

SAULT COLLEGE APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE THERAPEUTIC RECREATION & PHYSICAL DEVELOPMENT
CODE NO NSA 109
PROGRAM: NATIVE COMMUNITY WORKER -- ADDICTIONS
SEMESTER TWO
DATE: JANUARY 1991
AUTHOR: NATIVE EDUCATION & TRAINING

NEW: X REVISION

APPROVED


Dean, General Arts & Education

DATE

**THERAPEUTIC RECREATION AND
PHYSICAL DEVELOPMENT**

COURSE NAME

NSA 109

COURSE CODE

TOTAL CREDIT HOURS: 45

PREREQUISITE(S): NONE (Fitness and Recreation an Asset)

I. PHILOSOPHY/GOALS:

This course will be delivered under the basic philosophy that RECREATION IS WELLNESS1 Students will be exposed to the use of and subsequent benefits accrued from a recreation and fitness program in facilitating the recovery process of alcohol and drug abuse treatment centre clientele. Course participants will be provided With the knowledge and skill to implement a Therapeutic Recreation and Physical Development Program based on the needs of his/her clientele.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course, the student will be able to:

1. Define and discuss the concept of "Therapeutic Recreation and Physical Development".
2. Describe how a "Therapeutic Recreation and Physical Development" program can work in a treatment centre.
3. Convince others that Therapeutic Recreation, Physical Development, and Leisure Counselling are necessary components of a well-rounded alcoholism treatment program.
4. Describe the three major components of a "Therapeutic Recreation and Physical Development" program: i) leisure education counselling, ii) recreation programming, and iii) client observation/therapeutic feedback.
5. Design and organize a Therapeutic Recreation and Physical Development program based on a case study model.
6. Demonstrate an understanding of the perils of competition for alcoholics in treatment and identify alternative activities.
7. Design a "New Games and Cooperative Games" directory.
8. Describe the importance of PREVENTION as the first step in any treatment program and describe one such community program.

III. TOPICS TO BE COVERED:

1. Introduction to Therapeutic Recreation and Physical Development.
2. Leisure Education and Counselling.
3. Recreation Programming.
4. Client Observation/Therapeutic Feedback.
5. Prevention/Community Networking.

IV. <u>LEARNING ACTIVITIES</u>	<u>REQUIRED RESOURCES</u>
1.0 <u>Introduction to Therapeutic Recreation and Physical Development</u>	
1.1 Definitions of therapeutic recreation and physical development.	Handout & exercise "Recreation is..."
1.2 Goals of Rehabilitation Programs and Therapeutic Qualities of Recreation.	Overhead
1.3 Major Components of a Therapeutic Recreation and Physical Development Program: Discussion, Action, Observation.	Handout Guest Speaker: Role-modeling
2.0 Leisure Education and Counseling	
2.1 Familiarize students with the concepts and tools involved in leisure education and assessment: a) Interests and Motivation b) Attitudes and Values c) Capability and Skills d) Experiences and Feelings e) Knowledge and Opportunity	Several Handouts - Inventory Tools to Determine Recreation Experiences
2.2 Compile a personal leisure profile	Handout - Leisure Profile Sheet
2.3 Identify leisure goals and implement a plan of attack.	Handouts Exercises
3.0 <u>Recreation Programming</u>	
3.1 Describe and facilitate the nine steps in designing a recreation program.	Several handouts and evaluation forms
3.2 Qualities of recreation leaders.	Overhead
3.3 Organization and administrative perspective for successful recreation and leisure counselling activities.	Handout - Administrative Checklist
3.4 Cooperative Games File.	Practical Session in Gymnasium in Groups
3.5 Planning and Delivering Social Recreation Activities.	Handouts

IV, LEARNING ACTIVITIES (cont'd)	REQUIRED RESOURCES
3.6 Practical Applications on the Healing Power of Humour, Laughter, and Play	Handouts Balloons Flip Chart Stereo
3.7 Leadership Guidelines for Song-leading, Dramatic Presentations, Arts and Crafts, Conducting Tournaments, Dance, Leading Trips, Special Events, Conducting Parties	Handouts Guest Presenter(s) Y.M.C.A.
4.0 <u>Client Observation/Therapeutic Feedback</u>	
4.1 Providing Objective Feedback to Participants of Recreation Programs	Observation Assignment
5.0 <u>Community Networking/Prevention</u>	
5.1 Effective Community Networking and its' importance in Recreation Programming.	Handout - Networking Case Study Handout . Personal Resource Chart Handout. Guest Speaker: The Importance of Working Together in a Community
5.2 Set up a leisure community resource file with contact names and telephone numbers of people and organizations.	
5.3 Community Based Prevention Program on Substance Abuse for Children	Presentation by BABES (Beginning Alcohol & Addictions Basic Education Studies)

V. METHOD OF EVALUATION

A final grade will be derived from the following

Leisure Profile	10%
Cooperative Games Presentation & Class Directory	10%

V, METHOD OF EVALUATION (cont'd)

Mini Assignments (6 X 5%)	30%
a) Leadership Guidelines	
b) Sport Rules	
c) Observation of Participant	
d) Personal Resource Chart	
e) Case Study	
f) Evaluation Criteria	
Leisure Resource File	10%
Mid-Term Quiz	10%
Class Attendance	10%
Final Exam	20%

** Attendance is **mandatory** in this course due to the amount of in-class assignments and presentations. 1% will be deducted for each class missed.

The following grade symbols will be used in recording final grades:

A+	90 - 100%	Consistently outstanding
A	80 - 89%	Outstanding
B	70 - 79%	Above Average
C	60 - 69%	Satisfactory
R	Below 60%	Repeat (The student has not achieved the objectives of the course and the course must be repeated.

** Tests and assignments should be handed in on time or marks will be deducted,

Description of Assignments:

Leisure Profile (10%)

Students will work in pairs and administer a variety of recreation and leisure inventories to each other. With the information gathered, each student will compile a personal leisure profile for the other person and together design a realistic plan for leisure goals.

The following tools will be used and made available:

- The Interest Finder Part I and II
- Things You Love to Do
- Barriers to Enjoying Leisure
- Overcoming Your Barriers
- Pie of Life

Leisure Profile (cont^d)

Balancing Your Interests

Attitudes

Leisure Life-style Inventory

Capabilities and Skills

Inventory of Experiences

Two Ideal Days

Your Needs

Sample Profiles

Blank Leisure Profile Sheet

My Plan of Attack Part I & II

Cooperative Games Presentation and Class Directory (10%)

It cannot be overstated how important it is that we should limit the opportunities to seriously compete in recreation activities while in treatment. Students will work together in groups of 6 - 8. They will research, design, and present a practical session with total class involvement. Each group presentation will include:

- a) a minimum of one game per group member (5 - 8 games);
- b) a natural progression and mix of active and passive games;
- c) creating and keeping the group's play energy;
- d) forming and managing teams creatively & cooperatively;
- d) safety considerations.

At the conclusion of group presentations, all games will be compiled into a class resource directory for distribution to all students as a future resource.

Mini-Assignments (30%)

1) Leadership Guidelines:

Students will choose one of Songleading, Dramatic Presentations, Arts and Crafts, Conducting Tournaments, Dance, Leading Trips, Special Events, or Conducting Parties and prepare a 2 - 3 page report outlining basic leadership guidelines and preparations in running such an event.

2) Sport Rules:

Students will choose one sport, i.e. badminton, volleyball, table tennis, horseshoes) and research it with respect to game objective, scoring, court or field and general rules. A short presentation will then be made to the class with an opportunity for questions.

Mini-Assignments (cont'd)

3) Observation Report:

Students will choose a participant of a recreational activity (i.e. hockey player) and objectively observe this person for 15 minutes. Upon completion they will write up an observation report.

4) Personal Resource Chart:

Students will record all of the resources they personally have to work with within their own community and indicate what action they will take to correct or improve their own networking with other resources.

5) Case Study:

Students will work in pairs to devise a plan for networking community resources, based on a given case study. They will prepare a short written plan and present their ideas to the class.

6) Evaluation Criteria:

Students will design two evaluation forms that could be used after a recreation program to obtain feedback - client evaluation of the program and program evaluation done by the organizer. Students need to question whether they have achieved objectives; strengths and weaknesses; and any changes that would improve the program. Questions must be designed to obtain this information.

Leisure Resource File (10%)

Students will set up a leisure resource file locally and provincially with contact names and telephone numbers of people and organizations. (Keywords - Recreation, Leisure, Fitness, Parks, Sport, Tourism)

VI. REQUIRED STUDENT RESOURCES:

None,

VII SPECIAL NOTES

Students with special needs (e.g., physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the rights to modify the course as he/she deems necessary to meet the needs of students.

Students will be required to complete all assignments and evaluation criteria. Course credit will not be awarded if any outstanding incomplete assignments.