li> <li>▪ Describe the reality of retirement today</li> </ul>					
4. Describe the impact of the health care system on the older person <ul style="list-style-type: none"> <li>▪ Examine models of health care used in Canada</li> <li>▪ Examine different settings where health care occurs in Canada relative to an older population</li> <li>▪ Examine issues that the health care system will need to address</li> </ul>					

<b>THRC 289 Therapeutic Recreation &amp; Aging</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
5. Describe the impact of changing trends in the delivery of leisure and health care services for older adults <ul style="list-style-type: none"> <li>▪ Identify a rationale for adopting a health promotion model</li> <li>▪ Outline the components of a health promotion program</li> <li>▪ Describe trends that will impact service delivery</li> </ul>					
6. Apply the therapeutic recreation process with the older adult <ul style="list-style-type: none"> <li>▪ Identify common mental impairments in older individuals that TR professionals may address</li> <li>▪ Outline considerations in applying the TR process with older individuals with mental impairments</li> <li>▪ Describe the general role of leisure education with older adults</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

Requirements for evidence file

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. [Refer to template in Appendix E](#)
- Signed **employment validation letter** on company letterhead. [Refer to template in Appendix B](#)
- A **personal resume** detailing the relevant work history of the candidate.
- **Job Description** – current and/or previous placements of work
- Volunteer work – must include **Agency Validation Letter** of volunteer activities and hours
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

### 2. Challenge exam

- Passing mark is 60 %
- Multiple choice and short answer

### 3. Candidate Interview

- To demonstrate a clear understanding of the role of therapeutic recreation when working with seniors and each stage of the TR process relative to working with seniors.

### Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Austin, D. & Crawford, M. (2001). Therapeutic recreation: An introduction, 3<sup>rd</sup> Ed. Needham Heights, MA: Allyn & Bacon
2. Mobily, K. & MacNeil, R. (2002). Therapeutic recreation and the nature of disabilities. State College, PA: Venture Publishing, Inc.
3. Novak, M. & Campbell, L. (2010). Aging and society: A Canadian perspective, 6<sup>th</sup> Ed. Toronto, ON: Nelson

## Year 2

### PRAC 280 – Practicum 2

You will integrate the knowledge and experience you gained from course work and practical experience. You will apply client assessment techniques, activity analysis and selection, and individual and group program-planning skills. You will also continue to develop your professional skills.

**Credit unit(s):** 13.0 credit units

**Prerequisite(s):** APHY 189 minimum grade of 60 and COMP 171 minimum grade of 60 and COMP 173 minimum grade of 60 and COMP 174 minimum grade of 60 and HUMD 280 minimum grade of 60 and MTER 180 minimum grade of 60 and PRAC 177 minimum grade of P and PSYC 188 minimum grade of 60 and PSYC 189 minimum grade of 60 and THRC 188 minimum grade of 60 and THRC 281 minimum grade of 60 and THRC 284 minimum grade of 60 and THRC 289 minimum grade of 60

<b>PRAC 280 – Practicum 2</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Build a working relationship with clients and families.					
2. Build a working relationship with co-workers.					
3. Work as a team member with increasing independence.					
4. Employ strategies to overcome communication barriers.					
5. Demonstrate flexibility in response to changing needs of client(s), co-workers, supervisor, and the agency.					
6. Apply assessment techniques and tools in therapeutic recreation.					
7. Report findings of assessment to treatment team.					
8. Plan a leisure education session for the clientele of the agency.					
9. Implement a leisure education session for the clientele of the agency.					
10. Evaluate a leisure education session for the clientele of the agency.					
11. Develop a new intervention for the agency.					
12. Implement a new intervention for the agency.					

<b>PRAC 280 – Practicum 2</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
13. Evaluate a new intervention for the agency.					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

An interview with the program head/faculty may be required to clarify evidence

- Completion of self-audit (candidate guide)
- Description of agency, clientele, job roles and responsibilities
- Work samples:
  - Intervention/program outline including goals and objectives (developed by candidate)
  - Leisure Education program outline including goals and objectives (developed by candidate)
  - Blank copies of any agency specific/developed assessment tools
  - Intervention/program outline including goals and objectives
- Signed [Employment validation form](#) (Appendix D) with job description. Candidate must have completed 630 hours employment at one agency in the past five years.
- Signed [PRAC 280 Validation of applicant's performance of skills](#) (Appendix D) by employer
- Performance evaluations (optional)

## Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Standards of Practice developed by the Canadian Therapeutic Recreation Association  
[http://www.canadian-tr.org/pdf/Standards\\_of\\_Practice\\_2006-English.pdf](http://www.canadian-tr.org/pdf/Standards_of_Practice_2006-English.pdf)

### PRAC 281 – Practicum 3

You will continue to develop your ability to assess clients, design, implement and analyze therapeutic recreation programs and apply effective leadership and professional skills. You will also examine the administrative practices of a therapeutic recreation service and conduct an inservice related to the role of therapeutic recreation.

**Credit unit(s):** 17.0 credit units

**Prerequisite(s):** PRAC 280 minimum grade of P and SOCI 185 minimum grade of 60 and THRC 189 minimum grade of 60 and THRC 283 minimum grade of 60 and THRC 286 minimum grade of 60 and THRC 290 minimum grade of 60 and THRC 291 minimum grade of 60

<b>PRAC 281 – Practicum 3</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Develop effective working relationships with community groups.					
2. Describe the role of volunteers within the agency.					
3. Display professional leadership skills.					
4. Demonstrate self-initiative and self-reliance.					
5. Develop an in-service related to therapeutic recreation.					
6. Deliver an in-service related to therapeutic recreation.					
7. Evaluate the in-service that was implemented.					
8. Write a proposal for a project that benefits the agency.					
9. Develop a work-plan for a project that benefits the agency.					
10. Implement all phases of the project.					
11. Evaluate all phases of the project.					
12. Maintain a caseload of clients.					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

An interview with the program head/faculty may be required to clarify evidence

- Completion of self-audit (candidate guide)
- Description of agency, clientele, job roles and responsibilities
- Work samples:
  - Intervention/program outline including goals and objectives (developed by candidate)
  - Copies of TR promotion or inservice materials developed and delivered by the candidate
- Signed [Employment validation form](#) (Appendix D) with job description. Candidate must have completed 840 hours employment at one agency in the past five years.
- Signed [PRAC 281 Validation of applicant's performance of skills](#) (Appendix D) by employer
- Performance evaluations (optional)

## Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Standards of Practice developed by the Canadian Therapeutic Recreation Association  
[http://www.canadian-tr.org/pdf/Standards\\_of\\_Practice\\_2006-English.pdf](http://www.canadian-tr.org/pdf/Standards_of_Practice_2006-English.pdf)

## SOCI 184 – Sociology A

The course provides an introduction to the sociological perspective and addresses the study of people as social beings. You will examine socialization processes, social stratification and social deviance.

**Credit unit(s):** 3.0

**Equivalent course(s):** SOCI 160

<b>SOCI 184 – Sociology A</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the study of people as social beings.					
<ul style="list-style-type: none"> <li>▪ Explain the sociological perspective</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the differences between sociology and the other sciences</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the five major sociological theories</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the seven types of research methods</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the eight steps involved in sociological research</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss ethical considerations in sociological research</li> </ul>					
2. Discuss how culture influences the individual, social groups, and society.					
<ul style="list-style-type: none"> <li>▪ Define culture and describe the components of symbolic culture</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify core values in Canadian society</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the impact of new technologies on the global village</li> </ul>					
3. Describe the process of socialization.					
<ul style="list-style-type: none"> <li>▪ Define socialization</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the theories of social development</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss gender socialization in families and through the media</li> </ul>					
<ul style="list-style-type: none"> <li>▪ List and describe the agents of socialization</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe socialization throughout the course of a lifetime</li> </ul>					
4. Explain how social structure influences behaviour.					
<ul style="list-style-type: none"> <li>▪ Describe the differences between macrosociology and microsociology</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Define social structure and discuss the sociological significance of social institutions</li> </ul>					

<b>SOCI 184 – Sociology A</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Identify the different social groups in society</li> </ul>					
<ul style="list-style-type: none"> <li>Explain symbolic interaction in the socialization process</li> </ul>					
<b>5. Describe social stratification in terms of class, gender, ethnicity, and age.</b>					
<ul style="list-style-type: none"> <li>Describe the four major systems of social stratification</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the theories of social class</li> </ul>					
<ul style="list-style-type: none"> <li>Define gender stratification in relation to power, property, and prestige</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss gender inequality in Canada</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the differences between race and ethnicity</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the theories of prejudice</li> </ul>					
<ul style="list-style-type: none"> <li>Explain the social construction of aging</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the various theoretical perspectives on aging</li> </ul>					
<b>6. Describe how society defines and responds to social deviance.</b>					
<ul style="list-style-type: none"> <li>Describe deviance in a sociological perspective</li> </ul>					
<ul style="list-style-type: none"> <li>Compare and contrast the major sociological theories on deviance</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss societal reactions to social deviance</li> </ul>					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Challenge exam

Three hours

- Passing mark is 60%
- Multiple choice
- If needed, complete [Appendix A – Exam proctor form](#) (upon approval from program head)

**Sample question:**

Two groups of children are being observed by researchers who are interested in studying violent behaviour. Children in Group A watch a violent video, and after the video, the researchers observe their behaviour. Children in Group B do not watch a video, and the researchers observe their behaviour. Group B would be called the

- a) experimental group
- b) Hawthorne group
- c) control group
- d) dependent group

## Resources

A PLAR candidate may find it beneficial to review the following resources in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Henslin, James M., D. Glenday, A. Duffy, and N. Pupo. Sociology A Down-to-Earth Approach 4<sup>th</sup> Edition, Toronto: Pearson Education Canada Inc.

The following videos are available for the [SIAST Kelsey Campus library](#):

- Sociological Thinking and Research [04021]
- Culture [04022]
- Socialization [04023]
- Social Interaction, Conflict, and Change [04020]
- From Social Interaction to Social Structure [04019]
- Social Class [04032]
- Social Stratification [04031]
- Aging [04035]
- Old Like Me [61008]
- Race and Ethnicity [04034]
- Sex and Gender [04034]
- Social Class [04032]
- Social Control [04029]

## SOCI 185 – Sociology B

Building on what you learned in SOCI 184, you will study the process of sociological analysis and its importance to the human services profession. You will examine issues facing mainstream and marginalized people in Canada.

**Credit unit(s):** 3.0 credit units

**Equivalent course(s):** SOCI 260, SOCI 282

**Prerequisite(s):** SOCI 184 minimum grade of 60

<b>SOCI 185 – Sociology B</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the importance of sociological analysis in human service professions.					
<ul style="list-style-type: none"> <li>▪ Explain the process of social analysis</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe formal organizations and bureaucracy</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the social significance of bureaucracies</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe ways efficiency-driven bureaucracies may be humanized</li> </ul>					
2. Describe the relationship of sociology to medicine, religion, and education in Canada.					
<ul style="list-style-type: none"> <li>▪ Discuss health from the various sociological perspectives</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify health care issues in Canada</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Define religion within a sociological perspective</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the sociological function of education</li> </ul>					
3. Explain power and politics in Canada from a sociological perspective.					
<ul style="list-style-type: none"> <li>▪ Define micropolitics and macropolitics in relation to power, authority, and violence</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the Canadian political system</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss sociological perspectives on who rules Canada</li> </ul>					
4. Explain the role of the media in Canadian society.					
<ul style="list-style-type: none"> <li>▪ Describe the information industry and identify the dangers of corporate control of the media</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the role and purpose of media coverage in Canadian society</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the ideological function of liberal capitalism</li> </ul>					

<b>SOCI 185 – Sociology B</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
5. Describe the process of social movement and collective change.					
<ul style="list-style-type: none"> <li>▪ Describe forms of collective behaviour</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Define social movements and discuss the five stages of social movements</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the role of technology in the transformation of society</li> </ul>					
6. Describe sociological analysis of poverty in Canada.					
<ul style="list-style-type: none"> <li>▪ Define and measure poverty in Canada</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the characteristics of the poor</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the dynamics of poverty</li> </ul>					
7. Describe the challenges facing mainstream and marginalized people in Canadian society.					
<ul style="list-style-type: none"> <li>▪ Discuss the concept of work in Canadian society</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the connection between a market economy and maintaining a household</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the social problem of homelessness in Canada</li> </ul>					
8. Explain the social consequences of globalization.					
<ul style="list-style-type: none"> <li>▪ Discuss population in a global perspective</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify urban trends and urban life</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss capitalism in a global economy and apply sociological theories</li> </ul>					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Challenge exam

Three hours

- Passing mark is 60%
- Multiple choice
- If needed, complete [Appendix A – Exam proctor form](#) (upon approval from program head)

**Sample question:**

Many of the physical signs of aging such as balding, wrinkles, and a sagging chin or buttocks are now treated by physicians. This process of turning something into a medical matter is termed:

- a) mediphobia
- b) professionalism of medicine
- c) medicalization
- d) monopolization of medicine

## Resources

A PLAR candidate may find it beneficial to review the following resources in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Henslin, James M., D. Glenday, A. Duffy, and N. Pupo. Sociology A Down-to-Earth Approach 4<sup>th</sup> Edition, Toronto: Pearson Education Canada Inc.
2. SOCI 185 coursepack (available for purchase from your campus bookstore).

VIDEOS (videos may be borrowed at [SIAST Kelsey Campus library](#))

- Formal Organizations [04025]
- Education [04044]
- Religion [04037]
- Political Systems [04040]
- Mass Media [04039]
- Collective Behaviour and Social Movements [04634]
- Economic Systems [04036]
- Cities and Population [04027]

## THRC 189 – Therapeutic Recreation for Children and Youth

The course provides an overview of the current practices and procedures of therapeutic recreation when working with children and youth. The etiology, symptoms and characteristics of a number of common childhood and youth related populations will be examined. You will then explore the role of therapeutic recreation services in supporting these individuals in variety of settings

**Credit unit(s):** 2.0 credit units

**Equivalent course(s):** THRC 186

<b>THRC 189 – Therapeutic Recreation for Children and Youth</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe pediatric play and its relationship to therapeutic recreation.					
<ul style="list-style-type: none"> <li>▪ Describe pediatric play</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Differentiate pediatric play from medical play and play therapy</li> </ul>					
2. Describe the etiology, symptoms and impact of disorders that are common to childhood and adolescence.					
<ul style="list-style-type: none"> <li>▪ Describe the etiology, symptoms and impact of attention-deficit and disruptive behaviour disorders</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the etiology, symptoms and impact of eating disorders</li> </ul>					
3. Describe the role of therapeutic recreation when working with children.					
<ul style="list-style-type: none"> <li>▪ Describe the potential impact of recreation and leisure as it relates to children</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the potential role of leisure as it relates to family</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the general purpose of TR when working with children</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the role of TR when working with children with attention-deficit and disruptive behavior disorders</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the role of TR when working with children with eating disorders</li> </ul>					
4. Discuss the potential of therapeutic recreation within the school system.					
<ul style="list-style-type: none"> <li>▪ Describe the potential uses of recreation and leisure within a school setting</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Outline potential roles of the recreation therapist within a school setting</li> </ul>					
5. Describe issues common to youth at risk.					

<b>THRC 189 – Therapeutic Recreation for Children and Youth</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<ul style="list-style-type: none"> <li>Describe the factors that increase and decrease risk levels</li> </ul>					
<ul style="list-style-type: none"> <li>Describe the continuum of risk that exists in our communities</li> </ul>					
<b>6. Examine the role of therapeutic recreation in addressing the issues of youth at risk.</b>					
<ul style="list-style-type: none"> <li>Describe the potential impact of recreation and leisure as it relates to youth at risk</li> </ul>					
<ul style="list-style-type: none"> <li>Describe programming considerations</li> </ul>					
<ul style="list-style-type: none"> <li>Describe considerations related to TR service delivery</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

Requirements for evidence file

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template in Appendix E](#).
- Signed **employment validation letter** on company letterhead. Refer to [template in Appendix B](#).
- A **personal resume** detailing the relevant work history of the candidate.
- **Job description** – current and/or previous placements of work.
- Volunteer work – must include **Agency Validation letter** of volunteer activities and hours.
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

## 2. Challenge exam

- Passing mark is 60 %
- Short answer

## 3. Case study – 20%

- Purpose is for the candidate to organize and write a response to an issue about a child with a disability in a Therapeutic Recreation context.
- 1 – 2 pages

## Resources

A PLAR candidate may find it beneficial to review the following resources in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Austin, D. & Crawford, M. (2001). *Therapeutic recreation: An introduction, 3<sup>rd</sup> Ed.* Needham Heights, MA: Allyn & Bacon
2. Bender, M. & Baglin, C.A. (Ed) (2003). *Implementing recreation and leisure opportunities for infants and toddlers with disabilities.* Champaign, IL: Sagamore Publishing Inc.
3. Canadian Parks/Recreation Association. (N.D.). *Impact and benefits of physical activity and recreation on Canadian youth-at-risk: A discussion paper.* Canadian Parks/Recreation Association, Interprovincial Sport and Recreation Council, Health Canada.
4. Mobily, K. & MacNeil, R. (2002). *Therapeutic recreation and the nature of disabilities.* State College, PA: Venture Publishing, Inc.

## THRC 281 – Therapeutic Recreation Assessment

Your studies will help you develop an in-depth understanding of the process and components of assessment in therapeutic recreation. You will review, analyze and apply a variety of therapeutic recreation assessment tools and techniques.

**Credit unit(s):** 4.0

**Prerequisite(s):** THRC 184 minimum grade of 60

<b>THRC 281 – Therapeutic Recreation Assessment</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the types of information gathered during an assessment.					
<ul style="list-style-type: none"> <li>▪ Outline the common features of definitions of assessment in therapeutic recreation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Outline the principles of therapeutic recreation client assessment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe what a therapeutic recreation assessment should measure</li> </ul>					
2. Describe measurement characteristics relevant to the assessment process.					
<ul style="list-style-type: none"> <li>▪ Discuss error and confidence as they relate to measurement in assessment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe terminology related to measurement</li> </ul>					
3. Explain the assessment process.					
<ul style="list-style-type: none"> <li>▪ Describe the purpose of client assessment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the assessment planning model</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the assessment implementation model</li> </ul>					
4. Explain the assessment standards for therapeutic recreation.					
<ul style="list-style-type: none"> <li>▪ Outline key competencies related to assessment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss the CTRA Standard of Practice related to assessment</li> </ul>					
5. Describe the rationale for selecting assessment instruments.					
<ul style="list-style-type: none"> <li>▪ Outline considerations in purchasing or developing an assessment tool</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe specific areas to examine in critiquing a commercial assessment for purchase</li> </ul>					
6. Explain the use of common assessment instruments.					

<b>THRC 281 – Therapeutic Recreation Assessment</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>Discuss common therapeutic recreation specific, assessment tools</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss common multi-disciplinary assessment tools that therapeutic recreation professionals may help complete</li> </ul>					
7. Describe considerations in developing assessment instruments.					
<ul style="list-style-type: none"> <li>Describe considerations in constructing an assessment</li> </ul>					
<ul style="list-style-type: none"> <li>Describe steps in developing an agency-specific assessment</li> </ul>					
8. Describe the role of interviewing in the assessment process.					
<ul style="list-style-type: none"> <li>Explain the role of interviews</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss different types of interview questions</li> </ul>					
<ul style="list-style-type: none"> <li>Describe how to conduct an interview</li> </ul>					
9. Describe the role of observation in the assessment process.					
<ul style="list-style-type: none"> <li>Describe systematic observation</li> </ul>					
<ul style="list-style-type: none"> <li>Describe potential issues in terms of error and confidence related to observation results</li> </ul>					
<ul style="list-style-type: none"> <li>Outline observational recording methods and techniques</li> </ul>					
10. Apply assessment techniques and tools in therapeutic recreation.					
<ul style="list-style-type: none"> <li>Outline considerations related to the final report</li> </ul>					
<ul style="list-style-type: none"> <li>Identify issues related to the assessment process</li> </ul>					
<ul style="list-style-type: none"> <li>Conduct an assessment</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

Requirements for evidence file

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.

- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template in Appendix E](#).
- Signed **employment validation letter** on company letterhead. Refer to [template in Appendix B](#).
- A **personal resume** detailing the relevant work history of the candidate.
- **Job description** – current and/or previous placements of work.
- Volunteer work – must include **agency validation letter** of volunteer activities and hours.
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

## 2. Structured interview

To demonstrate a clear understanding of therapeutic recreation assessment and the role, knowledge and competencies of a recreation therapist.

## 3. Challenge exam

- Passing mark is 60 %
- Multiple choice and short answer

## Resources

A PLAR candidate may find it beneficial to review the following resources in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Burlingame, J. & Blaschko, T. (2010). *Assessment tools for recreational therapy, 4<sup>th</sup> Ed.* Ravensdale, WA: Idyll Arbor, Inc.
2. Stumbo, N. (2002). *Client assessment in therapeutic recreation services.* State College, PA: Venture Publishing, Inc.

## THRC 283 – Therapeutic Recreation and Selected Populations 2

The course provides an overview of the current practices and procedures of therapeutic recreation when working with individuals with mental illness, addiction and social deviancy. The etiology, symptoms and characteristics of these populations will be examined. You will then explore the impact that these disorders have on the individual and the role of therapeutic recreation services in supporting individuals.

**Credit unit(s):** 3.0 credit units

**Prerequisite(s):** None

<b>THRC 283 – Therapeutic Recreation and Selected Populations 2</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe issues related to abnormal behavior.					
<ul style="list-style-type: none"> <li>▪ Describe what is meant by disorders of the affective domain</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe historical views of abnormal behavior</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how disorders of the affective domain are classified</li> </ul>					
2. Describe theoretical perspectives on abnormal behavior.					
<ul style="list-style-type: none"> <li>▪ Explain various perspectives of abnormal behavior</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the role of causal factors in abnormal behavior</li> </ul>					
3. Describe the etiology, symptoms and impact of common mental health disorders.					
<ul style="list-style-type: none"> <li>▪ Describe the etiology, symptoms and impact of anxiety-related disorders</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the etiology, symptoms and impact of affective disorders</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the etiology, symptoms and impact of schizophrenia</li> </ul>					
4. Explain the role of therapeutic recreation in psychiatry and mental health.					
<ul style="list-style-type: none"> <li>▪ Describe the various settings where psychiatry and mental health services are offered</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explain current best practices and procedures in therapeutic recreation in psychiatry and mental health</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Examine considerations for therapeutic recreation interventions related to specific disorders of the affective domain</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the various settings where psychiatry and mental health services are offered</li> </ul>					
5. Discuss antisocial and violent behavior.					

<b>THRC 283 – Therapeutic Recreation and Selected Populations 2</b>		<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b>	I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b>	I can work independently to apply the outcome.					
<b>Functional:</b>	I need some assistance in using the outcome.					
<b>Learning:</b>	I am developing skills and knowledge for this area.					
<b>None:</b>	I have no experience with the outcome.					
	<ul style="list-style-type: none"> <li>Describe antisocial personality disorder</li> </ul>					
	<ul style="list-style-type: none"> <li>Describe the relationship between corrections and social deviance</li> </ul>					
6.	Explain the role of therapeutic recreation in addressing social deviancy.					
	<ul style="list-style-type: none"> <li>Describe the role of recreation and leisure in corrections</li> </ul>					
	<ul style="list-style-type: none"> <li>Explain the role of therapeutic recreation in corrections settings</li> </ul>					
7.	Discuss substance abuse and addiction.					
	<ul style="list-style-type: none"> <li>Describe the nature of substance dependence and abuse</li> </ul>					
	<ul style="list-style-type: none"> <li>Describe substances that people develop addictions to</li> </ul>					
8.	Describe the role of therapeutic recreation in treating substance abuse and addiction.					
	<ul style="list-style-type: none"> <li>Outline the purpose and role of therapeutic recreation as it relates to substance abuse</li> </ul>					
	<ul style="list-style-type: none"> <li>Outline implications for delivering therapeutic recreation services related to substance abuse</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

Requirements for evidence file

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template in Appendix E](#).
- Signed **employment validation letter** on company letterhead. Refer to [template in Appendix B](#).
- A **personal resume** detailing the relevant work history of the candidate
- **Job description** – current and/or previous placements of work
- Volunteer work – must include **agency validation letter** of volunteer activities and hour.

- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

## 2. Challenge exam – 60 % pass mark

- A two hour exam consisting of multiple choice, matching and short answer questions.

### ***Sample question:***

1. Panic disorder and generalized anxiety disorder are similar in that
  - a) they involve a loss of contact with reality
  - b) fear is aroused by one particular object or situation
  - c) anxiety is not focused
  - d) they are accompanied by a fear of disease

## **Resources**

A PLAR candidate may find it beneficial to review the following resources in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Austin, D. & Crawford, M. (2001). *Therapeutic recreation: An introduction, 3<sup>d</sup> Ed.* Needham Heights, MA: Allyn & Bacon
2. Mobily, K. & MacNeil, R. (2002). *Therapeutic recreation and the nature of disabilities.* State College, PA: Venture Publishing, Inc.

## THRC 284 - Leisure Education

You will explore the role of leisure education in assisting individuals in leading a fulfilling leisure lifestyle. Philosophical consideration, models and facilitation techniques common to leisure education will be examined. You will have the opportunity to apply this theory by developing leisure education sessions.

**Credit unit(s):** 4 credit units

**Equivalent course(s):**

**Prerequisite(s):** THRC 182 Foundations of Therapeutic Recreation, minimum grade of 60

<b>THRC 284 Leisure Education</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
1. Describe the social and psychological foundations of leisure <ul style="list-style-type: none"> <li>▪ Describe leisure, education and leisure education</li> <li>▪ Describe the social foundations of leisure</li> <li>▪ Describe the psychological foundations of leisure</li> </ul>					
2. Discuss resources and models for leisure education <ul style="list-style-type: none"> <li>▪ Describe key components of leisure education</li> <li>▪ Identify recommendations for leisure education</li> </ul>					
3. Describe the effectiveness of leisure education as an intervention <ul style="list-style-type: none"> <li>▪ Describe the potential of leisure education</li> <li>▪ Examine the role of leisure education with specific populations</li> <li>▪ Identify factors that can influence the effectiveness of leisure education interventions</li> </ul>					
4. Explain systematic programming for leisure education <ul style="list-style-type: none"> <li>▪ Outline the format for a specific leisure education program</li> <li>▪ Describe ways of enhancing the role of specific programs in terms of connecting clients with their community</li> </ul>					
5. Explain teaching techniques for leisure education <ul style="list-style-type: none"> <li>▪ Outline key areas for consideration in planning effective leisure education sessions</li> <li>▪ Outline key areas for consideration in implementing effective leisure education sessions</li> </ul>					
6. Describe how to adapt leisure education programs <ul style="list-style-type: none"> <li>▪ Describe general considerations regarding adaptations</li> <li>▪ Describe specific areas of adaptation</li> </ul>					
7. Apply principles of program planning to the leisure education process <ul style="list-style-type: none"> <li>▪ Design leisure education program outlines</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

Requirements for evidence file

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. [Refer to cover page template in Appendix E.](#)
- Signed **employment validation letter** on company letterhead. [Refer to template in Appendix B.](#)
- A **personal resume** detailing the relevant work history of the candidate.
- **Job Description** – current and/or previous placements of work
- Volunteer work – must include **Agency Validation Letter** of volunteer activities and hours
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

### 2. Challenge exam

- Passing mark is 60 %
- Short answer

### 3. Program Plan

- **Leisure Education Program - Lesson Plan** - 20% (4-6 pages)
- **Purpose:** The lesson plans are designed to have you develop the beginnings of a leisure education program.

## Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Datillo, J. (2008). *Leisure education program planning: A systematic approach, 3rd ed.* State College, PA: Venture Publishing, Inc.

## THRC 286 – T.R. Program Management

The course focuses on the principles of program management and how they relate to delivering therapeutic recreation services. You will examine advanced program planning, department policies and procedures, and fiscal, personnel and volunteer management as they relate to the therapeutic recreation process.

**Credit unit(s):** 4 credit units (60 hours)

**Prerequisite(s):** THRC 184 Therapeutic Recreation Process, minimum grade of 60

<b>THRC 286 – T.R. Program Management</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Discuss the conceptual foundations of management.					
<ul style="list-style-type: none"> <li>▪ Define management</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe considerations that influence management application</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe common theories</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Briefly outline the main types of management skills and roles of a therapeutic recreation manager</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the four main functions of management</li> </ul>					
2. Discuss the relationship between management and leadership.					
<ul style="list-style-type: none"> <li>▪ Describe the relationship between leadership and management</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the common theories of leadership</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the considerations related to the concept of leadership</li> </ul>					
3. Describe the components of administrative management.					
<ul style="list-style-type: none"> <li>▪ Describe the role of vision</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the content of vision</li> </ul>					
4. Describe organizational behaviour.					
<ul style="list-style-type: none"> <li>▪ Describe organizational culture and organizational climate</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify factors that influence work performance</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe considerations related to groups and group behaviour</li> </ul>					
5. Examine ethical considerations in administrative management.					
<ul style="list-style-type: none"> <li>▪ Describe the role of ethics and values in healthcare</li> </ul>					

<b>THRC 286 – T.R. Program Management</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>▪ Describe ethical principles that guide our practice</li> </ul>					
<b>6. Examine the impact of decision making, problem solving and conflict management.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the decision making process</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe considerations relative to conflict management</li> </ul>					
<b>7. Discuss personnel and staffing issues as a function of management.</b>					
<ul style="list-style-type: none"> <li>▪ Describe staffing and considerations</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe considerations relative to motivating staff and other personnel</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe considerations relative to performance appraisal</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe considerations relative to staff training and development</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe consideration relative to internship management</li> </ul>					
<b>8. Examine volunteering in Canada.</b>					
<ul style="list-style-type: none"> <li>▪ Describe the trends we are seeing in volunteer-involving organizations</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the optimal formula to build organizational capacity and strategically engage volunteers</li> </ul>					
<b>9. Describe volunteer management as it relates to therapeutic recreation.</b>					
<ul style="list-style-type: none"> <li>▪ Describe considerations relative to volunteer organization</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe considerations relative to the recruiting, selecting and placement of volunteers</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe considerations relative to the training and supervision of volunteers</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe considerations relative to the evaluation and recognition of volunteers</li> </ul>					
<b>10. Discuss the management of service delivery.</b>					
<ul style="list-style-type: none"> <li>▪ Describe considerations related to delivering quality services</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe considerations related to managing risk</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

Requirements for evidence file:

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template in Appendix E](#).
- Signed **employment validation letter** on company letterhead. Refer to [template in Appendix B](#).
- A **personal resume** detailing the relevant work history of the candidate.
- **Job description** – current and/or previous placements of work.
- Volunteer work – must include **agency validation letter** of volunteer activities and hours.
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

### 2. Challenge exam – 60 % pass mark

- A two hour exam consisting of multiple choice, matching and short answer questions.

#### **Sample question:**

1. This theory suggests that appropriate managerial behaviour is contingent on a variety of elements:
  - a) Classical Management Theory
  - b) Behavioural School
  - c) Quantitative Management Theory
  - d) General Systems Theory
  - e) Contingency Theory

## Resources

A PLAR candidate may find it beneficial to review the following resources in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Carter, M. & O'Morrow, G. (2006). *Effective management in therapeutic recreation service*. 2<sup>nd</sup> Ed. State College, PA: Venture Publishing, Inc.

## THRC 290 - Issues and Trends in Therapeutic Recreation

Your studies will help you advance your knowledge of trends and issues that influence the provision of therapeutic recreation services. You will examine your role in advancing the profession of therapeutic recreation.

**Credit unit(s):** 3 credit units

**Prerequisite(s):** PRAC 177 minimum grade of P

<b>THRC 290 Issues &amp; Trends in T.R.</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
1. Describe the role of professional development in the field of therapeutic recreation <ul style="list-style-type: none"> <li>▪ Describe the characteristics of a profession.</li> <li>▪ Evaluate therapeutic recreation against the criteria for a profession.</li> <li>▪ Examine considerations related to professional development.</li> </ul>					
2. Examine how to increase cultural competence in therapeutic recreation <ul style="list-style-type: none"> <li>▪ Describe concepts related to culture.</li> <li>▪ Discuss the relationship between cultural diversity and therapeutic recreation.</li> <li>▪ Describe competencies related to therapeutic recreation and diversity education.</li> <li>▪ Describe considerations related to First Nation culture.</li> </ul>					
3. Describe the role of spirituality within therapeutic recreation service provision <ul style="list-style-type: none"> <li>▪ Describe the connection between spirituality, spiritual health and TR service provision.</li> <li>▪ Explore the relationship between spirituality and religion.</li> </ul>					
4. Describe the role of marketing in the therapeutic recreation profession. <ul style="list-style-type: none"> <li>▪ Describe considerations related to marketing therapeutic recreation.</li> <li>▪ Describe the four stages in creating a marketing plan.</li> </ul>					
5. Explore the role of therapeutic recreation within the community <ul style="list-style-type: none"> <li>▪ Describe issues related to the provision of TR services in the community.</li> <li>▪ Describe the specific role of TR as it relates to health promotion.</li> </ul>					
6. Describe common legal and ethical considerations in health care <ul style="list-style-type: none"> <li>▪ Describe Code of Ethics developed by professional organizations in Canada.</li> </ul>					

<b>THRC 290 Issues &amp; Trends in T.R.</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
7. Describe the role of unions and professional associations in health care <ul style="list-style-type: none"> <li>▪ Describe the role of unions in health care.</li> <li>▪ Describe the role of professional associations.</li> </ul>					
8. Describe the characteristics and capabilities of a health care team <ul style="list-style-type: none"> <li>▪ Describe Canada's health care system.</li> <li>▪ Discuss various roles and departments within the health care system.</li> </ul>					

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

Requirements for evidence file

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. [Refer to cover page template in Appendix E](#)
- Signed **employment validation letter** on company letterhead. [Refer to template in Appendix B.](#)
- A **personal resume** detailing the relevant work history of the candidate.
- **Job Description** – current and/or previous placements of work
- Volunteer work – must include **Agency Validation Letter** of volunteer activities and hours
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

#### 2. Challenge exam

- Passing mark is 60 %
- Matching and short answer

### 3. Project/Report

Project/Marketing Therapeutic: To explore the process of creating a product that could be used to help market the profession of TR and to develop skills in brochure development that can be used to help you market specific components of your program.

#### Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Austin, D., Dattilo, J. & McCormick, B. (2002). *Conceptual foundations for therapeutic recreation*. State College, PA: Venture Publishing, Inc.
2. Carter, M. & O'Morrow, G. (2006). *Effective management in therapeutic recreation service*. 2<sup>nd</sup> Ed. State College, PA: Venture Publishing, Inc.
3. Mobily, K. & Ostiguy, L. (2004). *Introduction to therapeutic recreation: U.S. and Canadian perspectives*. State College, PA: Venture Publishing, Inc.
4. Stumbo, N. (Ed). (2009). *Professional issues in therapeutic recreation: On competence and outcomes*, 2<sup>nd</sup> Ed. Champaign, IL: Sagamore Publishing Inc.

## THRC 291 – Facilitation Techniques in Therapeutic Recreation

You will examine a number of techniques and activity-based therapies that therapeutic recreation professionals may employ. You will explore your role in utilizing these techniques and interventions as part of a comprehensive therapeutic recreation program.

**Credit unit(s):** 4.0 credit units

**Prerequisite(s):** THRC 184 minimum grade of 60

<b>THRC 291 – Facilitation Techniques in Therapeutic Recreation</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain how assistive technology can be utilized within the field of therapeutic recreation.					
<ul style="list-style-type: none"> <li>▪ Describe assistive technology devices</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe considerations relative to the use of assistive technology in therapeutic recreation</li> </ul>					
2. Describe behavior modification techniques.					
<ul style="list-style-type: none"> <li>▪ Describe techniques for observing behaviors</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe techniques for applying consequences</li> </ul>					
3. Describe motoric-based intervention techniques.					
<ul style="list-style-type: none"> <li>▪ Describe adventure therapy interventions</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe aquatic therapy interventions</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe interventions utilizing the therapeutic use of exercise</li> </ul>					
4. Describe cognitive-based intervention techniques.					
<ul style="list-style-type: none"> <li>▪ Describe moral-development discussion interventions</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe therapeutic reminiscence interventions</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe values clarification techniques</li> </ul>					
5. Describe affective-based intervention techniques.					
<ul style="list-style-type: none"> <li>▪ Describe expressive arts interventions</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe stress management interventions</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe interventions utilizing the therapeutic use of animals</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe interventions utilizing the therapeutic use of humour</li> </ul>					
6. Apply various therapeutic recreation interventions.					

<b>THRC 291 – Facilitation Techniques in Therapeutic Recreation</b>		<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b>	I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b>	I can work independently to apply the outcome.					
<b>Functional:</b>	I need some assistance in using the outcome.					
<b>Learning:</b>	I am developing skills and knowledge for this area.					
<b>None:</b>	I have no experience with the outcome.					
	<ul style="list-style-type: none"> <li>Identify considerations for making presentations related to therapeutic recreation</li> </ul>					

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

Requirements for evidence file

- **Binder** – separated into sections and each section is clearly identified as to what is within the section.
- A **cover page** as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to [cover page template in Appendix E](#).
- Signed **employment validation letter** on company letterhead. Refer to [template in Appendix B](#).
- A **personal resume** detailing the relevant work history of the candidate
- **Job description** – current and/or previous placements of work
- Volunteer work – must include **agency validation letter** of volunteer activities and hours.
- If applicable, any relevant **documentation** of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

### 2. Candidate interview

To demonstrate a clear understanding of the considerations related to making presentations in therapeutic recreation.

### 3. Therapeutic Recreation presentation and report (4 - 6 pages)

**Purpose:** To provide the PLAR candidate with an opportunity to present a specific type of therapeutic recreation intervention to a group of people and demonstrate his/her presentation/in-service skills. A report will also be submitted for evaluation.

## Resources

A PLAR candidate may find it beneficial to review the following resources in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

1. Austin, D., Dattilo, J. & McCormick, B. (2002). *Conceptual foundations for therapeutic recreation*. State College, PA: Venture Publishing, Inc.
2. Dattilo, J. (2000). *Facilitation techniques in therapeutic recreation*. State College, PA: Venture Publishing, Inc.

# Therapeutic Recreation Diploma Program



## Appendices

## Appendix A

### Exam proctor form



1. If you wish to write your PLAR challenge exam off campus, please return this completed form to your SIAST program. Request this wish at [Step 4 – Action plan](#). The exam and a return envelope will be mailed to the exam proctor. You can write the exam under secure conditions when it is convenient to both of you.
2. Your exam proctor will mail the exam to the relevant SIAST campus (your point of contact for your PLAR challenge).

Program Head  
Therapeutic Recreation program  
SIAST Kelsey Campus  
PO Box 1520 PO  
Saskatoon, SK S7K 3R5

**The exam supervisor should be a professional (teacher, RCMP, RN, secretary, clergy, etc.) and must be a non-relative.**

#### **EXAM SUPERVISOR**

Name: (please print) \_\_\_\_\_

Occupation: \_\_\_\_\_

Place of employment: \_\_\_\_\_

Address: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Business phone: \_\_\_\_\_ Home phone: \_\_\_\_\_

Email address: \_\_\_\_\_

**Student's name:** (please print) \_\_\_\_\_

List course(s) \_\_\_\_\_

\_\_\_\_\_  
Signature of exam supervisor

\_\_\_\_\_  
Date

## Appendix B: Employment validation letter

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### **Prior Learning Assessment and Recognition**

Instructions:

The employment validation letter provides a statement of verification of employment in an exceptional setting. The employment validation letter must be printed on letterhead of your current employer and signed by the human resources department indicating the length of employment and working environment(s). A letter template has been provided for your use. Please copy the content below and fill-in the fields as directed. **The completed letter should be included with your PLAR evidence and submitted to the PLAR assessor** for the Therapeutic Recreation Diploma program.

**Letter template** (On employer's business letterhead)

---

Date

To Whom It May Concern:

I have reviewed the employment records of \_\_\_\_\_ and  
Name of employee/candidate

can verify that the above candidate has been employed by \_\_\_\_\_  
Name of employer

for \_\_\_\_\_  
Length of employment

Please contact me at \_\_\_\_\_ or \_\_\_\_\_  
Phone email

with any questions or for additional information.

Sincerely,

\_\_\_\_\_  
Name

\_\_\_\_\_  
Job title

\_\_\_\_\_  
Signature

## Appendix C: Candidate action plans

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### HUMD 181 - Lifespan Development A: Candidate action plan

Be prepared to complete one or both of the following assessments as determined by your assessor.

#### Recommended resources:

1. Course manual for HUMD 181 Lifespan Development A
2. Coursepack for HUMD 181 Lifespan Development A
3. Papalia, D., Olds, S & Feldman, R. D. (2001) Human Development (8th Edition). Toronto: McGraw-Hill.

#### Assessment method 1: Structured interview

During a personal interview, discuss the following: (assessing learning outcomes 1-5)

- study of human development
- "nature versus nurture" as it effects development
- qualitative and quantitative changes in development
- influences on prenatal development
- principles of infant growth and development
- infant language development
- stranger and separation anxiety
- motor development in early childhood
- effects of play on the child in early childhood
- intelligence tests
- effects of peers in middle childhood

*Interview may be conducted in person or on the phone.*

#### Interview questions: Please be prepared to discuss the following questions.

1. Explain why we study human development.
2. How does heredity and environment affect human development? Provide an example to support your answers.
3. Explain the difference between qualitative and quantitative changes. Provide an example to support your answer.
4. Describe and explain some of the maternal factors that influence prenatal development. (minimum of 5 influences)

5. Briefly describe the following two principles of infant growth and development: top-to-bottom development; inner-to-outer development
6. Explain the significance and benefits of reading aloud to infants.
7. Distinguish between stranger anxiety and separation anxiety.
8. Describe the characteristic fine and gross motor skills that are present in early childhood.
9. How does play benefit children during early childhood. Be sure to discuss the difference between social, non-social and cognitive play.
10. Identify the pros and cons of intelligence tests or IQ tests.
11. Identify positive and negative effects of peers on the child in middle childhood. Provide examples to accompany your answer.

### **Assessment method 2: Challenge exam**

Successfully (60% or more) complete a challenge exam assessing learning outcomes 1 – 5. Contact the Therapeutic Recreation diploma program PLAR assessor to set date, time, and location of the exam.

Exam is closed book and must be proctored. (See [Appendix A - Exam Proctor form](#))

3 Hours

100 Multiple Choice - 100 marks

## HUMD 280 – Lifespan Development B: Candidate action plan

Be prepared to complete one or both of the following assessments as determined by your assessor.

### Recommended resources:

1. Course manual for HUMD 280 Lifespan Development B
2. Coursepack for HUMD 280 Lifespan Development B
3. Papalia, D., Olds, S & Feldman, R. D. (2001) Human Development (8th Edition). Toronto: McGraw-Hill

### Assessment method 1: Structured interview

During a personal interview, discuss the following and apply it to your own experience. How has this theory helped you with your work in early childhood education?  
(assessing learning outcomes 1-5)

- Adolescent growth spurts
- Adolescent thought processes
- Sibling relationships during adolescence
- Factors affecting the health of women and men
- Adult literacy
- Impact of personal relationships on well-being
- Physical and sensory changes during middle and late adulthood
- Friendships in middle age

*Interview may be conducted in person or on the phone.*

### Interview questions: Please be prepared to discuss the following questions

1. Briefly contrast the adolescent growth spurt in boys and girls.
2. Identify and describe the various immature aspects of adolescent thought.
3. Discuss the changes in relationships with siblings during adolescence.
4. Discuss some of the factors that account for health and death rate differences in men and women.
5. Discuss the importance of adult literacy.
6. Discuss the impact of personal relationships on one's health.
7. Identify common physical and sensory changes that take place in middle adulthood.

8. Discuss friendship patterns in middle age.
9. Describe typical bodily changes that occur in the elderly.

### **Assessment method 2: Challenge exam**

Successfully (60% or more) complete a challenge exam assessing learning outcomes 1 – 5. Contact the Youth Care Worker Program PLAR assessor to set date, time, and location of the exam.

Exam is closed book and must be proctored. (See [Appendix A - Exam Proctor form](#))

3 Hours

100 Multiple Choice - 100 marks

## Appendix D: Practicum(s) detailed PLAR information



### Therapeutic Recreation program Prior Learning Assessment and Recognition (PLAR)

#### Employment validation form

An essential part of Prior Learning Assessment and Recognition is documentation that serves as evidence for the SIAST assessor that the employee/candidate has acquired skills and knowledge as they relate to the specific learning outcomes for the course(s) they are seeking credit. This **Employment validation form** together with the appropriate **Validation of applicant's performance of skill(s)** (Appendix D) provides an indirect, authenticated account of the employee/candidate's performance in industry.

**Employee/ PLAR candidate:** \_\_\_\_\_  
(please print)

**SIAST Course for which PLAR is being requested:** \_\_\_\_\_  
(please print)

**Employment information:** (please print)

**Employer:** \_\_\_\_\_

**Employer address:** \_\_\_\_\_

**Employer phone number:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**Employer email:** \_\_\_\_\_

**Dates of employment:** \_\_\_\_\_ **to** \_\_\_\_\_  
(dd/mm/yy) (dd/mm/yy)

**Employment description:** Full-time  Hours per week: \_\_\_\_\_  
Part-time  Hours per week: \_\_\_\_\_

**Job description** (may be attached):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(Employer's signature) **Date** \_\_\_\_\_

#### Note to Employee/PLAR candidate:

The information on this form must be completed and signed by your employer/supervisor or designate indicating the job description, and place and length of employment. This form, together with the appropriate signed and dated **Validation of applicant's performance of skill(s)** (Appendix D) should be returned to your PLAR assessor at SIAST.

## Therapeutic Recreation Program Prior Learning Assessment and Recognition (PLAR)

### Validation of applicant's performance of skills

#### PRAC 177 – Practicum 1

**Directions for validator:** On the following page(s) there is a list of skill and knowledge factors that the employee/PLAR candidate is required to achieve in completing PRAC 177. Please rate the employee/candidate's performance by utilizing the following scale to examine the various job functions.

<b>0/1 = Unacceptable;</b>	(i.e. below expectation level that you would have for a typical employee)
<b>2/3 = Acceptable;</b>	(i.e. at expectation level that you would have for a typical employee)
<b>4/5 = Outstanding;</b>	(i.e. exceeded expectation level that you would have for a typical employee)
<b>N/A = Not applicable;</b>	(i.e. no opportunity to observe this function)

### CLIENT INTERACTION SKILLS

1. Interacts with clients in a professional manner		Rating: 0 1 2 3 4 5 N/A
<i>Rate above using the following criteria:</i> Unacceptable (0 or 1) Lacks interest in clients and appears bored and/or lacks fairness or consistency in dealing with clients.	Acceptable (2 or 3) Seems interested in clients, is engaged with them during interactions and is typically fair and consistent when interacting with clients.	Outstanding (4 or 5) Consistently shows enthusiasm, patience, empathy, fairness and consistency when interacting with clients.
2. Provides assistance when appropriate		Rating: 0 1 2 3 4 5 N/A
<i>Rate above using the following criteria:</i> Unacceptable (0 or 1) Fails to foster independence in clients, fails to allow client the opportunity to succeed on their own or fails to provide assistance when it would be appropriate.	Acceptable (2 or 3) Usually fosters independence in clients by providing assistance when required and at appropriate times.	Outstanding (4 or 5) Consistently demonstrates a sense of when client needs assistance and offers assistance that is appropriate and timely.
3. Communicates effectively with clients		Rating: 0 1 2 3 4 5 N/A
<i>Rate above using the following criteria:</i> Unacceptable (0 or 1) Does not communicate with clients or communication is unclear/confusing.	Acceptable (2 or 3) Usually communicates effectively with clients.	Outstanding (4 or 5) Communications with clients are consistently clear, appropriate and timely.

4. Nature of applicant / client relationships		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Acts in unacceptable or unprofessional manner. I.e. rarely acts as a role model or fails to maintain appropriate boundaries.	Acceptable (2 or 3) Usually forms productive and professional relationships, but may occasionally have difficulty in unfamiliar situations. I.e. acts as a role model and maintains appropriate boundaries in most situations.	Outstanding (4 or 5) Consistently forms productive and professional relationships with a wide range of clients in complex situations. I.e. acts as a role model and maintains appropriate boundaries in all situations.

5. Reinforces and encourages appropriate behavior in individuals and groups		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Fails to reinforce or encourage appropriate client behavior or focuses only on negative behaviors or fails to redirect inappropriate client behavior in an appropriate manner.	Acceptable (2 or 3) Usually reinforces and encourages appropriate client behavior and/or redirects inappropriate behaviors as needed.	Outstanding (4 or 5) Consistently reinforces and encourages appropriate client behavior and redirects inappropriate behaviors in one-to-one and group settings in a timely and appropriate manner.

## TEAM INTERACTION SKILLS

1. Develops effective working relationships with colleagues		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Avoids other staff and/or is critical of other staff.	Acceptable (2 or 3) A relationship exists, but there may be inadequate communication. In general, the quality of professional relationship is positive.	Outstanding (4 or 5) Interacts positively and effectively with team members, other staff, and administration. Uses excellent communication skills.

2. Shows awareness of roles of other staff		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Unaware of the roles of other staff	Acceptable (2 or 3) Aware of the roles of other staff on the immediate treatment team.	Outstanding (4 or 5) Aware of the roles of all staff and how staff compliments each other in the work they do.

3. Demonstrates effective communication skills with supervisor and co-workers		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Does not communicate with supervisor, staff and/or volunteers or communication is unclear or confusing.	Acceptable (2 or 3) Usually communicates effectively with supervisor, staff and volunteers using established communication systems.	Outstanding (4 or 5) Communications with supervisor, staff and volunteers are consistently clear, appropriate and timely.

4. Provides the supervisor with feedback about clients		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Rarely communicates with supervisor regarding clients.	Acceptable (2 or 3) Comments regularly on client progress.	Outstanding (4 or 5) Provides supervisor with on-going, accurate and insightful feedback about clients.

5. Shares relevant information at team meetings		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Rarely contributes at team meetings and contributions that do occur are not relevant.	Acceptable (2 or 3) Occasionally contributes relevant information at meetings; particularly when asked.	Outstanding (4 or 5) Regularly contributes unsolicited relevant information at meetings.

6. Shows willingness to take suggestions		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Seldom seeks supervisory help and/or becomes defensive when receiving feedback.	Acceptable (2 or 3) Responds satisfactorily to supervision.	Outstanding (4 or 5) Is prepared for supervisory meetings and handles any disagreements professionally.

## WORKLOAD MANAGEMENT SKILLS

1. Plans ahead and organizes workload		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Unable to plan and organize work effectively.	Acceptable (2 or 3) Usually plans and organizes effectively. May see job functions as equally important, but developing a sense of priorities.	Outstanding (4 or 5) Consistently plans effectively, well organized and considers priorities in completing tasks.

2. Manages time effectively		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Wastes time.	Acceptable (2 or 3) Typically makes good use of time.	Outstanding (4 or 5) Always makes good use of time. i.e. regularly spends extra time with clients, plans ahead, conducts additional research, etc.

3. Deals effectively with unanticipated workload demands and crises		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Has difficulty handling typical workload.	Acceptable (2 or 3) Handles typical workload well and developing the capacity to handle workload peaks.	Outstanding (4 or 5) Handles typical and emergency workload without difficulty.

4. Completes assigned tasks		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Assigned tasks are rarely completed on time and/or makes frequent excuses.	Acceptable (2 or 3) Assigned tasks are typically completed by the assigned date.	Outstanding (4 or 5) Assigned tasks are always completed on time to a high standard of work.

5. Works independently		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Never suggests or performs work activities on own initiative.	Acceptable (2 or 3) Usually plans and performs routine tasks without first checking with supervisor.	Outstanding (4 or 5) Consistently plans and performs routine tasks and occasionally performs non-routine or difficult tasks on own initiative.

## PROGRAM DESIGN AND LEADERSHIP SKILLS

1. Anticipates when the leader requires assistance		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) When assisting in others programs, provides assistance when it is unneeded/inappropriate and/or fails to provide assistance when it is needed/appropriate.	Acceptable (2 or 3) Usually provides assistance to other leaders when appropriate.	Outstanding (4 or 5) Consistently anticipates leader's needs and provides timely and appropriate assistance.

2. Group Leadership		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) No demonstrated skill or confidence in leading group activities.	Acceptable (2 or 3) Usually demonstrates skill or confidence in leading group activities in routine or non-demanding situations.	Outstanding (4 or 5) Consistently demonstrates skill or confidence in leading group activities in all situations.

3. Program development		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Fails to consider client characteristics or available resources in developing program or not able to relate program purpose to participant needs.	Acceptable (2 or 3) Able to relate program purpose, goals and objectives to participant needs. Considered facility, equipment and supplies in planning program.	Outstanding (4 or 5) Actively seeks out information related to clients and facilities to aid in program development. Involves clients in the development stage where appropriate and develops programs that meet their needs, interests and capabilities.

4. Program implementation		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Approaches program with little or no preparation, shows little enthusiasm or unable to adapt plans to changing circumstances.	Acceptable (2 or 3) Adequately prepared to implement program, good level of energy and enthusiasm and able to adapt program to meet basic needs.	Outstanding (4 or 5) Thoroughly prepared for program, with contingency plans in place for possible adaptation. Ensures that all clients are involved and working towards their goals and objectives.

5. Program evaluation		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Repeats mistakes and fails to implement evaluation results in future programs.	Acceptable (2 or 3) Learns from prior programs, engages in self-evaluation and incorporates feedback from others in evaluating programs.	Outstanding (4 or 5) Learns from prior programs, engages in self-evaluation and actively seeks out feedback from others to aid in program evaluation.

## PROFESSIONALISM

1. Maintains confidentiality in written and verbal communications		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Breaches client confidentiality and/or gossips about clients.	Acceptable (2 or 3) Maintains client confidentiality.	Outstanding (4 or 5) No outstanding criteria for this job function. Please rate the applicant as acceptable or unacceptable.

2. Written communication and documentation		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Written work is vague, contains many errors and/or is not submitted in a timely manner.	Acceptable (2 or 3) Written work is accurate, contains minimal errors and is submitted in a timely manner.	Outstanding (4 or 5) Written work is clear, accurate and written in a professional manner.

3. Dress and appearance		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Dress and appearance is not appropriate for the task at hand and/or does not meet agency guidelines.	Acceptable (2 or 3) Dress and appearance is appropriate for the task at hand and meets agency guidelines.	Outstanding (4 or 5) No outstanding criteria for this job function. Please rate the applicant as acceptable or unacceptable.

4. Attendance		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Has a pattern of tardiness, early departure and/or unauthorized absenteeism.	Acceptable (2 or 3) Notifies agency in a timely manner regarding absenteeism and fulfills all expectations regarding hours of work.	Outstanding (4 or 5) No outstanding criteria for this job function. Please rate the applicant as acceptable or unacceptable.

5. Makes use of information sources		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Fails to utilize agency resources (staff and documents) in completing work and/or asks few questions.	Acceptable (2 or 3) Makes use of agency resources to complete work and willing to ask questions.	Outstanding (4 or 5) Actively seeks agency resources and conducts additional research to enhance quality. I.e. use of internet, journals, outside staff, etc.

6. Identifies own strengths and needs		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Fails to reflect and acknowledge areas where improvement is needed.	Acceptable (2 or 3) Reflects and seeks to improve based on self-evaluation of strengths and needs.	Outstanding (4 or 5) A self-directed, lifelong learner. Self-evaluates and accepts direction well from others.

## UNDERSTANDING THE AGENCY

1. Knowledge of the agency's organizational structure		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Lacks initiative in seeking out information on agency and agency's organizational structure.	Acceptable (2 or 3) Seeks out information on agency and agency's organizational structure.	Outstanding (4 or 5) Shows initiative in seeking out information and asks pertinent questions in an effort to ensure full understanding.

2. Knowledge of the agency's and the therapeutic recreation department's philosophy		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) No knowledge of agency or department philosophy of service.	Acceptable (2 or 3) Understands agency and department philosophy of service.	Outstanding (4 or 5) Understands agency and department philosophy of service and asks appropriate questions about the relationship between services and philosophy.



## Therapeutic Recreation Program Prior Learning Assessment and Recognition (PLAR)

### Validation of applicant's performance of skills

#### PRAC 280 – Practicum 2

**Directions for validator:** On the following page(s) there is a list of skill and knowledge factors that the employee/PLAR candidate is required to achieve in completing PRAC 280. Please rate the employee/candidate's performance by utilizing the following scale to examine the various job functions.

<b>0/1 = Unacceptable;</b>	(i.e. below expectation level that you would have for a typical employee)
<b>2/3 = Acceptable;</b>	(i.e. at expectation level that you would have for a typical employee)
<b>4/5 = Outstanding;</b>	(i.e. exceeded expectation level that you would have for a typical employee)
<b>N/A = Not applicable;</b>	(i.e. no opportunity to observe this function)

### CLIENT AND FAMILY INTERACTION SKILLS

1. Interacts with clients and family in a professional manner		Rating: 0 1 2 3 4 5 N/A
<i>Rate above using the following criteria:</i>		
Unacceptable (0 or 1) Lacks interest in clients and family members and appears bored and/or lacks fairness or consistency in dealing with clients.	Acceptable (2 or 3) Seems interested in clients and family members, is engaged with them during interactions and is typically fair and consistent when interacting with clients.	Outstanding (4 or 5) Consistently shows enthusiasm, patience, empathy, fairness and consistency when interacting with clients and family members.
2. Provides assistance when appropriate		Rating: 0 1 2 3 4 5 N/A
<i>Rate above using the following criteria:</i>		
Unacceptable (0 or 1) Fails to foster independence in clients, fails to allow client the opportunity to succeed on their own or fails to provide assistance when it would be appropriate.	Acceptable (2 or 3) Usually fosters independence in clients by providing assistance when required and at appropriate times.	Outstanding (4 or 5) Consistently demonstrates a sense of when client needs assistance and offers assistance that is appropriate and timely.
3. Communicates effectively with clients and family		Rating: 0 1 2 3 4 5 N/A
<i>Rate above using the following criteria:</i>		
Unacceptable (0 or 1) Does not communicate with clients/family or communication is unclear/confusing.	Acceptable (2 or 3) Usually communicates effectively with clients and family members.	Outstanding (4 or 5) Communications with clients and family members are consistently clear, appropriate and timely.

4. Nature of applicant relationships with clients and family members		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b> Unacceptable (0 or 1) Acts in unacceptable or unprofessional manner. I.e. rarely acts as a role model or fails to maintain appropriate boundaries.	Acceptable (2 or 3) Usually forms productive and professional relationships, but may occasionally have difficulty in unfamiliar situations. I.e. acts as a role model/maintains appropriate boundaries in most situations.	Outstanding (4 or 5) Consistently forms productive and professional relationships with a wide range of clients in complex situations. I.e. acts as a role model and maintains appropriate boundaries in all situations.
5. Reinforces and encourages appropriate behavior in individuals and groups		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b> Unacceptable (0 or 1) Fails to reinforce or encourage appropriate client behavior or focuses only on negative behaviors or fails to redirect inappropriate client behavior in an appropriate manner.	Acceptable (2 or 3) Usually reinforces and encourages appropriate client behavior and/or redirects inappropriate behaviors as needed.	Outstanding (4 or 5) Consistently reinforces and encourages appropriate client behavior and redirects inappropriate behaviors in one-to-one and group settings in a timely and appropriate manner.

## TEAM INTERACTION SKILLS

1. Develops effective working relationships with colleagues		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b> Unacceptable (0 or 1) Avoids other staff and/or is critical of other staff.	Acceptable (2 or 3) A relationship exists, but there may be inadequate communication. In general, the quality of professional relationship is positive.	Outstanding (4 or 5) Interacts positively and effectively with team members, other staff, and administration. Uses excellent communication skills.
2. Shows awareness of roles of other staff		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b> Unacceptable (0 or 1) Unaware of the roles of other staff.	Acceptable (2 or 3) Aware of the roles of other staff on the immediate treatment team.	Outstanding (4 or 5) Aware of the roles of all staff and how staff compliments each other in the work they do.
3. Communicates effectively with team members		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b> Unacceptable (0 or 1) Does not communicate with supervisor, staff and/or volunteers or communication is unclear or confusing.	Acceptable (2 or 3) Usually communicates effectively with supervisor, staff and volunteers using established communication systems.	Outstanding (4 or 5) Communications with supervisor, staff and volunteers are consistently clear, appropriate and timely.

4. Provides the supervisor with feedback about clients		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Rarely communicates with supervisor regarding clients.	Acceptable (2 or 3) Comments regularly on client progress.	Outstanding (4 or 5) Provides supervisor with on-going, accurate and insightful feedback about clients.
5. Shares relevant information at team meetings		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Rarely contributes at team meetings and contributions that do occur are not relevant.	Acceptable (2 or 3) Occasionally contributes relevant information at meetings; particularly when asked.	Outstanding (4 or 5) Regularly contributes unsolicited relevant information at meetings.
6. Shows willingness to take suggestions		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Seldom seeks supervisory help and/or becomes defensive when receiving feedback.	Acceptable (2 or 3) Responds satisfactorily to supervision.	Outstanding (4 or 5) Is prepared for supervisory meetings and handles any disagreements professionally.

## WORKLOAD MANAGEMENT SKILLS

1. Plans ahead and organizes workload		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Unable to plan and organize work effectively.	Acceptable (2 or 3) Usually plans and organizes effectively. May see job functions as equally important, but developing a sense of priorities.	Outstanding (4 or 5) Consistently plans effectively, well organized and considers priorities in completing tasks.
2. Manages time effectively		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Wastes time.	Acceptable (2 or 3) Typically makes good use of time.	Outstanding (4 or 5) Always makes good use of time. i.e. regularly spends extra time with clients, plans ahead, etc.
3. Deals effectively with unanticipated workload demands and crises		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Has difficulty handling typical workload.	Acceptable (2 or 3) Handles typical workload well and developing the capacity to handle workload peaks.	Outstanding (4 or 5) Handles typical and emergency workload without difficulty.

4. Completes assigned tasks		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Assigned tasks are rarely completed on time and/or makes frequent excuses.	Acceptable (2 or 3) Assigned tasks are typically completed by the assigned date.	Outstanding (4 or 5) Assigned tasks are always completed on time to a high standard of work.

5. Works independently		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Never suggests or performs work activities on own initiative.	Acceptable (2 or 3) Usually plans and performs routine tasks without first checking with supervisor.	Outstanding (4 or 5) Consistently plans and performs routine tasks and occasionally performs non-routine or difficult tasks on own initiative.

## PROGRAM DESIGN AND LEADERSHIP SKILLS

Note: consider leisure education sessions, established programs and new interventions.

1. Anticipates when the leader requires assistance		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) When assisting in others programs, provides assistance when it is unneeded/inappropriate and/or fails to provide assistance when it is needed/appropriate.	Acceptable (2 or 3) Usually provides assistance to other leaders when appropriate.	Outstanding (4 or 5) Consistently anticipates leader's needs and provides timely and appropriate assistance.

2. Group Leadership		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) No demonstrated skill or confidence in leading group activities.	Acceptable (2 or 3) Usually demonstrates skill or confidence in leading group activities in routine or non-demanding situations.	Outstanding (4 or 5) Consistently demonstrates skill or confidence in leading group activities in all situations.

3. Program development		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Fails to consider client characteristics or available resources in developing interventions or not able to relate program purpose to participant needs.	Acceptable (2 or 3) Able to relate program purpose, goals and objectives to participant needs. Considered facility, equipment and supplies in planning interventions.	Outstanding (4 or 5) Actively seeks out information related to clients and facilities to aid in program development. Involves clients in the development stage where appropriate and develops interventions that meet their needs, interests and capabilities.

4. Program implementation		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Approaches interventions with little or no preparation, shows little enthusiasm or unable to adapt plans to changing circumstances.	Acceptable (2 or 3) Adequately prepared to implement interventions, good level of energy and enthusiasm and able to adapt program to meet basic needs.	Outstanding (4 or 5) Thoroughly prepared for interventions, with contingency plans in place for possible adaptation. Ensures that all clients are involved and working towards their goals and objectives.

5. Program evaluation		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Repeats mistakes and fails to implement evaluation results in future programs.	Acceptable (2 or 3) Learns from prior programs, engages in self-evaluation and incorporates feedback from others in evaluating programs.	Outstanding (4 or 5) Learns from prior programs, engages in self-evaluation and actively seeks out feedback from others to aid in program evaluation.

## PROFESSIONALISM

1. Maintains confidentiality in written and verbal communications		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Breaches client confidentiality and/or gossips about clients.	Acceptable (2 or 3) Maintains client confidentiality.	Outstanding (4 or 5) No outstanding criteria for this job function. Please rate the applicant as acceptable or unacceptable.

2. Written communication and documentation		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Written work is vague, contains many errors and/or is not submitted in a timely manner.	Acceptable (2 or 3) Written work is accurate, contains minimal errors and is submitted in a timely manner.	Outstanding (4 or 5) Written work is clear, accurate and written in a professional manner.

3. Dress and appearance		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Dress and appearance is not appropriate for the task at hand and/or does not meet agency guidelines.	Acceptable (2 or 3) Dress and appearance is appropriate for the task at hand and meets agency guidelines.	Outstanding (4 or 5) No outstanding criteria for this job function. Please rate the applicant as acceptable or unacceptable.

4. Attendance		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Has a pattern of tardiness, early departure and/or unauthorized absenteeism.	Acceptable (2 or 3) Notifies agency in a timely manner regarding absenteeism and fulfills all expectations regarding hours of work.	Outstanding (4 or 5) No outstanding criteria for this job function. Please rate the applicant as acceptable or unacceptable.

5. Makes use of information sources		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Fails to utilize agency resources (staff and documents) in completing work and/or asks few questions.	Acceptable (2 or 3) Makes use of agency resources to complete work and willing to ask questions.	Outstanding (4 or 5) Actively seeks agency resources and conducts additional research to enhance quality. I.e. use of internet, journals, outside staff, etc.

6. Identifies own strengths and needs		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Fails to reflect and acknowledge areas where improvement is needed.	Acceptable (2 or 3) Reflects and seeks to improve based on self-evaluation of strengths and needs.	Outstanding (4 or 5) A self-directed, lifelong learner. Self-evaluates and accepts direction well from others.

## UNDERSTANDING THE AGENCY

1. Knowledge of the agency's organizational structure		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Lacks initiative in seeking out information on agency and agency's organizational structure.	Acceptable (2 or 3) Seeks out information on agency and agency's organizational structure.	Outstanding (4 or 5) Shows initiative in seeking out information and asks pertinent questions in an effort to ensure full understanding.

2. Knowledge of the agency's and the therapeutic recreation department's philosophy		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) No knowledge of agency or department philosophy of service.	Acceptable (2 or 3) Understands agency and department philosophy of service.	Outstanding (4 or 5) Understands agency and department philosophy of service and asks appropriate questions about the relationship between services and philosophy.

## ASSESSMENT

1. Utilizes assessment results in developing treatment plan		<p style="text-align: right;">Rating:</p> <p style="text-align: center;">0   1   2   3   4   5   N/A</p>			
<p><b><i>Rate above using the following criteria:</i></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;">           Unacceptable (0 or 1)            Regularly fails to consider assessment results when developing treatment plan and interventions.         </td> <td style="width: 33%; border: none; vertical-align: top;">           Acceptable (2 or 3)            Regularly utilizes assessment results when developing treatment plans and interventions.         </td> <td style="width: 33%; border: none; vertical-align: top;">           Outstanding (4 or 5)            Consistently seeks out assessment results and utilizes them in consultation with the client to develop treatment plans and interventions.         </td> </tr> </table>			Unacceptable (0 or 1) Regularly fails to consider assessment results when developing treatment plan and interventions.	Acceptable (2 or 3) Regularly utilizes assessment results when developing treatment plans and interventions.	Outstanding (4 or 5) Consistently seeks out assessment results and utilizes them in consultation with the client to develop treatment plans and interventions.
Unacceptable (0 or 1) Regularly fails to consider assessment results when developing treatment plan and interventions.	Acceptable (2 or 3) Regularly utilizes assessment results when developing treatment plans and interventions.	Outstanding (4 or 5) Consistently seeks out assessment results and utilizes them in consultation with the client to develop treatment plans and interventions.			
2. Reports results of assessment to treatment team		<p style="text-align: right;">Rating:</p> <p style="text-align: center;">0   1   2   3   4   5   N/A</p>			
<p><b><i>Rate above using the following criteria:</i></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none; vertical-align: top;">           Unacceptable (0 or 1)            Doesn't share relevant assessment results with treatment team.         </td> <td style="width: 33%; border: none; vertical-align: top;">           Acceptable (2 or 3)            Occasionally shares relevant assessment results with treatment team utilizing established agency methods.         </td> <td style="width: 33%; border: none; vertical-align: top;">           Outstanding (4 or 5)            Regularly contributes unsolicited relevant assessment results with treatment team.         </td> </tr> </table>			Unacceptable (0 or 1) Doesn't share relevant assessment results with treatment team.	Acceptable (2 or 3) Occasionally shares relevant assessment results with treatment team utilizing established agency methods.	Outstanding (4 or 5) Regularly contributes unsolicited relevant assessment results with treatment team.
Unacceptable (0 or 1) Doesn't share relevant assessment results with treatment team.	Acceptable (2 or 3) Occasionally shares relevant assessment results with treatment team utilizing established agency methods.	Outstanding (4 or 5) Regularly contributes unsolicited relevant assessment results with treatment team.			



## Therapeutic Recreation Program Prior Learning Assessment and Recognition (PLAR)

### Validation of applicant's performance of skills

#### PRAC 281 – Practicum 3

**Directions for validator:** On the following page(s) there is a list of skill and knowledge factors that the employee/PLAR candidate is required to achieve in completing PRAC 280. Please rate the employee/candidate's performance by utilizing the following scale to examine the various job functions.

<b>0/1 = Unacceptable;</b>	(i.e. below expectation level that you would have for a typical employee)
<b>2/3 = Acceptable;</b>	(i.e. at expectation level that you would have for a typical employee)
<b>4/5 = Outstanding;</b>	(i.e. exceeded expectation level that you would have for a typical employee)
<b>N/A = Not applicable;</b>	(i.e. no opportunity to observe this function)

### CLIENT, FAMILY AND COMMUNITY INTERACTION SKILLS

1. Interacts with clients, family and community members in a professional manner		Rating: 0 1 2 3 4 5 N/A
<i>Rate above using the following criteria:</i>		
Unacceptable (0 or 1) Lacks interest in clients, family and community members and appears bored and/or lacks fairness or consistency in dealing with clients.	Acceptable (2 or 3) Seems interested in clients, family and community members, is engaged with them during interactions and is typically fair and consistent when interacting with clients.	Outstanding (4 or 5) Consistently shows enthusiasm, patience, empathy, fairness and consistency when interacting with clients, family and community members.
2. Provides assistance when appropriate		Rating: 0 1 2 3 4 5 N/A
<i>Rate above using the following criteria:</i>		
Unacceptable (0 or 1) Fails to foster independence in clients, to allow client the opportunity to succeed on their own or to provide appropriate assistance appropriate.	Acceptable (2 or 3) Usually fosters independence in clients by providing assistance when required and at appropriate times.	Outstanding (4 or 5) Consistently demonstrates a sense of when client needs assistance and offers assistance that is appropriate and timely.
3. Communicates effectively with clients, family and community members		Rating: 0 1 2 3 4 5 N/A
<i>Rate above using the following criteria:</i>		
Unacceptable (0 or 1) Does not communicate with clients, family or community members or communication is unclear/confusing.	Acceptable (2 or 3) Usually communicates effectively with clients, family and community members.	Outstanding (4 or 5) Communications with clients, family and community members are consistently clear, appropriate and timely.

4. Nature of student relationships with clients, family and community members		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Acts in unacceptable or unprofessional manner. I.e. rarely acts as a role model or fails to maintain appropriate boundaries.	Acceptable (2 or 3) Usually forms productive and professional relationships. May occasionally have difficulty in unfamiliar situations. Acts as a role model and maintains appropriate boundaries in most situations.	Outstanding (4 or 5) Consistently forms productive and professional relationships with family, clients, and community members in complex situations. (i.e. acts as a role model and maintains appropriate boundaries in all situations).
5. Reinforces and encourages appropriate behavior in individuals and groups		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Fails to reinforce or encourage appropriate client behavior or focuses only on negative behaviors or fails to redirect inappropriate client behavior in an appropriate manner.	Acceptable (2 or 3) Usually reinforces and encourages appropriate client behavior and/or redirects inappropriate behaviors as needed.	Outstanding (4 or 5) Consistently reinforces and encourages appropriate client behavior and redirects inappropriate behaviors in one-to-one and group settings in a timely & appropriate manner.

## TEAM INTERACTION SKILLS

1. Develops effective working relationships with colleagues		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Avoids other staff and/or is critical of other staff.	Acceptable (2 or 3) A relationship exists, but there may be inadequate communication. In general, the quality of professional relationship is positive.	Outstanding (4 or 5) Interacts positively and effectively with team members, other staff, and administration. Uses excellent communication skills.
2. Shows awareness of roles of other staff		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Unaware of the roles of other staff.	Acceptable (2 or 3) Aware of the roles of other staff on the immediate treatment team.	Outstanding (4 or 5) Aware of the roles of all staff and how staff compliments each other in the work they do.
3. Communicates effectively with team members		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Does not communicate with supervisor, staff and/or volunteers or communication is unclear or confusing.	Acceptable (2 or 3) Usually communicates effectively with supervisor, staff and volunteers using established communication systems.	Outstanding (4 or 5) Communications with supervisor, staff and volunteers are consistently clear, appropriate and timely.

4. Provides the supervisor with feedback about clients		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Rarely communicates with supervisor regarding clients.	Acceptable (2 or 3) Comments regularly on client progress.	Outstanding (4 or 5) Provides supervisor with on-going, accurate and insightful feedback about clients.
5. Shares relevant information at team meetings		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Rarely contributes at team meetings and contributions that do occur are not relevant.	Acceptable (2 or 3) Occasionally contributes relevant information at meetings; particularly when asked.	Outstanding (4 or 5) Regularly contributes unsolicited relevant information at meetings.
6. Shows willingness to take suggestions		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Seldom seeks supervisory help and/or becomes defensive when receiving feedback.	Acceptable (2 or 3) Responds satisfactorily to supervision.	Outstanding (4 or 5) Is prepared for supervisory meetings and handles any disagreements professionally.

## WORKLOAD AND CASELOAD MANAGEMENT SKILLS

1. Plans ahead and organizes workload		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Unable to plan and organize work effectively OR wastes time.	Acceptable (2 or 3) Usually plans and organizes effectively. May see job functions as equally important, but developing a sense of priorities. Typically makes good use of time.	Outstanding (4 or 5) Consistently plans effectively, well organized and considers priorities in completing tasks related to direct client contact and other work responsibilities.
2. Deals effectively with unanticipated workload demands and crises		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Has difficulty handling typical workload.	Acceptable (2 or 3) Handles typical workload well and developing the capacity to handle workload peaks.	Outstanding (4 or 5) Handles typical and emergency workload without difficulty.
3. Completes assigned tasks		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Assigned tasks are rarely completed on time and/or makes frequent excuses.	Acceptable (2 or 3) Assigned tasks are typically completed by the assigned date.	Outstanding (4 or 5) Assigned tasks are always completed on time to a high standard of work.

4. Works independently		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Never suggests or performs work activities on own initiative.	Acceptable (2 or 3) Usually plans and performs routine tasks without first checking with supervisor.	Outstanding (4 or 5) Consistently plans and performs routine tasks and occasionally performs non-routine or difficult tasks on own initiative.
5. Maintains a client caseload		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Has difficulty managing a caseload of clients.	Acceptable (2 or 3) Manages a basic caseload and beginning to prioritize client needs relative to scheduling considerations.	Outstanding (4 or 5) Handles typical and emergency caseload demands without difficulty.

## PROGRAM DESIGN AND LEADERSHIP SKILLS

Note: consider leisure education sessions, established programs and new interventions.

1. Anticipates when the leader requires assistance		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) When assisting in others programs, provides assistance when it is unneeded/inappropriate and/or fails to provide assistance when it is needed/appropriate.	Acceptable (2 or 3) Usually provides assistance to other leaders when appropriate.	Outstanding (4 or 5) Consistently anticipates leader's needs and provides timely and appropriate assistance.
2. Group Leadership		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) No demonstrated skill or confidence in leading group activities.	Acceptable (2 or 3) Usually demonstrates skill or confidence in leading group activities in routine or non-demanding situations.	Outstanding (4 or 5) Consistently demonstrates skill or confidence in leading group activities in all situations.
3. Program development		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Fails to consider client characteristics or available resources in developing interventions or not able to relate program purpose to participant needs.	Acceptable (2 or 3) Able to relate program purpose, goals and objectives to participant needs. Considered facility, equipment and supplies in planning interventions.	Outstanding (4 or 5) Actively seeks out information related to clients and facilities to aid in program development. Involves clients in the development stage where appropriate and develops interventions that meet their needs, interests and capabilities.

4. Program implementation		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Approaches interventions with little or no preparation, shows little enthusiasm or unable to adapt plans to changing circumstances.	Acceptable (2 or 3) Adequately prepared to implement interventions, good level of energy and enthusiasm and able to adapt program to meet basic needs.	Outstanding (4 or 5) Thoroughly prepared for interventions, with contingency plans in place for possible adaptation. Ensures that all clients are involved and working towards their goals and objectives.

5. Program evaluation		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Repeats mistakes and fails to implement evaluation results in future programs.	Acceptable (2 or 3) Learns from prior programs, engages in self-evaluation and incorporates feedback from others in evaluating programs.	Outstanding (4 or 5) Learns from prior programs, engages in self-evaluation and actively seeks out feedback from others to aid in program evaluation.

## PROFESSIONALISM

1. Maintains confidentiality in written and verbal communications		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Breaches client confidentiality and/or gossips about clients.	Acceptable (2 or 3) Maintains client confidentiality.	Outstanding (4 or 5) No outstanding criteria for this job function. Please rate the applicant as acceptable or unacceptable.

2. Written communication and documentation		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Written work is vague, contains many errors and/or is not submitted in a timely manner.	Acceptable (2 or 3) Written work is accurate, contains minimal errors and is submitted in a timely manner.	Outstanding (4 or 5) Written work is clear, accurate and written in a professional manner.

3. Dress and appearance		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Dress and appearance is not appropriate for the task at hand and/or does not meet agency guidelines.	Acceptable (2 or 3) Dress and appearance is appropriate for the task at hand and meets agency guidelines.	Outstanding (4 or 5) No outstanding criteria for this job function. Please rate the applicant as acceptable or unacceptable.

4. Attendance		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Has a pattern of tardiness, early departure and/or unauthorized absenteeism.	Acceptable (2 or 3) Notifies agency in a timely manner regarding absenteeism and fulfills all expectations regarding hours of work.	Outstanding (4 or 5) No outstanding criteria for this job function. Please rate the applicant as acceptable or unacceptable.
5. Makes use of information sources		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Fails to utilize agency resources (staff and documents) in completing work and/or asks few questions.	Acceptable (2 or 3) Makes use of agency resources to complete work and willing to ask questions.	Outstanding (4 or 5) Actively seeks agency resources and conducts additional research to enhance quality. I.e. use of internet, journals, outside staff, etc.
6. Identifies own strengths and needs		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Fails to reflect and acknowledge areas where improvement is needed.	Acceptable (2 or 3) Reflects and seeks to improve based on self-evaluation of strengths and needs.	Outstanding (4 or 5) A self-directed, lifelong learner. Self-evaluates and accepts direction well from others.
7. Promotes the field of therapeutic recreation		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Fails to identify plan and deliver an effective inservice promoting TR within the agency OR fails to take advantage of informal opportunities to educate others about the field.	Acceptable (2 or 3) Plans and delivers an effective TR inservice AND identifies other opportunities to educate others (staff, family and clients) about the field about the leadership actions related to promoting the field of TR within the agency.	Outstanding (4 or 5) Regularly demonstrates leadership skills related to promoting the field of TR within the agency (both formal and informal opportunities) and occasionally demonstrates these skills beyond the scope of the agency.

## UNDERSTANDING THE AGENCY

1. Knowledge of the agency's organizational structure		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Lacks initiative in seeking out information on agency and agency's organizational structure.	Acceptable (2 or 3) Seeks out information on agency and agency's organizational structure.	Outstanding (4 or 5) Shows initiative in seeking out information and asks pertinent questions in an effort to ensure full understanding.

2. Knowledge of the agency's and the therapeutic recreation department's philosophy		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) No knowledge of agency or department philosophy of service.	Acceptable (2 or 3) Understands agency and department philosophy of service.	Outstanding (4 or 5) Understands agency and department philosophy of service and asks appropriate questions about the relationship between services and philosophy.

3. Knowledge of the role of volunteers within the agency and department		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) No knowledge of the place of volunteers within the agency or department.	Acceptable (2 or 3) Understands the current role of volunteers within the agency and department.	Outstanding (4 or 5) Understands the role of volunteers within the agency and department and potential areas to expand this role.

## ASSESSMENT

1. Utilizes assessment results in developing treatment plan		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Regularly fails to consider assessment results when developing treatment plan and interventions.	Acceptable (2 or 3) Regularly utilizes assessment results when developing treatment plans and interventions.	Outstanding (4 or 5) Consistently seeks out assessment results and utilizes them in consultation with the client to develop treatment plans and interventions.

2. Reports results of assessment to treatment team		Rating: 0 1 2 3 4 5 N/A
<b>Rate above using the following criteria:</b>		
Unacceptable (0 or 1) Doesn't share relevant assessment results with treatment team.	Acceptable (2 or 3) Occasionally shares relevant assessment results with treatment team utilizing established agency methods.	Outstanding (4 or 5) Regularly contributes unsolicited relevant assessment results with treatment team.



## Appendix E: Evidence binder - cover page template

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Evidence file for: \_\_\_\_\_  
(course code and name)

# Therapeutic Recreation Diploma Program

Name:

email address:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_