

Handbook

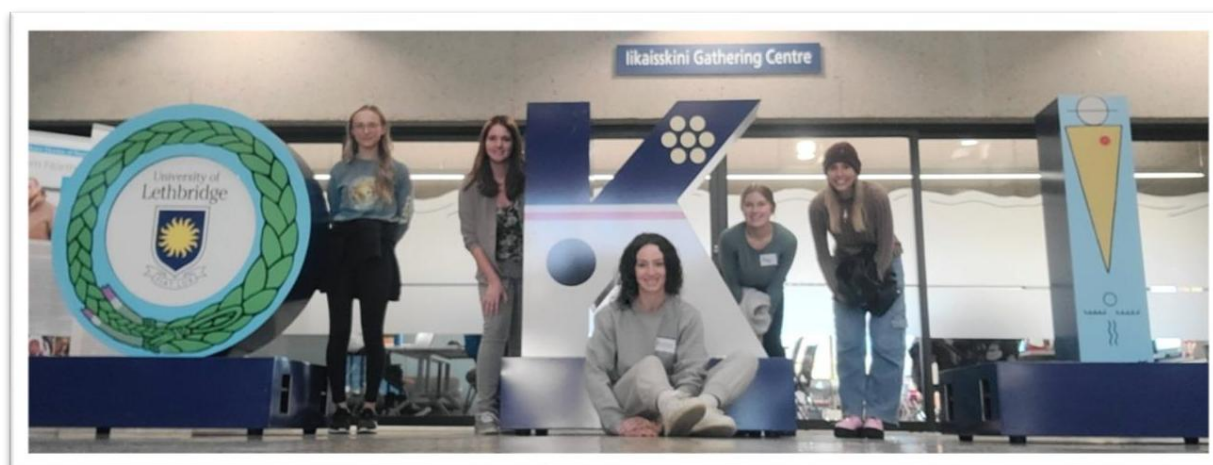
Bachelor of Therapeutic Recreation



University of
Lethbridge

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Welcome Letter

Welcome from Dr. Devan McNeill, Program Coordinator of the Therapeutic Recreation Degree – Faculty of Health Sciences

University of Lethbridge

It is my pleasure to welcome you to the Therapeutic Recreation Program. My colleagues and I are delighted that you have selected this opportunity!

We have developed a program that aims to ensure that you enjoy your studies while simultaneously experiencing professional growth and personal development. We are committed to offering a dynamic and innovative curriculum by encouraging you to think critically about the world around you, exposing you to the complexities of clients' and their families' lives, and immersing you in settings that will prepare you to practice in a complex and challenging health care environment.

We worked closely with the Alberta Therapeutic Recreation Association, employers, and practitioners to develop our curriculum. You will benefit from working with experienced instructors and researchers who will provide you with a first-rate education. We emphasize a learning culture that supports continuing professional development and lifelong learning.

On behalf of all faculty and staff in the Faculty of Health Sciences, I extend best wishes to each of you as you embark upon your educational journey. You are already on the right path to a rewarding career!

Best,

A handwritten signature in black ink, appearing to read 'D McNeill', with a stylized, cursive script.

*Devan McNeill, PhD, CTRS
Program Coordinator, Faculty of Health Sciences
University of Lethbridge*

Bachelor of Therapeutic Recreation

Through educational and practical experiences, the Therapeutic Recreation (TR) program prepares graduates to be competent entry-level TR Specialists in the cognitive (knowledge), psychomotor (skills), and affective (behaviour) learning domains.

Graduates of the program will be prepared to successfully meet the requirements to complete the National Council for Therapeutic Recreation Certification (NCTRC) exam and become a Certified Therapeutic Recreation Specialist (CTRS).

Therapeutic Recreation Definition

Therapeutic Recreation uses a systematic process (assess, plan, implement, evaluate, and documentation) towards making changes in a person's emotional, spiritual, mental, social, and physical well-being in the environment that they reside. Therapeutic Recreation engages persons based upon their abilities in planned recreation and related experiences, promotes and educates persons in health and wellness, and reduces or eliminates activity limitations to achieve optimal health and well-being.

Goals of Graduates of the Therapeutic Recreation Program

- Demonstrate ethical and professional conduct as defined by Therapeutic Recreation professional, certification, and human rights legislative acts.
- Assess and systematically collect comprehensive and accurate information to plan one-on-one and group programs/interventions.
- Collaboratively plan and develop care plans that identify measurable and meaningful goals, modalities, techniques, and interventions specific to the needs of the person.
- Implement program plans using current, evidence-based interventions to encourage meaningful participation, make changes in the person's well-being, and engage in life activities.
- Conduct evaluation to determine changes that occur based on programs implemented.
- Deliver therapeutic recreation programs that respect diversity of the people that they serve.

Career Opportunities

Graduates pursue careers as Certified Therapeutic Recreation Specialists in a variety of settings, including long-term care, acute care, day programs, rehabilitation, youth at risk, community centres, and mental health and addictions. The field is growing, and there might be opportunities to work in new areas and populations such as private business, school systems, and correctional services.

Job postings related to Therapeutic Recreation and/or Recreation and Leisure (some require membership to view job postings).

- Faculty of Health Sciences – Student Employment,
<http://www.uleth.ca/healthsciences/studentjobs>
- Alberta Therapeutic Recreation Association,
<https://www.alberta-tr.ca/employment/>
- Canadian Therapeutic Recreation Association,
<https://canadian-tr.org/members-only/job-postings-2/>



Graduate Education

Graduates of the Bachelor of Therapeutic Recreation program may choose to pursue graduate studies in the Health Sciences major in the Master of Science program and the Population Studies in Health major in the Ph.D. program at the University of Lethbridge. For more information, please contact graduate.health@uleth.ca

Qualified faculty member for graduate supervision:

Dr. Sienna Caspar

Dr. Caspar's research interests include organizational behaviour, leadership, teamwork, non-pharmacological treatment of disturbing and responsive behaviours in dementia care, recreation therapy, and culture change. Dr. Caspar is a professor at the University of Lethbridge in the Faculty of Health Sciences' Therapeutic Recreation program.

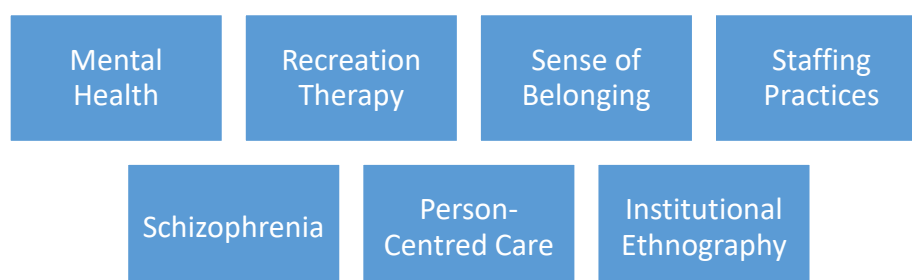
Research Interests



Dr. Devan McNeill

Dr. McNeill's research interests include person-centred care, acute and community mental health services, leisure use for people with mental health disorders, and the therapeutic recreation field. Dr. McNeill is an assistant professor at the University of Lethbridge in the Faculty of Health Sciences' Therapeutic Recreation program.

Research Interests



Courses Offered

There are ten core Therapeutic Recreation courses offered as well as the internship experience in the final term. Following NCTRC (2020) standards we are offering three supportive courses that are specific to their guidelines. Students also have two electives they may choose from a number of different faculties and interests.

TREC 3000 – Practical Application of Therapeutic Recreation Theories and Models

Overview of the history and development of the profession and the nature of therapeutic recreation service, including practical application of TR theories and models.

TREC 3100 – Advanced Program Planning in Therapeutic Recreation

Overview of development, and application of therapeutic recreation programming, with specific emphasis on leisure education. Development and ongoing evaluation of programs will be explored through theoretical and practical situations.

TREC 3200 - Inclusive Recreation and Leisure: A Canadian Perspective

Examination of the characteristics, evolution, and functions of leisure in Canada. Review of relationships between leisure inclusion and identity.

TREC 3300 – Advanced Skills in Assessment and Documentation in Therapeutic Recreation

Advanced skill development in assessment, care planning, outcome measures and documentation skills specific to therapeutic recreation services.

TREC 3500 - Therapeutic Recreation for Diverse Populations

Examination of the characteristics and needs of individuals with various abilities as they relate to Therapeutic Recreation domains of service delivery.

TREC 3700 - Communication and Counselling Techniques in Therapeutic Recreation

Development of knowledge and skills for effective communication designed to facilitate change in the leisure behaviour of individuals with diverse needs. We explore communication and counselling techniques that enable TR professionals to build rapport and develop trust with individuals and groups.

**Note students enrolled in the online cohort will be required to participate in weekly synchronous online classes.*

TREC 4000 - Issues and Trends in Therapeutic Recreation

Contemporary issues in the field of therapeutic recreation are examined through an exploration of current evidence and student-based learning projects.

TREC 4100 - Research Literacy in Therapeutic Recreation

Gain a practical understanding of research methodologies relevant to therapeutic recreation, with a specific emphasis on research literacy to enable evidence-based practice.

TREC 4200 - Administration in Therapeutic Recreation

Essential management and leadership skills in therapeutic recreation within a variety of healthcare settings are examined, with a specific focus on the impact of organizational culture on client care.

TREC 4300 - Modalities, Interventions and Facilitation Techniques in Therapeutic Recreation

Explore a wide variety of modalities and facilitation techniques used in the implementation of evidence-based therapeutic recreation interventions for individuals and groups.

**Note students enrolled in the online cohort will be required to participate in weekly synchronous online classes.*

TREC 4550 - Internship in Therapeutic Recreation

Develop and practice skills under the direct supervision of a Certified Therapeutic Recreation Specialist. The student's internship schedule is organized according to the assigned schedule of the internship supervisor.

Online Course Sequencing

The program offers an Online option for those who wish to continue to work, continue to live in their community, and those who wish to take Open Studies courses for upgrading. **While we offer much of the program online, some learning outcomes require in-person evaluations—this is our internship course (TREC 4550).** For more information about the internship, please visit our website <https://www.uleth.ca/healthsciences/tr>. The internship course is on-site and full-time to successfully complete the degree. You can complete the internship anywhere that meets the specific requirements of the NCTRC standards related to the internship. More often than not, students need to relocate to complete their internship due to the availability of CTRs in their city or town. Most students need to relocate for the duration of the internship, outside of their home city, but only for this course (TREC 4550). This course is 15 weeks, placed in the Fall and Winter terms only. More information can be found in the FAQ on Internships.

The courses have been sequenced so that you can complete the program in 2.5, 3.5, or 4.5 years, enrolled in the online program. **All students have 6 years to complete all the required courses necessary for graduation.** The courses in the Fall term run from September to December, with all access online via Moodle. The courses in the Winter term run from January to April, with all access online via Moodle.

TREC 3700 and TREC 4300 are both courses that require online synchronous learning. This means that you will be required to participate in live classes with your fellow classmates via Zoom to successfully meet the learning objective for each of these courses. The day and time will be posted in the Bridge when registration opens for TREC 3700. For TREC 4300, the times and days of the week for the synchronous portions of the course will be determined based on the availability of students and the instructor. Other online courses will be asynchronous, which means that the learning is done on your own time.

Online students will follow the course sequencing below:

2.5-year Course Sequence Plan

Year	Fall	Winter	Summer
2026/2027	TREC 3000 TREC 3200 HLSC 3150	TREC 3100 TREC 3300 TREC 4100 HLSC 1060	TREC 3700
2027/2028	TREC 4000 TREC 4200 Elective	TREC 3500 TREC 4300 HLSC 1170	Elective
2028	TREC 4550		

*TREC 3700 and TREC 4300 have synchronous sessions

3-year Course Sequence Plan

Year	Fall	Winter	Summer
2026/2027	TREC 3000 TREC 3200	TREC 3100 TREC 3300 TREC 4100 HLSC 1170	TREC 3700
2027/2028	TREC 4000 HLSC 3150	TREC 3500 HLSC 1060 TREC 4300	Elective
2028/2029	TREC 4200 Elective	TREC 4550	

*TREC 3700 and TREC 4300 have synchronous sessions

4-year Course Sequence Plan

Year	Fall	Winter	Summer
2026/2027	TREC 3000 TREC 3200	TREC 3100 TREC 3300 TREC 4100	TREC 3700
2027/2028	TREC 4000 HLSC 3150	TREC 3500 HLSC 1060	
2028/2029	TREC 4200 Elective	HLSC 1170 TREC 4300	
2029/2030	Elective	TREC 4550	

*TREC 3700 and TREC 4300 have synchronous sessions

4.5-year Course Sequence Plan

Year	Fall	Winter	Summer
2026/2027	TREC 3000 TREC 3200	TREC 3100 TREC 4100	TREC 3700
2027/2028	HLSC 3150	TREC 3300 HLSC 1060	Elective
2028/2029	TREC 4000 TREC 4200	TREC 3500 HLSC 1170	
2029/2030	Elective	TREC 4300	
2030	TREC 4550		

*TREC 3700 and TREC 4300 have synchronous sessions

5-year Course Sequence Plan

Year	Fall	Winter	Summer
2026/2027	TREC 3000 TREC 3200	TREC 3100 TREC 4100	TREC 3700
2027/2028	HLSC 3150	TREC 3300 HLSC 1060	
2028/2029	TREC 4000 TREC 4200	TREC 3500 HLSC 1170	
2029/2030	Elective	TREC 4300	
2030/2031	Elective	TREC 4550	

*TREC 3700 and TREC 4300 have synchronous sessions



Frequently Asked Questions

Q: Can I complete the program completely online?

A: No, although we do offer admission into an online cohort (within which all courses are offered online), the program requires students to complete a full-time internship that must take place at an agency in person. The internship is a full-time (30-40 hours a week), 15-week placement with a CTRS supervisor and must be completed during the degree. Often, students will need to relocate for the internship experience (students are expected to plan accordingly and be prepared to relocate, if needed).

Q: Are all online courses asynchronous (that is, can they be done without having to attend classes at a set time via Zoom)?

A: No, although most online courses are offered in an asynchronous format, two courses (TREC 3700 and TREC 4300) require students to be present at set times to take part in live, online synchronous classes via Zoom.

Q: Can I take the program at the main Lethbridge campus?

A: Yes, if you attend the main campus, the majority of your classes will be taught in a classroom setting, although students should be prepared to complete a few online courses throughout the program. Students who attend the main campus full-time can complete the program in two years.

Q: I started in the program at the main Lethbridge campus, and now I'd like to switch to the online program delivery. Can I do that?

A: No, students who are admitted to the in-person program at the main Lethbridge campus are not able to switch to the online program. The online program has a competitive entry and is consistently fully enrolled. There are no spaces available in that program for on-campus students to move into.

Q: I've enrolled in my courses, and I'd like to start planning ahead. When can I see the course syllabuses for my classes?

A: All course syllabuses will be made available to you on the first day of classes.

Q: I've enrolled in my courses. Where can I find a list of the required textbooks for each of my classes?

A: The University of Lethbridge Bookstore has the most up-to-date list of all textbooks required for each class you will be taking. Here is a link where you can find this information: <https://www.ulethbridge.ca/bookstore>

Q: I possess an undergraduate degree in a related field and wish to be a Certified Recreation Therapist Specialist. Can I enter the program?

A: Yes, we have an after-degree option for both our on-campus and online formats for those who have an approved undergraduate degree (a minimum of 90.0 credit hours from a recognized degree-granting institution).

Q: I am currently working in the field and already possess an undergraduate degree; can I take some courses from the program without applying to the program?

A: Yes, if you are seeking certification through NCTRC and do not need the internship component to meet your certification, then you can sign up to take courses through [Open Studies](#). Online and on-campus registration through Open Studies is always dependent upon seats available in the course, after admitted students have registered. If you are interested in Open Studies, please email our academic advising office at health.sciences@uleth.ca.

Q: How long do I have to complete the program?

A: All degree requirements must be completed within six (6) years of completion of the first Therapeutic Recreation course used for credit towards the degree.

Q: I already completed some of the support courses in my diploma or degree program. Do I have to retake them?

A: Yes. Because we are granting students a block transfer of two years towards a four-year degree, no additional transfer credit will be granted. Students also need to take these classes at the U of L to ensure that they are meeting NCTRC and CARTE requirements, which are included in our courses. No student will be permitted to substitute a non-required U of L course for a required course completed at another institution.

Q: What GPA requirements do I need to graduate from the program?

A: Students must attain a cumulative GPA of 2.5 on all Therapeutic Recreation (TREC) courses taken for credit toward the degree. Students must receive a grade of C or higher in each TREC course. Students who receive a C- grade or lower must repeat the course. More information can be found in the [Academic Calendar](#) (Faculty of Health Sciences-Degree Programs).



Faculty Biographies



Sienna Caspar, Professor

Sienna received a B.Sc. in Therapeutic Recreation from the University of South Alabama in 1990. She has worked in long-term care homes in both Canada and the United States for over 20 years as both a certified therapeutic recreation specialist (CTRS) and a consultant. She is the author of the MARRCC (Measurable Assessment in Recreation for Resident-Centred Care). In 2008, she received an MA in Gerontology from Simon Fraser University, and in 2014, she completed her PhD in the Interdisciplinary Studies Graduate Program at the University of British Columbia. Sienna is the Founder and Director of the Centre of Excellence for Therapeutic Recreation in Continuing Care:

<https://www.therapeuticrecreation.org/>



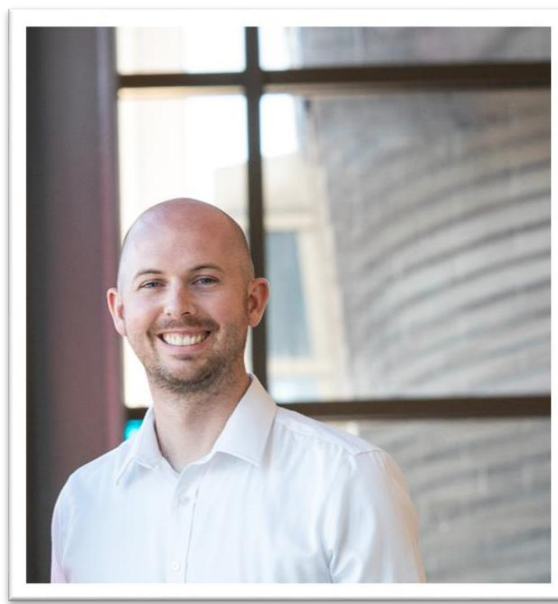
Aimee Douziech, Instructor (online)

Aimee completed her undergraduate degree in Therapeutic Recreation from the University of Lethbridge and shortly thereafter became a Certified Therapeutic Recreation Specialist (CTRS). For several years, Aimee worked hands-on in the profession, where her focus was primarily in geriatric and mental health settings, largely under the umbrella of long-term care (LTC). Aimee completed her master's degree at the University of Lethbridge, where she explored the concept of home in rural Alberta LTC settings. Aimee is passionate about meaningful recreation and how it can build connection within oneself and in communities.



Zac Crouse, Instructor (online)

Zac Crouse (M.Ed., CTRS) has worked for over 17 years as a practitioner. He has an M.Ed. from St. Francis Xavier University and a Bachelor of Recreation from Dalhousie University. He has worked extensively with youth who have mental health and substance use issues, and most recently worked as part of an interdisciplinary team on a family therapy program. Zac has an extensive background in adventure therapy and eco-therapy. In 2013, Zac released the film *Paddle To The Ocean* – a documentary film about Zac's use of recreation therapy as part of his treatment for PTSD.



Devan McNeill, Assistant Professor

Devan completed his undergraduate degree in Inclusive and Therapeutic Recreation at Brock University. From there, he completed his internship in Halifax, Nova Scotia, and later became a Certified Therapeutic Recreation Specialist (CTRS). He worked as a Recreation Therapist for a number of years in mental health and addictions, acute care, day programs, and on a stroke unit. He completed his master's degree at the University of Waterloo in Recreation and Leisure studies, focusing on concepts of community and identity of persons with schizophrenia through narrative methodology. Devan previously taught at the Nova Scotia Community College, Marconi Campus, in the Therapeutic Recreation diploma program before moving to Lethbridge. Devan completed his PhD in Population Studies in Health at the University of Lethbridge.



Tiffany Morin, Instructor

Tiffany Morin (MSc, CTRS) has been working in therapeutic recreation for over 20 years, and it has taken her across the globe. She has practiced in New Zealand, Australia, the USA, and Canada. Tiffany has a diploma in therapeutic recreation (gerontology) from Lethbridge College, a therapeutic recreation technician (TRT) certificate from Salt Lake Community College, a bachelor's degree in Community Rehabilitation and Disability Studies (CRDS) from the University of Calgary, and a master's degree in Community Health Sciences from the University of Calgary.

Tiffany has experience with a variety of populations, but most recently she has been working in neuro rehabilitation with Alberta Health Services in Calgary, Alberta. This motivated her to partner with the Stroke Recovery Association of Calgary for her master's degree research project on young stroke survivors and their experiences with the local peer support program. In her free time, you will find Tiffany fully engaged in all sorts of leisure activities: hiking, camping, volunteering for Rocky Mountain Adaptive and folk music festivals, cooking, painting, beading, or travelling.



Katelyn Scott, Instructor

Katelyn is a Certified Therapeutic Recreation Specialist (CTRS) and dementia care specialist who is a proud alumnus of the University of Lethbridge—Bachelor of Therapeutic Recreation program. She began working in seniors' health and therapeutic recreation in 2011. Katelyn worked closely with Dr. Sienna Caspar to launch the Relational Care Knowledge Hub and the Therapeutic Recreation Centre of Excellence. She regularly volunteers with Alberta Therapeutic Recreation Association, Canadian Therapeutic Recreation Association, adaptive outdoor sport programs, and other community partners.

As part of her master's thesis, Katelyn completed a mixed-methods case study to explore the organizational contexts which enable or impede the translation of evidence-based practice into direct client care.

How to access student email and Moodle

The University of Lethbridge

Getting Started:

This link provided by IT services will get you started on setting up your student email address, accessing the Bridge and Moodle.

<https://www.ulethbridge.ca/information-technology>

As well, how to configure your email.

<http://www.uleth.ca/information-technology/services/email-students-and-alumni>

Your email is conveniently provided using the Gmail interface, which makes use and access easy from both your computer and mobile device.

Moodle specific Instructions:

<https://moodle.uleth.ca>

This one-stop shop allows you access to all of your ULeth web tools (email, Moodle, The Bridge)

<https://www.ulethbridge.ca/web-tools> or log in to ULink, a centralized portal where you can check your finances, course announcements and even calculate your GPA!

Frequently Asked Questions – Internship

Q: Who supports students in preparing for the internship process?

A: *Internship Coordinator* (katelyn.scott@uleth.ca) – Networks and connects with potential supervisors and agencies to build capacity for internships, provides guidance on ensuring alignment with NCTRC, provides guidance to students seeking placement. The primary role is to coordinate and advise student internships. Please reach out to Katelyn if you are looking for general guidance pertaining to the internship process.

Internship Specialist (marina.christman@uleth.ca) – Supports students with pre-internship documentation requirements and internship applications. Works closely with the internship coordinator and agencies. Please reach out to Marina if you have specific questions about the application process, documentation requirements, etc.

If a student is unsure whether they should email Katelyn or Marina, please include them both in your email, and one of them will get back to you.

There are approximately 3 pre-internship meetings that the internship coordinator and internship specialist facilitate, where pertinent internship information will be provided to students to assist in this process. It is important that students attend these meetings so

that the various internship components are understood by the students. These will start approximately 9 months to 1 year prior to the internship commencing. Specifically, these meetings take place between January and April for students planning to complete their internship in the following Fall or Winter semester.

Q: Where can I find up-to-date and detailed information about the internship?

A: For detailed and up-to-date information about the internship process, please use this link: <https://www.ulethbridge.ca/healthsciences/internship-therapeutic-recreation>

Bachelor of Therapeutic Recreation Calendar Year – 2026/2027

Course Requirements

Health Sciences 1060 – Human Anatomy and Physiology
 Health Sciences 1170 – Human Development Across the Lifespan
 Health Sciences 3150 – Abnormal Psychology
 Therapeutic Recreation 3000 – Practical Application of TR Theories and Models
 Therapeutic Recreation 3100 – Advanced Program Planning in TR
 Therapeutic Recreation 3200 – Inclusive Recreation and Leisure: A Canadian Perspective
 Therapeutic Recreation 3300 – Advanced Skills in Assessment and Documentation in TR
 Therapeutic Recreation 3500 – TR for Diverse Populations
 Therapeutic Recreation 3700 – Communication and Counselling Techniques in TR
 Therapeutic Recreation 4000 – Issues and Trends in TR
 Therapeutic Recreation 4100 – Research Literacy in TR
 Therapeutic Recreation 4200 – Administration in TR
 Therapeutic Recreation 4300 – Modalities, Interventions and Facilitation Techniques in TR
 Therapeutic Recreation 4550 – Internship in TR (15.0 credit hours)

One fine arts and humanities elective (3.0 credit hours)

To view a list of eligible fine arts and humanities courses, please visit the [Academic Calendar](#) (School of Liberal Education→Liberal Education Lists→List I: Fine Arts and Humanities Courses).

One AMHC/HLSC/INHL/PUBH/TREC Elective (3.0 credit hours)

*If you are unable to register for one of the above courses, please reach out to health.sciences@uleth.ca.

Sample Sequencing Plan for On-Campus Students

2-year Course on-Campus Sequence Plan

Year	Fall	Winter
2026/2027	HLSC 1170 HLSC 3150 TREC 3000 TREC 3100 TREC 3200	HLSC 1060 TREC 3300 TREC 3500 TREC 3700 TREC 4100
2027/2028	TREC 4000 TREC 4200 TREC 4300 ELECTIVE ELECTIVE	TREC 4550 (15.0 credit hours)

3-year Course on-Campus Sequence Plan

Year	Fall	Winter
2026/2027	HLSC 1170 TREC 3000 TREC 3200	HLSC 1060 TREC 3300 TREC 4100
2027/2028	TREC 3100 HLSC 3150 TREC 4000	TREC 3500 TREC 3700 ELECTIVE
2028/2029	TREC 4200 TREC 4300 ELECTIVE	TREC 4550 (15.0 credit hours)

4-year Course on-Campus Sequence Plan

Year	Fall	Winter
2026/2027	TREC 3000 TREC 3200	TREC 4100 HLSC 1060
2027/2028	HLSC 1170 TREC 3100	TREC 3300 TREC 3700
2028/2029	HLSC 3150 TREC 4000	TREC 3500 ELECTIVE ELECTIVE
2029/2030	TREC 4200 TREC 4300	TREC 4550 (15.0 credit hours)

Academic Standing

It is very important to your success in the TR program that you achieve the minimum standards. To meet degree requirements and graduate from this program, a minimum grade of C is required in all Therapeutic Recreation (TREC) courses, and a cumulative GPA of 2.5 is required on all Therapeutic Recreation (TREC) courses taken for credit toward the degree.

Academic Probation

All students in this program must maintain a cumulative GPA of 2.0 or higher to remain in good standing. If the cumulative GPA falls below 2.0, the student will be placed on academic probation.

Required Withdraw

A student is required to withdraw from the Faculty of Health Sciences if any of the following occurs:

- The cumulative GPA falls below 2.0 for two or more consecutive terms at the end of the winter term;
- The student fails the internship course; or
- The student fails to meet the Standards of Professional Conduct. The ethical standards expected of students and faculty are found in the Canadian Therapeutic Recreation Association's Code of Ethics and the Alberta Therapeutic Recreation Association's Code of Ethics.

A student dismissed for academic reasons may apply for readmission after a lapse of one full year. Readmission is not guaranteed. Students dismissed for a second time will not be re-admitted to the program.

If you have questions or concerns, please speak to your academic advisor.

Student Support Services

- **Program Planning** – Consult the Academic Advisor, Janelle Fyfe (health.sciences@uleth.ca), regarding course selection and availability, registration, program planning, academic regulations, and campus referrals. Students are required to review and track their progress in their Program Planning Guide. To book an academic advising appointment, please visit <https://www.ulethbridge.ca/healthsciences/advising>
- **Internship Specialist** – Consult the Internship Specialist, Marina Christman (marina.christman@uleth.ca), to discuss opportunities to gain experience by completing a 15-week internship placement. Students are encouraged to contact the Internship Specialist 9 months to 1 year prior to the internship placement to begin planning, as a placement application is usually submitted 6/4 months prior to an internship.

- **Counselling Services** – Contact Counselling Services for personal counselling, career counselling, training & certifications, advocacy letters, and wellness workshops. <https://www.ulethbridge.ca/counselling>
- **Sexual Violence Support & Education** – Contact the Sexual Violence Prevention Educator to discuss options for recovery and recourse, discuss reporting options, book a workshop or education session, and request information on Gender Based Violence. <https://www.ulethbridge.ca/sexual-violence>

Student Support Services

The University of Lethbridge maintains a liability insurance program, inclusive of Comprehensive General Liability and Malpractice Insurance that extends coverage to therapeutic recreation students enrolled in the program **while acting within the scope of their academic requirements and duties**. The insurance provides coverage for activities required for completion of the course of studies, including home visits, field trips, and contracted affiliations at other agencies. (Note any activities performed outside of the student's academic program or independent of the student's academic requirements are not insured under the University's liability insurance program. Also, the student is responsible for ensuring that they have insurance in place for their health and dental coverage, as well as their personal effects, and any automobile which they may operate.

University of Lethbridge is not responsible for Therapeutic Recreation students who are working as volunteers (with the exception of service learning or field schools completed as a part of a course requirement) or paid employees in other institutions. Students participating in functions for other agencies do so as private individuals unless there is a contractual agreement between the institutions and the agency.

Support Services for FNMI Students in Health Sciences

The Faculty of Health Sciences provides personal and academic support services to self-declared First Nations, Inuit and Métis students who are interested in careers in the health sciences. An integrated approach involving the incorporation of Elders, mentors and advisors is used. Assistance is also offered to help locate resources such as laptops, tutors, scholarships and bursaries. Social networking opportunities help students successfully adjust to student life and create peer support systems. For more information, contact the Indigenous Learning Facilitator, Sianna Cherweniuk, s.cherweniuk@uleth.ca.

Insurance

For insurance purposes, all incidents/accidents occurring in the course of the student's academic initiatives that result in injury and/or property damage to others or that may have the potential to give rise to a claim must be reported to Risk & Safety Services. For more information, <https://www.uleth.ca/risk-and-safety-services/>

Professionalism

A basis for any health care professional, we in TR are obligated to follow the Standard of Practices and Code of Ethics of the professional. This applies to every student, in and out of the classroom. This includes time spent during the internship course (TREC 4550). Certain courses in the program will review these in further detail.

Standards of Practice (Canadian Therapeutic Recreation Association, 2023)

STANDARD #1	Comprehensive Program Planning (CPP)
STANDARD #2	Recreation Therapy Clinical Process (APIE-D)
STANDARD #3	Commitment to Clients and their Well-Being
STANDARD #4	Non-Maleficence and Ethical Practice
STANDARD #5	Safety and Risk Management
STANDARD #6	Professional Responsibility and Accountability
STANDARD #7	Interprofessional Collaboration
STANDARD #8	Professional Growth and Development

Code of Ethics (Alberta Therapeutic Recreation Association, 2021)

Respect: We honor the inherent dignity, rights, and diverse experiences of every individual by fostering inclusive, culturally safe spaces and relationships.

Integrity: We act with honesty, fairness, and transparency, building trust through ethical, culturally responsive, and accountable practice.

Competence: We are committed to delivering high-quality, culturally responsive services by continuously growing our knowledge, skills, and understanding of diverse needs.

Non-Maleficence: We commit to doing no harm by fostering safe, respectful environments and relationships that protect clients, communities, and the integrity of the profession.

Professional Conferences

Students are encouraged to attend and/or present at conferences related to TR.

- *Provincially* – Alberta Therapeutic Recreation Association, usually held every October. <https://www.alberta-tr.ca/professional-development/>
- *Nationally* – Canadian Therapeutic Recreation Association, usually held in the spring/summer every year. <https://canadian-tr.org/>
- *Internationally* – American Therapeutic Recreation Association, usually held in September/October every year. <https://www.atra-online.com/>

Awards & Scholarships

The Faculty of Health Sciences and the University of Lethbridge offer a variety of scholarships for which TR students may be eligible. The table below highlights key scholarship opportunities. For a complete list of University of Lethbridge scholarships and awards, visit [the Awards page](#). TR students may also apply for support through the [Faculty of Health Sciences Travel Fund](#).

Title and Donor	Value and Number	Eligibility	Criteria	Application
Therapeutic Recreation Entrance Award	Value: \$500 Number: Up to 10	Full-time students entering the Bachelor of TR program	Regular admission requirements	All admitted students are automatically considered
Charlotte Gregory Memorial Scholarship	Value: \$1,000 minimum	Students enrolled in the Faculty of Health Sciences	Academic achievement	May 1
Health Sciences Award of Excellence	Value: \$500 minimum	Continuing students in the Faculty of Health Sciences	Academic achievement	Not required
Helen Morgan Community Health Award	Value: \$300 minimum	Students enrolled in the Faculty of Health Sciences	Academic achievement & demonstrated interest in Community Health through employment or volunteer work in the field	Not required
Vincent Menard Memorial Scholarship	Value: \$300 minimum	Preference will be given to a graduate of the UofL Faculty of Health Sciences	Academic proficiency as measured by the Dhillon School of Business admission average	Not required
Frank M. and Lila Linn Thompson Prize	Value: \$1,700	Students graduating from the Faculty of Health Sciences	Highest cumulative GPA among spring or preceding fall graduates of the Faculty of Health Sciences during that academic year.	May 1

Specific scholarships for Indigenous (First Nations, Métis and Inuit) students are Indspire ([Home · Indspire](#)) and for Métis students, Rupertsland ([Post-Secondary Education Funding - Rupertsland Institute](#)).

Alberta Therapeutic Recreation Association (ATRA) Awards

There are many benefits of joining the provincial Therapeutic Recreation association, including being eligible for awards! One award that students are eligible for is the *ATRA Entry to Practice Bursary*. Students are encouraged to fill out the application form and submit it before September 25 of each year. More information can be found at <https://www.alberta-tr.ca/students/tr-student-awards-bursary-program/>



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