

2020 VISION Strategic Plan Outcomes

2020 Vision Goals, Objectives and Outcomes

2015 / 2016 - 2020

Forward: Through extensive consultation, ATRA has developed a 2020 Vision Strategic Plan which was activated and shared with membership in 2014. Within this Strategic Plan, ATRA has identified 4 key areas with associated goals, objectives and outcomes that will guide the work/business of ATRA. ATRA's Board of Directors and the Executive Director will determine priorities by taking into consideration membership needs, current resources, opportunities, and threats. The status/progress will be tracked and the attainment of outcomes will be reported to membership annually or more often as determined by the Board of Directors

1 Professional Conduct

1.1 Protect and Serve the Public Interest (HPA 2013, Part 1)

1.1.1 ATRA serves as health promotion consultants to the public by sharing professional expertise on the functional benefits of participation in recreation and leisure.

1.1.2 ATRA "demonstrates the risk to the physical and psychological health and safety of the public from incompetent, unethical or impaired practice of the [TR] profession (HPA 2013, Part 1: 25:4, p. 25) through annual reporting.

1.2 Self Governance

1.2.1 ATRA demonstrates the ability of the proposed College of Recreation Therapy to carry out its powers and duties under the HPA (HPA 2013, Part 1, 3:1-3, p. 14 & 25:4i, p. 26).

1.2.2 ATRA collaborates with provincial TR associations pursuing self-governance / regulation to enhance consistency, efficiency and effectiveness of the outcome.

1.3 Complaint, Investigation and Resolution Process

1.3.1 ATRA guides the actions of TR practitioners with a Complaint, Investigation & Resolution Process designed to protect and serve the public interest (HPA, Part 4: 54- 93, pp 48 - 73).

1.4 Request to Register

1.4.1 ATRA provides a written request to apply for registration to persons who are not registered members and who may meet the registration requirements and intends to provide one or more of the following:

- provides professional TR services directly to the public",
- teaches the practice of the TR profession to registered members or students of the TR profession.

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- And / or supervises registered members who provide TR professional services to the public (HPA 2013, Part 2, 46:l – 2, p. 38).

1.4.2 ATRA provides a written request to employers who employ a person who are not registered members and who may meet the registration requirements (ATRA Strategic Plan 1.4.1) to request of their employ to apply for registration (HPA, 2013, Part 2, 47:1, p. 39).

1.5 Distinct and Identifiable Profession

1.5.1 ATRA defines and demonstrates to employers that the TR profession is a distinct and identifiable profession (HPA 2013, Part 1 25:4e, p. 26).

1.5.2 ATRA will ascertain the role of Assistants / Aides in the TR Profession.

1.5.3 ATRA defines and promotes guidelines for the assignment of TR services to TR Assistants and Aides.

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2 Entry to Practice

- 2.1 Provide direction to programs of Therapeutic Recreation (TR) study and education courses for the purpose of registration requirements (Alberta Health, 2013).**
 - 2.1.1 Demonstrate alignment of educational outcomes of programs of study, course content and clinical internships with ATRA's Professional TR registration requirements.
- 2.2 Provide direction to improve access to TR study and education courses.**
 - 2.2.1 ATRA will determine what TR educational programs are available and evaluate the available education programs (HPA, Part 1 Governance, Section 25:4h, p. 26)
 - 2.2.2 ATRA provides direction to transfer TR programs between education institutions.
 - 2.2.3 ATRA provides direction to deliver online learning for TR study and education courses.
 - 2.2.4 ATRA collaborates with the Canadian Therapeutic Recreation Association (CTRA) to provide information on TR study and educational courses (certificate, diploma, baccalaureate level and post graduate studies).
 - 2.2.5 ATRA collaborates with CTRA and the Canadian representative of the NCTRC to facilitate members seeking and recertifying designation as a Certified Therapeutic Recreation Specialist (CTRS).
- 2.3 Promote and support the professional role of Instructor for TR study and educational courses**
 - 2.3.1 Identify ATRA members that instruct TR education courses.
 - 2.3.2 Increase the number of ATRA members instructing TR education courses.
- 2.4 Promotion of the TR profession to prospective students**
 - 2.4.1 ATRA has a marketing plan and resources to promote the career of a Recreation Therapist to prospective students.
- 2.5 Transition to degree as entry to practice for new applicants.**
 - 2.5.1 ATRA will ascertain the qualifications and minimum standards of competence that are required for a person applying to practice the TR profession (HPA, Part 1 Governance, Section 25:4h, p. 26).
 - 2.5.2 An implementation plan is prepared to transition entry to practice as a TR Professional with education majoring in therapeutic recreation at the baccalaureate degree level.

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3 Continuing Competency Program (CCP)

3.1 Competency Profile – Standards of Practice (ATRA, 2012)

3.1.1 ATRA ascertains what constitutes the practice of the profession, whether persons practicing the profession should be authorized to provide restricted activities and the conditions, if any, that should apply to the practice of the profession (HPA 2013 Part 1:25: 4b, p. 25).

3.1.2 ATRA ascertains the Competency Profile and Standards of Practice for TR practitioners. (HPA 2013, Part 1: 3:1c, p. 14).

3.2 Continuing Competence Program

3.2.1 “Provides for registered members or categories of registered members to maintain competence and to enhance the provision of professional services” (HPA, 2013. Part 3:50:2a).

3.2.2 ATRA demonstrates “how the continuing competence of practitioners is to be maintained” (HPA, 2013. Part 1:25:4h, p.26).

3.2.3 ATRA’s CCP is congruent with regulated Health Care Colleges through regular consultation.

3.2.4 ATRA’s CCP is compatible with NCTRC program for ATRA members with CTRS designation.

3.2.5 ATRA provides a professional development bursary program for members advancing their educational pursuits in therapeutic recreation studies.

3.2.6 ATRA constructs a *Knowledge Management Repository* to support continuing competence efforts.

3.2.7 ATRA collaborates with CTRA and TR professional associations to advance and promote continuing competence opportunities.

3.3 Return to Practice / Registration Renewal

3.3.1 ATRA ascertains the “requirements for continuing competence of applicants” (HPA, 2013. Part 2:40-1bi, p.34) renewing membership after a period of absence from practice.

3.4 Evidence Based Practice and Research

3.4.1 ATRA promotes and supports research to demonstrate “expected effect on enhancement of quality of service and ...service efficiency (HPA, Part 1:25:4g, p. 26).

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4 Competence within Professional Roles:

4.1 Communities of Practice

4.1.1 ATRA fosters professional advancement through Communities of Practice / Specialization for consultation, collaboration and continuing competence programs.

4.2 Clinical Instruction and Supervision of TR Students

4.2.1 ATRA facilitates the role of registered professionals as instructors / clinical educators in TR study and education courses.

4.2.2 Members have consistent tools, documents, and references to advance the role of clinical supervision.

4.2.3 Tools, documents, training modules and student performance measures for clinical supervision are congruent with:

- ATRA Competency Profile, CEU Program and Membership Criteria.
- Educational outcomes determined for TR study and education courses.
- NCTRC clinical supervision requirements for students seeking CTRS designation.

4.3 Recreation Therapy Assistants and Aides (RTA)

4.3.1 ATRA provides continuing competence programs to guide the working roles and responsibilities between TR professionals and RTA's.

4.4 Collaboration with Regulated Health Professionals

4.4.1 ATRA provides continuing competence programs to foster interprofessional practice that protects, improves the health and quality of life of the public.

4.4.2 ATRA facilitates the role of TR professionals as clinical educators in inter-professional study and education courses for health professions.

4.4.3 ATRA facilitates to role of TR professionals as interprofessional clinical educators at health care agencies.

4.5 Collaboration with Community Agency for Health Promotion

4.5.1 ATRA promotes and supports collaborative research with educational institutions and community agencies to investigate the correlation of recreation and health outcomes.

4.5.2 ATRA promotes and supports evidence based health promotion programs offered by community agencies

4.5.3 ATRA serves as consultants by sharing professional expertise with community organizations to promote health and well being of the public.

4.5.4 ATRA advocates on behalf of clients to reduce barriers and develop community resource to facilitate community participation.

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