



MH/DHS-RECREATIONAL THERAPIST I

CHARACTERISTICS OF WORK:

This work involves planning, organizing, and directing a recreation and entertainment program. Incumbents direct and participate in recreational activities for residents at Department of Mental Health facilities or Department of Human Services, Division of Youth Services juvenile training school; instruct in fundamentals and rules of competitive sports; demonstrate by example techniques of activity; and plan programs for the rehabilitation or restoration of the mentally and physically ill or juvenile residents. The work also includes rendering first aid to injured persons, such as giving artificial respiration, cleaning and bandaging wounds, and applying heat and cold to promote healing. The work allows for a wide latitude of individual initiative and program planning. However, it must be coordinated with other programs and services. Supervision is exercised over helpers, attendants, and volunteer workers.

MINIMUM QUALIFICATIONS:

These minimum qualifications have been agreed upon by Subject Matter Experts (SMEs) in this job class and are based upon a job analysis and the essential functions. However, if a candidate believes he/she is qualified for the job although he/she does not have the minimum qualifications set forth below, he/she may request special consideration through substitution of related education and experience, demonstrating the ability to perform the essential functions of the position. Any request to substitute related education or experience for minimum qualifications must be addressed to the State Personnel Board in writing, identifying the related education and experience which demonstrates the candidate's ability to perform all essential functions of the position.

EXPERIENCE/EDUCATIONAL REQUIREMENTS:

Education:

Bachelor's Degree from a four (4) year accredited college or university in general recreation, therapeutic recreation, physical education, music, or art.

PHYSICAL REQUIREMENTS:

These physical requirements are not exhaustive, and additional job related physical requirements may be added to these by individual agencies on an as needed basis. Corrective devices may be used to meet physical requirements. These are typical requirements; however, reasonable accommodations may be possible.

Moderate Work: May frequently exert force equivalent to lifting up to approximately 25 pounds and/or occasionally exert force equivalent to lifting up to approximately 50 pounds.

Vision: Requires the ability to perceive the nature of objects by the eye.

Near Acuity: Clarity of vision at 20 inches or less.

Midrange: Clarity of vision at distances of more than 20 inches and less than 20 feet.

Far Acuity: Clarity of vision at 20 feet or more.

Field of Vision: Ability to observe an area up or down, left or right while eyes are fixed on a given point.

Depth Perception: Three-dimensional vision. Ability to judge distance and space relationships so as to see objects where and as they actually are.

Accommodation: Ability to adjust focus.

Speaking/Hearing: Ability to give and receive information through speaking and listening skills.

Motor Coordination: While performing the duties of this job, the incumbent is regularly required to sit; use hands to finger, handle or feel objects, tools or controls; and reach with hands and arms. The incumbent is frequently required to stand and walk; to climb or balance; and stoop, kneel, crouch, or bend.

ESSENTIAL COMPETENCIES:

The following underlying competencies are linked to the essential functions of the job. Employees in this position may be evaluated on these competencies as part of the performance appraisal system. Specific behaviors may be identified and included later by the hiring agency. Failure of an employee to successfully demonstrate some or all of these competencies, as deemed important by his or her reporting official, may result in the employee being placed on a performance improvement plan. If after a reasonable period of time, usually three (3) months, the employee fails to demonstrate successful performance, the employee may be terminated. These competencies include, but are not limited to, the following:

General Public Sector Competencies

Integrity and Honesty: Models and demonstrates high standards of integrity, trust, openness and respect for others. Demonstrates a sense of responsibility and commitment to the public trust through statements and actions. Demonstrates integrity by honoring commitments and promises. Demonstrates integrity by maintaining necessary confidentiality.

Work Ethic: Conscientiously abides by the rules, regulations and procedures governing work. Exhibits a strong work ethic by being productive, diligent, conscientious, timely, and loyal.

Service Orientation: Seeks to understand and meets and/or exceeds the needs and expectations of customers. Treats customers with respect, responding to requests in a professional manner, even in difficult circumstances. Provides accurate and timely service. Develops positive relationships with customers. Demonstrates a commitment to quality public service through statements and actions.

Accountability: Is productive and carries fair share of the workload. Accepts responsibility for actions and results. Focuses on quality and expends the necessary time and effort to achieve goals. Demonstrates loyalty to the job and the agency and is a good steward of state assets. Steadfastly persists in overcoming obstacles and pushes self for results. Maintains necessary attention to detail to achieve high level performance. Deals effectively with pressure and recovers quickly from setbacks. Takes ownership of tasks, performance standards and mistakes. Has knowledge of how to perform one's job. Knows the organization's mission and functions and how it fits into state government.

Self Management Skills: Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works effectively and cooperatively with others to achieve goals. Maintains a positive attitude. Effectively manages emotions and impulses. Treats all people with respect, courtesy, and consideration. Communicates effectively. Remains open to new ideas and approaches. Avoids conflicts of interest. Promotes cooperation and teamwork.

Interpersonal Skills: Shows understanding, courtesy, tact, empathy and concern; develops and maintains relationships. Demonstrates cross cultural sensitivity and understanding. Identifies and seeks to solve problems and prevent or resolve conflict situations. Encourages others through positive reinforcement.

Communication Skills: Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to listeners and situations. Expresses information to individuals or groups effectively, taking into account the audience and nature of the information; listens to others, attends to nonverbal cues, and responds appropriately. May make oral presentations. Communicates ideas, suggestions and concerns as well as outcomes and progress throughout the process of an activity. Provides thorough and accurate information.

Self-Development: Seeks efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development. Develops and enhances skills to

adapt to changing organizational needs. Remains open to change and new information and ideas; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles.

Technical Competencies

Background of practice: Demonstrates skill related to leadership. (group dynamics, leadership styles, and how to direct, lead, instruct and guide people and processes) Holds basic knowledge of ethics related to practice. Demonstrates a working knowledge of standards of practice. Demonstrates basic knowledge and skills related to assisting to consumer movement. Maintains appropriate credentials.

Assessment: Knowledge of standardized assessments in recreational therapy. Knowledge of how to choose, administer, and interpret assessment to develop a treatment plan. Knowledge related to the assessment and determination of barriers.

Treatment Planning: Demonstrates ability to incorporate information from assessment from both the recreational therapy assessment as well as the other team members. Demonstrates a working knowledge related to diversity issues to organize and implement therapeutic interventions to meet the consumer's needs. Demonstrates the abilities and attitudes necessary to collaboratively develop the treatment plan.

Treatment: Demonstrates the ability to use a variety of interventions/programs to improve physical, cognitive, social, emotional, and behavioral abilities and independence in life activities and leisure functioning. Demonstrates basic skills and knowledge to use interventions and techniques such as advanced activities of daily living, anger management techniques, community integration, exercise group, functional skills, leisure counseling, leisure education, pre-community integration skills, relaxation techniques, sensory stimulation, social skills, stress management, and time management.

Health and Safety: Ability to demonstrate skills and knowledge to establish and maintain a safe workplace for staff, consumers, and the public. Is familiar with the public's, consumer's, and staff's, safety related to confidentiality and the right to know.

Documentation: Demonstrates basic skills related to documenting aspects of consumer care. Demonstrates ability to write measurable objectives.

Behavior Management and Conflict Resolution: Able to perform de-escalation techniques while maintaining a safe and therapeutic environment. Understands the purposes of different categories of restrains and is able to state negative consequences of each. Verbalize techniques/skills used for behavior modification.

Equipment: Basic skill in use of safety belts and restraint systems including proper applications and contraindications. Basic skill in use of communication equipment including pagers, phones, two-way radios, call lights, PA systems. Basic computer skills including the use of word processing equipment, loading and deleting information from disks, e-mail and documents already in files on the system; and knowledge related to the use of the computer. Basic internet skills including receiving and sending e-mail, using the web of obtaining information. Basic skills associated with consumer equipment.

Quality Evaluation and Utilization Review: Ability to analyze and evaluate data to modify the individualized treatment/program plan, the intervention/program plan, the intervention/programs or to recommend discharge plans/aftercare

Teamwork: Demonstrates ability to communicate with others (staff, consumers, others) in a clear, concise, professional and timely manner. Works well in groups.

ESSENTIAL FUNCTIONS:

Additional essential functions may be identified and included by the hiring agency. The essential functions include, but are not limited to, the following:

1. Plans, directs, and implements diversional and/or therapeutic recreational activities.
2. Compiles client assessments and reports as well as documents all recreational/therapeutic progress for program re-evaluations.

EXAMPLES OF WORK:

Examples of work performed in this classification include, but are not limited to, the following:

Plans and directs a program of therapeutic recreational activities for patients and residents.

Plans and directs the activities of patients or residents in a special phase of recreational or group activity.

Secures or directs selection of musical instruments; organizes and conducts instrumental music groups; and directs musical specialty acts for patients or residents of the institution or juvenile training school.

Selects necessary material, equipment, scenery, and/or costumes for entertainment programs.

Instructs and supervises games and athletic events; organizes and supervises indoor games, dances, and parties.

Requisitions and supervises maintenance and care of recreational equipment.

Supervises recreational building activities.

Supervises volunteer workers, attendants, or helpers.

Makes careful observations of patients and juvenile residents and their reactions while participating in recreational activities.

Assists in analyzing current programs and makes decisions relative to future programs.

Performs related or similar duties as required or assigned.

INTERVIEW REQUIREMENTS:

Any candidate who is called to an agency for an interview must notify the interviewing agency in writing of any reasonable accommodation needed prior to the date of the interview.