

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: THERAPEUTIC RECREATION FOR CHILDREN AND

ADOLESCENTS

COURSE CODE: NSA128

PROGRAM: NATIVE COMMUNITY WORKER PROGRAM

SEMESTER: TWO

DATE: JANUARY 1997

AUTHOR: NATIVE EDUCATION DEPARTMENT

Revised: x

APPROVED:

Dean, School of Native Education,
Creative Arts and Criminal Justice
Programs

DATE:

PHILOSOPHY/GOALS:

This course will be delivered under the philosophy that recreation make a critical contribution to the family's level of wellness. Students will be introduced to the theory of play and play facilitation and how to put this information into practice. Through participation in a variety of recreation activities, as both an organizer/facilitator and as a "cUent", students develop their leadership qualities and skills, as well as their ability to evaluate recreation activities.

LEARNmC OUTCOMES:

1. Evaluate and implement program designs based on community needs which respect the theory of play and play environments.
2. Develop and demonstrate qualities of an effective recreation leader/facilitator.
3. Organize and lead a successful recreational activity for a group of people, taking into consideration age-appropriateness and special needs.
4. Develop a Recreational Activities File for use as future reference when working in the field.
5. Evaluate a recreational activity and give constructive feedback.

TOPICS TO BE COVERED:

1. Understanding Play
2. Play Environments
3. Program Design
4. The Group
5. Leadership
6. Rapport and Relationships
7. Recreation Programming and Facilitation
8. Ghent Observation/Therapeutic Feedback

METHODS OF EVALUATION:

Your grade will be determined by the following:

Test #1 (covers topics 1, 2 &3)	15%
Test #2 (covers topics 4, 5 &6)	15%
Leadership Experience #1 and Written Report	15%
Leadership Experience #2 and Written Report	25%
Written Assignment - Recreation Activities File	15%
Program Design Report	10%
Peer Evaluations	5%
TOTAL	100%

Evaluation Descriptions

Tests **30%**

These will be in-class tests. Formats will be explained by the instructor.

Leadership Experience #1 and Written Report **15%**

Students are required to create and lead a short (5 to 10 minutes maximum) icebreaker activity for the class. They are also required to type up a complete description of the activity so students can put a copy in their "Recreation Activities File", for future reference.

Leadership Experience #2 and Written Report **25%**

Students are required to plan and lead a formal recreation activity (approximately 30 minutes in length) for the class, which enhances at least one of the many dimensions of wellness. They are also required to submit a complete, typed report on the planning and leadership aspects of their activity. As well they are required to create a one page summary of the organizational steps for running their activity so students can put this in their "Recreation Activities File", for future reference.

Written Assignment - Recreation Activities File **15%**

Students are required to collect and submit 15 examples of Ice Breaker activities provided by their classmates, 10 examples of recreational activities provided by their classmates, and 5 additional examples of recreational activities developed independently or researched in recreational resources. All material submitted must be typed and organized in a professional 3 ring file folder. Each activity must be described in a one page summary outlining the organizational steps for planning and leading such an activity.

Program Design Report 10%

Students will build on in-class and text information through additional research to produce a 3-5 page double-spaced typewritten report on Program Design relating to a specific age or special needs group. Specifics on format and content to be given in class.

Peer Evaluation 5%

Students are required to attend all recreational activities lead by their peers and to evaluate each activity thoroughly. A participant feedback sheet will be provided for each activity and must be submitted to your instructor within seven days of the actual activity. A total of fifteen feedback sheets must be completed to receive full marks on this assignment.

Instructor: Marion Nolan-Vella
College Phone #: 759-2554, ext. 758 (or 609)
Office G1312

REQUIRED STUDENT RESOURCES:

Time In: A Handbook for Child and Youth Care Professionals; Michael Burns; Burns-Johnston Publishing; 1993; ISBN: 0-9697302-0-9

COLLEGE GRADING SYSTEM:

Letter grades, for transcript purposes, will be calculated as follows:

90% - 100%	=	A+
80% - 89%	=	A
70% - 79%	=	B
60% - 69%	=	C
Less than 60%	=	R (Repeat of the course)

SPECIAL NOTES:

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

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

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per each day late.