

East Carolina University
College of Health and Human Performance
Recreational Therapy

RECREATIONAL THERAPY TECHNICAL STANDARDS

The mission of the Recreational Therapy Bachelor of Science and the Master of Science degree programs at East Carolina University is to prepare both entry-level recreational therapists and master clinicians who are qualified to assess the functional skills of consumers, plan treatment programs, implement treatment services, and evaluate the effectiveness of services in the general population of cognitive (MR/DD), mental health, geriatric, and rehabilitation consumers in a variety of settings. Services are provided through the development of a sound conceptual foundation and professional preparation in the knowledge and skills necessary for competent practice and licensure in recreational therapy. Potential recreational therapists are required to complete the academic requirements of the B.S. or M.S. program in recreational therapy before they are eligible to apply to take the national certification examination and obtain a North Carolina license to practice. The purpose of this document is to delineate the technical, cognitive, psychomotor, affective, and interpersonal skills deemed essential to complete this program and to perform as an effective practitioner in recreational therapy across settings.

If a student is unable to demonstrate the following skills and abilities due to a recognized limiting factor, it is the responsibility of the student to request an appropriate accommodation. Students who are unable to meet these standards with or without accommodations will not be admitted into the recreational therapy degree program. Once admitted, students who do not maintain these standards throughout their studies will not be allowed to remain in the degree program.

Cognitive Skills

The student must demonstrate the ability to:

1. Comprehend, recall, analyze, synthesize and apply information presented in assigned readings, lectures, class discussions, labs, practicum, and internship experiences.
2. Conceptualize a sequential progression of tasks and/or standardized testing and make objective conclusions based on the test results.
3. Apply critical thinking in the creation, development, generalization, and implementation of adaptations to normative methods of behavior and function.
4. Select constructive activities suited to an individual's current physical capacity, intelligence level, and interests so as to promote maximum independence, and assist in restoration of functions and/or aid in adjustment to disability.
5. Apply critical reasoning and independent decision-making skills to a variety of settings, people, and situations.
6. Assess client safety and maintain or create safe environments during specific tasks to enhance client independence in a variety of potential environments.
7. Make decisions of sound judgment that demonstrate a commitment to protecting the public from harm.
8. Commit to memory, accurately recall, and process information necessary to document client performance in a timely manner and determine program effectiveness.
9. Follow written and verbal instructions accurately.
10. Utilize computer systems for documentation, communication, and report preparation.

Psychomotor Skills

The student must demonstrate the following skills:

1. Sitting: Maintain upright posture.
2. Standing: Student-controlled activity employable during lecture, clinical instruction, and laboratory time.
3. Locomotion ability to: (a) get to lecture, lab, clinical locations and move within rooms as needed for changing groups, partners, and work stations; and (b) physically maneuver in campus and required clinical settings to access resources and accomplish assigned tasks.
4. Manual tasks: Lifting ability sufficient to maneuver an individual's body parts effectively to perform evaluation and treatment techniques, to manipulate common tools used for screening tests and therapeutic intervention of the individual, to demonstrate the ability to safely and effectively guide and facilitate client movement skills and motor patterns through physical facilitation, and to competently perform cardiopulmonary resuscitation (C.P.R.) using guidelines issued by a recognized certifying body.
5. Gross motor ability to participate in recreational or movement activities that may involve tossing, catching, weight shifts, reaching, balancing on equipment, etc.
6. Small motor/hand coordination and skill usage ability to: (a) legibly record/document evaluations, care notes, referrals, etc. in standard medical charts and records in clinical and other service settings in a timely manner and consistent with the acceptable norms of the settings; (b) demonstrate or complete activities or tests with adequate degree of fine motor dexterity; and (c) legibly record thoughts for written assignments or tests.
7. Visual acuity to: (a) Read client records in clinical and other settings; and (b) observe non-verbal communication and recognize abnormalities in client motor performance during tasks/ assessment procedures.
8. Hearing acuity or ability to receive and: (a) effectively respond to oral requests/instructions from clients and team members; and (b) interpret the language used to communicate lectures, instructions, concepts, narratives, questions, and answers.
9. Communication ability to effectively: (a) communicate with instructors, peers, team members; and clients; and (b) articulate detailed instructions to clients, caretakers, family, and/or other essential personnel.
10. Self care ability to: (a) maintain general good health and self care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings; and (b) arrange transportation and living accommodations for/during off-campus clinical assignments to foster timely reporting to classroom and clinical center.

Affective Skills

The student must be able to:

1. Demonstrate appropriate, affective behaviors and mental attitudes to ensure the emotional, physical, mental, and behavioral safety of clients in compliance with the ethical standards of the American Therapeutic Recreation Association.
2. Sustain the mental and emotional rigors of a demanding educational program in recreational therapy that includes academic and experiential components that occur within set time constraints, and often concurrently.
3. Control emotions in order to function effectively under stress and adapt in an unpredictable and changing environment.
4. Acknowledge and respect individual values and opinions, and sensor self-expression in order to foster harmonious working relationships with colleagues, peers, and clients.

Interpersonal Relationship Building Skills

The student must demonstrate:

1. Effective interaction skills with superiors, peers, and consumers including: (a) cultural competence; (b) successfully resolving group conflict during academic and clinical work; and (c) the ability to maintain effective working relationships at all levels.
2. The ability to initiate and maintain effective communications with others to facilitate therapeutic and professional relationships.
3. Honesty in student and professional interactions and relationships.

Compliance with Laws and University Policy

Students must remain in compliance with local, state, and federal laws and the ECU Student Code of Conduct and Academic Integrity Policy. Students must disclose any felony convictions when they apply to the recreational therapy degree program; due to national certification and North Carolina licensure standards any student with one or more felony convictions may not be admitted to the recreational therapy degree program. Once admitted, any student convicted of a felony will not be allowed to remain in the program.

By my signature below, I acknowledge and certify that I have read and understand the technical standards for the recreational therapy degree program, and I believe to the best of my knowledge that I can meet each of these standards with or without reasonable accommodation.

Signature of RT student	Date
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Printed name of RT student

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability should contact the Department for Disability Support Services located in Slay 138 ((252) 737-1016 (Voice/TTY)).

* Modified with permission from the RT Technical Standards of Western Carolina University.