



# COURSE OUTLINE

## CYC0152

Prepared: CYC Faculty    Approved: Martha Irwin, Chair Community Services & Interdisciplinary Studies

<b>Course Code: Title</b>	CYC0152: THERAPUTIC RECREATION								
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN								
<b>Department:</b>	C.I.C.E.								
<b>Semester/Term:</b>	17F								
<b>Course Description:</b>	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.								
<b>Total Credits:</b>	3								
<b>Hours/Week:</b>	3								
<b>Total Hours:</b>	45								
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>								
<b>Course Evaluation:</b>	Passing Grade: 50%, D								
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>60%</td> </tr> <tr> <td>In Class Assignments</td> <td>10%</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Assignments	60%	In Class Assignments	10%		
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	<table border="1"> <tr> <td>Tests</td> <td>30%</td> </tr> </table>	Tests	30%
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<b>Books and Required Resources:</b>	Time In: An Introduction to Therapeutic Activity Programming and Facilitation by Michael Burns Publisher: Child Care Press Edition: 2nd		
<b>Course Outcomes and Learning Objectives:</b>	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <p><b>Course Outcome 1.</b></p> <p>Apply principles of relational practice to recreational activities and experiences</p> <p><b>Learning Objectives 1.</b></p> <ul style="list-style-type: none"> <li>• Plan and implement recreational activities that develop and maintain therapeutic relationships and promote optimal growth and development</li> <li>• Demonstrate consideration, attention to safety, trust, presence and empathy relative to therapeutic recreational activities.</li> <li>• Promote resilience by identifying strengths and needs and encouraging participants to identify same in self</li> <li>• Use empowerment strategies to support the development of decision making and independence through recreational activities</li> <li>• interact in a professional manner as guided by the professional code of ethics, current legislation affecting services, and organizational policies and procedures.</li> <li>• evaluate recreational interactions and progress with the client and relevant others, on an on-going basis, making adaptations where necessary.</li> </ul> <p><b>Course Outcome 2.</b></p> <p>Consider the impacts of developmental, environmental, physical, emotional, social and mental health factors when planning recreational activities</p> <p><b>Learning Objectives 2.</b></p> <ul style="list-style-type: none"> <li>• assess, in collaboration with relevant others, the cultural, developmental, and social needs</li> </ul>		



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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.

### **Course Outcome 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.

### **Learning Objectives 3.**

- 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

### **Course Outcome 4.**

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

### **Learning Objectives 4.**

- 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

**CICE Modifications:**

**Preparation and Participation**



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1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.



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***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

Wednesday, September 6, 2017

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