

**University of Manitoba
Faculty of Kinesiology and Recreation Management
REC 4150 AO1: Clinical Aspects of Therapeutic Recreation
Fall 2017 CRN#16087**

COURSE DETAILS

COURSE TITLE & NUMBER:

REC 4150 AO1 – Clinical Aspects of Therapeutic Recreation

NUMBER OF CREDIT HOURS:

3.0

CLASS TIMES & DAYS OF WEEK:

Mondays, Wednesdays and Fridays, 9:30am – 10:20am

LOCATION:

133 Frank Kennedy Centre

Please note on Friday November 3rd 2017 class will relocate to 220 Animal Sciences due to the CCRA Conference.

PREREQUISITES:

Undergraduate level PERS 1400 Minimum Grade of C or Undergraduate level 123 140 Minimum Grade of C or Undergraduate level PERS 3100 Minimum Grade of C.

RESTRICTIONS:

Must be enrolled in the Faculty of Kinesiology & Recreation Management.

VOLUNTARY WITHDRAWAL (VW) DATE: Friday November 17th, 2017.

INSTRUCTOR CONTACT INFORMATION

INSTRUCTOR'S NAME: Kelsey Johansen

PREFERRED FORM OF ADDRESS: Kelsey

OFFICE LOCATION: 123A Frank Kennedy Centre

OFFICE HOURS: Mondays 10:30am – 11:30am, or by appointment

OFFICE PHONE: 204-474-6598

EMAIL: Kelsey.Johansen@umanitoba.ca

CONTACT: Email correspondence should be professionally written, including proper punctuation and spelling. The subject line **must** begin with PERS 3350, and **must** be sent from your University of Manitoba email address.

GENERAL COURSE INFORMATION

COURSE DESCRIPTION:

An examination of the current principles of therapeutic recreation in relation to their practical application to individuals in clinical settings such as nursing homes, hospitals and other long-term care facilities.

COURSE AIMS:

Therapeutic recreation (TR) is an allied health profession in which the primary purpose of practice is to enable individuals living with illnesses and disabilities to achieve well-being and quality of life through meaningful engagement in recreation and leisure opportunities. Leisure is seen to be central in creating a life of meaning and in living well with disability or illness. Recreation involvement leads to improvements of quality of life and can help by working to reduce functional and activity limitations.

This course aims to provide students with the philosophical and theoretical underpinnings of therapeutic recreation services, including concepts and models of service delivery and examination of various disabilities (e.g., intellectual, emotional, social and physical) and illnesses.

COURSE OBJECTIVES:

Through the course, students will gain an understanding of the main philosophical approaches to therapeutic recreation in order to develop a personal philosophy about leisure in a therapeutic context. Furthermore, students will practice the skills and techniques of therapeutic recreation program design and the therapeutic recreation process including client assessment, documentation, individualized treatment goals and objectives, program implementation, and evaluation of both clients and programs. Students will also explore the diagnostic groupings of disability (intellectual, emotional, social and physical) and highlight their relevance to the practice of TR while considering the issues and challenges facing therapeutic recreation practitioners related to TR practice in clinical settings through a series of case studies.

INTENDED LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

1. Define and apply the various facilitations techniques of Therapeutic Recreation.

2. Differentiate and apply the various theories of, and therapeutic approaches to, Therapeutic Recreation.
3. Formulate therapeutic recreation interventions for a defined client base, or individual using the Therapeutic Recreation process.
4. Employ critical thinking skills to assess, critique, and discuss case studies scenarios.
5. Understand the various roles required of a team, and critically apply them to solve contemporary challenges faced by therapeutic recreation practitioners, while critically reflecting on their ability to adopt diverse leadership roles and practices.
6. Compose and defend their positions on ethical issues experienced by practitioners of Therapeutic Recreation in clinical settings.
7. Articulate their own integrated approach to Therapeutic Recreation practice.

READINGS:**Required Readings:**

Austin, D.R. (2013). *Therapeutic Recreation: Processes and Techniques – Evidence-Based Recreational Therapy* (7th Ed.). Sagamore Publications.

Supplemental Required Readings:

Supplemental readings will be available via hyperlink on UM Learn (see below) and are noted in the detailed course schedule as **SRRP**, followed by the author(s) last name(s) and publication date.

Specific readings allocated for each week from within the course textbook and / or supplemental required readings are listed within the detailed course schedule below. A complete list of the supplemental required readings can be found at the back of the syllabus.

USING COPYRIGHT MATERIALS:

Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and University guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn), or any website, unless an exception to the *Copyright Act* applies or written permission has been confirmed from the original author (this also applies to course notes, lecture slides, etc.). For more information, see the University's Copyright Office website at <http://umanitoba.ca/copyright/> or contact um_copyright@umanitoba.ca.

RECORDING CLASS LECTURES:

Both myself (Kelsey Johansen) and the University of Manitoba hold copyright over the course materials, presentations and lectures which form part of this course. No

audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of your instructor, Kelsey Johansen, or the guest lecturer in question. Course materials (both paper and digital) are for the participant's private study and research. As such, and as per the above, they may not be uploaded to a virtual learning management system (such as UM Learn) or any website, or otherwise distributed in print or digital format, unless an exception to the *Copyright Act* applies or written permission has been confirmed from the original author.

TECHNOLOGY IN THE CLASSROOM:

It is the general University of Manitoba policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner. The student may use forms of technology in classroom settings but **only** for educational purposes approved by Instructor and/or the University of Manitoba Disability Services. Student should not participate in personal direct electronic messaging / posting activities (e-mail, texting, video or voice chat, wikis, blogs, social networking [e.g. Facebook]), online and offline "gaming" or viewing of streamed or other forms of video content online (e.g. Netflix, YouTube, etc.) during scheduled class time. **If a student is on call (for an emergency or has a child in care) then the student should switch his/her cell phone to vibrate mode and leave the classroom before using it** (Adapted from © [S Kondrashov](#); used with permission).

TEACHING STYLE

I use a Socratic teaching style. Therefore, a large part of my in-class teaching is interactive and includes posing questions. The aim of these questions are not to test your knowledge, but to encourage critical thinking and reflection and promote cooperative but 'argumentative' dialogue in which one perspective is debated and critiqued by questioning our assumptions and internal beliefs. While I expect students to respond, I do not expect perfection. Offering examples from your personal and professional experiences, and exploring them through dialogue and in light of theory is highly encouraged. Furthermore, to facilitate a deeper and more reflective understanding of course content, students are strongly encouraged to ask questions and to be engaged in class.

CLASS FORMAT & IMPORTANT DETAILS:

Classes will be a combination of lectures, discussions, guest speakers, presentations and in-class activities, including small group activities and in-class viewings.

In-Class Activities:

There will be some dates when you will work with each other to complete in-class activities, problem solve, or critique course readings and material. Group work is a valuable part of this course and is directly connected with Learner Outcomes (Please see 'Absences & In-Class Activities' below).

Notes:

Instructor's detailed notes will **NOT** be provided to students. If you miss a lecture for a valid reason you are expected to obtain class notes from a fellow student, do the associated readings as assigned, and if questions persist to arrange to meet with the Instructor to review your questions about the missed material. Material **will not** be re-taught one-on-one to students who are absent from class, see *Expectations* below.

UM Learn:

UM Learn will be used by the Instructor to upload course related material (including posting durable links to supplemental readings, assignment outline documents, etc.), grades will be posted, and updates will be added via this online learning support tool. Check this regularly for up-to-date course related information and relevant newsworthy research updates.

COMMUNICATION

The University requires all students to activate an official University email account. For full details of the University of Manitoba's Electronic Communication with Students policy please visit: [http://umanitoba.ca/admin/governance/media/Electronic Communication with Students Policy - 2014 06 05.pdf](http://umanitoba.ca/admin/governance/media/Electronic_Communication_with_Students_Policy_-_2014_06_05.pdf)

Please note that all communication between myself and you as a student must comply with the electronic communication with student policy ([http://umanitoba.ca/admin/governance/governing_documents/community/electronic communication with students policy.html](http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html)). You are required to obtain and use your U of M email account for all communication between yourself and the University. Additionally,

Email correspondence should be professionally written, including proper punctuation and spelling. The subject line **must** begin with PERS 3350, and **must** be sent from your University of Manitoba email address, as per the above.

EXPECTATIONS OF STUDENTS

Your voice, your insight, and your presence are all important! Therefore, class participation is a substantial part of this class and you cannot participate if you are not present or are unprepared. In addition, attendance and being in class on time are professional behaviour that should be fostered now, if they are not already part of your academic routine. Therefore,

- Students are expected to be prepared for class having read the assigned readings in advance. Preparation and study before class will enable students to make stronger connections between independent learning and guidance

provided by the Instructor and guest lectures.

- Students are expected to arrive on time, and to be actively involved in class discussions. This means, when appropriate, being prepared to actively participate in class by: asking questions, sharing examples, and considering what background knowledge you can bring to this course to share with your fellow students, Instructors, and guest lecturers.
 - As a courtesy to your fellow students, interrupting others and other forms of disruptive behaviour which occur during in-class activities, and discussions, will not be tolerated (please see below regarding the University of Manitoba's [Respectful Work and Learning Environment](#) policy).
- Students are responsible for all class material, readings, and announcements made in class and via UM Learn (which may include date changes for topics, tests or assignments). It is recommended that students take notes during class lectures, presentations, in-class activities and viewings, and when guest speakers join us.
- As per the above, electronic devices should not be used during class time unless required as a note-taking aid; texting and instant messaging are not permitted. It can be disrespectful and distracting to others if you are engaging in other forms of communication during the course.
 - As per the above, lectures may not be recorded unless permission is sought from the Instructor or the guest lecturer **in advance**.

Academic Integrity:

Plagiarism or any other form of cheating in examinations or term tests is subject to serious academic penalty. Please refer to [UM On-line Calendar - Academic Integrity](#). Additionally, students should be aware of the following:

- Group projects are subject to the rules of academic dishonesty;
- Group members must ensure that a group project adheres to the principles of academic integrity; and
- All work is to be completed independently unless otherwise specified.

Statement Regarding Conduct:

In accordance with the University policy on [Respectful Work and Learning Environment](#), respectful and appropriate behaviour is expected in this course. Inappropriate or disruptive student behaviour is defined as "behaviour that a) interferes with the academic activities of the university and/or b) inhibits the ability of other students to learn and of the instructor to teach."

Faculty Attendance Policy:

"Students absent from class for three or more days due to illness are required to present a certificate from a physician. Unexcused absences of more than three hours of class time in a theory or experiential learning course may result in the student being required to withdraw from the course or may result in an "F" grade being assigned".

According to the Kinesiology and Recreation Management Faculty Handbook, an excused absence includes:

- a) medical certificate
- b) a bonafide inter-university sport competition
- c) permission of instructor prior to absence
- d) compassionate reasons to be determined by the instructor or Dean.

Students should be aware that as this class occurs twice per week, on Tuesdays and Thursday for a 75-minute interval, this equates to missing two classes.

NOTE: Attendance will be regularly taken, and the Faculty attendance policy will be strictly enforced in this class.

Absences & In-Class Activities:

You are responsible for getting all information for any class that you miss. You cannot make up in-class assignments, guest lectures, or in-class viewings if you are absent.

WHAT YOU CAN EXPECT FROM ME

In addition to the information provided above, under the heading 'Teaching Style', students can expect the following from me:

- That I will strive to foster a respectful and engaging classroom and extended learning environment, by respecting your input in class and quickly and professionally dealing with any disruptions and conflicts which may arise in accordance with the University of Manitoba's [Respectful Work and Learning Environment](#) policy.
- That any changes to the course's scheduled delivery will be communicated and discussed with you with as much advanced notice as possible, and that changes will be emailed to the student body as well as posted on UM Learn.
- Timely responses to email inquiries (usually under 24 hours), **provided that email correspondences are be sent from your University of Manitoba email address**, and are professionally written, with the subject line beginning with the course number, as per the statement on *Contact* (page 1).

- An automatic response to your email indicating when you can expect to have a response from me will be used when emails cannot be responded to within 24 – 48 hours (for example automatic responses will be used: during University closures, semester breaks, or conference or research leave, when coaching out of town tournaments, and / or during times of illness)
- Fair consideration of all requests for extensions on coursework. However, students should be aware that ultimately decisions will be based on University Policy and in a manner that ensures fairness to **all students in the course**.
- Fair consideration of all requests to have papers remarked provided the following criteria is met:
 - The student has taken a minimum of 48 hours following the receipt of their mark(s) to:
 - Review all detailed comments made on the assessment;
 - Review the assignment outline, expectations and marking rubric;
 - Listed any and all areas where they feel they were marked unfairly;
 - Spoken with the Graduate Teaching Assistant (if applicable), and
 - Either made an appointment to discuss the mark in question or arrived prepared to my next scheduled set of office hours.
- And, that I will be available for consultation regarding the course, and other academic issues, during the posted office hours associated with your course.
 - Students are also encouraged to stop by when my office door is open, or to request an appointment outside of the stipulated course-related office hours if they are unable to attend or their inquiry is urgent.

DETAILED COURSE SCHEDULE

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students but such changes are subject to Section 2.8 of the – [ROASS](#)-Procedure.

Week	Date	Topic	Readings	Assignments
1	Sept 8 th 2017	Course Introduction What is Therapeutic Recreation	SRRP: Heyne & Anderson (2012).	In-Class Activity
2	Sept 11 th 2017	The History of Therapeutic Recreation	SRRP: Austin (2014).	
	Sept 13 th 2017	Theories and Therapies: An Eclectic vs. Psychoanalysis	Austin (2013): Pages 5 - 12	In-Class Activity
	Sept 15 th 2017	Theories and Therapies: Behaviourist vs. Humanist	Austin (2013): Pages 13 – 24	In-Class Activity
3	Sept 18 th 2016	Theories and Therapies: Cognitive-Behavioural vs. Positive Psychology	Austin (2013): Pages 25 – 36	In-Class Activity
	Sept 20 th 2017	Theories and Therapies: Developed Theories and Theoretical Perspectives	Austin (2013): Pages 37 - 44	In-Class Activity
	Sept 22 nd 2017	The TR Process	Austin (2013): Pages 149 – 191	
4	Sept 25 th 2017	Evidence Based Practice	Austin (2013): Pages 191 – 222	
	Sept 27 th 2017	NO CLASS: REC CONNECTIONS Therapeutic Recreation Professional Development Day		
	Sept 29 th 2017	Helping Others I: Grounding TR in an Ethic of Care	Austin (2013): Pages 223 -224	
5	Oct 2 nd 2017	Helping Others II: The Care-Giver Role	Austin (2013): Pages 225 - 233	
	Oct 4 th 2017	Helping Others III: Ethical Issues and Challenges	Austin (2013): Pages 234 - 250	
	Oct 6 th 2017	NO CLASS: FALL SEMESTER BREAK (University Closed)		
6	Oct 9 th 2017	NO CLASS: FALL SEMESTER BREAK (University Closed)		
	Oct 11 th 2017	Guest Speaker 1: TBA		In-Class Activity
	Oct 13 th 2017	MID TERM EXAM		<i>Midterm Exam (20%)</i>
7	Oct 16 th 2017	Facilitation Techniques I	Austin (2013): Pages 45 – 62	
	Oct 18 th 2017	Facilitation Techniques II	Austin (2013): Pages 63 – 102, 141 - 148	
	Oct 20 th 2017	Facilitation Techniques III	Austin (2013): Pages 103 - 124	<i>Team Based Learning Prep Quiz (5%)</i>

DETAILED COURSE SCHEDULE

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students but such changes are subject to Section 2.8 of the – [ROASS](#)-Procedure.

Week	Date	Topic	Readings	Assignments
8	Oct 23 rd 2017	Facilitation Techniques IV	Austin (2013): Pages 125 - 140	
	Oct 25 th 2017	Guest Speaker 2: TBA		In-Class Activity
	Oct 27 th 2017	Team Based Learning Group Formation	Austin (2013): Pages 289 - 295	In-Class Activity
9	Oct 30 th 2017	Recreation Therapy in Group Contexts I	Austin (2013): Pages 296-307	
	Nov 1 st 2017	Recreation Therapy in Group Contexts II	Austin (2013): Pages 308 - 332	
	Nov 3 rd 2017	In-Class Team Based Learning Case Study 1		<i>Case Study 1 (10%)</i>
10	Nov 6 th 2017	TR Documentation and Clinical Settings	Austin (2013): Pages 333 - 343	
	Nov 8 th 2017	Roles of TR Professional in Clinical Settings	Austin (2013): Pages 344 – 357 SRRP: Ronch (2003).	
	Nov 10 th 2017	In-Class Team Based Learning Case Study 2		<i>Case Study 2 (10%)</i>
11	Nov 13 th 2017	NO CLASS: REMEMBRANCE DAY (University Closed)		
	Nov 15 th 2017	International Classification of Functioning Disability and Health (ICF) and TR	Austin (2013): Pages 359-386	
	Nov 17 th 2017	In-Class Team Based Learning Case Study 3		<i>Case Study 3 (10%)</i>
12	Nov 20 th 2017	Clinical Supervision: Purpose, Status and Models	Austin (2013): Pages 387-393	
	Nov 22 nd 2017	Clinical Supervision: Supervisory Roles	Austin (2013): Pages 394-410	
	Nov 24 th 2017	In-Class Team Based Learning Case Study 4		<i>Case Study 4 (10%)</i>
13	Nov 27 th 2017	Clinical Supervision: Educating TR Professionals	Austin (2013): Pages 411 -416	
	Nov 29 th 2017	Health and Safety I	Austin (2013): Pages 417 - 430	
	Dec 1 st 2017	Guest Speaker 3: TBA		In-Class Activity
14	Dec 4 th 2017	Health and Safety II	Austin (2013): Pages 430 - 440	
	Dec 6 th 2017	Health and Safety III	Austin (2013): Pages 441-444	<i>Peer Assessment of Learning Contributions (5%)</i>
	Dec 8 th 2017	Envisioning the Future: TR as a Profession	SRRP: Widmer, Duerden & Taniguchi (2013). SRRP: Keller (2013).	In-Class Activity <i>Reflective Essay Due (20%)</i>

EVALUATION

A variety of evaluation methods will be used in this course to gauge student performance and learning relative to the course's aims, objectives and learning outcomes. Details on each evaluation method (either in-course assessments in the forms of assignments and presentations or the final summative examination) are provided at the end of the course outline. Additional details regarding expectations for assignments will be delivered in class.

Assessment	Weight	Due Date	Learning Outcome(s)
<i>Individual Assessments (55%)</i>			
Midterm Exam	20%	Oct 13 th 2017	1., 2.
Participation (In-Class Activities & Guest Speakers)	10%	On Going	2., 3., 4., and 6.
Team-Based Learning Prep Quiz	5%	Oct 20 th 2017	1., 2., 5.,
'Self as Practitioner' Reflective Essay	20%	Dec 8 th 2017	1., 2., 3., 6., and 7.
<i>Group Assessments (45%) – All Done In-Class</i>			
In-Class Case Study 1	10%	Nov 3 rd 2017	4., and 5.
In-Class Case Study 2	10%	Nov 10 th 2017	4., 5., and 6.
In-Class Case Study 3	10%	Nov 17 th 2017	3., 4., and 5.
In-Class Case Study 4	10%	Nov 24 th 2017	3., 4., 5, and 6.
Peer Assessment of Learning Contributions	5%	Dec 6 th 2017	5.
TOTAL	100%		

Grading:

The letter grade assigned to each student will reflect the description of the grade outlines below. Grades will be based on the following scale:

A+	Exceptional	(90-100%)
A	Excellent	(80-89.99%)
B+	Very good	(75-79.99%)
B	Good	(70-74.99%)
C+	Satisfactory	(65-69.99)
C	Adequate	(60-64.99%)
D	Marginal	(50-59.99%)
F	Failure	(49.99% or lower)

Passing Grade:

The following statement applies to all undergraduate students admitted to the Faculty of Kinesiology and Recreation Management in September 2007 or later:

"A minimum grade of "C" is required to pass all faculty-required courses. Students will be permitted to repeat a failed faculty-required course only once while in the program. Students who fail the same faculty-required course twice will normally be required to withdraw from the program".

Academic Integrity:

Plagiarism or any other form of cheating in examinations or term tests is subject to serious academic penalty. Please refer to [UM On-line Calendar - Academic Integrity](#).

ASSIGNMENTS

This course combines individual and group assessments, reflecting the need for therapeutic recreation professional to work integrate teams comprised of medical professionals, therapeutic recreation specialists, care givers, and clinical administrators (among others).

Individual Assessments**Participation (10%)****On Going**

Students are advised to check the schedule in the Course Syllabus for dates of In-Class Activities and Guest Lectures. Marks will be allocated based on attendance (sign in sheet) and participation (worksheet).

Midterm Exam (20%)**Oct 13th 2017**

Questions for the midterm exam will include content up to and including the Guest lecture on October 11th 2017 and will be drawn from the lectures, class discussion, the text, and Supplemental Required Reading Package articles.

NOTE: Students are expected to write the midterm at the scheduled time. Students will only be allowed to write the midterm outside of the scheduled time in extreme circumstances (illness with a doctor's note, family emergency with documentation, or a University related event with a note from a senior staff or faculty member). **All students' must bring their student ID cards to the midterm.**

Team-Based Learning Prep Quiz (5%)**Oct 20th 2017**

The purpose of the Team-Based Learning Prep Quiz is to determine students existing knowledge and understanding of therapeutic recreation, and inform the development of student groups for subsequent team-based learning case study activities. **No advanced study is required.** This item is graded on a pass / fail basis (if you are present and complete the assignment in class, to the best of your ability, you will pass).

'Self as Practitioner' Reflective Essay (20%) Dec 8th 2017

The purpose of the 'Self as Practitioner' Reflective Essay is for you to synthesize your understanding of the theories and therapeutic approaches which guide the practice of therapeutic recreation. Specifically, an articulation of one of the eclectic approach, psychoanalytical approach, behaviouristic approach, humanistic psychology, cognitive-behavioural approaches or positive psychology, should be used as a framework to articulate your vision of 'Self as Practitioner'. Based on the selected approach, students will need to reflect, critically, on how they envision integrating said approach into their practice as a therapeutic recreation professional, including its influence on their employment of the recreation therapy approach and selected facilitation techniques.

NOTE: Students are expected to complete the 'Self as Practitioner' Reflective Essay assignment **individually** and as directed.

For this assignment, **in no less than 10 but no more than 15 pages**, students are expected to:

1. Draw upon and integrating course readings, the existing literature base, and personal observations and reflections of 'Self as Practitioner', while using their selected theory and /or therapeutic approach to articulate, analyze, discuss, critique, and unpack their own individual approach to practicing therapeutic recreation.
2. Analyze the strengths and weaknesses of their chosen theory and / or therapeutic approach,
3. Identify, explain, and discuss potential solutions and strategies to overcome the weaknesses identified above, and
4. Explain and explore the implications of their chosen theory and / or therapeutic approach for their practice as a therapeutic recreation professional, including its influence on their employment of the recreation therapy approach and selected facilitation techniques.

A minimum of **ten (10)** peer reviewed journal articles and sources must be used to substantiate arguments. Assignments should be **no less than 10 but no more than 15 pages** (excluding the reference page) in twelve point Times New Roman font. The 6th edition of the American Psychological Association (APA) should be used for in text citations and referencing.

Team-Based Learning Group Assessments

Team-Based Learning (TBL) is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class; as such it is a unique learning strategy that compliments the application of theory to practice relevant to our exploration of clinical aspects of therapeutic recreation. The purpose of the TBL Case Study Activities is to help students understand complex theories which inform the practice of therapeutic recreation in clinical settings, and to afford the opportunity to apply said theory to practical case study

scenarios. Through the TBL activities, students will explore diverse ideas, views, and opinions and receive feedback from peers. This allows for a richer exploration of theory and practice to practical scenarios, to an extent impossible for an individual student to discover, explore and apply in the same amount of time.

The product of the groups work will be collected at the end of the class for assessment, and feedback. There are 4 team-based learning case study activities, spread across the second half of the course allowing students to obtain a strong theoretical grounding prior to solving the case study problems; each activity counts for 10% of your final grade.

NOTE: Students are expected to complete the TBL activities **in class** and **in groups** as directed. At the end of the class, groups will informally present their case study to the class.

In-Class Case Study 1 (10%)	Nov 3rd 2017
In-Class Case Study 2 (10%)	Nov 10th 2017
In-Class Case Study 3 (10%)	Nov 17th 2017
In-Class Case Study 4 (10%)	Nov 24th 2017

Peer Assessment of Learning Contributions (5%) Dec 6th 2017

Team-based work can be challenging, but acquiring the skills to work together as a team is an essential skill for therapeutic recreation professionals. The purpose of the Peer Evaluations of TBL Participation is to provide constructive and meaningful feedback to Team members which will allow them to grow as leaders and team members in their professional practice.

Each Team member can allocate up to 10 points to each member of their group using the Team Based Learning Participation Evaluation Sheet. In addition to allocating points, a rationale for the points allotted must be provided and a reflection on the individual team member's skills and areas for improvement highlighted. Total points received by each team member, and an anonymized list of skills and areas for improvement will be provided to each team member at the end of the course.

Policy on Late Assignments:

All assignments are due on the date specified, at the time specified, unless prior arrangements have been made with the instructor, or a doctor's medical note excusing the student is provided. A penalty of 10% of the allocated mark for the specific assignment per day (including each day of the weekend) will be applied to late assignments, up to a maximum of three days at which point assignments will no longer be accepted without prior arrangements or a doctor's note.

- For the purpose of determining a late penalty, weekends will count as 2 days.
- No late assignments will be accepted after graded assignments have been returned to students.

- This policy applies to both individual and group assignments, as will the application of late penalties.

Writing and Layout:

Assignments are evaluated on the following criteria: writing style (40%), content (40%) and referencing (20%).

- Writing Style (40%):
 - Spelling, grammar, layout, and writing mechanics / style. Aim to be succinct and clear in your argumentation.
- Content (40%):
 - Whether your submission clearly meets the specific objectives of the assignment.
- Referencing (20%):
 - Determined based upon an appropriate use of referencing (APA 6th Edition) and research as evidenced by the inclusion of in-text citations from well thought out academic, government and industry sources to support your argumentation as well as a summative reference list.
- Text must be typed and at minimum 1.5 spacing, left-justified, with margins, pages numbers, headings and manuscript headers following APA 6th Edition formatting, and using 12-point Times New Roman type.
- Students are required to use at least **a minimum number** references of which **at least half must be** from referred journals or acceptable alternatives (i.e. government or industry literature).
 - **NOTE: The minimum number of required references will be stipulated for each assignment.** These references are **in addition to** the course textbook and assigned supplemental required readings.
- All cited material in the text of your assignments **must** be documented in APA 6th Edition format; a final summative reference list which is formatted using APA 6th Edition and which details all cited materials used in the body of your assignment **must** be included on a separate page at the back of your assignment.

Assignment Submission:

All assignments are due by 11:59:59 pm on the date specified in the Course Outline, unless otherwise arranged with the instructor.

- Electronic submissions of assignments are the **only** type of assignment which will be accepted.
- No paper copies of assignments will be accepted.

Referencing and Citation Style:

Students are expected to use the APA (6th Edition) system of referencing in all assignments associated with this course.

A comprehensive summary of the APA 6th Edition Guidelines for citations is available for download from the University Library, via the [Kinesiology and Recreation Management Writing and Citing Guides](#).

A NOTE ON ACCEPTABLE SOURCES:

It's perfectly acceptable for an academic paper to cite non-scholarly sources. For instance, if you wanted to argue that a destination marketing campaign is a commercial product designed to appeal to a specific target market, you would probably be expected to describe the campaign by quoting key phrases or slogans, describing video footage, or including images from promotional materials, analyzing brief transcripts from online review sites like Trip Advisor, and refer to a marketing report that described a recent trend or shift in the market. **BUT: this kind of a paper wouldn't be a researched academic essay**, unless it was also grounded in recent research on such subjects as marketing, psychology, tourist demographics, and tourism flows.

For this reason, students must include a minimum number of academic sources in each assignment. These academic sources may then be supplemented with alternative sources from government, industry, and popular media. **However...**

WIKIPEDIA IS NOT AN ACCEPTABLE ACADEMIC SOURCE!!!

STUDY RESOURCES

ACADEMIC LEARNING CENTRE

The Academic Learning Centre is value on campus (201 Tier) and digital resource (<http://umanitoba.ca/student/academiclearning/services/services.html>) for students. Each semester they offer a number of workshops as well as individual appointment and a writing tutor program, all of which are aimed at cultivating student's academic success skills.

Some of their other offerings Handouts and Workshops on: academic writing, grammar, research skills, test taking, reading for academic comprehension, note taking, delivering presentations and time management. Students are encouraged to make use of these free programs to identify other on campus services which may enhance their UM learning experience.

LIAISON LIBRARIAN

Liaison Librarians are specially trained to help patrons find the best sources. The Liaison Librarian assigned to the Faculty of Kinesiology and Recreation Management is Ms. Sarah Clark. If you are struggling with identifying sources for your assignments contacting her should be your first step. She is available as a resource to assist you at any stage of your individual assignments or group project. Sarah can assist with finding resources, accessing materials, and referencing / citations. Individual and group appointments can be made by email Sarah.Clark@umanitoba.ca, or by clicking on this link <http://lib-umanitoba.libcal.com/appointment/11742>.

SUPPLEMENTAL REQUIRED READINGS PACKAGE

Hyperlinks to digital copies of the following articles (.pdf format), which comprise the REC 4150 Supplemental Required Reading Package, can be found on UMLearn.

September 8th 2017

Heyne, L. A., & Anderson, L. S. (2012). Theories that support strengths-based practice in therapeutic recreation. *Therapeutic Recreation Journal*, 46 (2), pp. 106-128.

September 11th 2017

Austin, D.R. (2014). Editorial: The Hijacking of Recreational Therapy. *Annual in Therapeutic Recreation*, 22 (1), pp. 67 -77.

November 8th 2017

Ronch, J. L. (2003). Leading culture change in long-term care: A map for the road ahead. *Journal of Social Work in Long-Term Care*, 2(1/2), pp. 65-80.

December 8th 2017

Widmer, M., Duerden, M., & Taniguchi, S. (2013). The diversity of therapeutic recreation: Application of TR in the corporate world of business. *Therapeutic Recreation Journal*, 47(1), pp. 1-12.

Keller, M.J. (2013). The Future of Recreation Therapy / Therapeutic Recreation Education. *Therapeutic Recreation Journal*, 47(3), pp. 153 - 155.