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National Council for Therapeutic Recreation Certification® (NCTRC®)

**Information for the Certified Therapeutic Recreation Specialist®
And New Applicants**

Certification Standards

Part II: NCTRC Exam Information



The National Council for Therapeutic Recreation Certification®, NCTRC® and the Certified Therapeutic Recreation Specialist® (CTRS®) credential are accredited by the National Commission for Certifying Agencies (NCCA).

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Preface

This booklet is from the complete *NCTRC Certification Standards: Part II – NCTRC Exam Information*. Materials included focus on the Prerequisites for Certification and Recertification, Exam Information, the Exam Content Outline, and Exam References.

There are four other booklets which make up the complete set of *NCTRC Certification Standards*. The booklets were created to provide specific information for various users of the NCTRC Certification Standards. The other parts are:

- ❑ **Part I: Information for New Applicants**
- ❑ **Part III: Recertification and Reentry**
- ❑ **Part IV: NCTRC Disciplinary Standards and Process**
- ❑ **Part V: NCTRC National Job Analysis**

All candidates for NCTRC certification and CTRS certificants are responsible for reading and understanding the complete *NCTRC Certification Standards*. These booklets were designed as an additional aide to specific areas of standards and application processes.

NCTRC Certification Standards are updated periodically. Candidates are responsible for making sure they have the most current information and that they meet the current standards when they apply for certification. The most current *NCTRC Certification Standards* can be found at www.NCTRC.org. **The date of this publication is January 2018.**

NCTRC NONDISCRIMINATION POLICY

It is the policy of NCTRC, its Board of Directors, committee members, and staff to comply with all applicable laws, which prohibit discrimination in employment or service provision because of a person's race, color, religion, gender, age, disability, national origin, or because of any other protected characteristic.

NCTRC TRADEMARK NOTICE

"NCTRC®", "National Council for Therapeutic Recreation Certification®", "CTRS®", and "Certified Therapeutic Recreation Specialist®" are the registered trademarks of the National Council for Therapeutic Recreation Certification. Unauthorized use of any NCTRC trademark or confusingly similar mark is strictly prohibited.

NCTRC does not warrant or guarantee the provision of competent services by CTRSs; NCTRC certification helps to demonstrate the certificant has met the entry-level requirements for the profession.

NCTRC CONFIDENTIALITY POLICY

NCTRC does not release names and contact information on record to individuals and/or organizations for educational and/or research purposes without the expressed written permission of the applicant/certificant.

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Introduction

The National Council for Therapeutic Recreation Certification® (NCTRC®) encourages applications from all qualified individuals interested in becoming a Certified Therapeutic Recreation Specialist. While NCTRC cannot warrant an individual's abilities in professional practice, certification will help identify the individual who possesses the necessary entry-level knowledge for competent practice in therapeutic recreation.

Please read this booklet of *NCTRC Certification Standards* thoroughly. If you have any questions about the NCTRC certification process or the information contained in this part of the *NCTRC Certification Standards*, please contact NCTRC at (845) 639-1439. NCTRC's national office is open Monday through Friday from 9:00 a.m. to 5:00 p.m. eastern time. Internet access is available at www.NCTRC.org or you can reach NCTRC by sending an email to nctrc@NCTRC.org

STOP! If you are not a CTRS, a Reentry candidate, or an individual with Professional Eligibility this booklet does not pertain to you. Please obtain PART I: Information for New Applicants for the CTRS before proceeding further. If you are a new applicant for the CTRS credential you will need to apply for Professional Eligibility first. Part of your Professional Eligibility application will be your registration for the NCTRC Exam.

Application Deadlines:

Applications for Professional Eligibility are accepted throughout the year. There are however, deadlines for filing applications for Professional Eligibility before each exam. The NCTRC Exam is offered six times throughout the year utilizing a two-week testing window for each exam administration. Please check online at www.NCTRC.org for the most current information regarding Exam Application Deadlines/Fees.

Applicants must gain NCTRC eligibility to be seated for the NCTRC exam. Eligibility is valid for five years from the date of issue provided the individual files an annual maintenance application and fee. The Professional Eligibility Annual Maintenance Application and fee must be submitted to NCTRC by the required expiration date or the professional eligibility will become inactive. Applicants with inactive status will need to reinstate their professional eligibility prior to registering for the NCTRC exam. Reinstatement to active professional eligibility status can be achieved at any time during the five-year professional eligibility cycle by paying the current reinstatement fee plus any delinquent annual maintenance fees. Reinstatement to active status may not occur following expiration of the five-year eligibility cycle. Professionally eligible applicants must pass the exam to receive the CTRS credential.

Please submit a completed application appropriate to your eligibility path within the designated application window in order to be reviewed for a requested exam. If your application is incomplete it will be denied and your requested test date may be postponed. All materials submitted to NCTRC as part of the Professional Eligibility Application process will become the property of NCTRC.

Please keep contact information current throughout your application process. You may update your contact information by logging into your profile at MY NCTRC LOGIN or you may email your requested changes to nctrc@nctrc.org.

Prerequisites

GENERAL

NCTRC's voluntary credentialing program evaluates the educational and experiential qualifications of therapeutic recreation professionals. As a condition of eligibility for NCTRC certification and recertification, each candidate agrees to the following:

- **To Comply with ALL NCTRC Standards, Policies and Procedures.** NCTRC may deny certification or recertification, revoke certification or recertification, or issue other sanctions when a candidate does not comply with any of NCTRC's *Certification Standards* including these *Prerequisites*.
- **To Adhere to NCTRC Application and Notification Requirements.** Each candidate for CTRS certification must truthfully complete and sign the appropriate application provided by NCTRC. Candidates and certificants must notify NCTRC in writing within sixty (60) days of any change in name, address, telephone number, and any facts bearing on eligibility, certification, recertification, or reentry. Each individual bears the burden of showing and maintaining compliance at all times. Candidates and certificants must provide NCTRC with confirmation of compliance with NCTRC requirements as requested by NCTRC. In order to confirm receipt of communication required by NCTRC, candidates should upload the requested information to their profile at MY NCTRC LOGIN, or use a verifiable method of delivery for communications to NCTRC.

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- **To Report Pending Litigation, Sanctions, and/or Criminal Convictions.** Candidates must notify NCTRC within sixty (60) days of any civil or criminal indictment or charge pending before a state or federal regulatory agency or judicial body, including but not limited to the following actions to the extent such actions relate to therapeutic recreation or public health and safety: investigation of any civil or criminal action; filing of any civil or criminal charge; indictment or litigation; conviction; plea of guilty; plea of no contest (*nolo contendere*); or investigation or disciplinary action by a health care organization, professional organization, or other private or governmental body.
 - **To Respect the Property of NCTRC.** The examinations, certificates, logo, emblem, and the name "National Council for Therapeutic Recreation Certification," the designation "Certified Therapeutic Recreation Specialist," and abbreviations relating thereto are all the exclusive property of NCTRC and may not be used in any way without the express prior written consent of NCTRC. In the event of suspension, limitation, revocation, or resignation from NCTRC, or as otherwise requested by NCTRC, each individual shall immediately relinquish, refrain from using, and correct at his or her expense any outdated or other inaccurate use of NCTRC's certificate, logo, emblem, the name "NCTRC," the designation "Certified Therapeutic Recreation Specialist," "CTRS," and related abbreviations.
 - **To Authorize the Release of Information by NCTRC.** The individual candidate or certificant agrees that NCTRC and its officers, directors, committee members, employees, agents, and others may communicate any and all information relating to the candidate's application, certification, and review thereof including, but not limited to, pendency or findings of violations of NCTRC's *Certification Standards*, to state and federal authorities, licensing boards, employers, other certificants, and others.
 - **To Waive Claims Against NCTRC.** Each candidate and certificant agrees that he or she waives, releases, discharges, and exonerates NCTRC, its officers, directors, employees, committee members, panel members and agents, and any other persons authorized by NCTRC for any action taken pursuant to the NCTRC *Certification Standards* and policies and procedures from any and all claims or liability, including, but not limited to, claims or liability arising out of: (i) the furnishing or inspection of documents, records and other information; and (ii) any investigation, review, or decision regarding an application or certification made by NCTRC.

Examination Information

The NCTRC testing program commenced in 1990 with the adoption of a 200 item written exam. The NCTRC Exam is based on the NCTRC Job Analysis of the Certified Therapeutic Recreation Specialist, which assures the test specifications and the exam are related to the practice of therapeutic recreation. Since 1990, the NCTRC exam has evolved through several phases to its current computer-based format.

NCTRC subcontracts the exam administration to Prometric, a global leader in technology-enabled testing and assessment services for academic, professional, government, corporate and information technology markets delivering 8,000,000 exams each year Prometric delivers standardized tests for 300 clients, in 40 languages, over the Web or through a global network of testing centers in 180 countries. Prometric's corporate headquarters is based in Baltimore, Maryland and the company employs 2,200 employees worldwide.

Exam Dates

The NCTRC National Certification Exam is administered at Prometric Testing Centers across the United States, Canada and Puerto Rico. The NCTRC Exam is offered six times throughout the year utilizing a two-week testing window for each exam administration.

PROMETRIC TESTING CENTERS

Prometric is NCTRC's partner for delivery of computer-based tests. Prometric provides a well-established network of computer testing centers capable of administering exams. Up-to-date Prometric Test Center locations are published on the website www.prometric.com/nctrc. These centers are subject to change without notice. All Prometric Test Centers are connected electronically through an advanced telecommunication network to assure standardization of transmission quality and timeliness. The test sites are required to comply with regulations governing the Americans with Disabilities Act (ADA).

Special Arrangements

Individuals who have a physical or cognitive impairment or limitation that prevents him/her from taking the exam under standard testing conditions may request special testing arrangements. All candidates requesting an exam accommodation are required to submit a completed accommodation application packet consisting of the Accommodation Request Form, the Professional Accommodation Verification Form and additional documentation related to the scope and nature of the candidate's identified disability. Please visit www.NCTRC.org for the NCTRC Special Testing Accommodations Guidelines and Applications document.

The Professional Accommodation Verification Form is required to confirm the candidate's special needs and testing adaptation request. NCTRC must receive the completed accommodation application packet at least one (1) week prior to the end of a given exam registration period to assure appropriate enrollment in the next available exam. There is no extra fee for making these arrangements.

The special accommodations available are but not limited to:

- Reader
- Marker/Writer
- Sign language interpreter for instructions
- Separate room
- Double test time (*please read "About Taking the Exam with Special Arrangements" in the following section*)
- Extended time by 1.5 (*please read "About Taking the Exam with Special Arrangements" in the following section*)
- Other accommodations upon request.

Candidates approved for testing arrangements must call the Testing Accommodations Advocate at the Prometric Candidate Services Contact Center (CSCC) at the toll-free number (800) 967-1139 to schedule their appointment for exam administration. Local centers may not schedule appointments for candidates approved to receive special accommodations.

INTRODUCTION TO COMPUTERIZED TESTING

You will not need extensive computer experience to use computer-based testing. Computer-based testing with Prometric:

- provides a brief on-line computerized tutorial to guide you on how to use the computer to take the exam;
- presents a computer workstation equipped with a mouse (desktop, hand-operated device for selecting answers and other options from your computer screen);
- allows you to mark questions as a reminder to review them later;
- continuously tracks and displays time remaining for your convenience;
- provides a score report immediately upon completion of your exam; and
- provides a fully trained proctor during your exam for technical assistance (not related to exam content).

ABOUT THE TUTORIAL

At the beginning of your exam, you will be provided with a brief computerized tutorial. The purpose of the tutorial is to familiarize you with selecting answers, using the testing features such as "Previous" "Next" and "Mark," as well as to familiarize you with the mouse and the overall operation of the keyboard. You do not need to be concerned with which answers you select during the tutorial as these items are not scored. Once you exit from the tutorial, you may not return to it.

ABOUT TAKING THE EXAM

The NCTRC examination is a 3 hour examination. During the administration of the examination, each candidate will be presented with an exam form consisting of 150 multiple choice items. You are permitted to move back and forth within the test form and candidates should answer each question presented, marking any questions you would like to review should time permit. The test may not be reviewed once it has been exited.

Upon completion of the test, you will receive a score report indicating pass or fail.

To maximize your time and to assure that you do not exit the test in error before answering all of the questions, you should attempt each question before reviewing marked questions. To ensure the valid development of the NCTRC exam program, a small number of items will be presented in order to gather performance statistics. These items will be non-scored, will not impact your test result and will be presented randomly within the test form.

If a candidate is unsuccessful in achieving the required passing score, they are able to register for the next available exam provided professional eligibility is active with NCTRC.

About Taking the Exam with Special Arrangements

Taking the exam with Extended Time:

The NCTRC CTRS Examination contains 150 multiple choice items for which you will receive 270 minutes to complete. Upon completion of the exam, you will receive a score report indicating pass or fail.

Taking the exam with Double Time:

The NCTRC CTRS Examination contains 150 multiple choice items for which you will receive 360 minutes to complete. Upon completion of the exam, you will receive a score report indicating pass or fail.

Scheduling Your Examination Appointment

AUTHORIZATION TO TEST

Upon confirmation of your registration eligibility by NCTRC, NCTRC will notify Prometric. NCTRC will email to your attention an Authorization to Test (ATT). Please review your name and address information on the ATT carefully to ensure that it is accurate. Your name, as it appears on this ATT, **must exactly match** the name that appears on your government issued photo identification. If this information is incorrect please contact NCTRC immediately.

You will need your ATT to schedule an appointment to take the NCTRC exam. Once you register for the exam you will receive a confirmation email from Prometric. You are highly encouraged to bring a copy of the confirmation email to the test center.

PROCEDURE FOR SCHEDULING YOUR NCTRC EXAM

You may take the NCTRC exam at any Prometric Testing Center provided there is space available. When you receive your ATT, visit www.Prometric.com/NCTRC or call Prometric at (888) 999-3926 to make your appointment. Do not call until you receive your ATT. Have your ATT available when you make your call. The Prometric Testing Center staff will ask you to supply your name, telephone number, email address and your authorization number from your ATT. You will also be asked for your preference for date of testing at a Prometric Testing Center.

If your first choice of date is unavailable, you will be offered an alternative that is as close to your first choice as possible.

Make a note of when and where you have been scheduled for the examination. Confirmation of your appointment will be sent to you by Prometric. If you arrive at the test center on the wrong date and time, you will not be able to reschedule your appointment and you will forfeit your test fee. Be sure to ask for directions to the Prometric Testing Center, if you need them.

Your appointment must be scheduled at least 48 hours prior to the test date.

Note: Candidates approved for testing accommodations must call (800) 967-1139 to schedule their appointment for administration.

PROCEDURES FOR SCHEDULING VIA INTERNET

- You may schedule your appointment via the Internet by going to: www.Prometric.com/NCTRC.
- Select SCHEDULE MY TEST. Choose Country and State. Select Next.
- You will reach Information Review. Please read the information and select Next.
- You must agree to the Privacy Policy Review in order to continue. Please click I Agree and select Next. Continue by following the instructions.
- If you require Testing Accommodations, with a time extension only, you can schedule your test via the Internet. All other accommodations will need to call the Testing Accommodations Advocate at the Prometric Candidate Services Contact Center (CSCC) at the toll-free number (800) 967-1139 to schedule your examination.

PROCEDURES FOR RESCHEDULING OR CANCELING NCTRC EXAM APPOINTMENTS

Rescheduling an Exam Appointment with Prometric within the same Exam Window

Please visit www.prometric.com and click on the Reschedule / Cancel tab at the top of the page or call (888) 999-9728 as soon as possible to ensure the availability of an alternative appointment. Candidates with special accommodations must call the Testing Accommodations Advocate at the Prometric Candidate Services Contact Center (CSCC) at the toll-free number (800) 967-1139 to reschedule. Testing accommodation candidates with time only extensions can reschedule directly online. Do not leave a message on the answering machine; doing so does not constitute official notification.

Fee structure for rescheduling an exam appointment:

- Rescheduling up to 30 days prior to the scheduled exam date: no fee will be charged;
- Rescheduling between 5-29 days prior to the scheduled exam date: \$35 fee will be charged by Prometric;
- Rescheduling less than 5 days prior to the scheduled exam date: unable to reschedule.

Canceling a Scheduled Exam Appointment with Prometric

Please visit www.prometric.com and click on the Reschedule / Cancel tab at the top of the page or call (888) 999-9728 as soon as possible. Candidates with special accommodations must call the Testing Accommodations Advocate at the Prometric Candidate Services Contact Center (CSCC) at the toll-free number (800) 967-1139 to cancel. Testing accommodation candidates with time only extensions can cancel directly online. Do not leave a message on the answering machine; doing so does not constitute official notification.

Fee structure for cancellation of an exam appointment:

- Cancellation up to 30 days prior to the scheduled exam date: no fee will be charged;
- Cancellation between 5-29 days prior to the scheduled exam date: \$35 fee will be charged by Prometric;
- Cancellation less than 5 days before the scheduled exam date: forfeiture of the entire exam fee.

NCTRC Exam Program Policies

- Failure to arrive at the exam appointment or arrival of more than fifteen (15) minutes after the scheduled start time of the exam will result in the forfeiture of the entire exam fee and the Authorization to Test (ATT) will be invalidated.
- Failure to make an appointment or if you cancel an appointment for an exam once you are issued an Authorization to Test (ATT) number will result in a \$25 rescheduling fee to be issued a new ATT number for a new testing window.
- Request for a refund of the exam fee will be restricted to a 50% reimbursement regardless of when in the exam cycle the request is sent to NCTRC. The only exception to this policy is if the refund is associated with an exam cancellation of less than 5 days prior to the scheduled appointment date which then will result in the forfeiture of the entire exam fee.
- All exam withdrawal refunds will be issued following the completion of the testing window.

Personal Identification and Examination Security

Prometric is committed to a strong, secure, testing environment for all candidates visiting one of its test centers. Over the past few years, Prometric has made several significant investments to further strengthen security in our test centers, including a global roll-out of digital video recorders and enhancements to biometrics at certain centers.

Because of the importance of the NCTRC exams, numerous security measures will be enforced during the test administrations. Strict candidate identification requirements have been established.

IDENTIFICATION REQUIREMENTS

- You should always use the same form of your name. Do not change the spelling and do not change the order of your name.
- If you need to contact Prometric for any assistance, use the same form of your name that is on your NCTRC registration form.
- When you arrive at the test center, you will be required to present one form of valid, government issued photo and signature bearing identification. Expired ID's will not be accepted. You will not be admitted to the examination without the proper identification. If you arrive without proper ID, you will not be allowed to test and will be considered a "no-show", and your exam fee will be forfeited.
- If your name has changed since you registered for the examination, you will need to bring documentation of this change (e.g., a marriage license) with you for identification purposes.

Acceptable forms of identification (**which must include your signature and photograph**) are: current (valid) driver's license, state or government-issued identification card, or a current (valid) passport. Your ID photo must be current and look like you. Your signature on the ID must match your signature on the Test Center roster when you check-in. The spelling of your name on your ID must match the Test Center's record and your ATT.

ADDITIONAL PRECAUTIONS

You will be observed at all times while taking the examination. This observation will include direct observation by test center staff as well as video and audio monitoring of your examination session.

ON THE DAY OF THE EXAMINATION

The staff at each Prometric Testing Center follows designated procedures to ensure that the operation of the test center meets the NCTRC criteria for standardized testing. Plan to arrive at the Prometric Testing Center at least 30 minutes before your scheduled testing time. If you arrive 30 minutes after your scheduled appointment, you may be required to forfeit your appointment. If you forfeit your appointment, you will be required to register again. Friends or relatives who accompany you to the test center will not be permitted to wait in the test center or contact you while you are taking the examination.

The following activities will occur when you arrive at the Prometric Testing Centers for your appointment:

1. You must present one form of valid, government issued photo and signature bearing identification.
2. You will be asked to sign in at the center. Your signature will be compared to your identification that you present. You will be asked to sign your name every time you enter or leave the testing area within the center.
3. You will be required to leave your personal belongings outside the testing room. Secure storage will be provided. However, you should keep your government issued identification with you at all times. If you leave the testing room for any reason, you will be required to show the test administrator your identification to be readmitted to the room. Storage space is small, so candidates should plan appropriately. Do not take large bags, textbooks, notebooks, or any other unnecessary items to the test center. Prometric Testing Centers assume no responsibility for candidates' personal belongings. For additional security protocols, please visit <https://www.prometric.com/en-us/for-test-takers/prepare-for-test-day/pages/overview.aspx>.
4. As of July 1, 2011 Prometric TCAs began using hand-held metal detector wands to scan all candidates in the AP&C Test Centers in the United States and Territories. All candidates are scanned prior to each entry into the test room, including returns from breaks. Candidates are still required to turn their pockets out, and the scan is done immediately afterward. The purpose of the wand scan is to take an additional step in identifying any prohibited devices that a candidate might attempt to take into the testing room. Prometric's Security Department conducted a pilot of this program in 2010 using the wands for a period of five months. Approximately 60,000 candidates were scanned during that time. Ultimately, the wand was found to be a strong deterrent and operationally effective. Based on the results of the pilot, Prometric decided to move forward with this program and has deployed hand-held metal detectors to all US Test Centers.
5. In addition to this message, information about wand scanning has been added to Prometric's standard Test Center Regulations Form. This form is posted on Prometric's website and is given to all candidates to read prior to check-in. The scan will be done in full view of the TCA DVR camera so it will be recorded, and any candidate complaints or escalations can be properly investigated. All candidates will be required to submit to the scans. Any candidates refusing to be scanned will not be permitted to test. Please rest assured that the metal detectors do not affect pregnancies, pacemakers, or other medical equipment that's connected to the body.
6. The test administrator will give you a short orientation and will then escort you to a computer terminal. You must remain in your seat during the examination, except when authorized to leave by a test center staff member.
7. At the beginning of the exam, you will be required to signify your assent to the terms and conditions of the Confidentiality and Conduct Agreement.
8. The test administrator will provide you with a dry erase board and two dry erase markers to take notes during testing. You may not take your own scratch paper or pencil to the examination, nor may you remove the dry erase board from the testing room during breaks. The dry erase board must be given to the test administrator upon completion of your test.
9. Raise your hand to notify the test administrator if you:
 - believe you have a problem with your computer
 - need to take a break
 - need assistance for any reason
10. Disposable earplugs will be available from the administrator.
11. The clock will continue to run and will not be turned off for unplanned, unscheduled breaks. If there is a power outage, the time will stop counting down. The test will resume at the point where it left off when power is restored.
12. After your examination is finished, you will be asked to complete a brief, computer-delivered questionnaire about your testing experience.
13. The test administrator will collect the dry erase board. Removing the dry erase board from the test center is considered an act of misconduct.

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14. If you have any additional comments, you are encouraged to send your comments directly to Prometric at www.prometric.com.
 15. Dress comfortably for the exam.

Please Note: On rare occasions, technical problems and weather emergencies may require rescheduling of a candidate's examination. If delays are extended more than 30 minutes past a scheduled appointment, the candidate will be offered the opportunity to reschedule without cost.

CONFIDENTIALITY AND CONDUCT AGREEMENT

"The contents of NCTRC's Exams are copyrighted, proprietary, and confidential. Disclosure or reproduction of any portion of a NCTRC Exam to any individual or entity for any purpose whatsoever is prohibited. Such activity will result in the invalidation of test scores and may result in civil and/or criminal prosecution.

You can be disqualified from taking or continuing to sit for an examination, or from receiving examination results, or your scores might be canceled if there is substantial reason to believe through proctor observations, statistical analysis, and/or other evidence that your score may not be valid or that you were engaged in collaborative, disruptive, or other unacceptable behavior during the administration of this examination."

TEST CENTER REGULATIONS

To ensure that all candidates' results are earned under comparable conditions and represent fair and accurate measurement, it is necessary to maintain a standardized testing environment. The following regulations are strictly enforced. No papers, books, food, or purses are allowed in the testing room. No eating, drinking, or use of tobacco is allowed in the testing room.

GROUNDS FOR DISMISSAL

Any candidate who does not have positive identification, who uses unauthorized aids, or who does not follow the testing procedures can be dismissed from the test center. NCTRC may choose to have the test scores of such candidates canceled. A candidate who is believed to be engaging in misconduct and does not heed the administrator's warning to discontinue the behavior may be dismissed from the test center. All of the following behaviors are considered to be misconduct:

- giving or receiving unauthorized assistance of any kind
- using any unauthorized aids
- attempting to take the examination for someone else
- failing to follow testing regulations or the instructions of the test administrator
- creating a disturbance of any kind
- removing or attempting to remove examination questions and/or responses (in any format) or notes about the examination from the testing room
- tampering with the operation of the computer or attempting to use it for any function other than taking the examination

CANDIDATE MISCONDUCT

NCTRC examinations serve an important public function, and no misconduct will be tolerated. Before test scores are canceled for misconduct, the candidate is notified and given an opportunity to provide additional information. If during the administration of an examination, a test administrator believes misconduct is taking place, certain options shall be available to the test administrator.

- A test administrator may dismiss a candidate from the test and file a report with Prometric stating the action and the reasons for dismissal.
- A test administrator may choose not to dismiss the candidate from the test; however, under such circumstances the test administrator will file an irregularity report with Prometric describing his or her observations.
- In either event, when a test administrator reports to Prometric that a candidate might have committed misconduct during an examination, that candidate's test record is reviewed by Prometric and NCTRC.
- Prometric and NCTRC have the right to question any test score whose validity is in doubt because the score may have been obtained unfairly. Prometric first undertakes a confidential review of the circumstances giving rise to the questions about score validity. If there is sufficient cause to question the score, Prometric will refer the matter to NCTRC. NCTRC expects all individuals to cooperate in any NCTRC investigation or any investigation carried out by the NCTRC authorized testing service.
- NCTRC reserves the right to cancel any examination scores if, in the sole opinion of NCTRC, there is adequate reason to question its validity. NCTRC, in its discretion, will (i) offer the individual an opportunity to take the ex-

amination again at no additional fee, or (ii) provide review, hearing, and determination of validity of the examination, pursuant to the filing of appropriate requests to NCTRC's Standards Review Committee and Standards Hearing Committee.

- **Copyright.** All proprietary rights in the examinations, including copyright and trade secret, are held by the National Council for Therapeutic Recreation Certification. In order to protect the integrity of the examinations and to assure the validity of the scores that are reported, candidates must adhere to strict guidelines regarding proper conduct in handling these copyrighted, proprietary examinations. Any attempt to reproduce all or part of an examination is strictly prohibited by law. Such an attempt includes, but is not limited to: removing materials from the examination room; aiding others by any means in reconstructing any portion of an examination; or selling, distributing, receiving, or having unauthorized possession of any portion of an exam. Alleged copyright violations will be investigated and, if warranted, prosecuted to the fullest extent of the law. It should also be noted that examination scores might be invalidated in the event of this type of suspected breach.

Reporting Test Results

Candidates will receive an unofficial pass or fail score notification at the test center. The score notification will be available on the computer screen and not in written format. Official written score reports will be emailed from Prometric. Passing candidates receive a score report with PASS indicated. The exam is designed as a knowledge competency test and is not intended to distinguish among scores above the passing point. Therefore, no scores are reported for passing candidates. This policy is established as a safeguard against misuse of the exam scores of passing candidates. If a candidate does not pass the examination, the score report will indicate that the candidate was unsuccessful in achieving the required passing scaled score. The score report of those who do not pass will indicate a scaled score between 20 and 54 along with diagnostic indicators for the six content areas included in the exam. The diagnostic indicators are intended to help identify areas of strength and weakness; they are not to be used for pass/fail determination because this would lead to unreliable decisions.

The diagnostic indicators are as follows:

<i>Rating</i>	<i>Indication</i>
1	The candidate's score is below the level of minimum competency
2	The candidate's score is at or above the level of minimum competency

Each candidate receives a test that conforms to the content outline for the test appearing in these Certification Standards and is given sufficient opportunity to demonstrate possession of the knowledge required to practice as a minimally competent entry-level CTRS. Matching the above scale of indicators to the content areas of the exam will aid the candidate in further preparation for future exam.

NOTE: CANDIDATES ARE LIMITED TO ONE (1) EXAM PER TEST ADMINISTRATION. AN ELIGIBLE CANDIDATE WHO DOES NOT PASS THE TEST MAY REGISTER TO TAKE THE NEXT SCHEDULED TEST.

Exam Content Outline

The NCTRC Job Analysis outlines the knowledge and skills used in therapeutic recreation practice. The job skills represent the core components of current therapeutic recreation practice. The knowledge areas serve as the content of the NCTRC exam. The exam content outline listed below is based on the knowledge areas taken from the 2014 Job Analysis Study.

Exam Content

Content Areas	Percentage of Exam
Foundational Knowledge	20%
Assessment Process	19%
Documentation	18%
Implementation	26%
Administration of TR/RT Service	10%
Advancement of the Profession	7%
Total	100%

I. Foundational Knowledge – 20%

A. Theories and Concepts

1. Human developmental stages across the lifespan
2. Theories of human behavior and principles of behavioral change (e.g., Maslow's hierarchy, social learning theory, experiential learning model, self-determination theory, stress-coping, societal attitudes)
3. Concepts and models of health and human services (e.g., medical model, community model, education model, health and wellness model, person-centered care model, International Classification of Functioning, recovery model, inclusion)
4. Principles of group dynamics and leadership
5. Legislative and regulatory guidelines and standards (e.g., Americans with Disabilities Act, Individuals with Disabilities Education Act, Joint Commission, CARF)
6. Contributions of play, recreation, and leisure to health, and well-being (e.g., flow theory, benefits, quality of life)

B. Practice Guidelines

1. Models of TR/RT service delivery (e.g., Leisure Ability Model, Health Protection/Health Promotion Model, TR Service Delivery Model, Health and Well-Being Model)
2. Practice settings (e.g., hospital, long-term care, community-based, schools, home health care)
3. Standards of practice
4. Code of ethics
5. Professional qualifications (e.g., certification, licensure)
6. Cultural competency (e.g., social, cultural, educational, language, spiritual, socioeconomic, age, environment)

C. Diagnostic Groupings

1. Cognitive/developmental disorders and related impairments (e.g., dementia, traumatic brain injury, intellectual disabilities)
2. Physical/medical disorders and related impairments (e.g., diabetes, multiple sclerosis, muscular dystrophy, spinal cord injury, sensory impairments)
3. Psychiatric disorders and related impairments (e.g., addictions, PTSD)

II. Assessment Process – 19%

A. Selection and Implementation of Assessment

1. Current TR/RT assessment instruments
2. Interprofessional inventories and questionnaires (e.g., standardized rating systems, developmental screening tests)
3. Secondary sources of assessment data (e.g., records or charts, staff, support system)

4. Criteria for selection and/or development of assessment (e.g., reliability, validity, practicality, availability)
5. Implementation of assessment (e.g., behavioral observations, interviews, performance testing)

B. Assessment Domains

1. Sensory assessment (e.g., vision, hearing, tactile)
2. Cognitive assessment (e.g., memory, problem solving, attention span, orientation, safety awareness)
3. Social assessment (e.g., communication/interactive skills, relationships)
4. Physical assessment (e.g., fitness, motor skills function)
5. Affective assessment (e.g., attitude toward self, expression)
6. Leisure assessment (e.g., barriers, interests, values, Patterns/skills, knowledge)
7. Functional skills assessment (e.g., access in the community, using social media, using transportation)

III. Documentation – 18%

1. Interpretation and documentation of assessment results
2. Individualized intervention plan (e.g., identification of problems, strategies for treatment, modalities)
3. Writing measurable goals and behavioral objectives
4. Progress/functional status (e.g., SOAP, FIM, DARF)
5. Modification of intervention plan (e.g., reevaluation)
6. Discharge/transition plan of person(s) served
7. Required facility documentation (e.g., adverse incidents)

IV. Implementation – 26%

1. Selection of programs, activities and interventions to achieve the assessed needs of the person(s) served
2. Purpose and techniques of activity/task analysis
3. Activity modifications (e.g., assistive techniques, technology, and adaptive devices)
4. Modalities and/or interventions (e.g., leisure skill/education, assertiveness training, stress management, social skills, community reintegration)
5. Facilitation approaches (e.g., strengths based approach, holistic approach, person-centered, palliative care)
6. Intervention techniques (e.g., behavior management, counseling skills, experiential learning)

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7. Risk management and safety concerns
 8. Role and function of other health and human service professions and of interdisciplinary approaches (e.g., co-treatment, consultation, referral)

V. Administration of Therapeutic Recreation/Recreation Therapy Service – 10%

1. TR/RT service plan of operation (e.g., TRAM model, policy and procedure development)
2. Procedures for program evaluation and accountability (e.g., attendance, participation rates, cost benefit analysis)
3. Quality improvement guidelines and techniques (e.g., utilization review, risk management, peer review, outcome monitoring)
4. Personnel, intern, and volunteer management (e.g., recruitment, supervision, coordination, evaluation)
5. Payment system (e.g. government funding, managed care, private contract, Medicare, Medicaid, ICDM)
6. Facility and equipment management (e.g., maintenance, upgrading, inventory)

7. Budgeting and fiscal management (e.g., fund acquisition, fund management)

VI. Advancement of the Profession – 7%

1. Professionalism (e.g., professional boundaries, professional appearance, and behavior)
2. Credential maintenance and upgrading professional competencies (e.g., certification, recertification, licensure, continuing education, specializations)
3. Advocacy for person(s) served (e.g., patient/consumer rights, grievance policies, HIPAA)
4. Legislation and regulations pertaining to TR/RT (e.g., related service definitions, Affordable Care Act)
5. Public relations, promotion and marketing of the TR/RT profession
6. Professional associations and organizations
7. Research activities (e.g., research of evidence-based literature, efficacy of TR/RT interventions)
8. Collaboration between higher education and direct service providers (e.g., provision of internships, supporting research)

How is Your Score Determined

The passing score was established via a systematic procedure (Passing Score Study) that employed the judgment of a representative group of Certified Therapeutic Recreation Specialists from across the country with the assistance of Prometric. This group of CTRSs recommended to NCTRC a standard of what a minimally competent entry-level recreational therapist needs to know about the tested content to obtain a passing score. The final decision regarding the passing score was made by NCTRC Board of Directors and will be applied to the test you are administered.

For the NCTRC exam, there is one reported pass/fail decision score. A total scale score of at least 55 is needed to pass the exam. Scores are determined by converting the number of questions answered correctly (i.e., each correct question is worth the same) to a scaled score that ranges from approximately 20 to beyond 55.

A scale score is neither the number of questions answered correctly nor the percentage of questions answered correctly. A scale score is a transformed raw score (the number of examination questions answered correctly given the length of the examination taken). To interpret any examination score, a uniform frame of reference is required. Scale scores provide that frame of reference based on the standard adopted by NCTRC of the amount of knowledge necessary to pass without regard to the specific exam form or version taken.

EXAM SCORE INFORMATION:

RELIABILITY: Reliability refers to the consistency of the exam scores. Exam scores can be inconsistent due to a variety of factors depending on the condition of the test taker, the kind of exam given, situational factors external to the exam, and/or the way a particular exam is scored. Reliability also refers to the degree to which exam scores are free from errors of measurement. Errors of measurement can occur when an exam taker may perform differently on one occasion than on another for reasons that may or may not be related to the purpose of the exam. A person may try harder, be more tired or anxious, have greater familiarity with the content of questions on one exam form than on another, or simply guess correctly on more questions on one occasion than on another.

Another kind of reliability involves the consistency with which exams with cut scores are classified as either passing or failing. For these and other reasons, a person's score will not be perfectly consistent from one occasion to the next.

The concept of reliability is expressed as a reliability coefficient. Reliability coefficients range from 0 (absence of reliability) to 1 (perfect reliability). In the past, the reliability for the total exam score (content consistency) has been about .88 for the total score. The reliability of how consistently candidates were classified as either passing or failing has been about .90.

STANDARD ERROR OF MEASUREMENT: Since no measure of exam performance is perfectly accurate, it might be asked, "How accurate is my scaled score?" This question is not directly answerable, since it requires knowing what the candidate's score

should be (the true score). The true score can never be known. The difference between the actual exam score and the true exam score is the “error of measurement” associated with a particular form of the exam. Since a person’s score will vary from one exam form to another, it would be convenient to estimate the amount of variation one can expect for any given exam form. Such an estimate can be calculated and is called the standard error of measurement (SEM). If an exam could measure the elements of the subject matter without error, the value of the SEM associated with that exam would be zero.

WHAT EQUATING DOES: Exam developers attempt to make each new form (edition) of the exam equal in difficulty to previous forms. However, difficulty level varies somewhat from one exam form to another. Equating makes mathematical adjustments to scores on one form of the exam so that scores on that exam are comparable to scores on any other form of the exam.

AN ILLUSTRATION OF EQUATING: Suppose we have two individuals, the candidate and a friend, and both are equal in mathematical ability. Both take a mathematics exam. Both exams are intended to cover the same type of mathematics questions; however, the exam the candidate takes is more difficult than the one the friend takes. The candidate answered 135 questions correctly on the exam. The friend answered 140 questions correctly on his/her exam. It obviously would not be accurate or fair to conclude, on the basis of the exam scores, that the candidate was not as skilled in mathematics as the friend was. The difference in the exam scores was not due to one’s mathematical abilities, because our first assumption was that the candidate and the friend were of equal ability. The difference in the scores was because one exam form was harder than the other was. Equating allows us to determine that a 135 on the exam that the candidate took represents the same level of mathematical knowledge, skills and abilities as a score of 140 on the exam the friend took.

THE PURPOSE OF SCALING: Scaling allows scores to be reported on a common scale. Instead of having to remember that a 135 on the exam the candidate took is equivalent to a 140 on the exam that the friend took, we can use a common scale and report the score as a scaled score of 60. Since we know that the friend’s score of 140 is equal to the score of 135, the friend’s score would also be reported as a scaled score of 60.

COMPLAINTS

Candidates with complaints or comments about Prometric Testing Centers facilities and/or supervision, examination content, or any other matter related to the testing program should complete the exit evaluation questionnaire on the computer at the test center or write to Prometric at www.prometric.com.

EXAM REFERENCES

NCTRC provides a reference list of the major therapeutic recreation literature that was available as reference material in the development of the national exam for CTRS certification.

TO PREPARE TO TAKE THE NCTRC CERTIFICATION EXAM

1. Review the Exam Content Outline to learn the percentage of each major content area on the exam.
2. Review the list of exam references for further information.
3. Take the sample test to become familiar with the nature of the individual exam questions.
4. Go to www.NCTRC.org for additional resources and study aids on computer based testing.

2014 NCTRC Job Analysis Job Tasks and Knowledge Areas for the Certified Therapeutic Recreation Specialist

A benchmark for any profession is its ability to routinely monitor its own practice through an ongoing process of self-regulation. Paramount to this process is the establishment of a credentialing program that enabled the profession to safeguard consumers by stating who is competent to practice. The establishment of a valid job analysis is essential to the integrity of a credentialing program and an exam program.

In 2014, NCTRC completed its fourth comprehensive Job Analysis Study. The list of tasks below is the current tasks performed by the Certified Therapeutic Recreation Specialist. These job tasks represent the therapeutic recreation process. The knowledge base for therapeutic recreation practice forms the basis of the NCTRC exam content and is used to evaluate continuing education for therapeutic recreation.

2014 NCTRC Job Analysis -Job Tasks for the CTRS-

Professional Relationships and Responsibilities

1. Establish and maintain effective working relationships with person(s) served, co-workers, allied departments, and external customers

2. Create and maintain a safe and therapeutic environment
3. Maintain CTRS and required state credential(s)
4. Participate in in-service training and staff development

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5. Maintain knowledge of current TR/RT trends, techniques, methods, issues, and professional and legal standards
 6. Enhance professional competence through additional credentials
 7. Enhance professional competence through contribution to the TR/RT field (e.g., professional presentations, research, attending conferences)
 8. Support the development of evidence-based practices
 9. Adhere to professional standards of practice and code of ethics
 10. Participate in quality improvement process (e.g., exit interviews, customer service satisfaction, peer reviews)
 11. Participate in agency/professional committees

Assessment

12. Request and secure referrals/orders from professionals or other sources
13. Obtain and review pertinent information about person(s) served (e.g., records or charts, staff, support system)
14. Select and/or develop assessment methods based on validity, reliability, and needs of the person(s) served and setting (e.g. interview, observation, task performance, established instruments)
15. Establish therapeutic relationship with person(s) served
16. Conduct assessments using selected methods to determine physical, social, affective, cognitive, leisure lifestyle functioning, and environmental factors
17. Analyze and interpret results from assessments
18. Integrate, record, and disseminate results to identified others (e.g., person(s) served, treatment team)

Plan Interventions and/or Programs

19. Discuss results of assessment and involve the person(s) served or identified others (e.g., parent or legal guardian, support system, treatment team, service providers) in the design of individualized intervention plan
20. Develop and document individualized or group intervention plan with goals, objectives, evaluation criteria, and discharge/transition plan
21. Develop and/or select interventions and approaches to achieve individual and/or group goals
22. Develop and/or select protocols for individual and/or group session(s)

23. Utilize activity and/or task analysis prior to interventions/programs
24. Select adaptations, modifications, and/or assistive technology as needed

Implement Interventions and/or Programs

25. Explain the purpose and outcomes of the intervention/program and steps to be followed to the person(s) served and/or identified others (e.g., parent or legal guardian, support system, treatment team, service providers)
26. Implement individual and/or group session(s), protocols, and/or programs
27. Use leadership, facilitation, and adaptation techniques to maximize therapeutic benefit
28. Monitor and address safety concerns throughout the intervention/program
29. Observe person(s) served for response to intervention/program and document important data (e.g. interaction with others, group, or therapist)
30. Monitor effectiveness of individual and/or group intervention/program plans and make modifications as needed

Evaluate Outcomes of the Interventions and/or Programs

31. Evaluate changes in functioning of the person(s) served
32. Determine effectiveness of individual intervention plan and/or program and adjust as needed
33. Revise individualized intervention plan and/or program as necessary with input from the person(s) served and identified others (e.g., parent or legal guardian, support system, treatment team, service providers)
34. Evaluate individual's need for additional, alternative, or discharge of services
35. Determine effectiveness of protocols, modalities, and/or programs for targeted groups

Document Intervention Services

36. Document participation and adherence to intervention
37. Document behavioral observations, progress, functioning, and intervention outcomes of the person(s) served
38. Document occurrences, accidents, and incidents relating to risk management
39. Document protocols and modalities
40. Document program effectiveness

Treatment Teams and/or Service Providers

41. Identify the treatment team/community partners, including person(s) served
42. Provide information to team members and community partners concerning available TR/RT services and outcomes
43. Communicate information regarding person(s) served to team members and community partners in a timely and appropriate manner (e.g., behavioral changes, functional status)
44. Coordinate or integrate intervention plan with other service providers and community partners for the person(s) served (e.g., care planning, discharge/transition plan)
45. Develop and provide collaborative services with other team members and community partners as necessary (e.g., co-treatment)

Develop and Maintain Programs

46. Maintain equipment and supply inventory
47. Plan and coordinate support services (e.g., transportation, housekeeping, dietary)
48. Maintain program budget and expense records
49. Develop and distribute schedules (e.g., programs, special events, programming changes)
50. Identify funding sources
51. Conduct an initial and/or on-going organizational/departamental needs assessment for TR/RT service delivery (e.g. populations served, internal and external resources)
52. Conduct ongoing program evaluation
53. Follow risk management practices

Manage Therapeutic Recreation/Recreation Therapy Services

54. Comply with standards and regulations (e.g., government, credentialing, agency, professional)
55. Prepare and update comprehensive TR/RT written plan of operation (e.g., programs, risk management, policies and procedures)
56. Confirm that programs are consistent with agency mission and TR/RT service philosophy and goals
57. Recruit, train, educate, supervise, and evaluate professionals, paraprofessionals and/or volunteers (e.g., plan in-service training, develop staffing schedules)
58. Provide staff development and mentorship, including clinical supervision
59. Develop, implement and/or maintain TR/RT internship program

60. Prepare, implement, evaluate, and monitor TR/RT service annual budget
61. Support research programs or projects
62. Develop and conduct quality improvement plan and report results
63. Write summary reports of TR/RT services
64. Identify, obtain, and manage supplemental funding (e.g., grants, donations, endowments, fundraisers)

Awareness and Advocacy

65. Establish and maintain network with organizations and advocates (e.g., community partners/agencies, universities, health-related professionals, and consumer groups)
66. Advocate for the rights of person(s) served (e.g. access, inclusion, independence, transportation)
67. Provide education to internal and external stakeholders regarding TR/RT services
68. Promote the organization, TR/RT services, and the profession through marketing and public relations
69. Monitor legislative and regulatory changes that impact TR/RT services and person(s) served

2014 NCTRC Job Analysis -Knowledge Areas-

Foundational Knowledge (FKW)

1. Human developmental stages across the lifespan
2. Theories of human behavior and principles of behavioral change (e.g., Maslow's hierarchy, social learning theory, experiential learning model, self-determination theory, stress-coping, societal attitudes)
3. Concepts and models of health and human services (e.g., medical model, community model, education model, health and wellness model, person-centered care model, International Classification of Functioning, recovery model, inclusion)
4. Principles of group dynamics and leadership
5. Legislative and regulatory guidelines and standards (e.g., Americans with Disabilities Act, Individuals with Disabilities Education Act, Joint Commission, CARF)
6. Contributions of play, recreation, and leisure to health, and well-being (e.g., flow theory, benefits, quality of life)
7. Models of TR/RT service delivery (e.g., Leisure Ability Model, Health Protection/Health

Promotion Model, TR Service Delivery Model, Health and Well-Being Model)

8. Practice settings (e.g., hospital, long-term care, community-based, schools, home health care)
9. Standards of practice
10. Code of ethics
11. Professional qualifications (e.g., certification, licensure)
12. Cultural competency (e.g., social, cultural, educational, language, spiritual, socioeconomic, age, environment)
13. Cognitive/developmental disorders and related impairments (e.g., dementia, traumatic brain injury, intellectual disabilities)
14. Physical/medical disorders and related impairments (e.g., diabetes, multiple sclerosis, muscular dystrophy, spinal cord injury, sensory impairments)
15. Psychiatric disorders and related impairments (e.g., addictions, PTSD)

Assessment Process (ASP)

16. Current TR/RT assessment instruments
17. Interprofessional inventories and questionnaires (e.g., standardized rating systems, developmental screening tests)
18. Secondary sources of assessment data (e.g., records or charts, staff, support system)
19. Criteria for selection and/or development of assessment (e.g., reliability, validity, practicality, availability)
20. Implementation of assessment (e.g., behavioral observations, interviews, performance testing)
21. Sensory assessment (e.g., vision, hearing, tactile)
22. Cognitive assessment (e.g., memory, problem solving, attention span, orientation, safety awareness)
23. Social assessment (e.g., communication/interactive skills, relationships)
24. Physical assessment (e.g., fitness, motor skills function)
25. Affective assessment (e.g., attitude toward self, expression)
26. Leisure assessment (e.g., barriers, interests, values, patterns/skills, knowledge)
27. Functional skills assessment (e.g., access in the community, using social media, using transportation)

Documentation (DOC)

28. Interpretation and documentation of assessment results

29. Individualized intervention plan (e.g., identification of problems, strategies for treatment, modalities)
30. Writing measurable goals and behavioral objectives
31. Progress/functional status (e.g., SOAP, FIM, DARP)
32. Modification of intervention plan (e.g., reevaluation)
33. Discharge/transition plan of person(s) served
34. Required facility documentation (e.g., adverse incidents)

Implementation (IMP)

35. Selection of programs, activities and interventions to achieve the assessed needs of the person(s) served
36. Purpose and techniques of activity/task analysis
37. Activity modifications (e.g., assistive techniques, technology, and adaptive devices)
38. Modalities and/or interventions (e.g., leisure skill/education, assertiveness training, stress management, social skills, community reintegration)
39. Facilitation approaches (e.g., strengths based approach, holistic approach, person-centered, palliative care)
40. Intervention techniques (e.g., behavior management, counseling skills, experiential learning)
41. Risk management and safety concerns
42. Role and function of other health and human service professions and of interdisciplinary approaches (e.g., co-treatment, consultation, referral)

Administration of Therapeutic Recreation/Recreation Therapy Service (ADM)

43. TR/RT service plan of operation (e.g., TRAM model, policy and procedure development)
44. Procedures for program evaluation and accountability (e.g., attendance, participation rates, cost benefit analysis)
45. Quality improvement guidelines and techniques (e.g., utilization review, risk management, peer review, outcome monitoring)
46. Personnel, intern, and volunteer management (e.g., recruitment, supervision, coordination, evaluation)
47. Payment system (e.g. government funding, managed care, private contract, Medicare, Medicaid, ICDM)
48. Facility and equipment management (e.g., maintenance, upgrading, inventory)

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49. Budgeting and fiscal management (e.g., fund acquisition, fund management)

Advancement of the Profession (ADV)

50. Professionalism (e.g., professional boundaries, professional appearance, and behavior)
51. Credential maintenance and upgrading professional competencies (e.g., certification, recertification, licensure, continuing education, specializations)
52. Advocacy for person(s) served (e.g., patient/consumer rights, grievance policies, HIPAA)
53. Legislation and regulations pertaining to TR/RT (e.g., related service definitions, Affordable Care Act)
54. Public relations, promotion and marketing of the TR/RT profession
55. Professional associations and organizations
56. Research activities (e.g., research of evidence-based literature, efficacy of TR/RT interventions)
57. Collaboration between higher education and direct service providers (e.g., provision of internships, supporting research)

DEFINITION OF TERMS

Given the diversity and varied settings in which TR/RT services are practiced, it becomes a challenge to select terminology that is inclusive of the entire profession. The list provided here represents terms chosen to describe aspects of practice and the persons served. These terms are broad-based and can be applied to all settings and populations served. The intent here is to “include” rather than “exclude” any aspect of the profession.

Therapeutic Recreation/Recreation Therapy: all references to TR/RT in this document are intended to be used interchangeably.

Persons Served: a patient, client, consumer, participant or resident.

Individualized Intervention Plan: an individualized plan of care or intervention for a person served by a qualified TR/RT professional (CTRS) based on assessed strengths and needs, and includes goals, objectives and intervention strategies aimed at fostering desirable and necessary outcomes.

Treatment/Service Teams: also referred to as “intervention team”, and “multidisciplinary, interdisciplinary, transdisciplinary team”. A treatment team is a group of qualified professionals who provide individual and collective treatment to address the needs of a specific individual receiving service.

Standards of Practice: statements of professional expectations for service delivery in order to assure systematic provision of recreation therapy services. Such statements are set by the organizations representing the specific profession.

Inclusion: a planning process in which individuals with disabilities have the opportunity to participate fully in all community activities offered to people without disabilities. Inclusion requires providing the necessary framework for adaptations, accommodations and supports so that individuals can benefit equally from an experience.

Outcomes: observed changes in an individual’s health status and functional abilities as a result of services. Outcomes must be measurable, achievable, documented, meaningful, and linked to professional intervention.

Standards of Knowledge, Skills and Abilities for the CTRS:

1. possess knowledge of the theories and concepts of therapeutic recreation, leisure, social psychology, and human development as related to the nature and scope of health and human service delivery systems and the ability to integrate these in a variety of settings.
2. possess an essential knowledge of the diversity of the populations including diagnostic groups served within the therapeutic recreation process, including etiology, symptomatology, prognosis, treatment of conditions and related secondary complications. Possess a basic understanding of and ability to use medical terminology.
3. have a thorough understanding of the assessment process utilized within therapeutic recreation practice including, but not limited to, purpose of assessment, assessment domain (including cognitive, social, physical, affective, leisure, background information), assessment procedures (including behavioral observation, interview, functional skills testing, a general understanding of current TR/leisure assessment instruments, inventories and questionnaires and other sources of commonly used multidisciplinary assessment tools, including standardized measures), selection of instrumentation, general procedures for implementation and the interpretation of findings.

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4. have a basic understanding of the published standards of practice for the profession of therapeutic recreation and the influence that such standards have on the program planning process.
 5. possess detailed knowledge of the intervention planning process, including program or treatment plan design and development, programming considerations, types of programs, nature and scope of interventions, and selection of programs to achieve the assessed needs and desired outcomes of the person served.
 6. possess basic knowledge related to the implementation of an individual intervention plan, including theory and application of modalities/interventions and facilitation techniques/approaches.
 7. have a fundamental knowledge of methods for documenting and evaluating persons served, programs, and agencies.
 8. possess a broad understanding of organizing and managing therapeutic recreation services including, but not limited to, the development of a written plan of operation and knowledge of external regulations, resource management, components of quality improvement, as well as basic understanding of staff/volunteer management.
 9. be able to identify and understand the components of professional competency within the realm of therapeutic recreation practice, including requirements for certification, ethical practice, public relations, and the general advancement of the profession.
 10. possess fundamental knowledge of how the TR process is influenced by diversity and social environment.
 11. possess fundamental knowledge of assistive devices/equipment and activity modification techniques.
 12. possess fundamental knowledge of group interaction, leadership, and safety.

NCTRC Exam Reference List

The following list includes the major therapeutic recreation literature that was available as reference material in the development of the exam items for the national exam for CTRS. NCTRC does not wish to give the impression that these resources are definitive sources for test item development. The resources were used as supportive documentation and reference materials to commonly held practice knowledge. Therefore, please note that NCTRC does not endorse any of these documents. Nor are these references comprehensive. Rather, they are provided as illustrative materials actually referenced in the exam development process and NCTRC recognizes other worthwhile references exist.

American Psychiatric Association (2013). *Diagnostic & Statistical Manual of Mental Disorders* (5th ed.). Washington, DC: American Psychiatric Association.

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