

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Recreation Leadership  
**CODE NO. :** HSC201 **SEMESTER:** 2  
**PROGRAM:** Child and Youth Worker  
**AUTHOR:** Michael McFarling CCW, MA, CYC(Cert.)  
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**DATE:** Jan. 2006 **PREVIOUS OUTLINE DATED:** Jan. 2005

**APPROVED:**

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**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):**

**HOURS/WEEK:** 3

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*For additional information, please contact the Dean*  
*School of Health and Human Services*  
*(705) 759-2554, Ext.2603*

## 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. Therapeutic Aids (puppets, games etc.)
5. Gym Activities
6. Therapeutic Play
7. Planning Activities for Special Needs Populations
8. Sports and Games
9. Leadership Skills

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

**Text:**

Burns, Michael, Time In: A Handbook for Child and Youth Care Professionals, Burns Johnston, London, Ontario

**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. Therapeutic Aid (puppet(s), toy, game etc.)	10%
3. Test 1	10%
4. Test 2	10%
5. Gym Activity	10%
6. 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.**

**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.

The student must identify the therapeutic value of both the content and process of the activity and submit same along with a written self-evaluation within a week of conducting the activity.

**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 max.**

**2. Therapeutic Aid**

Each student will construct and present a therapeutic aid to be utilized in a play therapy context. Aids may include self designed puppets, toys, posters, games etc. which have therapeutic applications (helping children to explore emotions, learn problem solving strategies, facilitate self disclosure, teach survival skills etc.) Due date will be provided in class.

**3. Gym Activities:**

In pairs, students will plan and lead a 40-minute gym session. The requirement for this also includes attention to therapeutic values.

**4. Session Plan:**

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

**5. 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.

**\* Assignment Dates:**

Specific assignment 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 in post-secondary courses:

<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:** 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:

### 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 E1101 or call Extension 2703 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 the *Student Code of Conduct*. 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.