

Update

Ministry

Children and Family Services

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Recreation Therapist

Current Class

Job Focus

Operations/Program

Supervisory Level

Agency (ministry) code

Cost Centre

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

Provincial Campus Based Care (PCBC)

☐ Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor, Recreation Therapy

Supervisor's Current Class

Design: Identify Job Duties and Value

Changes Since Last Reviewed

Date yyyy-mm-dd

2025-04-23

Responsibilities Added:

Responsibilities Removed:

Job Purpose and Organizational Context

Why the job exists:

Accounting for the specialized needs of youth in a campus-based treatment facility, this position is characterized by a working knowledge of the [Child, Youth and Family Enhancement Act](#) (and all related acts). The Recreation Therapist will help to foster PCBC's vision of building "strong children, youth, families and communities where children and youth are valued, nurtured and loved". In this role, the primary goal is to support the recovery of youth by creating an environment that fosters growth and development and enhanced quality of life. In doing so, PCBC Recreation Therapists provide

comprehensive assessments, leisure education, access to leisure sampling and meaningful activities, opportunities for community and cultural engagement, and empower informed decision-making. PCBC Recreation Therapists are trauma-informed and uphold the notion of “what happened to you?” vs “what’s wrong with you?” to the highest degree of standards during all facets of their work experience.

Reporting to the PCBC Recreation Supervisor, the Recreation Therapist uses the APIED* process to provide comprehensive, evidence-informed Therapeutic Recreation care to youth residing at PCBC in the Open, Secure, and Protective Safe House (PSH) settings. The Recreation Therapist operates in accordance with [PCBC policies and procedures](#), and [ATRA competency standards](#). This position requires communication and collaboration within the multidisciplinary (MDT) and clinical teams, confidentiality, and a high level of professionalism.

*Assessments, Planning, Interventions, Evaluation and Documentation.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

1. Provide delivery of direct and indirect youth care (80% of workload):

Intake/Assessments: Complete an initial recreation intake on all youth. Determine youth needs, strengths and goals for Therapeutic Recreation services, utilizing standardized assessment tools when appropriate. Provide findings and outcomes to Multidisciplinary Team (MDT).

Care Planning: Develop individualized Therapeutic Recreation care plans (to all Open programs and Secure or Protective Safe House (PSH) when appropriate). Collaborate with MDT to identify inter-professional opportunities to benefit youth outcomes. Evaluate progress and document changes in care plans.

Program Planning, Interventions, and Evaluation: Develop and implement therapeutic recreation programs for youth in residence. Create program protocols and session plans, evaluate programs for effectiveness and implement adaptations to support optimal youth engagement. Collaborate with the clinical team to deliver a monthly calendar of activities for Open, Secure and PSH settings.

Leisure Education: Offer leisure education and guidance to youth and staff to support the development of an understanding and appreciation for leisure, its benefits and how it contributes to overall well-being. Develop and implement leisure education groups to promote leisure awareness, social interaction skills, self-efficacy, healthy free-time habits, activity tolerance, and leisure resources.

Multidisciplinary Team Meetings & Collaboration (MDTs): Establish and maintain effective communication between houses, colleagues, and members of the MDT concerning youth outcomes, treatment plans, program progress, and discharge plans. Participate in all MDTs for youth on caseload, including contributions to MDT forms on an ongoing basis.

Documentation: Maintain timely documentation of recreation attendance, contact notes, intake/assessments, MDT forms and any other records that support Therapeutic Recreation service delivery.

Recreation Promotion and Support: Develop and implement in-house recreation activities for youth/staff engagement during free time. Support house staff to facilitate in-house recreation activities by providing education, co-facilitation, modeling and empowerment. Evaluate and adapt programming to continue meeting youth-centered outcomes and interests.

Community Access and Resources: Develop positive relationships with community stakeholders. Create opportunities for youth to engage in meaningful community-based activities. Gather and maintain records of community resources including facilities, programs/lessons, seasonal activities/camps, and special events with an emphasis on low to no cost activities. Promote community-based opportunities among PCBC houses and sites as appropriate. Collaborate with MDT and family/guardians to support youth transitioning to community-based activities as part of discharge planning.

2. Non-youth care, and other related duties (20% of workload):

Equipment: Maintain and update any equipment needed throughout the recreation facilities on campus, including weight rooms, gymnasiums, swimming pools, craft rooms, skating rinks and other work areas. Update recreation supply inventories and purchase supplies and equipment to support Therapeutic Recreation programming.

Quality Improvement: Participate in staff, special event, planning and team meetings. Participate in quality improvement initiatives through clinical/professional service audits, program evaluations, and clinical/professional service accreditation process and care improvement strategies.

Training/Continuing Education: May participate in and contribute to staff and student training and education through in-services, workshops and learning sessions. Maintain current certificates and training designations (i.e. First Aid facilitator training, National Lifeguard certification, etc.)

1GX: Stay up to date with trainings, expense reports, time sheets, time off requests, Performance Agreements and other related items pertaining to the 1GX employee experiences.

Students: May supervise Therapeutic Recreation diploma and degree students during practicum placements and support summer/work experience students as well.

Professional Development: Actively pursue and participate in Therapeutic Recreation professional development in accordance with individual professional development (i.e. collecting ATRA or NCTRC CEUs), and annual Performance Agreements.

Community Practice: May be required to participate and represent PCBC Therapeutic Recreation to local committees and community partners, bridging information to and from each organization. Consult with community and outside agencies when required.

Safety: Complies with PCBC policies and procedures to ensure consistent, safe, and effective service delivery. Maintains a safe and secure environment for all youth and staff. Observes all necessary precautions in the use of equipment and techniques to prevent injury to youth, self and others. Maintain good personal health and hygiene.

Problem Solving

Typical problems solved:

Types of guidance available for problem solving:

Direct or indirect impacts of decisions:

Key Relationships

Major stakeholders and purpose of interactions:

The Recreation Therapist will have daily, direct contact with children/youth through the provision of program and service delivery.

In order to coordinate effective program and service delivery and ensure best possible care planning and outcomes for youth in care, the Recreation Therapist will maintain regular communication with the MDT (which is made up of Child and Youth Care Counselors (CYCs), Team Leads (CYCW2s), House Parents, Program Supervisors, Clinical Practice Specialists, Psychologists, Addiction Counselors, Indigenous Practice Specialists, Transition and Connections Specialists, and teachers).

In order to further these priorities, the Recreation Therapist will also maintain regular communication with administrative staff and managers as needed.

In order to diversify programming and meet youth outcomes, the Recreation Therapist will actively pursue and

maintain relationships with external stakeholders including community-based programs and agencies that offer youth access to healthy recreation and leisure opportunities.

Required Education, Experience and Technical Competencies

Education Level

Bachelor's Degree (4 year)

Focus/Major

Other

2nd Major/Minor if applicable

Designation

If other, specify:

Therapeutic Recreation; Recreation, Sport & Tourism; Physical Education; or Therapeutic Rec Diploma

Job-specific experience, technical competencies, certification and/or training:

Formal Education: Post-secondary degree in Therapeutic Recreation, Physical Education, or Recreation and Leisure Studies; or a diploma from a Therapeutic Recreation program with a minimum of two years of experience working with youth experiencing trauma-related emotional and behavioral challenges.

Professional Membership: All Recreation Therapists must maintain an active Registered Professional Membership with the Alberta Therapeutic Recreation Association (ATRA)

Trainings: All staff must stay current with PCBC mandatory education, trainings, and cultural experiences.

-Current First Aid/CPR Certificate, valid Driver's License, and Security Clearance

-Other certificates such as Wilderness First Aid, National Lifeguard Certification, Bronze Cross and Adventure-Based experiences are an asset.

Knowledge and Experience: A strong knowledge of leisure education and youth-specific community resources that provide opportunities to build social and life skills, develop positive relationships, and explore healthy recreation and leisure activities. A minimum of six months to one year experience in providing recreation services and care to youth experiencing trauma-related emotional and behavioral challenges.

-Outdoor experiences such as canoeing, skiing, camping, and backpacking are assets.

-Facility and equipment maintenance knowledge (ex: cross country ski equipment, bicycles, pottery & woodworking equipment, etc) is an asset.

-Familiar with the Canadian Accreditation Council standards.

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Creative Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Build Collaborative Environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Develop Self and Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Benchmarks

List 1-2 potential comparable Government of Alberta: [Benchmark](#)

Assign

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

Employee Name

Date yyyy-mm-dd

Employee Signature

Supervisor / Manager Name

Date yyyy-mm-dd

Supervisor / Manager Signature

Director / Executive Director Name

Date yyyy-mm-dd

Director / Executive Director Signature

ADM Name

Date yyyy-mm-dd

ADM Signature

DM Name

Date yyyy-mm-dd

DM Signature