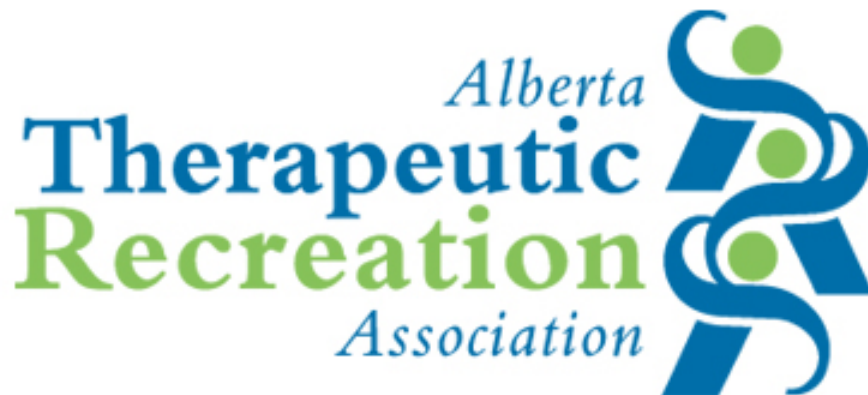


# Therapeutic Recreation

Therapeutic Recreation  
Regulation in Canada 2015– A  
cross country comparison



# Cross Canada Comparison



1. Yukon Territory
2. NWT
3. British Columbia
4. Alberta
5. Saskatchewan
6. Nunavut
7. Manitoba
8. Ontario
9. Quebec
10. New Brunswick
11. Nova Scotia
12. PEI
13. Newfoundland and Labrador

Please refer to the Therapeutic Recreation Regulation in Canada 2015 report for details. Copies of this report are available from [executivedirector@alberta-tr.org](mailto:executivedirector@alberta-tr.org)

# British Columbia- Health Professions Act

- <http://www.bchealthregulators.ca/>
- “Our purpose, Your safety”. Your assurance of competent, ethical health care.
- In British Columbia virtually all health care professionals are accountable to a regulatory college. These organizations are responsible, under provincial legislation, for **servicing and protecting the public**. They do this by **communicating new developments in professional practice** and ensuring that their **regulated professionals are qualified** and follow clearly defined **standards of ethics and practice**. The organizations also act when it appears that one of their regulated professionals is practicing in a manner that **is incompetent, unethical or impaired by alcohol, drugs or a mental condition**.
- This public service and protection is provided by the professions themselves. The public is directly involved through government-appointed representatives on the **organizations’ board of directors**. The organizations make regular reports to the provincial government.

# Alberta – Health Professions Act

- <http://www.health.alberta.ca/professionals/regulated-professions.html>
- Under the HPA, health professions are organized into regulatory bodies called “colleges.” These colleges are delegated powers and authorities for self-governance. Regulatory colleges are not post-secondary institutions.
- The HPA requires that colleges carry out governance responsibilities in a manner that **protects and serves the public** interest. Health profession colleges do this by:
  - Setting **entry requirements** (including required education, practical training, and examinations);
  - **Identifying services** provided by regulated members, **setting standards** for professional practice;
  - Setting **continuing competency requirements**; and
  - **Investigating complaints** about regulated members and imposing disciplinary actions if required.
- Regulatory colleges are not professional associations. Professional associations usually operate to represent the interests of their members and to advance the profession.

# Saskatchewan – Self Regulating Health Professional Associations

<http://www.health.gov.sk.ca/professional-associations>

The Saskatchewan Ministry of Health is responsible for appointing members of the public to the councils of 26 self-regulating health professional associations.

Licensing and regulating certain health professions assures accountability by:

- ensuring that the health professional is **qualified to practice**;
- setting **standards of practice** and a **code of ethics** that the health professional must follow;
- requiring the health professional to be **registered and licensed** to use the title of the profession and perform **certain services**; and
- ensuring **complaints** about the professional are **investigated** and **disciplinary action** taken if necessary.

# Manitoba – The Regulated Health Professions Act

<https://web2.gov.mb.ca/laws/statutes/2009/c01509e.php>

## Key Objectives:

- Allow professions to be **self regulating**.
- Continue to place interests of the **public and patient / client safety** at the centre of the regulatory process
- More **effective public protection** by regulating actions or clinical procedures that may risk or harm.
- Reduce barriers to **inter-professional practice**
- Foster greater confidence in the provincial health care system

# Ontario – Regulated Health Profession Act

**Regulated Health Professional Practice:**  
**Prime Objective**  
Patient Interest & Public Protection

## **Assure Competence**

- Competence is expected for procedures within principal expectations of practice (PEP) and is not expected for procedures beyond PEP

## **Establish Authority**

- Authorizing mechanisms are in place as required
- College Certificate of Registration indicates applicable competence and authority

## **Uphold Accountability**

- Each RHP is accountable for his/her decisions & actions

## **Assure Coordination**

- RHPs manage overlapping scopes to ensure safe, effective and ethical care

## **Enable Evolution**

- RHPs evolve in accordance with patient interests & legislative & regulatory requirements for practice

**Interprofessional Guidelines and Tools for Working with Orders, Directives and Delegation**

# Quebec – Orders Professionals

- <http://www.opq.gouv.qc.ca/ordres-professionnels/>
- The main task of an order is to protect the public, or all those who use professional services in the different spheres of regulated activities.

The order protects the public by performing adequately its role and responsibilities.

- Check the competence and integrity of its members
- Monitor the exercise of the profession
- To regulate the practice
- Manage the disciplinary process
- Promote the development of the profession
- Check the illegal practice of the profession and the usurpation of title
- Produce an annual report



# New Brunswick – Health Disciplines Bill

<http://www.gnb.ca/legis/bill/FILE/56/4/Bill-27-e.htm>

- **Objects**

3(4) The objects of the College are:

- (a) to regulate the practice of **physiotherapy** and govern its members in accordance with this Act and the regulations;
- (b) to establish, maintain and develop **standards of competence** among its members;
- (c) to establish, maintain and develop **standards of qualification and practice** for the practice of physiotherapy;
- (d) to establish, maintain and develop **standards of professional ethics** among its members;
- (e) to administer this Act and perform such other duties and exercise such other powers as are imposed or conferred on the College by or under any Act; and
- (f) such other objects, relating to physiotherapy, as the Council considers desirable,

in order that the public interest may be served and protected.

# Nova Scotia –

- Each health profession has its Act.
- (3) In order that the public interest may be **served and protected**, the objects of the College are to
  - (a) regulate the practice of physiotherapy and govern its members in accordance with this Act and the regulations;
  - (b) establish, maintain and develop **standards of knowledge and skill** among its members;
  - (c) establish, maintain and develop **standards of qualification** and practice for the practice of physiotherapy;
  - (d) establish, maintain and develop **standards of professional ethics** among its members; and
  - (e) administer this Act and perform such other duties and exercise such other powers as are imposed or conferred on the College by or under any Act.
- This province has a Regulated Health Professions Network Act (2012)
- <http://nslegislature.ca/legc/statutes/regulated%20health%20professions%20network.pdf>

# Newfoundland and Labrador - An Act respecting the regulation of certain health professions

- Health Professions Act respecting the regulation of certain health professions. (2010).
- <http://www.assembly.nl.ca/legislation/sr/annualstatutes/2010/h01-02.c10.htm>

- (1) A college shall in all matters **act in the best interests of the public**.
- (2) A college shall prepare and submit to the council an annual report respecting its operations not later than January 31 in a year.
- (3) A college shall
  - (a) approve a program of study and education for the purpose of establishing education requirements;
  - (b) develop **entry to practice requirements** for the health profession, including **annual renewal or recertification requirements and continuing competency requirements**;
  - (c) establish a **scope of practice** for the health profession it represents;
  - (d) establish **standards of practice** for the health profession it represents; and
  - (e) develop a **code of ethics** for the health profession it represents