

Student Handbook

Therapeutic Recreation Certificate and Diploma Programs (Face-to-Face Delivery)

2018-2019 ACADEMIC YEAR

**Allied Health
Faculty of Health and Community Studies**

Faculty of Health and Community Studies Office

Hours: Monday to Friday, 0800-1630

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MESSAGE FROM THE DEAN

Jackie Nelson, RN, MPH

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

From: <http://www.norquest.ca/about-us/vision,-mission-values.aspx>

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

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Laura White

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780-644-6205

CONTACT INFORMATION

CELT = Civic Employee Legacy Tower (formerly Heritage Tower)

SCFL= Singhmar Centre for Learning

Service / Area	Location	Phone	Email	Additional Info:
Bookstore	1-091 SCFL	780 644 6203 or toll free at 1 866 534 7218	studentbookstore@norquest.ca	https://www.norquest.ca/resources-services/facilities/bookstore.aspx
Computer Commons (password, MyQuest, MyMail support) and Moodle Support	2-111 SCFL	780 644 6085	computercommons@norquest.ca	https://www.norquest.ca/resources-services/facilities/computer-commons.aspx https://www.norquest.ca/resources-services/resources/student-tools-support/moodle-support.aspx
Exam Bookings (for online students)		780 644 6055	assessmentexams@norquest.ca hilary.cheung@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/assessment-testing-services/exam-request-writing-information.aspx

Financial Aid	1-205 CELT	780 644 6130		https://www.norquest.ca/resources-services/student-services/funding-your-education.aspx
Centre for Growth and Harmony	1-101 SCFL	780 644 6155	wellness@norquest.ca	https://www.norquest.ca/resources-services/student-services/safety-wellness/health-services.aspx
International Student Office	1-215 CELT	780 644 6128	international@norquest.ca	https://www.norquest.ca/prospective-students/international-students.aspx
Library Services (Learner Centre)	2-180 SCFL	780 644 6070 or toll free at 1 866 534 7218 Text questions to: 587 600 0084	library@norquest.ca	https://library.norquest.ca/services.aspx Online student info: http://libguides.norquest.ca/c.php?q=254108
Office of Student Judicial Affairs	1-205 CELT	780 644 6490	OSJA@norquest.ca	https://www.norquest.ca/resources-services/student-services/office-of-student-judicial-affairs.aspx
Office of the Registrar (enrolments, extensions, tuition payment, withdrawals)	Main floor CELT (1-205)	780 644 6000 or toll free at 1 866 534 7218	enrolment@norquest.ca	https://www.norquest.ca/resources-services/college-services/office-of-the-registrar.aspx
Parking Services	Located in the Bookstore (1-091 SCFL)	780 644 6203 or toll free at 1 866 534 7218	studentbookstore@norquest.ca	https://www.norquest.ca/resources-services/facilities/bookstore.aspx
Faculty of Health and Community Studies Reception Desk	6 th Floor CELT	780 644 6395	6 th Floor Customer Service Desk Hilary Cheung, Administrative Assistant: hilary.cheung@norquest.ca	Fax: 780 644 6529 Open M-F from 0800 – 1630
Services for Students with Disabilities	Located inside the library, 2-180 SCFL	780 644 6055	learning.support@norquest.ca	https://www.norquest.ca/resources-services/student-services/services-for-students-with-disabilities.aspx

Students' Association	1-114 SCFL	780 644 6250	students.association@norquest.ca	http://www.sanqc.ca/ http://www.sanqc.ca/distance-students/
Student Navigator	1-204 CELT	780 644 6130	student.navigator@norquest.ca	https://www.norquest.ca/resources-services/student-services/student-advisors/student-navigators.aspx
Writing Centre	Located inside the library, 2-180 SCFL	780 644 5864 or toll free: 1 866 534 7218	Writing.centre@norquest.ca	https://library.norquest.ca/services.aspx#Service-WritingCentre

OUR CAMPUS

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

- **Health Education Centre 102**
"HEC 102", with room numbers beginning in B – located at 10704-102 Avenue
- **Health Education Centre 106**
"HEC 106 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:

<http://www.norquest.ca/about-us/campuses-maps/edmonton-downtown.aspx>

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> for information on news, events, and resources available to you.

ROLES IN YOUR PROGRAM

Your instructor is responsible for the following items:

- Course outlines, 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, 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, Criminal Record Check
- 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 Program Chair

The Program Chair is responsible for the following items:

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

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 and course extensions
- 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 your **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.navigators@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

ORIENTATION

Mandatory Orientation:

Fall Intake 2018 Orientation is Wednesday, August 29th, 8:45 am to 3:00 pm

Please watch your @mynorquest.ca email for important details about your program orientation. Orientation provides you with an opportunity to get valuable information about your program, meet other students, and get your initial questions answered. It is critical to start your program equipped with the right information and tools for success.

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 provide more information about used book sales at Orientation.

New for Fall 2018: 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. More information will be provided.

Emergency Procedures

Evacuation: <http://www.norquest.ca/resources-services/college-services/security-services/evacuation-procedures.aspx>.

Lockdown: <http://www.norquest.ca/resources-services/college-services/security-services/lockdown-procedures.aspx>.

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.

Lockers

Lockers are rented per term. To obtain a locker: choose an available locker and secure it with your lock, then go immediately to the Bookstore to register and pay for the locker. More information is found at: <http://www.norquest.ca/resources-services/student-life/lockers.aspx>.

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 Program 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. Diploma graduates may work as assistants or recreation therapists in certain settings. Diploma graduates are eligible to become professional members of the Alberta Therapeutic Recreation Association.

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 knowledgeable 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 WELL 1000: Wellness through Leisure introductory 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.

STUDENTS' ASSOCIATION INVOLVEMENT

Allied Health students are encouraged to become involved and volunteer with the Student Association. You can volunteer for special events, or choose to be a part of the Student Council. Not only does this involvement provide valuable experience, it also is a great way to build your resume. Learn more about opportunities at: <http://www.sanqc.ca/get-involved/students-council/>

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 Edmonton 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

Students who wish to move between deliveries (e.g. from face-to-face program to online program) are advised to meet with the Associate Chair 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 1002
- One 320-hour practicum experience upon completion of Skills Workshop

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.

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

Course Code	Course Name	Credits	Hours	Passing Grade
ANPH 1000	Introduction to Anatomy and Physiology	3	45	D
ASCL 1000	Assisting Clients I	3	45	C-
COMM 1001	Introduction to Communications	3	45	D
COMM 2011	Therapeutic Communication for Health-Care Professions	3	45	D
DEMC 1011	Dementia Studies	3	45	C-
PATH 1010	Pathophysiology	3	45	D
RHAB 1001	Introduction to Rehabilitation	3	45	C-
TRDC 1010	Therapeutic Recreation: Intervention Programming Theory	4	60	C-
TRDC 1020	Therapeutic Recreation: Intervention Lab	2	30	C-
WELL 1000	Wellness Through Leisure	3	45	C-
RPRT 1001	Therapeutic Recreation: Practicum I	11	320	P
TOTAL HOURS/CREDITS		41	770	

Diploma Program

Course Code	Course Name	Credits	Hours	Passing Grade
ENGL 2510	Scientific and Technical Writing	3	45	D
HEED 1000	Health Education: Individual Health and Wellness	3	45	D
LEAD 2000	Team Leadership and Professionalism	3	45	C-
TRDC 2001	Therapeutic Recreation: Client Assessment	3	45	C-
TRDC 2002	Therapeutic Recreation: Program Design	3	45	C-
TRDC 2003	Therapeutic Recreation: Evidence-Based Program Planning and Facilitation Project	3	45	C-
Option 1	Cross-Over Domain Option	3	45	C-
Option 2	Cross-Over Domain Option	3	45	C-
RPRT 2001	Therapeutic Recreation: Practicum II	11	320	P
TOTAL HOURS/CREDITS		35	680	

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 Program Chair Leigh Dyrda at leigh.dyrda@norquest.ca.

COURSE DESCRIPTIONS

Certificate Program (Year 1)

Course	Description
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

Course	Description
PATH 1010	<p>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.</p> <p>Prerequisite: ANPH 1000 or ANPH 1001/1002</p>
RHAB 1001	<p>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.</p> <p>Prerequisite: None</p>
TRDC 1010	<p>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</p> <p>Prerequisite: COMM 1001, WELL 1000, RHAB 1001</p>
TRDC 1020	<p>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</p>
WELL 1000	<p>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.</p> <p>Prerequisite: None</p>
RPRT 1001	<p>During this eight-week (40-day) 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.</p> <p>Prerequisite: All Therapeutic Recreation Certificate theory and lab courses</p>

Diploma Program (Year 2) – Options are not included in this list

Course	Description
ENGL 2510	<p>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.</p> <p>Prerequisites: 60% in English Language Arts 30-1 or 70% in English Language Arts 30-2 or equivalent.</p>
HEED 1000	<p>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.</p> <p>Prerequisite: None</p>
LEAD 2000	<p>Gain valuable knowledge and skills needed to become an effective leader. This course focuses on team leadership, resource management, and professional development.</p> <p>Prerequisite: Therapeutic Recreation Certificate</p>
TRDC 2001	<p>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.</p> <p>Prerequisite: Therapeutic Recreation Certificate</p>
TRDC 2002	<p>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.</p>
TRDC 2003	<p>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.</p>

Course	Description
RPRT 2001	<p>During this eight-week (40-day) 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.</p> <p>Prerequisites: All Therapeutic Recreation Diploma theory and lab courses</p>

OPTIONAL COURSES (ELECTIVES)

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:

- MENH 1000: Introduction to Mental Health (online only)
- DDSP 1000: Developmental Disabilities and Special Populations (online only)
- CRIS 2000: Crisis Intervention (online only)
- 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 in the College Calendar at:

<https://www.norquest.ca/NorquestCollege/media/pdf/publications/academic-calendar-2017-18.pdf>.

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:

<http://www.norquest.ca/accepted-students/completing-admission-requirements/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.

PRACTICAL TIPS FOR SUCCESS FOR FACE-TO-FACE STUDENTS

You are responsible for your success in the program, and your instructional team is eager to partner with you in this endeavor. The Therapeutic Recreation Program is a fast-paced, demanding program to prepare you to enter a similar workplace. To succeed in the program, it is recommended that you:

- **Attend Orientation.** Important information about your program and the College is provided to set you up for success.
- **Prepare for class.** Each instructor will outline a plan for pre-reading, assignment preparation, and other ways to maximize your time in the classroom and lab.
- **Attend class regularly.** Although you are an adult learner and can choose whether or not to attend class, some learning experiences (labs, field trips, guest speakers, practicum discussions) are mandatory. Please treat your classroom as a workplace – let your instructor know if you cannot attend in advance and make a plan. In the case of mandatory attendance days, you will be required to provide adequate documentation (doctor’s note, etc.) regarding absences. Vacations should be planned for scheduled College breaks (Christmas, Reading Week, etc.)
- **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.
- **Make a plan for success.** Students who succeed plan for it early in their program. Maintain an up-to-date calendar of due dates, block study, review, and assignment preparation time. Ensure that you are balancing your studies with other aspects of your life to manage stress. If you need

resources or assistance you can visit the professionals within The Centre for Growth and Harmony who provide free, non-judgmental mental health support, health support, newcomer support, basic need and community resource and workshops to NorQuest College students. Please visit norquest.ca/wellness for more information. It is not uncommon for post-secondary students to feel overwhelmed by workload, so seek assistance if required.

- **Buddy up.** Meet other students in your courses so that you have someone to ask for assistance if you are away. Your instructional team recommends forming study groups with other students as a study and support strategy.

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.
- **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>.

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>
- ATRA Student Scholarship: <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:

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

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

PUNCTUALITY

Please be aware of the course and instructor-specific expectations regarding being on time. Instructors are supported in helping you to develop habits that will serve you well as a future health provider and creating an environment that minimizes disruptions to optimize learning.

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 apply for transfer credit at another post-secondary institution in the future.

The official course passing grade appears on MyQuest, as well as in your course outline. If these differ, the grade on MyQuest is considered the official pass grade for the course.

Any formal updates or corrections to the Course Outline, including corrections to course schedule, are provided to students in writing and posted on Moodle.

ASSIGNMENTS

Unless otherwise instructed, your assignments are due at the start of class on the date indicated by the instructor. If no due date is indicated, the assignment is due on the last day of regular classes.

Your instructor will indicate how assignments should be handed in (by email, in print, or uploaded to Moodle). Follow the directions carefully, as this information varies assignment-to-assignment. Please note that penalties may exist for handing in assignments in the incorrect format.

Please refer to your course outline regarding any mandatory assessments and/or learning activities required to be successful in the course.

Late Assignments

If you are unable to submit the assignment on the due date, you must request an extension before the due date. You will be expected to initiate a discussion with your instructor and provide documentation (e.g. medical note) to support your request for an extension. Only in extenuating circumstances may the instructor, with the Program Chair's approval, agree to allow a student to complete a supplemental assignment.

If your assignment is late, you will receive a penalty of 5% off per day, up until the day that the class' assignments are returned to the class with a grade. At this point, no late assignments will be accepted.

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.

Some exams you write may be written on paper (multiple-choice or short answer). Other exams are practical exams, or automated assessments on Moodle.

Paper Exams: How to Use a Multiple-Choice Answer Sheet

When you write multiple-choice exams, you will be provided with a computer answer sheet. Before you begin your exam, be sure to provide your name and ID number in the Identification area of the answer sheet, **as shown in the following examples:**

IDENTIFICATION NUMBER									
A	B	C	D	E	F	G	H	I	J
0	1	8	6	4	0	1	5	3	6
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①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
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IMPORTANT: Be sure to mark your answers clearly **LAST** on the Answer Sheet and only use HB pencil only.

	1	2	3	4	5	
1	(A)	(B)	(C)	●	(E)	Correct
	1	2	3	4	5	
2	(A)	(B)	○	(D)	(E)	Incorrect
	1	2	3	4	5	
3	(A)	●	(C)	(D)	●	Incorrect
	1	2	3	4	5	
4	●	(B)	(C)	○	(E)	Incorrect
	1	2	3	4	5	
5	(A)	●	(C)	(D)	(E)	Incorrect

When answering the questions, please remember the following:

- Place the correct answer in the appropriate space by filling in the space completely.
- Read each question carefully and choose the best response.
- Thoroughly erase any answer you wish to change.
- Any stray pencil or erase marks on the answer sheet may count against you.
- Return the examination, answer sheet, and any paper used to work out answers to the instructor or proctor when finished.
- Be sure to write your name and student identification number on all the papers before you hand them in to the instructor or proctor.

Missed Examination

If you are going to be absent for the writing of a scheduled examination, you are required to notify the program office **prior to the exam writing time**. Failure to notify will result in an exam grade of zero. Please see the section Examination Deferrals for more information.

Please do not plan vacations during exams. A vacation is not an acceptable reason for exam deferral.

Late Arrival

If you are late for an examination, you will be allowed to come into the room to write the examination, but you will not be given any extra time to write. **You may not be able to write your exam after 25% of the time has passed or if other students have already left the room.**

Email your proctor and your instructor to inform them of your late arrival ASAP. If you are unable to enter the exam room go to the Faculty of Health and Community Studies office on the 6th floor office of CELT and inform the front desk staff of the situation.

Examination Deferrals

If you are ill or incapacitated and are unable to write an exam, you **MUST** inform the College that you are unable to write the exam. Only in extenuating circumstances may the instructor, with the Program Chair's approval, agree to allow a student to write a deferred exam. You should notify the program office and your instructor/proctor **prior to the scheduled examination writing time**. Within 48 hours of your absence notice, you need to speak with the Program Chair (or designate) and **ask to reschedule (defer) your exam**. If you choose not to reschedule your exam and proceed to write the examination while you are not well, you will be required to accept the mark obtained on the examination.

If you request a deferral of the exam you must complete a Request for Deferral – Examination form (located in Moodle) and provide documentation (e.g. medical note) to support your request for deferment. Deferred examinations must be written within 10 days of the examination date. Approval from the Program Chair is required if the deferment will be greater than 10 days.

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 you 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, 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 fail to have 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. Instructors 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 of the examination.

- **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**

Cellphones are to be turned off.

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.

If a calculator is being used during an examination, it will be provided to you by the program area. You cannot use the calculator on your cell phone or personal device.

- **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.

Examination in Moodle

Your instructor will indicate if exams are to be written in Moodle, and provide a link within the course.

Please come into the exam knowing your 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.

Student 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.

Student 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 behavior.
- 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 behavior.
- 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 in the College Calendar, 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>.

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 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 which 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. Failing to use APA, or using it improperly may result in academic misconduct and/or grade penalty.

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 available 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, or are off-pace due to lack of academic progress, be aware that:
 - On-pace students in good academic standing, attempting the course for the first time, are given priority if class capacity is an issue;
 - Off-pace students will be assessed for lab spots based on academic performance in discipline-specific courses
 - Off-pace students may be placed into an evening or weekend lab section
 - Depending on class numbers and viable offerings, off-paced students may be delayed in completing certain lab courses.
- 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

More information can be found at: <https://www.norquest.ca/about-us/policies-procedures/academic/assessment-and-grading-policy/assessment-and-grading-for-credit-courses-procedur.aspx>.

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 students 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 Program 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 Program 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 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.

COMMITMENT TO PROFESSIONALISM FOR THERAPEUTIC RECREATION 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 WELL 1000, 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 LEAD 2000

Allied Health Student Professionalism Expectations

Student Name: _____ **Student ID:** _____ **Program: TR** **Term in**
Year 1 **program:** _____
Course: _____ **Instructor:** _____
Final: **Pass** **Fail** **PASS Benchmarks for Program: TRDC 1001: 1 BE;**
TRDC 1002: 0 BE

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

	Examples of Observable Behaviors that Meet Expectations	Student Self-reflection: please provide examples of how you demonstrate the professional behavior and/or what you need to improve.		Grade	Instructor comments (specific examples of behaviors):	
Adaptability	<ul style="list-style-type: none"> Adapt to new situations, people, procedures and ideas Display a willingness to approach situations in different ways to achieve better outcomes 	Midpoint			Midpoint	
		Final			Final	
Appearance & Dress Code	<ul style="list-style-type: none"> Comply with lab dress code, proactively discussing any 	Midpoint			Midpoint	

	<ul style="list-style-type: none"> concerns with instructor Use proper hand and personal hygiene 	Final			Final	
Communication	<ul style="list-style-type: none"> Respect confidentiality of classmates Convey information in a clear, respectful and organized manner Demonstrate respect for the feelings and opinions of others Develop positive working relationships with others Use active communication skills that respect the learning environments Proactively communicate concerns to instructor 	Midpoint			Midpoint	
		Final			Final	
Honesty & Integrity	<ul style="list-style-type: none"> Demonstrate honesty, integrity, and accountability Inform instructor of any issues (equipment, academic integrity, inappropriate conduct) 	Midpoint			Midpoint	
		Final			Final	

Personal Growth & Continued Competence	<ul style="list-style-type: none"> • Demonstrate reflective practice in both written and verbal forms • Actively engage in lab activities • Implement actions to improve performance and skills based on feedback • Respond maturely and positively to suggestions and constructive criticism • Demonstrate self-confidence in labs, assessments, and other learning opportunities 	Midpoint			Midpoint	
		Final			Final	
Problem Solving & Critical Thinking	<ul style="list-style-type: none"> • Identify problems and recognize risks to safety • Analyze situations and carry out solution-oriented actions • Demonstrate strong problem-solving and critical-thinking skills to work effectively in an independent capacity • Use available resources as appropriate to solve problems 	Midpoint			Midpoint	
		Final			Final	
Collaboration & Teamwork	<ul style="list-style-type: none"> • Engage in teamwork as an active, cooperative participant • Offer creative and appropriate ideas to further the goals of the team • Report pertinent information to others, as appropriate, in a timely manner 	Midpoint			Midpoint	
		Final			Final	

	<ul style="list-style-type: none"> • Contribute equally to team learning activities • Manage interpersonal conflict effectively • Identify appropriate situations for collaboration • Provide constructive feedback to classmates and instructional team • Share College resources (supplies, equipment, etc.) fairly 					
Attendance & Punctuality	<ul style="list-style-type: none"> • Adhere to attendance, punctuality, and absence notification requirements for labs, assessments 	Midpoint			Midpoint	
		Final			Final	
Work Habits	<ul style="list-style-type: none"> • Demonstrate preparedness for labs, assessments • Follow all NorQuest College and program specific policies and procedures • Maintain a clean and safe working environment • Plan and organize to successfully complete work for labs, assessments • Bring required materials & textbooks • Manage lab time effectively 	Midpoint			Midpoint	
		Final			Final	

Note: The examples listed are not comprehensive and should not serve as a checklist, but used as a guide to rate overall performance. Categories should be exclusive so that a specific behavior is assessed in one category.

	Midpoint:	Endpoint:
Date:		
Student Signature:		
Instructor Signature:		

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 STUDENT 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:

<https://www.norquest.ca/resources-services/student-services/office-of-student-judicial-affairs/academic-grade-appeal.aspx>.

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>.

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 a student representative 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)

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 qualified 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) – in Spring Term of Year 1

RPRT 2001: Therapeutic Recreation: Practicum II (11 credits, 320 hours) – in Spring Term of Year 2

Please note the following:

- 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 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>.

Requesting a Practicum:

- Noting the due dates for requesting practicums, when you are ready to begin your last two courses of your program, you should submit your request form.
- 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, but you may be placed outside the region depending on the availability of sites.
- You will work the same hours as the supervising preceptor and this may **include day, evening, and weekend shifts.** You must work 320 hours, which can mean a practicum that is longer than 8 weeks, depending on the hours per day offered at the site.
- 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 3-4 weeks prior to the start date of your practicum.

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

Item	Due Date	Where to Submit	Additional Notes:
Police Information Check, including Vulnerable Sector Check	Oct 15	6 th floor Reception Desk	This is a requirement for a mandatory assignment in RHAB 1001
Up-to-Date Immunization Record	Oct 15	Health Services <i>(Located in the Centre for Growth and Harmony)</i> 1-101 SCFL	This is a requirement for a mandatory assignment in RHAB 1001
AHS Information and Privacy Training	Oct 15	6 th floor Reception Desk	This is a requirement for a mandatory assignment in RHAB 1001
It's Your Move Training	Apr 1	Instructor will submit	This training will be provided to you; please wait for instructions. A re-certification will be offered to Year 2 students in Spring Term.
CPR	Apr 1	6 th 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.
Academic Requirements	Apr 1	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	Apr 15	Instructions will be provided	You must complete a written and practical pre-practicum assessment prior to confirming your placement.

Note that if the program area has to cancel a placement for any of the above requirements not being met on time, the student may experience a delay in securing a practicum by more than one term. For Year 1 students, this will impact moving on to Year 2. For example, if a Year 1 student's placement must be cancelled in Spring 2019, the student would not attend placement until Winter 2020 at the earliest, and would not be enrolled in Year 2 courses until that placement is complete.

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:
- <https://www.norquest.ca/current-students/convocation/graduation-and-convocation-checklist.aspx>.
- 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.

BLOCK TRANSFER TO OTHER POST-SECONDARY INSTITUTIONS

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 1001, 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)
- **University of Lethbridge** (Bachelor of Health Science) – full two-year credit (Students enter at Year 3)

Watch for more information as the program area hosts information sessions regarding block transfer opportunities.

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

As per the Alberta Therapeutic Recreation Association website (<http://www.alberta-tr.org/for-the-public/qualifications-of-a-recreation-therapist.aspx>):

- 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.

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 2510, and HEED 1000.

Diploma program graduates are eligible for block transfer credit to the following post-secondary programs:

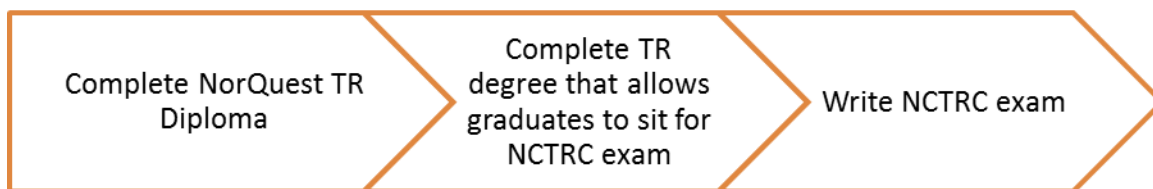
- **Athabasca University** (Bachelor of Health Administration – up to 42 credits; Bachelor of Professional Arts Human Services – up to 30 credits; Bachelor of Science in Human Science – 30 credits)
- **NAIT** (Bachelor of Technology in Technology Management)
- **Thompson Rivers University** (Bachelor of Health Science – up to 57 credits; Bachelor of General Studies – up to 60 credits)

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:



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 Program 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 in the current College Calendar:**

<https://www.norquest.ca/NorquestCollege/media/pdf/publications/academic-calendar-2017-18.pdf>

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