

JANIE BRADSHAW, CTRS

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OBJECTIVE

To develop innovative and outstanding programs which reach persons of all abilities and contribute to the field of Therapeutic Recreation through professional involvement

EDUCATION

- Brigham Young University; Provo, Utah** 12/2009
B.S., Recreation Management and Youth Leadership – Therapeutic Recreation Emphasis
- Selected as the admissions council profile student for the College of Health and Human Performance
 - Received continuous academic scholarships throughout entire undergraduate experience

PROFESSIONAL EXPERIENCE

- Recreation Specialist; Las Vegas, Nevada** 4/2009-Present
City of Las Vegas, Adaptive Recreation
- Planned and implemented recreational activities for community based program, including after work and school programs; consisted of water skiing, swimming, canoeing, & self-defense lessons
 - Populations included children and adults with spinal cord injury, autism, mental retardation, traumatic brain injury, and stroke survivors
 - Increased disability awareness in community through the implementation of monthly workshops
- Conservation Outdoor Leadership Training; Provo, Utah** 1/2009-4/2009
Brigham Young University
- Participated in an 11-week outdoor adventure leadership specialization training
 - Organized, facilitated, and evaluated outdoor adventure trips and experiential education for students from kindergarten through college
- Travel Agent; Salt Lake City, Utah** 3/2007-1/2009
Corporation of the President of The Church of Jesus Christ of Latter-day Saints
- Arranged international travel accommodations for 25 company representatives during 3 semi-annual conferences
 - Created computerized organizational methods for travel, documentation, and visa information
 - Served as liaison between the corporation and foreign embassies for visa applicants
- Full-time Volunteer Representative; Toronto, Canada** 9/2005-2/2007
The Church of Jesus Christ of Latter-day Saints
- Supervised and trained 6 representatives in public relations, teaching, and seminar presentations
 - Educated families on life and relationship-improvement principles through in-home lessons and activities

COMMUNITY SERVICE/VOLUNTEER EXPERIENCE

- Utah State Hospital; Provo, Utah** 1/2005-4/2005
- Provided bi-weekly recreational activities to adults and children with schizophrenia and behavior conduct, affect, and dissociative identity disorders
 - Significantly increased capacities to maintain emotional composure and optimistic outlook under high-pressure circumstances

BYU Services for Students with Disabilities; Provo, Utah 1/2004-4/2005

- Organized and implemented quarterly experiential education activities and horseback riding for students with spinal cord injuries, muscular dystrophy, visual impairment, cerebral palsy, and rheumatoid arthritis
- Enabled more effective learning for students with disabilities by recording class lectures

Cedarwood Gardens; Ontario, Canada 9/2003-12/2003

- Connected with elderly dementia, Alzheimer's, and visual impairment residents while leading crafts and exercise programs

London Regional Children's Museum; Ontario, Canada 11/2002-4/2003

- Taught science experiments, constellation identification, arts, and crafts to children

PROFESSIONAL CERTIFICATIONS & SPECIALIZED TRAINING

- Wilderness First Responder through National Outdoor Leadership School (2009)
- American Red Cross Lifeguard (2009)

PROFESSIONAL ORGANIZATIONS

- Member of Association for Experiential Education (AEE)
- Member of National Parks and Recreation Association (NRPA)
- Member of National Therapeutic Recreation Society (NTRS)
- Member of Nevada Parks and Recreation Society (NRPS)

INTERESTS & HOBBIES

- Running, writing, backpacking, travel, karate, reading, photography, and German

REFERENCES

Dr. Patricia Fernando, PhD
Brigham Young University
Recreation Management & Youth
Leadership
372 Richards Building
P.O. Box 22999
Provo, Utah 84602-2031
(801) 378-6812

Jana Saxon, CTRS
City of Las Vegas
Department of Leisure Services
Adaptive Recreation Division
966 Veterans Memorial Drive
Las Vegas, Nevada 89101
(702) 229-6777

Lucille Zereth, MA
City of Las Vegas
Department of Leisure Services
Adaptive Recreation Division
949 Veterans Memorial Drive
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RECREATION MANAGEMENT RÉSUMÉ GUIDELINES

General

- The RM field wants to see information about the ‘whole person’ in applicants’ résumés because they are ‘people’ people. In addition to education and professional experience, applicants are encouraged to include categories such as community service/volunteer, professional certifications/specialized training, honors/awards, leadership, professional organization memberships/involvement, and interests & hobbies. These should be included if they are relevant and add value to the way the applicant is trying to present him/herself. As usual, the order should be determined by what is most appealing/relevant to the audience.
- Applicants can go back as far as ten years when deciding which information to include.
- It is perfectly acceptable, and sometimes encouraged, for RM students to exceed one page. But, as always, the information included should have value and not just be used to take up space. Including information just to take up space should only be done with students who are having a difficult time filling up one page.
- Résumés should be specific about populations worked with in previous experiences (i.e., those with spinal cord injuries, muscular dystrophy, visual impairment, cerebral palsy, rheumatoid arthritis, traumatic brain injuries, autism, mental retardation, schizophrenia, behavior conduct, affect, and dissociative identity disorders, etc). In addition, instead of stating that you served “individuals”, specify age groups (i.e., children, adolescents, adults, elderly, etc).
 - **Note:** The RM field is a proactive field. Using phrases like “helped those suffering from . . .” are a no-no because they imply victimhood. Instead use phrases like “helped those with . . .”

Education

- Education should typically go first.
- Relevant coursework can be included if there is a justifiable reason to include it on the résumé.

Reasons to Include:

- If a student is looking for an internship that requires pre-requisite courses, s/he will want to indicate the completion of these courses.
- If the course(s) taken are unique, rather than standard, and are appealing to the audience

Reason not to include:

- If a soon-to-be or fresh graduate lists course(s) that are standard for all RM students, it may be considered redundant to an audience who is highly familiar with RM college curriculum.

Work Experience

- Even though some of the résumé samples given to students in their RM 100 course manual use fragmented sentences in paragraph form, rather than bullets, we still strongly encourage students to use bullets. They help the reader find information more quickly and easily.

Note: Just as we normally teach, missions can be listed under “experience” or “volunteer experience” (whichever will be the greatest strength to the applicant).

Awards

- If the student has several awards it could be put as its own section, even if the award was given in relation to the applicant’s education or work experience. However, if there are only 1 or 2 awards listed, and it would fit in under their experience, education, or another section, it should probably be listed there instead.
- This section can be included as the 2nd or 3rd item on the résumé, **ONLY** if it is more compelling than the student’s work experience or education. Otherwise the education, then professional experience, should typically go first.

Interests & Hobbies

Interests and Hobbies can be combined into one section, unless the applicant has a compelling reason for listing them separately. It can include interests such as hiking and travel, as this is often something recreation employers are specifically hiring for.

Activities

- This section should typically refer to clubs and associations.

Professional Involvement

- This can include professional memberships such as AEE, NRPA, NRPS, NTRS, etc.
- It can also include professional publications and local or national conference presentations.
- As the applicant grows in the field, they may include a ‘Professional Organizations’ section which is separate from a “Professional Publications” or “Professional Presentations” section .

References

- References can be included at the end of résumé in order to fill up white space on the second page, or they can be included on a separate sheet.