Standards of Practice for Therapeutic Recreation in Saskatchewan

Introduction

This publication was developed by Therapeutic Recreation for Ontario Board of Management and its membership. The Saskatchewan Association of Recreation Professionals has adopted these standards and encourages Therapeutic Recreation Professionals in the province to use them to govern their practice. The Standards of Practice are designed to serve as a foundation for the practice of Therapeutic Recreation in Saskatchewan regardless of the setting.

History

In September 1996 the Board of Directors of Saskatchewan Association of Recreation Professionals were asked to develop an action plan and to investigate the professional continuum for the Recreation Professional. Out of the action plan that was approved in April 1998, came the call for sector specific Standards of Practice. The Board of Directors was apprised and association members were involved through task and focus groups. Through these groups several options were investigated as possible options for developing Standards of Practice for our Therapeutic Recreation Professionals. Through the investigations, it was discovered that the Therapeutic Recreation for Ontario Board of Management had developed their own standards and was encouraging other associations to adopt them as well.

To further support the importance of the need for Standards of Practice was the Dorsey review which clearly identified role and function as a criteria for professional status as well as the need for Standards of Practice. This process helped the membership clearly understand the importance of Standards of Practice and our need to enhance the understanding of the role of Therapeutic Recreation.

Why are Standards of Practice Important?

Standards of Practice govern and provide guidelines for our clinical practice as well as establish a basis for the development of job descriptions. They ensure ethical clinical practice and establish Therapeutic Recreation as a credible practice. Also, Standards of Practice give like-professionals a cohesiveness and a document that binds them together. Standards of Practice also give protection to the client and the professional alike.

Definition of Therapeutic Recreation

A service that is provided to individuals who have physical, mental, social or emotional limitations which impacts their ability to engage in meaningful leisure experiences. Therapeutic Recreation interventions are directed toward treatment, leisure education and participation opportunities. These interventions support the goal of assisting the individual to maximize independence in leisure, optimal health and the highest possible quality of life. (CTRA Membership Manual – 1997. Adopted by the Saskatchewan Association of Recreation Professionals, 1999)
Definition of a Professional. A Professional:
- Is passionate about their profession,
- Subscribes to certain standards in their field of expertise,
- Has built a core body of knowledge
- Has gained a certain level of experience in their field and,
- Ascribes to ethics common in the field.

As an extension then,

A Recreation Professional is a person who:
- Has a passion for the recreation field
- Subscribes to accepted standards within the recreation field
- Has built a core body of knowledge in recreation and leisure, (S.A.R.P. Professional Competencies, 1995)
- Has gained an accepted level of experience in the recreation field and,
- Ascribes to accepted ethics in their profession.
  (S.A.R.P. 1998)

Vision, Mission & Values of the
Saskatchewan Association of Recreation Professionals

Mission

The Saskatchewan Association of Recreation Professionals is a dynamic, member driven organization committed to the profession by representing and supporting recreation professionals in their pursuit of excellence.

Goals

1. Set and maintain professional standards and ethics
2. Address issues and advocate for the recreation profession and the recreation professional
3. Promote and contribute to the growth and development of the recreation professional
4. Promote the benefits, programs and services of the association
5. Recruit and maintain active members from the diverse recreation profession
6. Maintain a financially viable operation
7. Administer the affairs of the Association to ensure it is dynamic, flexible and responsive to the needs of its members
Values

As members of the Saskatchewan Association of Recreation Professionals, we value:
• Professional leadership in the leisure service field in Saskatchewan.
• A standard of education for recreation professionals.
• Ethical conduct.
• Continuous personal growth and development of professionals.
• Sharing information, expertise, and experiences between professionals.
• A cooperative approach.
• The varied perspectives within the leisure service field.
• The significant benefits recreation contributes towards healthy individuals, families, and communities.
• The inherent right of all individuals to access quality recreation opportunities.

Vision

The S.A.R.P. vision statement describes our hopes and dreams for the organization into the early 21st century.
In Saskatchewan:
♦ The leisure service field is recognized for its many positive contributions to individual, family, and community health and wellness
♦ Recreation professionals are integral partners that impact on individual, family, and community health and wellness

The Saskatchewan Association of Recreation Professionals will:
• Be recognized as the association for recreation professionals.
• Focus actions on the needs of the membership
• Have a large membership of recreation professionals from all sectors within the leisure service field.
• Value and actively recognize the contributions of its members.
• Advocate on issues affecting recreation professionals in the province.
• Pursue and develop collaborative alliances that benefit its membership.
• Emphasize and support on-going professional development of its membership.
• Enable the membership to share information, expertise, and experience.
• Have established core educational competencies.
• Achieve financial stability for core membership services.
SCOPE OF SERVICE
GUIDING PRINCIPLES

The following guiding principles reflect the values and beliefs upon which therapeutic recreation service should be based:

- All aspects of therapeutic recreation service delivery must reflect client confidentiality and client self-determination.
- Therapeutic recreation service delivery should involve family and any other interested people at all appropriate stages of intervention provided with the client.
- All aspects of therapeutic recreation service delivery must incorporate client goals, beliefs and perspectives.
- Recognition of the need for personalized intervention to address the uniqueness of each individual client.
- Individual client differences require a continuum of care approach to therapeutic recreation service delivery.
- Optimal client outcomes are directly related to the understanding of social, cultural, attitudinal and environmental influences on an individual.
- All aspects of therapeutic recreation service delivery should be outcome oriented and measurable.
- Recognition of the importance of a team approach for therapeutic recreation service delivery.
- Recognition of the importance of documentation for effective communication, evaluation and accountability.
- Evaluation and research are essential for the maintenance and/or improvement of therapeutic recreation services.
- All aspects of therapeutic recreation service delivery must be provided in a safe manner.
STANDARDS OF PRACTICE OVERVIEW

1. **ASSESSMENT** - Utilizes an individualized and systematic process to collect comprehensive and accurate information related to leisure functioning.

2. **INTERVENTION PLAN** - Outlines specific strategies/modalities based on assessment results. This individualized plan is goal oriented and developed in collaboration with the client, treatment team and other relevant stakeholders.

3. **PROGRAM DEVELOPMENT** - A systematic process which incorporates the needs and preferences of clients into the formulation of specific program outlines for individual, small group or large group intervention. Outlines should include program purpose, rationale, description, target population, goals, outcomes, evaluation mechanisms and resource requirements.

4. **PROGRAM DELIVERY** - Involves the provision of a variety of goal oriented programs focusing on a continuum of services. These programs can be delivered on an individual, small group or large group basis.

5. **DOCUMENTATION** - Is the written record of all therapeutic recreation services. Client specific documentation may take the form of initial screening, assessment report, progress report, discharge report, case review or intervention note. Service specific documentation may include policy and procedures, program outline, workload measurement, etc.

6. **EVALUATION** - Involves a thorough review of all components related to therapeutic recreation services.

7. **RESEARCH** - Involves the formalized and systematic review of components relating to therapeutic recreation services.

8. **PROFESSIONAL DEVELOPMENT** - is a commitment to ongoing involvement in upgrading personal and professional knowledge related to Therapeutic Recreation.
1. ASSESSMENT

A therapeutic recreation assessment utilizes an individualized and systematic process to collect comprehensive and accurate information related to leisure functioning.

The purpose of the assessment is to determine the most appropriate course of action and subsequent intervention, if indicated.

Guiding Principles:

1. Client’s beliefs and perspectives must be reflected and incorporated in the assessment process.
2. Recognize the importance of standardized assessment tools in therapeutic recreation.
3. Quality therapeutic recreation assessment is imperative for appropriate therapeutic recreation intervention.
4. Recognizing team involvement is imperative to client assessment.
5. Recognizing family involvement is imperative to client assessment.

Knowledge:

1. Understanding of interview and observational techniques.
2. Knowledge of comprehensive assessment process.
3. Understanding the importance of incorporating the following as part of a comprehensive therapeutic recreation assessment.
   - functional assessment - cognitive, social, physical, emotional
   - leisure assessment - awareness, attitude, skills, barriers
   - leisure interest inventory
4. Knowledge of various standardized assessment tools used to conduct functional assessment, leisure assessment, and leisure interest inventory.
5. Knowledge of the role of other disciplines and the value of team approach to care.

Skills:

1. Apply a variety of interview and observational techniques to obtain necessary information.
2. Identify and collect all information relevant to the therapeutic recreation assessment.
3. Select appropriate standardized tools in the areas of functional assessment leisure assessment, and leisure interest inventory.
4. Administer selected tools with clients.
5. Analyze and interpret assessment results.
6. Discuss assessment results with client, treatment team and other relevant stakeholders.

2. INTERVENTION PLAN

The therapeutic recreation intervention plan outlines specific strategies/modalities based on assessment results. This individualized plan is goal oriented and developed in collaboration with the client, treatment team and other relevant stakeholders.

The purpose is to outline a plan of action to assist the client to achieve their identified goals.

Guiding Principles:

1. Client’s goals and preferences guide the development of the intervention plan.
2. Recognition of the need for personalized intervention to address the uniqueness of each individual client.
3. Individual client differences require a continuum of care approach to therapeutic recreation service delivery.
4. Goals and intervention plans should be outcome-oriented and measurable.
5. Optimal client outcomes must incorporate impact of client diagnosis.
6. Optimal client outcomes are directly related to the understanding of social, cultural, attitudinal and environmental influences on an individual.
7. Team collaboration is essential to the development of a therapeutic recreation intervention plan.

Knowledge:

1. Understanding of a variety of strategies and modalities which can be utilized for therapeutic recreation intervention.
2. Knowledge of therapeutic recreation service models and their associated interventions.
3. Knowledge of monitoring client progress through behavioural objectives and outcome measurement.
4. Understanding the implication of each individual client’s diagnosis (i.e., strengths and abilities in addition to contraindications) on therapeutic recreation intervention.
5. Understanding of the importance of social, cultural, attitudinal and environmental influences on an individual.
6. Knowledge of how the role of other team members contributes to the therapeutic recreation intervention plan.

Skills:

1. Select strategies and modalities that generate outcomes which address client identified goals, needs and preferences.
2. Select appropriate type(s) of intervention to meet client identified goals.
3. Identify measurable outcomes related to client identified goals and the overall intervention plan demonstrating client’s progression towards their goals.
4. Develop intervention plans which take into account the strengths and abilities in addition to contraindications imposed by the individual client’s diagnosis.
5. Develop intervention plans which take into account the impact of social, cultural, attitudinal and environmental influences on the client.
6. Develop a therapeutic recreation intervention plan which incorporates a team approach to care.

3. PROGRAM DEVELOPMENT

A systematic process which incorporates the needs and preferences of clients into the formulation of specific program outlines for individual, small group or large group intervention. Outlines should include program purpose, rationale, description, target population, goals, outcomes, evaluation mechanisms and resource requirements.

The purpose of program development is to establish programs which best meet client needs and preferences. They serve as a guide for clients and therapeutic recreation professionals to select programs and provide a mechanism for evaluation and accountability.

Guiding Principles:
1. Client needs and preferences must serve as the foundation for therapeutic recreation program development.
2. Written program outlines are necessary to ensure accountability to all stakeholders.
3. The development of a full continuum of therapeutic recreation service delivery is essential to meet the individual needs of clients.
4. All program outlines must have clearly articulated outcomes for the client and or groups.
5. Therapeutic recreation program development must incorporate a team approach.
6. Optimal client outcomes are directly related to an understanding of the impact of diagnosis.

**Knowledge:**

1. Knowledge of client needs, preferences, and goals.
2. Knowledge of the various components required for development of comprehensive program outlines.
3. Understanding of documentation and outcome measures.
4. Knowledge of program requirements including equipment, supplies, financial and human resources, physical space, facilities, population and community resources.
5. Understanding the application of the components of a therapeutic continuum:
   - treatment -- improving and/or maintaining functional or behavioural capacity;
   - leisure education -- improving leisure related awareness, skills, knowledge, attitude, - reduction of barriers; and
   - recreation participation -- voluntary expression of a leisure lifestyle
6. Knowledge of the role of other disciplines and their relationship to therapeutic recreation program development.
7. Understanding the implication of each individual client’s diagnosis (i.e., strengths and abilities in addition to contraindications) on therapeutic recreation program development.
8. Knowledge of various means to gather client interests and need (i.e. resident councils, family forums, advisory council, etc.).

**Skills:**

1. Ability to write clear, concise and comprehensive program outlines.
2. Ability to identify all program resource requirements and plans for their effective and efficient use.
3. Incorporate client needs/preferences into the development of programs.
4. Ability to develop outlines for treatment, leisure education, and recreation participation programs.
5. Ability to articulate program rationale, goals, benefits, expected outcomes, etc., to clients, team members and other relevant stakeholders.
6. Ability to identify other disciplines/stakeholders that could enhance program outcomes.
7. Ability to enlist the support of other disciplines/stakeholders as indicated.
8. Take into account the strengths and abilities in addition to contraindications
imposed by the individual client’s diagnosis when developing programs.
9. Ability to obtain relevant information from various means to ensure client needs/preferences are incorporated into development of programs.

4. PROGRAM DELIVERY

Therapeutic recreation program delivery involves the provision of a variety of goal oriented programs focusing on a continuum of services regardless of location. These programs can be delivered on an individual, small group or large group basis.

The purpose is to assist the client in achieving their identified goals, as outlined in the intervention plan by acquiring and/or maintaining the skills, attitudes, knowledge and/or behaviours that will contribute to optimal leisure functioning.

Guiding Principles:

1. Client’s beliefs and perspectives must be reflected and incorporated in the program delivery.
2. Optimal client outcomes are directly related to an understanding of the impact of diagnosis.
3. The use of various techniques, used appropriately, contributes to optimal client outcomes.
4. Optimal client outcomes are directly related to the understanding of social, cultural, attitudinal and environmental influences on an individual with a disability.

Knowledge:

1. Understanding the implication of each individual client’s diagnosis (i.e., strengths and abilities in addition to contraindications) on therapeutic recreation program delivery.
2. Knowledge of appropriate responses/interventions in emergency situations.
3. Knowledge of various facilitation techniques.
4. Knowledge of client’s intervention plan and its implications for program involvement.
5. Knowledge of a variety of leisure options and adaptive techniques.
6. Awareness of the common leisure pursuits of various age groups, including respect of different cultural backgrounds and geographic regions.
7. Knowledge of the budgeting process.
8. Knowledge of agency operational requirements/procedures relevant to the delivery of therapeutic recreation programs.
9. Knowledge of internal and external resources (i.e. volunteers, grants, staff,
TR students, equipment, facility etc.) which can be accessed to assist in the provision of programs.

10. Understanding of individual and group process.

Skills:

1. Deliver programs which take into account the strengths and abilities in addition to contraindications imposed by the individual client’s diagnosis.
2. Ability to respond to situations resulting from the client’s strengths and abilities in addition to contraindications and adapt programs accordingly.
3. Apply facilitation techniques, as indicated, to assist the client in achieving identified goals.
4. Monitor client involvement and adapt program and/or facilitation techniques to ensure achievement of optimal outcomes consistent with the client’s intervention plan.
5. Ability to instruct clients in leisure activities of their choice either individually or in a group setting.
6. Provide programs which are appropriate, respectful, and value individual diversity.
7. Ability to operate programs within assigned budget using approved agency budgeting procedures.
8. Acquire all necessary program supplies and supports by completing requisitions accurately and in a timely fashion, as per agency requirements.
9. Utilize internal and external resources as required for the delivery of programs.
10. Intervene, as indicated, to ensure effective group process.

5. DOCUMENTATION

Therapeutic recreation documentation is the written record of all therapeutic recreation services. Client specific documentation may take the form of initial screening, assessment report, progress report, discharge report, case review or intervention note. Service specific documentation may include policy and procedures, program outline, workload measurement, etc.

The purpose of documentation is to have an accountable record of therapeutic recreation services provided. This record is used for communication, information exchange and evaluation.
Guiding Principles:

1. Belief that client documentation is necessary for effective communication, evaluation and accountability.
2. Service specific documentation is the foundation for therapeutic recreation intervention.

Knowledge:

1. Knowledge of agency, professional and government protocols.
2. Knowledge of documentation techniques including client goals and intervention plans.
3. Understand what information is relevant to the area of documentation required. i.e. individual progress note, program evaluation.

Skills:

1. Ability to document to meet agency, professional and government protocols.
2. Ability to analyze all relevant information and form conclusions related to client’s goals.
3. Ability to document relevant information in a concise and accurate manner.
4. Ability to document behaviourally with the focus on outcomes.

6. EVALUATION

Therapeutic Recreation evaluation involves a thorough review of all components related to therapeutic recreation services.

The purpose of the evaluation is to maintain and/or improve the quality of therapeutic recreation services in an effective and efficient manner.

Guiding Principles:

1. Client participation and perspectives are integral to the evaluation process.
2. Practitioners commitment to evaluation is essential for advancement of quality TR services.
3. Evaluation is essential for the maintenance and/or improvement of therapeutic recreation services
4. Evaluation should be ongoing and incorporated into all aspects of therapeutic recreation services.
5. Evaluation should be outcome-focused.
6. Evaluation is essential to the ongoing development of TR services.
Knowledge:

1. Knowledge of agency policies and guidelines relating to evaluation.
2. Understanding of evaluation techniques and procedures.
3. Knowledge of criteria relevant to therapeutic recreation evaluation.
4. Knowledge of outcome measures related to therapeutic recreation service.
5. Knowledge of the specific types and sources of information that should be included as part of a comprehensive service evaluation.
6. Understanding of the impact of evaluation findings on therapeutic recreation service delivery.
7. Knowledge of various quality improvement processes (CQI-Continuous Quality Improvement, TQM-Total Quality Management, etc.).

Skills:

1. Correctly interpret and incorporate agency policies and guidelines into therapeutic recreation service evaluation initiatives.
2. Select and apply outcome-oriented evaluation techniques and procedures.
3. Select appropriate evaluation criteria.
4. Identify all relevant stakeholders and incorporate their input as part of the evaluation process.
5. Identify and collect information from all relevant sources.
6. Identify aspects of therapeutic recreation service which meet established client and program goals as well as aspects that need to be changed as a result of the evaluation process.
7. Write evaluation reports.
8. Communicate and market findings to internal and external stakeholders.
9. Establish efficacy of therapeutic recreation service based on evaluation results.

7. RESEARCH

Therapeutic Recreation research involves the formalized and systematic review of components relating to therapeutic recreation services.

The purpose of research is to contribute to the further development of a unique body of knowledge for the profession.

Guiding Principles:

1. Client participation and perspectives are integral to the research process.
2. Practitioners commitment to research is essential for advancement of the TR profession.
3. Research is essential for the maintenance and/or improvement of TR services.
4. Research should be ongoing and incorporated into all aspects of the TR profession and the service it provides.
5. Research should be outcome-focused.
6. Research is essential to the ongoing development of the TR profession.

**Knowledge:**

1. Knowledge of agency, grant, and government guidelines relating to research.
2. Understanding of research techniques and procedures.
3. Knowledge of criteria relevant to therapeutic recreation research.
4. Knowledge of outcome measures related to therapeutic recreation service.
5. Knowledge of the specific types and sources of information that should be included as part of a research project.
6. Understanding of the impact of research findings on therapeutic recreation service delivery.

**Skills:**

1. Correctly interpret and incorporate agency, grant and government guidelines into therapeutic recreation service research initiatives.
2. Select and apply outcome-oriented research techniques and procedures.
3. Select appropriate research criteria.
4. Identify all relevant stakeholders and incorporate their input as part of the research process.
5. Identify and collect information from all relevant sources.
6. From research findings, identify aspects of therapeutic recreation service which meet established client and program goals as well as aspects that need to be changed.
7. Write research reports.
8. Communicate and market findings to internal and external stakeholders.
9. Establish efficacy of therapeutic recreation service based on research findings.

**8. PROFESSIONAL DEVELOPMENT**

Therapeutic Recreation professional development is a commitment to ongoing involvement in upgrading personal and professional knowledge related to Therapeutic Recreation.
The purpose of professional development is to ensure that therapeutic recreation services are conducted by therapeutic recreation practitioners whose practices, techniques, methods and knowledge continue to be current.

**Guiding Principles:**

1. Belief that therapeutic recreation practitioners are qualified by academic preparation and experience in Therapeutic Recreation.
2. Belief that training and experiences have prepared therapeutic recreation practitioners to be effective at the services they provide.
3. Belief that the hiring of competent therapeutic recreation practitioners is imperative to assuring the best quality of services to meet client needs.
4. Practitioners are responsible and accountable professionals who function independently and interdependently within the professional organizations guidelines.
5. Practitioners believe in life long learning in order to remain current, competent and knowledgeable.
6. Practitioners are committed to furthering the Therapeutic Recreation profession.

**Knowledge:**

2. Knowledge of Therapeutic Recreation theories, principles and practices.
3. Knowledge of provincial, national and international professional organizations.
4. Knowledge of professional development opportunities.
5. Knowledge of journals, books, and other educational support material relative to the practice of Therapeutic Recreation.
6. Understanding of what information is relevant to producing Therapeutic Recreation policies and procedures.

**Skills:**

1. Practice in accordance to standards of practice for Saskatchewan.
2. Advocate for the profession of Therapeutic Recreation.
3. Deliver therapeutic recreation services which take into account Therapeutic Recreation theories, principles and practices.
4. Member of provincial professional organization.
5. Volunteer for various committees or opportunities within the Therapeutic Recreation profession.
6. Ability to develop professional development goals and guidelines.
7. Participation in professional development opportunities.
8. Acquire current Therapeutic Recreation literature.
9. Utilize journals, books and other educational support material as required for the delivery of quality therapeutic recreation service.
10. Ability to speak to colleagues and other professionals about Therapeutic Recreation.
11. Ability to write Therapeutic Recreation policies and procedures.
APPENDIX A

GLOSSARY OF TERMS

Client - Any person, who after a therapeutic recreation assessment, it is determined that he/she requires the services of a trained therapeutic recreation practitioner for the purpose of the improvement and/or maintenance of his/her leisure lifestyle.

External Resources - Any resources outside the facility or agency that therapeutic recreation professionals utilize to provide service to their client or group of clients (i.e. grants, facilities, equipment, instructors, consultants, community recreation providers, vendors, etc.).

Guiding Principle - The values and beliefs upon which therapeutic recreation service delivery should be based.

Internal Resources - Any resources within the facility or agency that are utilized to provide therapeutic recreation services to a client or group of clients (i.e. equipment, employees, volunteers, facilities, etc.).

Knowledge - The knowledge and understanding needed to successfully deliver therapeutic recreation services.

Skills - The application of the knowledge into the action.

Stakeholder - Any person who benefits from therapeutic recreation intervention directly or indirectly (i.e. client, family member, friend, co-workers, managers, employer, community, volunteers, students, etc.).

Team - Any group of people representing disciplines, family, or other stakeholders who participate in service delivery to the client (i.e. multi-disciplinary, interdisciplinary, trans-disciplinary).
APPENDIX B

References for Philosophical Position


APPENDIX C

Resource Documents for Standards of Practice

The following agencies, education and professional association’s Standards of Practice Documents were consulted in the development and formulation of Therapeutic Recreation for Ontario Standards of practice Document:

Alberta Therapeutic Recreation Association (ND). *Standards of Practice for the Therapeutic Recreation Profession*. AB.


Georgian College, Therapeutic Recreation Program (ND). *Therapeutic Recreation Program Map*. Orillia, ON.

Laurentian Hospital (ND). *Standards of Practice Document*. Sudbury, ON.


Sister’s of Charity Hospitals (ND). *Standards*. Ottawa, ON.

West Park Hospital (1996). *West Park Hospital Recreation Therapy Standards of Practice*. Toronto, ON.
Appendix D:

CODE OF ETHICS

COMPETENCE
The acquisition, maintenance and enhancement of current knowledge and skills in the field
- Members shall enhance their own level of expertise and commit to professional development of themselves and fellow members.
- Members shall enhance the efficient and effective operation of their organization through this knowledge.
- Members shall contribute, through their competence, to enhanced quality of life for the people of Saskatchewan.

EQUALITY
Equal treatment for all stakeholders (which includes members, colleagues, clients and customers and funding agencies)
- Members shall strive to ensure equal opportunity for each client or customer to participate in recreation activities.
- Members shall develop and maintain an environment whereby all individuals are treated with respect and dignity.

LEADERSHIP
The provision of guidance at all levels of the recreation delivery system
- Members shall provide ethical, technical and educational guidance for those under their responsibility.
- Members shall demonstrate ethical, technical and educational guidance in their capacity as leaders in their community.
- Members shall advocate on behalf of the field and their profession.

INTEGRITY
Conduct which is honorable and honest
- Members shall ensure that their behavior is beyond reproach in terms of what the profession sanctions.
- Members shall treat fellow members and colleagues with the utmost respect and propriety.
- Members must behave in a manner that supports the highest level of S.A.R.P. standards.

COOPERATION
Partnership with other members, colleagues, clients, customers and organizations for the enhancement of Saskatchewan residents' quality of life
- Members shall take part in a consultative process with their clients, customers and communities to achieve the most effective results.
- Members shall develop and maintain active relations with fellow professionals.
- Members shall work toward an environment where active sharing of resources and information takes place.