

I. COURSE DESCRIPTION:

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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Utilize recreational activities and experiences to develop and maintain relationships, applying principles of relational practice and respecting unique life space, cultural and human diversity (Drawn from CYC Vocational Outcome #1).***Potential Elements of the Performance***

- Use communication skills and engagement strategies to promote positive relationships, understanding and trust
- Apply principles of relational practice including consideration, safety, trust, presence and empathy.
- Promote resiliency by identify strengths and needs and encouraging participants to see those in self
- Use empowerment strategies to support the development of decision-making and independence through recreational activities
- Interact in a professional manner as guided by the professional code of ethics, and organizational policies and procedures
- Evaluate interactions and progress on an ongoing basis, making adaptations where necessary
- Maintain privacy and confidentiality of information in accordance with all college policies

2. Assess the strengths and needs of children and youth, taking into consideration the impacts of developmental, environmental, physical, emotional, social and mental health challenges, in order to promote positive change (Drawn from CYC Vocational Outcome #2)***Potential Elements of the Performance***

- Identify and communicate strengths and challenges to ensure that recreational activities reflect those needs
- Begin to understand and incorporate culturally specific developmental norms into child and youth care practice, related to recreational activities

3. Plan, implement and evaluate interventions using evidence-informed practices in the areas of therapeutic milieu and programming, and group work to promote resiliency and to enhance development in children, youth and their families (Drawn from CYC Vocational Outcome #4).***Potential Elements of the Performance***

- Apply an interactive approach to activities to develop relationships and promote involvement in programming activities

- Discuss how the therapeutic milieu can maximize learning and promote change in children, youth and their families
- Plan, implement and evaluate strength-based therapeutic activities and programs that account for age, developmental status, cultural and/or ethnic background
- Develop a written session plan, outlining therapeutic recreational activities to meet identified goals
- Collaborate with other professionals to plan, implement and adapt therapeutic programs, approaches and resources that respond to identified areas of need and strengths for children, youth and their families
- Lead and facilitate group work

4. Student will demonstrate the ability to apply communication, teamwork and organizational skills within a team (Drawn from CYC Vocational Outcome #6).

Potential Elements of the Performance

- Establish and maintain positive relationships within a team environment that reflect cooperation and professionalism as determined by ethical standards and organizational policies
- Identify roles and responsibilities of all members of a team
- Establish and maintain appropriate boundaries with colleagues
- Coordinate activities and facilitate efficient use of resources that will provide quality care
- Develop and apply organizational and time management skills
- Protect and maintain confidentiality as governed by program policy and professional code of ethics
- Plan and implement clear, concise written oral and electronic communications for diverse individuals using anti-oppression language
- Select and use technologies to document all relevant information related to professional roles and responsibility
- Provide explanations in ways that are understandable for and respectful of diverse individuals and groups

5. Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and you care practitioner (Drawn from CYC Vocational Outcome #7).

Potential Elements of the Performance

- Assess professional skills, knowledge and personal well-being in an on-going manner and reflect on the impact of these factors on one's own practice
- Use reflective tools to learn from and gain insight from interactions with others
- Examine the impact of self on others and ensure that interactions are consistent, constructive and positive
- Access and utilize appropriate resources and self-care strategies (i.e., cognitive/intellectual, physical, social, emotional, spiritual and financial) to enhance personal growth and professional practice
- Value self-care practices and integrate mindfulness, self-regulation and managing emotions and stress into one's own practice

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.(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.

V. EVALUATION PROCESS/GRADING SYSTEM:

Student Feedback Forms	10%
Quizzes	20%
Skill Development	30%
a. Session Plan (15%)	
b. Gym or Creative Scrounge Activity (15%)	
Assignments	40%
Class Preparation Notes (10%)	
Children's Literature Book Review (10%)	
Accumulative Assignments (20%)	

Total = 100%

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.

All assignments MUST submit all papers and assignments through the Dropbox on LMS. 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 LMS 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%	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.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

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.

All courses in the Child and Youth Care (Worker) program follow the Fatal Error Policy, as well as APA Standards for all assignments submitted. Faculty will review this with students at the beginning of each course. Detailed documents on D2L course sites will be posted.

VII. COURSE OUTLINE ADDENDUM:

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