NCTRC

Exam Content Outline

CTRS®–The Qualified Provider

2021 Job Analysis Study
Effective January 2023 Exam Administration

National Council for Therapeutic
Recreation Certification®

Protecting and Promoting Since 1981

IMPORTANT INFORMATION

Periodic review and update of the exam content is mandated by the Institute for Credentialing Excellence (I.C.E.). The implementation date of the 2021 Job Analysis Study and new Exam Content Outline is January 1, 2023.

PURPOSE OF THE EXAM

The intended use of the NCTRC Certified Therapeutic Recreation Specialist (CTRS) certification exam is to ensure that applicants demonstrate the necessary level of competence for entry into the profession as a qualified provider of recreational therapy services. Critical to the validity of the examination process is the premise that the exam content truly reflects the nature and scope of professional practice. This vital link of assurance is established through the exam development process which includes the job analysis study, determination of test specifications, and construction of the exam content outline.

According to I.C.E. (2021), "a certification program must have a study that defines and analyzes descriptions of job-related elements linked to the purpose of the credential." Among the outcomes of the job analysis study is a blueprint for the exam. This blueprint includes a categorical breakdown of the content used in the exam and the percentage of weight assigned to each area. The CTRS exam blueprint appears in **Table 1.**

TABLE 1: CTRS EXAM BLUEPRINT

Content Areas	Percentage of Exam
Professionalism	12%
Assessment	19%
Planning	18%
Implementation	25%
Evaluation and Documentation	16%
Administration	10%
Total	**100%**

JOB ANALYSIS AND EXAM CONTENT

In 2021, NCTRC completed a comprehensive and thorough review of its testing program, including a new job analysis study and exam content outline. The 2021 Job Analysis Report is available at nctrc.org. The new NCTRC Exam Content Outline appears in **Table 2.**

TABLE 2: NCTRC EXAM CONTENT OUTLINE

1. Professionalism — 12%

Objective 1.01. Develop professional relationships

- Communicate with interdisciplinary teams (e.g., team meetings, care/treatment planning, client reviews, etc.)
- Educate internal/external stakeholders about the scope of RT/TR practice (e.g., administration, board of directors, third party payers, funders, interdisciplinary team, service providers, families, etc.)
- Advocate for client's rights with interdisciplinary team, clients, and families

Objective 1.02. Maintain professional competency

- Understand trends in RT/TR practice (e.g., evidence-based practice, etc.)
- Apply concepts of cultural competence/intelligence (e.g., implicit bias, cultural differences, diversity and inclusion, etc.)
- Maintain professional qualifications (e.g., continuing education, staff development, credentials, licensure, additional credentials, etc.)
- Participate in internal/external committees (e.g., quality improvement teams, professional organizations, etc.)
- Comply with professional Code of Ethics
- Comply with professional Standards of Practice

2. Assessment — 19%

Objective 2.01. Conduct the assessment process

- Establish a therapeutic relationship with clients (e.g., explain characteristics, professional vs personal boundaries, etc.)
- Apply knowledge of diagnostic and developmental characteristics (e.g., cognitive/developmental impairments, physical disabilities, psychiatric impairments, etc.)
- Determine assessment tools to establish outcomes (e.g., standardized, interprofessional, FIM, MDS, etc.)
- Gather primary data across functional domains (e.g., sensory, cognitive, social, physical, affective, leisure, etc.)
- Gather secondary data (e.g., support system, charts, medical records, etc.)
- Use findings from data gathered to determine strengths and limitations, including barriers to leisure participation (e.g., social, environmental, physical, etc.)

Objective 2.02. Apply assessment data to plan care

- Prioritize client needs and strengths
- Create goals and objectives (e.g., outcomes) based on assessment data
- Communicate assessment data to interdisciplinary team/ other service providers and client

3. Planning — 18%

Objective 3.01. Develop individualized plan of care

- Utilize RT/TR service delivery models (e.g., Leisure Ability, Health Protection/Health Promotion, Health and Well-Being Model, etc.)
- Utilize theories of practice (e.g., person-centered, medical model, social model, positive psychology, etc.)
- Align goals and/or objectives to support service delivery (e.g., one-to-one, group interventions, types of modalities, facilitation techniques, etc.)

Objective 3.02. Design program services

- Design programs based on client needs, interests, and abilities
- Engage in logistical program planning (e.g., transportation, space, supplies, accessibility, etc.)
- Select intervention techniques, approaches, and modalities (e.g., social skill training, community reintegration, palliative care, behavior management, etc.)
- Determine activity modifications (e.g., assistive technology, adaptive devices, and adaptive techniques, etc.)
- Use Activity/Task analysis to provide quality services
- Identify formative evaluation techniques to determine effectiveness of specific programs (e.g., client survey, debriefing, etc.)

4. Implementation — 25%

Objective 4.01. Deliver program services

- Explain purpose of intervention/program

- Determine the steps needed to implement program services (e.g., room arrangements conducive to respective intervention, staffing ratios, environmental and programming accessibility, barriers to participation, etc.)

- Establish facilitation structure and leadership approach

- Implement program plan (e.g., using adaptive recreational equipment, strategic partnering, group dynamics, adapt in the moment, conduct co-treatments with team members, etc.)

- Monitor effectiveness of intervention/program

Objective 4.02. Adhere to risk management protocols

- Utilize components of safety protocols (e.g., client consent, process for gathering consent, right to live at risk, falls prevention, MSDS logs, etc.)

- Identify relevant precautions to provide a safe environment (e.g., isolation, environmental concerns, or contraindications, etc.)

5. Evaluation and Documentation — 16%

Objective 5.01. Document client progress

- Complete progress notes (e.g., electronic, narrative, SOAP, DARP, etc.)

- Develop discharge/transition plans

- Communicate with interdisciplinary team/service providers on client progress

- Conduct summative evaluation of program effectiveness (e.g., revision of goals and objectives, revision of modalities, interventions, and facilitation techniques, etc.)

Objective 5.02. Document program and client incident

- Identify policies and procedures for reporting specific incidents

- Document specific details of incidents

6. Administration — 10%

Objective 6.01. Maintain department documentation

- Follow service plan of operation (e.g., program schedules, support services, RT/TR interventions, policy, and procedure development, etc.)

- Adhere to agency policies regarding program and client documentation (e.g., timeliness, incident reports, formative and summative evaluations, quality improvement plans, etc.)

- Adhere to agency fiscal management (e.g., budgeting requirements, external/internal funding sources, etc.)

- Identify state/provincial, regional, federal regulations pertaining to RT/TR services

Objective 6.02. Assign and monitor personnel

- Contribute to staff performance appraisals

- Assist with education and supervision of staff, students, and volunteers (e.g., provide training opportunities, etc.)

- Maintain internship program

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16 Squadron Blvd, Suite 101
New City, NY 10956
845 639 1439
nctrc.org
facebook.com/nctrcorg

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