



**RED RIVER COLLEGE**  
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

## **Recreation Facilitator for Older Adults Program**

**Program Curriculum Redevelopment for  
Continuing + Distance Education**

**May 27, 2011**

**Submitted to:**

Gail Mireau  
Program Manager, Education, Environment, and Foundation Studies Portfolio  
School of Continuing and Distance Education (C+DE)  
Red River College

**Submitted by:**

Program and Curriculum Development  
Red River College



## Table of Contents

Purpose.....	1
Background.....	1
Outcome.....	1
Process .....	1
Report .....	2
Recommendations .....	2
Project Deliverables .....	3
<i>Deliverable 1: DACUM Occupational Analysis Chart.....</i>	<i>5</i>
<i>Deliverable 2: A Graduate Skills and Abilities Chart reflecting the DACUM Occupational Analysis .....</i>	<i>15</i>
<i>Deliverable 3: Graduate Profile .....</i>	<i>35</i>
<i>Deliverable 4: Graduate Profile and Related Learning Outcomes .....</i>	<i>37</i>
<i>Deliverable 5: Identified Courses and Sequence for the Program .....</i>	<i>45</i>
<i>Deliverable 6: Course Titles, Descriptions, and Learning Outcomes .....</i>	<i>47</i>
Conclusion .....	59



# Recreation Facilitator for Older Adults Program

**Proposed new program name:** *Therapeutic Recreation Facilitator for Older Adults*

## **Purpose**

The Program Director of RRC's School of Continuing and Distance Education (C+DE) requested assistance from the Program and Curriculum Development department to provide guidance and support for curriculum redevelopment in the Recreation Facilitator for Older Adults Certificate Program. The 7.5 month program is delivered both as a full-time day program and by Distance Education. The request for assistance was to update and standardize the current curriculum to ensure consistency and quality, regardless of delivery method or location.

## **Background**

At RRC, a Curriculum Redevelopment process identifies concrete linkages among essential skills and abilities in an occupational analysis, such as a DACUM, with those in a program Graduate Profile and related course level learning outcomes. The purpose of this correlation is to ensure that the competencies of the occupation are directly related to learning expected at both the program and course levels. The linkages create a framework or "curriculum map" to ensure RRC programs focus on industry expectations.

Mapping a curriculum can also improve teaching and learning. The process of articulating the program curriculum requires identifying explicit connections between competencies identified by industry and the profile of a program graduate. The Graduate Profile and related learning outcomes helps focus program improvements through a review of course content, assessments, and delivery methods, as well as the selection of relevant learning activities, teaching strategies, and assignments to support the student success.

## **Outcome**

The outcome of the project is a curriculum map that guides redevelopment to ensure that all outcomes, courses, and assessments are relevant to the learning expected of students in the program as identified by both practitioners in the field and faculty. This includes deliverables such as an updated occupational analysis (DACUM), the creation of a Graduate Profile (previously non-existent for this program) with related learning outcomes, and revised course details, including learning outcomes, descriptions, and a proposed sequence. The newly created Graduate Profile clearly articulates graduate skills and abilities upon completion of the program to all stakeholders - students, faculty, administrators, employers, and community members.

## **Process**

The first step in the process is completion of the two day occupational analysis (DACUM) with practitioners in the field to capture the skills and abilities necessary for success. The program faculty (full and part-time) then worked with Curriculum Consultants, Sandra Sukhan and Craig Edwards from RRC's Program and Curriculum Development department to create the Graduate Skills and Abilities (GSA) Chart. Over a series of subsequent workshops, the group created the Graduate Profile with related learning outcomes from the GSA chart. Craig and Sandra managed the project for client, Gail Mireau, Program Manager - Education, Environment, and Foundation Studies for the School of Continuing and Distance Education. They collaborated with the following full and part time program instructors: Terry Maryk, Julie Dubuc, Cindy Greenlay-Brown, Maem Slater-Enns; as well as DACUM participant, Christine Schroeder-Hubert, who participated in one or all of the five half-day workshops to provide a framework for Redevelopment of the program curriculum.

## Report

The summary report was completed and submitted to the Program Manager for review by the Program Advisory Committee and C+DE administrators.

## Recommendations

The following includes recommendations for Curriculum Redevelopment for the program, but also include other recommendation in response to related issues that were raised during the course of the project. They are not listed in order of importance.

1. Change the program name to **Therapeutic Recreation Facilitator for Older Adults**, to reflect the commonly understood and current title for a person with these skills and abilities, according to industry practitioners and the Environmental Scan.
2. Ensure the future program reflects the Environmental Scan findings regarding the current trends of other similar programs in Canadian colleges.
3. Advisory Committee
  - a. Follow the Program Advisory Committee policy A18, including frequency of meetings
  - b. Clarify roles and responsibilities of program Advisory Committee members - due to some members having multiple roles as an instructor, practicum employer, and Advisory Committee member
4. Ensure as many courses as possible are transferable to other RRC programs, in both C+DE and regular daytime programs, to provide students with maximum flexibility and transferability.
5. Professional Development
  - a. Provide opportunities for faculty to participate in continuous professional development of Teaching and Learning skills (CAE, Faculty Development Workshops)
  - b. Provide opportunities for faculty to participate in continuous professional development in the field
6. Curriculum Redevelopment
  - a. Review all course outlines and course content for consistency and compliance to the Graduate Profile and related learning outcomes based on the DACUM Occupational Analysis
  - b. Ensure instructors write and store all course outlines in the standardized RRC Course Outline format (approved by SAC in 2003) to provide consistency
  - c. Confirm course hours based on the level of importance in supporting the program Graduate Profile and related learning outcomes
  - d. Clearly articulate the sequence and pre-requisites of core courses
  - e. Provide opportunities and mechanisms for improved information sharing among the instructors, regarding course content, assignments, delivery methods, and the selection of relevant learning activities, teaching strategies, and assessments
  - f. Clearly articulate the following Graduate Profile outcomes related to RRC's College-Wide Learning Outcomes (CWLO) in **all** courses:
    - i. Communicates effectively and empathetically in all interactions by using active listening as well as written, verbal, and non-verbal communication skills

- ii. Demonstrates personal integrity and accountability in all roles and responsibilities
- iii. Demonstrates professionalism by participating in life-long learning and advocating for the profession
- iv. Complies with workplace safety, privacy, and health regulations by adhering to the organization's policies and procedures
- v. Uses a variety of technologies to communicate, research, create documents, and utilize facility-specific software
- vi. Commits to advocating and supporting the individual through a sincere understanding of their holistic needs
- g. Improve Program Practicum:
  - i. As Practicum is a capstone for the program,, evaluate the students on all learning outcomes included in the Graduate Profile, including both discipline-specific and generic soft skills
  - ii. Update assessment tools for practicum, incorporating the Graduate Profile and related learning outcomes
  - iii. Share the Graduate Profile and related learning outcomes and assessment tools with practicum employers, students, and other instructors to ensure transparency and effectiveness
  - iv. Focus on student progress related to the Graduate Profile and related learning outcomes when monitoring students on practicum
  - v. Improve assessment by documenting feedback from students' supervisors, instructors, and themselves (self-assessment)
  - vi. To effectively prepare students for practicum, create a course (or series of workshops/seminars) for delivery before they start work, focused on employers' expectations in the field
- h. Incorporate relevant course content from existing courses into proposed courses, where appropriate to the Graduate Profile and related learning outcomes (Documentation Skills, Cognitive Impairment, Dealing with Loss, Group Dynamics, Leisure Concepts, Nonviolent Crisis Intervention, and Therapeutic Fitness Leader).

### **Project Deliverables**

1. A 2-day DACUM Occupational Analysis and resulting DACUM Chart
2. A Graduate Skills and Abilities Chart reflecting the DACUM Occupational Analysis (created with faculty input in response to the DACUM)
3. A Graduate Profile for the program reflecting the Graduate Skills and Abilities Chart
4. A Graduate Profile and related learning outcomes reflecting the Graduate Skills and Abilities Chart
5. Identified Courses and Sequence for the Program
6. Course Titles, Descriptions, and Learning Outcomes





***Deliverable 1: DACUM Occupational Analysis Chart***

**Recreation Facilitators for Older Adults**

Facilitated by Craig Edwards and Sandra Sukhan  
March 7 & 8, 2011

**DACUM Skill Rating Scale**

- 1 - Can perform some parts of this skill satisfactorily but requires assistance and/or supervision to perform the entire skill.
- 2 - Can perform this skill satisfactorily but requires periodic assistance and/or supervision.

- 3 - Can perform this skill competently without assistance or supervision.
- 4 - Can perform this skill competently with more than acceptable speed and/or quality and can teach the skill to others.

COMMUNICATE  
A

Empathize with co-workers A1	Speak to the level of the audience A2	Listen actively A3	Work as a team A4	Accept criticism A5	Contribute to interdisciplinary teams A6
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Respect clients A7	Initiate calls to case coordinators A8	Demonstrate objectivity A9	Work toward common goals A10	Interpret body language A11	Provide constructive feedback A12
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Write clearly and concisely A13					
1   2   3   4					

DEMONSTRATE  
PERSONAL  
COMPETENCIES  
B

Multi-task B1	Demonstrate compassion B2	Demonstrate flexibility B3	Adapt to change B4	Demonstrate personal fitness B5	Take risks B6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate enthusiasm B7	Demonstrate initiative B8	Encourage clients B9	Demonstrate leadership B10	Motivate self and others B11	Manage time B12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Resolve conflict B13	Demonstrate integrity B14	Demonstrate honesty B15	Demonstrate punctuality B16	Demonstrate commitment B17	Demonstrate self-awareness B18
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Manage stress B19					
1 2 3 4					

**DEMONSTRATE  
PROFESSIONALISM  
C**

Participate in professional development C1	Exemplify customer service C2	Demonstrate creativity C3	Adhere to professional attire policies C4	Adhere to organization's expectations C5	Provide age-appropriate environments C6
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Commit to life-long learning C7	Maintain currency in field C8	Use professional resources (EAP) C9	Educate colleagues C10	Maintain confidentiality C11	Participate in committees C12
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4

**DOCUMENT  
D**

Comply with industry standards for documentation D1	Interview residents / family D2	Assess past and current leisure interests / abilities D3	Document physical, social, cognitive, emotional abilities D4	Document nutritional, medication needs D5	Identify barriers to participation D6
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Create personal care plan D7	Chart IPN (Integrated Progress Note) D8	Write care conference reports D9	Maintain accurate records D10	Report personal / client incidents i.e. WCB, abuse D11	Acquire advance care plan information D12
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4

IMPLEMENT PROGRAM  
E

Assess client needs and ability E1	Secure resources E2	Promote programs E3	Set up / tear down environment E4	Transport residents E5	Explain program E6
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Encourage participation and independence E7	Provide instruction / direction E8	Deliver program E9	Modify program E10	Request immediate feedback E11	
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	

EVALUATE PROGRAM  
F

Comply with organization's standards F1	Set goals and objectives F2	Conduct surveys (feedback) F3	Evaluate program effectiveness F4	Review client participation records F5	Review goals and objectives F6
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Provide feedback to management F7	Review quality assurance standards Continuous Quality Indicators (CQI) F8	Analyze surveys F9	Perform audits F10	Comply with Manitoba Health standards for Rec Programs F11	
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	

**COMPLY WITH WORK PLACE SAFETY, PRIVACY AND HEALTH REGULATIONS  
G**

Provide a safe environment G1	Comply with diet restrictions needs G2	Maintain clean environment G3	Practice infection control G4	Comply with Manitoba privacy regulations (PHIA) G5	Comply with Protection for Persons in Care regulations (PPCO) G6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Acquire food handler certification G7	Educate clients on personal hygiene G8	Comply with emergency response management (incident command) G9	Apply lift / transfer techniques G10	Report near-misses G11	
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

**DEMONSTRATE SUPERVISORY SKILLS  
H**

Demonstrate organizational skills H1	Coordinate ongoing programs H2	Plan special events H3	Act as a mentor H4	Supervise volunteers H5	Provide individual volunteer supervision H6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Delegate tasks / duties H7	Demonstrate mediation skills H8	Coordinate schedules H9	Train volunteers H10	Evaluate volunteers H11	Supervise students on placements H12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Train students H13					
1 2 3 4					

PLAN PROGRAMS  
I

Identify resident interest I1	Review past program files I2	Identify themes I3	Acquire resources (human, financial, space, equipment) I4	Review residents' goals I5	Create program plans I6
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Adapt program to audience I7	Provide learning opportunities for residents I8	Support volunteers I9	Analyze program I10	Assess program I11	Network I12
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Conduct research I13					
1   2   3   4					

**USE TECHNOLOGY**  
J

Use industry specific software i.e. MDS, MARRCC J1	Use digital cameras J2	Use telephone and cell phone J3	Operate recreation equipment J4	Use gaming systems i.e. Wii J5	Operate exercise equipment J6
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Operate kitchen equipment J7	Use audio / video equipment (DVD, Karaoke, TV) J8	Use email, internet J9	Use a computer J10	Use Word processing software J11	Use office equipment J12
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Use presentation software J13	Use publishing software J14	Use spreadsheet software J15	Use scheduling software J16	Use hearing assisted devices J17	
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	

**COMMIT TO PERSON-CENTRED CLIENT CARE**  
K

Comply with resident's Bill of Rights K1	Empathize with residents K2	Demonstrate patience K3	Work outside of comfort level K4	Respect cultural, spiritual and linguistic needs of clients K5	Include family in client care K6
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Balance client expectations with needs K7	Advocate for clients K8	Provide support to family K9			
1   2   3   4	1   2   3   4	1   2   3   4			



<p>MANAGE FINANCES L</p>
------------------------------

Work within a budget				Manage budgets				Assess client financial capability				Collect payments				Verify financial transactions				Perform basic accounting			
L1				L2				L3				L4				L5				L6			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Apply for grants				Raise funds for programs				Prepare budget proposal															
L7				L8				L9															
1	2	3	4	1	2	3	4	1	2	3	4												






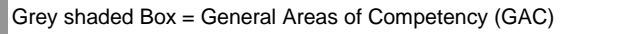
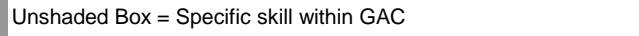
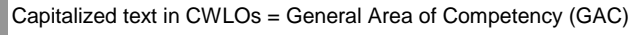
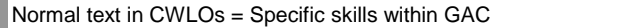
***Deliverable 2: A Graduate Skills and Abilities Chart reflecting the DACUM Occupational Analysis***



**DACUM Skill Rating Scale:**

- 1 Can perform some parts of this skill satisfactorily but requires assistance and/or supervision to perform the entire skill.
- 2 Can perform this skill satisfactorily but requires periodic assistance and/or supervision.
- 3 Can perform this skill competently without assistance or supervision.
- 4 Can perform this skill competently without assistance, with more than acceptable quality, and with initiative/adaptability to unique situations.

-  Indicates skill rating.
-  DACUM Committee Skill deleted.
-  Skill or Competency added by Faculty or DACUM wording changed.

-  Grey shaded Box = General Areas of Competency (GAC)
-  Unshaded Box = Specific skill within GAC
-  Capitalized text in CWLOs = General Area of Competency (GAC)
-  Normal text in CWLOs = Specific skills within GAC

Industry DACUM	Faculty Expectations	College-Wide Learning Outcomes (CWLOs)
<b>COMMUNICATE A</b>	<b>COMMUNICATE A</b>	
Empathize with co-workers A1	Empathize with co-workers	
1   2   3   4	1   2   3   4	
Speak to the level of the audience A2	Speak to the level of the audience	
1   2   3   4	1   2   3   4	
Listen actively A3	Listen actively	
1   2   3   4	1   2   3   4	
Work as a team A4	Work as a team	
1   2   3   4	1   2   3   4	
Accept criticism A5	Accept criticism	
1   2   3   4	1   2   3   4	

Contribute to interdisciplinary teams A6	1	2	3	4	Contribute to interdisciplinary teams	1	2	3	4	
Respect clients A7	1	2	3	4	Respect clients	1	2	3	4	
Initiate calls to case coordinators A8	1	2	3	4	Report issues / problems to supervisor or refer to Case Coordinator	1	2	3	4	
Demonstrate objectivity A9	1	2	3	4	Demonstrate objectivity	1	2	3	4	
Work toward common goals A10	1	2	3	4	Work toward common goals	1	2	3	4	
Interpret body language A11	1	2	3	4	Interpret body language	1	2	3	4	
Provide constructive feedback A12	1	2	3	4	Provide constructive feedback	1	2	3	4	
Write clearly and concisely A13	1	2	3	4	Write clearly and concisely	1	2	3	4	

DEMONSTRATE PERSONAL COMPETENCIES B	DEMONSTRATE PERSONAL COMPETENCIES B	
Multi-task B1	Multi-task	
1 2 3 4	1 2 3 4	
Demonstrate compassion B2	Demonstrate compassion	
1 2 3 4	1 2 3 4	
Demonstrate flexibility B3	Demonstrate flexibility	
1 2 3 4	1 2 3 4	
Adapt to change B4	Adapt to change	
1 2 3 4	1 2 3 4	
Demonstrate personal fitness B5	Demonstrate personal fitness	
1 2 3 4	1 2 3 4	
Take risks B6	Delete	
1 2 3 4	1 2 3 4	
Demonstrate enthusiasm B7	Demonstrate enthusiasm	
1 2 3 4	1 2 3 4	
Demonstrate initiative B8	Demonstrate initiative	
1 2 3 4	1 2 3 4	
Encourage clients B9	Encourage clients	
1 2 3 4	1 2 3 4	

Demonstrate leadership B10	1	2	3	4	Demonstrate leadership	1	2	3	4	
Motivate self and others B11	1	2	3	4	Motivate self and others	1	2	3	4	
Manage time B12	1	2	3	4	Manage time	1	2	3	4	
Resolve conflict B13	1	2	3	4	Resolve conflict	1	2	3	4	
Demonstrate integrity B14	1	2	3	4	Demonstrate integrity	1	2	3	4	
Demonstrate honesty B15	1	2	3	4	Demonstrate honesty	1	2	3	4	
Demonstrate punctuality B16	1	2	3	4	Demonstrate punctuality	1	2	3	4	
Demonstrate commitment B17	1	2	3	4	Demonstrate commitment	1	2	3	4	
Demonstrate self-awareness B18	1	2	3	4	Demonstrate self-awareness	1	2	3	4	
Manage stress B19	1	2	3	4	Manage stress	1	2	3	4	



DEMONSTRATE PROFESSIONALISM C	DEMONSTRATE PROFESSIONALISM C	
Participate in professional development C1	Participate in professional development	
1   2   3   4	1   2   3   4	
Exemplify customer service C2	Exemplify customer service	
1   2   3   4	1   2   3   4	
Demonstrate creativity C3	Demonstrate creativity	
1   2   3   4	1   2   3   4	
Adhere to professional attire policies C4	Adhere to professional attire policies	
1   2   3   4	1   2   3   4	
Adhere to organization's expectations C5	Adhere to organization's expectations	
1   2   3   4	1   2   3   4	
Provide age-appropriate environments C6	Provide age-appropriate environments	
1   2   3   4	1   2   3   4	
Commit to life-long learning C7	Commit to life-long learning	
1   2   3   4	1   2   3   4	
Maintain currency in field C8	Maintain currency in field	
1   2   3   4	1   2   3   4	
Use professional resources (EAP) C9	Use professional resources (EAP)	
1   2   3   4	1   2   3   4	

Educate colleagues C10	Educate colleagues	
1 2 3 4	1 2 3 4	
Maintain confidentiality C11	Maintain confidentiality	
1 2 3 4	1 2 3 4	
Participate in committees C12	Participate in committees	
1 2 3 4	1 2 3 4	
	Advocate for the profession C13	
1 2 3 4	1 2 3 4	

<b>DOCUMENT D</b>	<b>DOCUMENT D</b>	
Comply with industry standards for documentation D1	Comply with industry standards for documentation	
1 2 3 4	1 2 3 4	
Interview residents / family D2	Interview residents / family	
1 2 3 4	1 2 3 4	
Assess past and current leisure interests / abilities D3	Assess past and current leisure interests / abilities	
1 2 3 4	1 2 3 4	
Document physical, social, cognitive, emotional abilities D4	Document physical, social, cognitive, emotional abilities	
1 2 3 4	1 2 3 4	
Document nutritional, medication needs D5	Document nutritional, medication needs	
1 2 3 4	1 2 3 4	

Identify barriers to participation D6	1	2	3	4	Identify barriers to participation	1	2	3	4	
Create personal care plan D7	1	2	3	4	Create personal care plan	1	2	3	4	
Chart IPN (Integrated Progress Note) D8	1	2	3	4	Chart IPN (Integrated Progress Note)	1	2	3	4	
Write care conference reports D9	1	2	3	4	Write care conference reports	1	2	3	4	
Maintain accurate records D10	1	2	3	4	Maintain accurate records	1	2	3	4	
Report personal / client incidents i.e. WCB, abuse D11	1	2	3	4	Report personal / client incidents i.e. WCB, abuse	1	2	3	4	
Acquire advance care plan information D12	1	2	3	4	Acquire advance care plan information	1	2	3	4	

<b>DEMONSTRATE PERSONAL COMPETENCIES E</b>	<b>IMPLEMENT PROGRAM E</b>									
Assess client needs and ability E1	Assess client needs and ability									
<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4							
1	2	3	4							
Secure resources E2	Secure resources									
<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4							
1	2	3	4							
Promote programs E3	Promote programs									
<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4							
1	2	3	4							
Set up / tear down environment E4	Set up / tear down environment									
<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4							
1	2	3	4							
Transport residents E5	Transport residents									
<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4							
1	2	3	4							
Explain program E6	Explain program									
<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4							
1	2	3	4							
Encourage participation and independence E7	Encourage participation and independence									
<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4							
1	2	3	4							
Provide instruction / direction E8	Provide instruction / direction									
<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4							
1	2	3	4							
Deliver program E9	Deliver program									
<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4							
1	2	3	4							

Modify program E10	1	2	3	4	Modify program	1	2	3	4	
Request immediate feedback E11	1	2	3	4	Request immediate feedback	1	2	3	4	

<b>EVALUATE PROGRAM F</b>	<b>EVALUATE PROGRAM F</b>									
Comply with organization's standards F1	1	2	3	4	Comply with organization's standards	1	2	3	4	
Set goals and objectives F2	1	2	3	4	Delete	1	2	3	4	
Conduct surveys (feedback) F3	1	2	3	4	Conduct surveys (feedback)	1	2	3	4	
Evaluate program effectiveness F4	1	2	3	4	Evaluate program effectiveness	1	2	3	4	
Review client participation records F5	1	2	3	4	Review client participation records	1	2	3	4	
Review goals and objectives F6	1	2	3	4	Review goals and objectives	1	2	3	4	
Provide feedback to management F7	1	2	3	4	Provide feedback to management	1	2	3	4	

Review quality assurance standards Continuous Quality Indicators (CQI) F8	Review quality assurance standards Continuous Quality Indicators (CQI)	
1 2 3 4	1 2 3 4	
Analyze surveys F9	Analyze surveys	
1 2 3 4	1 2 3 4	
Perform audits F10	Perform audits	
1 2 3 4	1 2 3 4	
Comply with Manitoba Health standards for Rec Programs F11	Comply with Manitoba Health standards for Rec Programs	
1 2 3 4	1 2 3 4	

<b>COMPLY WITH WORK PLACE SAFETY, PRIVACY AND HEALTH REGULATIONS G</b>	<b>COMPLY WITH WORK PLACE SAFETY, PRIVACY AND HEALTH REGULATIONS G</b>	
Provide a safe environment G1	Provide a safe environment	
1 2 3 4	1 2 3 4	
Comply with diet restrictions needs G2	Comply with diet restrictions needs	
1 2 3 4	1 2 3 4	
Maintain clean environment G3	Maintain clean environment	
1 2 3 4	1 2 3 4	
Practice infection control G4	Practice personal and client infection control	
1 2 3 4	1 2 3 4	
Comply with Manitoba privacy regulations (PHIA) G5	Comply with Manitoba privacy regulations (PHIA)	
1 2 3 4	1 2 3 4	

Comply with Protection for Persons in Care regulations (PPCO) G6	Comply with Protection for Persons in Care regulations (PPCO)	
1 2 3 4	1 2 3 4	
Acquire food handler certification G7	Acquire food handler certification as required	
1 2 3 4	1 2 3 4	
Educate clients on personal hygiene G8	Delete	
1 2 3 4	1 2 3 4	
Comply with emergency response management (incident command) G9	Comply with emergency response management (incident command)	
1 2 3 4	1 2 3 4	
Apply lift / transfer techniques G10	Apply lift / transfer techniques	
1 2 3 4	1 2 3 4	
Report near-misses G11	Report near-misses	
1 2 3 4	1 2 3 4	
	Acquire criminal records check for vulnerable persons sector G12	
1 2 3 4	1 2 3 4	
	Comply with risk management policies G13	
1 2 3 4	1 2 3 4	

DEMONSTRATE SUPERVISORY SKILLS H	DEMONSTRATE SUPERVISORY SKILLS H	
Demonstrate organizational skills H1	Demonstrate organizational skills	
1 2 3 4	1 2 3 4	
Coordinate ongoing programs H2	Coordinate ongoing programs	
1 2 3 4	1 2 3 4	
Plan special events H3	Plan special events	
1 2 3 4	1 2 3 4	
Act as a mentor H4	Act as a mentor	
1 2 3 4	1 2 3 4	
Supervise volunteers H5	Supervise volunteers	
1 2 3 4	1 2 3 4	
Provide individual volunteer supervision H6	Provide individual volunteer supervision	
1 2 3 4	1 2 3 4	
Delegate tasks / duties H7	Delegate tasks / duties	
1 2 3 4	1 2 3 4	
Demonstrate mediation skills H8	Demonstrate mediation skills	
1 2 3 4	1 2 3 4	
Coordinate schedules H9	Coordinate schedules	
1 2 3 4	1 2 3 4	



Train volunteers H10	Train volunteers	
1 2 3 4	1 2 3 4	
Evaluate volunteers H11	Evaluate volunteers	
1 2 3 4	1 2 3 4	
Supervise students on placements H12	Supervise students on placements	
1 2 3 4	1 2 3 4	
Train students H13	Train students	
1 2 3 4	1 2 3 4	

<b>PLAN PROGRAMS</b> I	<b>PLAN PROGRAMS</b> I	
Identify resident interest I1	Identify resident interests and needs	
1 2 3 4	1 2 3 4	
Review past program files I2	Review past program files and documents	
1 2 3 4	1 2 3 4	
Identify themes I3	Identify themes	
1 2 3 4	1 2 3 4	
Acquire resources (human, financial, space, equipment) I4	Acquire resources (human, financial, space, equipment)	
1 2 3 4	1 2 3 4	
Review residents' goals I5	Review residents' goals	
1 2 3 4	1 2 3 4	

Create program plans I6	Create individual, small group and large group program plans	
1   2   3   4	1   2   3   4	
Adapt program to audience I7	Adapt program to audience	
1   2   3   4	1   2   3   4	
Provide learning opportunities for residents I8	Provide learning opportunities for residents	
1   2   3   4	1   2   3   4	
Support volunteers I9	Support volunteers	
1   2   3   4	1   2   3   4	
Analyze program I10	Analyze program components	
1   2   3   4	1   2   3   4	
Assess program I11	Assess program	
1   2   3   4	1   2   3   4	
Network I12	Network	
1   2   3   4	1   2   3   4	
Conduct research I13	Conduct research	
1   2   3   4	1   2   3   4	
	Set goals and objectives I14	
1   2   3   4	1   2   3   4	

USE TECHNOLOGY J	USE TECHNOLOGY J	
Use industry specific software i.e. MDS, MARRCC J1	Use facility specific software i.e. MDS, MARRCC	
1 2 3 4	1 2 3 4	
Use digital cameras J2	Acquire digital camera skills	
1 2 3 4	1 2 3 4	
Use telephone and cell phone J3	Acquire telephone and cell phone skills	
1 2 3 4	1 2 3 4	
Operate recreation equipment J4	Operate recreation equipment	
1 2 3 4	1 2 3 4	
Use gaming systems i.e. Wii J5	Use gaming systems i.e. Wii	
1 2 3 4	1 2 3 4	
Operate exercise equipment J6	Use non-motorized exercise equipment	
1 2 3 4	1 2 3 4	
Operate kitchen equipment J7	Operate kitchen equipment	
1 2 3 4	1 2 3 4	
Use audio / video equipment (DVD, Karaoke, TV) J8	Use audio / video equipment (DVD, Karaoke, TV)	
1 2 3 4	1 2 3 4	
Use email, internet J9	Use email, internet	
1 2 3 4	1 2 3 4	

Use a computer J10	1	2	3	4	Use a computer	1	2	3	4	
Use Word processing software J11	1	2	3	4	Use Word processing software	1	2	3	4	
Use office equipment J12	1	2	3	4	Use office equipment	1	2	3	4	
Use presentation software J13	1	2	3	4	Use presentation software	1	2	3	4	
Use publishing software J14	1	2	3	4	Use publishing software	1	2	3	4	
Use spreadsheet software J15	1	2	3	4	Use spreadsheet software	1	2	3	4	
Use scheduling software J16	1	2	3	4	Use scheduling software	1	2	3	4	
Use hearing assisted devices J17	1	2	3	4	Use hearing assisted devices	1	2	3	4	

COMMIT TO PERSON-CENTRED CLIENT CARE K	COMMIT TO PERSON-CENTRED CLIENT CARE K	
Comply with resident's Bill of Rights K1	Comply with resident's Bill of Rights	
1 2 3 4	1 2 3 4	
Empathize with residents K2	Empathize with residents	
1 2 3 4	1 2 3 4	
Demonstrate patience K3	Demonstrate patience	
1 2 3 4	1 2 3 4	
Work outside of comfort level K4	Work outside of comfort level	
1 2 3 4	1 2 3 4	
Respect cultural, spiritual and linguistic needs of clients K5	Respect cultural, spiritual and linguistic needs of clients	
1 2 3 4	1 2 3 4	
Include family in client care K6	Include family in client care	
1 2 3 4	1 2 3 4	
Balance client expectations with needs K7	Balance client expectations with needs	
1 2 3 4	1 2 3 4	
Advocate for clients K8	Advocate for clients	
1 2 3 4	1 2 3 4	
Provide support to family K9	Provide support to family	
1 2 3 4	1 2 3 4	

MANAGE FINANCES L	MANAGE FINANCES L	
Work within a budget L1	Work within a budget	
1 2 3 4	1 2 3 4	
Manage budgets L2	Manage budgets	
1 2 3 4	1 2 3 4	
Assess client financial capability L3	Assess client financial capability	
1 2 3 4	1 2 3 4	
Collect payments L4	Collect payments	
1 2 3 4	1 2 3 4	
Verify financial transactions L5	Verify financial transactions	
1 2 3 4	1 2 3 4	
Perform basic accounting L6	Perform basic accounting	
1 2 3 4	1 2 3 4	
Apply for grants L7	Apply for grants	
1 2 3 4	1 2 3 4	
Raise funds for programs L8	Raise funds for programs	
1 2 3 4	1 2 3 4	
Prepare budget proposal L9	Prepare budget proposal	
1 2 3 4	1 2 3 4	

### ***Deliverable 3: Graduate Profile***

#### **Recreation Facilitator for Older Adults Graduate Profile**

The graduate:

- A. Communicates effectively and empathetically in all interactions by using active listening as well as written, verbal, and non-verbal communication skills.
- B. Demonstrates personal integrity and accountability in all roles and responsibilities.
- C. Demonstrates professionalism by participating in life-long learning and advocating for the profession.
- D. Uses appropriate documentation procedures and tools for the assessment, planning, implementation, and evaluation of all aspects of the profession.
- E. Applies the skills necessary to plan, promote, and deliver therapeutic programs.
- F. Evaluates programs based on identified goals and objectives and make necessary modifications.
- G. Complies with workplace safety, privacy, and health regulations by adhering to the organization's policies and procedures.
- H. Demonstrates supervisory skills through planning, coordinating, and delegating tasks related to ongoing programming.
- I. Creates individual, small group, and large group program plans by identifying interests, assessing needs, and adapting as necessary.
- J. Uses a variety of technologies to communicate, research, create documents, and utilize facility-specific software.
- K. Commits to advocating and supporting the individual through a sincere understanding of their holistic needs.
- L. Works within a recreation budget and perform related basic tasks.





## ***Deliverable 4: Graduate Profile and Related Learning Outcomes***

**Note:** Capital letters with numbers at end of each learning outcome statement below correspond with the competency skills and abilities identified in the Recreation Facilitator for Older Adults DACUM completed on March 7 & 8, 2011.



Therapeutic Recreation Facilitator for Older Adults





## ***Deliverable 4: Graduate Profile and Related Learning Outcomes***

The graduate:

- A. Communicates effectively and empathetically in all interactions by using active listening as well as written, verbal, and non-verbal communication skills.
  - 1. Listens actively, demonstrating empathy and respect in all interactions. A1, A3, A7
  - 2. Contributes to interdisciplinary teams to work toward common goals. A4, A6, A8, A10
  - 3. Interprets body language. A11
  - 4. Demonstrates objectivity and sensitivity by accepting criticism and providing constructive feedback. A2, A5, A9, A12
  - 5. Demonstrates effective verbal communication skills in all interactions which involve individuals, interdisciplinary teams, and the larger community. A2, A6, A8
  - 6. Writes clearly, concisely, and accurately. A13, D9
  
- B. Demonstrates personal integrity and accountability in all roles and responsibilities.
  - 1. Encourages individuals by demonstrating compassion, enthusiasm, and commitment. B2, B7, B9, B17
  - 2. Demonstrates flexibility through multi-tasking, & adapting to change. B1, B3, B4
  - 3. Demonstrates personal fitness. B5
  - 4. Demonstrates honesty and integrity. B14, B15
  - 5. Manages time and stress. B12, B16, B19
  - 6. Resolves conflict. B13
  - 7. Demonstrates self-awareness with the goal of personal growth. B11, B18
  - 8. Motivates others through leadership and initiative. B8, B10, B11
  
- C. Demonstrates professionalism by participating in life-long learning and advocating for the profession.
  - 1. Commits to life-long learning by participating in professional development activities (to maintain currency in the field). C1, C7, C8
  - 2. Adheres to the organizations' expectations by providing exceptional customer service. C2, C5
  - 3. Demonstrates creativity by using a variety of professional resources. C3, C9
  - 4. Advocates for the profession and educates colleagues. C10, C13
  - 5. Maintains confidentiality. C11
  - 6. Participates in committees. C12
  
- D. Uses appropriate documentation procedures and tools for the assessment, planning, implementation, and evaluation of all aspects of the profession.
  - 1. Assesses past and current leisure interested and abilities, including barriers to participation, through ongoing contacts and interaction with individuals and family members. D2, D3, D6
  - 2. Creates Personal Care Plans and acquires advance Care Plan information as required. D7, D12
  - 3. Complies with industry standards for documentation. D1
  - 4. Maintains Integrated Progress Notes by documenting physical, social, cognitive, and emotional abilities, as well as nutritional and medication needs, when necessary. D4, D5, D8
  - 5. Maintains accurate records. D10
  - 6. Reports incidents according to legal requirements. D11

- E. Applies the skills necessary to plan, promote, and deliver therapeutic programs.
  - 1. Assesses client needs and abilities in order to plan a successful and appropriate program. E1
  - 2. Secures resources according to program needs. E2
  - 3. Promotes programs through explanation and encouragement to participate. E3, E6, E7
  - 4. Manages program space through sets-up, tear down, and assisting with transport of individuals, as needed. E4, E5
  - 5. Delivers program through instructing participating, observing, and modifying as required. E8, E9, E10, E11
  
- F. Evaluates programs based on identified goals and objectives and makes necessary modifications.
  - 1. Gathers participant feedback by conducting surveys and reviewing client participations records. F3 & F5
  - 2. Evaluates program effectiveness by performing audits and reviewing goals and objectives. F4, F6, F10
  - 3. Analyzes surveys. F9
  - 4. Complies with Manitoba Health and the facility's standards. F1, F11
  - 5. Provides feedback to management through the Uses of Continuous Quality Indicators. F7, F8
  
- G. Complies with workplace safety, privacy, and health regulations by adhering to the organization's policies and procedures.
  - 1. Provides a safe work environment by maintaining a clean workspace and practicing infection control. G1, G3, G4
  - 2. Complies with individual diet restrictions. G2
  - 3. Complies with government regulations pertaining to privacy (Personal Health Information Acts - PHIA) and protection of persons (Protection for Persons in Care Office - PPCO). G5, G6
  - 4. Acquires food handler certification as required. G7
  - 5. Acquires criminal record check as required. G12
  - 6. Complies with risk management policies. G2, G10, G11, G13
  - 7. Complies with facility-based emergency response procedures. G9
  
- H. Demonstrates supervisory skills through planning, coordinating, and delegating tasks related to ongoing programming.
  - 1. Demonstrates organizational skills in a variety of situations. H1, H3
  - 2. Coordinates programs and schedules. H2, H9
  - 3. Demonstrates mediation skills. H8
  - 4. Trains and evaluate students and volunteers. H5, H6, H7, H10, H11, H12, H13
  - 5. Acts as a mentor. H4, I9

- I. Creates individual, small group, and large group program plans by Identifying interests, assessing needs, and adapting as necessary.
  - 1. Identifies resident's interests and needs. I1
  - 2. Reviews past program files and documents. I2, I5
  - 3. Sets goals and objectives for the program. I14
  - 4. Identifies themes based on research into resident's interests, and needs. I3, I13
  - 5. Creates individual, small and large group program plans that promote opportunity for learning and therapeutic value. I6, I8
  - 6. Analyzes program components and adapt to specific audiences. I7, I10
  - 7. Acquires resources for programs through conducting research and networking with other Recreation Facilitators. I4, I12, I13
  - 8. Reviews program against established goals and objectives. I11, I14
  
- J. Uses a variety of technologies to communicate, research, creates documents, and utilize facility-specific software.
  - 1. Uses a variety of industry and facility specific software. J1, J9, J10, J11, J13, J14, J15, J16
  - 2. Operates gaming, audio, video and photographic equipment. J2, J3 J5, J8
  - 3. Operates equipment related to exercise and recreation programs. J4, J6, J7, J17
  - 4. Operates all office related equipment. J12
  
- K. Commits to advocating and supporting the individual through a sincere understanding of their holistic needs.
  - 1. Advocate for individuals by respecting cultural, spiritual, and linguistic needs and Complies with individuals' Bill of Rights. K1, K5, K8
  - 2. Balances the individual's expectations with their needs by including and supporting the individual's family in the care process. K6, K7, K9
  - 3. Demonstrates patience by empathizing with the individual. K2, K3
  - 4. Practices person-centred care by working outside of personal comfort level. K4
  
- L. Works within a recreation budget and performs related basic tasks.
  - 1. Performs basic math when assessing individual financial capability and verifying and processing transactions. L3, L4, L5, L6
  - 2. Manages and works within a basic budget. L1, L2
  - 3. Contributes to raising funds and applying for grants. L7, L8
  - 4. Prepares budget proposals, when necessary. L9





## ***Deliverable 5: Identified Courses and Sequence for the Program***

**Note:** For administration purposes, core courses should be delivered first as pre-requisites for the remainder of the courses.

### **Recommendation:**

Incorporate relevant course content from existing courses into proposed courses, where appropriate to the Graduate Profile and related learning outcomes (Documentation Skills, Cognitive Impairment, Dealing with Loss, Group Dynamics, Leisure Concepts, Nonviolent Crisis Intervention, and Therapeutic Fitness Leader).

### **Recreation Facilitator for Older Adults Program**

	<b>Proposed new course titles and sequence</b>	<b>Hours</b>
Core (New)	Foundations to Therapeutic Recreation	80
Core	Writing Skills-Intermediate	20
Core	Program Planning in Therapeutic Recreation	40
Other	Interpersonal Communication 1	40
Other	Specialized Therapeutic Recreation Applications	60
Other (New)	Therapeutic Recreation Interventions & Adaptations	40
Other	Working With Volunteers	40
Other (New)	Practicum Placement Preparation	40
Other	Field Work Placement Community)	90
Other	Field Placement (Facility)	90



## ***Deliverable 6: Course Titles, Descriptions, and Learning Outcomes***

**Note:** Capital letters with numbers at end of each learning outcome statement below correspond with the competency skill and ability identified in the Recreation Facilitator of Older Adults DACUM completed on March 7 & 8, 2011.



# Therapeutic Recreation Facilitator of Older Adults





## ***Deliverable 6: Course Titles, Descriptions, and Learning Outcomes***

### **1. Course Title: Foundations to Therapeutic Recreation (Core)**

Duration: 80 hours

**Course Description:** By the end of this course you will be able to practice person-centred care by advocating for diverse individuals, demonstrating patience and empathy, and dealing with loss. You will also be able to assess your own philosophy, beliefs, and values about leisure.

#### **Related Graduate Profile Statement(s):**

- K: Commits to advocating and supporting the individual through a sincere understanding of their holistic needs.
- B: Demonstrates personal integrity and accountability in all roles and responsibilities.

#### **Learning Outcomes:**

- 1.1 Practices person-centred care by working outside of personal comfort level. K4
- 1.2 Demonstrates patience by empathizing with older adults. K2, K3
- 1.3 Balances the individual's expectations with their needs by including and supporting the individual's family in the care process. K6, K7, K9
- 1.4 Advocates for individuals by respecting cultural, spiritual, and linguistic needs and complying with individuals' Bill of Rights. K1, K5, K8
- 1.5 Demonstrates personal fitness required for employment. B5
- 1.6 New LO: Identifies the stages in coping with death and dying.
- 1.7 New LO: Studies group communication, diversity, leadership and how groups make decisions.
- 1.8 New LO: Identifies demographic and societal trends related to an aging population.
- 1.9 New LO: Identifies core competencies of TR facilitators.

### **2. Course Title: Writing Skills-Intermediate (Core)**

Duration: 20 hours

**Course Description:** By the end of this course you will be able to write clearly, concisely, and accurately with proper grammar, punctuation, and sentence structure.

#### **Related Graduate Profile Statement(s):**

- A: Communicates effectively and empathetically in all interactions by using active listening as well as written, verbal, and non-verbal communication skills.
- D: Uses appropriate documentation procedures and tools for the assessment, planning, implementation, and evaluation of all aspects of the profession.
- J: Uses a variety of technologies to communicate, research, create documents, and utilize facility-specific software.

#### **Learning Outcomes:**

- 2.1 Writes clearly, concisely, and accurately. A13, D9
- 2.2 Operates all office related equipment. J12

### **3. Course Title: Program Planning in Therapeutic Recreation (Core)**

Duration: 40 hours

**Course Description:** By the end of this course you will be able to apply the therapeutic process to deliver effective and appropriate individual and group programs. This would include assessment, planning, implementation and evaluation of client's needs, abilities and interests.

#### **Related Graduate Profile Statement(s):**

- I: Creates individual, small group, and large group program plans by identifying interests, assessing needs, and adapting as necessary.
- E: Applies the skills necessary to plan, promote, and deliver therapeutic programs.

#### **Learning Outcomes:**

- 3.1 Assesses resident interests and needs. D2, D3, D6, I1, I2, I5
- 3.2 Sets goals and objectives for TR programs. I14, I3, I13
- 3.3 Plans individual, small and large group programs based on the therapeutic recreation process. I6
- 3.4 Promotes programs through explanation and encouragement to participate. E3, E6, E7
- 3.5 Implements program plans. E8, E9, E10, E11
- 3.6 Evaluates programs against established goals and objectives. I11, I14

### **4. Course Title: Interpersonal Communication 1**

Duration: 40 hours

**Course Description:** By the end of this course you will be able to demonstrate effective verbal and non-verbal communication skills in interactions with individuals, interdisciplinary teams, and the larger community. Emphasis will be on assessment of behaviour and growth. Instructional methods will include discussions and activities to expand understanding and experience.

#### **Related Graduate Profile Statement(s):**

- H: Demonstrates supervisory skills through planning, coordinating, and delegating tasks related to ongoing programming.
- B: Demonstrates personal integrity and accountability in all roles and responsibilities.
- A: Communicates effectively and empathetically in all interactions by using active listening as well as written, verbal, and non-verbal communication skills.

#### **Learning Outcomes:**

- 4.1 Contributes to interdisciplinary teams to work toward common goals. A4, A6, A8, A10
- 4.2 Listens actively, demonstrating empathy and respect in all interactions. A1, A3, A7
- 4.3 Interprets body language. A11
- 4.4 Demonstrates objectivity and sensitivity by accepting criticism and providing constructive feedback. A2, A5, A9, A12
- 4.5 Resolves conflict. B13
- 4.6 Demonstrates effective verbal communication skills in all interactions which involve individuals, interdisciplinary teams, and the larger community. A2, A6, A8
- 4.7 Demonstrates mediation skills. H8



## **5. Course Title: Specialized Therapeutic Recreation Applications**

Duration: 60 hours

**Course Description:** By the end of this course you will be able to plan, organize and deliver a variety of specialized TR programs (e.g. horticulture, music, reminiscence).

### **Related Graduate Profile Statement(s):**

- L: Works within a recreation budget and perform related basic tasks.
- I: Creates individual, small group, and large group program plans by identifying interests, assessing needs, and adapting as necessary.
- E: Applies the skills necessary to plan, promote, and deliver therapeutic programs.
- H: Demonstrates supervisory skills through planning, coordinating, and delegating tasks related to ongoing programming.

### **Learning Outcomes:**

- 5.1 Demonstrates organizational skills in a variety of situations. H1, H3
- 5.2 Acquires resources for programs through research and networking with other facilitators. I4, I12, I13
- 5.3 Develops TR programs using acquired resources. E8, E9, E10, E11
- 5.4 Manages and works within a basic budget. L1, L2L3, L4, L5, L6, L9
- 5.5 Manages program space through set-up, tear down, and assisting with transport of individuals, as needed. E4, E5

## **6. Course Title: Therapeutic Recreation Interventions & Adaptations**

Duration: 40 hour(s)

**Course Description:** By the end of this course you will be able to assess your client's needs, abilities and interests in order to make appropriate TR program adaptations and modifications.

### **Related Graduate Profile Statement(s):**

- E: Applies the skills necessary to plan, promote, and deliver therapeutic programs.
- I: Creates individual, small group, and large group program plans by identifying interests, assessing needs, and adapting as necessary.

### **Learning Outcomes:**

- 6.1 Assesses client needs and abilities in order to plan a successful and appropriate program. E1
- 6.2 Analyzes program components and adapt to specific audiences. I7, I10
- 6.3 Secures resources according to program needs. E2

## **7. Course Title: Working With Volunteers**

Duration: 40 hours

**Course Description:** By the end of this course you will have the necessary supervisory skills to coordinate volunteer programs and schedules, and train and evaluate volunteers and students on work placement.

### **Related Graduate Profile Statement(s):**

- L: Works within a recreation budget and perform related basic tasks.
- I: Creates individual, small group, and large group program plans by identifying interests, assessing needs, and adapting as necessary.
- H: Demonstrates supervisory skills through planning, coordinating, and delegating tasks related to ongoing programming.

### **Learning Outcomes:**

- 7.1 Coordinates volunteer programs and schedules. H2, H9
- 7.2 Trains and evaluates students and volunteers. H5, H6, H7, H10, H12, H13
- 7.3 Acts as a mentor. H4, I9
- 7.4 Contributes to raising funds and applying for grants. L7, L8

## **8. Course Title: Practicum Placement Preparation**

Duration: 40 hours

**Course Description:** By the end of this course you will be prepared to apply entry level skills and abilities as a Recreation Facilitator for Older Adults, in both a community and facility work place settings. In addition, you will be able to assess your strengths and areas for improvement against industry expectations of success in this field.

### **Related Graduate Profile Statement(s):**

- G: Complies with workplace safety, privacy, and health regulations by adhering to the organization's policies and procedures.
- C: Demonstrates professionalism by participating in life-long learning and advocating for the profession.
- B: Demonstrates personal integrity and accountability in all roles and responsibilities.

### **Learning Outcomes:**

- 8.1 Acquires food handler certification as required. G7
- 8.2 Acquires criminal record check as required. G12
- 8.3 Encourages individuals by demonstrating compassion, enthusiasm, and commitment. B2, B7, B9, B17
- 8.4 Demonstrates flexibility through multi-tasking, and adapting to change. B1, B3, B4
- 8.5 Demonstrates honesty and integrity. B14, B15
- 8.6 Manages time and stress. B12, B16, B19
- 8.7 Demonstrates self-awareness with the goal of personal growth. B11, B18
- 8.8 Maintains confidentiality. C11
- 8.9 Motivates others through leadership and initiative. B8, B10, B11
- 8.10 Advocates for the profession and educate colleagues. C10, C13
- 8.11 Commits to life-long learning by participating in professional development activities (to maintain currency in the field). C1, C7, C8

## **9. Course Title: Field Work Placement (Community)**

Duration: 90 hours

**Course Description:** This capstone course is designed to provide students with an opportunity to integrate knowledge, skills, attitudes, and values of therapeutic recreation with older adults in a practical work place setting in a community environment. You will be monitored and evaluated with input from the employers' supervisory staff as well as program faculty.

### **Related Graduate Profile Statement(s):**

- A: Communicates effectively and empathetically in all interactions by using active listening as well as written, verbal, and non-verbal communication skills.
- B: Demonstrates personal integrity and accountability in all roles and responsibilities.
- C: Demonstrates professionalism by participating in life-long learning and advocating for the profession.
- D: Uses appropriate documentation procedures and tools for the assessment, planning, implementation, and evaluation of all aspects of the profession.
- E: Applies the skills necessary to plan, promote, and deliver therapeutic programs.
- F: Evaluates programs based on identified goals and objectives and make necessary modifications.
- G: Complies with workplace safety, privacy, and health regulations by adhering to the organization's policies and procedures.
- H: Demonstrates supervisory skills through planning, coordinating, and delegating tasks related to ongoing programming.
- I: Creates individual, small group, and large group program plans by identifying interests, assessing needs, and adapting as necessary.
- J: Uses a variety of technologies to communicate, research, create documents, and utilize facility-specific software.
- K: Commits to advocating and supporting the individual through a sincere understanding of their holistic needs.
- L: Works within a recreation budget and perform related basic tasks.

### **Learning Outcomes:**

- 9.1 Adheres to the organizations' expectations by providing exceptional customer service. C2, C5
- 9.2 Demonstrates creativity by using a variety of professional resources. C3, C9
- 9.3 Participates in committees. C12
- 9.4 Provides a safe work environment by maintaining a clean workspace and practicing infection control. G1, G3, G4
- 9.5 Complies with individual diet restrictions. G2
- 9.6 Complies with risk management policies. G2, G10, G11, G13
- 9.7 Complies with government regulations pertaining to privacy (Personal Health Information Act - PHIA) and protection of persons (Protection for Persons in Care Office - PPCO). G5, G6
- 9.8 Operates gaming, audio, video, and photographic equipment. J2, J3, J5, J8,
- 9.9 Operates all equipment related to exercise and recreation programs. J4, J6, J7, J17
- 9.10 Complies with facility-based emergency response procedures. G9
- 9.11 Uses a variety of industry and facility specific software programs. J1, J9, J10, J11, J13, J14, J15, J16

- 9.12 Creates Personal Care Plans and acquires advance Care Plan information as required. D7, D12
- 9.13 Complies with industry standards for documentation. D1
- 9.14 Maintains Integrated Progress Notes by documenting physical, social, cognitive, and emotional abilities, as well as nutritional and medication needs, when necessary. D4, D5, D8
- 9.15 Maintains accurate records. D10
- 9.16 Reports incidents according to facility protocols. G11
- 9.17 Gathers participant feedback by conducting surveys and reviewing client participation records. F3 & F5
- 9.18 Evaluates program effectiveness by performing audits and reviewing goals and objectives. F4, F6, F10
- 9.19 Analyzes surveys. F9
- 9.20 Complies with Manitoba Health and the facility's standards. F1, F11
- 9.21 Provides feedback to management through the Uses of Continuous Quality Indicators. F7, F8

## **10. Course Title: Field Placement (Facility)**

Duration: 90 hours

**Course Description:** This capstone course is designed to provide students with an opportunity to integrate knowledge, skills, attitudes, and values of therapeutic recreation with older adults in a practical work place setting in a facility environment. You will be monitored and evaluated with input from the employers' supervisory staff as well as program faculty.

### **Related Graduate Profile Statement(s):**

- A: Communicates effectively and empathetically in all interactions by using active listening as well as written, verbal, and non-verbal communication skills.
- B: Demonstrates personal integrity and accountability in all roles and responsibilities.
- C: Demonstrates professionalism by participating in life-long learning and advocating for the profession.
- D: Uses appropriate documentation procedures and tools for the assessment, planning, implementation, and evaluation of all aspects of the profession.
- E: Applies the skills necessary to plan, promote, and deliver therapeutic programs.
- F: Evaluates programs based on identified goals and objectives and make necessary modifications.
- G: Complies with workplace safety, privacy, and health regulations by adhering to the organization's policies and procedures.
- H: Demonstrates supervisory skills through planning, coordinating, and delegating tasks related to ongoing programming.
- I: Creates individual, small group, and large group program plans by identifying interests, assessing needs, and adapting as necessary.
- J: Uses a variety of technologies to communicate, research, create documents, and utilize facility-specific software.
- K: Commits to advocating and supporting the individual through a sincere understanding of their holistic needs.
- L: Works within a recreation budget and perform related basic tasks.

**Learning Outcomes:**

- 10.1 Adheres to the organizations' expectations by providing exceptional customer service. C2, C5
- 10.2 Demonstrates creativity by using a variety of professional resources. C3, C9
- 10.3 Participates in committees. C12
- 10.4 Provides a safe work environment by maintaining a clean workspace and practicing infection control. G1, G3, G4
- 10.5 Complies with individual diet restrictions. G2
- 10.6 Complies with risk management policies. G2, G10, G11, G13
- 10.7 Complies with government regulations pertaining to privacy (Personal Health Information Act - PHIA) and protection of persons (Protection for Persons in Care Office - PPCO). G5, G6
- 10.8 Operates gaming, audio, video, and photographic equipment. J2, J3, J5, J8
- 10.9 Operates all equipment related to exercise and recreation programs. J4, J6, J7, J17
- 10.10 Complies with facility-based emergency response procedures. G9
- 10.11 Uses a variety of industry and facility specific software programs. J1, J9, J10, J11, J13, J14, J15, J16
- 10.12 Creates Personal Care Plans and acquires advance Care Plan information as required. D7, D12
- 10.13 Complies with industry standards for documentation. D1
- 10.14 Maintains Integrated Progress Notes by documenting physical, social, cognitive, and emotional abilities, as well as nutritional and medication needs, when necessary. D4, D5, D8
- 10.15 Maintains accurate records. D10
- 10.16 Reports incidents according to facility protocols. G11
- 10.17 Gathers participant feedback by conducting surveys and reviewing client participation records. F3 & F5
- 10.18 Evaluates program effectiveness by performing audits and reviewing goals and objectives. F4, F6, F10
- 10.19 Analyzes surveys. F9
- 10.20 Complies with Manitoba Health and the facility's standards. F1, F11
- 10.21 Provides feedback to management through the Uses of Continuous Quality Indicators. F7, F8



## Conclusion

Curriculum Consultants, Sandra Sukhan and Craig Edwards from RRC's Program and Curriculum Development (PCD) department are pleased to have had the opportunity to provide guidance and support for curriculum redevelopment of the **Recreation Facilitator for Older Adults** Certificate Program for the School of Continuing and Distance Education.

Thank you to Gail Mireau, Program Manager - Education, Environment, and Foundation Studies and Lynnette Ribachuk, Program Facilitator, for their support as well as the following full and part time program instructors who gave their time and energy over and above their regular roles to help redevelop the program curriculum framework: Terry Maryk, Julie Dubuc, Cindy Greenlay-Brown, Maem Slater-Enns; and DACUM participant, Christine Schroeder-Hubert.

PCD s Curriculum Consultants strongly believe the success of RRC graduates is fostered by intentional improvements focused on currency and relevancy to ensure the highest level of program quality and consistency. We expect the redevelopment process and resulting curriculum framework detailed in this report will help to ensure that the Graduate Profile and related learning outcomes are directly related to occupational competencies regardless of delivery method or location. Specifically, we anticipate the curriculum framework will assist in improving the program through a review of all course content, assessments, and delivery methods, as well as the selection of relevant learning activities, teaching strategies, and assignments.

Thank you for your time and energy in improving your program.