



COURSE OUTLINE

**COURSE TITLE:** Recreation Leadership  
**CODE NO.:** CYW131 **SEMESTER:** 2  
**PROGRAM:** Child and Youth Worker  
**AUTHORS:** CYW Faculty  
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**DATE:** Jan. 2015 **PREVIOUS OUTLINE DATED:** Jan. 2014  
**APPROVED:** \_\_\_\_\_ *"Angelique Lemay"* \_\_\_\_\_ *Nov. 2014*  
**TOTAL CREDITS:** 3 **DEAN** **DATE**  
**PREREQUISITES:**  
**HOURS/WEEK:** 3

**I. COURSE DESCRIPTION:**

Recreation Leadership 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:**

- 1. Relationship Building**  
Link recreational activities and experiences to develop and maintain therapeutic relationships which promote growth and development

**Potential Elements of the Performance**

- use competent communication skills to promote understanding and trust with client(s) relative to therapeutic recreational activities.
- assess the recreational strengths and needs of the client from a holistic perspective.
- 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. Program Planning**

Link theoretical concepts to planning, implementing, and evaluating recreational activities and programs which respect culture, overall well-being and facilitate positive change for children, youth and their families.

**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. Working in Teams

Interact with others in groups or teams in ways that contribute to effective working relationships and goal attainment. Students will be expected to demonstrate an ability and willingness to consider the viewpoints of other and demonstrate professionalism during all class activities, discussions and written assignments.

**Potential Elements of the Performance**

- identify the tasks to be completed.
- establish strategies to accomplish the tasks.
- identify roles for members of the team/group.
- clarify one's own roles and fulfill them.
- contribute one's ideas, opinions, and information while demonstrating respect for the contributions of others.
- employ techniques leading to conflict resolution.
- assess the group's progress and interaction and make adjustments when necessary.

4. Communication Skills

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. Arts & Crafts
3. Children's Literature, Movement & Drama
4. Gym Activities
5. Therapeutic Play
6. Planning Activities for Special Needs Populations
7. Sports and Games
8. Leadership Skills

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:****PROFESSIONAL PRACTICE SELF-EVALUATION 10%**

Students will reflect on and self-evaluate the quality of their "Professional Practices" skills during the semester. Professional Practice is related to those competencies described in the Ontario Association of Child and Youth Counsellors Code of Ethics and Standards of Practice.

**SKILL DEVELOPMENT 40%**

Students will be required to develop and document a session of crafts, games and activities suitable for children whose families are involved in counselling, having been identified as high risk due to issues such as substance abuse, poor parenting skills, chronic mental illness and so on. Their plan will include one art and one game activity that will assist them in addressing the presenting need. Students will then use the activities they have outlined in their session plan to lead two (2) 40-minute activity sessions with their classmates. They will be graded on their ability to lead these sessions and develop a sound, interesting and creative session that addresses the presenting concern.

**ASSIGNMENTS 50%**

This course has both theoretical and experiential components, involving considerable discussion and self-directed learning. Students will engage in small group presentations, self-reflection activities, group work and in class activities and discussions during regularly scheduled classes. The format and assessment of the activities will be discussed in class and posted on D2L.

**NOTE:** All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic "0" for the assignment. Students are encouraged to communicate with their instructor if extenuating circumstances exist and request an extension. Granting extensions is up to the discretion of the instructor.

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 South College is available to assist them.

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

Grade	Definition	Grade Point Equivalent
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	0.00
CR (Credit)	Credits 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 in order to graduate from a South College program remains 2.0.

**VI. SPECIAL NOTES:**

**Professional/Academic Writing Skills and Assignment Adherence:**  
 Close scrutiny will be applied to EVERY written assignment that you submit this semester. Assignments will be reduced by up to 10% for Professional and Academic Writing Skills and up to 25% for APA violations. It is your responsibility to ensure that your assignments meet this criterion before you submit them, either in hard copy or through the drop box. Students are strongly encouraged to utilize The Write Place and/or Accessibility Services on campus to assist them in submitting professionally written assignments.

Attendance:  
South 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.