THERAPEUTIC RECREATION ONTARIO
Believe·Belong·Become

PCC Application Form- TRO Sponsored Events

Therapeutic Recreation Ontario offers Professional Contribution Credit (PCC) points for its members who attend educational opportunities made available by/to groups or facilities. By completing this application, you are requesting that the PCC sub-committee review your education session and deem it eligible for PCC points. Should your application be approved, attendees who elect to purchase a transcript (proof of attendance at the education session) through TRO will be awarded 1 PCC point for every 1 hour of education provided through your session (not including breaks/lunch etc.)

E-mail your abstract as early as possible to allow for the approval of PCC points to be included in promotional material**.** The PRC typically requires 8 weeks' notice for educational events that have multiple applications.

BEFORE SUBMITTING YOUR APPLICATION, PLEASE READ AND TAKE THE APPROPRIATE ACTION
If your PCC application is for an event organized by TRO, such as the conference or workshop, please email your application to the individual who requested you complete this application If your PCC application is for an event organized by a 3rd party (i.e. not by TRO), please email your completed application to: practicereview@trontario.org

Acceptance of Application for PCC points: The Practice Review Committee will review all submitted applications and will notify organizers via email within two weeks of receipt of **FINAL** application**.** Please note the turnaround time of two weeks applies to general PCC applications, and does not apply to larger events (conferences, professional development days, etc). To ensure quality outcomes of the education sessions, PCC points will be awarded based on content relevant to PCC code criteria.

Section I- Presentation Information

Organizing Group/Individual Name:

Applicant Email:

Session Title:

Session Date/Location:

Session Description: *Please provide a detailed description below. This is the information that will be shared with potential attendees through promotional material, conference brochures, etc. This description is your opportunity to capture the attendee's attention and make them want to attend your session to learn more.*

Please consider the following areas when drafting your session description:
- *How is your presentation relevant to Therapeutic Recreation*
- *Education sessions for which members may receive PCCs are directly related to at least one of the 14 PCC areas, please consider which area your topic is relevant to, and include in your session description- PCC criteria can be found at the end of this document*
- *Please ensure that your description is in paragraph form, and **DO NOT** include any bulleted lists/goals, citations or references*

Session Length:

To increase accessibility to professional development opportunities, TRO may request that your session be recorded so it can be posted on a TRO managed digital platform. If requested, do you consent to recording your session and having it posted on a TRO-managed digital platform?

Section II- Learning Outcomes

Learning Outcomes: *Learning objectives describe what each conference delegate will achieve by the end of your session. Please include SMART Learning Objectives, which are specific, measurable, attainable, relevant and timely. For additional information on SMART goals, please view the document at the end of this application*

SMART GOAL EXAMPLES	
ACCEPTABLE	**UNACCEPTABLE**
identify 3 benefits of performing evidence-based TR practice	improve knowledge of the topic
provide an example of using evidence-based practice in daily TR service delivery	gain an understanding of the dementia practice guidelines
identify 3 strategies that address TR public policy concerns	understand public policy

By the end of the session, participants will be able to:

1.

2.

3.

Section III- Session Outline

OUTLINE: Please provide a detailed outline of your session's content and methodology

Session Outline EXAMPLE	Time Allotted
Introduction of presenter	5 minutes
Short quiz	5 minutes
Discussion about quiz	5 minutes
Self-determination theory	15 minutes
Supportive vs controlled environment	20 minutes
Environment techniques	10 minutes
Group discussion (relating to agency/population)	20 minutes
Wrap up & evaluation	10 minutes
Total Education Time (excluding breaks/lunch etc.)	**80 Minutes**

Session Outline	Time Allotted

Total Education Time (Excluding breaks/Lunch etc.)	

Section IV- PCC Code Descriptions

Please indicate appropriate PCC criteria code: *PCC code descriptions can be found at the end of this application*

☐ Assessment	☐ Intervention	☐ Program Development
☐ Program Delivery	☐ Documentation	☐ Evaluation
☐ TR & Community Practice	☐ TR & Research	☐ Professional Development
☐ Theoretical Foundations models, theories, concepts	☐ Diagnostic Groupings and Populations Being Serviced	☐ Organizing and Managing Services
☐ Agency and TR Service Plan	☐ Outreach, Advocacy & Public Relations	

Section V- Speaker Information

Speaker Information: *Please include information for all speakers who will be presenting. Please also include a brief biography of each presenter and their qualifications to present on the topic*

Primary Speaker:
Title:
Agency:
Mailing Address:
Telephone:
Alternate #:
Email:
Educational Background:

Has the speaker presented on this topic before?
Primary Speaker Biography:

Is more than one person presenting on this topic? If so, please complete a speaker profile for each additional presenter (a maximum of 3 individuals may present)

Co-Speaker:
Title:
Agency:
Email:
Co-Speaker Biography

Co-Speaker:
Title:
Agency:
Email:
Co-Speaker Biography

Section VI- Review and Submit

Please ensure you save a copy of this application. Please use the following naming convention when saving this document - PCC Application Form at the beginning of your save title, followed by the name of your presentation.

Example- "PCC Application Form-Healthy Heart Initiative.pdf"

Following a review of your application, the Practice Review Committee will forward any feedback/request for changes to the email address provided. All necessary changes are the responsibility of the applicant. If changes to your application are required, please make the changes to your original application and resubmit the application.

If your PCC application is for an event organized by a 3rd party (i.e. not by TRO), then email your abstract to: practicereview@trontario.org

If your PCC application is for an event organized by TRO, such as the conference or a workshop, please email your application to the person who requested this form to be completed.

PCC Code Glossary

Therapeutic Recreation Ontario (TRO) is firming up the criteria for education sessions which will be eligible to receive Professional Contribution Credits (PCCs). Members are now eligible to collect PCCs at TRO sponsored education sessions. PCCs collected can be used in the application for registration with TRO.   In order for the PCC to be credible, we have designed the PCC Criteria to ensure education sessions for which members may receive PCCs are directly related to at least one of the 14 PCC areas.

Assessment: Utilizes an individualized and systematic process to determine individual strengths, needs, and interests of clients to establish priorities and direction of TR intervention.
Examples: measuring patient needs in order to develop programs, creating or developing assessment tools

Intervention: Outlines specific strategies and modalities based on assessment results. The individualized plan is achieved via a collaborative approach including the client and support networks to attain a client-centered and outcome-oriented process.
Example: multidisciplinary discussion (medical rounds, education)

Program development: Creates a framework for each program addressing the needs and interests of clients within the context of their environment. It is a systematic process based on the intervention plan. Individual and group program outlines should include purpose, rationale, description, target population, goals, outcomes, evaluation mechanisms, and resource requirements.
Examples: creating or modifying programs, the history or motivation around program development explains the what and why of programs

Program delivery: Encompasses the provision of outcome-oriented programs in a variety of service delivery settings that reflect a continuum of care model. A therapeutic recreation practitioner's action is determined by the intervention plan and can be offered on an individual and/or group basis.

Examples: explaining changes made to programs and their impact, modifications made for groups or individuals, step-by-step process of delivery, explains the "how to" of programs

Documentation: The comprehensive collection of information related to every aspect of therapeutic recreation intervention. This can include a variety of methods (written, verbal, electronic, etc.) and the steps of an initial screening, assessment report, progress report, discharge report, case review, and/or intervention notes. Documentation provides a basis for professional accountability.
Examples: MDS and/or other specific tools used, what to include to ensure effective documentation, importance of documentation

Evaluation: Involves a thorough review of therapeutic recreation assessment, intervention plan, program development, and program delivery to illustrate and ensure the efficacy of therapeutic recreation services.
Examples: new evaluation tools/processes, ways to gather accurate information from clients (focus groups, one on one, questionnaires, satisfaction surveys, etc), how to get patients to focus groups, formal versus informal methods

TR & community practice: The obligation to create opportunity for community involvement for clients in a variety of service delivery settings.

Examples: creating opportunities through advocacy (community outings, reduced rates, etc), bringing community in (i.e. Intergenerational programs)

TR & Research: Demonstrates the benefits of a planned systematic analysis of the components that comprise therapeutic recreation services. Work in this area illustrates professional efficacy while contributing to the growth of therapeutic recreation as a whole.
Examples: steps involved in research process, teaching ways to make research less intimidating, ways to follow through and put research into practice, keeping track of evaluation as a research tool, gathering data and compiling information to identify trends, literature searches in program development, how to develop a research question

Professional Development: A commitment to ongoing involvement in upgrading personal and professional knowledge related to therapeutic recreation.
Examples: regulation, continuing education, student supervision, advocacy of Therapeutic Recreation in other groups/committees, skill sharing/skill development/bringing skills to TR, learning about new equipment/resources/trends

Theoretical Foundations: Recreation/leisure models, theories of human behaviour, leisure throughout the lifespan, concepts of health/human services, normalization/inclusion, legislation, accessibility, relevant guidelines/standards, principles of group interaction, principles of behavioural change.
Example: models or theories of leisure

Diagnostic Groupings and populations being served: Etiology, symptomatology, prognosis and treatment of conditions, disabilities and related secondary complications for persons with cognitive impairments, physical impairments, sensory and communication impairments, psychiatric impairments, behavioural impairments or addictions.
Examples: specific symptoms or characteristics of diagnostic groups, how diagnosis affects programming, goals developed for specific groups, modifications made for specific groups

Organizing and managing services: Prepare/maintain budget, prepare plan of operation, conduct needs assessment, develop/implement internship program, recruit/ train/ educate/ supervise/ mentor/ evaluate TR staff, and report quality improvement data.
Examples: budget, professional evaluation

Agency and TR service plan: Identify and analyze agency mission; population served, agency standards and resources. Develop statement of purpose, goals and specific programs. Identify funding sources and prepare written plan of operation.
Examples: development of principles within organization, supporting mission/vision/values of facility, clarity statement of service

Outreach, advocacy and public relations: Establish networks with organizations/advocates, public relations, advocate for rights of clients and educate the community.
Examples: networking, advocacy

TRO Sponsored Events Learning Objectives

When filling out the application for PCCs for TRO Sponsored events, be sure to include 3-5 learning objectives that delegates will achieve by participating in your conference session. Learning objectives describe what each conference delegate will achieve by the end of your session. Include SMART Learning Objectives, which are specific, measurable, attainable, relevant and timely. e.g. "Each participant will be able to identify 3 benefits of obtaining a professional designation through Therapeutic Recreation Ontario by the end of the session."

In the above example, the learning objective is:

Specific because it describes what must be completed i.e. identify benefits

Measurable, because it describes something that can be measured, e.g. 3 must be identified

Attainable, which should describe something that can be realistically achieved

Relevant or something that would motivate a delegate to achieve it = the number of benefits is both attainable, and something that the delegate would be motivated to achieve

Timely, which in the example above is indicated by "end of the session"

See more examples from previous sessions below:

By the end of the session, each delegate will:

1. Identify 3 responsibilities of a Residents' Council Staff Assistant.
2. Identify 3 major changes in obtaining the R/TRO designation beginning September 1, 2015.
3. Will be able to perform 5 seated exercises.