



Saskatchewan Association of

RECREATION
PROFESSIONALS

RECREATION PROFESSION

MODEL FOR SASKATCHEWAN

SASKATCHEWAN ASSOCIATION OF
RECREATION PROFESSIONALS (S.A.R.P.)

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RECREATION PROFESSION MODEL FOR SASKATCHEWAN

INTRODUCTION

Purpose of and uses for this model

- to educate the membership about our diversity and common core body of knowledge
- as a tool for members to use to educate employers, co-workers, unions, clients potential employers and the public about the profession
- to interpret the profession to stakeholders
- as an insert into the upcoming revisions to the Professional Competencies document
- as a recruitment tool
- as a tool to seek sponsorship

Background information

At the 1999 S.A.R.P. Annual General Meeting, a recreation service model was presented to the membership, but was not adopted. The membership recommended that the Association develop a model that interpreted the recreation profession and the role of the professional, rather than focusing on the movement of participants through the system. At their strategic planning session in 2003, the S.A.R.P. Board of Directors determined to proceed with the recommended model, as a strategy towards recognizing and addressing the needs of our diverse membership.

Who we represent

While S.A.R.P. represents and will continue to strive to represent recreation professionals from a wide range of employment fields, we do not profess to represent all professionals included in our model. We recognize that currently the bulk of the members are from the community recreation and therapeutic recreation fields (40% and 27% respectively in 2004; see S.A.R.P.'s Annual Reports from more detailed information on membership diversity).

Definitions

The Saskatchewan Association of Recreation Professionals has undertaken an initiative to standardize the definitions for the recreation field in Saskatchewan. Too often, the terminology has eluded concrete definition and varied according to societal norms, customs, values and different social experiences that shape perceptions. Therefore, the Saskatchewan Association of Recreation Professionals has defined these terms to maximize clarity and minimize confusion on the part of the recreation professionals in Saskatchewan.

Recreation is:

A pleasurable activity that one is voluntarily engaged in during leisure time, which includes physical, artistic, creative, spiritual, cultural, social and intellectual pursuits. (S.A.R.P., 1999)

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., 1999)

THE CONCEPTUAL MODEL

The conceptual model describes the recreation profession on the basis of 3 major areas. Working from the centre of the model out, these areas consist of the following:

- the shared understanding of who recreation professionals are
- the many diverse roles of recreation professionals
- the various places of employment

The three outer rings of the model identify places in which recreation professionals are typically employed. These places of employment are identified by a combination of the following:

- employment fields (e.g., therapeutic recreation, health & wellness)
- sector of economy (e.g., public, private, or not for profit)
- institutional setting (e.g., university, hospital, government department)

This document provides more information about the model. It is meant to be a reflection of the situation for recreation professionals in Saskatchewan at a particular time. It is important to recognize that the descriptions of the specific components of the model will be updated continually as needed.

SHARED UNDERSTANDING OF RECREATION PROFESSIONALS

At the core of the model is what binds all the recreation professionals together - the definition of recreation professionals (see definitions section, page 4).

ROLES OF RECREATION PROFESSIONALS

The next ring of the model identifies the common roles that recreation professionals in Saskatchewan hold. Many individuals fulfill more than one role in their jobs and over their careers. Nevertheless it is important to describe the unique responsibilities and duties of each role.

We recognize that while the main focus of these roles is to promote the benefits of recreation, we also acknowledge that recreation professionals are dedicated to other related issues such as health, social justice, equity and the environment.

Manager/Administrator/Director

This group of recreation professionals work in all institutional settings, sectors of economy and fields of knowledge that we have listed on the model.

Typical roles include but are not limited to: Directors of large departments, such as a city or institutional recreation department or a government department or program; Directors of health care and recreation facilities; Administrators of non-profit organizations; Saskatchewan, Aboriginal, or Canada Games management; Recreation Directors in any size of community.

Typical duties can include: staffing, including training, scheduling, performance, disciplining, mentoring staff and in some situations dealing with union issues; developing and implementing yearly operating and capital budgets; financial management; policy development and interpretation; risk management; liaising and consulting with internal and external stakeholders,

partners and the public; report writing; advocacy; program, annual and strategic planning; research and trend analysis; evaluation; public speaking; capital, project and contract management; and quality improvement.

Managers, administrators and directors of some organizations can also be responsible for other duties such as: program development, promotion and evaluation; scheduling; grant administration and applications; volunteer management; communication (such as web site and newsletter); event management; acting as a community/client resource; community development; and meeting preparation and follow-up.

Coordinator/Programmer/Leader

Like managers, administrators and directors, this group of professionals works across all institutional settings, sectors of economy and fields of knowledge listed in our model.

Job titles can include: Recreation Programmer or Program Coordinator; Tribal Council Coordinator; Therapeutic Recreation Programmer; Wellness Coordinator; Community School Coordinator; Sport Coordinator; Fitness Specialist; and Volunteer Coordinator. These positions can be very focused on a specific population or site, such as an Aboriginal Program Coordinator, or can be broadly focused, such as a Coordinator for a provincial program.

Duties include, but are not limited to: staffing (including hiring and scheduling); program planning; supervision; implementation and evaluation; mentoring; report writing; budgeting; community consultation and community development; public relations and marketing; research; communication with members and stakeholders; administrative duties; event and clinic coordination; sponsorship development; managing meetings; information technology; grant proposal writing and administration; scheduling programs and facilities; problem solving; duties related to economic development and tourism; education and presentations; volunteer management; record keeping and statistics; policy development; purchasing equipment; and needs assessment.

Consultant

Consultants also work in all sectors. Some are private contractors, while other work in government, municipalities and for non-profit organizations. Private contractors often work with non-profit organizations in the areas of strategic planning, board development, organizational analysis and leadership development. Consultants who work for municipalities usually work for large cities. Government consultants typically work in departments related to parks, culture, sport, recreation, health and health promotion, and the environment.

Common job duties for consultants are: facilitation; organizational development; volunteer management; administration and report writing; conflict resolution and mediation; program development and evaluation; liaison with internal and external stakeholders; public relations; partnership building; capacity building; education and presentations; conducting research; identifying trends and best practices; monitoring budget and administering grants; staff development and supervision; leadership; policy development; strategic planning; and providing training opportunities.

Developer/Facilitator/Activator/Liaison

This is an emerging area of work for recreation professionals. These professionals can work for health districts, provincial or national games, government, municipalities and as private contractors. They often work in several fields at one time.

Job titles can include: Community or Economic Development Officers; Active Living Consultants; Fundraising Developer and Games Coordinators.

Job duties include: group facilitation; collaborative consultation; working across sectors; report writing; education and presentations; policy development; planning and facilitating planning; financial management; internal and external communication; liaison between organizations; mediation and problem solving; coordinating programs; leadership; team building; and staff coordination.

*Many of the duties within this area of employment are similar to those of Contractors.

Researcher/Policy Analyst

This specialized area of work is usually conducted in the public sector, in large municipalities, government and post-secondary institutions.

Job titles include: Policy Analyst; Researcher or Research Coordinator.

Duties can include: primary and secondary research; internal and external communication; program evaluation and networking. Government workers in the area of policy are responsible to monitor the implementation of government policy, communicate between government and organizations in the form of correspondence and briefing notes, and represent government on inter-sectoral committees.

Therapist

In Saskatchewan, the majority of Recreation Therapists work in the public and non-profit sectors. Their institutional settings, as seen on the model, are diverse and include: long term care facilities; mental health facilities or organizations; hospitals; rehabilitation units or departments; and the community. Therapists work primarily in the therapeutic recreation and health care fields.

Duties of the Therapist can include: client assessment and goal-setting; functional intervention; leisure education and counseling; recreation participation; internal and community planning; facilitation and evaluation; charting and reporting; participation on multi-disciplinary teams; newsletter writing; purchasing; budget; volunteer coordination; linking to community resources; research and education. Some Recreation Therapists also have managerial duties. For more information see the Framework of Therapeutic Recreation Job Descriptions (S.A.R.P., 2004).

A newer role in our field includes Exercise Therapists who work in a very specialized field in the public and commercial sectors.

Professor/Instructor/Educator

Professionals employed in this area can generally be found in educational institutions, such as universities and technical institutes.

They are employed as Deans, Program Heads, Professors, Lecturers and Instructors.

Duties include: providing education and training; supervising undergraduate, fieldwork and graduate students; developing programs and setting program priorities; managing staff; financial administration; sitting on internal and external committees; acting as a liaison between the institution and the community; conducting research and developing grant proposals. A small number of professionals work in public schools, adapting academic and physical curricula to facilitate participation.

EMPLOYMENT FIELD

The third ring of the conceptual model defines the general employment fields of recreation professionals. Some work in multiple fields, overlapping fields, or move from field to field.

Community Recreation

This field provides a service to the community at large through three sectors - voluntary, professional and commercial/private enterprise. Community recreation is benefits-driven and impacts a person's personal, social, environmental and economic well being. (S.A.R.P., 1999)

Recreation professionals in this field provide and direct variety of programs, facilities and opportunities for citizens of all ages and abilities with the concept of personal choice as its foundation.

Therapeutic Recreation

The focus of this field is to provide a service to individuals who have physical, mental, social or emotional limitations, which impacts their ability to engage in meaningful leisure experiences. Therapeutic recreation services promote an active leisure lifestyle via functional intervention, leisure education and recreation participation. These services support the goal of assisting the individual to maximize independence in leisure, optimal health and the highest possible quality of life (CTRA, 1997).

Sport

In this field, practitioners provide opportunities to engage in organized and competitive physical activities, where the focus is on the achievement of excellence (Adapted from the Sask Sport web site).

Additionally, recreation professionals in this field provide an opportunity for all individuals to develop personal and sport-related skills (e.g., self-esteem, teamwork, dedication).

Education

Recreation professionals in this field are concerned about the development and dissemination of knowledge relating to all aspects of recreation (e.g., management, sociology, history) to students and members of the larger community. As well, through a variety of forums, such as reports, presentations, and research assignments, professionals also provide opportunities for students to develop the needed skills, abilities and experiences that will benefit them when they enter this field.

Tourism

Tourism is an industry that has two components. The first component includes products or services such as transportation, dining, tours, accommodation and souvenirs. The other component includes the benefits that people and communities realize from tourism, such as education, quality of life, economic development, community pride, education and activities. The tourism industry accomplishes its outcomes through community development, partnerships and education.

Parks

The parks field exists to protect and present natural heritage to the citizens of Saskatchewan. This is accomplished through public education, sustainable development, appreciation and enjoyment. This field provides the following benefits to users and communities: providing facilities and programming for recreational and leisure pursuits, maintaining ecological integrity and conserving natural resources and environments. In Saskatchewan, parks can be public or private, local, regional, provincial or national and include heritage parks and trails.

Health and Wellness

This field is focused on the provision and facilitation of opportunities for all individuals to achieve a healthy active lifestyle and the prevention of disease through community development, partnerships and involvement. This field provides benefits pertaining to spiritual, physical, mental, emotional, and cognitive health and wellness.

Arts, Culture and Heritage

Sask Culture defines culture in this province as "... a level of shared experience...rooted in our shared sense of place. It includes our languages, our heritage, our stories, our traditions, our rituals, our spirituality, our inventions, our produces and our expression." Saskatchewan people can engage in cultural experiences through creation, preservation, research, presentation, appreciation, participation, education, professional development and training. In Saskatchewan, culture includes the arts, heritage, multiculturalism and cultural industries.

SECTOR OF ECONOMY

The narrow band of rings on the model refers to the sector of the economy in which recreation professionals work.

Public

This sector relates to government-owned, funded, or operated organizations and departments that are focused on meeting the needs of the larger public. These organizations may be controlled by any one of three levels of government - municipal, provincial and federal.

Non-profit

This sector is also commonly referred to as the not-for-profit, voluntary, third sector, charities, civil society organizations, or community-based organizations (Dreessen, 2000; Hall et al., 2003). Organizations that function in the non-profit sector operate independent from government, are typically managed by a combination of paid staff and volunteers and use profits to further the mission of the organization (Dreessen, 2000).

Commercial / private

This sector is focused on meeting the demands of particular segments of markets. Organizations in this sector are typically privately owned.

INSTITUTIONAL SETTING

In the outermost ring, we identify the settings that our members are likely to work in. The settings are not unique to particular sectors or employment fields. Thus, in the model, the same setting (e.g., government department) can be found in more than one field.

APPENDIXES

APPENDIX 1: S.A.R.P. MISSION, VISION, AIMS AND VALUES

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.

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

Aims

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

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

APPENDIX 2: 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.

APPENDIX 3: EDUCATION REQUIREMENTS

S.A.R.P. advocates that the positions listed in this document require a degree or diploma in leisure studies. In order to confer professional membership status, the Saskatchewan Association of Recreation Professionals Board of Regents applies standard criteria. Professional membership is granted to a person who holds a degree or diploma in leisure studies and has at least one year of experience working in the field.

Program content for each degree or diploma may be specific to a particular field of work. For example, Recreation Therapist must have a degree or diploma specific to Therapeutic Recreation in order to work as a Therapist.

In Saskatchewan, there are three institutions that offer degrees or diplomas in leisure studies:

SIAST – Kelsey Campus	Diploma in Recreation and Leisure Management	2 years of study or 3 years (part-time model)
SIAST – Kelsey Campus	Diploma in Therapeutic Recreation	2 years of study or option for distance education
University of Regina	Bachelor of Kinesiology 3 streams to choose from: Recreation and Sport Administration Fitness and Lifestyle Adapted Physical Activity (Therapeutic Recreation) Master of Science in Physical Activity Studies	4 years of study (undergraduate)
University of Saskatchewan	Bachelor of Science in Kinesiology 2 streams to choose from: Exercise and Sport Studies Physical Education Master of Science Master of Education Doctor of Philosophy	4 years of study

APPENDIX 4: REFERENCES AND RESOURCES

1. Resources:

Alberta Recreation and Parks Association:

Careers in recreation and parks guide

Saskatchewan Association of Recreation Professionals:

Professional competencies for recreation practitioners, draft document, 1995

Definitions of recreation and recreation professional, 1999

Code of ethics, 1999

S.A.R.P. mission, goals and vision, 2002

Action plan for the development of professional attributes for the recreation profession in Saskatchewan, 2004 (revised)

Framework of therapeutic recreation job descriptions, 2004

2. Other:

CTRA. (1997). Membership manual.

Dreessen, E. (2000). What do we know about the voluntary sector? An overview [Electronic version]. Statistics Canada. Catalogue No. 75F0048MIE – No. 06

Hall, M., Andrukow, A., Barr, C., Brock, K., de Wit, M., Embuldeniya, D., Jolin, L., Lasby, D., Lévesque, B., Malinsky, E., Stowe, S., Vaillancourt, Y. (2003). The capacity to serve: A qualitative study of the challenges facing Canada's nonprofit and voluntary organizations. [Electronic version]. Toronto, ON: Canadian Centre for Philanthropy.

APPENDIX 4: ACKNOWLEDGEMENTS

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