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National Council for Therapeutic Recreation Certification® (NCTRC®)

**Information for the Certified Therapeutic Recreation Specialist®
And New Applicants**

Certification Standards

Part V: NCTRC National Job Analysis



The National Council for Therapeutic Recreation Certification®, NCTRC® and the Certified Therapeutic Recreation Specialist™ (CTRS®) credential are accredited by the National Commission for Certifying Agencies (NCCA).

7 Elmwood Drive, New City, New York 10956
Phone: 845.639.1439 • Fax: 845.639.1471
www.NCTRC.org

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Preface

This booklet is from the complete *NCTRC Certification Standards: Part V – NCTRC National Job Analysis*. Materials included focus on the important Job Tasks and Knowledge required for competent practice by the therapeutic recreation professional.

There are four other booklets which make up the complete set of *NCTRC Certification Standards*. The booklets were created to provide specific information for various users of the NCTRC Certification Standards. The other parts are:

- ❑ **Part I: Information for New Applicants**
- ❑ **Part II: Exam Information**
- ❑ **Part III: Recertification Information**
- ❑ **Part IV: NCTRC Disciplinary Process**

All candidates for NCTRC certification and CTRS certificants are responsible for reading and understanding the complete *NCTRC Certification Standards*. These booklets were designed as an additional aide to specific areas of standards and application processes.

NCTRC Certification Standards are updated periodically. Candidates are responsible for making sure they have the most current information and that they meet the current standards when they apply for certification. The most current NCTRC Certification Standards can be found at www.NCTRC.org. **The date of this publication is January 2008.**

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Introduction

The National Council for Therapeutic Recreation Certification® (NCTRC®) encourages applications from all qualified individuals interested in becoming a Certified Therapeutic Recreation Specialist. While NCTRC cannot warrant an individual's abilities in professional practice, certification will help identify the individual who possesses the necessary knowledge for competent practice in therapeutic recreation.

Please read this booklet of *NCTRC Certification Standards* thoroughly. If you have any questions about the NCTRC certification process or the information contained in the *NCTRC Certification Standards*, please contact NCTRC at (845) 639-1439. NCTRC's national office is open Monday through Friday from 9:00 a.m. to 5:00 p.m. eastern time. Internet access is available at www.NCTRC.org or send an email to nctrc@NCTRC.org.

The job analysis translates practice into a format for test development. It delineated the important tasks and knowledge deemed necessary for competent practice. A well-conducted job analysis helps insure that a certification test is job related. The process directly links the content of the certification exam to field-identified important job tasks. (Oltman & Rosenfield, 1997). Thus, the job analysis is an essential component in establishing the content validity of a credentialing exam (Standards for Educational and Psychological Testing, 1985).

2007 NCTRC Job Analysis Job Tasks and Knowledge Areas for the Certified Therapeutic Recreation Specialist

A benchmark for any profession is its ability to routinely monitor its own practice through an ongoing process of self-regulation. Paramount to this process is the establishment of a credentialing program that enabled the profession to safeguard consumers by stating who is competent to practice. The establishment of a valid job analysis is essential to the integrity of a credentialing program and an exam program.

In 2007, NCTRC completed its third comprehensive Job Analysis Study. The list of tasks below are the current tasks performed by the Certified Therapeutic Recreation Specialist. These job tasks represent the therapeutic recreation process. The knowledge base for therapeutic recreation practice forms the basis of the NCTRC exam content and is used to evaluate pre-service and continuing education for therapeutic recreation.

Job Tasks of the Certified Therapeutic Recreation Specialist

Professional Roles and Responsibilities

1. Establish and maintain therapeutic relationship with person served
2. Create and maintain a safe and therapeutic environment
3. Maintain CTRS credential
4. Participate in in-service training and staff development
5. Maintain knowledge of current TR/RT trends, techniques, methods, issues, and professional and legal standards
6. Enhance professional competence through additional credentials and/or contribution to TR/RT field (e.g., professional presentations, research, attending conferences)
7. Adhere to professional standards of practice and code of ethics
8. Participate in quality improvement process (e.g., exit interviews, customer service satisfaction, peer reviews)

9. Participate in agency/professional committees

Assessment

10. Request and secure referrals from professionals or other sources
11. Obtain and review pertinent information about person served (e.g., records or charts, staff, support system)
12. Select and/or develop assessment methods based on needs of the person served and setting (e.g., interview, observation, task performance, established instruments)
13. Conduct assessments using selected methods to determine physical, social, affective, cognitive, leisure, and/or lifestyle functioning
14. Analyze and interpret results from assessments
15. Integrate, record, and disseminate results gathered to appropriate individuals (e.g., person served, treatment team)

Planning Interventions and/or Programs

16. Discuss results of assessment and involve the person served or appropriate others (e.g., parent or le-

- gal guardian, support system, treatment team, service providers) in the design of individualized intervention plan
17. Develop and document individualized intervention plan with goals, objectives, evaluation criteria, and discharge/transition plan
 18. Develop and/or select interventions and approaches to achieve individual and/or group goals
 19. Develop and/or select protocols for individual or group session
 20. Utilize activity and/or task analysis prior to interventions/programs
 21. Select adaptations, modifications and/or assistive technology

Implementing Interventions and/or Programs

22. Explain the purpose and outcomes of the intervention/program and steps to be followed to the person served
23. Implement individual and/or group sessions, protocols, and/or programs
24. Use leadership and facilitation techniques to maximize therapeutic benefit (e.g., role-modeling, reflective listening)
25. Monitor and address safety concerns throughout the intervention/program
26. Observe person served for response to intervention/program and note important data (e.g., interaction with others, group, or therapist)
27. Monitor effectiveness of individual and/or group intervention/program plans and make modifications as needed

Evaluate Outcomes of the Interventions and/or Programs

28. Evaluate changes in functioning of the person served
29. Determine effectiveness of individual intervention plan and adjust as needed
30. Revise individualized intervention plan as necessary with input from the person served and appropriate others (e.g., parent or legal guardian, support system, treatment team, service providers)
31. Evaluate individual's need for additional, alternative or termination of services
32. Determine effectiveness of protocols, modalities, and/or programs for targeted groups

Documenting Intervention Services

33. Record behavioral observations, progress, functioning, and intervention outcomes of the person served
34. Document unusual occurrences, accidents and incidents relating to risk management
35. Document protocols, modalities and/or program effectiveness

Working with Treatment and/or Service Teams

36. Provide information to team members concerning the range of available TR/RT services
37. Communicate information regarding person served to team members in a timely and appropriate manner (e.g., behavioral changes, functional status)
38. Coordinate or integrate intervention plan with other service providers for the person served (e.g., care planning)
39. Develop and provide collaborative services with other team members as necessary (e.g., co-treatment)

Organizing Programs

40. Maintain equipment and supply inventory
41. Plan and coordinate support services (e.g., transportation, housekeeping, dietary)
42. Maintain program budget and expense records
43. Develop and distribute schedules (e.g., programs, special events, programming changes)

Managing TR/RT Services

44. Comply with standards and regulations (e.g., government, credentialing, agency, professional)
45. Conduct an initial and/or on-going organizational needs assessment for TR/RT service delivery (e.g., populations served, internal and external resources)
46. Prepare and update comprehensive TR/RT written plan of operation (e.g., programs, risk management, policies and procedures)
47. Confirm that programs are consistent with agency mission and TR/RT Service philosophy and goals
48. Recruit, train, educate, supervise, and evaluate professionals, paraprofessionals and/or volunteers (e.g., plan in-service training, develop staffing schedules)
49. Provide staff development and mentorship
50. Develop, implement and/or maintain TR/RT internship program in accordance with legal requirements and professional guidelines
51. Prepare, implement, evaluate, and monitor TR/RT service annual budget
52. Support research programs or projects
53. Prepare and report quality improvement data
54. Write summary reports of TR/RT Services

Public Awareness and Advocacy

55. Establish and maintain network with organizations and advocates (e.g., community agencies, universities, allied health professions)
56. Advocate for rights for persons served (e.g., access, inclusion, independence, transportation)
57. Provide education to the community (e.g., explanations of purpose of program/interventions; initiating opportunities to expand community awareness of value of TR/RT; organization of TR/RT service)

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- Promote the agency, TR/RT services and the profession through marketing and public relations

Required Knowledge Areas for the Certified Therapeutic Recreation Specialist

Foundational Knowledge

- Theories of play, recreation and leisure
- Social psychological aspects of play, recreation and leisure
- Diversity factors (e.g., social, cultural, educational, language, spiritual, financial, age, attitude, geography)
- Human growth and development throughout the lifespan
- Theories of human behavior and theories of behavior change
- Leisure throughout lifespan
- Leisure lifestyle development
- Concepts and models of health and human services (e.g., medical model, community model, education model, psychosocial rehabilitation model, health and wellness model, person-centered model, International Classification of Functioning)
- Cognition and related impairments (e.g., dementia, traumatic brain injury, developmental/learning disabilities)
- Anatomy, physiology, and kinesiology and related impairments (e.g., impairments in musculoskeletal system, nervous system, circulatory system, respiratory system, endocrine and metabolic disorders, infectious diseases)
- Senses and related impairments (e.g., vision, hearing)
- Psychology and related impairments (e.g., mental health, behavior, addictions)
- Normalization, inclusion, and least restrictive environment
- Architectural barriers and accessibility
- Societal attitudes (e.g., stereotypes)
- Legislation (e.g., Americans with Disabilities Act, Individuals with Disabilities Education Act, Older Americans Act)
- Relevant guidelines and standards (e.g., federal and state regulatory agencies)
- Principles of group interaction, leadership, and safety
- Principles of behavioral change (e.g., self-efficacy theory, experiential learning model)

Practice of Therapeutic Recreation/Recreation Therapy

- Concepts of TR/RT (e.g., holistic approach, recreative experience, special/adaptive recreation, inclusive recreation, using recreation as a treatment modality)

- Models of TR/RT service delivery (e.g., Leisure Ability model, Health Protection/Health Promotion model, TR Service Delivery model)
- Practice settings (e.g., hospital, long-term care, community recreation, correctional facilities)
- Standards of practice for the TR/RT profession
- Code of ethics in the TR/RT field and accepted ethical practices with respect to culture, social, spiritual, and ethnic differences
- Impact of impairment and/or treatment on the person served (e.g., side effects of medications, medical precautions)
- Criteria for selection and/or development of assessment (e.g., purpose, reliability, validity, practicality, availability)
- Implementation of assessment
- Behavioral observations related to assessment
- Interview techniques for assessment
- Functional skills testing for assessment
- Current TR/RT/leisure assessment instruments
- Other inventories and questionnaires (e.g., standardized rating systems, developmental screening tests, MDS, FIM, GAF)
- Other sources of assessment data (e.g., records or charts, staff, support system)
- Interpretation of assessment and record of person served
- Sensory assessment (e.g., vision, hearing, tactile)
- Cognitive assessment (e.g., memory, problem solving, attention span, orientation, safety awareness)
- Social assessment (e.g., communication/interactive skills, relationships)
- Physical assessment (e.g., fitness, motor skills function)
- Affective assessment (e.g., attitude toward self, expression)
- Leisure assessment (e.g., barriers, interests, values, patterns/skills, knowledge)
- Documentation of assessment, progress/functional status, discharge/transition plan of person served (e.g., SOAP, FIM)
- Nature and diversity of recreation and leisure activities
- Purpose and techniques of activity/task analysis
- Leisure education/counseling
- Selection of programs, activities and interventions to achieve the assessed needs of the person served
- Activity modifications (e.g., assistive techniques, technology and adaptive devices, rule changes)
- Modalities and/or interventions (e.g., therapeutic recreation/recreation therapy activities, leisure skill development, assertiveness training, stress management, social skills, community reintegration)
- Facilitation techniques and/or approaches (e.g., behavior management, counseling skills)

Organization of Therapeutic Recreation/Recreation Therapy Service

- Program design relative to population served

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50. Type of service delivery systems (e.g., health, leisure services, education and human services)
 51. Methods of writing measurable goals and behavioral objectives
 52. Role and function of other health and human service professions and of interdisciplinary approaches
 53. Documentation procedures for program accountability, and payment for services
 54. Methods for interpretation of progress notes, observations, and assessment results of the person being served
 55. Evaluating agency or TR/RT Service program
 56. Quality improvement guidelines and techniques (e.g., utilization review, risk management, peer review, outcome monitoring)
 57. Components of agency or TR/RT Service plan of operation
 58. Personnel, intern, and volunteer supervision and management
 59. Payment system (e.g., managed care, PPO, private contract, Medicare, Medicaid, DRG)
 60. Facility and equipment management
 61. Budgeting and fiscal responsibility

Advancement of the Profession

62. Historical development of TR/RT
63. Accreditation standards and regulations (e.g., JCAHO, CARF, CMS)
64. Professionalism: professional behavior and professional development
65. Requirements for TR/RT credentialing (e.g., certification, recertification, licensure)
66. Advocacy for persons served
67. Legislation and regulations pertaining to TR/RT
68. Professional standards and ethical guidelines pertaining to the TR/RT profession
69. Public relations, promotion and marketing of the TR/RT profession
70. Methods, resources and references for maintaining and upgrading professional competencies
71. Professional associations and organizations
72. Partnership between higher education and direct service providers to provide internships and to produce, understand and interpret research for advancement of the TR/RT profession
73. Value of continuing education and in-service training for the advancement of the TR/RT profession

DEFINITION OF TERMS

Given the diversity and varied settings in which TR/RT services are practiced, it becomes a challenge to select terminology that is inclusive of the entire profession. The list provided here represents terms chosen to describe aspects of practice and the persons served. These terms are broad-based and can be applied to all settings and populations served. The intent here is to “include” rather than “exclude” any aspect of the profession.

Therapeutic Recreation/Recreation Therapy: all references to TR/RT in this document are intended to be used interchangeably.

Persons Served: a patient, client, consumer, participant or resident.

Individualized Intervention Plan: an individualized plan of care or intervention for a person served by a qualified TR/RT professional (CTRS) based on assessed strengths and needs, and includes goals, objectives and intervention strategies aimed at fostering desirable and necessary outcomes.

Treatment/Service Teams: also referred to as “intervention team”, and “multidisciplinary, interdisciplinary, transdisciplinary team”. A treatment team is a group of qualified professionals who provide individual and collective treatment to address the needs of a specific individual receiving service.

Standards of Practice: statements of professional expectations for service delivery in order to assure systematic provision of recreation therapy services. Such statements are set by the organizations representing the specific profession.

Inclusion: a planning process in which individuals with disabilities have the opportunity to participate fully in all community activities offered to people without disabilities. Inclusion requires providing the necessary framework for adaptations, accommodations and supports so that individuals can benefit equally from an experience.

Outcomes: observed changes in an individual’s health status and functional abilities as a result of services. Outcomes must be measurable, achievable, documented, meaningful, and linked to professional intervention.

Standards of Knowledge, Skills and Abilities for the CTRS

1. possess knowledge of the theories and concepts of therapeutic recreation, leisure, social psychology, and human development as related to the nature and scope of health and human service delivery systems and the ability to integrate these in a variety of settings.
2. possess an essential knowledge of the diversity of the populations including diagnostic groups served within the therapeutic recreation process, including etiology, symptomatology, prognosis, treatment of conditions and related secondary complications. Possess a basic understanding of and ability to use medical terminology.
3. have a thorough understanding of the assessment process utilized within therapeutic recreation practice including, but not limited to, purpose of assessment, assessment domain (including cognitive, social, physical, affective, leisure, background information), assessment procedures (including behavioral observation, interview, functional skills testing, a general understanding of current TR/leisure assessment instruments, inventories and questionnaires and other sources of commonly used multidisciplinary assessment tools, including standardized measures), selection of instrumentation, general procedures for implementation and the interpretation of findings.
4. have a basic understanding of the published standards of practice for the profession of therapeutic recreation and the influence that such standards have on the program planning process.
5. possess detailed knowledge of the intervention planning process, including program or treatment plan design and development, programming considerations, types of programs, nature and scope of interventions, and selection of programs to achieve the assessed needs and desired outcomes of the person served.
6. possess basic knowledge related to the implementation of an individual intervention plan, including theory and application of modalities/interventions and facilitation techniques/approaches.
7. have a fundamental knowledge of methods for documenting and evaluating persons served, programs, and agencies.
8. possess a broad understanding of organizing and managing therapeutic recreation services including, but not limited to, the development of a written plan of operation and knowledge of external regulations, resource management, components of quality improvement, as well as basic understanding of staff/volunteer management.
9. be able to identify and understand the components of professional competency within the realm of therapeutic recreation practice, including requirements for certification, ethical practice, public relations, and the general advancement of the profession.
10. possess fundamental knowledge of how the TR process is influenced by diversity and social environment.
11. possess fundamental knowledge of assistive devices/equipment and activity modification techniques.
12. possess fundamental knowledge of group interaction, leadership, and safety.