

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE:	Therapeutic Recreation		
CODE NO. :	CYC152	SEMESTER:	2
PROGRAM:	Child and Youth Care		
AUTHORS:	CYC Faculty		
DATE:	Jan. 2017	PREVIOUS OUTLINE DATED:	Jan. 2016
APPROVED:	"Martha Irwin"		Dec/16
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		CHAIR	DATE
TOTAL CREDITS:	3		
SUBSTITUTE(S):	CYW131		
PREREQUISITE(S):	N/A		
HOURS/WEEK:	3		

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Community Services and Interdisciplinary Studies.

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I. COURSE DESCRIPTION:

Therapeutic Recreation is designed to familiarize students with a wide range of therapeutic recreational activities and the use of same in achieving identified goals for general and/or specific client populations. Emphasis is placed on providing clients with opportunities for personal growth and development through therapeutic recreational experiences.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Apply principles of relational practice to recreational activities and experiences***Potential Elements of the Performance***

- Plan and implement recreational activities that develop and maintain therapeutic relationships and promote optimal growth and development
- Demonstrate consideration, attention to safety, trust, presence and empathy relative to therapeutic recreational activities.
- Promote resilience by identifying strengths and needs and encouraging participants to identify same in self
- Use empowerment strategies to support the development of decision making and independence through recreational activities
- interact in a professional manner as guided by the professional code of ethics, current legislation affecting services, and organizational policies and procedures.
- evaluate recreational interactions and progress with the client and relevant others, on an on-going basis, making adaptations where necessary.

2. Consider the impacts of developmental, environmental, physical, emotional, social and mental health factors when planning recreational activities***Potential Elements of the Performance***

- assess, in collaboration with relevant others, the cultural, developmental, and social needs of individuals and groups in the context of their current recreational environments.
- plan and implement selected strategies to meet client needs within the context of their current recreational environments.
- evaluate the results of implemented strategies and make necessary adaptations which facilitate positive change.
- utilize therapeutic recreational environments to maximize learning and growth for children and youth.

3. **Interact with others in groups or teams in ways that contribute to effective working relationships and goal attainment. This will include a demonstrated willingness to consider the viewpoints of others and to provide support and feedback in all aspects of the course**

Potential Elements of the Performance

- Interact with others in ways that enhance relationships and promote engagement
- Demonstrate capacity to assume various roles within a group, including leader, facilitator, participant and peer-evaluator
- Demonstrate the ability to give and receive feedback in ways that enhance professional performance

4. **Communicate clearly, concisely, and correctly in the written, verbal, and visual form that fulfills the purpose and the needs of the audience.**

Potential Elements of the Performance

- plan and organize communications according to the purpose and audience
- incorporate content that is meaningful and necessary
- produce material that conforms to the conventions of the chosen format
- use language and style suited to the audience and purpose
- ensure that the materials are free from 'mechanical' errors

III. TOPICS:

1. Therapeutic Program Planning
2. Adaptations for Special Needs Populations
3. Arts & Crafts
4. Therapeutic Arts Applications: Film, Dance, Drama, etc.
5. Gym Activities
6. Therapeutic Play Techniques
7. Children's Literature
8. Leadership Skills
9. Outdoor Adventure

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Text:

Burns, M. (2013). *Time in: An Introduction to Therapeutic Activity Programming and Facilitation*. Kingston, ON: Child Care Press.

Supplies:

Scissors and glue stick, binder, paper, pen and coloured markers. Gym shoes are **essential**. You will be denied access to the gym without them and will be deemed absent. Punctuality is essential.

V. EVALUATION PROCESS/GRADING SYSTEM:

Leadership Activities (2 @ 20% each)	40%
Children's Literature Assignment	20%
Session Plan (W.A.L.K.)	10%
W.A.L.K. participation	10%
Teamwork/Professional Interaction Skills	10%
Quote Responses	10%

Specific assignment instructions and due dates will be provided/established in the first two weeks of class, and then posted on D2L.

Students MUST submit all papers and assignments through the Dropbox on D2L. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student's responsibility to be familiar with and utilize D2L for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required to graduate from a Sault College program remains 2.0.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.