

I. COURSE DESCRIPTION:

The CICE student(s), with assistance from a Learning Specialist, will acquire a fundamental knowledge in regard to course focuses on teaching techniques for involving clients in activities and the use of recreation as a means of achieving goals and encouraging values related to healthy development. Emphasis will be on the therapeutic use of programming and activity planning.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

The CICE student, with assistance from a Learning Specialist, will acquire a basic skill level in 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. Students will be expected to demonstrate an ability and willingness to consider the viewpoints of other and demonstrate professionalism during all class activities, discussions and written assignments.

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, Movement & 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. (2013). *Time in: An Introduction to Therapeutic Activity Programming and Facilitation*. Kingston, ON: Child Care Press.

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:**PROFESSIONAL PRACTICE SELF-EVALUATION****10%**

Students will reflect on and self-evaluate the quality of their “Professional Practice” skills during the semester. Professional Practice is related to those competencies described in the Ontario Association of Child and Youth Counsellors Code of Ethics and Standards of Practice.

SKILL DEVELOPMENT**40%**

Students will be required to develop and document a session of crafts, games and activities suitable for children whose families are involved in counselling, having been identified as high risk due to issues such as substance abuse, poor parenting skills, chronic mental illness and so on. Their plan will include one art and one gym activity that will assist them in addressing the presenting need. Students’ will then use the activities they have outlined in their session plan to lead two (2) 40-minute activity sessions with their classmates. They will be graded on their ability to lead these sessions and develop a sound, interesting and creative session that addresses the presenting concern.

ASSIGNMENTS**50%**

This course has both theoretical and experiential components, involving considerable discussion and self-directed learning. Students will engage in small group presentations, self-reflection activities, group work and in class activities and discussions during regularly scheduled classes. The format and assessment of the activities will be discussed in class and posted on D2L.

NOTE: *All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic “0” for the assignment. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.*

Students MUST submit all papers and assignments through the Dropbox on D2L. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student's responsibility to be familiar with and utilize D2L for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:**Professional/Academic Writing Skills and Assignment Adherence:**

Close scrutiny will be applied to **EVERY** written assignment that you submit this semester. Assignments will be reduced by up to 10% for Professional and Academic Writing Skills and up to 25% for APA violations. It is your responsibility to ensure that your assignments meet this criterion before you submit them, either in hard copy or through the drop box. Students are strongly encouraged to utilize *The Write Place* and/or Accessibility Services on campus to assist them in submitting professionally written assignments.

Attendance:

Sault College is committed to 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.

Addendum:

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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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.