

The impact of scaffolded authentic assessments in therapeutic recreation

Published 6/11/2025 by [Joanna Crabtree](#)

This SoTL at Seneca research project examined student and faculty perceptions of authentic assessments and how they connect to develop professional knowledge and skills in students.

Yvonne Ng-Gerritsen, principal investigator and faculty in the [Honours Bachelor of Therapeutic Recreation](#) program, and her team, examined students' level of competence and confidence towards achieving the [program learning outcomes](#) (PLOs) and the Therapeutic Recreation (TR) competencies (as outlined by the National Council for Therapeutic Recreation Certification and Therapeutic Recreation Ontario) after completing course assessments.

Faculty input on course assessments in connection with the PLOs and the TR competencies was also collected.

Project findings:

- Indicate how levels of confidence and competence were impacted across PLOs, courses, and assessment types.
- Provide an understanding of which assessment types students connect with.
- Indicate how assessments, course learning outcomes, program learning outcomes, and therapeutic recreation competencies come together for students to demonstrate professional knowledge and practical skill in the field of Therapeutic Recreation.