

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Recreation Leadership

CODE NO. : HSC201

SEMESTER: 3

PROGRAM: Child and Youth Worker

AUTHOR: Sandy MacDonald CCW, BA, MA

DATE: Sept/2000 **PREVIOUS OUTLINE DATED:** Sept/99

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

Recreation Leadership is designed to familiarize students with a wide range of 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:

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) in relation to therapeutic recreational activities
- assess the recreational strengths and needs of the client, using a holistic view of the client
- 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 and which promote overall well-being and facilitate positive change for children, youths 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 the achievement of goals.

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 in a timely fashion
- treat other members of the group equitably and fairly
- contribute one's ideas, opinions and information while demonstrating respect for the contributions of others
- employ techniques intended to bring about the resolution of any conflicts
- regularly 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 meets the needs of the audience.

Potential Elements of the Performance

- plan and organize communications according to the purpose and audiences
- choose the format appropriate to the purpose
- incorporate the 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) Musical Activities/Puppets
- 5) Pet Therapy
- 6) Gym Activities
- 7) Play Therapy
- 8) Planning Activities for Special Needs Populations
- 9) Therapeutic Camp Activities
- 10) Sports and Games
- 11) Films as a Therapeutic Tool
- 12) Leadership Skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**Texts:**

1. Burns, Michael, Time In: A Handbook for Child and Youth Care Professionals, Burns Johnston, London, Ontario
2. Maguire, Jack, Hopscotch, Hangman, Hot Potato & HaHaHa: A Rulebook of Children's Games, Simon & Schuster, 1990

Supplies:

Scissors and glue stick to each class; gym clothes and running shoes to each class, binder, paper, pen.

V. EVALUATION PROCESS/GRADING SYSTEM:

Students will be graded on the following basis:

1. Therapeutic Camp Skills	10%
2. Creative Scrounge	20%
3. Puppet/Musical Instrument	10%
4. Gym Activity	10%
5. Session Plan	20%
6. Paper	10%
7. Participation/Attendance	
• Gym	10%
• Classroom	10%
	100%

Assignments:**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, castoffs, 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.

2. Musical Instrument/Puppet

Each student will construct and present a musical instrument or hand-held puppet according to criteria to be provided. Due in October - exact date to be provided.

3. Gym Activities:

In small groups, students will plan and lead a 40-minute gym session.

4. Session Plan:

Each student is required to prepare a detailed session plan as part of an overall program initiative. Details will be provided in class. Due in November - exact date to be provided.

5. Paper:

Students will write a paper on recreation theory and text material. Date to be announced. Further instructions will be provided in class.

*** Assignment Dates:**

Specific assignment dates will be in accordance with a schedule to be handed out in class at the beginning of the semester.

6. Therapeutic Camp Assignment: Details to be provided in first week of course.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

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

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.