

COAPRT Standards Learning Outcomes for Therapeutic Recreation	Current COA TR Option Standards	NCTRC Job Analysis	NRPA/NTRS Standards of Practice	CTRA Standards of Practice	ATRA Standards of Practice	CARTE Standards	ATRA Competency Guidelines
7.01 Historical, philosophical and scientific foundations Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in those industries; and c) the foundations of the profession in history, science, and philosophy.							
TR Guidance: Historical, philosophical, theoretical, and scientific foundations of therapeutic recreation Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation profession and its associated service delivery systems, and the foundations of the therapeutic recreation profession in history, theory, science, and philosophy.							
a) Scope of practice Students graduating from the program shall demonstrate entry-level knowledge of the <u>scope</u> and <u>practice</u> of the therapeutic recreation. Fundamental elements include: <ul style="list-style-type: none"> Professionalism, including standards of practice, credentialing, and codes of ethics of therapeutic recreation service Role and function of therapeutic recreation professionals in health, human, recreation, education, and other relevant systems Models of service delivery and best practices in the profession 	9D.01 9D.04 9D.07 9D.08 9D.21	KA 20-24 KA 50 KA 64-65 KA 68 KA 70-71	7	7 9	7	1.1	Foundations of Professional Practice (pp. 31-32)
b) Professional techniques and processes Students graduating from the program shall demonstrate entry-level knowledge of the techniques and processes of the therapeutic recreation profession in decision making. Fundamental elements include: <ul style="list-style-type: none"> Adherence to laws, regulations, standards of practice and codes of ethics Professional involvement Use of best professional practices based on theoretical, philosophical, and scientific foundations of the field 	7D.02 9D.21 9D.22	JT 1-9	6 7	7 8 9	7	1.1	Foundations of Professional Practice (pp. 31-32)

<p>c) Historical, philosophical, theoretical, and scientific foundations Students graduating from the program shall demonstrate entry-level knowledge of the <u>historical, philosophical, theoretical, and scientific foundations</u> of the therapeutic recreation profession. Fundamental elements include:</p> <ul style="list-style-type: none"> • Theoretical foundations of play, recreation, and leisure behavior • Theoretical and historical foundations of therapeutic recreation • Theoretical foundations of therapeutic recreation service delivery (e.g., foundational models and theories) • Theoretical and scientific foundations of the systems in which therapeutic recreation is delivered, including the impact of technology and globalization on those systems • Human functioning, including anatomy and physiology, human growth and development across the lifespan, variations in development and resulting disability, psychology, including abnormal psychology, and theories of human behavior change • Human services supportive areas (e.g., medical terminology, pharmacology, counseling approaches, therapeutic communication, community development, positive behavioral supports) 	7D.01 7D.02 7D.03 7D.04 7D.05 9D.02 9D.03	KA 1-15 KA 62	7	--	--	1.1 1.8	Foundations of Professional Practice (pp. 31-32) Functional Aspects of the Human Body (p. 46) Human Growth and Development (p. 47) Psychology, Cog/Ed Psych, Abnormal Psych (p. 48) Disabling Conditions (p. 51) Pharmacology (p. 52) Recreation and Leisure (p. 54)
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COAPRT Standards of Excellence: Learning Outcomes for Therapeutic Recreation	Current COA TR Option Standards	NCTRC Job Analysis	NRPA/NTRS Standards of Practice	CTRA Standards of Practice	ATRA Standards of Practice	CARTE Standards	ATRA Competency Guidelines
7.02 Design and execution of leisure services Students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.							
TR Guidance: Design and execution of the therapeutic recreation process Students graduating from the program shall demonstrate the ability to assess, plan, implement, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.							
a) Assessment Students graduating from the program shall demonstrate the ability to create/select, conduct, and evaluate individualized <u>assessment</u> for therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy. Fundamental elements of assessment: <ul style="list-style-type: none"> • Focus on leisure, physical, social, cognitive, psychological/emotional, and spiritual domains of human well-being • Encompass standardized assessments, observation, interview, and record review • Are team-based and inter/transdisciplinary • Ascertain participants' abilities, strengths, goals, and aspirations 	9D.09 9D.10 9D.11	KA 25-41 JT 10-15	1A	1	1	1.2	Individualized Patient/Client Assessment (pp. 33-34)
b) Planning Students graduating from the program shall demonstrate the ability to conduct individualized <u>planning</u> of therapeutic recreation services clearly reflecting application of knowledge from relevant facets of contemporary professional therapeutic recreation practice, science, and philosophy. Fundamental elements of individualized planning: <ul style="list-style-type: none"> • Utilize assessment results to generate person-centered contextualized plans • Use appropriate and correctly formatted goals and objectives • Use culturally relevant evidence-based interventions, strategies, facilitation techniques, modalities, activities, and adaptations • Are team-based and involve the family/community • Are contextualized to the service delivery system (e.g., health care, human services, recreation, education) 	9D.10 9D.11 9D.15 9D.18	KA 42-43 KA 45-46 KA 49 KA 51-52 JT 16-21	1B 2	2	2	1.3	Planning Treatment/Programs (pp. 35-36)

Under NCTRC, KA=Knowledge Areas, JT=Job Task

<p>c) Implementation and facilitation Students graduating from the program shall demonstrate the ability to <u>implement and facilitate</u> therapeutic recreation interventions and services for diverse clientele, settings, cultures, and contexts. Fundamental elements of implementation and facilitation include:</p> <ul style="list-style-type: none"> • Individual and group leadership skills • Helping relationship skills • A variety of common therapeutic recreation interventions, facilitation techniques, activities, and modalities • Activity/task analysis, adaptation, and assistive technologies • Team and family participation • Advocacy • Contextualization to the service delivery system (e.g., health care, human services, recreation, education) 	7D.06 9D.03 9D.05 9D.06 9D.10 9D.11 9D.12 9D.13 9D.14 9D.15 9D.16	KA 18-19 KA 44 KA 47-48 KA 66 JT 22-27 JT 36-39	1C 2 3	3 6 10	3 6	1.4 1.5	Implementing Treatment/ Programs (pp. 7-38) Modalities and Facilitation Techniques (pp. 39-42) Counseling, Gr. Dynamics, Leadership (p. 49)
<p>d) Documentation Students graduating from the program shall demonstrate the ability to <u>document</u> therapeutic recreation services according to regulatory, professional, and system requirements. Fundamental elements of documentation include:</p> <ul style="list-style-type: none"> • Assessment results • Individualized plans • Progress notes • Discharge/transition summaries • Compliance with agency, accreditation, and professional standards for documentation 	9D.18 9D.20	KA 41 KA 53-54 JT33-35	1D 4	4	4 5	1.2 1.3	Evaluating Treatment Programs (p. 43)
<p>e) Evaluation Students graduating from the program shall demonstrate the ability to <u>evaluate</u> therapeutic recreation services at the participant and program level and to use evaluation data to improve the quality of services. Fundamental elements include:</p> <ul style="list-style-type: none"> • Use of appropriate research and evaluation designs and methods to conduct formative and summative evaluation to document outcomes from services • Use of evaluation results to improve services or programs and show accountability • Quality assurance/quality improvement contextualized to the service delivery system 	9D.19 9D.20	KA 55-56 JT 28-32	1D 5 8	5	4 5 10 12	1.6	Evaluating Treatment Programs (p. 43)

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7.03 Management, marketing, and finance of leisure services Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.							
TR Guidance: Management, marketing, and finance of therapeutic recreation services Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration of therapeutic recreation services.							
Students graduating from the program shall be able to demonstrate entry-level knowledge about facts, concepts, principles, and procedures of management/administration in therapeutic recreation. Fundamental elements include: <ul style="list-style-type: none"> • Regulatory and legal compliance contextualized to the service delivery system (e.g., health care, human services, recreation, education) • Operations and maintenance • Finance and budgeting, reimbursement • Marketing and advocacy • Strategic and other agency/program level planning • Risk and safety management • Quality management • Human resource development and management • Professional development • Evidence- theory-based practices • Research and technological impacts 	9D.07 9D.17 9D.21 9D.22	KA 16-17 KA 56-61 KA 63 KA 67-73 JT 40-43 JT 44-54 JT 55-58	6 7 8	11	8 9 10 12	1.7	Managing Recreational Therapy Practice (pp. 44-45) Health Care Systems (p. 53)

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<p>7.04 Internship Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours, the ability to use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.</p>							
<p>TR Guidance: Internship Students graduating from the program shall demonstrate the sustained ability to apply the therapeutic recreation process, use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation.</p>							
Students graduating from the program shall demonstrate a <u>readiness</u> for the internship semester as determined by meeting criteria set by the program (e.g., fieldwork hours prior to the internship semester, competency testing, GPA requirements in core coursework, basic certifications in first aid/CPR, other dispositions or candidacy benchmarks set by the program).	--	--	--	--	--	1.9	First Aid and Safety (p. 50)
Students graduating from the program shall demonstrate, through a <u>comprehensive and culminating internship</u> , the ability to apply the therapeutic recreation process, use diverse, structured ways of thinking to solve problems related to different facets of professional practice, engage in advocacy, and stimulate innovation. The internship must meet current professional standards for credentialing with the state, national/international credentialing bodies.	(In the core standards)	A minimum 560-hour, fourteen (14) consecutive week field placement experience in therapeutic recreation services that uses the therapeutic recreation process as defined by the current NCTRC Job Analysis.	---	----	----	1.9	Not addressed