



## COURSE OUTLINE: CYC152 - THERAPUTIC REC

Prepared: CYC Faculty

Approved: Karen Hudson, Dean, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	CYC152: THERAPEUTIC RECREATION
<b>Program Number: Name</b>	1065: CHILD AND YOUTH CARE
<b>Department:</b>	CHILD AND YOUTH WORKER
<b>Academic Year:</b>	2024-2025
<b>Course Description:</b>	Therapeutic Recreation is designed to familiarize the student 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.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1065 - CHILD AND YOUTH CARE</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Develop and maintain therapeutic relationships with children, youth and their families, respecting their unique life spaces, and applying the principles of relational practice to meet their needs
	VLO 2 Assess the strengths, developmental and holistic needs of children, youth and their families, using methods grounded in theoretical frameworks, research and therapeutic practices, to develop care and intervention plans.
	VLO 4 Use equitable and inclusive approaches that are anti-colonial, anti-oppressive, anti-racist, and strength-based frameworks, as well as cultural humility, to create positive and sustainable solutions and respond to inequities and to systemic barriers experienced by children, youth and their families.
	VLO 6 Employ communication, collaboration and relational skills with the inter-professional team and with community partners to ensure and enhance the professionalism of practice.
	VLO 7 Engage in self-inquiry, relational inquiry and critical reflection to develop strategies for learning and the practice of self-care, as a practitioner.
	VLO 10 Practice in a variety of contexts and settings, respecting needs for developmental growth, safety, wellbeing and agency, while addressing the varying age and developmental ranges of children, youth, and their families.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.



- EES 4 Apply a systematic approach to solve problems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

Time In: An Introduction to Therapeutic Activity Programming and Facilitation by Michael Burns  
 Publisher: Child Care Press Edition: current

**Course Outcomes and Learning Objectives:**

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Apply principles of relational practice to recreational activities and experiences.	1.1 Plan and implement recreational activities that develop and maintain therapeutic relationships and promote optimal growth and development. 1.2 Demonstrate consideration, attention to safety, trust, presence and empathy relative to therapeutic recreational activities. 1.3 Promote resilience by identifying strengths and needs and encouraging participants to identify same in self. 1.4 Use empowerment strategies to support the development of decision making and independence through recreational activities. 1.5 Interact in a professional manner as guided by the professional code of ethics, current legislation affecting services, and organizational policies and procedures. 1.6 Evaluate recreational interactions and progress with the client and relevant others, on an on-going basis, making adaptations where necessary.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Consider the impacts of developmental, environmental, physical, emotional, social and mental health factors when planning recreational activities.	2.1 Assess, in collaboration with relevant others, the cultural, developmental, and social needs of individuals and groups in the context of their current recreational environments. 2.2 Plan and implement selected strategies to meet client needs within the context of their current recreational environments. 2.3 Evaluate the results of implemented strategies and make necessary adaptations which facilitate positive change. 2.4 Utilize therapeutic recreational environments to maximize learning and growth for children and youth. 2.5 Demonstrate the use of anti-oppressive, equitable and inclusive approaches in planning recreational programs and



		activities.
	<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
	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.	3.1 Interact with others in ways that enhance relationships and promote engagement. 3.2 Demonstrate capacity to assume various roles within a group, including leader, facilitator, participant and peer-evaluator. 3.3 Demonstrate the ability to give and receive feedback in ways that enhance professional performance.
	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	4. Communicate clearly, concisely, and correctly in the written, verbal, and visual form that fulfills the purpose and the needs of the audience.	4.1 Plan and organize communications according to the purpose and audience. 4.2 Incorporate content that is meaningful and necessary. 4.3 Produce material that conforms to the conventions of the chosen format. 4.4 Use language and style suited to the audience and purpose. 4.5 Ensure that the materials are free from mechanical errors.

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Assignments	60%
In Class Assignments	20%
Tests	20%

**Date:**

June 21, 2024

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

