Student Handbook

Therapeutic Recreation Certificate and Diploma Programs (Online Delivery)

2019-2020 Academic Year

Allied Health
Faculty of Health and Community Studies

Faculty of Health and Community Studies Office
Hours: Monday to Friday, 0800-1630

Location: 6th floor, Civic Employees Legacy Tower (CELT)
10215-108 Street, Edmonton, AB

Phone: 780-644-6300
Fax: 780-644-6529
Table of Contents

MESSAGE FROM THE DEAN .................................................................................................................. 5
  Jennifer Mah, RN, MN ....................................................................................................................... 5

NORQUEST COLLEGE VISION/MISSION/VALUES ........................................................................ 6
  Vision ................................................................................................................................................ 6
  Mission .............................................................................................................................................. 6
  Values ................................................................................................................................................. 6

OUR COMMITMENT ............................................................................................................................... 7
  The NorQuest Learning Experience .................................................................................................. 7

OUR TEAM ............................................................................................................................................... 7

CONTACT INFORMATION ................................................................................................................... 8

OUR CAMPUS ......................................................................................................................................... 10
  STUDENT INFORMATION ON WEBSITE ......................................................................................... 10

ROLES IN YOUR PROGRAM ................................................................................................................ 11

STUDENT NAVIGATOR ROLE .............................................................................................................. 12
  International Navigator Role ............................................................................................................... 12
  Emergency Procedures ....................................................................................................................... 13
  Scent-Free Environment .................................................................................................................... 13
  Lab Requirements .............................................................................................................................. 13
  Media Consent ..................................................................................................................................... 13

OVERVIEW OF THE PROGRAM .......................................................................................................... 14

PROFESSIONAL ASSOCIATIONS ...................................................................................................... 14

PROGRAM ADVISORY COMMITTEE (PAC) ......................................................................................... 15

STUDENT REPRESENTATIVE COMMITTEE ......................................................................................... 15

THERAPEUTIC RECREATION PROGRAM LEARNING OUTCOMES ............................................. 15

PROGRAM DELIVERY .......................................................................................................................... 15
  Moving Between Deliveries ............................................................................................................... 16
  Certificate Program – Full Time, Face-to-Face .................................................................................. 16
  Certificate Program – Online ............................................................................................................ 16
COLLABORATION AND A RESPECTFUL LEARNING ENVIRONMENT ................................................................. 34
AWARENESS OF POLICIES .......................................................................................................................... 35
ACADEMIC MISCONDUCT ........................................................................................................................ 35
USING APA .................................................................................................................................................. 36
ACADEMIC PROGRESS .............................................................................................................................. 36
ACADEMIC PROBATION ........................................................................................................................... 37
COMMITMENT TO PROFESSIONALISM FOR THERAPEUTIC STUDENTS ..................................................... 38
SHARED RESPONSIBILITY AND LEARNER IMPROVEMENT PLANS .......................................................... 40
ACADEMIC GRADE APPEALS AND STUDENTS COMPLAINTS .................................................................. 41
EVALUATION AND FEEDBACK TO THE PROGRAM AREA AND COLLEGE .............................................. 42
CLINICAL PLACEMENT (Practicum) ........................................................................................................ 43
APPLYING TO GRADUATE & CONVOCATION ....................................................................................... 46
TRANSITIONING FROM YEAR 1 (CERTIFICATE) TO YEAR 2 (DIPLOMA) ..................................................... 47
STUDENT CAREER AND EMPLOYMENT SERVICES .................................................................................. 47
CONTINUING YOUR EDUCATION ........................................................................................................... 47
COMING IN 2021: DEGREE AS ENTRY TO PRACTICE AS A RECREATION THERAPIST ................................. 48
LOOKING AHEAD TO CERTIFICATION: .................................................................................................. 48
ALUMNI ASSOCIATION ............................................................................................................................... 49
STAY IN TOUCH! ........................................................................................................................................ 49
MESSAGE FROM THE DEAN

Jennifer Mah, RN, MN

Welcome to NorQuest College! Congratulations in choosing NorQuest as the starting point for your career in therapeutic recreation. Here you will find a highly qualified faculty, a current and workforce-relevant program curriculum, and a supportive learning environment.

As a graduate of the NorQuest College Therapeutic Recreation program, you will have a skill set that is in demand. When you graduate and become employed in the therapeutic recreation field, you will have an opportunity every day to make a difference in someone’s life.

The Instructional Team looks forward to working with you as you embark on your educational journey. We encourage you to seek our assistance and support to help you achieve your goals.

This student handbook is designed to provide you with information to guide your success in the program.
NORQUEST COLLEGE VISION/MISSION/VALUES

Vision

NorQuest College is a vibrant, inclusive and diverse learning environment that transforms lives and strengthens communities.

Mission

NorQuest College inspires lifelong learning and the achievement of career goals by offering relevant and accessible education.

Values

We value people. We:
• Treat people with integrity and respect
• Empower and encourage risk taking
• Celebrate commitment, contribution and accomplishments

We value learning. We:
• Foster creativity, innovation and critical thought
• Encourage growth, development and lifelong learning
• Build on the diversity of our learners, employees and partners

We value our role in the community. We:
• Display leadership and responsibility for our outcomes
• Partner to achieve community goals

We value the quality of the processes we use in reaching our goals. We:
• Demonstrate a learner-centred approach
• Set clear expectations, measure results and demonstrate accountability
• Promote teamwork, cooperation and sharing throughout the College
• Follow fair process in accomplishing our objectives

OUR COMMITMENT

The NorQuest Learning Experience

Your experience as a learner in the Therapeutic Recreation program is important to us. You will have an inclusive learning experience, embracing diversity and developing skills needed to succeed. You will be taught by exemplary faculty with relevant experience in the therapeutic recreation field, who will respect you as a partner in learning and bring together theory and practice in practical ways. Our commitment is to partner with you to prepare you for a successful career in therapeutic recreation.

For more information on the NorQuest Learning Experience: http://www.norquest.ca/about-us/the-norquest-learning-experience.aspx

OUR TEAM

DEAN
Jennifer Mah, RN, MN  jennifer.mah@norquest.ca  780-644-61685

ASSOCIATE DEAN
Bev Suntjens, BA, RecT  bev.suntjens@norquest.ca  780-644-6413

ASSOCIATE DEAN
Judith Anderson, PhD  judith.anderson@norquest.ca  780-644-6787

PROGRAM CHAIR, ALLIED HEALTH
Erin Turnell, BPE (RecT)  erin.turnell@norquest.ca  780-644-6054

FACULTY
Sarah James, BARST (RecT)  sarah.james@norquest.ca  780-644-6408
Ashley Wu, BPE (RecT)  ashley.wu@norquest.ca  780-644-6395

Kim Dewling, RN  kim.dewling@norquest.ca  780-644-6395

INSTRUCTIONAL ASSISTANTS
Dominique Bailey, OTA, PTA  dominique.bailey@norquest.ca  780-644-6059
Lucienne Soriano, BTR, CTRS  lucienne.soriano@norquest.ca  780-644-6395

ACTING PROGRAM CHAIR, UNIVERSITY TRANSFER (ENGL, PSYC, SOCI, HEED Courses)
Rebecca Hardie, PhD  rebecca.hardie@norquest.ca  780-644-6304
**ADMINISTRATIVE & OPERATIONAL SUPPORT**

Hilary Cheung  
[Email: hilary.cheung@norquest.ca]  
[Phone: 780-644-6395]

**STUDENT NAVIGATOR**

(1-204 CELT)  
Laura White  
[Email: student.navigator@norquest.ca]  
[Phone: 780-644-6205]

---

**CONTACT INFORMATION**

CELT = Civic Employee Legacy Tower (formerly Heritage Tower)

SCFL = Singhmar Centre for Learning

<table>
<thead>
<tr>
<th>Service / Area</th>
<th>Location</th>
<th>Phone</th>
<th>Email</th>
<th>Additional Info:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookstore</td>
<td>1-091 SCFL</td>
<td>780 644 6203 or toll free at 1 866 534 7218</td>
<td><a href="mailto:studentbookstore@norquest.ca">studentbookstore@norquest.ca</a></td>
<td><a href="https://www.norquest.ca/resources/services/facilities/bookstore.aspx">https://www.norquest.ca/resources/services/facilities/bookstore.aspx</a></td>
</tr>
</tbody>
</table>
| Computer Commons        | 2-111 SCFL | 780 644 6085               | computercommons@norquest.ca        | [https://www.norquest.ca/resources/services/computer-commons.aspx](https://www.norquest.ca/resources/services/computer-commons.aspx)  
[https://www.norquest.ca/resources/services/facilities/learning-center.computer-support.aspx](https://www.norquest.ca/resources/services/facilities/learning-center.computer-support.aspx) |
| Exam Bookings           |          | 780 644 6055               | assessmentexams@norquest.ca        | [https://www.norquest.ca/resources/services/college-services/office-of-the-registrar/online-delivery-information.aspx](https://www.norquest.ca/resources/services/college-services/office-of-the-registrar/online-delivery-information.aspx)  
<p>| Financial Aid           | 1-205 CELT | 780 644 6130               |                                    | <a href="https://www.norquest.ca/resources/services/student-services/funding-your-education.aspx">https://www.norquest.ca/resources/services/student-services/funding-your-education.aspx</a> |</p>
<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Phone Number</th>
<th>Email</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Growth and Harmony</td>
<td>1-101 SCFL</td>
<td>780 644 6155</td>
<td><a href="mailto:wellness@norquest.ca">wellness@norquest.ca</a></td>
<td><a href="https://www.norquest.ca/resoucre-services/student-services/safety-wellness/health-services.aspx">https://www.norquest.ca/resoucre-services/student-services/safety-wellness/health-services.aspx</a></td>
</tr>
<tr>
<td>International Student Office</td>
<td>1-215 CELT</td>
<td>780 644 6128</td>
<td><a href="mailto:international@norquest.ca">international@norquest.ca</a></td>
<td><a href="https://www.norquest.ca/prospectv-students/international-students.aspx">https://www.norquest.ca/prospectv-students/international-students.aspx</a></td>
</tr>
<tr>
<td>Library Services (Learner Centre)</td>
<td>2-180 SCFL</td>
<td>780 644 6070 or toll free at 1 866 534 7218</td>
<td><a href="mailto:library@norquest.ca">library@norquest.ca</a></td>
<td><a href="https://library.norquest.ca/services.aspx">https://library.norquest.ca/services.aspx</a></td>
</tr>
<tr>
<td>Office of Student Judicial Affairs</td>
<td>1-205 CELT</td>
<td>780 644 6490</td>
<td><a href="mailto:OSJA@norquest.ca">OSJA@norquest.ca</a></td>
<td><a href="https://www.norquest.ca/resoucre-services/student-services/office-of-student-judicial-affairs.aspx">https://www.norquest.ca/resoucre-services/student-services/office-of-student-judicial-affairs.aspx</a></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>Main floor CELT (1-205)</td>
<td>780 644 6000 or toll free at 1 866 534 7218</td>
<td><a href="mailto:enrolment@norquest.ca">enrolment@norquest.ca</a></td>
<td><a href="https://www.norquest.ca/resoucre-s-services/college-services/office-of-the-registrar.aspx">https://www.norquest.ca/resoucre-s-services/college-services/office-of-the-registrar.aspx</a></td>
</tr>
<tr>
<td>Parking Services</td>
<td></td>
<td>780 644 6218</td>
<td><a href="mailto:parking@norquest.ca">parking@norquest.ca</a></td>
<td><a href="https://www.norquest.ca/resoucre-s-services/college-services/parking.aspx">https://www.norquest.ca/resoucre-s-services/college-services/parking.aspx</a></td>
</tr>
<tr>
<td>Faculty of Health and Community Studies</td>
<td>6th Floor CELT</td>
<td>780 644 6300</td>
<td>6th Floor Reception Desk</td>
<td>Fax: 780 644 6529 Open M-F from 0800 – 1630</td>
</tr>
<tr>
<td>Services for Students with Disabilities</td>
<td>Located inside the library, 2-180 SCFL</td>
<td>780 644 6055</td>
<td><a href="mailto:learning.support@norquest.ca">learning.support@norquest.ca</a></td>
<td><a href="https://www.norquest.ca/resoucre-s-services/student-services/services-for-students-with-disabilities.aspx">https://www.norquest.ca/resoucre-s-services/student-services/services-for-students-with-disabilities.aspx</a></td>
</tr>
</tbody>
</table>
### OUR CAMPUS

Your program is delivered at the Edmonton Downtown Campus. This consists of four buildings:

- **Centre 102**
  "Building B", with room numbers beginning in B – located at 10704-102 Avenue
- **Centre 106**
  "Building E" with room numbers beginning in E – located at 10232-106 Street
- **Civic Employees Legacy Tower (CELT)**
  Located at 10215-108 Street (south end of 108 Street)
- **Singhmar Centre for Learning (SCFL)**
  Located at 10215-108 Street (north end of 108 Street)

More information and Campus Maps can be found at:

*Please note that our campus is a non-smoking campus. There is no smoking permitted inside any building or on campus property.*

### STUDENT INFORMATION ON WEBSITE

Please visit your student website, at [https://www.norquest.ca/current-students.aspx](https://www.norquest.ca/current-students.aspx) for information on news, events, and resources available to you.
ROLES IN YOUR PROGRAM

Your instructor is responsible for the following items:

- Course Syllabus, schedule, materials, assignments, and exams
- Monitoring, and recording student progress
- Grading student assignments and providing feedback to the student
- Responding to student questions pertaining to the course
- Approving final course grades
- Responding to questions about the material: readings, assignments, grades, classes, information on Blackboard/Moodle, and exams
- Course and classroom policies and procedures
- Responding to requests for extensions/deferrals
- Addressing concerns if there is a discrepancy with your mark or you have not received your marks.

The Program Chair / Associate Chair or designate is responsible for the following items:

- Working with students to outline their program plan
- Presenting various delivery options to students
- Responding to student questions
- Information about change of course registration
- Information if you have failed, withdrawn, or need to take a break from the program
- Information if you would like to transfer to another delivery option

Program Administration staff are responsible for the following items:

- Maintaining student records
- Maintaining program information
- Collection of the following student documents: CPR, WHMIS, AHS Confidentiality and User Agreement Form
- If you are having difficulty contacting your instructor
- If you will be absent for guided practice, clinical, or an exam
- General program information
- Booking appointments to see the Associate Chair, or Program Chair

The Program Chair is responsible for the following items:

- Overseeing all student activities
- Concerns about the program or curriculum
- Issues that are not satisfactorily addressed by other Faculty members
- Overseeing the program for the College
- Faculty and program evaluation
- Program policies
- Issues not satisfactorily addressed by the Associate Chairs

The Office of the Registrar (OR) is responsible for the following items:

- Registering students into courses
- Updating student information and maintaining student records
- Course fees
- Transfer credit requests – refer to the policies and forms at: https://www.norquest.ca/accepted-students/completing-admission-requirements/transfer-credit.aspx

**STUDENT NAVIGATOR ROLE**

If you are having trouble navigating College services, or need guidance on the resources available to you, please consult with you **Student Navigator**, accessed through the main reception area in the Civic Employees Legacy Tower lobby (1-204).

**What is a Student Navigator?** A team of **centralized advisors** who are available to answer student questions and concerns – providing advising services for students from application to graduation. **As soon as students apply to the College and pay an application fee, they can access Student Navigator services.**

**What do they do?** They are your go-to people for any general College inquiries – anytime you have any questions/issues about college services, policies, or processes that you are unsure about or don’t know where to go to find the answer – your student navigator can help. This may include:

- **Program Information** (General policies and procedures)
- **College Services** (Provide information or direction to services such as: Career and Employment Services, Tutorial Centre, Counsellors, Social Worker, Bookstore, etc.)
- **Student Funding** (Grant Funding, Student Loans, how and when to apply, fulltime vs part-time, etc.)

**How can I contact them?**

**Office Location:** Civic Employee Legacy Tower, Room 1-204, 10215 108 Street  
**Phone Number:** 780-644-6130  
**Email:** student.navigator@norquest.ca  
**Hours of Operation:** Monday-Friday, 8:30 am – 3:30 pm  
Drop in or pre-booked appointments available – call or email for more information.  
**NOTE:** Most Monday - Thursday evenings, a Student Navigator is available until 6:15 pm. Please call ahead to the number above to confirm that a Navigator will be available.

**International Navigator Role**

The International Office will help students make informed decisions. Advising and activity areas include:

- Application process  
- An overview of the immigration process and important resources  
- Online Pre-arrival sessions  
- Orientation (ISTART)  
- Settlement support  
- Specialized workshop for managing your academic and immigration experience  
- Referrals to appropriate internal and external resources
Contact Information:
Location: 1-215, Civic Employee Legacy Tower
Email: international@norquest.ca Phone: 780-644-6128
International Advisors: Nancy Kasele, Amanda Thorson and Elena Spirkina

Booklists

Booklists are available to view at the bookstore, or online at: http://www.norquest.ca/resources-services/facilities/bookstore/booklists.aspx.

You may purchase your books through our College bookstore (new or used books available through our buy-back program), through another online vendor, or from a previous student.

We have an Allied Health Student Textbook Sales Page on Moodle! You can post books that you would like to sell, or browse for books. Allied Health provides this service as a voluntary means for students to connect to buy used books, and assumes no responsibility for the transactions that occur as a result of using the page. Please watch your email for more information!

Emergency Procedures


Scent-Free Environment

NorQuest College maintains a scent-free environment. No scented products are permitted in the classroom, lab, or clinical setting.

Lab Requirements

Your instructor will provide you with an orientation to lab requirements for your program. This may include dress code, materials to bring, and ways to prepare for lab experiences, as well as a code of conduct for lab. Detailed information is included in this manual in the next section.

Media Consent

During your time in your program, we may be requesting to take your photo for educational or marketing purposes. We will provide a consent form for you to complete for such times. If you have any concerns, please discuss with your instructor or Chair.
OVERVIEW OF THE PROGRAM

The Therapeutic Recreation Program prepares graduates to work as members of a therapeutic recreation team in planning, implementation, and evaluation of individual or group therapeutic recreation interventions. Graduates are employable in a variety of service settings including continuing care, assisted living, group homes, lodges, and day programs.

The first year of the program, which leads to a certificate, covers the role of client-focused therapeutic recreation in health care. This includes therapeutic recreation; wellness through leisure; and program planning, delivery, and evaluation. Graduates of the certificate program may find work as aides or assistants under the direction of a recreation therapist.

The second year of the program, which leads to a diploma, focuses on the concepts, theory, and practical experiences related to leadership and critical thinking to prepare graduates to work more independently as a Recreation Therapist. Depending on the site, diplomagraduates may work as assistants or recreation therapists.

The curriculum integrates the knowledge, skills, behaviours, and attitudes that contribute to your ability to be successful in your role as a health-care professional. Upon completion you will be able to demonstrate professionalism through the following behaviours:

- Demonstrate patience, consideration, and understanding of others
- Lead groups and individuals in safe, knowledgeable, directive, engaging manner
- Communicate in a positive, tactful way
- Treat people with respect
- Work well in a team environment
- Demonstrate common sense
- Be knowledge and competent
- Demonstrate a clear understanding of your role

The diploma program is aligned to equip students with the Essential Competencies as outlined by the Alberta Therapeutic Recreation Association’s Competency Profile for Recreation Therapists in Alberta (2012), as overviewed at: http://www.alberta-tr.org/media/1378/atra_competency_profile.pdf.

PROFESSIONAL ASSOCIATIONS

The NorQuest College Therapeutic Recreation Diploma Program is recognized by the Alberta Therapeutic Recreation Association (ATRA), as the coursework and clinical placements (practicums) completed allows graduates to become professional members of the association. More information can be found at: http://www.alberta-tr.org/pages/BecomeMember/default.aspx

Students receive a student membership to the Alberta Therapeutic Recreation Association as part of their TRDC 1020 course.

Students are also encouraged to become a member of:
• Canadian Therapeutic Recreation Association (CTRA). www.canadian-tr.org
• Therapy Assistant Association of Alberta (ThAAA). www.thaaa.ca

PROGRAM ADVISORY COMMITTEE (PAC)

Each program in Allied Health has an active Program Advisory Committee, made up of educators, practitioners, industry leaders, alumni, and students. The purpose of this committee is to provide guidance to the program area in ensuring the curriculum and its delivery is current and relevant to the workforce. The PAC for this program meets twice per year.

STUDENT REPRESENTATIVE COMMITTEE

Students have the opportunity to represent their peers on the Student Advisory Committee. This committee provides feedback to the Chair regarding scheduling, curriculum, instruction, facilities, and learner experience in the program. The Student Representative Committee meets 3-5 times per academic year.

THERAPEUTIC RECREATION PROGRAM LEARNING OUTCOMES

Graduates of the Therapeutic Recreation Program will meet the following outcomes:

• Use knowledge and skills to provide safe, competent services to clients of all ages in a variety of settings.
• Demonstrate a clear understanding of your role in the therapeutic recreation setting by adhering to agency policy.
• Use communication skills to develop and maintain effective interpersonal relationships with individuals and groups.
• Apply critical thinking skills to make decisions, plan strategies, and solve problems.
• Exhibit professional behaviour as a member of the interdisciplinary care team.

PROGRAM DELIVERY

The Therapeutic Recreation Program is offered full-time at the NorQuest College downtown campus or via online delivery. The courses and standards are the same for on-campus and online delivery.

The program is unique in that students who successfully complete year one receive a certificate credential, and may choose to go on to Year 2 to pursue the diploma.

This program has been designed to give you the best possible education. The courses provide instruction that will increase your knowledge and skills within your chosen field, as well as general studies that enable you to enhance your interdisciplinary understanding and communication.
Moving Between Deliveries

Student who wish to move between deliveries (e.g. from face-to-face program to online program) are advised to meet with the Chair or designate to determine a plan for program completion.

Certificate Program – Full Time, Face –to-Face

- On-campus daytime classes/seminars from September to April, and a practicum experience during May and June.
- One 320-hour practicum experience upon completion of theory and lab courses.

Certificate Program – Online

- Self-paced distance delivery with instructor access via email
- Up to 16 weeks to complete each course and up to 18 months to complete the program, including the practicum experience
- Skills Workshop on-campus in Edmonton as a part of TRDC 1020
- One 320-hour practicum experience upon completion of Skills Workshop. Practicum placements for online students are offered in Sept, Oct, Jan, and Mar.

Diploma Program – Full Time, Face-to-Face

- Classes from September-April; opportunity to take some online courses.
- One 320-hour practicum experience.

Diploma Program – Online

- Self-paced distance delivery with instructor access via email
- Up to 16 weeks to complete each course and up to 18 months to complete the program, including the practicum experience.
- One 320-hour practicum experience. Practicum placements for online students are offered in Sept, Oct, Jan, and Mar.

Online Program and On-Campus Lab Requirements

Students are given an 18 months to complete the certificate program, and 18 months to complete the diploma program including the practicum courses (RPRT 1001 and 2001). From the date a student registers in a course, they have a maximum of 16 weeks to complete it (exceptions may apply). It is recommended, however, that students complete each course within 8 weeks, or take more than one course at a time, in order to finish the program within the 3 year period. Students are required to submit a tentative schedule to the program office during their first month in the program.

IMPORTANT: Please complete the Online Course Planner on the next page and email to hilary.cheung@norquest.ca during your first month in the program.
When do I need to come to campus?

**For Exams:** If you live within 100 km of a NorQuest College-approved exam centre, you will write your exams there.

**For Labs:** You will need to come to campus for your ASCL 1000 lab, your It’s Your Move certification, and your TRDC 1020 Lab Workshop and pre-practicum assessment. Labs are offered in August, November, and May.

*Labs are mandatory for all students and must be completed prior to practicum.*

**Lab Dates (taking place at Downtown Campus) for 2019/2020 include:**

November labs: Nov. 12-16, 2019

- Nov 12 and 13: ASCL 1000 and It’s Your Move lab and with Kim Dewling
- Nov 14, 15 and 16: TRDC 1002 Lab with Ashley Cox & Sarah James

April 14 - 18, 2020

- April 14 and 15: ASCL 1000 and It’s Your Move lab with Kim Dewling
- April 16, 17, 18: TRDC 1002 Lab with Sarah James

Note:

**Note that these dates include full day labs, and some evening commitments for TR site visits. Your instructor will email you more details about the lab requirements.**
You are given an 18-month period in which to complete the Therapeutic Recreation Certificate Program, including the 8-week practicum experience. From the date you register in a theory course, you have a maximum of 16 weeks to complete each course. It is recommended however, that you complete all courses within 8 weeks, or take more than one course at a time, in order to finish the program within the 18-month period. Please email this form to hilary.cheung@norquest.ca within one month of beginning your program.

1 **Recommended first course**

| First course | WELL1000 | Wellness Through Leisure |

2 **Courses within each of these blocks must be successfully completed before registering in the courses in the next block.**

<table>
<thead>
<tr>
<th>Block 1</th>
<th>COMM1001</th>
<th>Introduction to Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMM2011</td>
<td>Therapeutic Communications for Health Care Professions</td>
</tr>
<tr>
<td></td>
<td>RHAB1001</td>
<td>Introduction to Rehabilitation</td>
</tr>
<tr>
<td></td>
<td>ANPH1000</td>
<td>Introduction to Anatomy &amp; Physiology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block 2</th>
<th>ASCL1000</th>
<th>Assisting Clients I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PATH1010</td>
<td>Pathophysiology for Health Care Professions</td>
</tr>
<tr>
<td></td>
<td>TRDC1010</td>
<td>Therapeutic Recreation: Intervention Programming Theory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block 3</th>
<th>DEMC1011</th>
<th>An Interactive Approach to Dementia Care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TRDC1020</td>
<td>Therapeutic Recreation: Intervention Lab</td>
</tr>
</tbody>
</table>

3 **A week of face-to-face labs must be attended in Edmonton to fulfill the lab requirement of ASCL 1000 and TRDC1020, and assess readiness for practicum. More details will be provided by the instructor.**

4 **All theory courses and the skills workshop must be completed before beginning the practicum experience.**

| Block 4       | RPRT1001 | Practicum 1 (320 Hours) |

---

**Therapeutic Recreation Certificate Program – Year 1 ONLINE STUDENT PLANNER**

Student Name: ____________________________

Student ID: ____________________________

Program Start Date: ____________________________
Therapeutic Recreation Certificate Program – Year 1 ONLINE STUDENT PLANNER

Student Name: ____________________________
Student ID: ______________________________
Program Start Date: _______________________

As an online student, you are given an 18-month period in which to complete Year 2, including the 320-hour practicum experience. From the date you register in a theory course, you have a maximum of 16 weeks to complete each course. It is recommended however, that you complete all courses within 8 weeks, or take more than one course at a time, in order to finish the program within the 18-month period. To help in your planning, we ask that you map out your program on this planner, indicating your goals of completing each course.

1  Recommended first course
First course  ENGL 2510  Scientific and Technical Writing

GOAL: Start and End Date

2  Courses within each of these blocks should be successfully completed before registering in the courses in the next block.

Block 1
HEED 1000  Health Education: Individual Health and Wellness
TRDC 2001  Therapeutic Recreation: Client Assessment

Block 2
TRDC 2002  Therapeutic Recreation: Program Design
OPTION 1  Approved Elective/Cross Over Domain Option
OPTION 2  Approved Elective/Cross Over Domain Option

Block 3
TRDC 2003  Therapeutic Recreation: Evidence-Based Program Planning and Facilitation Project
LEAD 2000  Team Leadership and Professionalism

3  All courses must be completed before beginning the practicum experience. Note that practicums must be requested according to strict deadlines and are offered only during certain times of the year (Sept, Oct, Jan, March, and form deadlines will be sent out.)

Block 4
RPRT 2001  Practicum II (320 hours)
CREDENTIAL

To graduate from the Therapeutic Recreation Program you must successfully pass all courses. Upon graduation you will receive the following:

- A NorQuest College Certificate or Diploma
- An official transcript

Although you may have transfer credit from other post-secondary work, please note that to graduate from this program, at least 50% of your coursework must be obtained at NorQuest College.

COURSE OF STUDY

The certificate program (year 1) is composed of 11 courses. It is a one year program with 41 credits and 770 hours.

The diploma program (year 2) is composed of 9 courses. Year 2 consists of 35 credits and 680 hours.

Certificate Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Hours</th>
<th>Passing Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANPH 1000</td>
<td>Introduction to Anatomy and Physiology</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ASCL 1000</td>
<td>Assisting Clients I</td>
<td>3</td>
<td>45</td>
<td>C–</td>
</tr>
<tr>
<td>COMM 1001</td>
<td>Introduction to Communications</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>COMM 2011</td>
<td>Therapeutic Communication for Health-Care Professions</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>DEMC 1011</td>
<td>Dementia Studies</td>
<td>3</td>
<td>45</td>
<td>C–</td>
</tr>
<tr>
<td>PATH 1010</td>
<td>Pathophysiology</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>RHAB 1001</td>
<td>Introduction to Rehabilitation</td>
<td>3</td>
<td>45</td>
<td>C–</td>
</tr>
<tr>
<td>TRDC 1010</td>
<td>Therapeutic Recreation: Intervention Programming Theory</td>
<td>3</td>
<td>45</td>
<td>B–</td>
</tr>
<tr>
<td>TRDC 1020</td>
<td>Therapeutic Recreation: Intervention Lab</td>
<td>3</td>
<td>45</td>
<td>B +</td>
</tr>
<tr>
<td>WELL 1000</td>
<td>Wellness Through Leisure</td>
<td>3</td>
<td>45</td>
<td>C–</td>
</tr>
<tr>
<td>RPRT 1001</td>
<td>Therapeutic Recreation: Practicum I</td>
<td>11</td>
<td>320</td>
<td>P</td>
</tr>
</tbody>
</table>

TOTAL HOURS/CREDITS 41 770
Diploma Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Hours</th>
<th>Passing Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2510</td>
<td>Scientific and Technical Writing</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>HEED 1000</td>
<td>Health Education: Individual Health and Wellness</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>LEAD 2000</td>
<td>Team Leadership and Professionalism</td>
<td>3</td>
<td>45</td>
<td>C+</td>
</tr>
<tr>
<td>TRDC 2001</td>
<td>Therapeutic Recreation: Client Assessment</td>
<td>3</td>
<td>45</td>
<td>C+</td>
</tr>
<tr>
<td>TRDC 2002</td>
<td>Therapeutic Recreation: Program Design</td>
<td>3</td>
<td>45</td>
<td>C+</td>
</tr>
<tr>
<td>TRDC 2003</td>
<td>Therapeutic Recreation: Evidence-Based Program Planning and Facilitation Project</td>
<td>3</td>
<td>45</td>
<td>C+</td>
</tr>
<tr>
<td>Option 1</td>
<td>Cross-Over Domain Option</td>
<td>3</td>
<td>45</td>
<td>C–</td>
</tr>
<tr>
<td>Option 2</td>
<td>Cross-Over Domain Option</td>
<td>3</td>
<td>45</td>
<td>C–</td>
</tr>
<tr>
<td>RPRT 2001</td>
<td>Therapeutic Recreation: Practicum II</td>
<td>11</td>
<td>320</td>
<td>P</td>
</tr>
</tbody>
</table>

**TOTAL HOURS/CREDITS**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>680</td>
</tr>
</tbody>
</table>

**UNIVERSITY TRANSFER**

Please note that certain courses are administered by the Colleges’ University Transfer department. These include English, Sociology, Psychology and Health Education courses. While taking these courses, you are subject to policies of the University Transfer department, which can be found on your course outlines for these courses. Any questions or concerns should be directed to your University Transfer course instructor or to the Acting Program Chair Rebecca Hardie at rebecca.hardie@norquest.ca.
# COURSE DESCRIPTIONS

## Certificate Program (Year 1)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Prerequisite</th>
</tr>
</thead>
</table>
| ANPH 1000| Study the basics of normal anatomy and physiology. The structure and function of each body system is covered, and the relationship between the structure and function of each system is explored. Learn about the interactions of body systems.  
*Prerequisite: None*                                                                 |                      |
| ASCL 1000| In this hands-on laboratory-based course, you will become familiar with the knowledge and skill procedures you need to safely care for individuals. Learn about the importance of mobility to one’s health, as well as the skills required to safely and comfortably meet the client’s mobility needs. You will also learn the importance of observation, practice planning, and documenting the care given to the client.  
*Prerequisite: None*                                                                 |                      |
| COMM 1001| Explore the fundamentals of communication and interpersonal relationships. Examine effective communication, barriers to effective communication, and specific communication strategies that can improve interactions with others and enhance critical thinking skills. Learn and apply theories related to communication climate, groups, teams, conflict management, and problem solving.  
*Prerequisite: None*                                                                 |                      |
| COMM 2011| Explore the importance of communication skills in developing caring relationships with clients and working effectively within the health-care team. Learn to vary your communication techniques and methods in different situations. Explore various concepts and principles of therapeutic communication and consider their implications for professional practice.  
*Prerequisite: COMM 1011*                                                               |                      |
| DEMC 1011| This is a creative and dynamic approach to dementia care that is suitable for caregivers, both formal and informal, in a variety of care settings. Comprehensive information about dementia from diagnosis to end stage is discussed in a practical and interactive manner.  
*Prerequisite: None*                                                                 |                      |
| PATH 1010| This course focuses on the pathological processes underlying diseases and disorders. It gives learners a foundation for understanding the phenomena that produce alterations in human physiologic function across the lifespan. The course includes common disease entities as examples of pathological processes. Each pathological process is explained as a concept and illustrated by typical diseases and disorders. Disease is discussed in terms of manifestations, etiology, and complications. Learners will gain a basic understanding of the diagnosis and management of the disease process associated with pathophysiologic dysfunction.  
*Prerequisite: ANPH 1000 or ANPH 1001/1002*                                            |                      |
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHAB 1001</td>
<td>Learn the fundamental concepts and theory specific to rehabilitation and provide an introduction to the field of rehabilitation medicine. You will examine the common practices and unique roles of physical therapy, therapeutic recreation, and occupational therapy. <strong>Prerequisite: None</strong></td>
</tr>
<tr>
<td>TRDC 1010</td>
<td>Explore the stages of program development, implementation, and evaluation for clients of a variety of life stages, cultures, and conditions. You will focus on the assistant’s role in the therapeutic recreation process. Learn best practices for selecting activities, engaging clients in active participation, and observing, reporting, documenting, and evaluating responses to a variety of intervention programs. Individual, small group, and large group intervention programs will be reviewed. <strong>Prerequisite: COMM 1001, WELL 1000, RHAB 1001</strong></td>
</tr>
<tr>
<td>TRDC 1020</td>
<td>In this lab course, you will gain hands-on experience in therapeutic recreation intervention planning, delivery, evaluation, and documentation. This lab will focus on the assistant’s role in the therapeutic recreation process working with clients of all cultures, ages, conditions, and genders. <strong>Prerequisite: COMM 1001, WELL 1000, RHAB 1001</strong></td>
</tr>
<tr>
<td>WELL 1000</td>
<td>Further your understanding of the field of therapeutic recreation and learn about the models of care in the therapeutic recreation process that guide service delivery. Discuss the Leisure Ability Model as a framework to service, with a focus on promoting a client’s wellness through goal-oriented leisure activities. <strong>Prerequisite: None</strong></td>
</tr>
<tr>
<td>RPRT 1001</td>
<td>During this 320 hour practicum opportunity, you will be introduced to a therapeutic recreation setting and the role of a therapeutic recreation certificate graduate in providing recreation therapy to clientele. Throughout this experience, you will have the opportunity to demonstrate an understanding of wellness through leisure, common client conditions, assisting clients, program session planning, and program implementation under the supervision of a recreation therapist. Professionalism and team communication skills are emphasized. <strong>Prerequisite: All Therapeutic Recreation Certificate theory and lab courses</strong></td>
</tr>
</tbody>
</table>
## Diploma Program (Year 2) – Options not included in this list

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
</table>
| ENGL 2510 | Gain an overview of the physical, social, psychological, environmental, and spiritual aspects of personal health and wellness within the context of the community, the Canadian health-care system, and the global environment. Lifestyle choices are introduced as physical and social determinants affecting personal health and the health of others. Learn how to take responsibility for your own health and to advocate for the health of others.  
**Prerequisites:** 60% in English Language Arts 30-1 or 70% in English Language Arts 30-2 or equivalent. |
| HEED 1000 | Gain an overview of the physical, social, psychological, environmental, and spiritual aspects of personal health and wellness within the context of the community, the Canadian health-care system, and the global environment. Lifestyle choices are introduced as physical and social determinants affecting personal health and the health of others. Learn how to take responsibility for your own health and to advocate for the health of others.  
**Prerequisite:** None |
| LEAD 2000 | Gain valuable knowledge and skills needed to become an effective leader. This course focuses on team leadership, resource management, and professional development.  
**Prerequisite:** Therapeutic Recreation Certificate |
| TRDC 2001 | Explore the therapeutic recreation assessment process that determines the client intervention plan. Study principles and tools of measurement, the use of valid and reliable assessment tools, and the process of developing agency-specific measurements. Practise leading effective assessment interviews and conducting systematic client observation as a part of the assessment process.  
**TRDC 2002** |
| TRDC 2002 | Learn how a recreation therapist systematically designs accountable intervention programs to allow clients to meet specific outcomes. Gain valuable practice in designing a variety of functional intervention, leisure education, and recreation participation programs with measurable and meaningful outcomes for your clients.  
**Prerequisite:** Therapeutic Recreation Certificate |
| TRDC 2003 | In this course, you will work with a faculty advisor in designing an extensive term project that utilized current research in therapeutic recreation facilitation techniques and/or interventions. In doing so, you will further your understanding of evidence-based practice, increase your research skills, and explore the practical application of research to program planning and facilitation.  
**Prerequisite:** TRDC 2002 |
Course Description

RPRT 2001  During this 320 hour practicum opportunity, you will be introduced to a therapeutic recreation setting and the role of a therapeutic recreation diploma graduate in providing recreation therapy to clientele. Throughout this experience, you will demonstrate an understanding of wellness through leisure, common client conditions, assisting clients, client assessment and care planning, program design, program implementation, program session planning, and team leadership under the guidance of a recreation therapist. Professionalism and team communication skills are also emphasized.

**Prerequisites:** All Therapeutic Recreation Diploma theory and lab courses

### OPTIONAL COURSES

Students must also complete **two 3-credit option courses in the diploma year**. You may consult with the Program Chair for academic advice when choosing options.

Previous post-secondary work may allow you transfer credit for your options (please see Transfer Credit information below).

Some recommended options are:

- PSYC 1060: Psychology for Health-Care Professionals
- PSYC 2450: Abnormal Psychology
- PSYC 2010: Developmental Psychology: Human Lifespan
- SOCI 1000: Introduction to the Study of Psychology
- WMST 2010: Women’s and Gender Studies

More information and course descriptions can be found on the NorQuest College Website: https://www.norquest.ca/home.aspx

If you need assistance with enrolling in options, please consult your Student Navigator at: student.navigator@norquest.ca.

### TRANSFER CREDIT

Students may be eligible for credit for previous coursework at other post-secondary institutions. Students must apply for transfer credit to be assessed, and follow the policies outlined by the Office of the Registrar. More information, and the Request Form, can be found at:

https://www.norquest.ca/accepted-students/next-steps-for-accepted-students/transfer-credit.aspx

Some important notes regarding transfer credit:

- You must be admitted to your program prior to requesting transfer credit
- Official transcripts and course outlines are required for transfer credit
Transfer credit requests do not go directly to the faculty office; they are submitted to the Office of the Registrar.
Transfer credit is subject to time limits, or a “shelf life” of the course previously taken – typically 5 years for discipline-specific courses, and 10 years for more general courses.
The form you use to request transfer credit can be found at the link above.

CHECKLIST FOR SUCCESS FOR ONLINE STUDENTS

You are responsible for your success in the program, and your instructional team is eager to partner with you in this endeavor. The Physical Therapy Assistant Diploma program is a demanding program to prepare you to enter a similar workplace.

Upon admission to the program:

- **Review this Program Manual carefully.** Important information about your program and the College is provided to set you up for success.
- **Attend the Q and A teleconference session for your program** (email invite provided)
- **Read and bookmark the “Online Delivery Information” for the College at:**
- **Make a plan!** Please complete the **Online Program Planner** in this manual and email it to: [erin.turnell@norquest.ca](mailto:erin.turnell@norquest.ca)
- **Review your “To Do” list on MyQuest and ensure you have met your clinical requirements for the program.**
- **Contact enrolment@norquest.ca** to receive your student identification card.
- **Complete a Library Orientation at:** [http://libguides.norquest.ca/distance_basics](http://libguides.norquest.ca/distance_basics)
- **Review the Reference guide for MyQuest at:** [https://www.norquest.ca/resources-services/resources/student-tools-support/myquest.aspx](https://www.norquest.ca/resources-services/resources/student-tools-support/myquest.aspx)
- **Review the student manual for Moodle at:** [https://www.norquest.ca/resources-services/resources/student-tools-support/moodle-support.aspx](https://www.norquest.ca/resources-services/resources/student-tools-support/moodle-support.aspx)
- **Register in your first course!** Contact enrolment@norquest.ca with your name, student ID, program, and course you want to enroll in. Students must register by the 15 of the month in order to start on the first day of the following month. (For example, for a Sep 1 course start, you must register by Aug 15.)
Practical Tips for Success Throughout Your Online Program:

- **Engage and participate.** There is a difference between attending class and actively participating in your learning experience. Ask questions, engage in discussions, and reflect on your learning experiences.
- **Communicate with your instructor.** If you are concerned about your success, or need additional resources, initiate contact with your instructor by emailing, dropping in during office hours, or making an appointment.
- **Utilize your Student Navigator.** If you need assistance navigating College services designed to maximize your potential for success, please see your Student Navigator.
- **Stay informed.** Students are asked to check NorQuest email daily, as this the only email address that any College employee will use to contact you. Check the student website at https://www.norquest.ca/current-students.aspx. Check your MyQuest page for mark information, and frequently check your course page on Moodle. As well, you receive regular general communications by email from the program area.
- **Use extensions wisely.** If you do require an extension on a course, you must contact enrolment@norquest.ca to request an extension at least five days prior to your end date. Extensions are for 28 days past your original end date and cost $75.

**USING THE MOODLE ONLINE PLATFORM**

- All program courses use the Moodle online platform. Students should familiarize themselves with the various type of resources and activities posted and seek support as needed. Obtain further information and support at http://www.norquest.ca/resources-services/resources/student-tools-support/moodle-support.aspx or email computercommons@norquest.ca.
- You are advised to print or download resources that you may want to save from a course, as you will only have access to the materials for the duration of the course.

**DISCLOSURE – ACCOMMODATIONS AND ALLERGIES**

It is the student’s responsibility to disclose any information to the Program Area that may affect his/her success in the program.

**If the student requires an accommodation for classroom activities or exams,** it is his/her responsibility to discuss their needs with the instructor. Accommodations are assessed through Student Services. If exams are to be written outside of the classroom, please inform your instructor in advance so that the program area can arrange for the exam to be ready for you. However, please note that it is the student’s responsibility to book exams. Exams must be booked for the same time as the in-class exam. For more information: http://www.norquest.ca/resources-services/student-services/services-for-students-with-disabilities.aspx.

- **If a student’s accommodation includes audio recording for lectures,** they must provide the instructor with the completed form: Agreement Regarding Audio Recording of Lectures, located on Moodle.

Please note that accommodations may not be permitted for any skills during practical labs that are considered essential for the workplace.
**Students with allergies** should be aware that in this program, you interact with a variety of craft and food materials, and may visit sites that include pets. It is the student’s responsibility to be aware of their environment, ask for clarification as required, and inform the instructor or Chair about any concerns.

**SCHOLARSHIPS, BURSARIES, AND AWARDS**

Allied Health students are eligible for a variety of scholarship opportunities. You can review this information at: [http://www.norquest.ca/resources-services/student-services/funding-your-education/scholarships,-bursaries-awards.aspx](http://www.norquest.ca/resources-services/student-services/funding-your-education/scholarships,-bursaries-awards.aspx).

There are also opportunities for student awards within the industry. Please see the following additional opportunities:

- Health Care Practicum Funding Program: [https://www.benorth.ca/healthcare-practicum.asp](https://www.benorth.ca/healthcare-practicum.asp)
- ATRA Student Scholarship: [http://www.alberta-tr.org/students/awards-scholarships.aspx](http://www.alberta-tr.org/students/awards-scholarships.aspx)

If you need assistance, you can consult with your Student Navigator.

**GRADING SCALE**

The final letter grade for all theory courses is based on the following scale:

<table>
<thead>
<tr>
<th>Letter Grade (Post-secondary programs)</th>
<th>Grade Point Value (Post-secondary programs)</th>
<th>Percentage (Alberta Education courses/preparatory)</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-94</td>
<td></td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td>85-89</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80-84</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75-79</td>
<td></td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td>70-74</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>67-69</td>
<td>Satisfactory/Acceptable</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>64-66</td>
<td></td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
<td>60-63</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>55-59</td>
<td>Pass</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50-54</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-49</td>
<td>Fail</td>
</tr>
</tbody>
</table>
Note:

- Courses with a passing grade higher than a 1.0 will show all grades below the designated passing grade as an F.
- Some courses may be graded as Pass (P) or Fail (F)
- Passing grades for each course are found on the Course Outline on Moodle.

HONOURS STANDING

To complete the program with honours standing you must meet the following criteria:

- Obtain a cumulative grade point average greater than or equal to an A-
- Not have failed or repeated any courses

ATTENDANCE

Attendance is important in developing a professional work culture that values responsibility, respect, and commitment to practice. Attendance demonstrates that students have participated in the entire educational process in addition to their academic performance.

Although you are an adult learner and can choose whether or not to attend class, some learning experiences (e.g. labs, exams, clinical, practicum, and Workplace Integrated Learning (WIL)) may be mandatory. In the case of mandatory attendance days, you will be required to provide adequate documentation (e.g. doctor’s note, etc.) regarding absences. If you have questions regarding mandatory attendance days, please speak with your instructor or review the course outline.

In addition:

- Please treat your classroom as a workplace – let your Instructor know in advance if you cannot attend, and make a plan to complete missed coursework.
- Vacations should be planned for scheduled College breaks (e.g. Christmas, Reading Week, etc.)
- Please note that practicum hours need to be completed as described in the course outline.

COURSE OUTLINES

You are provided with a course outline for each course. It contains valuable information about the learning outcomes, assessments, and expectations for the course. Please review it carefully and consult with your instructor if you have any questions. Please save your course outlines in case you are applying for transfer credit at another post-secondary institution in the future.

ASSIGNMENTS

In discipline-specific courses, you have 16 weeks to complete all of your assignments and exams. Therefore, you do not have “due dates”, but rather, set your own due dates to ensure everything is completed by your end date. Please note that University Transfer courses in Year 2 (ENGL, PSYC, SOCI, or WMST) may have specific deadlines or due dates within the 16 week courses.
EXAMINATIONS

Examinations are used to assess mastery of course outcomes in all theory courses. Each course outline specifies the examinations you will be required to write and the passing grade you will be required to achieve to meet course requirements. Please see the section titled Examination Protocol for more information.

Booking Exams for Online Students

- If you live within 100 km of a NorQuest-approved exam site, it is expected that you will sit for the exam in person.
- If you do not live within 100 km of an approved site, you may use an external proctor.
- To book exams, review the college’s exam request and writing information and submit the required information by the deadlines given.
- For Allied Health courses, contact the department one week in advance at 780-644-6394, or by email to hilary.cheung@norquest.ca.

Late Arrival for Exams

If you will be late for an exam, please email your proctor and/or your instructor to inform them as soon as possible prior to the exam starting. Failure to notify may result in an exam grade of Zero (0).

If you are late for an examination, you may not be able to write your exam if 25% of the exam time has passed. This is in order to ensure exam integrity. If you are allowed to come into the room late to write the examination, you will not be given any extra time to write.

Rescheduled Exams and Exam Deferrals

A rescheduled exam is a planned request due to non-emergency situations. It is the responsibility of the student to review the class schedule and determine priorities accordingly. Please discuss any issues with your instructor directly. If you have a need to reschedule an exam, you should note that vacations should be planned for designated College breaks and are not a reason for rescheduling. Academic penalties may apply if students choose not to attend exams.

An exam deferral is an emergency or unplanned request that causes a student to be unable to write an exam on the scheduled date. Steps for exam deferral include:

a. Notify your instructor and exam proctor (if different) by email as soon as possible if you are going to be unable to write the exam as scheduled.
b. Submit a “Request for Deferral – Examination” form and provide documentation (e.g. medical note) if required to support your request.
c. The instructor, with the Program Chair’s approval, will make a decision about your deferral.
d. Once a deferral is approved, you have two working days to contact your instructor to reschedule the exam.
Deferred exams must be written within 5 days of the originally scheduled date. Program Chair approval is required for longer deferrals.

**What Can Be On Your Desk During Exams**

- You must present **picture identification** in order to write your examination. If you do not present identification, and your identity cannot be verified by faculty or staff, the examination supervisor will ask the individual to leave the examination room. You must place your College identification on the right corner of your desk and write your student identification number on the examination sheet. If you have forgotten your College identification, you may use other photo identification (e.g. driver’s license).
- **No cell phones**, or personal devices are allowed during an exam. Ensure these are turned off prior to storing them for the exam. If your cell phone rings and disturbs the class writing the exam, you may be removed from the exam.
- You are allowed **writing materials** (pen, pencil, eraser) and other materials only as permitted (i.e. a calculator may be permitted)
- **All personal items must be left** in a locker or placed at the front of the room.
- Water bottles may be permitted during exams at the instructor’s discretion.

**Release of Examination Marks**

Marks will be released on MyQuest. Do not approach the program staff regarding the exam results prior to the release of the marks. Your instructor will inform you should there be a delay in the release of marks.

If an exam mark is posted and you believe this mark to be inaccurate, then you must first approach your instructor to discuss the issue. If your instructor is unavailable, you may discuss the issue with a Program Chair, and arrange to have a content expert address your questions, explain the rationale for the mark you received, and the level of understanding or skill you would need to demonstrate in order to obtain full marks. If you are unable to resolve the issue in this manner, you may initiate an appeal process (see Appeals section).

**Examination Reviews**

Instructors will not return exams, but will review exam material with you. Should you not see an exam mark posted, your first course of action is to contact your instructor. If your instructor is unavailable, you may then contact a program team member and/or the Program Chair to address the issue.

Your instructor may review the exam with the whole class. If you still have questions after this review, or require an individual review, you will need to make a request for Exam Review within five days of the mark being posted.

For final examinations, your instructor may or may not be available to assist you with the review, but a designate will be provided.
Protocol for Writing Examinations

- **Academic Honesty**
  
  You are expected to work on your own during an examination. Be aware that glancing at the work of your fellow students or exchanging glances with other students is not appropriate. **Communicating with other students in any way is prohibited.**

  Sharing your answers with other students during an examination is not allowed. **If you are writing an exam on Moodle, you are not allowed to open any additional windows on the computer. Proctors will be monitoring your online activity during exams.**

  It is recommended that you cover your work while you are completing an examination so others will not be tempted to glance at your answers.

- **Asking a Question**

  If you have a question, raise your hand and the examination proctor will come to you.

- **Examination Materials for Paper Exams**

  Check to ensure that you have the correct number of pages.

  Ensure that you have the right style of multiple-choice answer sheet if one is required.

  All scrap paper used in the examination must be handed in to the proctor upon completion.

- **Personal Belongings**

  All personal belongings (backpacks, purses, bulky jackets, cellphones, etc.). Must be left at the front of the classroom or with the examination proctor.

- **Technology**

  Cell phones are to be turned off and stored with the rest of your belongings.

  If you are expecting a call regarding an emergency situation, please inform your proctor. Your proctor will monitor your communication device while you write the examination.

- **Washroom Break**

  It is highly recommended that you try not to leave the room during an examination.

  If you must leave the room to go to the washroom, you must obtain permission from the proctor, give your examination, working papers, and answer key to the proctor prior to leaving the room. You will be escorted to and from the washroom area.
Examinations in Moodle

Online students will write all exams in Moodle. Your proctor will have the password for your exam.

Please come into the exam knowing your Moodle password so you can sign in for the exam!

Failure to respect examination policies and procedures may result in severe penalties on your exam marks and in an academic misconduct report.

STUDENT RIGHTS AND RESPONSIBILITIES

NorQuest College is committed to maintaining high standards of non-academic conduct and academic performance and integrity, in order to foster a learning environment conducive to the personal, educational, and social development of its students. This commitment is founded upon the principles of fairness, trustworthiness, honesty, respect, and responsibility.

The college expects that its students will be guided at all times by these principles in the work that they submit and the behaviour in which they engage. As members of this learning community, students have both fundamental rights and consequential responsibilities that NorQuest commits to protect and enforce under the provisions of the specific procedures related to this policy for the benefit of the entire college community.

Students Rights

Students have the right to:

- An educational environment that is safe, secure, and conducive to learning, and protects students from discrimination, harassment, indignity, or injury.
- The protection of their privacy according to college policy and privacy legislation.
- Reasonable and legitimate access to statements of college policies and procedures.
- Due process and procedural fairness in any investigation of alleged improper student conduct or alleged violations of college policy.
- Freedom of inquiry, expression, belief, political association, and assembly, provided that they are lawful and do not interfere with the rights of others or with the effective operation of the college or violate college policy.
- Reasonable and legitimate access to college buildings and facilities.
- Membership in an independent students’ association, and participation in its governance and activities, subject only to its by-laws.
- Timely and accurate information about the content and requirements of their courses and programs.
- The availability of their instructors for assistance outside of scheduled class periods at mutually agreeable times and through mutually acceptable modes of communication.
- Reasonable and supervised access to their official student records as contained in their permanent file.
- Consult any written submission for which a mark has been assigned and to discuss the submission with the examiner.
- Request an impartial review of any grade.
Students Responsibilities

Students have a responsibility to:

- Assist in making the college learning community respectful, safe, and inclusive by personally refraining from (and discouraging in others) conduct that threatens or endangers the health, safety, well-being, or dignity of any person(s).
- Exercise their rights and freedoms with integrity, respect for the rights of others, and acceptance of accountability for their words and actions, whether acting individually or as a member of a group.
- Abide by all relevant college policies and participate in related procedures, as required.
- Familiarize themselves with academic regulations, including graduation and program completion requirements.
- Comply with the policies of any employer or host organization where the student is involved in a work placement, site visit, practicum, or clinical placement.
- Respect the property of others, including the college’s buildings and facilities.
- Conduct themselves honestly in their academic work and responsibly in their non-academic behaviour.
- Comply with all requirements set out in course outlines, assignments, tests, and examinations.
- Adhere to class attendance policies and notify instructors in a timely manner of unavoidable absences.
- Participate in class activities, as instructed.
- Respect the instructor’s right to determine course content, instructional methodology, and evaluation.
- Respect the instructor’s right to manage the classroom and to set norms for acceptable behaviour.
- Maintain timely and respectful communication with appropriate college offices and personnel, whether in-person or through electronic means.

In addition to these rights and responsibilities, students must familiarize themselves with the college’s overarching Code of Conduct (please see https://www.norquest.ca/resources-services/student-life/student-policies/student-conduct.aspx) which applies to all members of the college community.

COLLABORATION AND A RESPECTFUL LEARNING ENVIRONMENT

In most fields of study, students benefit from sharing ideas with their classmates, friends, or family. Often, during the exchange of ideas, an original idea can develop into a stronger or more complex idea. This is a benefit of classroom or online discussions between students. Therefore, students should read course materials before class and arrive with questions and ideas related to the topic to be taught.

Respect for your fellow students, faculty, and program staff is expected. Many controversial subjects are discussed and you are free to disagree with views presented by your instructor and fellow students; however, you must do so respectfully.

As well, hands-on practice in labs and clinical settings requires students to be prepared to work with people of all cultures, religions, and genders. A NorQuest college education is inclusive and our students are supported and prepared to meet the needs of a diverse society with hands-on
training with people from a variety of cultures, religions, and genders.

**It is the student’s responsibility to ask for clarification and initiate discussions with the instructor if expectations are not clear.** For example, talk to your instructor if you are unsure whether a learning activity is meant to be collaborative (e.g. group work) or individual (e.g. a reflective practice journal). If you have concerns regarding participation, please consult with your instructor.

**It is important to note that collaborating on assessments that are to be done individually could lead to an academic misconduct report.**

### AWARENESS OF POLICIES

Again, it is your responsibility to read and ensure you understand the standard practices for your program area and the college. These include those on the college website, this manual, and information provided to you by your instructor, Associate Chair, or Chair.

You will have to accept any consequences associated with not following the policies even if you do not read them.

### ACADEMIC MISCONDUCT

Please review the following information provided by the Office of Student Judicial Affairs: [https://www.norquest.ca/resources-services/student-services/office-of-student-judicial-affairs/academic-misconduct.aspx](https://www.norquest.ca/resources-services/student-services/office-of-student-judicial-affairs/academic-misconduct.aspx).

NorQuest College is committed to maintaining high standards of academic performance and integrity in order that all students may benefit equally from the opportunity to pursue their education in a learning environment that is characterized by high levels of fairness, trustworthiness, honesty, respect, and responsibility.

It is incumbent upon all members of the NorQuest community to uphold these standards by ensuring that they inform themselves and others of the fundamental importance of these standards.

**Academic Misconduct**

Academic misconduct may be defined broadly as the giving, taking, or presenting of information that dishonestly aids an individual or group in the determination of academic merit or standing. Common examples include, but are not limited to, plagiarism and cheating.

**Examples of Academic Misconduct**

**Plagiarism** is a form of academic misconduct that occurs when someone presents that has been created by another as his or her own work. Specific examples include:

- Presenting in any format the words, ideas, images, or data created by or belonging to someone else as if it were one’s own
Manipulating source material in an effort to deceive or mislead
Submitting work that contains misleading references that do not accurately reflect the sources actually used

Cheating is a form of academic misconduct that occurs when someone employs an unauthorized means to obtain credit for work submitted; to gain advantage over others in the assessment of academic work; or to assist others in obtaining such advantages. Specific examples include:

- Accessing information from unauthorized sources such as other students or notes in the course of completing an assignment, test, or examination
- Being in unauthorized possession of evaluation materials in advance of their administration
- Collaborating on any project, assignment, or examination without prior permission

Related Information

- Download the Academic Misconduct Procedure (171k pdf)
- Misconduct Report Form (112k pdf)

For more information on this procedure, contact OSJA@norquest.ca.

USING APA

All work is to be referenced in APA format, unless otherwise indicated by the instructor.

The Learner Centre offers regular tutorials regarding APA, and more information can be found at: http://libguides.norquest.ca/apa6

As well, the Bookstore sells a beneficial guide: Clearly APA: The NorQuest Guide to APA Style

The Writing Centre is there to support you in using APA. Please access them in the Learner Centre for specific assignment assistance.

ACADEMIC PROGRESS

Students must complete all assessments in each course, with the exception of extenuating circumstances which may result in alternate arrangements or supplemental assessments as determined by the Program Chair.

Students must successfully obtain credit by achieving the minimum passing grade for each course, meeting the pre-requisites for each course, and maintain a GPA of 2.0 (C) in order to progress through the program. Lab courses include professionalism expectations, which must be met in order to pass the course.

Students must successfully complete all courses prior to practicum.

Students must complete all Diploma requirements within five years from admission.
Auditing a Course:

If you are interested in auditing a course (taking the course not for credit, with no assignments, exams, grades, evaluation, or progress reports), you must receive permission from the Program Chair or Associate Chair.

If You Are Unsuccessful In A Course (Grade of F Or WF):

- You will be required to repeat the course.
- If you are repeating a course, you must complete all components of the course and may not submit any previously completed work.
- If you are repeating a lab course, be aware that students attempting the course for the first time are given priority if class capacity is an issue.
- You may register in other courses only if you meet the prerequisite and co-requisite requirements for those courses.
- You may attempt a course in the program only two times.
- Another delivery option may be available. Please discuss with the Chair/Associate Chair.

How to Calculate GPA

A grade point average (GPA) is a weighted average of a student’s grades. GPA is calculated according to the formula using the credits assigned to each course and the grade points received. The calculations used in recording a student’s grades are:

- Grade Points = Credits x Grade Point Value if 4.0 grade scale is used, or percentage grade if Percentage Grade Scale is used
- GPA = Total Grade Points/Total Credits taken


ACADEMIC PROBATION

Academic Probation is a means of identifying students at risk of not being successful in the program. When a student has failed two courses (or received a mark of WF) or failed to maintain a GPA of 2.0 (64%), they are placed on academic probation for their next 5 courses. While on academic probation, the student pass all courses and must maintain a 2.0 GPA. If the student fails a course (or receives a mark of WF) or is unable to meet the requirement of 64% (2.0) in their next 5 courses, the student may not be able to continue in the program.

A student is automatically put on Academic Probation under the following circumstances:

- The student is re-admitted to the program after being required to withdraw
- The student commits an act of academic dishonesty but is allowed to remain in the program
- The student fails two courses (receiving a mark of F or WF) while in the program
• The student’s GPA falls below 2.0 (64%) in any term

Once a student has successfully completed the next 5 courses while on academic probation, they will be returned to status as a student in good standing.

Please note: there may be additional requirements that need to be met while on academic probation. These will be outlined for you by the Chair/Associate Chair. Students on academic probation will also be unable to register in future courses until meeting with the Chair/Associate Chair.

Withdrawal from the Program

Program and Course withdrawals may be initiated by the student or the program.

If a student is initiating a withdrawal for any reason, they are advised to discuss this decision with the Chair/Associate Chair to map out a plan prior to completing the withdrawal forms. Students who withdraw from the program need to re-apply and meet the current admission requirements for the program.

The Program Chair/Associate Chair will withdraw a student from the program if they:

• Are unsuccessful in their second attempt of a course (F or WF);
• Are unsuccessful in a total of 3 courses (F or WF)
• Are unsuccessful in a course while on academic probation (F or WF)
• Achieve a GPA below 2.0 (64%) while on academic probation
• Have taken more than 5 years to complete the diploma credential
• Do not attend the first two weeks of term
• Demonstrate a lack of academic progress (not enrolling in courses for more than one term)

When the program initiates a withdrawal, conditions for re-entry to the program will be outlined. These may include:

• Volunteer hours or work experience in the field
• Coursework as an open studies student (not in the program)
• Remedial work or workshops
• Evidence of self-reflection and growth (essays, reference letters)
• Evidence of supports in place for future success in the program

Exceptions

Exceptions regarding academic progress or withdrawals in the program may be determined at the discretion of the Program Chair/Associate Chair.

COMMITMENT TO PROFESSIONALISM FOR THERAPEUTIC STUDENTS

Professionalism Expectations are regularly assessed in the program. Students are required to self-reflect regularly on their perceptions of their performance in various aspects of professionalism. Instructors will
also provide feedback on these aspects, and this is reviewed during regular meetings during the student’s course of study.

Expectations are set so that a student’s level of professionalism meets expectations by the time the student enters practicum.

In the Therapeutic Recreation program:
- Non-graded feedback is provided during Year 1, Term 1 in COMM 2011, for the purpose of familiarizing the student with the Professionalism Expectations tool
- Graded feedback is provided during Year 1, Term 2 in TRDC 1020
- Graded feedback is provided during Year 2, Term 1 in TRDC 2002
- Graded feedback is provided during Year 2, Term 2 in TRDC 2003

### Allied Health Student Professionalism Expectations

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Expectations (AE)</td>
<td>Meets or exceeds standards of practicing health professional</td>
</tr>
<tr>
<td>Meets Expectations (ME)</td>
<td>Meets standards for this level of student, consistently demonstrates behavior</td>
</tr>
<tr>
<td>Below Expectations (BE)</td>
<td>Does not meet standards expected for this level of student, insufficient improvement in spite of feedback</td>
</tr>
<tr>
<td>Fail (F)</td>
<td>Fail – poor performance, no improvement in spite of feedback, or formal misconduct report, resulting in automatic fail at course endpoint</td>
</tr>
</tbody>
</table>

#### Examples of Observable Behaviors that Meet Expectations

- Adapt to new situations, people, procedures and ideas
- Display a willingness to approach situations in different ways to achieve better outcomes

#### Student Self-reflection:

Provide examples of how you demonstrate the professional behavior and/or what you need to improve.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Instructor comments (specific examples of behaviors):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midpoint</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>

Program: TR Year 1
Term in program:

Student Name:
Student ID:
Program: TR Year 1
Term in program:
Course:
Instructor:
Final:  □ Pass □ Fail
PASS Benchmarks for Program: TRDC1020: 0 BE
<table>
<thead>
<tr>
<th><strong>Appearance &amp; Dress Code</strong></th>
<th>Midpoint</th>
<th>Midpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Comply with lab dress code, proactively discussing any concerns with instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Use proper hand and personal hygiene</td>
<td>Final</td>
<td>Final</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communication</strong></th>
<th>Midpoint</th>
<th>Midpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Respect confidentiality of classmates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Convey information in a clear, respectful and organized manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Demonstrate respect for the feelings and opinions of others</td>
<td>Final</td>
<td>Final</td>
</tr>
<tr>
<td>● Develop positive working relationships with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Use active communication skills that respect the learning environments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Proactively communicate concerns to instructor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Honesty &amp; Integrity</strong></th>
<th>Midpoint</th>
<th>Midpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Demonstrate honesty, integrity, and accountability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Inform instructor of any issues (equipment, academic integrity, inappropriate conduct)</td>
<td>Final</td>
<td>Final</td>
</tr>
</tbody>
</table>

**SHARED RESPONSIBILITY AND LEARNER IMPROVEMENT PLANS**

Your success in learning is a shared responsibility between you and your instructor. During the course of your program your progress will regularly be assessed. If, at any time you are having difficulty meeting course performance outcomes, you may be required to meet with your instructor. For minor concerns the instructor may provide guidance and direction verbally, or by email. Other concerns may
warrant a Learning Improvement Plan, to advise you of any areas in which you need to improve.
The written Learning Improvement Plan is used to aid both you and your instructor to identify the areas of concern.

- The first portion of the Learning Improvement Plan, completed by the instructor, will outline his or her assessment of your current level of performance in relation to the level of performance required to be successful in meeting the course/program objectives.

- The second part of the Learning Improvement Plan, completed by the student, clearly identifies the actions you will take to improve your chances of successfully completing the course/program requirements. The instructor may work with you to develop this action plan, or refer you to the Program Chair who can help you to identify potential obstacles and discuss strategies for overcoming those obstacles.

The goal of the Learning Improvement Plan is to outline any areas of concern, steps to be taken in order to address those concerns, dates for reassessment, and persons designated to reassess your progress, as well as resources available to you and the consequences of not meeting the course/program objectives. If at any time you do not understand the expectations stipulated in the Learning Improvement Plan, please ask for clarification.

You are always welcome to have a person attend a Learning Improvement Plan meeting with you. This may be a counsellor, or other support person. You are responsible for arranging for that person’s attendance, and will be asked at the start of the meeting whether or not your situation can be discussed freely in front of the person accompanying you. Your situation will never be discussed with this person without your attendance and consent.

During the meeting, your performance issues will be discussed with you, and strategies will be identified to help you become more successful. These items will be written down in a Learning Improvement Plan, as stated above. It will be your responsibility to follow through on the commitments that you make when building the Learning Improvement Plan.

If you are still unable to meet course/program outcomes, the consequences stipulated in the Learning Improvement Plan will be implemented.

**ACADEMIC GRADE APPEALS AND STUDENTS COMPLAINTS**

Should you disagree with a decision, you have the right to appeal. **If you disagree with a grade, you are asked to first speak with your instructor. If you have concerns about your experience in the program, please discuss with your Associate Chair or Chair.**

Processes regarding appeals and complaints are found at:

The Student Complaint Report Form, used for grade appeals and complaints, is found at:
[https://www.norquest.ca/NorquestCollege/media/pdf/Judicial%20Affairs/Student-Complaint-Form.pdf](https://www.norquest.ca/NorquestCollege/media/pdf/Judicial%20Affairs/Student-Complaint-Form.pdf).
If you need assistance in this process, you may contact:

- The Office of Student Judicial Affairs at: OSJA@norquest.ca
- Your Student Navigator at student.navigator@norquest.ca

EVALUATION AND FEEDBACK TO THE PROGRAM AREA AND COLLEGE

It is important to NorQuest College that you receive quality programs and services and are able to find a job related to your education. In order to determine if the College is successful in meeting both goals, you are asked, at various points during the program, to provide anonymous and confidential feedback on the College and the Pharmacy Technician Diploma Program. Requests for feedback will usually be in survey form, although periodically you may be asked to participate in an in-person focus group.

You will have a number of opportunities to provide feedback on your time at NorQuest:

1. **Class Pulse Checks:** These are instructor-led questionnaires to determine how students’ needs are being met in the classroom, and what could be done to improve the learner experience. These are typically done before the halfway point of the course.

2. **Impromptu Feedback:** The Program Chair may make an impromptu visit to your classroom to do a brief survey on your experience in the program so far.

3. **Student Representative Committees:** Each program in Allied Health elects 2 student representatives to meet at least once per term with the Chair. The purpose of this group is to provide feedback to the Chair on the delivery of the program and learner experience.

4. **Program Instructor Student Feedback Questionnaire:** This is a formal survey that will determine your satisfaction with each of your instructors.

5. **Program Exit Survey:** This survey will determine your satisfaction with College programs and services.

6. **Graduate Follow-Up Survey and Focus Groups:** After graduation, you may be contacted by Institutional Research to discuss your experience in the program, and your current employment.

With the exception of the Class Pulse Checks, individual faculty members do not see the individual responses to the surveys listed. A summary of the results is compiled and provided to the Program Chair and to the instructor being surveyed.

Survey information is used by the College to continually assess and improve the program. Evaluation information is also collected for accreditation reporting purposes. This information is compiled with student names removed to ensure confidentiality.
CLINICAL PLACEMENT (Practicum)

Please plan your progress in the program to include the following:

- Online students can complete practicum in Fall term (September start or October start) or Winter term (January, February, March start)
- The deadline for requesting a Fall term practicum is **April 1**.

The deadline for requesting a Winter term placement is **August 1**.

You will be provided with detailed information, including a Practicum Manual and orientation, as you prepare for your clinical placement, or practicum. A successful placement includes a strong partnership between the student, the College, and the practicum site. Each student is assigned a preceptor at the site, who will provide informal and formal feedback; and an instructor from the college, who monitors the student progress through phone calls, email, reviewing learning journals, and site visits. The instructor uses feedback from the preceptor’s evaluation to determine a grade of P (PASS) or F (FAIL) for the practicum course.

In your program, you complete two practicum courses:

**RPRT 1001**: Therapeutic Recreation: Practicum I (11 credits, 320 hours)
**RPRT 2001**: Therapeutic Recreation: Practicum II (11 credits, 320 hours)

Please note the following:

- **You will need to pay tuition for your practicum, as any other course.** Tuition is calculated by credit value, so ensure you are informed of the practicum course tuitions by contacting the Office of the Registrar, or reviewing the Tuition and Fees Estimator at: [http://www.norquest.ca/resources-services/student-services/funding-your-education/tuition-fees-estimator.aspx](http://www.norquest.ca/resources-services/student-services/funding-your-education/tuition-fees-estimator.aspx).

- **You will work the same hours as the supervising preceptor and this may include day, evening, and weekend shifts.** You must complete 320 hours in each practicum (RPRT 1001/2001). A student cannot request specific days/hours for the practicum.

Practicum placements are full time hours unless otherwise noted. Under some circumstances students may request a part time placement (minimum 3 days per week). This requires Program Chair / Associate Chair approval.

**Requesting a Practicum:**

- You are **not to contact potential sites**, as these are arranged by the College. Contacting potential sites in a manner that misrepresents College processes may result in a Misconduct Report.
- You are eligible to request a practicum placement when you are enrolled and actively completing the last two courses of your program. To request a practicum, email the Practicum Coordinator at: kim.dewling@norquest.ca and request a **Practicum Request Form** and **HSPnet Consent form** to initiate the placement preparation process. These must be completed in full and submitted by the due dates.
Unless you are informed differently via email, you can assume that your placement will start on the date indicated on the form. Please check your NorQuest email daily and respond to any practicum-related emails within 24 hours.

While you may make requests on these forms, due to circumstances beyond our control, the College cannot guarantee you a placement at your facility of choice. We do our best to place students within the Greater Edmonton region if requested, but you may be placed outside the region anywhere in Alberta depending on the availability of sites. Any costs incurred including travel and lodging are the responsibility of the student.

You will be notified of the practicum site that you have been assigned to once the arrangements have been made. You can expect your information letter 2-3 weeks prior to the start date of your practicum.

**Requirements to Begin Practicum:**

- All coursework must be completed 30 days prior to the start of your practicum. If you are at risk for failing or not completing any course on time in the term prior to placement, as determined by the Program Chair thirty days prior to practicum beginning, the placement will be cancelled.

- You must have all of the clinical requirements outlined for your program prior to requesting your practicum. These are outlined on your "To Do" list on MyQuest and the following table outlines the specific requirements and timelines.

The following table outlines the specific requirements for placement and timelines:

<table>
<thead>
<tr>
<th>Item</th>
<th>Due Date</th>
<th>Where to Submit</th>
<th>Additional Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police Information Check, including</td>
<td>90 days prior to practicum</td>
<td>CELT 6th floor Reception Desk</td>
<td>This is a requirement for a mandatory assignment in RHAB 1001. An original copy must be submitted</td>
</tr>
<tr>
<td>Vulnerable Sector Check</td>
<td>start date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up-to-Date Immunization Record</td>
<td>90 days prior to practicum</td>
<td>Health Services</td>
<td>This is a requirement for a mandatory assignment in RHAB 1001</td>
</tr>
<tr>
<td></td>
<td>start date</td>
<td>(Located in the Centre for Growth and Harmony) 1-101 SCFL</td>
<td></td>
</tr>
<tr>
<td>AHS Information and Privacy Training</td>
<td>90 days prior to practicum</td>
<td>CELT 6th floor Reception Desk</td>
<td>This is a requirement for a mandatory assignment in RHAB 1001</td>
</tr>
<tr>
<td></td>
<td>start date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It's Your Move Training</td>
<td>Completed with online ASCL lab</td>
<td>Instructor will submit</td>
<td>This training will be provided to you; please wait for instructions. A re-certification will be offered to Year 2 students in Spring Term.</td>
</tr>
</tbody>
</table>
CPR

90 days prior to practicum start date

CELT 6th floor Reception Desk

Your CPR – Health Care Provider can be taken at the College or an outside agency. This certification is only valid for 12 months and must be valid for the entire time you are on placement. Must have Heart & Stroke BLS Provider, CPR level C for HCP, or BLS for HCP.

Academic Requirements

30 days prior to the practicum start date

Will be checked by Instructor and Program Chair

You must be passing all courses by this point in the program to have your placement confirmed.

Pre-Practicum Assessment

Part of TRDC 1020 course

Instructions will be provided

You must complete a written and practical pre-practicum assessment prior to confirming your placement.

For International students: CO-OP work permits

Must obtain prior to beginning placement

Not required to submit but all international students should have one.

Contact the NorQuest International Student Office for further information

Can I complete my practicum at my workplace?

Our program promotes students using practicums to gain a variety of clinical experiences, so placement at the workplace is not recommended. This is considered a learning opportunity to expand your clinical experience. However, sometimes circumstances do not allow for students to do a placement at another site, or a site is sponsoring a student to take the program. Approval from the Program Chair / Associate Chair is required.

Completing a Practicum at Your Workplace:

If approval is given, students in Therapeutic Recreation may be able to do a placement at their workplace, under the following conditions:

1. The supervising recreation therapist meets the preceptor requirements and is a professional member of ATRA; and
2. The supervising recreation therapist has the time and capacity to take on a placement during the required times.
3. The site and clinical setting meet the requirements of this practicum as outlined by the program, and the Program Chair/Associate Chair approves the placement.

Being Paid on Placement:
If you are employed as a recreation assistant, you may continue your employment and be paid if the outcomes of the placement match the expectations in your job description.

- This typically works best for the certificate-level placement, as it focuses on the role of the assistant.

- The diploma level placement focuses on the role of the therapist, which is not typically in an RTA’s job description. Your employer may determine that all or parts of the placement will be unpaid to fulfill the expectations of the placement. Again, our program also stresses the opportunity you have in varying your placements, so it is recommended you complete at least one placement away from your workplace.

Your placement is full-time. If you are not scheduled for full-time hours, you would only be paid for your scheduled hours and the remainder of the hours would be unpaid. For example if you work .6FTE as an RTA (3 days per week), you would be paid as per usual and the other two days you would still be doing your placement on an unpaid basis. **It is not the College’s decision whether or not you are paid; it is the site’s decision.**

**What if I am Not Ready for the Placement (Academic or Clinical Requirements) and I have to Cancel my Placement?**

When you make a request, you are indicating your commitment to completing the practicum at the time requested. It is your responsibility to ensure you are ready for placement by:

- Being academically prepared and completing all coursework successfully
  Completing all items on your To Do list by the due dates indicated. All program courses and items on your To Do list MUST be completed 30 days prior to the start date of your practicum. The only exceptions are the TRDC labs, ASCL lab, and the It’s Your Move lab, which are offered certain times throughout the year. (Usually a week or 2 prior to practicum start)

- Making necessary work/family/transportation arrangements that will support you completing placements

If you email indicating that you are not prepared for placement, the cancellation of the placement results in additional work for the College, and for the recreation therapy team at the site that has prepared for your practicum experience. **Due to these impacts, you will not be allowed to request a placement until you have all requirements completed and submitted (none in progress). This may delay your practicum by 6-12 months.**

Questions about Practicum can be directed to:

Kim Dewling, Practicum Coordinator at: kim.dewling@norquest.ca or 780 644 6382

**APPLYING TO GRADUATE & CONVOCATION**

You must initiate the graduation process by applying to graduate.

- Regardless of whether or not you attend Convocation, you must apply to graduate in order to
receive your credential.

- Please monitor your student email and www.student.norquest.ca for important information about applying to graduate and planning for convocation.
- Please review the Graduation and Convocation Checklist at:
- Please note that strict deadlines apply to this process that may impact you receiving your credential.
- Convocation for all programs at the College takes place in May each year at the Winspear Centre in downtown Edmonton. Our team looks forward to this event each year, as an opportunity to celebrate the hard work and success of our students.

TRANSITIONING FROM YEAR 1 (CERTIFICATE) TO YEAR 2 (DIPLOMA)

Once your certificate practicum (RPRT 1001) is complete, you can email admissions@norquest.ca, indicating your full name and ID number, and state your intent to move on to the diploma. Ensure that your contact information is updated with the College.

There is no application fee for moving from certificate to diploma, provided that you are doing so without the lapse of more than one term. For example, you are finishing your certificate in Spring Term 2018, you need complete your Application for Admission by Fall Term 2018.

STUDENT CAREER AND EMPLOYMENT SERVICES

As you prepare for entering your chosen career, remember that Student Career and Employment Services organizes a number of job fairs each year and is a valuable resource in preparing for employment. Experts will review your resume, conduct mock job interviews with you, and assist you with effective job search techniques. More information on their services can be found at: http://www.norquest.ca/resources-services/student-services/student-career-employment-services.aspx.

This service is available to you up to one year after you graduate from your program.

CONTINUING YOUR EDUCATION

Perhaps you see your diploma as a stepping stone for other educational goals.

A number of NorQuest College courses have credit transfer agreements in place with other institutions; in some cases, block transfer agreements that give credit for the entire program of study can be accessed. Please ask your program office or consult the College Calendar for the most current transfer agreement information.

Currently, your program has the following courses with university transfer credit: COMM 1011, COMM 2011, ENGL 2550, and HEED 1000.
Diploma program graduates are eligible for block transfer credit to the following post-secondary programs:

- **Athabasca University** (Bachelor of Health Administration – up to 42 credits; Bachelor of Professional Arts Human Services – up to 30 credits; Bachelor of Science in Human Science – 30 credits)
- **NAIT** (Bachelor of Technology in Technology Management)
- **Thompson Rivers University** (Bachelor of Health Science – up to 57 credits; Bachelor of General Studies – up to 60 credits)
- **University of Calgary** (Bachelor of Community Rehabilitation)
- **University of Lethbridge** (Bachelor of Therapeutic Recreation) – full two-year credit (Students enter University of Lethbridge in Year 3)

Mark your calendars: Please note that the University of Lethbridge is coming to present about the Bachelor of Therapeutic Recreation program on Monday, Sept 18 from noon to 1 p.m. Bring your lunch and come and learn more about this program.

**COMING IN 2021: DEGREE AS ENTRY TO PRACTICE AS A RECREATION THERAPIST**


- In January 2017, ATRA Membership voted to advance the profession by transitioning to degree as entry to practice.
- After April 2021, NEW applicants for Professional Membership will be required to have a degree whose title includes ‘recreation therapy’, ‘therapeutic recreation’ or ‘recreation and leisure studies’. The degree obtained must still meet the current course content and practicum requirements. Diplomas will no longer be eligible for ATRA Professional Membership.
- For questions related to this change, please contact ATRA’s Education Director: educationdirector@alberta-tr.org
- At the present time, Recreation Therapists with current Professional Membership with ATRA have completed a minimum of a degree or degree-transfer diploma in recreation therapy, therapeutic recreation or recreation/leisure studies.
- At the present time, Recreation Therapists with current Professional Membership with ATRA have completed a minimum of a degree or degree-transfer diploma in recreation therapy, therapeutic recreation or recreation/leisure studies.

**LOOKING AHEAD TO CERTIFICATION:**

Although certification is not mandatory to practice as a recreation therapist in Alberta, many feel it is an important step forward in the profession. Certification also allows more employment options within Canada and the United States. In May 2009, the Canadian Therapeutic Recreation Association and the National Council for Therapeutic Recreation Certification (NCTRC) formed a partnership to adopt the CTRS (Certified Therapeutic Recreation Specialist) credential in Canada.
In order to be eligible to sit for the NCTRC exam, you must complete a degree that meets NCTRC requirements. In Alberta, the University of Lethbridge meets that requirement. Other universities in Canada also meet this requirement.

The path that most NorQuest diploma graduates take in pursuing designation as a CTRS is:

1. Complete NorQuest TR Diploma
2. Complete TR degree that allows graduates to sit for NCTRC exam
3. Write NCTRC exam

There are other pathways that allow candidates to sit for the exam. More information about certification can be found at: https://canadian-tr.org/professional-development/certification/

http://nctrc.org/about-certification/ctrs-the-qualified-provider/

ALUMNI ASSOCIATION

As a graduate of NorQuest College, you are a member of the Alumni Association. Benefits to this membership include savings on different services and the opportunity to stay connected to the College. You can learn more at: http://www.norquest.ca/alumni.aspx.

STAY IN TOUCH!

Your instructional team has invested in your success, and we love to hear how our graduates are doing in the workforce or in furthering their studies. Please keep in touch with the program area via the Chair or Associate Chair and let us know how you’re doing. As we continually seek to ensure our programs are meeting the needs of the workforce, we may even ask you as an alumni to speak about your experience in the program at a recruitment event, or participate in a focus group.
*** Please note that students are responsible for awareness of information in this manual, and of all policies listed on the NorQuest website:

https://www.norquest.ca