Area of Interest: Sport and Recreation

**Therapeutic Recreation**

Ontario College Graduate Certificate
1 Year
Ottawa Campus

**Our Program**

**Turn your passion for wellness into a career helping people.**

This Ontario College Graduate Certificate program prepares you for a career in the field of Therapeutic Recreation. Therapeutic Recreation Specialists work with individuals who, due to illness, disability or other life circumstances require assistance to meet their individual goals and dreams. In this program, you develop a strong foundation of skills and knowledge to facilitate purposeful, quality leisure experiences. You use the tools of recreation and leisure to provide client centred, strengths-based therapeutic recreation services, which lead to happiness, well-being and quality of life.

Develop advanced knowledge of how to complete participant assessments, create individualized and group programs and document participant outcomes. Apply a variety of facilitative techniques to promote inclusive and meaningful recreation and leisure experiences, and advocate for participants across a variety of service settings to maximize environmental resources that are essential for well-being. Through collaboration, teamwork, research and professional involvement, you learn to adapt, implement and evaluate recreation activities to meet the needs of people in a wide range of settings. Develop your professional identity and goals to prepare you for placement and employment, which may include private practice. Your placement consolidates the skills and learning that you have attained throughout your coursework.

Graduates may work with people of all abilities that may include physical or developmental disabilities, seniors, children with diverse learning needs, youth at risk, as well as individuals with addictions, mental illness or head injuries. Specifically, you may find work in recreation, health or social service organizations such as:

- long term care facilities
- adult day programs
- hospitals and health care agencies
- rehabilitation centres
- senior residential facilities
- centres for independent living
- mental health agencies
- addiction services
- municipal community-based programs
- group homes
- outreach community health and wellness agencies
- private family care, and forensic and youth services
SUCCESS FACTORS

This program is well-suited for students who:

• Are open minded, compassionate and caring.
• Enjoy learning about, and working with people with physical, cognitive, social and emotional challenges.
• Excel working as part of interprofessional teams and independently.
• Are enthusiastic, creative and innovative.
• Have strong problem solving and brainstorming skills.
• Possess strong interpersonal and organizational skills.

Employment

Graduates may find employment as recreational therapists, recreation/restorative aides, recreationalists, activation therapists, recreation program coordinators, recreation facilitators, recreation programmers, recreation assistants, therapeutic recreation coordinators and community program facilitators.

Learning Outcomes

The graduate has reliably demonstrated the ability to:

• Provide for the safety of clients, self and others in compliance with applicable legislation, regulations, standards and ethical practices.
• Assess individual needs, strengths, challenges and interests of people experiencing barriers to healthy leisure lifestyle in order to assist them in meeting their goals.
• Maintain accurate documentation in accordance with ministry guidelines, professional standards of practice and organizational policies and procedures.
• Plan, implement and evaluate holistic individual and group recreation therapy programs which respond to identified needs, align with assessment results and adhere to current best practices.
• Provide individual and family therapeutic functional intervention, leisure education support, and opportunity for recreation participation.
• Research, analyze and evaluate recreation therapy activities and programs using evidence based practices.
• Plan, implement and evaluate community, private and institutional programs and/or services and processes to enhance quality of life for clients.
• Collaborate with individuals, caregivers, interprofessional teams, volunteers and community service providers using a person-centered approach to promote personal, social, economic and the health-related benefits of recreation therapy services.
• Develop and plan for ongoing personal and professional growth and development.
• Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship.

Program of Study
Level: 01 Courses Hours
HLT0326 Foundations of Therapeutic Recreation 42.0
HLT0327 Leadership and Adaptive Recreation 42.0
HLT0328 Therapeutic Recreation and Selected Populations I 42.0
HLT0329 Therapeutic Recreation and Aging 42.0
HLT0336 Therapeutic Recreation Assessment 42.0
HLT0344 Anatomy and Physiology for Healthcare 42.0

Level: 02 Courses Hours
HLT0351 Facilitation Techniques 42.0
HLT0352 Issues and Trends in Therapeutic Recreation 42.0
HLT0353 Research, Evaluation and Documentation 42.0
HLT0354 Therapeutic Recreation and Selected Populations II 42.0
HLT0355 Field Placement Preparation and Therapeutic Recreation Entrepreneur Development 42.0
HLT0356 Leisure Education 42.0

Level: 03 Courses Hours
FLD0012 Therapeutic Recreation Field Placement 560.0

Fees for the 2020/2021 Academic Year

Tuition and related ancillary fees for this program can be viewed by using the Tuition and Fees Estimator tool at [https://www.algonquincollege.com/fee-estimator](https://www.algonquincollege.com/fee-estimator).

Further information on fees can be found by visiting the Registrar’s Office website at [https://www.algonquincollege.com/ro](https://www.algonquincollege.com/ro).

Fees are subject to change.

Textbooks and supplies cost approximately $1,000 for this program.

Admission Requirements for the 2021/2022 Academic Year

Program Eligibility

- Ontario College Diploma, Ontario College Advanced Diploma, Degree or equivalent credential in a health-related or human services field.

- Applicants with international transcripts must provide proof of the subject specific requirements noted above and may be required to provide proof of language proficiency. Domestic applicants with international transcripts must be evaluated through the International Credential Assessment Service of Canada (ICAS) or World Education Services (WES).

- IELTS-International English Language Testing Service (Academic) Overall band of 6.5 with a minimum of 6.0 in each band; OR TOEFL-Internet-based (iBT)-overall 88, with a minimum in each component: Reading 22; Listening 22; Speaking 22; Writing 22.

- **International Applicants:**
  International applicants who meet the program eligibility requirements are required to complete preparatory courses (4-months in duration): Introduction to Canadian Health Studies (ICHS). Students who successfully complete the introduction will then proceed to their original health program of choice. The ICHS requires applicants to submit an academic IELTS score.

  - Please click this link for more information: [https://www.algonquincollege.com/healthand-community/ICHS/](https://www.algonquincollege.com/healthand-community/ICHS/).

Standard First Aid - you must have a valid Standard First Aid certificate which is valid for a three (3) year period and CPR-Level C in order to attend any clinical practice which must remain current until the end of placement. Please note that on-line CPR courses do not meet the re-certification standards required for your program. Some agencies offer Standard First Aid and CPR as a package. For the purposes of this program, CPR credits must be valid until the end of placement and earned as a distinct credit from First Aid courses. CPR earned with a Standard First Aid course will not
Accepted applicants must submit a Health Assessment form and provide an Immunization Certificate prior to entry to the program. Applicants must have complete immunization including Hepatitis B, and T.B. test (a Chest X-ray is required if the T.B. test is possibility) and are required to have annual immunization for influenza by some clinical affiliates.

Successful completion of clinical placement is a requirement for graduation from this program. Agencies that provide placement opportunities require you to have a clear Police Records Check for Service with the Vulnerable Sector (PRCSVS). Your acceptance for placement is at the discretion of the agency. If you register in the program without a clear PRCSVS and as a result are unable to participate in placement, you will not be able to graduate.

It is the responsibility of the accepted applicant to obtain the PRCSVS from their local Police Department prior to the deadline identified by the Program Department and to pay any associated costs. Obtaining this documentation may be a lengthy process so it is advised to submit a PRCSVS application as early as possible. Should you require further information, contact the Program Chair.

Admission Requirements for 2020/2021 Academic Year

Program Eligibility

- Ontario College Diploma, Ontario College Advanced Diploma, Degree or equivalent credential in a health-related or human services field.

- International applicants must provide proof of the subject specific requirements noted above along with proof of either: (IELTS / TOEFL) IELTS-International English Language Testing Service (Academic) Overall band of 6.5 with a minimum of 6.0 in each band; OR TOEFL-Internet-based (iBT)-overall 88, with a minimum in each component: Reading 22; Listening 22; Speaking 22; Writing 22.

- Applicants with international transcripts must provide proof of the subject specific requirements noted above and may be required to provide proof of language proficiency.

- **International Applicants:**
  International applicants who meet the program eligibility requirements are required to complete preparatory courses (4-months in duration): Introduction to Canadian Health Studies (ICHS). Students who successfully complete the introduction will then proceed to their original health program of choice. The ICHS requires applicants to submit an academic IELTS score.


**Standard First Aid** - You must have a valid Standard First Aid certificate which is valid for a three (3) year period and a Health Care Provider (HCP) CPR C and Automated External Defibrillation (AED) Certification in order to attend any clinical practice which must remain current for each academic year of your program until graduation. Please note that CPR certification course is specifically designed for Health Care Professionals, course provides training on skills required for Adult, Child, and Infant Resuscitation; One and Two Rescuer, First Aid for Choking, proper use of barrier devices in resuscitation, AED and Bag Valve Mask. Please note that on-line CPR courses do not meet the re-certification standards required for your program.

Accepted applicants must submit a Health Assessment form and provide an Immunization Certificate prior to entry to the program. Applicants must have complete immunization including Hepatitis B, and T.B. test (a Chest X-ray is required if the T.B. test is possibility) and are required to have annual immunization for influenza by some clinical affiliates.

Students in the program must be fit-tested for N-95 masks as required by the Ministry of Health and Long-Term Care Guidelines.

Successful completion of clinical placement is a requirement for graduation from this program. Agencies that provide placement opportunities require you to have a clear Police Records Check for Service with the Vulnerable Sector (PRCSVS). Your acceptance for placement is at the discretion of the agency. If you register in the program without a clear PRCSVS and as a result are unable to participate in placement, you will not be able to graduate.

It is the responsibility of the accepted applicant to obtain the PRCSVS from their local Police
Department prior to the deadline identified by the Program Department and to pay any associated costs. Obtaining this documentation may be a lengthy process so it is advised to submit a PRCSVS application as early as possible. Should you require further information, contact the Program Chair.

Application Information

THERAPEUTIC RECREATION
Program Code 1629X01FWO

Applications to full-time day programs must be submitted with official transcripts showing completion of the academic admission requirements through:

ontariocolleges.ca
60 Corporate Court
Guelph, Ontario N1G 5J3
1-888-892-2228

Applications are available online at http://www.ontariocolleges.ca/. A $95 fee applies.

Applications for Fall Term and Winter Term admission received by February 1 will be given equal consideration. Applications received after February 1 will be processed on a first-come, first-served basis as long as places are available.

International applicants applying from out-of-country can obtain the International Student Application Form at https://algonquincollege.force.com/myACint/ or by contacting the Registrar’s Office.

For further information on the admissions process, contact:

Registrar’s Office
Algonquin College
1385 Woodroffe Ave
Ottawa, ON K2G 1V8
Telephone: 613-727-0002
Toll-free: 1-800-565-4723
TTY: 613-727-7766
Fax: 613-727-7632
Email: mailto:AskUs@algonquincollege.com

Additional Information

Programs at Algonquin College are Bring Your Own Device (BYOD). To see the BYOD requirements for your program, please visit: https://www7.algonquincollege.com/byod/.

Should you require further information, please contact the Program Coordinator, Patricia Robson at mailto:robsonp@algonquincollege.com (613)727-4723 ext. 5435.

Course Descriptions

FLD0012 Therapeutic Recreation Field Placement

Throughout the semester, students participate in practical therapeutic recreation work at an approved agency/site while applying classroom theory and knowledge. Supervised by therapeutic recreation professionals and College faculty, students assist clients throughout the phases of the therapeutic recreation process, examining and applying therapeutic recreation standards of practice, learned terminology and practical skills in a frontline setting. Competencies such as reflective practice assignments, case studies and clinical supervision comprise additional evaluative requirements for the placement. Toward the end of the semester, students return to the classroom to share and reflect upon their work experiences.

Prerequisite(s): HLT0351
Corerequisite(s): none

HLTO326 Foundations of Therapeutic Recreation
Students examine the history, theory and philosophy of therapeutic recreation. Historic and contemporary contexts provide the framework to explore the phenomena of play, recreation and leisure. Contemporary professional practice models are reviewed to analyze the role of the therapeutic recreation specialist in attainment of well-being and quality of life. Changes in society's attitudes toward individuals with disabilities are explored. Students are challenged to use the conceptual foundations to create a personal philosophy of therapeutic recreation professional practice.

Prerequisite(s): none
Corerequisite(s): none

**HLT0327 Leadership and Adaptive Recreation**

Having an in-depth understanding of recreation leadership, combined with accurate adaptation of activities, is critical to meeting the needs of clients while facilitating valuable outcome-based programs. Students learn to systematically develop and lead recreation activities using current program planning standards, activity analysis, adaptation and leadership skills. Students examine leadership theory and techniques and self-discover their own unique style. Topics explored include supervision, motivation, collaboration, communication, empowerment and team development, particularly from the perspective of working with clients, staff, volunteers and other team members.

Prerequisite(s): none
Corerequisite(s): none

**HLT0328 Therapeutic Recreation and Selected Populations I**

Therapeutic recreation professionals provide services to diverse client groups in a broad spectrum of settings. Students explore a variety of disabilities and assess their impact on a person's activities of daily living, accessibility, psychosocial state, relationships, and recreation and leisure lifestyle and functioning. Client populations may include adults or children with physical disabilities and developmental disabilities, chronic conditions and head injuries. Students investigate how to apply the therapeutic recreation process with these individuals.

Prerequisite(s): none
Corerequisite(s): none

**HLT0329 Therapeutic Recreation and Aging**

Demographics are changing in Canada particularly as they relate to aging communities. Students examine the evolving scene in recreation with respect to providing opportunities and activities for an aging population. Students explore theories of aging and the aging process and how they apply to seniors living in a variety of chosen lifestyles. Needs and interests of older adults are connected with community services, recreation and leisure opportunities and programming practices while students apply the principles of therapeutic recreation.

Prerequisite(s): none
Corerequisite(s): none

**HLT0336 Therapeutic Recreation Assessment**

Assessment is one of the primary steps of the Therapeutic Recreation Process. Students develop the knowledge and skills necessary to design and conduct individualized, systematic therapeutic recreation assessments for diverse client groups. Students examine the tools and processes necessary to determine clients’ interests, skills, thoughts and feelings related to their leisure life. Information gathered is used to develop individualized intervention plans. Interpersonal skills play a role in conducting assessments. Students explore empathetic communication and examine the importance of professional and ethical considerations.

Prerequisite(s): none
Corerequisite(s): none

**HLT0344 Anatomy and Physiology for Healthcare**
Basic comprehension of medical terminology, human anatomy and physiology is essential when working in patient care settings. Students learn basic anatomy and physiology in normal body structure and functioning. Proper use of medical terminology is practised through verbal and written communication.

Prerequisite(s): none
Corequisite(s): none

HLT0351 Facilitation Techniques

Recreation therapists use a variety of techniques and methodologies to meet the needs of clients’ leisure lifestyles. Students examine a number of facilitative techniques including, but not limited to, horticulture, drama and dance, aromatherapy, drumming, reminiscence, relaxation, sensory stimulation, the therapeutic use of humor, technology, animals and music. Through hands-on learning and activities, students analyze and apply many of these practices.

Prerequisite(s): HLT0326 and HLT0336
Corequisite(s): none

HLT0352 Issues and Trends in Therapeutic Recreation

Remaining current in this profession encourages professional growth and standard of care. Students gain insight into a variety of issues and trends presently impacting this evolving field. Students explore and debate topics such as the importance of interprofessional teamwork, community development, ethics, inclusion, advocacy and other current professional issues. Students develop knowledge and understanding of therapeutic recreation standards of practice and professional regulation and registration.

Prerequisite(s): HLT0326
Corequisite(s): none

HLT0353 Research, Evaluation and Documentation

Documentation is crucial to client outcome evaluation. Students explore the value of documentation and the role it plays professionally for a recreation therapist. Students discuss the research process, data collection, and analysis, thereby enhancing their ability to interpret and apply information in professional journals. An overview of research methodology, rigour, bias and research ethics is applied in order to critically appraise research papers.

Prerequisite(s): HLT0326
Corequisite(s): none

HLT0354 Therapeutic Recreation and Selected Populations II

Illnesses and disabilities have a significant impact on a person's leisure lifestyle. Students take an in-depth look at a variety of disabilities and how to facilitate purposeful, quality leisure experiences. Client populations explored might include areas of mental health, addictions, youth at risk and pervasive developmental disorders. Students examine the categorization of these situations and a variety of support options and models. Students examine legislation supporting persons living with disabilities and apply the Therapeutic Recreation Process to comparative populations.

Prerequisite(s): none
Corequisite(s): none

HLT0355 Field Placement Preparation and Therapeutic Recreation Entrepreneur Development

Entrepreneurship is a mindset that promotes career resilience in both employment and self-employment, opening career doors. Students learn to take ownership of their value in the marketplace by recognizing potential issues and opportunities, finding solutions, adding and communicating value, and remaining adaptable to changing conditions. Students prepare for placement, employment, or job creation upon graduation by developing their professional identity and portfolio, market awareness and networking, and applying business modeling to job seeking, intrapreneurship, and business creation.
**HLT0356 Leisure Education**

Leisure Education is an integral component of therapeutic recreation services and is key in assisting individuals to lead a fulfilled leisure lifestyle. Students examine current theories and models as well as their own values, lifestyles, learning styles and needs, and extend them to strategies and techniques to provide client centred, strength-based leisure education programs. Students compare counselling tools, techniques and strategies common to leisure education to discover how leisure education can be used as a pathway to overall happiness and well-being.

Prerequisite(s): none
Corerequisite(s): none