Therapeutic Recreation
PLAR Candidate Guide
Prior Learning Assessment and Recognition (PLAR)
The Therapeutic Recreation diploma program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

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Table of contents

Why consider a PLAR assessment? ................................................................................. 5
What are the PLAR options? ......................................................................................... 5
  Option A: Individual course challenge ................................................................. 5
  Fees: ...................................................................................................................... 5
How many courses can be challenged through PLAR? ........................................... 5
Which courses are PLAR-ready? ............................................................................... 6
Is PLAR available at any time of the year? ............................................................... 7
Is it easier to challenge a course through PLAR or take the course? ...................... 7
Methods of assessing prior learning ......................................................................... 8
If I live out of town, do I have to travel to a main campus to do PLAR? ................. 8
What if I have a disability & need equity accommodations? .................................. 8
Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?... 8
Contact us ................................................................................................................. 9
The PLAR Process .................................................................................................... 10
Guiding principles for developing a PLAR evidence file ....................................... 11
Types of evidence ..................................................................................................... 11
How long will it take to prepare evidence for PLAR? .............................................. 12
Steps to complete a self-audit .................................................................................. 12
Self-audit guide(s) .................................................................................................... 13
  APHY 189 - Anatomy and Physiology ................................................................. 13
  HUMD 188 – Human Growth and Development ............................................... 19
  HUMR 186 – Interpersonal Skills ....................................................................... 23
  MTER 180 – Medical Terminology .................................................................. 25
  PRAC 177 – Practicum 1 ..................................................................................... 27
  PSYC 188 – Psychology A .................................................................................. 29
  PSYC 189 – Psychology B .................................................................................. 32
  THRC 182 – Foundations of Therapeutic Recreation ......................................... 35
  THRC 183 – Physical and Cognitive Disabilities in Therapeutic Recreation Practice ... 38
  THRC 184 – Therapeutic Recreation Process ..................................................... 41
  THRC 187 – Introduction to Therapeutic Recreation Profession ......................... 44
  THRC 188 – Research and Evaluation ................................................................ 46
  THRC 190 - Health Promotion in Therapeutic Recreation .................................. 49
 EMPL 180 – Employability Skills ..................................................................... 17
  THRC 285 – Therapeutic Recreation and Inclusive Leisure Services ................... 52
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
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<tbody>
<tr>
<td>THRC 289</td>
<td>Therapeutic Recreation and Aging</td>
<td>55</td>
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<tr>
<td>THRC 281</td>
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</tr>
<tr>
<td>THRC 283</td>
<td>Mental Health, Addictions and Therapeutic Recreation</td>
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</tr>
<tr>
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<tr>
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<td>Issues and Trends in Therapeutic Recreation</td>
<td>83</td>
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<tr>
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<td>Facilitation Techniques in Therapeutic Recreation</td>
<td>85</td>
</tr>
<tr>
<td>PRAC 281</td>
<td>Block Practicum 3</td>
<td>87</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>Appendix A</td>
<td>Exam proctor form</td>
<td>91</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Employment validation letter</td>
<td>92</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Evidence binder - cover page template</td>
<td>93</td>
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</table>
Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people’s lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Therapeutic Recreation diploma program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student.

**Option A: Individual course challenge**

If you have a minimum of year of successful experience (in the past 5 years) in Therapeutic Recreation, or related field, and have learned the skills and knowledge for one or more of the Therapeutic Recreation Diploma program courses, you may apply to be assessed for each applicable course.

**Option B: Block practicum challenge**

If you have the minimum work experience described in Option A and have obtained credit through coursework or PLAR for all other courses in the Therapeutic Recreation program, you may be eligible to PLAR the three practicums in one block.

**Fees:**

- There will be a charge for each individual course or block practicum assessment.
- For a listing of the specific PLAR fees, check the PLAR database. If a course is not listed, please call the Saskatchewan Polytechnic Call Centre at 1-866-467-4278 and ask to speak to Anne Robins, instructor and PLAR consultant for the Therapeutic Recreation Diploma program.

**How many courses can be challenged through PLAR in the Therapeutic Recreation diploma program?**

Currently we have 16 out of 17 first year courses and 11 out of 13 second year courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.
## Which courses are PLAR-ready?

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>PLAR Challenge(s) available through program</th>
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Therapeutic Recreation Diploma program profile

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<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
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**Block Practicums**

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*Note*: These four courses are taught by the School of Arts and Sciences. If you wish to PLAR one of these courses, please ask Anne Robins, PLAR contact person for the Therapeutic Recreation program, to refer you to the appropriate contact person.

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**Is PLAR available at any time of the year?**

PLAR challenges are currently being offered September 1 through May 15.

**Is it easier to challenge a course through PLAR or take the course?**

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.
Methods of assessing prior learning

Assessment methods measure an individual’s learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- standardized tests
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website: http://saskpolytech.ca/student-services/support/counselling-services.aspx

Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?

Transfer Credit

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer credit guidelines may be found at: http://saskpolytech.ca/admissions/resources/transfer-credit.aspx

It is the student’s responsibility to check with Registration Services for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact the Call Centre at 1-866-467-4278 and ask to speak to a Saskatchewan Polytechnic educational counsellor.
Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

Contact us

If, after reviewing the information in this Guide, *you would like to go ahead with PLAR* for one or more courses, please contact Anne Robins, the PLAR contact person for the Therapeutic Recreation Diploma program.

Anne Robins, Instructor
Therapeutic Recreation Program
Saskatchewan Polytechnic
Saskatoon Campus, Avenue W location
306-659-4905
anne.robins@saskpolytech.ca

If, after reviewing this Guide, *you are uncertain whether you should go ahead with PLAR* or consider other options such as transfer credit, equivalency credit, or course enrolment, please contact the Counselling Services Office at a campus closest to you.

Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
MooseJawCounselling@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
PrinceAlbert.Counselling@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
ReginaCounselling@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
SaskatoonCounselling@saskpolytech.ca
Prior Learning Assessment and Recognition process

1. Consult with PLAR designated contact
   - call 1-866-467-4278 & speak with an education counsellor
   - identify goals
   - discuss process & forms
   - identify courses for challenge

2. Complete application to PLAR
   - meet with program head/faculty
   - review the self-audit
   - determine eligibility
   - obtain approval for PLAR

3. Schedule PLAR audit meeting
   - consult with program faculty responsible for each PLAR
   - confirm assessment methods & procedures

4. Develop an action plan
   - follow an action plan
   - review your skills & knowledge
   - collect, create & compile evidence
   - obtain validations
   - meet timelines

5. Pay assessment fees

6. Prepare for prior learning assessment

7. Challenge facilitated by assessor

8. Challenge evaluated by assessor

9. Results submitted to Saskatchewan Polytechnic registration services

10. Candidate notified of results
   - see academic transcript

Successful:
Not successful:
- letter sent
  - consult with program head
  - register for course
  - grade appeal process available
Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your action plan. Check with the PLAR designated contact before you begin to gather evidence.

2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
   - It is your responsibility to create, collect and compile relevant evidence – if required.

3. Learning must be current; having occurred within the last 5 years.

4. The evidence should demonstrate the skills and knowledge from your experiences.

5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.

Ensure that you provide full evidence to your Therapeutic Recreation Diploma program faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- written descriptions and analysis
- workplace validations
- job descriptions
- work samples (intervention outlines, sample goals and objectives, etc.)

All documents that are submitted to Saskatchewan Polytechnic may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.
How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

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<thead>
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<th>Level</th>
<th>Description</th>
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<tr>
<td>Competent</td>
<td>I can work independently to apply the learning outcome.</td>
</tr>
<tr>
<td>Functional</td>
<td>I need some assistance in using the outcome.</td>
</tr>
<tr>
<td>Learning</td>
<td>I am developing skills and knowledge for this area.</td>
</tr>
<tr>
<td>None</td>
<td>I have no experience with the outcome.</td>
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</tbody>
</table>

Learning outcomes
For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.

3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.

4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:

   - How do I currently use this outcome?
   - What previous training have I had in this outcome: workshops, courses, on-the-job?
   - What personal development or volunteer experience do I have in this area?

   Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in step 3 – PLAR process of the candidate process for prior learning assessment.
Self-audit guide(s)

Year 1

APHY 189 - Anatomy and Physiology
You will be introduced to the study of the human body and how it functions efficiently. You will study various body systems that are of critical importance for the promotion and maintenance of health.

Credit Units: 3.0
Equivalent Course(s): APHY 188, APHY 282, NURS 111

<table>
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<tr>
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<tr>
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</table>

1. Describe the anatomical and organizational levels of the body.
   - Describe the interrelationship between anatomy and physiology
   - Describe the characteristics of life
   - Describe the organizational levels in the body
   - Describe homeostasis and various homeostatic mechanisms
   - Describe anatomical position and directional terms of reference
   - Describe the locations of the body cavities and membranes
   - State the anatomical terms for the parts of the body and abdominal regions
   - Describe the organs located in the body cavities

2. Describe the chemical constituents, structure and functions of the cell.
   - Define elements, atoms, chemical bonds and the concept of pH
   - Describe the major groups of inorganic substances in the cell and their functions
   - Describe the major groups of organic compounds /substances in the cell and their functions
   - Describe the structure and function of the cell membrane and cellular cytoplasm
   - Describe the cell nucleus and its parts, including their functions
   - Describe each type of cytoplasmic organelle and explain its functions
   - Describe cellular transplant mechanisms
   - Describe mitosis and meiosis and the role of each in the body
3. Describe the characteristics and functions of tissues, membranes and the integumentary system of the body.

- Describe characteristics, location and function of epithelial tissue
- Describe characteristics, location and function of seven types of connective tissue
- Describe characteristics, location and function of muscle tissue
- Describe the location and function of the nerve tissue
- Describe the locations and functions of the three types of membranes
- Describe the functions of the integumentary system
- Describe the structure and function of the two layers of the skin, and the subcutaneous layer
- Describe the structure and functions of the four accessory organs of the skin

4. Describe the structure and function of the skeletal system, articulations and the muscular system.

- Describe the functions of bones
- Describe the bones involved in the axial and appendicular skeleton
- Describe the three types of articulations including examples of each in the body
- Describe the functions and terms of the muscular system
- Describe the major skeletal muscles

5. Describe the structures and general functions of the nervous and endocrine systems.

- Describe the general functions and neuron types of the nervous system
- Describe the classifications of the nervous system
- Describe the location and general functions of the brain, its major divisions, and describe the location and function of the spinal cord
- Describe the major functions and hormone actions of the endocrine system, and its relationship to the nervous system
- Describe the locations and major hormones of eight endocrine glands

6. Describe the components of blood and their functions and the role of the heart in the cardiovascular system.

- Describe the body fluid compartments
## APHY 189 - Anatomy and Physiology

<table>
<thead>
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<th>Competent:</th>
<th>Functional:</th>
<th>Learning:</th>
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<td>I can work independently to apply the outcome.</td>
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</table>

- Describe the characteristics and functions of blood
- Describe the characteristics of blood cells
- Describe the blood plasma and its functions
- Describe the anatomy of the heart
- Describe the pathway of blood through the heart
- Describe the cardiac cycle and heart sounds

7. Describe the structure and functions of the circulatory system (cardiovascular and lymphatic) and respiratory system.
   - Describe the pulmonary and systemic circulation
   - Describe the types of blood vessels and their characteristics
   - Describe the venous drainage system
   - Describe the lymphatic system
   - Describe the functions of respiratory system
   - Describe the upper respiratory tract
   - Describe the lower respiratory tract
   - Describe the structure and function of the lungs

8. Describe structures and general functions of digestive, urinary and reproductive systems.
   - Describe the functions and divisions of the digestive system
   - Describe the structure and function of the digestive system organs
   - Describe the functions and structure of the urinary system and its organs
   - Describe the structure and function of the male reproductive system
   - Describe the structure and function of the female reproductive system
PLAR assessment methods
If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, such as the challenge exam described below. Expectations will be clarified at a consultation meeting. Since this course is taught by the School of Arts and Sciences, Anne Robins, PLAR contact person for the Therapeutic Recreation program, may refer you to another contact person for consultation.

1. Challenge exam
   - Candidate will be required to pass a 50 minute examination with a minimum mark of 60%
   - Candidate is tested on theory
   - The closed book exam consists of multiple choice questions

Resources
A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) APHY 189 – Anatomy & Physiology, course manual, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus
EMPL 180 – Employability Skills
You will receive instruction and practice in written communication skills needed for the workplace. You will develop effective job search strategies. Emphasis will be placed on communicating a professional image.

Credit unit(s): 3.0
Equivalent course(s): COM 103, COM 105, COMM 292

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1. Create business correspondence.
   - Demonstrate principles of effective writing
   - Write unified, coherent paragraphs
   - Write memos
   - Write business letters

2. Use professional email practices.
   - Describe professional email protocol
   - Demonstrate a professional tone for email messages
   - Write effective subject lines

3. Write an incident report.
   - Discuss accurate reporting in the workplace
   - Discuss objectivity in reporting
   - Discuss incident report templates
   - Write an incident report

4. Assess personal marketable skills.
   - Assess personal practical skills
   - Assess personal employability skills
   - Analyze the key skills required for this profession

5. Write a resume.
   - Construct skills categories for a resume
   - Create a personal resume
   - Adapt a resume for online application

6. Describe portfolio development.
**EMPL 180 – Employability Skills**

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- Describe portfolio documents to verify practical skills
- Describe portfolio documents to verify employability skills

7. Apply job interview skills.

- Discuss the interview process
- Discuss interview behaviour
- Describe behavioural interview questions and answers

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, such as the examples listed below. Expectations will be clarified at a consultation meeting. Since this course is taught by the School of Arts and Sciences, Anne Robins, PLAR contact person for the Therapeutic Recreation program, may refer you to another contact person for consultation. Please do not compile an evidence file until after the consultation meeting.

1. **Evidence file**

   An interview with the program head/faculty may be required to clarify evidence.
   - Portfolio of workplace correspondence
   - Sample of completed incident report **OR** take-home assignment
   - Current resume
   - Letter of application to PLAR in recognized letter format with persuasive skills sell
   - Letter from HR indicating positive interview skills **OR** challenge exam

**Resources**

A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.
**HUMD 188 – Human Growth and Development**
You will learn the physical, sensory, perceptual, cognitive, social, and personality stages of human growth and development from conception to death.

**Credit unit(s): 4.0**

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1. **Describe growth and development from conception to the birth process.**
   - Describe the scientific study of human development
   - Discuss contemporary developmental psychology
   - Understand research designs and methods of human development
   - Describe biology and evolutionary theories
   - Understand psychoanalytic theories
   - Discuss learning theories
   - Discuss cognitive theories
   - Discuss systems theory
   - Understand the process of conception
   - Discuss pregnancy and prenatal development
   - Understand issues in prenatal development
   - Describe birth and the neonate

2. **Describe growth and development in infancy and early childhood.**
   - Describe the physical changes in infancy
   - Describe the sensory skills in infancy
   - Understand perceptual skills in infancy
   - Describe cognitive changes in infancy
   - Explain learning, categorizing, and remembering in infancy
   - Understand the beginnings of language in infancy
   - Understand the theories of social and personality development in infancy
   - Discuss attachment in infancy
   - Describe personality, temperament, and self-concept in infancy
   - Discuss effects of nonparental care in infancy
### HUMD 188 – Human Growth and Development

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- Describe physical changes in early childhood
- Describe cognitive changes in early childhood
- Discuss changes in language in early childhood
- Discuss differences in intelligence in early childhood
- Discuss the theories of social and personality development in early childhood
- Describe family relationships and structure in early childhood
- Describe peer relationships in early childhood
- Discuss personality and self-concept in early childhood
- Discuss gender development in early childhood

#### 3. Describe growth and development in middle childhood and adolescence.

- Describe the physical changes in middle childhood
- Describe cognitive changes in middle childhood
- Discuss schooling in middle childhood
- Discuss learners with exceptionalities in middle childhood
- Explain theories of social and personality development in middle childhood
- Describe self-concept in middle childhood
- Discuss advances in social cognition in middle childhood
- Discuss social relationships in middle childhood
- Describe influences beyond family and peers in middle childhood
- Describe the physical changes in adolescence
- Discuss adolescent sexuality in adolescence
- Describe adolescent health in adolescence
- Describe the changes in thinking and memory in adolescence
- Discuss schooling in adolescence
- Explain the theories of social and personality development in adolescence
- Describe self-concept in adolescence
- Discuss moral development in adolescence
### HUMD 188 – Human Growth and Development

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- Describe social relationships in adolescence

4. Describe growth and development in early and middle adulthood.

- Describe physical functioning in early adulthood
- Discuss health promotion and wellness in early adulthood
- Explain cognitive changes in early adulthood
- Discuss post-secondary education in early adulthood
- Explain the theories of social and personality development in early adulthood.
- Discuss intimate relationships in early adulthood.
- Describe parenthood and other relationships in early adulthood
- Explain the role of worker in early adulthood
- Describe the physical changes in middle adulthood
- Discuss health promotion and wellness in middle adulthood
- Describe cognitive functioning in middle adulthood
- Describe the theories of social and personality development in middle adulthood
- Describe changes in relationships and personality in middle adulthood
- Discuss mid-life career issues in middle adulthood

5. Describe growth and development in late adulthood and the end of life.

- Explain variability in late adulthood
- Describe the physical changes in late adulthood
- Describe mental health in late adulthood
- Describe cognitive changes in late adulthood
- Explain the theories of social and personality development in late adulthood
- Discuss individual differences in late adulthood
- Describe social relationships in late adulthood
- Discuss career issues in late life

6. Describe death, dying and bereavement.

- Describe the experience of death
### HUMD 188 – Human Growth and Development

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- Explain the meaning of death across the lifespan
- Describe the process of dying
- Discuss the experience of grieving

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more ways, such as an evidence file, written exam, skills demonstration, and/or assignments. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Since this course is taught by the School of Arts and Sciences, Anne Robins may refer you to another contact person for consultation.

### Resources

A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.
HUMR 186 – Interpersonal Skills

You will be introduced to the importance of interpersonal skills in the human services professions. You will develop effective listening and speaking behaviors that facilitate client interactions.

Credit unit(s): 3.0
Equivalent course(s): COMM 291, COMM 295, NEPS 114, NURS 114

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1. Discuss the importance of interpersonal skills in the human service field.
   - Describe the interpersonal qualities needed to be an effective helper
   - Describe the communication process
   - Explain the inter-relationship of the various elements of communication
   - Demonstrate effective listening
   - Interpret non-verbal behaviour

2. Describe the effects of self-concept and perception on interpersonal relationships.
   - Explain how self-concept affects communication
   - Discuss factors that shape the self-concept
   - Explain how perception affects communication
   - Discuss factors that influence perception
   - Identify common perceptual errors

3. Create a positive communication climate.
   - Identify confirming and disconfirming messages
   - Identify defensiveness producing and defensiveness reducing behaviours
   - List common defensive responses
   - Offer feedback/criticism
   - Accept feedback/criticism

4. Describe the unique features of a helping relationship.
   - Identify the stages of a helping relationship
   - Explain how to establish trust in a helping relationship
   - Explain how to facilitate the working stage of the helping relationship.
**HUMR 186 – Interpersonal Skills**

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- Recognize barriers to effective communication
- Discuss ways to overcome barriers to communication

5. Integrate helping skills in interactions.

- Identify attending behaviours
- Demonstrate effective questioning skills
- Demonstrate clarifying skills
- Demonstrate reflection of feelings

6. Demonstrate assertiveness.

- Discuss the importance of assertive behaviour
- Explain aggression and assertion
- Use the assertive message format

7. Describe the ethical issues in helping relationships.

- Define ethical behaviour
- Describe typical ethical issues that arise in the human service field
- Describe behaviour objectively
- Describe the importance of self-disclosure, role boundaries, and confidentiality required in a helping relationship
- Recognize information that must be shared with the supervisor

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more ways, such as an evidence file, written exam, skills demonstration, and/or assignments. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Since this course is taught by the School of Arts and Sciences, Anne Robins may refer you to another contact person for consultation.

**Resources**

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MTER 180 - Medical Terminology

You will learn to use the prefixes, suffixes and combining forms from which medical terms are derived. You will also learn to use medical abbreviations.

Credit unit(s): 1.0
Equivalent course(s): MED 161

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1. Apply the rules for construction and analysis of medical terms.
   - State the components and combinations used
   - State the rules for word construction and analysis
   - State the rules for word pronunciation and spelling

2. Apply the rules for using medical suffixes, combining forms and prefixes.
   - Use suffixes which relate to medical conditions
   - Use suffixes which relate to technical procedures
   - Use general suffixes commonly used in the medical field
   - Use combining forms which relate to body systems
   - Use general combining forms that are commonly used in the medical field
   - Use prefixes which relate to direction or position
   - Use prefixes which relate to colour, shape, size or number
   - Use general prefixes that are commonly used in the medical field

3. Interpret medical abbreviations.
   - Interpret abbreviations and symbols related to pharmacy
   - Interpret abbreviations and symbols related to doctor’s orders
   - Interpret abbreviations and symbols related to measurement
**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following challenge exam. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program.

**Note:**

ALL Therapeutic Recreation program PLAR candidates must have an Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. **Challenge exam**
   - Candidate will be required to pass a 50 minute examination with a mark of 60%.
   - multiple choice questions
   - closed book

Upon prior approval of program head, complete a proctor form (refer to Appendix A).

**Resources**

A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.

Several medical dictionaries and medical terminology textbooks are available at:

Saskatchewan Polytechnic Saskatoon Campus library
PRAC 177 – Practicum 1

The course provides an opportunity for you to apply knowledge and principles learned in the program. You will develop interpersonal skills, leadership skills and leadership techniques, explore how the agency meets the needs of its clientele and plan, implement and evaluate therapeutic recreation programs.

Credit unit(s): 9.0
Prerequisite(s): EMPL 180 Minimum grade of 60% THRC 184 Minimum grade of 60%
HUMR 186 Minimum grade of 60% THRC 285 Minimum grade of 60%
THRC 182 Minimum grade of 60% THRC 187 Minimum grade of 60%
THRC 183 Minimum grade of 60%

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1. Complete assigned tasks under supervision.
2. Follow department and agency guidelines.
3. Display professional behavior in interactions with staff and clientele.
4. Participate in department and treatment team meetings.
5. Demonstrate awareness of roles of other staff.
6. Work as a team member.
7. Establish appropriate boundaries with clients.
8. Maintain a non-judgmental attitude to clients, staff and agency.
9. Demonstrate effective attending skills.
10. Provide the supervisor with on-going feedback about clients.
11. Deal effectively with unanticipated workload demands and crises.
12. Assist clients in intervention programs.
13. Use established procedures for documentation.
15. Plan for the delivery of an existing therapeutic recreation intervention.
16. Implement an existing therapeutic recreation intervention.
17. Evaluate the intervention that is implemented.
PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include submitting an evidence file as described below. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file until after the consultation meeting.

Note:
ALL Therapeutic Recreation program PLAR candidates must have an Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. Evidence file
   An interview with the program head/faculty may be required to clarify evidence.
   - Title page for evidence binder or file (see example in Appendix C)
   - Completion of self-audit (candidate guide).
   - Description of agency, clientele, job roles and responsibilities.
   - Work samples:
     - intervention/program outline including goals and objectives (developed by candidate).
   - Candidate must have completed 420 hours employment at one agency in the past five years.
   - Performance evaluations (optional).

Resources
A PLAR candidate may find it beneficial to review related learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.

Online resources include Standards of Practice developed by the Canadian Therapeutic Recreation Association http://canadian-tr.org/
PSYC 188 – Psychology A
You will be introduced to the scientific study of human behaviour. You will study psychology as a discipline of neuroscience and behaviour, sensation and perception, state of consciousness, learning, and memory.

Credit unit(s): 3.0
Equivalent Courses: PSYC 184

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1. Describe the discipline of psychology and the scientific study of human behaviour.
   - Define the science of psychology and its goals
   - Outline the research methods used in psychology
   - Discuss the ethical framework for psychology research
   - Discuss historical and current psychology perspectives

2. Identify the structural and functional relationship of biology and behaviour.
   - Explain the structure and functions of neurons and neurotransmitters
   - Outline the structures and functions of the central nervous system
   - Outline the parts of the brain and their functions
   - Outline the structures and functions of the peripheral nervous system
   - Outline the structures and functions of the endocrine system

3. Identify and explain the processes of sensation and perception.
   - Explain the principles and processes of human sensation
   - Identify the structures and processes related to human vision, hearing, smell, taste, touch and balance
   - Explain the principles and processes of human perception

4. Define and describe states of consciousness and ways in which consciousness is altered.
   - Explain the mechanism of consciousness
   - Explain the structures and process of circadian rhythms
   - Describe the processes involved in sleep
   - Discuss means of altering consciousness

5. Identify, explain and differentiate the processes of classical, operant and cognitive learning.
   - Explain classical conditioning
### PSYC 188 – Psychology A

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- Explain operant conditioning
- Explain behaviour modification
- Explain cognitive learning

6. Describe and discuss the processes of memory.

- Outline the models and systems involved in memory
- Describe the processes of remembering and retrieval
- Describe the biological elements of memory
- Discuss forgetting
- Discuss methods of enhancing memory

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file, essays, and/or challenge exam. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file or compose essays until after the consultation meeting.

**Note:**

ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. **Evidence file**

   Requirements for evidence file:
   - Binder – separated into sections and each section is clearly identified as to what is within the section
   - Title page for evidence binder or file (see example in Appendix C)
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   - A personal resume detailing the relevant work history of the candidate.
   - Job description – current and/or previous placements of work.
   - If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

2. **Two Essays**

   The assignments are required to be:
- 2–3-typed (double spaced) pages of content, as well as a cover page for each assignment
- APA format

3. **Challenge exam** (see Exam Proctor Form in Appendix A)
   - Passing mark is 60 %
   - Matching and short answer

**Resources**

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PSYC 189 – Psychology B
You will to continue to examine the scientific examination of human behaviour introduced in PSYC 188 Psychology A. You will study intelligence, cognition and language, motivation and emotion, social psychology, personality, health and stress.

Credit unit(s): 3.0
Prerequisite(s): PSYC 188

PSYC 189 – Psychology B
Mastery: I am able to demonstrate it well enough to teach it to someone else.
Competent: I can work independently to apply the outcome.
Functional: I need some assistance in using the outcome.
Learning: I am developing skills and knowledge for this area.
None: I have no experience with the outcome.

1. Describe the structure and function of intelligence, cognition and language.
   - Discuss definitions of intelligence
   - Discuss historical and current approaches to the measurement of intelligence
   - Discuss emotional intelligence
   - Describe the processes of imagery and concept development
   - Describe the structures and processes involved in language

2. Outline theories, components and experiences of motivation and emotion.
   - Outline current theories of motivation
   - Discuss the primary drives of hunger and thirst
   - Explain the three types of social motives
   - Explain the components and processes of human emotion

3. Describe and discuss theories and world realities of social psychology.
   - Explain the concept of social perception
   - Describe attraction, conformity and group influence on social behaviour
   - Explain prejudice, discrimination and pro-social behavior
   - Describe theories and processes in aggression

4. Describe theories of personality and approaches to assessment.
   - Define personality
   - Describe neo-Freudian approaches to personality
   - Describe trait approaches to personality
   - Describe learning approaches to personality
   - Describe behavioural genetics
PSYC 189 – Psychology B

<table>
<thead>
<tr>
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</table>

- Describe approaches to personality assessment
- Describe and discuss the relationship between health, stress, illness and lifestyle.
  - Describe theories of stress
  - Explain the development of chronic stress and post-traumatic stress
  - Discuss approaches to coping with stress
  - Explain the relationships between stress and common diseases
  - Discuss the relationships between lifestyle and health

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file, discussion paper, and/or challenge exam. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file or compose essays until after the consultation meeting.

Note:
ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. Evidence file
   Required for evidence file:
   - Binder – separated into sections and each section is clearly identified as to what is within the section
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   - Signed employment validation letter on company letterhead (see letter template in Appendix B). A personal resume detailing the relevant work history of the candidate
   - Job description – current and/or previous placements of work
   - If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. Discussion Paper
   The assignment is required to be:
   - 2 – 3-typed (double spaced) pages of content, as well as a cover page
   - APA format
3. **Challenge exam** (see Exam Proctor Form in Appendix A)
   - Passing mark is 60%
   - Multiple choice, true & false and essay

**Resources**

A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.
THRC 182 – Foundations of Therapeutic Recreation

You will study the basic concepts necessary for formulating a philosophical and theoretical foundation in therapeutic recreation. You will explore the definitions, terms and concepts used in the field, the philosophy behind the profession, the history and development of the profession and current service delivery models.

Credit unit(s): 4.0

<p>| THRC 182 – Foundations of Therapeutic Recreation | Mastery: I am able to demonstrate it well enough to teach it to someone else. | Competent: I can work independently to apply the outcome. | Functional: I need some assistance in using the outcome. | Learning: I am developing skills and knowledge for this area. | None: I have no experience with the outcome. |</p>
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<tbody>
<tr>
<td>1. Explain the difference between recreation, leisure and play.</td>
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<td>▪ Describe why people play</td>
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<td>▪ Describe concepts related to play, leisure and recreation</td>
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<td>2. Discuss leisure in its historical context.</td>
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<td>▪ Describe why it is important to consider the history of leisure</td>
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<td>▪ Describe leisure at various points in history</td>
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<td>3. Discuss the nature and characteristics of persons with disabilities.</td>
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<td>▪ Differentiate between impairment, disability and handicap</td>
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<td>▪ Differentiate between impairment, activity and participation</td>
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<td>▪ Differentiate between chronic and acute conditions</td>
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<td>4. Describe concepts that form the philosophical foundation for therapeutic recreation.</td>
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<td>▪ Explore various definitions of therapeutic recreation</td>
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<td>▪ Describe the progression of TR as a profession in the United States</td>
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- Describe the history of the Canadian Therapeutic Recreation Association

7. Discuss how therapeutic intervention can meet physical, social, emotional, spiritual and cognitive needs.
- Describe the five dimensions of health
- Identify benefits of recreation and leisure involvement
- Identify benefits of therapeutic recreation involvement

8. Describe the therapeutic relationship in therapeutic recreation.
- Describe the concept of a therapeutic relationship
- Describe phases in the therapeutic relationship
- Describe characteristics of a therapeutic relationship in TR

9. Explain the difference between various therapeutic recreation service delivery models.
- Discuss considerations in TR conceptual models
- Describe considerations in selecting, analyzing and evaluating TR models
- Describe various TR models
- Describe elements that are common to TR models

10. Describe the current status of therapeutic recreation as a profession.
- Describe the characteristics of a profession
- Evaluate TR against the criteria for a profession

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more ways, which may include the following evidence file, candidate interview, and/or essay assignment. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file or an essays until after the consultation meeting.

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1. **Evidence file**

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2. **Candidate interview**

To demonstrate a clear understanding of the differences in basic concepts necessary for formulating a philosophical and theoretical foundation in therapeutic recreation. You will be required to define the terms and concepts used in the field, the philosophy behind the profession, demonstrate an understanding of the history and development of the profession and current service delivery models.

3. **Essay: Therapeutic Recreation discussion paper (4 - 6 pages)**

Purpose: To explore the historical aspects of leisure and therapeutic recreation, to demonstrate an understanding of the therapeutic potential of recreation and your understanding of the foundations for the philosophy of therapeutic recreation. A summary of the concepts that relate to your own philosophy are to be included along with your own personal philosophical statement of therapeutic recreation.

**Resources**

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THRC 183 – Physical and Cognitive Disabilities in Therapeutic Recreation Practice

You will study the etiology, symptoms and characteristics of common physical and cognitive disabilities and their impact on individuals. You will be introduced to the current practices of therapeutic recreation when supporting individuals with physical and cognitive disorders.

Credit unit(s): 4.0

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1. Describe pervasive development disorder.
   - Identify the etiology of pervasive developmental disorders
   - Describe the symptoms of pervasive developmental disorders
   - Describe the impact of pervasive developmental disorders
   - Describe considerations in applying the TR process to individuals with pervasive developmental disorders
   - Describe the purpose of different interventions in working with individuals with pervasive developmental disorders

2. Describe intellectual disabilities.
   - Identify the etiology of intellectual disabilities
   - Describe the symptoms of intellectual disabilities
   - Describe the impact of intellectual disabilities
   - Describe considerations in applying the TR process to individuals with intellectual disabilities
   - Describe the purpose of different interventions in working with individuals with intellectual disabilities

3. Describe acquired brain injuries.
   - Identify the etiology of acquired brain injuries
   - Describe the symptoms of acquired brain injuries
   - Describe the impact of acquired brain injuries
   - Describe considerations in applying the TR process to individuals with acquired brain injuries
   - Describe the purpose of different interventions in working with individuals with acquired brain injuries

4. Describe neuromuscular disorders.
   - Identify the etiology of neuromuscular disorders
   - Describe the symptoms of neuromuscular disorders
## THRC 183 – Physical and Cognitive Disabilities in Therapeutic Recreation Practice

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- Describe the impact of neuromuscular disorders
- Describe considerations in applying the TR process to individuals with neuromuscular disorder
- Describe the purpose of different interventions in working with individuals with neuromuscular disorders

5. Describe cardiovascular disorders.
- Identify the etiology of cardiovascular disease
- Describe the symptoms of cardiovascular disease
- Describe the impact of cardiovascular disease
- Describe considerations in applying the TR process to individuals with cardiovascular disease
- Describe the purpose of different interventions in working with individuals with cardiovascular disease

6. Describe convulsive disorders.
- Identify the etiology of convulsive disorders
- Describe the symptoms of convulsive disorders
- Describe the impact of convulsive disorders
- Describe considerations in applying the TR process to individuals with convulsive disorders
- Describe the purpose of different interventions in working with individuals with convulsive disorders

7. Describe human immunodeficiency virus (HIV) disease.
- Identify the etiology of HIV disease
- Describe the symptoms of HIV disease
- Describe the impact of HIV disease
- Describe considerations in applying the TR process to individuals with HIV disease
- Describe the purpose of different interventions in working with individuals with HIV disease

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2. **Challenge exam – 60 % pass mark** (see Exam Proctor Form in Appendix A)
   - A two hour exam consisting of multiple choice, matching and short answer questions.

   **Sample question:**
   1. This disease process involved spontaneously appearing lesions in the spinal cord or brain at nerve endings.
      a) Spina bifida
      b) Spinal cord injury
      c) Cerebral palsy
      d) Multiple sclerosis
      e) Muscular dystrophy

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**THRC 184 – Therapeutic Recreation Process**

You will study the principles and procedures of the therapeutic recreation process. You will examine the various responsibilities that the therapeutic recreation professional has in providing accountable, client-based service. You will learn client assessment, individual and group program planning, activity analysis, adaption, protocols, documentation and evaluation will all be examined in term of their importance in developing therapeutic recreation programs.

**Credit unit(s):** 4.0  
**Prerequisite(s):** THRC 182, Minimum grade of 60

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1. Examine the role of accountability in therapeutic recreation service provision.
   - Describe accountability
   - Examine the relationship between interventions and accountability
   - Describe the relationship between client outcomes and accountability
   - Describe components that influence accountability

2. Describe the therapeutic recreation process of APIE (Assessment, Planning, Implementation and Evaluation).
   - Describe the therapeutic recreation process of APIE
   - Describe the characteristics of the therapeutic recreation process

3. Describe the Leisure Ability Model.
   - Describe the client-oriented approach to therapeutic recreation?
   - Describe the role of the Therapeutic Recreation specialist in the Leisure Ability Model

4. Apply the principles of therapeutic recreation program design.
   - Describe comprehensive program design
   - Describe specific program design
   - Develop goals and objectives

5. Apply activity analysis.
   - Describe activity analysis
   - Identify the requirements for each domain as they relate to activity analysis

6. Discuss considerations in the selection, adaptation and modification of interventions.
   - Identify considerations in the selection of activities
### THRC 184 – Therapeutic Recreation Process

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- Identify considerations when modifying activities

7. Describe treatment and diagnostic protocols.
   - Describe the general concept of protocols
   - Describe treatment or intervention protocols
   - Describe diagnostic protocols

8. Describe the role of assessment in therapeutic recreation.
   - Describe the key aspects of assessment as it relates to therapeutic recreation
   - Describe the stages of assessment planning
   - Describe the stages of assessment implementation

9. Apply the process of documentation.
   - Describe documentation
   - Describe various forms of charting
   - Describe different types of documentation
   - Demonstrate various forms of charting

10. Describe the role of evaluation in therapeutic recreation.
    - Describe evaluation
    - Describe the stages of evaluation
    - Describe types of evaluation

### PLAR assessment methods

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2. **Challenge exam – 60 % pass mark** (see Exam Proctor Form in Appendix A)
   - A two hour exam consisting of multiple choice, matching and short answer questions.

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THRC 187 – Introduction to Therapeutic Recreation Profession

You will develop an understanding of the diversity of the field of therapeutic recreation. You will focus on understanding the agency, the needs of the client population and the role of therapeutic recreation in supporting individuals with disability, illness and/or chronic illness. You will learn the specific skills needed to work in this field.

Credit unit(s): 3.0

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1. Describe agency, client group and resources.
   - Describe the agencies where TR professionals work
   - Describe various client groups with whom TR professionals might work
   - Describe the resources that are utilized at various TR agencies

2. Identify roles and responsibilities of Therapeutic Recreation professionals.
   - Describe the tasks that TR professionals complete
   - Describe the relationship between TR professionals and other members of the healthcare team

3. Describe therapeutic recreation services and programs specific to sites and/or agencies.
   - Identify the types of TR interventions that occur in specific settings
   - Describe specific TR interventions that occur in specific settings

4. Evaluate the specific skills needed for a career in therapeutic recreation.
   - Define interdisciplinary team
   - Define transdisciplinary team
   - Define the healthcare occupations: occupational therapist, physical therapist, recreation therapist, psychologist, psychiatrist, speech language pathologist

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file and/or structured interview. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file until after the consultation meeting.
Note:
ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. Evidence file
Requirements for evidence file:
- Binder – separated into sections and each section is clearly identified as to what is within the section.
- A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to cover page template in Appendix C.
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- A personal resume detailing the relevant work history of the candidate.
- Job description – current and/or previous placements of work.
- Volunteer work – must include agency validation letter of volunteer activities and hours.
- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only).

2. Structured interview
- Candidate interview – to demonstrate clear understanding of the role, function and responsibilities of a Therapeutic Recreation professional working in various settings.
THRC 188 – Research and Evaluation in Therapeutic Recreation

You will examine the research process, types of research, data collection, basic statistical analysis and outcome and efficacy studies. You will explore the needs and issues specific to conducting research related to therapeutic recreation.

Credit unit(s): 3.0

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1. Describe the research process.
   - Describe the rationale for conducting leisure research
   - Describe characteristics of research
   - Outline key considerations in each step of the research process
   - Describe considerations in reporting your results

2. Describe concepts related to research design.
   - Describe the difference between quantitative and qualitative research methodologies
   - Describe the role of measurement in research
   - Describe different classifications of variables
   - Describe the terms validity and reliability
   - Describe considerations related to experimental research design

3. Describe common methods of data collection.
   - Identify considerations related to common data collection methods
   - Describe a rationale for a multi-method approach to conducting research

4. Identify basic statistical concepts and procedures.
   - Describe the goals of data analysis
   - Describe descriptive analysis

5. Interpret research findings in professional journals.
   - Identify strategies for reading research
   - Identify ways that you can utilize research results

6. Describe research needs in the field of therapeutic recreation.
   - Describe why conducting research in the field of therapeutic recreation is important
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- Describe historical trends in therapeutic recreation research
- Describe efforts to advance therapeutic recreation research
- Describe current goals of therapeutic recreation research
- Describe the role of practitioners in therapeutic recreation research
- Describe the role of outcome and efficacy studies in the field of therapeutic recreation.
- Describe why it is important to do outcome based or efficacy studies in therapeutic recreation
- Describe the steps for conducting outcome research in therapeutic recreation
- Describe the concept of goal attainment scaling as it relates to efficacy studies

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file and/or challenge exam. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file until after the consultation meeting.

**Note:**

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**1. Evidence file**

Requirements for evidence file:
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- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only).
2. **Challenge exam** (see Exam Proctor Form in Appendix A)
   - Passing mark is 60 %
   - Matching and short answer

**Sample Questions:**

1. Outline five differences between qualitative and quantitative research.
2. Briefly describe the seven stages for the research process and what occurs during each stage.

**Resources**

A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.
THRC 190 - Health Promotion in Therapeutic Recreation

You will be introduced to the core concepts of health promotion discussing the determinants of health, and the relationship between health and leisure. You will explore the Health Promotion/Health Protection model as it relates to therapeutic recreation. You will explore strategies and resources to encourage and promote involvement in physical activity and healthy eating for all people. You will explore skills for managing risk, stress and the life/work balance and will describe the role of therapeutic recreation in health promotion and disease prevention.

Credit unit(s): 4.0

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1. Discuss health promotion in Canada.
   - Define health promotion according to The World Health Organization (WHO)
   - Discuss the future of Health Promotion and how we can benefit from health promotion
   - Discuss the challenges to health promotion programs
   - Define Population Health

2. Discuss the therapeutic recreation Health Promotion/Health Protection Model.
   - Define the terms Health Promotion and Health Protection
   - Identify the goal of the Health Promotion/Health Protection Model
   - Describe the Illness/Wellness Continuum
   - Discuss the interrelationship of physical, social, cognitive, emotional and spiritual determinants of health
   - Describe Maslow’s hierarchy of needs, explaining the importance of each level and the interrelationship of needs
   - Describe the relationship between health and recreation

   - Define stress
   - Assess own stress levels
   - Describe the stress response
   - Identify the stress response stages
   - Describe ways of preventing stress
   - Give examples of coping with stress
   - Identify resources to cope with stress
### THRC 190 Health Promotion in Therapeutic Recreation

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#### 4. Identify local community resources that support and promote health in the individual.

- Search provincial/local health promotion initiatives and identify resources available
- Identify tools and resources that support and promote physical activity and decrease sedentary behavior for people of all ages
- Identify tools and resources that support and promote healthy eating for people of all ages

#### 5. Identify physical activity and changing lifestyles among First Nations/Aboriginal people.

- Identify tools and resources that support and promote physical activity and healthy lifestyle for First Nations, Inuit and Metis people
- Explore Canada’s food guide for First Nation’s, Inuit and Metis people

#### 6. Discuss fall prevention for older adults.

- Explore the facts on falls for older adults
- Identify tips to prevent falls
- Identify tools and resources that promote and support falls prevention for older adults.

#### 7. Describe health promotion strategies for older adults living with chronic illness.

- Identify health promotion tools and resources for older adults living with chronic illness
- Identify local resources that support and promote health in the older adult

#### 8. Discuss therapeutic recreation’s role in health promotion and disease prevention.

- Identify the strengths of therapeutic recreation in health promotion
- Describe the role of therapeutic recreation in health promotion

#### 9. Describe a variety of strategies and tools to become more active in the workplace.

- Identify a variety of strategies and tools to become more active in the workplace

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**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways. Some examples include an evidence file, structured interview, assignments, and/or challenge exam. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file or other evidence until after the consultation meeting.
Note:
ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

Resources
A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.
THRC 285 – Therapeutic Recreation and Inclusive Leisure Services

You will develop an understanding of the importance of inclusive leisure services. You will also learn strategies to help facilitate individual participation, meaningful recreation and leisure opportunities.

Credit unit(s): 4.0

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1. Explore the relationship between recreation, leisure, disability, community and inclusion.
   - Describe concepts related to recreation and leisure
   - Define the terms disability and disabling conditions
   - Describe the relationship between community and inclusion

2. Describe how attitudes impact the lives of individuals with disabilities.
   - Identify the connection between attitudes and individuals with disabilities
   - Identify the impact of focusing on differences and labelling
   - Describe how you can improve your own attitude towards individuals with disabilities
   - Identify ways to improve the attitudes of others towards individuals with disabilities

3. Explain the impact of terminology and language on individuals with disabilities.
   - Describe how terminology can impact people with disabilities
   - Describe various strategies for using sensitive terminology

4. Describe the potential roles of family in the lives of individuals with disabilities.
   - Describe how families may act to support individuals with disabilities
   - Describe the impact of stress that can occur in families of individuals with disabilities

5. Describe how barriers can impact individuals with disabilities.
   - Describe terminology related to participation and barriers to participation
   - Describe the impact of an individual’s arousal level on participation

6. Describe the impact of guidelines and universal design on the provision of recreation programs for individuals with disabilities.
   - Describe the relationship between the Americans with Disabilities Act and recreation programs
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- Explain the relationship between universal design, accessibility, recreation and individuals with disabilities

7. Explain the role of recreation therapists in providing inclusive leisure services.

- Describe our role in facilitating self-determination
- Describe our role in developing leisure education
- Describe our role in promoting social interaction and friendship
- Describe our role in making reasonable adaptations

8. Describe advocacy and the advocacy process.

- Describe advocacy
- Describe the various phases of the advocacy process
- Describe the role of professionals in advocating for services

9. Describe a variety of inclusion considerations for individuals living in our communities.

- Identify considerations for inclusion for individuals with physical limitations
- Identify considerations for inclusion for individuals with cognitive limitations
- Identify considerations for inclusion for individuals with sensory limitations
- Identify considerations for inclusion related to assistive technology

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file, challenge exam, and/or case study assignment. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file or complete a case study until after the consultation meeting.

**Note:**

ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. **Evidence file**

   Requirements for evidence file:
   - Binder – separated into sections and each section is clearly identified as to what is within the section
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- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. Challenge exam (see Exam Proctor Form in Appendix A)
   - Passing mark is 60%
   - Matching and short answer

3. Case study – 20%
   - Purpose: To better understand the advocacy process, the steps involved in advocacy and the impact that a well-planned out advocacy approach can have in terms of inclusion in our communities.
   - 2 – 4 pages

Resources

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THRC 289 – Therapeutic Recreation and Aging

You will explore the relationship between leisure and aging and how to apply current therapeutic recreation practices to support older adults in a variety of settings. You will examine the myths and realities of aging and the impact of retirement, our health care system, and service delivery on older adults.

Credit unit(s): 4.0
Equivalent course(s): REC 288, THRC 185
Prerequisite(s): HUMD 188 Minimum grade of 60% (concurrent)

1. Discuss the myths and realities of aging.
   - Describe terms related to the study of aging
   - Describe the impact of aging in Canada
   - Describe considerations relative to personal health, illness and aging
   - Describe considerations relative to psychology and aging
   - Describe considerations relative to social psychology and aging

2. Describe the impact of leisure on the older adult.
   - Describe considerations related to how older individuals spend their leisure time
   - Identify the role of physical activity and fitness among older individuals
   - Examine the role of education related to the leisure choices of older individuals
   - Describe the role of volunteering related to the leisure choices of older individuals

3. Describe the impact of retirement on the older person.
   - Outline the history of retirement in North America
   - Describe the issues surrounding mandatory retirement
   - Describe the reality of retirement today

4. Describe the impact of the health care system on the older person.
   - Examine models of health care used in Canada
   - Examine different settings where health care occurs in Canada relative to an older population
   - Examine issues that the health care system will need to address

5. Describe the impact of changing trends in the delivery of leisure and health care services for older adults.
THRC 289 – Therapeutic Recreation & Aging

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- Identify a rationale for adopting a health promotion model
- Outline the components of a health promotion program
- Describe trends that will impact service delivery

6. Apply the therapeutic recreation process with the older adult.

- Identify common mental impairments in older individuals that TR professionals may address
- Outline considerations in applying the TR process with older individuals with mental impairments
- Describe the general role of leisure education with older adults

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file, candidate interview, and/or challenge exam. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file or compose essays until after the consultation meeting.

**Note:**

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1. **Evidence file**
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   - Volunteer work – must include agency validation letter of volunteer activities and hours
   - If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. **Challenge exam** (see Exam Proctor Form in Appendix A)
   - Passing mark is 60%
   - Multiple choice and short answer
3. **Candidate Interview**

- To demonstrate a clear understanding of the role of therapeutic recreation when working with seniors and each stage of the Therapeutic Recreation process relative to working with seniors.

**Resources**

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PRAC 280 – Practicum 2

You will integrate the knowledge and experience you gained from course work and practical experience. You will apply client assessment techniques, activity analysis and selection, and individual and group program-planning skills. You will also continue to develop your professional skills.

Credit unit(s): 13.0
Prerequisite(s): APHY 189 Minimum grade of 60%
MTER 180 Minimum grade of 60%
PSYC 188 Minimum grade of 60%
THRC 188 Minimum grade of 60%
THRC 284 Minimum grade of 60%
HUMD 188 Minimum grade of 60%
PRAC 177 Minimum grade of P
PSYC 189 Minimum grade of 60%
THRC 281 Minimum grade of 60%
THRC 289 Minimum grade of 60%

**PRAC 280 – Practicum 2**

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1. Build a working relationship with clients and families.
2. Build a working relationship with co-workers.
3. Work as a team member with increasing independence.
4. Employ strategies to overcome communication barriers.
5. Demonstrate flexibility in response to changing needs of client(s), co-workers, supervisor, and the agency.
6. Apply assessment techniques and tools in therapeutic recreation.
7. Report findings of assessment to treatment team.
8. Plan a leisure education session for the clientele of the agency.
9. Implement a leisure education session for the clientele of the agency.
10. Evaluate a leisure education session for the clientele of the agency.
11. Develop a new intervention for the agency.
12. Implement a new intervention for the agency.
13. Evaluate a new intervention for the agency.
PLAR assessment methods

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Note:

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1. Evidence file
   An interview with the program head/faculty may be required to clarify evidence.
   - Completion of self-audit (candidate guide).
   - Description of agency, clientele, job roles and responsibilities.
   - Work samples:
     - Intervention/program outline including goals and objectives (developed by candidate).
     - Leisure Education program outline including goals and objectives (developed by candidate).
   - Blank copies of any agency specific/developed assessment tools.
   - Intervention/program outline including goals and objectives.
   - Candidate must have completed 630 hours employment at one agency in the past five years.
   - Performance evaluations (optional).

Resources

A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.

Online resources include Standards of Practice developed by the Canadian Therapeutic Recreation Association http://canadian-tr.org/
PRAC 281 – Practicum 3
You will continue to develop your ability to assess clients, design, implement and analyze therapeutic recreation programs and apply effective leadership and professional skills. You will also examine the administrative practices of a therapeutic recreation service and conduct an in-service related to the role of therapeutic recreation.

Credit unit(s): 17.0
Prerequisite(s): PRAC 280 Minimum grade of P
THRC 189 Minimum grade of 60%
THRC 283 Minimum grade of 60%
THRC 286 Minimum grade of 60%
SOCI 185 Minimum grade of 60%
THRC 290 Minimum grade of 60%
THRC 291 Minimum grade of 60%
THRC 294 Minimum grade of 60%

PRAC 281 – Practicum 3
Mastery: I am able to demonstrate it well enough to teach it to someone else.
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1. Develop effective working relationships with community groups.
2. Describe the role of volunteers within the agency.
3. Display professional leadership skills.
5. Develop an in-service related to therapeutic recreation.
6. Deliver an in-service related to therapeutic recreation.
7. Evaluate the in-service that was implemented.
8. Write a proposal for a project that benefits the agency.
9. Develop a work-plan for a project that benefits the agency.
10. Implement all phases of the project.
11. Evaluate all phases of the project.
12. Maintain a caseload of clients.
**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file or compose essays until after the consultation meeting.

**Note:**

ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. **Evidence file**

   An interview with the program head/faculty may be required to clarify evidence.
   - Completion of self-audit (candidate guide)
   - Description of agency, clientele, job roles and responsibilities
   - Work samples:
     - Intervention/program outline including goals and objectives (developed by candidate)
     - Copies of TR promotion or in-service materials developed and delivered by the candidate
   - Candidate must have completed 840 hours employment at one agency in the past five years
   - Performance evaluations (optional)

**Resources**

A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.

Online resources include Standards of Practice developed by the Canadian Therapeutic Recreation Association [http://canadian-tr.org/](http://canadian-tr.org/).
SOCI 184 – Sociology A
The course provides an introduction to the sociological perspective and addresses the study of people as social beings. You will examine culture, socialization processes and social inequality.

Credit unit(s): 3.0
Equivalent course(s): SOCI 160

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<th>SOCI 184 – Sociology A</th>
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1. Explain the study of people as social beings.
   - Explain the sociological perspective
   - Describe the differences between sociology and the other sciences
   - Discuss the five major sociological theories
   - Identify the seven types of research methods
   - Describe the eight steps involved in sociological research
   - Discuss ethical considerations in sociological research

2. Discuss how culture influences the individual, social groups, and society.
   - Define culture and describe the components of symbolic culture
   - Identify core values in Canadian society
   - Describe the impact of new technologies on the global village

3. Describe the process of socialization.
   - Define socialization
   - Identify the theories of social development
   - Discuss gender socialization in families and through the media
   - List and describe the agents of socialization
   - Describe socialization throughout the course of a lifetime

4. Explain how social structure influences behaviour.
   - Describe the differences between macrosociology and microsociology
   - Define social structure and discuss the sociological significance of social institutions
   - Identify the different social groups in society
   - Explain symbolic interaction in the socialization process

5. Describe social stratification in terms of class, gender, ethnicity, and age.
### SOCI 184 – Sociology A

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- Describe the four major systems of social stratification
- Discuss the theories of social class
- Define gender stratification in relation to power, property, and prestige
- Discuss gender inequality in Canada
- Explain the differences between race and ethnicity
- Discuss the theories of prejudice
- Explain the social construction of aging
- Discuss the various theoretical perspectives on aging

6. Describe how society defines and responds to social deviance.

- Describe deviance in a sociological perspective
- Compare and contrast the major sociological theories on deviance
- Discuss societal reactions to social deviance

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include a challenge exam as follows. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program.

**Note:**

ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. **Challenge exam**
   - Three hours
   - Passing mark is 60%
   - Multiple choice
   - If needed, complete Appendix A – Exam proctor form (upon approval from program head)

**Sample question:**

Two groups of children are being observed by researchers who are interested in studying violent behaviour. Children in Group A watch a violent video, and after the video, the researchers observe their behaviour. Children in Group B do not watch a video, and the researchers observe their behaviour. Group B would be called the:
a) experimental group
b) Hawthorne group
c) control group
d) dependent group

**Resources**

A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.

The following videos or DVDs may be available from the Saskatchewan Polytechnic Saskatoon Campus library:

- Sociological Thinking and Research [04021]
- Culture [04022]
- Socialization [04023]
- Social Interaction, Conflict, and Change [04020]
- From Social Interaction to Social Structure [04019]
- Social Class [04032]
- Social Stratification [04031]
- Aging [04035]
- Old Like Me [61008]
- Race and Ethnicity [04034]
- Sex and Gender [04034]
- Social Class [04032]
- Social Control [04029]
SOCI 185 – Sociology B

Building on what you learned in SOCI 184, you will examine the importance of a sociological understanding in human service professions. You will study social institutions, social deviance, and issues facing mainstream and marginalized people in Canada.

Credit unit(s): 3.0
Equivalent course(s): SOCI 260, SOCI 282
Prerequisite(s): SOCI 184 Minimum grade of 60%

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1. Explain the importance of sociological analysis in human service professions.
   - Explain the process of social analysis
   - Describe formal organizations and bureaucracy
   - Discuss the social significance of bureaucracies
   - Describe ways efficiency-driven bureaucracies may be humanized

2. Describe the relationship of sociology to medicine, religion, and education in Canada.
   - Discuss health from the various sociological perspectives
   - Identify health care issues in Canada
   - Define religion within a sociological perspective
   - Discuss the sociological function of education

3. Explain power and politics in Canada from a sociological perspective.
   - Define micropolitics and macropolitics in relation to power, authority, and violence
   - Describe the Canadian political system
   - Discuss sociological perspectives on who rules Canada

4. Explain the role of the media in Canadian society.
   - Describe the information industry and identify the dangers of corporate control of the media
   - Discuss the role and purpose of media coverage in Canadian society
   - Describe the ideological function of liberal capitalism

5. Describe the process of social movement and collective change.
   - Describe forms of collective behaviour
   - Define social movements and discuss the five stages of social movements
SOCI 185 – Sociology B

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- Describe the role of technology in the transformation of society

6. Describe sociological analysis of poverty in Canada.

- Define and measure poverty in Canada
- Identify the characteristics of the poor
- Discuss the dynamics of poverty

7. Describe the challenges facing mainstream and marginalized people in Canadian society.

- Discuss the concept of work in Canadian society
- Discuss the connection between a market economy and maintaining a household
- Describe the social problem of homelessness in Canada

8. Explain the social consequences of globalization.

- Discuss population in a global perspective
- Identify urban trends and urban life
- Discuss capitalism in a global economy and apply sociological theories

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include a challenge exam as follows or other types of evidence. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program.

Note:
ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. Challenge exam
   Three hours.
   - Passing mark is 60%
   - Multiple choice
   - If needed, complete Appendix A – Exam proctor form (upon approval from program head)

Sample question:
Many of the physical signs of aging such as balding, wrinkles, and a sagging chin or
buttocks are now treated by physicians. This process of turning something into a medical matter is termed:

a) mediphobia
b) professionalism of medicine
c) medicalization
d) monopolization of medicine

Resources

A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.

The following videos or DVDs may be available from the Saskatchewan Polytechnic Saskatoon Campus library:

- Formal Organizations [04025]
- Education [04044]
- Religion [04037]
- Political Systems [04040]
- Mass Media [04039]
- Collective Behaviour and Social Movements [04634]
- Economic Systems [04036]
- Cities and Population [04027]
THRC 189 – Therapeutic Recreation for Children and Youth
You will study the etiology, symptoms and characteristics of a number of common childhood and youth related disabilities, illnesses and/or health conditions. You will be introduced to the current practices and the role of therapeutic recreation when working with children and youth in a variety of settings.

**Credit unit(s):** 3.0  
**Equivalent course(s):** THRC 186

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1. Describe pediatric play and its relationship to therapeutic recreation.
   - Describe pediatric play
   - Differentiate pediatric play from medical play and play therapy
2. Describe the etiology, symptoms and impact of disorders that are common to childhood and adolescence.
   - Describe the etiology, symptoms and impact of attention-deficit and disruptive behaviour disorders
   - Describe the etiology, symptoms and impact of eating disorders
3. Describe the role of therapeutic recreation when working with children.
   - Describe the potential impact of recreation and leisure as it relates to children
   - Describe the potential role of leisure as it relates to family
   - Describe the general purpose of TR when working with children
   - Describe the role of TR when working with children with attention-deficit and disruptive behavior disorders
   - Describe the role of TR when working with children with eating disorders
4. Discuss the potential of therapeutic recreation within the school system.
   - Describe the potential uses of recreation and leisure within a school setting
   - Outline potential roles of the recreation therapist within a school setting
5. Describe issues common to youth at risk.
   - Describe the factors that increase and decrease risk levels
   - Describe the continuum of risk that exists in our communities
6. Examine the role of therapeutic recreation in addressing the issues of youth at risk.
### THRC 189 – Therapeutic Recreation for Children and Youth

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- Describe the potential impact of recreation and leisure as it relates to youth at risk
- Describe programming considerations
- Describe considerations related to TR service delivery

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file, case study assignment, and/or challenge exam. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file or complete assignments until after the consultation meeting.

**Note:**

ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. **Evidence file**

   Requirements for evidence file:
   - Binder – separated into sections and each section is clearly identified as to what is within the section
   - A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to cover page template in Appendix C.
   - Signed employment validation letter on company letterhead. Refer to template in Appendix B
   - A personal resume detailing the relevant work history of the candidate
   - Job description – current and/or previous placements of work
   - Volunteer work – must include agency validation letter of volunteer activities and hours
   - If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. **Challenge exam** (see Exam Proctor Form in Appendix A)
   - Passing mark is 60%
   - Short answer

3. **Case study – 20%**
   - Purpose is for the candidate to organize and write a response to an issue about a child with a disability in a Therapeutic Recreation context.
   - 1 – 2 pages
Resources

A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.
**THRC 281 – Therapeutic Recreation Assessment**

You will develop an in-depth understanding of the process and components of assessment in therapeutic recreation. You will review, analyze and apply a variety of therapeutic recreation assessment tools and techniques.

**Credit unit(s):** 4.0  
**Prerequisite(s):** THRC 184 Minimum grade of 60%

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1. Describe the types of information gathered during an assessment.
   - Outline the common features of definitions of assessment in therapeutic recreation
   - Outline the principles of therapeutic recreation client assessment
   - Describe what a therapeutic recreation assessment should measure

2. Describe measurement characteristics relevant to the assessment process.
   - Discuss error and confidence as they relate to measurement in assessment
   - Describe terminology related to measurement

3. Explain the assessment process.
   - Describe the purpose of client assessment
   - Describe the assessment planning model
   - Describe the assessment implementation model

4. Explain the assessment standards for therapeutic recreation.
   - Outline key competencies related to assessment
   - Discuss the CTRA standard of practice related to assessment

5. Describe the rationale for selecting assessment instruments.
   - Outline considerations in purchasing or developing an assessment tool
   - Describe specific areas to examine in critiquing a commercial assessment for purchase

6. Explain the use of common assessment instruments.
   - Discuss common therapeutic recreation specific, assessment tools
   - Discuss common multi-disciplinary assessment tools that therapeutic recreation professionals may help complete

7. Describe considerations in developing assessment instruments.
THRC 281 – Therapeutic Recreation Assessment

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- Describe considerations in constructing an assessment
- Describe steps in developing an agency-specific assessment

8. Describe the role of interviewing in the assessment process.

- Explain the role of interviews
- Discuss different types of interview questions
- Describe how to conduct an interview

9. Describe the role of observation in the assessment process.

- Describe systematic observation
- Describe potential issues in terms of error and confidence related to observation results
- Outline observational recording methods and techniques

10. Apply assessment techniques and tools in therapeutic recreation.

- Outline considerations related to the final report
- Identify issues related to the assessment process
- Conduct an assessment

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file, structured interview, and/or challenge exam. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file or compose essays until after the consultation meeting.

Note:
ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. Evidence file
Requirements for evidence file:
- Binder – separated into sections and each section is clearly identified as to what is within the section
- A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to cover page template in Appendix C
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- Job description – current and/or previous placements of work
- Volunteer work – must include agency validation letter of volunteer activities and hours
- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. **Structured interview**
   To demonstrate a clear understanding of therapeutic recreation assessment and the role, knowledge and competencies of a recreation therapist.

3. **Challenge exam** (see Exam Proctor Form in Appendix A)
   - Passing mark is 60%
   - Multiple choice and short answer

**Resources**
A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.
**THRC 283 - Mental Health, Addictions and Therapeutic Recreation**

You will be introduced to current practices of therapeutic recreation when working with individuals with mental illness, addiction and social deviancy. You will study the etiology, symptoms and impact considerations of these populations.

**Credit unit(s):** 4.0

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1. Describe issues related to abnormal behavior.
   - Describe what is meant by disorders of the affective domain
   - Describe historical views of abnormal behavior
   - Describe how disorders of the affective domain are classified

2. Describe theoretical perspectives on abnormal behavior.
   - Explain various perspectives of abnormal behavior
   - Describe the role of causal factors in abnormal behavior

3. Describe methods of assessments, classifications and treatments of abnormal behaviour.
   - Explain methods of assessments
   - Explain the DSM method of classification
   - Explain different methods of treatment

4. Describe the etiology, symptoms and impact of common mental health disorders.
   - Describe the etiology, symptoms and impact of anxiety-related disorders
   - Describe the etiology, symptoms and impact of affective disorders
   - Describe the etiology, symptoms and impact of schizophrenia

5. Explain the role of therapeutic recreation in psychiatry and mental health.
   - Describe the various settings where psychiatry and mental health services are offered
   - Explain current best practices and procedures in therapeutic recreation in psychiatry and mental health
   - Examine considerations for therapeutic recreation interventions related to specific disorders of the affective domain

6. Discuss antisocial and violent behavior.
   - Describe antisocial personality disorder
### THRC 283 – Mental Health, Addictions and Therapeutic Recreation

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- **Describe the relationship between corrections and social deviance**
- **7. Explain the role of therapeutic recreation in addressing social deviancy.**
  - Describe the role of recreation and leisure in corrections
  - Explain the role of therapeutic recreation in corrections settings
- **8. Discuss substance abuse and addiction.**
  - Describe the nature of substance dependence and abuse
  - Describe substances that people develop addictions to
- **9. Describe the role of therapeutic recreation in treating substance abuse and addiction.**
  - Outline the purpose and role of therapeutic recreation as it relates to substance abuse
  - Outline implications for delivering therapeutic recreation services related to substance abuse
- **10. Discuss positive psychology as it relates to therapeutic recreation.**
  - Discuss positive psychology
  - Explain the use of positive psychology in therapeutic recreation

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file and/or challenge exam. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file until after the consultation meeting.

### Note:

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### 1. Evidence file

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- Volunteer work – must include agency validation letter of volunteer activities and hour
- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. **Challenge exam – 60 % pass mark**
- A two hour exam consisting of multiple choice, matching and short answer questions.

**Sample question:**
Panic disorder and generalized anxiety disorder are similar in that
a) they involve a loss of contact with reality
b) fear is aroused by one particular object or situation
c) anxiety is not focused
d) they are accompanied by a fear of disease

**Resources**
A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.
THRC 284 – Therapeutic Recreation and Leisure Education

You will explore the role of leisure education in assisting individuals in leading a fulfilling leisure lifestyle. Philosophical consideration, models and facilitation techniques common to leisure education will be examined. You will have the opportunity to apply this theory by developing leisure education programs.

Credit unit(s): 4.0
Prerequisite(s): THRC 182 Minimum grade of 60%

<table>
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</table>

1. Describe the social and psychological foundations of leisure.
   - Describe leisure, education and leisure education
   - Describe the social foundations of leisure
   - Describe the psychological foundations of leisure

2. Discuss resources and models for leisure education.
   - Describe key components of leisure education
   - Identify recommendations for leisure education

3. Describe the effectiveness of leisure education as an intervention.
   - Describe the potential of leisure education
   - Examine the role of leisure education with specific populations
   - Identify factors that can influence the effectiveness of leisure education interventions

4. Explain systematic programming for leisure education.
   - Outline the format for a specific leisure education program
   - Describe ways of enhancing the role of specific programs in terms of connecting clients with their community

5. Explain teaching techniques for leisure education.
   - Outline key areas for consideration in planning effective leisure education sessions
   - Outline key areas for consideration in implementing effective leisure education sessions
   - Describe processing as it relates to leisure education sessions

6. Describe how to adapt leisure education programs.
   - Describe general considerations regarding adaptations
   - Describe specific areas of adaptation
### THRC 284 Therapeutic Recreation and Leisure Education

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### 7. Apply principles of program planning to the leisure education process.
- Design leisure education program outlines

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file, program plan, and/or challenge exam. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file or complete a program plan until after the consultation meeting.

#### Note:
ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. **Evidence file**
   Requirements for evidence file:
   - Binder – separated into sections and each section is clearly identified as to what is within the section
   - A cover page as the first page of the binder that identifies the student name and course the candidate is applying to PLAR. Refer to cover page template in Appendix C
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   - Volunteer work – must include agency validation letter of volunteer activities and hours
   - If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. **Challenge exam** (see Exam Proctor Form in Appendix A)
   - Passing mark is 60 %
   - Short answer

3. **Program plan**
   - Leisure Education Program – Lesson plan - 20% (4-6 pages)
   - Purpose: The lesson plans are designed to have you develop the beginnings of a leisure education program.
**Resources**

A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.
THRC 286 – Therapeutic Recreation Program Management

You will study the principles of program management/leadership and how they relate to delivering therapeutic recreation services. You will examine organization and planning, department policies and procedures, human resource planning and volunteer management. Course content will include decision making, problem solving and conflict management as they relate to therapeutic recreation.

**Credit unit(s):** 4.0  
**Prerequisite(s):** THRC 184, Minimum grade of 60%

<table>
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</table>

1. Discuss the conceptual foundations of leadership and management.
   - Define management
   - Describe the four main functions of management
   - Describe the relationship between leadership and management
   - Describe the common theories of leadership
   - Describe the considerations related to the concept of leadership

2. Describe the components of administrative management.
   - Describe the role of vision, mission, goal and objective statements
   - Describe the content of vision, mission, goal and objective statements

3. Describe organizational behaviour.
   - Describe organizational culture and organizational climate
   - Identify factors that influence work performance
   - Describe considerations related to groups and group behaviour

4. Examine ethical considerations in administrative management.
   - Describe the role of ethics and values in healthcare
   - Describe ethical principles that guide our practice

5. Examine the impact of decision making, problem solving and conflict management.
   - Describe the decision making process
   - Describe considerations relative to conflict management

6. Discuss human resource planning as a function of management.
   - Describe staffing and considerations
## THRC 286 – Therapeutic Recreation Program Management

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<td>▪ Describe considerations relative to motivating staff and other personnel</td>
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<td>▪ Describe considerations relative to performance appraisal</td>
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<td>▪ Describe considerations relative to staff training and development</td>
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<td>▪ Describe considerations relative to internship management</td>
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7. Describe volunteer management as it relates to therapeutic recreation.

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<td>▪ Describe considerations relative to volunteer organization</td>
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<td>▪ Describe considerations relative to the training and supervision of volunteers</td>
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<td>▪ Describe considerations relative to the evaluation and recognition of volunteers</td>
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8. Discuss service delivery management.

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<tr>
<td>▪ Describe considerations related to delivering quality services</td>
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<td>▪ Describe considerations relative to accountability in the TR Process</td>
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### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file and/or challenge exam. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file until after the consultation meeting.

**Note:**

ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. **Evidence file**

   Requirements for evidence file:
   - Binder – separated into sections and each section is clearly identified as to what is within the section
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- Volunteer work – must include agency validation letter of volunteer activities and hours
- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. **Challenge exam – 60 % pass mark**
   - A two hour exam consisting of multiple choice, matching and short answer questions.

**Sample question:**
This theory suggests that appropriate managerial behaviour is contingent on a variety of elements:

- a) Classical Management Theory
- b) Behavioural School
- c) Quantitative Management Theory
- d) General Systems Theory
- e) Contingency Theory

**Resources**

A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.
THRC 290 – Issues and Trends in Therapeutic Recreation

You will examine the trends and issues that influence the provision of therapeutic recreation services. You will study cultural competence and be introduced to Aboriginal culture in therapeutic recreation. You will examine the role of spirituality within therapeutic recreation.

Credit unit(s): 2.0
Prerequisite(s): PRAC 177 Minimum grade of P

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<th>THRC 290 Issues &amp; Trends in Therapeutic Recreation</th>
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1. Describe the role of professional development in the field of therapeutic recreation.
   - Describe the characteristics of a profession
   - Evaluate therapeutic recreation against the criteria for a profession
   - Examine considerations related to professional development

2. Examine how to increase cultural competence in therapeutic recreation.
   - Describe concepts related to culture
   - Discuss the relationship between cultural diversity and therapeutic recreation
   - Describe competencies related to therapeutic recreation and diversity education

3. Examine how to increase the awareness of aboriginal culture in therapeutic recreation
   - Describe considerations related to First Nations culture
   - Discuss the health beliefs of Canada’s Aboriginal People

4. Describe the role of spirituality within therapeutic recreation service provision.
   - Describe the connection between spirituality, spiritual health and TR service provision
   - Explore the relationship between spirituality and religion

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file, project/report assignment, and/or challenge exam. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file or compose essays until after the consultation meeting.
Note:
ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. Evidence file
Requirements for evidence file:
- Binder – separated into sections and each section is clearly identified as to what is within the section
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- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. Challenge exam
- Passing mark is 60 %
- Matching and short answer

3. Project/Report
Project/Marketing Therapeutic: To explore the process of creating a product that could be used to help market the profession of TR and to develop skills in brochure development that can be used to help you market specific components of your program.

Resources
A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.
THRC 291 – Facilitation Techniques in Therapeutic Recreation

You will examine a number of techniques and activity-based therapies that therapeutic recreation professionals may employ. You will explore your role in utilizing these techniques and interventions as part of a comprehensive therapeutic recreation program.

Credit unit(s): 4.0
Prerequisite(s): THRC 184 Minimum grade of 60%

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<th>THRC 291 – Facilitation Techniques in Therapeutic Recreation</th>
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1. Explain how assistive technology can be utilized within the field of therapeutic recreation.
   - Describe assistive technology devices
   - Describe considerations relative to the use of assistive technology in therapeutic recreation

2. Describe motoric-based intervention techniques.
   - Describe adventure therapy interventions
   - Describe aquatic therapy interventions
   - Describe interventions utilizing the therapeutic use of exercise
   - Describe therapeutic horseback riding
   - Describe therapeutic use of sports

3. Describe cognitive-based intervention techniques.
   - Describe anger management interventions
   - Describe therapeutic reminiscence interventions
   - Describe values clarification techniques

4. Describe affective-based intervention techniques.
   - Describe expressive arts interventions
   - Describe stress management interventions
   - Describe interventions utilizing the therapeutic use of animals
   - Describe interventions utilizing the therapeutic use of humour

5. Apply various therapeutic recreation interventions.
   - Identify considerations for making presentations related to therapeutic recreation

**PLAR assessment methods**
If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the following evidence file, interview, and/or presentation/report assignment. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file or prepare a presentation/report until after the consultation meeting.

Note:
ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

1. Evidence file
Requirements for evidence file
- Binder – separated into sections and each section is clearly identified as to what is within the section
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- Volunteer work – must include agency validation letter of volunteer activities and hours
- If applicable, any relevant documentation of completion of private training courses, non-credit courses, and/or workshops (photocopies only)

2. Candidate interview
To demonstrate a clear understanding of the considerations related to making presentations in therapeutic recreation.

3. Therapeutic Recreation presentation and report (4 - 6 pages)
Purpose: To provide the PLAR candidate with an opportunity to present a specific type of therapeutic recreation intervention to a group of people and demonstrate his/her presentation/in-service skills. A report will also be submitted for evaluation.

Resources
A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.
PRAC 281 – Block Practicum 3

You will continue to develop your ability to assess clients, design, implement and analyze therapeutic recreation programs and apply effective leadership and professional skills. You will also examine the administrative practices of a therapeutic recreation service and conduct an in-service related to the role of therapeutic recreation.

Credit Unit(s): 17.0
Prerequisites: Must have credit for all other courses in the Therapeutic Recreation Diploma program

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1. Build a working relationship with clients and families.
2. Build a working relationship with co-workers.
3. Work as a team member.
4. Employ strategies to overcome communication barriers.
5. Demonstrate flexibility in response to changing needs of client(s), co-workers, supervisor, and the agency.
6. Develop effective working relationships with community groups.
7. Describe the role of volunteers within the agency.
8. Display professional leadership skills.
10. Apply assessment techniques and tools in therapeutic recreation.
11. Report findings of assessment to treatment team.
12. Develop client centered goals and objectives.
13. Plan a leisure education session for the clientele of the agency.
14. Implement a leisure education session for the clientele of the agency.
15. Evaluate a leisure education session for the clientele of the agency.
16. Develop a new intervention for the agency.
17. Implement a new intervention for the agency.
18. Evaluate a new intervention for the agency.
19. Develop an in-service related to therapeutic recreation.
PRAC 281 – Block Practicum 3 (PRAC 177, PRAC 280, PRAC 281)

| Mastery: | I am able to demonstrate it well enough to teach it to someone else. |
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20. Deliver an in-service related to therapeutic recreation.

21. Evaluate the in-service that was implemented.

22. Write a proposal for a project that benefits the agency.

23. Develop a work-plan for a project that benefits the agency.

24. Implement all phases of the project.

25. Evaluate all phases of the project.

26. Maintain a caseload of clients.

**PLAR assessment methods**

**Eligibility Criteria to PLAR Block Practicum 3 (PRAC 177, 280 & 281)**

Total five years’ experience with a minimum three years continuous work experience (full time hours) in a Therapeutic Recreation position and/or department.

a) Working as a Therapeutic Recreation professional, i.e. Recreation Therapist, Recreation Coordinator, etc.

b) Must have worked in more than one setting in the five years, i.e. Long Term Care, Hospital/Rehabilitation/Clinical setting or community.

**Note:**

ALL Therapeutic Recreation program PLAR candidates must have the Employer Validation Letter completed and submitted. Appendix B contains directions and a template for the letter.

If you qualify for PLAR, you may be asked to demonstrate your learning one or more ways, which may include the employer validation and evidence file described below. Expectations will be clarified at a consultation meeting with Anne Robins, instructor and PLAR contact person for the Therapeutic Recreation program. Please do not compile an evidence file or compose essays until after the consultation meeting.

2. Signed employment validation letter (Appendix B) with job description(s).

3. **Evidence file**
   
   An interview with the program head/faculty may be required to clarify evidence.
   
   a. Completion of self-audit (candidate guide)
   
   b. Description of agency, clientele, job roles and responsibilities
   
   c. Work samples:
      
      i. Blank copies of any agency specific/developed assessment tools
ii. Client/patient/resident assessment report (developed by candidate)
iii. Intervention/program plan including goals and objectives (developed by candidate)
iv. Leisure Education program outline including goals and objectives (developed by candidate)
v. Program evaluation strategies (developed by candidate)
vi. Copies of Therapeutic Recreation promotion or in-service materials developed and delivered by the candidate (report form, may include power point)
d. Signed BLOCK PRACTICUM (PRAC 177, 280, 281) Validation of applicant’s performance of skills by employer
e. Performance evaluations (optional)

Resources
A PLAR candidate may find it beneficial to review related course learning materials to prepare for a PLAR challenge. Please ask about recommended resources at a PLAR consultation meeting. Course manuals and textbooks available from the Saskatchewan Polytechnic Bookstore, if recommended, are an optional purchase but are not required to prepare for PLAR challenges.

Standards of Practice developed by the Canadian Therapeutic Recreation Association
http://canadian-tr.org/
Therapeutic Recreation Diploma

Appendices
Appendix A

Exam proctor form

1. If you wish to write your PLAR challenge exam off campus, please return this completed form to your Saskatchewan Polytechnic program. Request this at Step 4 – action plan. The exam and a return envelope will be mailed to the exam proctor. You can write the exam under secure conditions when it is convenient to both of you.

2. Your exam proctor will mail the exam to the relevant Saskatchewan Polytechnic campus (your point of contact for your PLAR challenge).

Program Head
Therapeutic Recreation program
Saskatchewan Polytechnic Kelsey Campus
PO Box 1520 PO
Saskatoon, SK S7K 3R5

The exam supervisor should be a professional (teacher, RCMP, RN, secretary, clergy, etc.) and must be a non-relative.

**EXAM SUPERVISOR**

Name: (please print) ____________________________________________________________

Occupation: _________________________________________________________________

Place of employment: _______________________________________________________

Address: ________________________________________________________________

Postal Code: _______________________________________________________________

Business phone: _____________________ Home phone: _______________________

Email address: ____________________________________________________________

**Student’s name:** (please print) ___________________________________________

List course(s) ____________________________________________________________

__________________________________________________________

Signature of exam supervisor Date
Appendix B: Employment validation letter

Prior Learning Assessment and Recognition

Instructions:

The employment validation letter provides a statement of verification of employment in an exceptionality focused setting. The employment validation letter must be printed on letterhead of your current employer and signed by the human resources department indicating the length of employment and working environments(s). A letter template has been provided for your use. Please copy the content below and fill-in the fields as directed. The completed letter should be included with your PLAR evidence and submitted to the PLAR assessor for the Therapeutic Recreation diploma program.

Letter template (On employer’s business letterhead)

Date

To Whom It May Concern:

I have reviewed the employment records of ___________________________ and ___________________________,

Name of employee/candidate

I can verify that the above candidate has been employed by ___________________________

Name of employer

for ___________________________

Length of employment

Please contact me at ___________________________ or ___________________________

Phone email

with any questions or for additional information.

Sincerely,

____________________________

Name

____________________________

Job title

____________________________

Signature
Evidence file for: _____________________________________________
(course code and name)

Therapeutic Recreation Diploma Program

Name:

email address:

Signature: ___________________________       Date: ___________________________