

# **Saskatchewan Association of Recreation Professionals Pathway to Professional Status Ad Hoc Committee Final Report – November 2023**

## **Background**

The Saskatchewan Association of Recreation Professionals Board of Directors struck the Pathway to Professional Status Ad Hoc Committee (PPS) in April 2021. The Board of Directors acknowledged that those who work in recreation come to the industry from diverse educational and professional backgrounds, often originating from outside of recreation. While industry-specific knowledge and skills contribute to success in the recreation industry, transferable skills and diverse professional experience could also contribute to success. As a result, the Board recognized that there are many qualified people working in the recreation industry in Saskatchewan that do not meet the requirements for S.A.R.P.'s professional membership category.

The purpose of the ad hoc committee was to explore the development of a pathway to professional status for recreation professionals who are currently employed in the recreation field or in a related field within Saskatchewan and have not graduated from a recognized post-secondary institution with a Diploma or higher in the area of recreation. Refer to Appendix A for the committee's terms of reference.

In September 2023, the Board of Directors passed a motion to dissolve the Pathway to Professional Status Ad Hoc Committee after the submission of a final report. This report serves to detail the path the committee took, its resulting findings, its conclusions and recommendations. Dates have been included to act as a timestamp; new information may have been released and circumstances may have changed since due to the length of time that passed during the committee's course of work.

## **Goals**

The goals for this committee were as follows:

1. To identify the core knowledge, skills, and classes taught at recognized post-secondary recreation programs in Saskatchewan.
  - a. e.g., Saskatchewan Polytechnic, University of Regina, University of Saskatchewan, etc.
2. To propose criteria for expansion to the definition of S.A.R.P.'s professional member category.
  - a. e.g., the specific education requirements, professional experience, transferable skills, etc. required of a recreation professional
3. To propose a pathway to professional status for those who have not attended a recognized post-secondary recreation program.
  - a. e.g., what would operationalization of this pathway look like, and what steps would an individual take to pursue this path.
4. To identify S.A.R.P.'s role in supporting the committee's proposed pathway to professional status.
5. To propose any other considerations necessary for S.A.R.P. to make this concept a reality.

## **Committee Membership**

The committee members were recruited to include diverse characteristics, including gender, ethnicity, age, professional and academic experience, location (geography & community size), and membership

status (i.e., professional, associate, and alumni members). As well, the committee was composed of individuals from across the fields of recreation (i.e., community recreation, therapeutic recreation, sport, education, tourism, parks, health and wellness, and arts, culture, and heritage). Recruitment for committee members was conducted between June and August 2021.

## **Summary of the Committee's Work**

The committee began in September 2021 by engaging in a discussion around topics such as: what questions must be answered through this process? What factors must be given consideration? What stakeholders must be consulted? Who are we trying to impact with this initiative? What are the 'no fly' zones? What criticisms might we hear that we will need to address/overcome? The discussion served as a good foundation for the committee to build upon.

From that conversation, we took the stakeholders identified in our discussion as important to consult with and built a document to define who we wanted to talk to, what we wanted to ask them, and what information we wanted to find out, as well as what our key messages were.

PPS's key messages were:

- This committee is a directive of the S.A.R.P. Board of Directors.
- Those who work in recreation come to the industry from diverse educational and professional backgrounds, often originating from outside of recreation, and we believe that it's possible to find a way to include those without recreation-specific education as Professional members in our association.
- Industry-specific knowledge and skills will contribute to success in the recreation industry; transferable skills and diverse professional experience could also contribute to success.
- There are many qualified people working in the recreation industry in Saskatchewan that do not meet the requirements for S.A.R.P.'s professional membership category.
- Explore the development of a pathway to professional status for recreation professionals who are currently employed in the recreation field or in a related field within Saskatchewan and have not graduated from a recognized post-secondary institution with a Diploma or higher in the area of recreation.
- To identify the core knowledge, skills, and classes taught at recognized post-secondary recreation programs in Saskatchewan.
- To propose criteria for expansion to the definition of S.A.R.P.'s professional member category.
- To propose a pathway to professional status for those who have not attended a recognized post-secondary recreation program (what would operationalization of this pathway look like, and what steps would an individual take to pursue this path).
- The Board and Committee do not have a set path in mind; we're exploring the positions of our members, partners, and stakeholders, what opportunities are out there, and what might be possible.
- We're looking to have open and honest conversations for the betterment of the recreation profession and S.A.R.P. and its membership – no hidden agenda.
- We're currently in the information gathering stage.
- We're willing to circulate the Committee's Terms of Reference, which was previously shared with our membership.

## **Stakeholder Consultation**

Committee members conducted stakeholder consultation from January to February 2022.

## ***Post Secondary Institutions***

The committee met with Chad London, Dean, and Joel Lanovaz, Associate Dean, Academic, with the College of Kinesiology at the University of Saskatchewan, Harold Reimer, Dean, with the Faculty of Kinesiology & Health Studies at the University of Regina, Phoebe De Cimon, Associate Dean, School of Health Sciences, and Linda Martin, Program Head and Instructor with the Therapeutic Recreation Diploma Program at Sask Polytechnic, and Julian Tomlinson, Dean, School of Hospitality & Tourism, and Josh Davidson, Program Head, Recreation & Tourism Management Diploma Program, Sask Polytechnic.

The following is a summary of the insights gained:

- Micro credentialing is a new topic for the institutions but one each are interested in. Some of the institutions are farther ahead than others in adopting these processes. These courses can be taken one-off or can be stacked and ladder into a degree program.
- Non-credit courses are options that are pretty easy for the institutions to deliver. These do not require approval outside of the faculty and, consequently, have much less red tape.
- U of R is working on a course-based Masters program which will be launching in the near future.
- The universities do not utilize core competencies, but Sask Polytechnic does. Core knowledge and skills taught at universities are based on individual professors' core development. The core competencies established at Sask Polytechnic are not in alignment with other institutions. They are established in-house. There are no common core competencies across institutions, other than if they align with an external international accreditation body.
- All institutions are leaning into hybrid and online delivery, as these were popular options during the pandemic. They're exploring how they can incorporate these offerings to remain accessible for all types of learners.
- U of S offers a degree that gives learners a broad understanding of exercise science. Although they do not offer a full degree which aligns with recreation, they do offer a variety of classes that could be utilized by our members for professional development purposes. They are open to packaging the classes in such a way that we could promote them to members to provide educational options.
- Sask Polytechnic TR program is designed to be taken through distance education. They have added a lot of curriculum around Indigenous culture and learnings.
- All institutions were excited at the possibility of working together to promote their education opportunities to our members and include a listing on our website for potential members. As well, the institutions are interested to work together to build educational opportunities that would benefit recreation.

## ***Global Provincial Organizations***

The committee met with Todd Schafer, Chief Executive Officer at the Saskatchewan Parks & Recreation Association (SPRA), Tracy Breher, Vice-President, Destination and Workforce Development at Tourism Saskatchewan, Damon Badger Heit, Supervisor, Partnerships & Inclusion at Sask Culture, and Jacob Zaba, Human Resources Generalist at Sask Sport.

The following is a summary of the insights gained:

- SPRA and Tourism Saskatchewan were both interested in working together to find linkages and optimize resources.

- Tourism Saskatchewan has an industry development team that supports businesses and people who have tourism business ideas, communities around tourism planning, and people who are responsible for tourism in communities.
- Tourism Saskatchewan offers Emerit certification programs and works with Sask Polytechnic.
- Tourism Saskatchewan offers 'industry validation meetings' which pulls specific segments of tourism people together for brainstorming and idea sharing.
- People look to SPRA to provide education on leadership, facilities, technical and programming, and SPRA responds.
- Only a handful of SPRA's 28 staff fit the Professional Membership category, but the majority have other advanced education and work in recreation.
- Sask Culture and Sask Sport focus on serving the organizations within their membership, as opposed to supporting the individuals who work in their organizations.
- Sask Culture does offer training to organizations, such as governance training, decolonizing art galleries, blanket exercises, etc. The organization does not have a training mandate but does respond to the industry's needs.
- Sask Sport has offered training for individuals in the past but these were several years ago and do not happen consistently.
- The Globals do not have core competencies for those who work within their industries.

## ***National Organizations***

The committee communicated with Tanea Goncalves Forward, Executive Director with the Canadian Therapeutic Recreation Association (CTRA) and CJ Noble, Chief Executive Officer with the Canadian Parks and Recreation Association (CPRA).

The following is a summary of the insights gained:

- CTRA requires members to have a diploma/baccalaureate degree in therapeutic recreation/recreation therapy or individuals who have graduated with a recreation/leisure services diploma/baccalaureate degree with a major/focus in therapeutic recreation from an accredited post-secondary institution.
- CTRA Professional Members are required to have at least 3 core Therapeutic Recreation courses, with a title of therapeutic recreation on the transcript.
- CTRA is currently reviewing its minimum entry to practice standard and anticipates membership criteria will increase in the future.
- CTRA acknowledges someone with a Certified Therapeutic Recreation Specialist as a Professional Member.
- CTRS has two pathways:
  - Academic – requirements include: completion of Bachelor Degree or higher with concentration in Recreation Therapy/Therapeutic Recreation; completion of minimum 14 week/560 hour internship supervised by another CTRS; successful completion of NCTRC certification exam
  - Professional – requirements include: completion of Bachelor degree or higher; completion of specific coursework in Recreational Therapy (Therapeutic Recreation); paid work experience that uses the Therapeutic Recreation process; successful completion of the NCTRC certification exam
- CPRA does not have education requirements nor monitor members' education.
- CPRA does provide a professional development certification. They do not require members to take it or monitor progress.

## ***Professional Members***

65 current Professional Members were emailed an invitation to participate in focus groups about PPS to hear their opinions on S.A.R.P.'s requirements for Professional Membership. 10 Professional Members participated.

The following is a summary of the insights gained:

- Questions asked included: what do you define as a professional member for the organization? What skill sets/competencies/education would you define to be required as a minimum to be a professional? Is this definition reflective of the needs of the industry? What value do you see in the SARP membership?
- Focus group participants felt strongly that education should be a key element of being a Professional Member of S.A.R.P. However, determining which education qualifies individuals to be professional members is challenging, due to the wide diversity of programs available and the different fields of recreation that you could take education in.
- Focus group participants acknowledged that the concept of core competencies is a good one, but defining the core competencies is challenging because of the different fields of recreation and the different needs in different roles.
- Recognizing that many people who work in recreation also don't have this educational background, and instead have other education and varied and diverse personal and professional backgrounds, professional development, etc., we need to acknowledge that those professionals too have competencies that should be recognized.
- There is a common belief that the 'Professional' category should not be 'watered down'.
- Professional members identified that there's a difference between 'professional' and 'competent'.

## ***Current & Past Affiliate Members***

9 Affiliate members were emailed a survey to seek feedback on what was preventing them from becoming a professional member as well as if they would be interested in upskilling to achieve the professional designation. 5 Affiliate members responded.

- 2/5 of the respondents do not see value in the S.A.R.P. membership, especially with SPRA being as strong as it is – "What are the benefits? Networking now a days is free, the website says in one place that there are numerous professional development, but then there isn't really any of these opportunities presented on the website".
- 3/5 of the respondents are interested in attaining professional status and would consider upskilling if the opportunity arises.

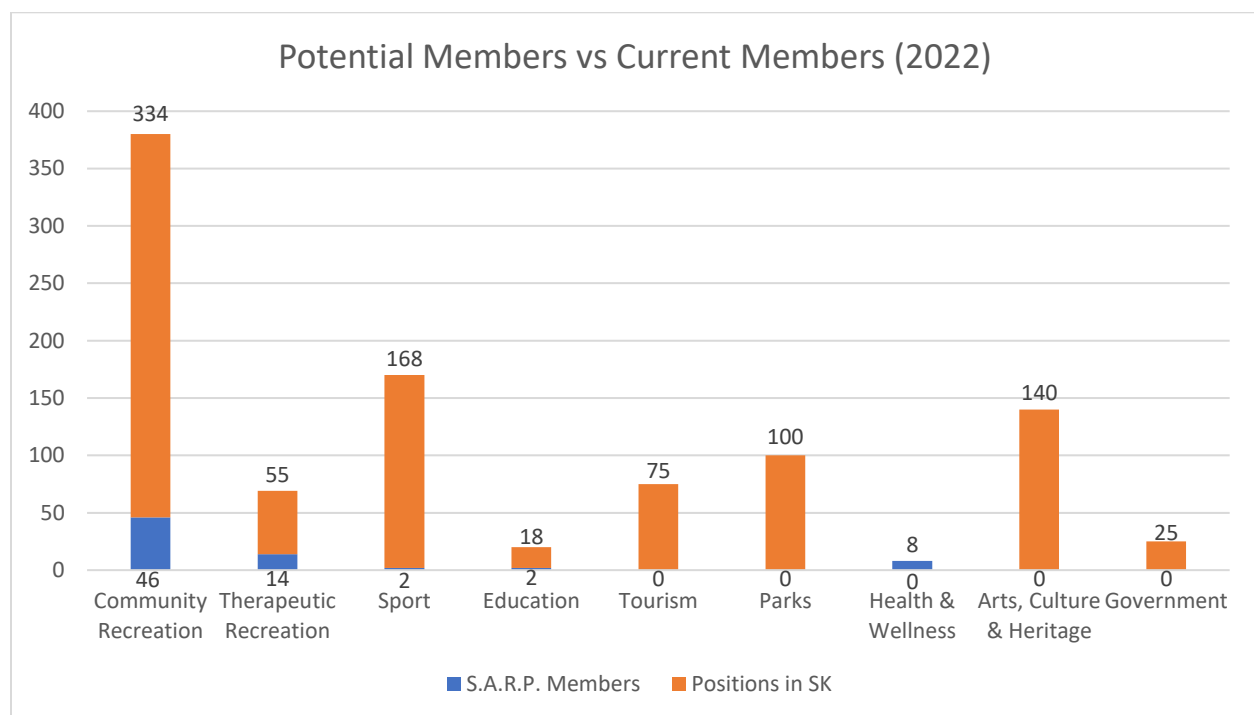
## **Research into Careers in Recreation in Saskatchewan**

The Pathway to Professional Status Committee sought to ascertain the number of recreation positions in Saskatchewan and the education and professional credentials of those who worked in those positions.

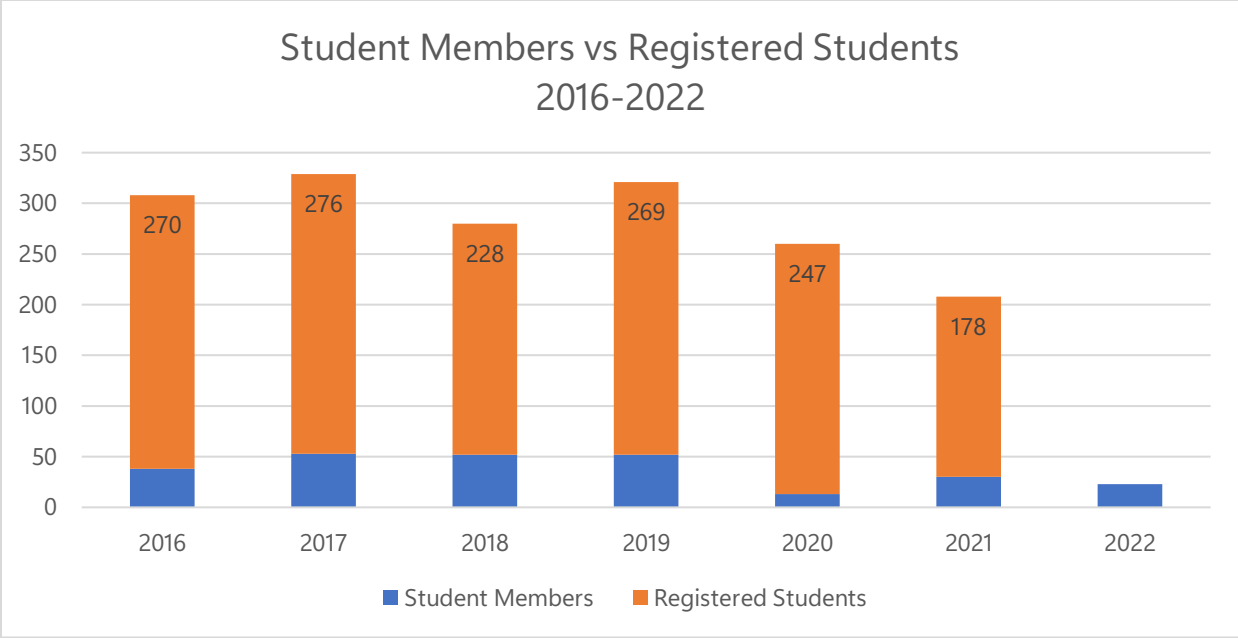
The Committee received an intern as part of the Venture for Canada Intrapreneurship Program for 7 weeks from December 2021 to January 2022, who worked to compile a list of recreation positions and recreation professionals in Saskatchewan. The intern compiled a list of approximately 475 positions and people from the various fields of recreation.

Following the intern's term, PPS contracted Beverley Dickinson to continue research in this area, to ensure a fulsome list. Appendix C illustrates that there are at least 1000 recreation positions in Saskatchewan across the nine fields (community recreation, therapeutic recreation, sport, education, tourism, parks, health and wellness, arts, culture and heritage, and government).

This research was challenging to complete because there is not a clear or commonly agreed-upon definition of what constitutes a recreation position. It was difficult to decide whether to include part-time and/or seasonal roles (such as a parks interpreter employed at a provincial park), or whether to include entry-level or assistant/support-level positions that may not require recreation-specific education (such as a therapeutic recreation support worker). Likewise, it was challenging to identify roles that may be embedded as part of a greater team, like those who work in therapeutic recreation in long term care. While at least 1000 recreation positions in Saskatchewan were identified, this estimation is incomplete and likely much greater.

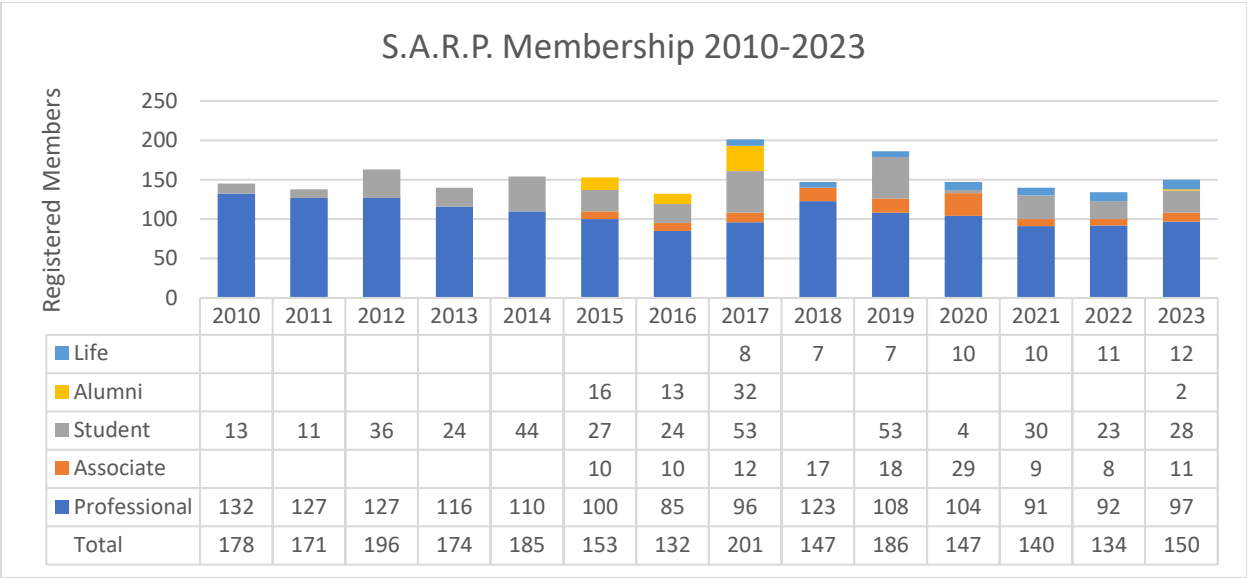


Additionally, there are approximately 285 students registered in recreation and related post-secondary programs in Saskatchewan each year.

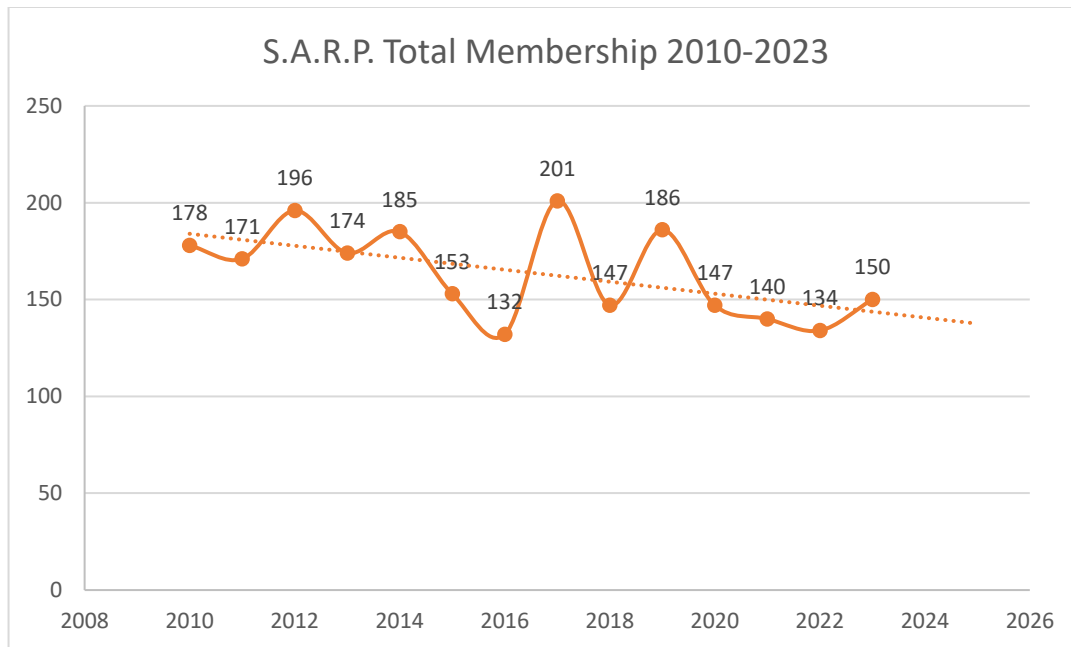


## Understanding S.A.R.P.’s Membership & Their Experiences

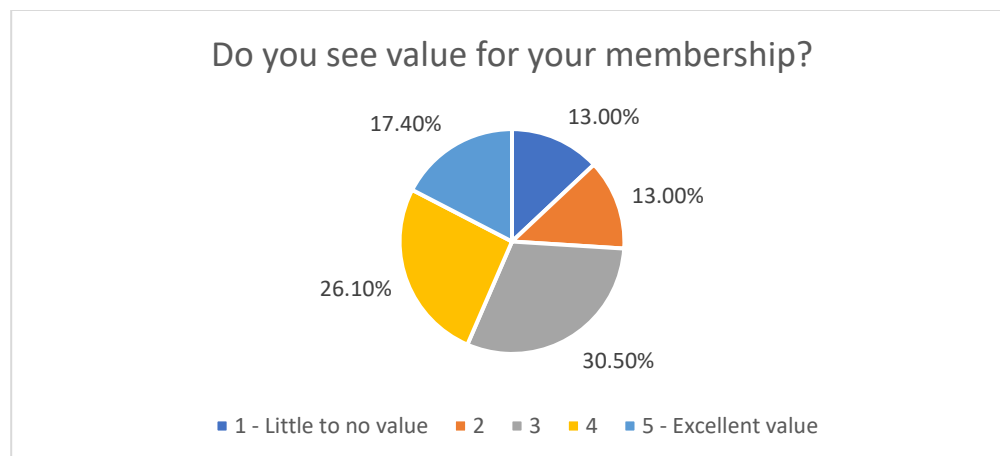
The committee analyzed the Association’s membership numbers from 2010 to present.



Data reflects a continued and progressive decline in membership over the past 13 years and a projected continued decline into 2026 and beyond.



PPS also wanted to understand member’s experiences with membership and drew on results from a membership survey conducted in 2021 as well as conducted a survey for lapsed members in August-September 2022.

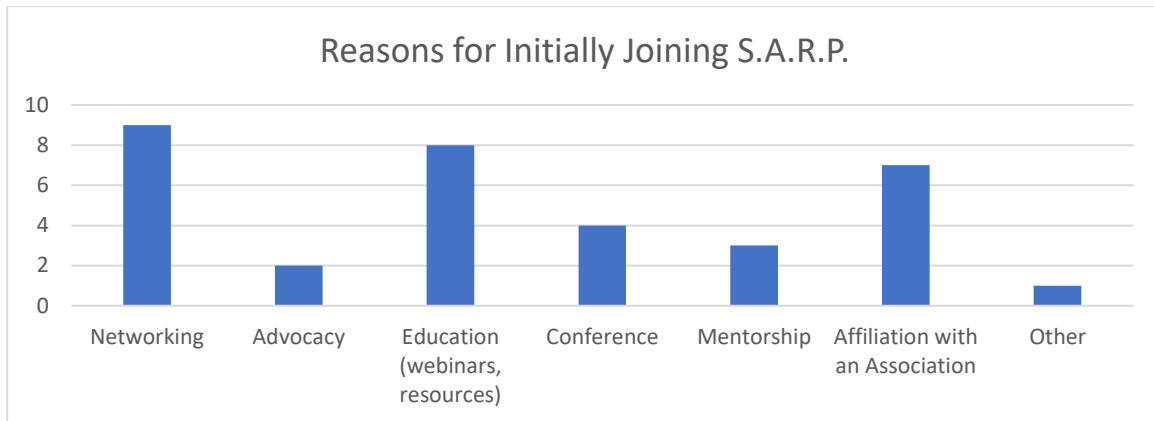


Members were asked whether they see value for their membership. 43.5% of respondents chose a 5 – excellent value, or a 4, while 56.5% of respondents selected a 3, 2, or 1, indicating they see some to little to no value for membership.

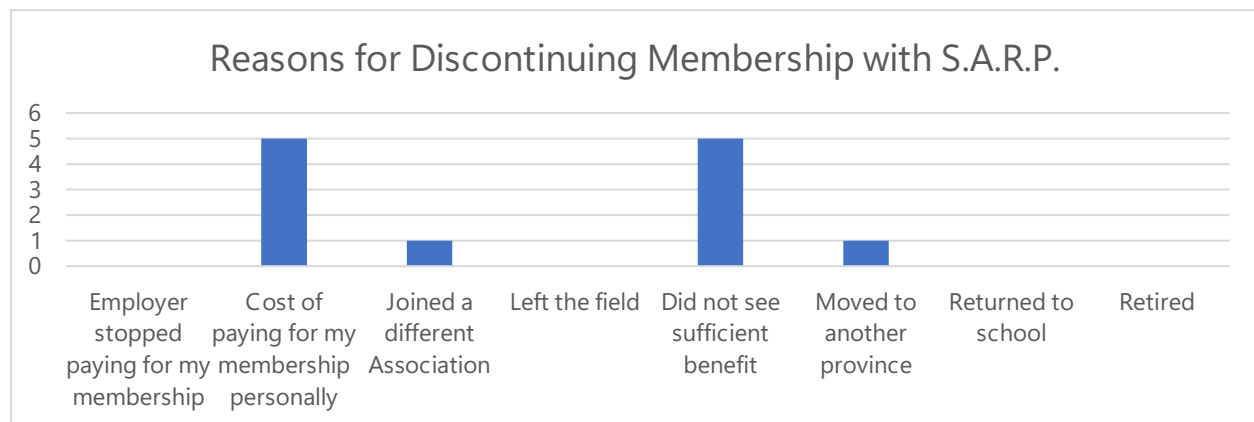
Members were asked to comment on the strengths of the Association and areas to improve. Identified strengths included: a great board of directors and staff, the members, networking, the awards program and member recognition, and advocating for the profession and building awareness. Areas that were identified to improve S.A.R.P. included: advocating for Therapeutic Recreation, the website, greater advocacy for the profession, more professional development opportunities and programming, more networking opportunities, promoting S.A.R.P. to non-members, increasing value for membership, and enhanced communication.

Members were asked how S.A.R.P. could strengthen its value for membership. Responses related to networking, professional development, advocating for the profession, promoting membership with S.A.R.P. and strengthening the value for membership, and greater communication.

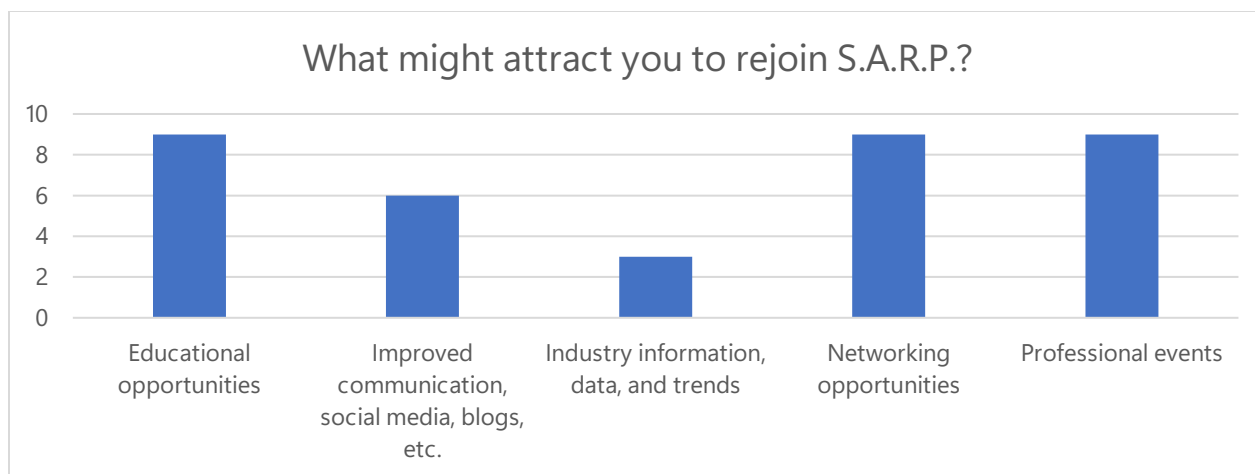
Thirteen people responded to the lapsed membership survey which was sent to those whose memberships had lapsed in 2016 to 2022. Respondents came from community recreation (4), therapeutic recreation (6), sport (2), and government (1). Six respondents held professional membership with the Association, one respondent held an affiliate membership, and six respondents were students.



Respondents were asked to indicate the reasons they had for initially joining the Association and the reasons they discontinued membership. The top three reasons for joining the membership included networking, education (webinars and resources), and affiliation with an association. The top two reasons for discontinuing membership were the cost of paying for membership personally and not seeing sufficient benefit.



Respondents were asked to indicate what might attract them to rejoin membership. The top three responses included educational opportunities, networking opportunities, and professional events.



## Presentation at S.A.R.P.'s Conference

The Pathway to Professional Status Committee presented its preliminary findings at S.A.R.P.'s conference in September 2022 and facilitated a group discussion with those present. The discussion centered around two questions. The captured comments can be found in Appendix B.

The first question asked, how do you envision S.A.R.P. remains a viable organization in fifteen years: what must we retain and what must we change? Response themes included: advocacy, advocacy with municipalities, communication with students, financial support for students, employment support for students, involvement and support from students, networking opportunities, increasing the number of memberships S.A.R.P. sells, educational programs and requirements, communication, core competencies, separation and/or partnership between SPRA and S.A.R.P., value for fee for membership, programs and services that enhance membership benefits, promotion of S.A.R.P., focusing on the professional, not the background, refining the purpose of S.A.R.P., requirements of membership and membership categories, easier operational processes, creating connections, enhancing diversity, and promotion to employers.

The second question asked, what would S.A.R.P. need to change to become more attractive to recreation professionals from all fields (sport, tourism, parks, arts, culture, and heritage, education, government) and recreation professionals that do not meet S.A.R.P.'s 'Professional Member' category? Response themes included: reconsider membership categories, students, networking, mentorship, quality educational opportunities, clarify direction of S.A.R.P. and/or differentiate S.A.R.P. from other organizations, reconsider use of term 'recreation', focus on the professional, enhance advocacy, enhance promotion and communications, include other fields of recreation, clarify and promote the benefits, engage members in the work of the organization, and build connections and partnerships.

## Core Competencies

From December 2022 to February 2023, the committee reviewed post secondary institutions' program objectives, recreation position job postings, and existing professional associations' core competencies in the attempt to identify commonalities. The committee used a Google Jamboard to note the primary responsibilities and duties, knowledge, skills, abilities, qualifications, and learning objectives identified by each post secondary institution and on each job description. They then grouped similar items and assigned a theme title. Each sheet is located within Appendix C.

The committee compared the themes to find commonalities. The themes were then compared with CPRA Core Competencies for recreation and parks and CTRA's Standards of Practice for recreation therapists and therapeutic recreation assistants. These standards are located in Appendixes D and E. The committee concluded the themes generated fit within the two established frameworks and that the two nationally-recognized frameworks could work for S.A.R.P.'s context as well. The committee planned to hold focus groups with membership to collect their feedback on the implications of adopting these two frameworks.

## **Conclusions**

In April 2023, the Board of Directors directed the PPS to pause its work until the hiring of the new Executive Director was complete. In September 2023, the Board of Directors advised PPS that it had passed a motion to dissolve the committee once it had written a final report, to be submitted for the board's meeting in December 2023. This section details the conclusions of the Pathway to Professional Status Committee. While the committee explored and researched only that which related to its goals, it offers conclusions that are broader than its goals because it informs Saskatchewan Association of Recreation Professionals' current environment. PPS hopes these conclusions are insightful to the S.A.R.P. Board and suggests that further exploration may be required to fully understand what was outside of PPS's mandate.

### ***People's Path to Recreation***

PPS' review of job postings resulted in understanding that qualifications are job-specific and often don't list recreation-related post-secondary diplomas/degrees as a requirement. The committee found that rural and remote employers were challenged with recruiting individuals with post-secondary diplomas/degrees in recreation and had to be willing to provide on-the-job training. For these reasons and others, many people who work in recreation enter the profession with varied backgrounds, education, skills, and experience at various points in their career. We need to acknowledge that those professionals too have competencies that should be recognized and S.A.R.P. should find solutions to support those who work in recreation but don't have recreation-specific educational background.

### ***"Or in a Related Field"***

There is a disparity between S.A.R.P.'s historical documents that describe recreation's fields as community recreation, therapeutic recreation, sport, education, tourism, parks, health and wellness, and arts, culture, and heritage, and its membership criteria according to the bylaws. The Professional Membership category, according to the Bylaws, defines a Professional Member as any individual employed in the recreation field or in a related field within Saskatchewan and has graduated from a recognized post-secondary institution with a Diploma or higher in the area of Recreation. PPS received feedback that some individuals in specific fields like tourism, sport, parks, arts, culture, and heritage, do not see themselves within the "related" portion of the definition, and may not have the educational credentials to qualify. However, they definitely see themselves as 'professionals' in their field. The current definition of a Professional Member limits participation outside of community recreation and therapeutic recreation, where S.A.R.P. typically draws its membership.

### ***Education is Key to Being a Professional***

PPS heard from professional-category members that they feel strongly that education should be a key element of being a Professional Member of S.A.R.P. It was expressed that the 'Professional' category should not be "watered down". However, members acknowledged that determining which education

qualifies individuals to be professional members is challenging, due to the wide diversity of programs available and the different fields of recreation that a person could take education in. As well, Professional members identified that there's a difference between 'professional' and 'competent'.

### ***Lack of Value for Associate Members***

PPS's research indicates that Associate Members don't see value in membership with S.A.R.P. because they are not recognized as Professional Members. One individual stated that they found it insulting that they could not be recognized as a Professional Member with S.A.R.P. even with two masters' degrees. 60% of the associate members expressed interest in attaining professional status and would consider upskilling if the opportunity arose.

### ***Opportunities for Educational Partnerships***

All post-secondary institutions were excited at the possibility of working together to promote their educational opportunities to S.A.R.P.'s members and potential members. Each of the post-secondary programs were already looking into alternative delivery options to make learning opportunities more accessible to potential students. As well, the institutions expressed interest in working together to build educational opportunities that would benefit recreation, including alternative delivery options, like micro credentialing, hybrid and online delivery, and course-based masters programs.

### ***Globals Focus on the Organization, Not the Individual***

PPS learned that Sask Culture and Sask Sport focus on serving the organization as a whole rather than supporting the individuals who work within those organizations. At times, they have offered ad hoc training opportunities for individuals, at the request and response to industry needs. PPS also learned that both SPRA and Sask Tourism are interested to work together with S.A.R.P. to find linkages and optimize resources to ensure there isn't a duplication of efforts.

### ***Mixed Opinions on S.A.R.P.'s Membership Value***

S.A.R.P. has been challenged with retaining members, has been unsuccessful at converting student members to full professional members, and has been ineffective at bringing new members to the table. It's also evident that S.A.R.P. has been capturing a fraction of who it could be bringing into membership, especially across the nine fields of recreation. While some of the membership have expressed satisfaction with the value of membership, data indicates that S.A.R.P. does not offer a strong value for membership.

### ***Core Competencies***

Professional members acknowledged that the concept of core competencies is a good one, but defining core competencies is challenging because of the different fields of recreation and the different needs in different roles. CPRA and CTRA both offer established and endorsed core competencies for professionals.

### ***Missing Opportunities with Students***

Membership data found that the number of students seeking membership with S.A.R.P. is low and the transition of students to professional members is even lower. This indicates that students are not suitably engaged, that there's a lack of transitional support to professional membership, and there's an apparent lack of value for membership for those new practitioners. In short, it appears that S.A.R.P. is missing opportunities in engaging students and new practitioners.

### ***Minimal Feedback from Associate Members***

The committee sought to engage Associate Members on this committee and sought the feedback of Associate Members on this initiative, but was challenged with achieving this because the pool of Associate Members is so small (9 in 2021; 8 in 2022). The committee's research indicates that there is a much larger number of individuals who would qualify for Associate membership with S.A.R.P. Anecdotally, people shared that they don't see a value in membership because they are not classified as a professional. Because these individuals are not within S.A.R.P.'s membership, it was difficult to capture their perspectives. Finding ways to engage these individuals and gather their perspectives would be a worthwhile pursuit in the future.

## **Recommendations**

This section details the recommendations that the Pathway to Professional Status Committee has for the Saskatchewan Association of Recreation Professionals Board of Directors.

### ***Gather More Associate Members' Perspectives***

The committee recommends that the Board engages in more research to capture the perspectives of those who would qualify for Associate membership to better understand their perspectives.

### ***Define What it is to be a 'Recreation Professional'***

Over the course of PPS' work, a discussion emerged about whether a recreation professional is a professional because they have completed post-secondary education in recreation, because they are competent, or because they are a professional that works in recreation. The definition of a recreation professional is left up to personal interpretation. PPS recommends that S.A.R.P. define what a recreation professional is and what skills, abilities, competencies, and credentials a recreation professional should hold.

### ***Retain the 'Professional' Element***

Professional Members value the label of 'professional' and feel strongly that an education requirement is part of the professional membership category. PPS recommends that these two elements are retained in the future.

### ***Reconsider "Or in a Related Field"***

"Or in a related field" confuses potential members and doesn't clearly communicate who could be part of S.A.R.P.'s membership. PPS recommends a bylaw change to better articulate who qualifies for Professional Membership with S.A.R.P.

### ***Explore Changes to Membership Categories***

Based on the recommendations above, the committee suggests that the Board explore whether an alternative membership model would be more reflective of those who currently work within Saskatchewan's recreation industry. Incorporating national associations' established standards could be an option to consider.

### ***Strengthen S.A.R.P.'s Value for Fee***

The PPS Committee members have discussed extensively S.A.R.P.'s value proposition for membership and whether recreation practitioners in Saskatchewan see value in becoming members. At this time, members of the PPS Committee feel strongly that S.A.R.P. must make significant investment into its mandate – networking, education, and advocacy – to strengthen its value proposition, and that this should be one of S.A.R.P.'s highest priorities right now.

### ***Form Partnerships to Expand Educational Opportunities***

Based on consultation with Professional and Affiliate Members, there is an appetite to participate in professional development. There are professional development opportunities already occurring within other organizations that S.A.R.P. could promote and leverage, to strengthen S.A.R.P.'s value proposition. As well, there are significant opportunities to partner with post-secondary institutions to develop learning opportunities that suit those in recreation. Micro-credentialling offers unique opportunities to expand members' recreational knowledge.

### ***Explore Core Competencies Further***

Initial findings suggest that existing, nationally-recognized frameworks of core competencies developed by national associations could be utilized by S.A.R.P., however, decisions about whether one framework is sufficient or multiple frameworks that reflect differences in practitioners' fields should be considered. Engagement of the membership on this topic would be wise.

### ***Better Communicate Who S.A.R.P. Serves***

The organization could benefit from clarified and increased messaging that explains who a recreation professional is to the association and how they are served.

## **APPENDIX A**

### **PATHWAY TO PROFESSIONAL STATUS AD HOC COMMITTEE**

### **TERMS OF REFERENCE**

#### **Philosophy**

Saskatchewan Association of Recreation Professionals (S.A.R.P.) is the member organization committed to the recreation professional by representing and supporting current and future recreation professionals in Saskatchewan. The organization values the benefits of recreation, education and lifelong learning, mentorship, inclusion, and partnerships.

#### **History**

S.A.R.P. was founded as the Saskatchewan Recreation Society (SRS) in 1970 with 17 charter members. Originally, it was formed as a branch of the Saskatchewan Parks and Recreation Association (SPRA). In 1973, SRS became autonomous, but maintains a close working relationship with SPRA. In 1997, the organization changed its name to the Saskatchewan Association of Recreation Professions, as a result of a major reorganization and definition of the association's direction. Now in its 51<sup>st</sup> year of operation, S.A.R.P. endeavours to be responsive to the changing environment and evolve with its members, so it can both ensure the health of the organization and be innovative in executing its mission and mandate.

#### **Project Background**

S.A.R.P. acknowledges that those who work in recreation come to the industry from diverse educational and professional backgrounds, often originating from outside of recreation. While industry-specific knowledge and skills will contribute to success in the recreation industry, transferable skills and diverse professional experience could also contribute to success. As a result, S.A.R.P. recognizes that there are many qualified people working in the recreation industry in Saskatchewan that do not meet the requirements for S.A.R.P.'s professional membership category.

The purpose of this ad hoc committee is to explore the development of a pathway to professional status for recreation professionals who are currently employed in the recreation field or in a related field within Saskatchewan and have not graduated from a recognized post-secondary institution with a Diploma or higher in the area of recreation.

#### **Goal for this Ad Hoc Committee**

The goals for this committee are as follows:

1. To identify the core knowledge, skills, and classes taught at recognized post-secondary recreation programs in Saskatchewan
  - a. e.g., Saskatchewan Polytechnic, University of Regina, University of Saskatchewan, etc.
2. To propose criteria for expansion to the definition of S.A.R.P.'s professional member category
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3. To propose a pathway to professional status for those who have not attended a recognized post-secondary recreation program
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4. To identify S.A.R.P.'s role in supporting the committee's proposed pathway to professional status.
5. To propose any other considerations necessary for S.A.R.P. to make this concept a reality.

This committee and its identified goals support the pursuit of the following long-term outcomes within Saskatchewan Association of Recreation Professionals' [2019-2024 Strategic Plan](#):

- Engagement of all those employed/working in the Recreation Profession.
- Strengthen the Recreation Profession through career development, knowledge transfer and core competencies.

#### **Scope/Jurisdiction:**

The committee will work to achieve the goals identified above. This will be done through research, including website and document review, email communication, interviews, or any other means required. This may also include review of documentation from key partners (Saskatchewan Parks and Recreation Association, Canadian Parks & Recreation Association, Canadian Therapeutic Recreation Association, etc.). The committee will need to include all employment fields within recreation (identified below).

The committee will develop a process for engaging S.A.R.P.'s membership, with the intention to deliver this engagement during S.A.R.P.'s annual general meeting or professional development day in September.

#### **Timelines:**

This committee will prepare a short report, overviewing its progress to date, to be provided to the membership at the S.A.R.P. Annual General Meeting in September 2021. This committee will present its findings to S.A.R.P.'s Board of Directors no later than at its April 2022 board meeting.

#### **Committee Membership and Appointment:**

The committee will be composed of a maximum 8 people. The committee will ideally include individuals of diverse characteristics, including gender, ethnicity, age, professional and academic experience, and location (geography & community size). As well, the committee will ideally include an individual from community recreation, therapeutic recreation, sport, education, tourism, parks, health and wellness, and arts, culture, and heritage. It is important that this committee includes both professional, associate, and alumni members.

The duration of the appointment will be one year, or until such time that final recommendations are submitted to the S.A.R.P. Board of Directors.

#### **Number of meetings anticipated/location:**

Meetings will be held once a month, with each meeting lasting a maximum of 90 minutes. The committee will meet electronically through S.A.R.P.'s Zoom platform (an in-person meeting will be considered if and when pandemic regulations allow). Outside work to contribute to the project will be approximately twenty to thirty hours over the course of the year.

#### **Knowledge and area of interest that would be an asset:**

Refer to 'Committee Membership and Appointment' for desired characteristics. No specific knowledge or interests are mandatory, however, previous knowledge about the prior professional development initiatives of S.A.R.P. would be considered an asset. Those with a network of associate and alumni members, or non-members, would also be considered an asset.

#### **Proposed Actions and Outcomes:**

The committee will determine the actions necessary to achieve the goals.

At the conclusion of the committee, a written report will be provided to the S.A.R.P. that will provide the relevant information and recommendations in response to the goals.

#### **Volunteer Evaluation:**

Feedback is very valuable to this Association. It allows for a greater success of the programs. At the conclusion of this committee, committee members will be asked to provide feedback on the following volunteer experience feedback questions:

- I understood the purpose of the task and role within the group I volunteered for.
- I felt the group completed the task successfully.
- I benefited from participating with this group.
- I would volunteer again with this or another S.A.R.P. group.
- What challenges did you face as you were working on this task?
- Are there any suggestions for improving your volunteer experience within your advisory group?

#### **Resources and Budget:**

S.A.R.P. will make available whatever relevant materials it may have. Where possible, S.A.R.P. will make introductions to network connections that may be able to support the committee in completing its work.

The S.A.R.P. Zoom account will be made available to the committee.

Should the committee have need of funding to execute the mandate of the committee, it may make a request in writing to the S.A.R.P. Board of Directors.

**Contacts:**

Helen Meekins, Committee Co-Chair  
Lara Schroeder, Committee Co-Chair

## **APPENDIX B**

### **Pathway to Professional Status Session at the 2023 Conference**

***How do you envision S.A.R.P. remains a viable organization in fifteen years?***

***What must we retain and what must we change?***

#### **Advocacy**

- Advocating & values
- Advocacy
- SARP to advocate at a higher level
- Advocate to non-members
- Advocate at the higher level of government.
- SARP needs to advocate to Education
- SARP advocating on behalf of the individuals and representation of members in discussion with sector organizations
- Continue to advocate & educate who SARP is and what they do.
- Be more involved, i.e., community meetings. Be the leader.
- Education to other health core staff on importance of TR
- Lack of general awareness of recreation/tourism as a realistic profession

#### **Advocacy with Municipalities**

- Advocate at Municipal level
- Advocate to orgs/municipalities that there is a value add to pay for membership

#### **Students – Communication**

- Keeping in touch with students once they graduate
- Students – will sign up but need to know more benefits of membership
  - Gets pushed to the background to other things
  - 3 benefits need to be articulated
- Communication – students need to be aware of SARP – teachers shared the info
- As a student, be great to be more aware of what SARP offers. Is the organization showing value of the organization to students -> does that stick with them after graduation.
- SARP to present to secondary students about membership

#### **Students – Financial Supports**

- Membership fees – students don't want to pay or don't have \$\$ to pay
- Free student membership for 1<sup>st</sup> year after they graduate or convoked. Teaser/sampler – for students to organization/industry.
- Possible student inclusion w/ tuition
  - Member-driven organization, want to put emphasis on students signing up on their own
  - When students get it for free they weren't renewing
- As a student, conference attendance is expensive and time lost from school -> how can that be addressed?
- Subsidized fee for students for X# of years following graduation

#### **Students – Employment Support**

- For students -> could market SARP as a means of finding fieldwork/practicum/internship placements more easily
- Since students have to find their own.
- Sharing career opportunities w/ students – speaking to students about options
- Does SARP need to advocate to employers about the benefits and pay for membership. -> Do employers recognize the benefit of an employee that has network connections, knowledge in the field.
- Introduction of students to members/organization (formal over informal) – i.e., speed dating, i.e., session geared to students to orient them to industry; positions, overwhelming of scope/diversity of industry
- Program sharing between professionals & students

### **Students – Involvement & Support**

- Have ways for students to get involved – student board representation – student committees, student focused events, student presentations
- Student members agree that individual support can be a good thing
- Underrepresented in certain fields – may not immediately join SARP – different services/programs for students in conference or at different timing in their course load ex. after a practicum
- Partnership with universities – get more students here

### **Networking Opportunities**

- Connect with other rurals -> rurals, etc, but don't break connections w/ rural -> urban
- Stronger partnerships w/ districts, SPRA, etc.
- Provincial networking opportunities.
- Networking – exposure to other professionals for further roles & education/training opportunities
- Networking – connection/relationship w/ students -> trust -> employment/recruitment
  - Networking/professional development
- Networking
- Current value add in networking
  - Looking for additional value adds
  - Continue to restart mentor program
- Many networking opportunities
- This event has been a great partnership – please keep it together.

### **Increase the number of membership we sell**

- Membership recruitment/relevance
- Increase memberships
- Target rural, connect with Associate members

### **Education Programs & Requirements**

- No continuing education to hold the professional membership – example of engineering or dental hygiene
- SARP education @ a discount if a SARP member
- SARP – identify the needs at the education level with a call to action at the end of your education program set up with post-secondary institutes.
- Relevant education through SARP

- Believe a step process similar to credits or step increases for staff.
- More education experiences (to keep students as professional members)
- Education sessions – ensure that there is something for every membership group

### **Communication**

- SPRA is more relevant. Website easier to navigate.
- Greater communication & promotion

### **Core Competencies**

- 8 core competencies identified that need to be done. Do one a year. Districts to help.

### **Separation/Partnership Between SPRA & SARP**

- Clear delineation between SPRA or SARP
- Linking all services together with SPRA
- Partner with SPRA
- No amalgamation conversations

### **Value for Fee for Membership**

- Work towards the actual value of membership
- Clear expectations for value of money (membership)
- Value investment (more than advocacy)
- What are the benefits of membership? Value of membership? Increase communication/promo of this. Increase benefits/value of membership.
- More membership benefits
- Zero value in membership

### **Programs & Services – Membership Benefits**

- Smaller scale Bench (CPRA)
- Scholarships & bursaries
- SARP to house resources, i.e., know all the community fees. Be the resource that communities can go to.
- Can come to conferences when not a member so why pay a membership fee?
- Potential golf tournament or events for additional dollars
- More in person workshops
- Many professional development opportunities
- Opportunities to bring membership together to network & learn (education sessions (i.e., Chief Delorme)
- Support – people, conference, connecting – educating programs good or bad – currently all resources are freely available

### **Promotion of SARP**

- Advertisement
- Word of mouth promotion
- Instagram
- Highschool career fairs
- Higher more visible profile
- Great PR
- Better advertising of your programs & services

- Continue to be more active
- Send gentle reminders for renewal, email reminders
- Send reminders in October so people can renew prior to year end

### **Focus on the Professional, Not the Background**

- Focus on individual support, rather worrying about it a member is from community rec, TR, etc.
- More divide & focus to better serve members of specific groups
- Better definition of what/who we want our members to be (i.e., ok to list all the different fields, but focus on individuals instead)
- As professionals/workers we all encounter the same or similar issues i.e., HR issues, we all may face

### **Purpose of SARP**

- Need to decide who we want to be
- How to be all things to all people?
- Clarification of where SARP is going; more/better communication of this mandate.
- Figure out the right way to balance the need for “personal benefits of membership” with “we are members because we want to influence”
- Looking at the charts ... are we even a viable organization?
- Does the word ‘recreation’ have to go? Is it ‘community development’? Is that more appropriate? Discussion -> that could lead to opening up more people to SARP

### **Requirements of Membership/Membership Categories**

- To be a professional, if no degree:
- 2-5 years of work
- Qualifications of 3-5 for Community Development or Recreation – Take the Lead, High Five, Aquatics
- More open to what is needed to be considered a professional
- Open up professional membership
- Expansion of professional membership -> working experience
- “Organizational” memberships (like SPRA)
- Find more ways to get other membership categories

### **Easier Operational Processes**

- Easier renewal process -> invoice employer option

### **Creating Connections**

- Sub categories – other non-profits (SPRA)
- Connecting municipalities
- Strat -> work w/ districts to bridge the gap
- Groom members through the Districts
- Education institutions seeing SARP network as the go-to for membership & practicum placements
- Community needs assessment someone to help and to back them in support

### **Enhancing Diversity**

- Diversity – Indigenous, Newcomers to Canada, LGBTQ2S+

### **Promotion to Employers**

- Update & promote materials for employers
- Partnership value to the industry where employers see the benefits of investing in their rec practitioners to be SARP members
- Companies need to notice the NEED for membership & possibly include in their professional development
- Job description for 'rec professionals' is SARP professional members sometimes are not compatible.
- Support for employers to pay for and use membership (attend conferences)

### **Miscellaneous**

- Some data may not be 100% genuine?
- Out of 7 people at this table, 3 are members
- Alumni position on the board

***What would SARP need to change to become more attractive to recreation professionals from all fields (sport, tourism, parks, arts, culture and heritage, education, government) and recreation professionals that do not meet SARP's 'Professional Member' category?***

### **Reconsider Membership Categories**

- Get rid of professional or associate categories – one status/one category
- Are you a SARP member or not? Maybe have not any membership categories – Discuss
- Don't cram everything into one category
- Definition of who can be a member
  - What are the differences
- Open membership criteria!
- Reevaluate membership criteria to recognize skills/experience
- Time & experience should translate to professionalism
  - Experience in recreation in some capacity should make you a professional
- What qualification = professionalism?
  - Point system -> certain amount of certs should gain you points and translate to qualification/professional status
- Don't apologize for requiring members to have a set of core competencies & skills ... but do a more comprehensive job of inclusion and/or recognition of where they come from

### **Students**

- Collab with post-secondary – deliver programs to where people are
- Student – combining the membership into their tuition to help them get started
- Free membership the 1<sup>st</sup> year after you graduate
- Still value a reduced cost for students
- As students -> costs are a barrier and they need to be shown the value of membership to keep it after graduation
- "Speed dating" opportunities with employers for student/members on sector job opportunities
- Student/recent graduate subsidy sponsored by members and/or organizations
- Earlier in high school – target potential candidates in the community development, recreation

- students & professionals
- Some change in how to get involved/participate
  - Potentially connecting with those teaching future professionals

### **Networking**

- More networking opportunities
- Networking in recreation
- Cross sector networking
- Networking opportunities – we are rich w/ resources
- Opportunity to learn more about each other and the opportunity to build relationships/support network
- Practicum placements

### **Mentorship**

- More mentorship opportunities
- Mentorship program – could be a way to recruit different professionals as well as professional development
- Investing in mentorship

### **Quality Educational Opportunities**

- Relevancy – best education/webinars that are current
- Clear-cut resources
- Cross sector professional development
- What training does SARP offer?
- Partner w/ post-secondary institutions to offer micro-credentials
- Can you build up towards a professional designation – through experience/education
- Provide more sharing opportunities – for the wide range of professionals
  - More variety of seminars
- Having something attractive for each category of membership related to professional development
- Share best practices – we are rich w/ resources
- Community rec/other areas to follow TR and do a entrance/professional exam/cert
- Recognition of prior learning – ARP could advocate for this but should also be a part

### **Clarify Direction of SARP/Differentiate SARP from Other Organizations**

- Broadening scope/name
- Is it important to keep having discussions about SARP -> the profession -> common goals
- A conversation that has been going on for years ... when can you say that there is an outcome?
- Too many organizations with similar goals. SPRA advocates to gov? Why is that SARP's platform?
- Is this organization just “grandfathered” in to continue on?

### **Reconsider Use of Term ‘Recreation’**

- Clarify definition of recreation
- Recreation – name doesn't cover it – community development – involve planning
- How do we define recreation to be reflective, but not be impossibly large?

### **Focus on the Professional**

- See other side – offering individual support
- Focus on individual – personal development as a professional
- Not focus on the categories that are different but rather the common goals of the associate (not community rec, TR but rather our common goals as people working in the profession)

#### **Enhance Advocacy**

- Advocacy to orgs members work for
- Increased influence at provincial level (i.e., with the advocacy strategy etc.) and with globals
- More advocacy/awareness/sharing that members bring strength to the profession

#### **Enhance Promotion & Communications**

- Greater communication & support to the sector
- Highlight the variety of professionals – OT, PT, TR, CD
- Stories about members

#### **Include Other Fields of Recreation**

- Conference -> include sessions on parks/arts/heritage/tourism
- Acknowledge different aspects, i.e., community rec, TR, sport
  - Have resources for each area

#### **Clarify/Promote Benefits**

- Sharing benefits
- Get piece of paper & newsletter – need to share more of benefits of what it means to be here
- Need to be able to provide rationale to decision-makers so what is benefit?
  - Clear ID of benefits
  - More than newsletter & conference
  - Organization describing need for benefit
  - Increase accessibility of benefits
- Membership would be based on the value of membership
- Value in sharing what benefits there are to the industry by becoming a member

#### **Engage Members in the Work of the Organization**

- Members giving back to the sector
- Champions – recreation – here is what I can do in community

#### **Build Connections & Partnerships**

- Ask provincial recreation bodies & districts and SPRA funded bodies to consider having staff belong to SARP
- Maybe group discounts for all members of a staff to be part of SARP (not full agreement on this)
- Joint events with folks like SEDA/UMAAS/New North/RMAA

#### **Miscellaneous**

- Those at table do not feel they are missing out on being a member
- Move to a volunteer format!
- Rural members

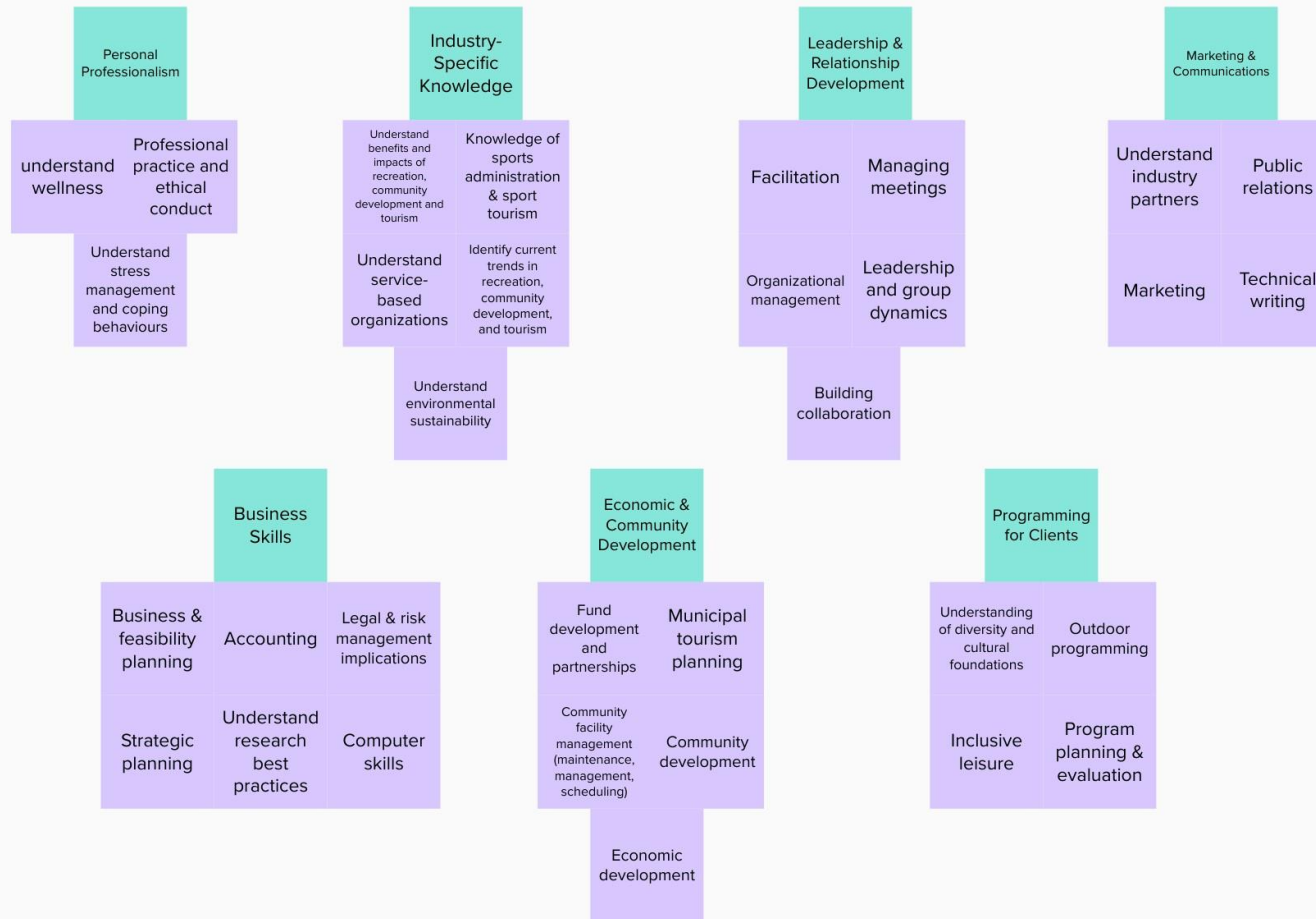
***Now that you have participated in the PPS Committee Update session, what are your thoughts about the work of the PPS and the discussion you've heard?***

- This needs to be a top priority for SARP Board to act upon.
- Glad they are taking initiative to gather research and improve memberships. I also believe I should be a member, but not knowing each year when I need to renew has put me in this situation.
- Great session and discussion. I appreciate the candid conversation of members/non-members and input. Thanks to PPS Committee.
- Make membership easier! SPRA is simple – one membership through SARP -> across the board easy.
- We need people like Keith to make a video statement for the website as to why they have stayed members.
- Value of SARP is good but needs a lot of work to advocate the profession, events. More opportunities for students and practitioners. \$\$\$ amount is a lot for what is given back.
- Incorporate membership into tuition – potential growth in future opportunities, advocate what SARP does for practitioners, professionals.
- I was part of this conversation 10+ years ago. I think SARP needs to narrow down the focus of membership and emphasize or not lose the importance of education. Education is the key part of being a professional and is what separates us from others.
- This is one of the longest ongoing discussions of SARP. It is rather like a volleyball game – back and forth with thoughts and discussions. One reason for lack of clarity is that many portions of our field are not regulated by legislation for base levels of education (TR is the exception to this). Believe that education foundation should be a part of our professional status. As far as “related” or transferable degrees – maybe we need to look at how we identify ourselves. The 8 types of Rec fields you described are really all part and parcel of overall Community Development. The word doc does pigeon hole us – as how we are viewed. Let’s shift to Community Development to be more inclusive to various forms of education lobbying for Distance Ed opportunities that are recognized.
- Thank you for your work! I did not get a chance to complete a “associate survey” that I recall. I would be willing to do so. I didn’t realize this was happening/the pathway to professional status committee. Glad to hear all of this. I wondered about the value of “prior learning experience” (talk to uni/post-secondary ed departments) to assess credentials, ed etc for associates.
- I’m an international student taking Recreation and Tourism Management Diploma at Sask Poly. I talked to Megan Jones, she was talking about her diverse classroom with students from all over the world. The scope for a career in RTM and the interest is increasing from us internationals. So, from an international student lens, what would be attractive for us to join in with SARP on the jobs right after school would be, help with the PR papers. Most of us, once we transition to work permit from student permit, we will be looking for employers that provide SINP for our PR which is the easiest, hassle-free way to attain residency. As much as we would like to work in the recreational field, we are almost forced to keep that aside or work multiple jobs, with one that provides the SINP. I haven’t researched too much about the procedures but it will be great if we could complete hours for recreational employers if they’d provide the SINP. In that way, we could do what we love and support the community and vice versa. This will also open up doors for more diversification in the field as it benefits both ways. People with different ethnic backgrounds can bring in more ideologies and help redefine recreation. I hope this helps.

## APPENDIX C

### CORE COMPETENCIES

#### Sask Polytechnic Recreation & Tourism Management Diploma



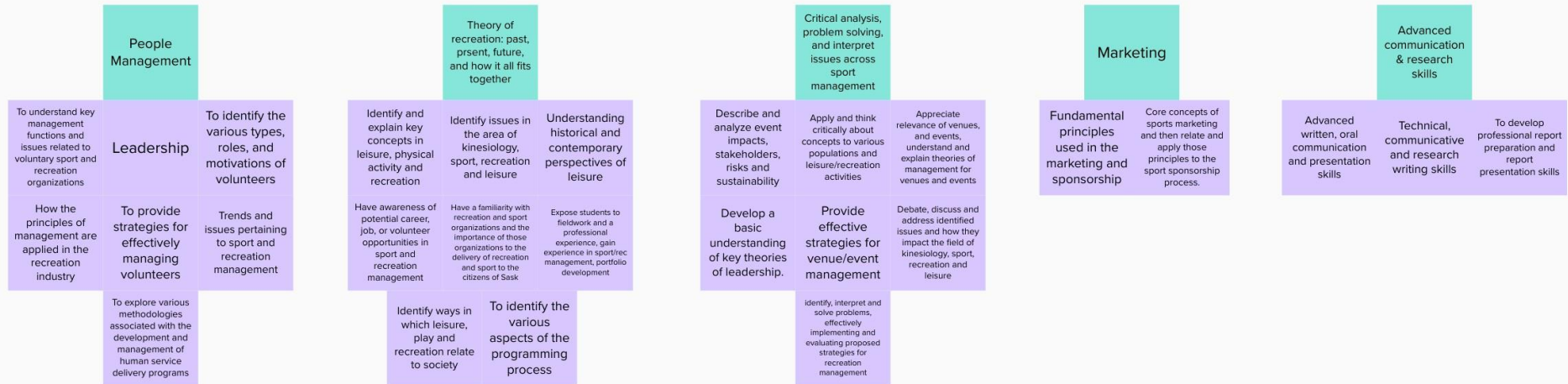
# Sask Polytechnic Therapeutic Recreation Diploma



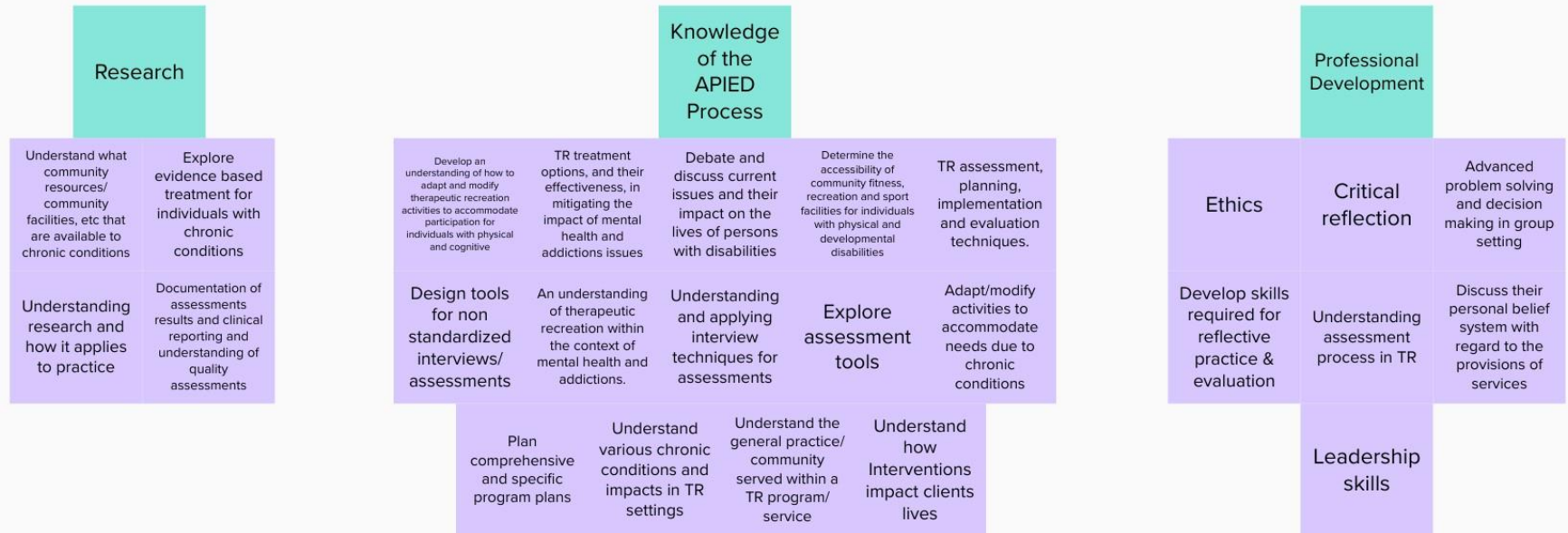
# University of Saskatchewan Kinesiology



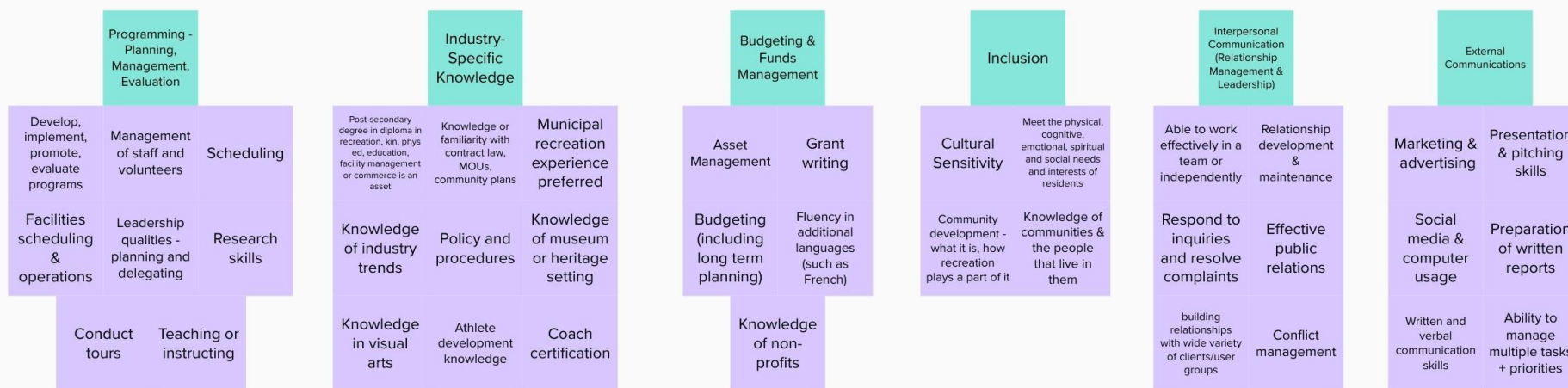
# University of Regina Sport & Recreation Studies



# University of Regina Therapeutic Recreation

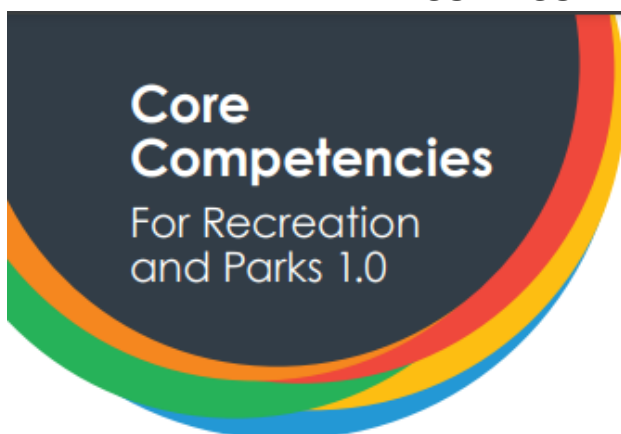


## Job Descriptions



## APPENDIX D

# CANADIAN PARKS & RECREATION ASSOCIATION CORE COMPETENCIES



## Introduction

### What are Core Competencies?

Core competencies are the essential knowledge, skills, and attitudes required by recreation and parks professionals. Core competencies transcend the boundaries of specific domains and are independent of any program or topic. They provide the building blocks for effective recreation and parks practices. Together, these core competencies provide a solid foundation for the recreation and parks sector to fulfill its mandate.

### How Were the Core Competencies Developed?

Education and professional development has always been a CPRA priority. Over the past few years, there has been a focused effort to establish a pan-Canadian approach to increasing the sector's capacity. Identifying core competencies is a critical element of this approach.

In 2009, ARPA undertook provincial consultation process to identify core competencies –*Vocational Competencies for Recreation and Parks Practitioners 2009*.

Conversations with recreation and parks stakeholders lead to first draft of 18 core competencies. In 2012, ARPA undertook a process to review these competencies. From this review a second draft of competencies was developed. The draft was shared with CPRA and has been enhanced by feedback from key stakeholders from across the country.

*Core Competencies in Recreation and Parks 1.0* is put forward as a living document. It reflects the feedback and suggestion from pan-Canadian consultation and should be reviewed, in the same spirit, on a regular basis.

### Who are the Core Competencies For?

The recreation and parks sector is comprised of individuals with a wide range of experiences and expertise. The core competencies are relevant to practitioners in any recreation and parks position. In broad terms, these individuals can be organized based on three different points of entry into the field:

- Individuals with a post-secondary training in recreation and parks,
- Individuals with post-secondary training in other areas, or
- Individuals with strong community connections and experience.

None of these groups are expected to have all of the core competencies. However, it is expected that over time, individuals within each group will use the core competencies as a tool for identifying and obtain a balance of competencies that are appropriate to their role and organization.

## Why Do We Need Core Competencies?

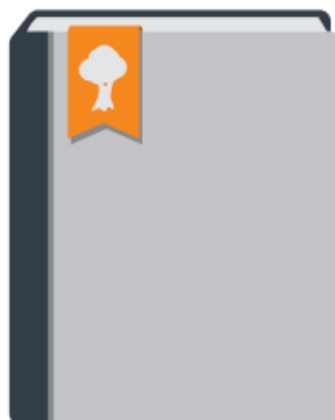
### Guiding Principles

Increasing the level of professionalism within the field of practice requires a commitment to continuous improvement. The core competencies are a tool for assessing personal strengths and weaknesses and are essential for charting a journey of professional development. They also help increase a member's capacity to perform his or her role or advance his or her career.

Ensuring that recreation and parks practitioners acquire and maintain a balanced competency profile is a shared responsibility. Individuals must actively seek out and engage in professional development opportunities. It is also important that employers, CPRA, P/T Associations, educational institutions, consultants, other professional organizations, and governments at the federal, provincial/ territorial and local levels, support these individuals.

### Core Competencies

The 19 core competencies have been organized under five categories: foundations, leadership, community building, service development, organizational management.



## 1 Foundations

This category includes key knowledge and critical thinking skills related to the values, attitudes, and philosophies on which the recreation and parks sector is founded.

*A recreation and parks practitioner is able to...*

- 1.1 Understand and promote the important role that recreation and parks plays in securing a high quality of life and wellbeing for Canadians.
- 1.2 Apply diversity and inclusion ideals in all aspects of practice.
- 1.3 Demonstrate the ability to pursue lifelong learning opportunities in the recreation and parks sector.
- 1.4 Build and support partnerships and collaborations with other groups or sectors that are invested in improving quality of life and wellbeing for Canadians.

## 2 Leadership

This category identifies core competencies needed to influence and transform personal, organizational, and community capacity to create and pursue a shared vision.

*A recreation and parks practitioner is able to...*

- 2.1 Facilitate growth and development among individuals and groups that work together to achieve common goals within the recreation and parks sector.
- 2.2 Demonstrate the principles of change management and is able to position organizations and communities to respond to current issues.
- 2.3 Apply critical thinking and vision skills to foster attitudes and actions, such as strategic planning, that position the recreation and parks sector at the forefront of sector specific, national, and global issues.



## 3 Community Building

These core competencies are central to engaging communities in a positive process for creating and sustaining recreation and parks opportunities that meet their specific conditions and demands.

*A recreation and parks practitioner is able to...*

- 3.1 Apply the principles and practices of community development to recreation and parks initiatives.
- 3.2 Advocate for, and support recreation and parks as a vehicle for enhancing citizenship.
- 3.3 Facilitate organizational and community capacity to engage in positive dialogue on issues related to, or affecting, recreation and parks.



## 4 Service Development

This category of core competencies is tied to the knowledge and skills needed to create, implement, and evaluate various service activities.

*A recreation and parks practitioner is able to...*

- 4.1 Design and deliver programs and events that draw on existing practices in recreation and parks.
- 4.2 Access, engage, and utilize research initiatives that can catalogue and advance recreation and parks understanding and practice.
- 4.3 Engage a variety of critical thinking skills to problem solving approaches in order to align services with strategic direction in the recreation and parks sector.
- 4.4 Understand and leverage the relationship between legislation, standards, policies, and regulations in order to improve the development and maintenance of recreation and parks venues.
- 4.5 Understand and leverage the relationship between legislation, standards, policies, and regulations in order to advance the role of recreation and parks practitioners as environmental stewards.



## 5 Organizational Management

This category of core competencies focuses on the knowledge, skills and attitudes needed to ensure organizational effectiveness and efficiency.

*A recreation and parks practitioner is able to...*

- 5.1 Incorporate human resource theory and practices in order to sustain and improve employee, volunteer and participant safety and satisfaction.
- 5.2 Engage in decision-making and operational practices that maximize personal and organizational administrative capacities.
- 5.3 Analyze, create, and carry-out effective and innovate messaging, branding, and positioning of the recreation and parks sector.
- 5.4 Foster appropriate alliances, sponsorships, and partnerships that allow recreation and parks organizations to develop and sustain their financial and human capital.

## **APPENDIX E**

### **CANADIAN THERAPEUTIC RECREATION ASSOCIATION STANDARDS OF PRACTICE**

These are the Standards of Practice for Recreation Therapists and Therapeutic Recreation Assistants, as defined by the Canadian Therapeutic Recreation Association:

1. **Assessment:** Upon receipt of a referral for service, a clinical process by which a client's strengths, needs, interests, medical condition, social history, legal status, ethnic values and the context in which they occur are identified to create an individualized intervention plan.
2. **Intervention Plan Development:** 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.
3. **Intervention Plan Implementation:** Facilitate participation in leisure education, leisure experiences or interventions in pursuit of achieving the stated goals and objectives from the intervention plan based on needs and interests of a client.
4. **Documentation:** A standardized system of recording information to produce legal and confidential records of care and to ensure accountability for actions.
5. **Evaluation:** The process of determining whether the goals and objectives from the intervention plan were met by analyzing the effectiveness of the service or intervention and by receiving feedback from all involved.
6. **Interdisciplinary Collaboration:** Consulting, collaborating and supporting other relevant disciplines, to assist in the recreation therapy service delivery, to ensure that interventions and services are integrated and coordinated to ensure continuity of care, with the goal of meeting the needs of clients.
7. **Professional Development:** The process of ensuring that knowledge, practices, techniques and methods are current and in accordance with the recreation therapy profession.
8. **Research:** Applying current applicable literature, studies and/or findings to enhance the recreation therapy profession. Where feasible the creation of a new study relating to a significant aspect in the recreation therapy profession.
9. **Ethics:** Moral principles of conduct which ensure that the safety of clients is met, and that their rights are promoted to allow for exceptional quality of service.
10. **Sensitivity to Diversity:** Treating all clients with equity and respect despite differences in race, ethnicity, culture, spiritual beliefs, social status, marital status, sex, sexual orientation, age, health and status, lifestyle and/or level of ability and at all stages of a recreation therapy intervention.
11. **Risk Management:** A plan of action which identifies and evaluates the likelihood and severity of risk to clients, caregiver(s) and staff based on the agency's facilities and equipment. The plan includes procedures for mitigating risk and the ways to document the incidences should they occur.

## **APPENDIX F**

### **COMMITTEE MEMBERS**

Chris Bruce (2021-2022)  
Francis Cashin (2021-2023)  
Josh Davidson (2021-2023)  
Tara-Leigh Heslip (2022-2023)  
Megan Jones (2021-2022)  
Aileen Martin (2022-2023)  
Helen Meekins (2021-2023)  
Breanna Parbst (2021-2023)  
Brennen Ronovsky (2021-2023)  
Lara Schroeder, Chair (2021-2023)