

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:

Upon successful completion of this course, the CICE student, with some assistance from a Learning Specialist, will acquire and demonstrate an increased knowledge of the basic concepts relative to the following:

1. Relationship Building

Utilize 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

Utilize theoretical concepts in 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.

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 interactions 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 & 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.(1993). Time in: A handbook for child and youth care professionals. London, ON: Burns/Johnson.

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:

Students will be graded on the following basis:

1. Creative Scrounge	10%
2. Test 1	15%
3. Test 2	15%
4. Gym Activity	10%
5. Session Plan	10%
7. Children's Literature Presentation	10%
8. Attendance and Participation	<u>30%</u>
	100%

Assignments:

Refer to the description and grading criteria for each of the course requirements distributed under separate cover. Modifications will be made to assignments as the learning specialist and teacher have discussed.

***All evaluation criteria is available on LMS for this course CYW131**

1. Creative Scrounge:

Budgetary constraints in Child and Youth Work settings have implications on the number of arts and crafts material available. This lack of material need not impact significantly on a therapeutic A & C program. The purpose of this assignment is to provide the experience of working with inexpensive materials, cast-offs, etc.

Students are responsible for 'scrounging' enough material for all participants and then leading the activity. Students are also responsible for discussion and clean up following the activity. They will have the option of leading an activity that is arts and crafts focused or creating a 'kit' that will be made children at a local agency to assist in the development of specific fine motor, language or behavioural skills. The 'kits' will be explained further in class at the beginning of the semester through a presentation by an agency representative.

The student must identify the therapeutic value of both the content and process of the activity and submit in written format at the beginning of the activity session. The student will also submit a written self-evaluation within 24 hours of conducting the activity. An outline for both submissions will be provided.

Note: Students may choose to purchase some materials for this assignment. This is not required, often unnecessary and in any event is to be limited to approx. \$5.00 maximum regardless of which the activity they choose.

2. **Gym Activities:**

In pairs, students will plan and lead a 40-minute gym session. The requirement for this also includes attention to therapeutic values. Note that these sessions are geared to experimentation with leadership skills in a gym setting. The emphasis is of course on gross motor activities.

The student must identify the therapeutic value of both the content and process of the activity and submit in written format at the beginning of the activity session. The student will also submit a written self-evaluation within 24 hours of conducting the activity. An outline for both submissions will be provided.

3. **Session Plan:**

Each student will prepare a detailed session plan as part of an overall program initiative. Details will be provided in class. See evaluation format for specific detail. Due in March – date to be announced.

4. Children's Literature Presentation:

Participants will work in small groups to present a representative sample and discussion of the therapeutic value of children's literature. Groups will be assigned.

Presentation Dates: Specific presentation dates will be in accordance with a schedule to be handed out in class at the beginning of the semester.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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	
CR (Credit)	Credit 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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student 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.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.

CICE Modifications:**Preparation and Participation**

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. 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.

B. 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.

C. 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.

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

D. Evaluation:

Is reflective of modified learning outcomes.