

**Guidelines for the Assignment of  
Therapeutic Recreation Services  
to Assistants and Aides**

**Fourth Edition**

**January 2021**



## Who We Are

Established in 1985, the Alberta Therapeutic Recreation Association is a self-governing health profession with membership comprised of therapeutic recreation practitioners. Our members work together to improve the health and quality of life

of the public by advancing therapeutic recreation practice through adherence to defined education, code of ethics, standards of practice and a continued competency program.

## About this Publication

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If citing this document, please use the following:

Helgason, E., Suntjens, B. and Cyr, C. (2021). *Guidelines for the assignment of therapeutic recreation services to assistants and aids. Fourth edition.* Calgary Alberta: Alberta Therapeutic Recreation Association.

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## Forward: Project Overview and Acknowledgements

The Alberta Therapeutic Recreation Association (ATRA) intends for this document to be a guideline for therapists and employers to effectively assign tasks in order to ensure safe, effective, and efficient client care. The foundations of this document are the Essential Competencies as listed in the *Standards of Practice - Competency Profile for Recreation Therapists in Alberta* (Alberta Therapeutic Recreation Association, 2015). These competencies for providing safe and effective service upon entry-to-practice by Recreation Therapists provide a framework from which the role of the Assistant or Aide can be defined and assigned tasks can be identified.

In the **Essential Competencies** section of the document, a brief description of the competency area is followed by a list of descriptors of the competency for both Assistants and Aides. In some cases, these descriptors are common to both, and are outlined as such. An outline of tasks that should not be assigned by the Recreation Therapist is provided where necessary.

Following the Project Team's initial draft of the document, the Board carried out a thorough validation process. Therapists, Assistants and Aides from a variety of service settings were invited to provide feedback to the document. As a second phase of the validation process, the document was presented as a part of a visioning session to the membership at the Alberta Therapeutic Recreation Association Annual Symposium in Edmonton on October 11, 2013. The document will reflect ongoing amendments to service provision and updates will be added as required to ensure the clients receive care according to efficient and effective care protocols.

In addition to the ATRA Competency Profile, this document benefitted greatly from the excellent work in the *Standards of Practice for Recreation Therapists and Therapeutic Recreation Assistants* (Canadian Therapeutic Recreation Association, 2006).

As well, the document aligns with the *Competency Profile for Therapist Assistants* (Alberta Health Services, 2011). The four roles of the assistant are identified in each essential competency:

- Assistant in Service Provision
- Collaborator
- Lifelong Learner
- Paraprofessional

ATRA also gratefully acknowledges the work of the Alberta College of Occupational Therapists in providing permission to adapt portions of *Guidelines for the Assignment/Delegation of Occupational Therapy Services to Support Personnel* (2005).

## Key Terminology and Guiding Principles

In Alberta, a wide variety of titles may be used for therapeutic recreation professionals and support personnel. As well, a number of population groups receive therapeutic recreation services in various care settings. For the purpose of this document:

- *Recreation Therapist* refers to a registered professional member of the Alberta Therapeutic Recreation Association practicing under the title of Recreation Therapist.
- *Recreation Therapy Assistant* refers to a health care team member, with a certificate or diploma in therapeutic recreation, working under the direct supervision of a Recreation Therapist.
- *Recreation Therapy Aide* refers to a health care team member who may not hold formal education in therapeutic recreation but may have received on-the-job training, working under the direct supervision of a Recreation Therapist.
- *Client* refers to any person receiving therapeutic recreation service.
- *Support personnel* refers to recreation therapy Assistants or Aides, working as members of a team under the direction of a recreation therapist.

A number of guiding principles are applied to all competencies described in the document:

1. Client safety is essential, and a responsibility of every health care team member.
2. In Alberta, there are a variety of job titles in the field of recreation therapy. For the scope of this project, Recreation Therapy Assistants and Aides work under the supervision of a registered Recreation Therapist who maintains accountability for client care.
3. Recreation Therapists maintain responsibility for the overall recreation therapy services provided. Recreation Therapy Assistants and Aides are responsible for providing care as assigned by the Recreation Therapist, within the limits of their knowledge and skills, and in compliance with agency policy and the applicable regulations.
4. Recreation Therapists carefully consider the education, training and competencies of both Assistants and Aides, as well as the complexity of the individual client's needs and environment when assigning tasks.
5. Recreation Therapists maintain responsibility for client assessment, interpretation of findings, determination and initiation of intervention, progression of intervention, reevaluation and discharge planning.
6. Recreation Therapy Assistants and Aides work collaboratively within the client care system.

7. Recreation Therapy Assistants and Aides practice client-centered care and act only with the client's informed consent.
8. Recreation Therapy Assistants and Aides work within applicable law, legislation and regulations, as well as within established work setting protocols.

Note: For some of the competencies listed, these guiding principles have been reiterated where it was felt that emphasis was necessary.

## Responsibilities of the Recreation Therapist in Assignment to Assistants and Aides

The Recreation Therapist is responsible for the following:

- Interpreting referrals
- Conducting initial assessments and reassessments
- Interpreting assessments
- Establishing goals, desired outcomes, and planning interventions
- Assigning interventions to support personnel
- Providing intervention(s) that require continuous clinical judgment
- Modifying or changing interventions
- Discharging client from recreation therapy service
- Establishing and monitoring follow-up/recommendations
- Completing documentation according to the agency's policy and *Standards of Practice - Competency Profile for Recreation Therapists in Alberta* (ATRA, 2012).

The role of the Recreation Therapist in assigning tasks to support personnel includes ensuring and overseeing the quantity and quality of work performed. The work must support the desired outcomes of the service. The Recreation Therapist is also responsible for determining and advocating for the time and resources needed to complete the work.

Support personnel must receive site and service specific training to have an understanding of the intent and procedures for the recreation therapy interventions. This training will vary depending on the complexity of the task(s) assigned, the level of skill and knowledge of the support personnel, and the requirements of the department/recreation therapy service/institution.

While frequency of assignment may vary, the following steps must be considered in the process:

1. The client provides informed consent to the proposed recreation therapy service, and to the service being provided by support personnel.
2. The Recreation Therapist ensures that the support personnel are qualified to carry out the intervention.
3. Supervision of the support personnel is available as needed/required.
4. The quality and outcome of the recreation therapy service is not compromised by delegating the task to support personnel.

The Recreation Therapist, in assigning the task, is responsible for supervision of the individual performing the task. This supervisory relationship may be direct, indirect, or a combination of these approaches. A component of direct supervision is always required. In situations where the supervision is indirect, the therapist must be available for consultation through some other mode of communication, such as e-mail, fax etc. When this is not possible, an alternate supervisory contact must be provided. The Recreation Therapist must provide supervision by observing treatment sessions, reviewing any records kept by the support personnel, and/or establishing both formal and informal review sessions with support personnel and client(s).

The Recreation Therapist is responsible for ensuring that the support personnel have the skills required to carry out the intervention that is being assigned. The Recreation Therapist must have sound rationale in assigning tasks. The accountability of the Recreation Therapist rests on the adequacy of the rationale to assign the task or activity. The support personnel to whom the task is assigned is then accountable for their own performance of the task as per the Recreation Therapist's instructions.

The Recreation Therapist is responsible for establishing the methods and frequency of intervention. The Recreation Therapist is also responsible for establishing the model of supervision to be used prior to the assignment of each intervention. Additionally, the Recreation Therapist must inform the support personnel of the client's recreation therapy goals and desired outcomes.

The Recreation Therapist is responsible for ensuring that the support personnel clearly understand all instructions provided and the limits of their role, as outlined in either written or verbal form. It is the Recreation Therapist's responsibility to inform the support personnel of any risks, contraindications, safeguards, precautions, and/or any other necessary information to ensure client and support personnel safety.



**Standard of Practice - Essential Competencies: Therapeutic Recreation Assessment  
(Assistant in Service Provision)**

Assessment is a clinical process during which assessment tools are selected and administered to collect necessary information in creating a client intervention plan. The Recreation Therapists then interprets and analyzes the results of this process and communicates these results to key stakeholders in an assessment report.

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"> <li>• Reviews assessment information regularly as assigned by the Recreation Therapist.</li> <li>• Seeks clarification on assessment information as required.</li> <li>• Accurately observes client response to intervention and reports necessary observations to the Recreation Therapist in a timely way.</li> <li>• Receives feedback from clients and families and accurately reports this feedback to the Recreation Therapist or designate supervisor in a timely way.</li> </ul>	
<ul style="list-style-type: none"> <li>• May be assigned to obtain informed consent from the client.</li> <li>• May be the first point of contact with the client to provide initial screens for service.</li> <li>• May be assigned to obtain social and leisure history information.</li> <li>• Initiates reporting of pertinent information for assessment to therapist.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to inquiry from the therapist regarding participation and intervention.</li> </ul>

**Tasks not to be assigned by the Recreation Therapist:**

The Recreation Therapist is responsible for ensuring informed consent is obtained from the client and completing the assessment process. The Therapist is responsible for completing standardized or agency-specific assessments but may use the information provided by the Assistant/Aide’s observation in creating an assessment report.

**Standard of Practice - Essential Competencies: Therapeutic Recreation Intervention Plan  
(Assistant in Service Provision)**

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

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"> <li>• Has a clear understanding of the client intervention plan to implement assigned group and individual programs.</li> <li>• Is aware of the effects of a client’s medical condition, causes of behavior, social history, and cultural values, and how this will impact participation.</li> <li>• Must be able to facilitate a broad range of leisure experiences which reflect a client’s needs as outlined in the intervention plan.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provides input to the Recreation Therapist regarding client’s intervention plan and potential adaptations.</li> </ul>	

**Tasks not to be assigned by the Recreation Therapist:**

The Recreation Therapist is responsible for creating and modifying the intervention plan. During this process, s/he may incorporate information provided by the assistant/Aide.

## **Standard of Practice - Standard of Practice - Essential Competencies: Therapeutic Recreation Program Development (Assistant in Service Provision)**

A client-centered framework for each intervention program, based on theoretical foundations and best practice. Individual and group program protocols should include purpose, rationale, description, target population, goals, outcomes, facilitation techniques, evaluation mechanisms, and resource requirements.

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"><li>• Provides input into program development, contributes suggestions and ideas to complement the intervention plan.</li><li>• Reviews program protocol prior to creating content in order to select appropriate activities.</li><li>• Plans activities for specific sessions of assigned programs.</li></ul>	

### **Tasks not to be assigned by the Recreation Therapist:**

The Recreation Therapist is responsible for researching and developing programs to allow clients to meet goals, and for providing written protocols, descriptions, or related policies to the support personnel to guide activity planning and implementation.

**Standard of Practice - Essential Competencies: Therapeutic Recreation Program Delivery  
(Assistant in Service Provision)**

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

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"> <li>• Leads program in a timely, safe, and effective manner, employing risk management and infection control strategies.</li> <li>• Utilizes a variety of facilitation techniques to effectively lead individuals, as well as small and large group programs.</li> <li>• Promotes a therapeutic environment.</li> <li>• Meets individualized needs in a group setting by utilizing appropriate adaptations as outlined by the Recreation Therapist in accordance with agency policy.</li> <li>• Observes client response and reports accurately to the Recreation Therapist.</li> <li>• Provides direction and guidance to volunteer support when applicable.</li> <li>• Makes appropriate environmental adaptations to program delivery for client success (i.e., room set-up, lighting)</li> <li>• May assist the Recreation Therapist in providing functional intervention or leisure education programs.</li> </ul>	
<ul style="list-style-type: none"> <li>• Follows established program protocols for recreation participation, leisure activity skills, and functional intervention programs as assigned.</li> <li>• Makes minor adaptations to program delivery and equipment for client success as per agency policy</li> </ul>	<ul style="list-style-type: none"> <li>• Follows established program protocols for recreation participation programs and interventions as assigned.</li> </ul>

**Tasks not to be assigned by the Recreation Therapist:**

The Recreation Therapist is responsible for determining the most appropriate leader for each type of program offered. Although specific instruction in leisure activity skills may be assigned to a Recreation Therapy Assistant, leisure education groups or individualized leisure counseling should be implemented by the Recreation Therapist only.

**Standard of Practice - Essential Competencies: Therapeutic Recreation Documentation  
(Assistant in Service Provision)**

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

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"> <li>• Records program statistics or data as per agency policy.</li> <li>• Completes Incident Reports as per agency policy.</li> <li>• Completes other client documentation (e.g., client communication book).</li> </ul>	
<ul style="list-style-type: none"> <li>• Complete documentation in accordance with the organization's standards in an accurate and professional manner, using agency specific terminology when applicable.</li> <li>• Documents progress in client health record as assigned.</li> </ul>	<ul style="list-style-type: none"> <li>• Completes progress notes as per agency policy.</li> </ul>

**Tasks not to be assigned by the Recreation Therapist:**

The Recreation Therapist must ensure support personnel are trained in documentation procedures as per agency policy. The Therapist is responsible for the documentation of informed consent, assessments, intervention plans, and discharge summaries.

**Standard of Practice - Essential Competencies: Therapeutic Recreation Evaluation**  
**(Assistant in Service Provision)**

The outcome-oriented process of determining:

- if the goals of the intervention plan were met (client-specific)
- if the service or intervention was effective, by analyzing feedback from all involved (program-specific)

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"> <li>• Administers assigned program and/or client evaluation forms.</li> </ul>	
<ul style="list-style-type: none"> <li>• Collaborates in providing feedback to evaluate client progress (e.g., client participation, needs, behaviors)</li> <li>• Seeks and receives input from the client, family, or service providers regarding participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates in providing feedback to Recreation Therapist or recreation therapy assistant.</li> <li>• Seeks and receives input from the client or family regarding participation.</li> </ul>

**Tasks not to be assigned by the Recreation Therapist:**

The Recreation Therapist is responsible for the design of the evaluation process and interpretation of its results, as well as the reporting of evaluation of service delivery to relevant groups/stakeholders.

**Standard of Practice - Essential Competencies: Therapeutic Recreation Professional Development  
(Life-Long Learner)**

The process of ensuring current evidence-based practice, policies, theories, techniques, and philosophies are integrated in service delivery.

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"> <li>• Participates regularly in self-assessment, reflective practice, and competence review to identify personal areas for enhancing knowledge, skills, and abilities necessary to perform job responsibilities.</li> <li>• Participates in further education and development opportunities.</li> <li>• Shares new knowledge and skills with colleagues, volunteers, and students if applicable.</li> </ul>	
<ul style="list-style-type: none"> <li>• Maintains membership in a therapeutic recreation or therapy assistant professional association.</li> </ul>	

**Standard of Practice - Essential Competencies: Therapeutic Recreation and Community Practice  
(Collaborator)**

To seek, support, and develop appropriate partnerships with a range of community service providers.

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"> <li>• Provides prescribed intervention in community settings and/or involves the community within the client’s environment.</li> <li>• Demonstrates safe and appropriate procedures for accessing the community.</li> <li>• Supports and monitors volunteers.</li> <li>• Fosters mutual respect and open communication with community resources.</li> <li>• Gathers information about community resources pertaining to client’s goals.</li> </ul>	
<ul style="list-style-type: none"> <li>• Maintains connections with community resources (e.g., community agencies, facilities, service groups).</li> </ul>	<ul style="list-style-type: none"> <li>• Assists Recreation Therapy Assistant with maintaining connections with community resources (e.g., community agencies, facilities, service groups).</li> <li>• Provides feedback concerning community resources.</li> </ul>

**Tasks not to be assigned by the Recreation Therapist:**

The Recreation Therapist is responsible for initiating and establishing community partnerships and client referrals to community service providers.



**Standard of Practice - Essential Competencies: Communication  
(Collaborator, Paraprofessional)**

The utilization of effective therapeutic verbal and written communication techniques with all stakeholders in service delivery.

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"> <li>• Communicates therapeutically with clients, families, and stakeholders, utilizing excellent skills in active listening, clarifying, and responding.</li> <li>• Uses a variety of client and family-centered communication strategies to engage and instruct the client and client’s family /support network and optimize quality of life (e.g., welcomes involvement, coaches, provides encouragement, and reinforces agreed upon care plan).</li> <li>• Adapts communication according to client’s age, culture, or level of functioning.</li> <li>• Reinforces Therapist’s explanation when directing clients regarding the intervention plan.</li> <li>• Recognizes opportunities to direct clients, families, and service providers to the Therapist for program or client information.</li> <li>• Provides clear, concise, and timely information in written or verbal formats to team members.</li> <li>• Displays professionalism and maintains confidentiality in all written and verbal communication by using appropriate, respectful language and applying agency policy.</li> <li>• Addresses conflict and seeks appropriate consultation in conflict resolution in a professional, respectful and timely manner to promote positive working relationships.</li> <li>• Applies and demonstrates knowledge of organizational requirements, including legislation about the protection of personal information (e.g., Health Information Act and Freedom of Information and Protection of Privacy Act).</li> <li>• Demonstrates competence in using communication technology (e.g., email, Telehealth, telephone) in service delivery.</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates excellent communication and collaboration skills in team settings (e.g., meetings, working groups, committees, care conferences, client meetings as assigned).</li> <li>• Assists with providing public information and presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates excellent communication and collaboration skills in team settings (e.g., meetings, working groups, committees).</li> </ul>

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**Tasks not to be assigned by the Recreation Therapist:**

The Recreation Therapist is responsible for initially discussing the intervention plan with the client, family, and service provider. The Therapist is also responsible for conducting a competence review with Recreation Therapy Assistant and Aides and communicating their review to them.

## Standard of Practice - Essential Competencies: Problem-Solving

### *(Collaborator, Paraprofessional)*

Demonstrates initiative and knowledge in examining resources, creating solutions, solving or adapting to a situation within a health service team, and/or addressing a client care concern.

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"> <li>• Demonstrates critical thinking skills in knowing when to collaborate and problem-solve.</li> <li>• Recognizes program delivery issues and implements safe and appropriate solutions.</li> <li>• Recognizes problems that need to be referred to the Recreation Therapist and collaborates with the Therapist to develop solutions.</li> <li>• Observes limitations and changes in level of functioning and, in consultation with the Recreation Therapist, implements safe and appropriate adaptations or suspends intervention.</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates ability to problem-solve with client, family, service providers, and Recreation Therapist in order to maximize opportunities for clients to meet goals.</li> <li>• Actively initiates problem-solving to address issues</li> </ul>	

### **Tasks not to be assigned by the Recreation Therapist:**

The Recreation Therapist is responsible for any re-assessment or changes to the intervention plan, as well as any change to the program protocol. The Therapist is responsible for determining which team members should collaborate for interdisciplinary problem-solving.

**Standard of Practice - Essential Competencies: Client-Centered Care  
(Assistant in Service Provision, Collaborator)**

Provides program interventions based on client needs, strengths, values, beliefs and goals, leading to outcomes that are meaningful and relevant to clients and their families, supports, and communities.

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of client-centered care and understands supports and restrictions related to the client’s ability to participate.</li> <li>• Respects the client’s unique mix of characteristics, such as age, gender, and culture.</li> <li>• Encourages the client to express individual needs and concerns related to the intervention plan.</li> <li>• Utilizes the client’s personal strengths and supports to maximize success.</li> </ul>	
<ul style="list-style-type: none"> <li>• Understands how the determinants of health (e.g., social supports, income, literacy, and environment) impact the client.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks clarification on how the determinants of health (e.g., social supports, income, literacy, and environment) impact the client.</li> </ul>

## **Standard of Practice - Essential Competencies: Risk Management (Assistant in Service Provision)**

Systematically identify, analyze, evaluate, eliminate or reduce risk to patient, colleagues, public and self.

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"><li>• Recognizes potential risks regarding the client, activity and environment.</li><li>• Plans and leads programs in a manner that minimizes risk, following program protocol.</li><li>• Seeks, offers, and accepts feedback from other health care providers as needed in order to minimize risk.</li><li>• Discloses safety issues and completes appropriate reporting as per agency policy.</li><li>• Uses technology, equipment, and supplies according to established standards and procedures.</li><li>• Responds to emergency situations as per established agency policy.</li><li>• Provides clear and concise directions to the client / service provider about the risks that may be associated with the intervention plan.</li></ul>	

### **Tasks not to be assigned by the Recreation Therapist:**

The Recreation Therapist is responsible for outlining risk management procedures in the program protocol to maximize client safety.

## **Standard of Practice - Essential Competencies: Therapeutic Relationship and Boundaries (Paraprofessional)**

Establish and maintain professional relationships focused on the implementation of the intervention plan.

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"><li>• Maintains a professional boundary to protect vulnerable clients from being improperly manipulated, treated unequally, or treated without the ability to exercise informed consent and decision-making.</li><li>• Does not discriminate for any reason, e.g., race, age sex, color, income, religion, sexual orientation.</li><li>• Avoids any type of dual relationship where the client fulfills a second role, such as friend, business partner or romantic partner.</li></ul>	

## Standard of Practice - Essential Competencies: Professional Judgment

### *(Paraprofessional)*

To work within their level of training, experience and expertise when providing therapeutic recreation service.

<b><i>Recreation Therapy Assistant:</i></b>	<b><i>Recreation Therapy Aide:</i></b>
<ul style="list-style-type: none"><li>• Demonstrates clear understanding of position description (refer to Sample) and role in therapeutic recreation service, and practices accordingly.</li><li>• Demonstrates an awareness and understanding of ethical issues, upholding all standards, codes of conduct and ethical judgments.</li><li>• Seeks resources to enhance professional judgment (e.g., consultation, mentoring, written resources, online learning).</li></ul>	

## Role Limitations

(Note: This section is adapted with permission from the Alberta College of Occupational Therapists. Words in brackets have been adapted with permission.)

“Support personnel in [therapeutic recreation] have restrictions inherent to their designated role. Certain aspects of service provision require the professional knowledge and skills of the [Recreation] Therapist and are beyond the scope of the support personnel role.” (Adapted from Alberta College of Occupational Therapists, 2005, p.4).

“Support personnel must inform their supervising [Recreation] Therapist if, at any time, they feel they do not understand the directions provided, or require further information or training” (adapted from Alberta College of Occupational Therapists, 2005, p.4) in order to competently perform the task being delegated.

Aspects of service provision beyond the scope of the role of support personnel are listed below.

<b>ESSENTIAL COMPETENCY</b>	<b>SERVICE PROVISION BEYOND SCOPE OF ROLE OF SUPPORT PERSONNEL</b>
ALL	<ul style="list-style-type: none"> <li>• Any activity deemed as restricted, and also beyond the scope of the role of the Recreation Therapist, according to the formal submission towards regulation of Recreation Therapy in Alberta under the Health Professions Act (Example: diagnosis, medication change).</li> </ul>
ASSESSMENT	<ul style="list-style-type: none"> <li>• Obtaining informed consent.</li> <li>• Independently interpreting a referral, diagnosis, prognosis, or assessment findings.</li> <li>• Conducting initial assessments and reassessments.</li> <li>• Independently administering standardized diagnostic tests.</li> </ul>
INTERVENTION PLAN	<ul style="list-style-type: none"> <li>• Determining intervention goals, selecting intervention strategies or procedures.</li> <li>• Developing, planning, and independently modifying intervention programs, goals, and objectives.</li> <li>• Making decisions about the initiation, duration, or termination of intervention.</li> </ul>
PROGRAM DEVELOPMENT	<ul style="list-style-type: none"> <li>• Independently creating written program protocols, utilizing evidence-based practice.</li> </ul>



PROGRAM DELIVERY	<ul style="list-style-type: none"> <li>• Determining caseload.</li> <li>• Providing leisure counseling and leisure education of clients, parents, primary caregivers, spouses, and significant others.</li> </ul>
DOCUMENTATION	<ul style="list-style-type: none"> <li>• Documenting informed consent, assessment information, intervention plans, and discharge summaries.</li> </ul>
EVALUATION	<ul style="list-style-type: none"> <li>• Designing program evaluation procedures, interpreting evaluation results, and reporting evaluation information to stakeholders.</li> </ul>
PROBLEM-SOLVING	<ul style="list-style-type: none"> <li>• Altering the intervention plan as per re-assessment and changing program protocols.</li> </ul>
COMMUNITY	<ul style="list-style-type: none"> <li>• Referring clients to other professionals or agencies.</li> </ul>
RISK MANAGEMENT	<ul style="list-style-type: none"> <li>• Outlining risk management procedures in the program protocol.</li> </ul>

## Glossary

**Assessment:** “An individualized and systematic process of gathering and analyzing selected information about a client to determine strengths, needs and preferences in order to establish the priorities and direction of intervention” (ATRA, 2010, p.69).

**Assignment:** “The process by which a [Recreation] Therapist designates support personnel to carry out specific activities related to the [recreation] therapy service. While specific activities may be assigned to support personnel, the [Recreation] Therapist remains accountable for all overall client program and care plan” (adapted from Alberta College of Occupational Therapists, 2005, p.11).

**Care Plan:** “Documentation tool used in managed care and case management which is developed and used by team members to outline client conditions, expected outcomes, precautions in care and progress toward optimal health and/or discharge” (ATRA, 2010, p.69).

**Community:** “Within one’s environment, for example: the community in which the client lives or the client’s definition of their community” (ATRA, 2010, p.69).

**Community Integration:** “Purposeful intervention used to apply the client’s functional skills, awareness and attitude to the real environment or situation where the activity takes place. A performance-focused assessment of abilities, strengths and further treatment requirements to improve success and sustainability” (ATRA, 2010, p.69).

**Competent:** “Having the ability and capacity to perform the task, meeting the established minimal standards/expectations. Possessing the combined knowledge, skills, attitudes, and judgment required to effectively provide professional services” (Alberta College of Occupational Therapists, 2005, p.11).

**Functional Intervention:** “Individualized treatment based on assessment aimed to reduce, maintain or improve functional limitations that prevent that client from increasing leisure knowledge, skills, abilities, choice and autonomy in participation” (ATRA, 2010, p.69).

**Independence:** “Client-perceived level of freedom and autonomy, based on personal values, beliefs and desires, to pursue meaningful community and leisure involvement, and health maintenance strategies” (ATRA, 2010, p.70).

**Informed Consent:** “Permission given by a client to be involved in a treatment procedure or research study” (Austin, 2001, p.42).

**Inter-professional Collaboration:** “Occurs when a treatment team, made up of more than one discipline, coordinates assessment, interventions and goal setting based on the knowledge and skills of the entire professional team. Requires high level communication among disciplines and a clear understanding of competencies of other professions in order to ensure safety to the patient and trust among the treatment team.

Recreation therapist contributes to general treatment goals and specific leisure-related goals” (ATRA, 2010, p.70).

**Intervention Plan:** “An outline of relevant strategies and functional interventions to assist the client in achieving identified and client-centered goals. Uses a collaborative approach and reflects a continuum model of care” (ATRA, 2010, p.70).

**Leisure:** “A subjective state of perceived autonomy, freedom of choice, intrinsic motivation, pleasure and meaningful involvement leading to perceived quality of life and well-being” (ATRA, 2010, p.70).

**Leisure Counseling:** “A helping, intervention tool, or facilitation technique used by recreation therapists to give information, provide emotional support, and build rapport in order to improve patient interventions and outcomes” (ATRA, 2010, p.71).

**Leisure Education:** “Intervention that focuses on acquiring leisure-related attitudes, knowledge, and skills” (ATRA, 2010, p.71).

**Patient/Client:** “May be a person, family, group, community or organization receiving professional services, products or information. Person, client or resident with illnesses and disabling conditions who receives intervention within a health service to protect, maintain or improve health and well-being” (ATRA, 2010, p.71).

**Patient-Centered/Client-Centered:** “Assessment and functional interventions based on client needs, strengths, values, beliefs and goals, leading to outcomes that are meaningful and relevant to the patient and their family, supports and community” (ATRA, 2010, p.71).

**Quality of Life:** “Life satisfaction perceived by the patient, based on cultural context, value system, expectations, goals, and incorporating physical health, psychological state, level of independence, social relationships, personal beliefs, and relationship to salient features of the environment” (ATRA, 2010, p.71).

**Recreation:** “The active expression of leisure through activities across a variety of domains, including social, emotional, spiritual, cognitive and physical” (ATRA, 2010, p.71).

**Recreation Participation:** “Services provided to clients based on individual needs, assessment and setting to practice and apply skills obtained through functional interventions and leisure education, to increase self-efficacy toward behavior change and for expression of leisure lifestyle” (ATRA, 2010, p.71).

**Registered Professional:** “An individual who meets the entry to practice and continued competence criteria of a regulated profession, and is actively practicing the profession (teaching, working or supervising) must be registered/licensed in the profession where there is a government-approved regulatory body” (ATRA, 2010, p. 72).

**Registered Recreation Therapist:** “The protected title of an individual who meets the minimum education, legal, licensure, registration or certification requirements outlined by the profession” (ATRA, 2010, p.72).

**Restricted Activities:** “Regulated health services that are identified in legislation as requiring specific competencies and skills to be safely provided to the public. They are generally seen as high-risk activities. Restricted activities may only be performed by practitioners authorized to do so in legislation. These individuals may be regulated health professionals whose scope of practice includes the provision of the restricted activity or other practitioners who have been exempted from the restriction. These activities may be performed by a number of regulated health practitioners and are not linked to any particular health profession. Restricted activities also apply to non-regulated practitioners by defining what they may not do” (Alberta College of Occupational Therapists, 2005, p.12).

**Supervision:** “The process in which two or more people participate in a joint effort to promote establish, maintain or increase a level of performance and service. One person is identified as having ultimate responsibility for the quality of service.

- Direct Supervision: The supervising [Recreation] Therapist is present within the environment when the delegated task is being carried out.
- Indirect Supervision: The supervising [Recreation] Therapist is not present when the task is being carried out but is available to the support personnel by communication technology (e.g., Telephone, fax, e-mail, etc.) or has an alternate plan in case of doubt or perceived risk” (adapted with permission from the Alberta College of Occupational Therapists, 2005, p.12).

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