Recreation 466
Program Management for Therapeutic Recreation

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COURSE DESCRIPTION

This course prepares you to be a manager of a recreation program for people with a variety of needs. You will be afforded the opportunity to experience the total process of program development as you put your creative juices to work with local community agencies and programs. You will be responsible for designing and implementing a special event or recreation program for a minimum of eight weeks, including components of:

- Program design and planning
- Facility/site acquisition
- Staff and participant recruitment
- Public relations
- Goals, objectives, policies & procedures
- Program budget
- Staff management
- Evaluation

COURSE QUESTION

You can think of almost everything in this course as helping you to answer the following question:

- How can I design and administer a recreation program for a variety of people?

REQUIRED MATERIALS

Program Manual Materials (posted on Blackboard)
Selected Readings (posted on Blackboard)

COURSE OBJECTIVES

1. Knowledge of the conceptualization of comprehensive therapeutic recreation programs, including treatment, education, and recreation participation for both individuals and groups in various settings. (COA 9D.14)

2. Ability to formulate specific program goals and behavioral objectives.

3. Ability to implement and conduct recreation programs. (COA 8.14.06)
4. Understanding of and ability to utilize a variety of assistive techniques, adaptive devices and equipment, and program adaptations to assist individuals with illnesses and disabilities to achieve maximum independence. (COA 9D.16)

5. Knowledge of the role and function of evaluation (including environmental impact) in the delivery of therapeutic recreation services. (COA 8.14.07)

6. Knowledge of communication techniques related to program operations.

7. Understanding & application of the concepts & procedures of comprehensive planning. (COA 8.14.03, 9D.14)

8. Knowledge of and ability to manage areas and facilities to ensure access for persons with disabilities.

9. Understanding of the basic principles of public relations. (COA 8.14.04, 8.22)

10. Knowledge of various program funding resources. (COA 9D.17)

11. Knowledge of procedures to formulate appropriate policies and procedures.

12. Understanding of the principles and procedures of staff supervision. (COA 9D.17)


14. Knowledge of human service resources available to special populations.

15. Knowledge related to utilizing community, institutional, and agency resources and services in meeting client's leisure interests, needs, and goals.

16. Understanding of the significance of play, recreation, and leisure throughout the life cycle relative to the individual's attitudes, values, behaviors, and use of resources.

17. Understanding of ethical principles and professionalism as applied to all professional practices, attitudes and behaviors in leisure services delivery. (COA 9D.21)

18. Understanding of various techniques of financing, budgeting, and fiscal accountability. (COA 8.21)

**GENERAL CLASS PROCEDURES AND REQUIREMENTS**

1. **Drop/Withdrawal Date for Spring 2009:** Friday, February 18th, 2011 at 5:00 PM is the LAST day to add/drop classes without permission of instructor. Students will need a “serious and compelling” reason after this date and use the Change of Program (COP) process. No adding or dropping of classes or changing of grade option after February 18th without a “serious and compelling” reason approved by the instructor, department chair, and dean. All adds and drops are the responsibility of the student.

2. **Clearance Process:** CSU, Chico requires that all students go through the “CAVE Clearance” process prior to starting your program/event. This process provides protection to you, the participants you serve, the sponsoring agency, and the University. The paperwork required for this assignment can be found at http://www.aschico.com/cave/servicelearning. **Start this process ASAP as it takes some time and is due the 3rd week of the semester. Students who do not complete this process by the 3rd week will not be allowed to conduct their program/event and will be dropped from the class.**

3. **Class participation** is absolutely essential. Your contributions to the class are not only appreciated, but also an important element of the learning experience. Excellent participation includes consistent attendance, punctuality, involvement in class discussions, and courtesy to others. Unexcused absences will hurt your grade. Chronic tardiness is disruptive. Please make every effort to arrive on time.
4. **It's all about respect**…The classroom environment is one of mutual respect and consideration for all in attendance. This includes fellow peers, guest speakers, and the instructor. **Please make sure cell phone, pagers, and lap tops are turned completely off prior to the beginning of class time.** Anyone acting in a disrespectful manner to others will be asked to leave.

5. **Late Assignments**: All assignments are to be delivered to the instructor on the designated due date at the **beginning of class**. **Late assignments are not accepted unless there is a written verifiable reason and the instructor is notified in advance!!** All materials are to be **word processed**, double-spaced, & on plain paper, unless stated otherwise.

6. **Copy Assignments**: Make a copy of all assignments for yourself before handing them in. Keep your graded papers until you receive your final grade. You should also keep track of all of your grades throughout the semester so that your final grade will come as no surprise.

7. **Writing Requirements**: Written assignments will be graded on content, completeness, creativity, spelling, grammar, neatness, and whether or not you followed directions for the assignment. You will be penalized (in grading) if your papers are messy or if they contain numerous spelling and grammatical errors.

8. **Writing Assistance**: If you do need assistance with writing, I strongly encourage you to use the Recreation Department Writing Lab. Hours will be posted within the first few weeks of the semester.

9. **Academic Honesty and Plagiarism**: Plagiarism is the unauthorized or unreferenced use of language, ideas, or creative expression of another and representing them as your own. Plagiarism is considered a serious offence and will result in University discipline. This course will follow the CSU, Chico policies and procedures regarding academic honesty.

10. **Accommodations for students with disabilities**: CSU, Chico seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a special need (e.g., learning disability, voice, hearing, vision or mobility), please inform me at the beginning of the semester. We can coordinate with student organizations and offices to enhance your educational experience.

11. **Office hours**: I enjoy meeting with students outside of the classroom and I encourage you to utilize my office hours. If you have any gripes or just want to talk to me, please see/phone me during office hours. In spite of all our best efforts, misunderstandings can occur.

12. **Assumptions**: My goal for you is to walk away from this class with a solid knowledge on how to provide recreation and leisure services to individuals of all abilities, therefore:
   - I assume you will complete all readings by the date indicated on the course schedule.
   - I assume that you are prepared for discussion because you have completed the readings on time.
   - I will not cover all of the material in the readings for which you will be responsible. Therefore, you must read the material assigned to be completely prepared for class.

**PROGRAM MANAGER GUIDELINES**

1. Working in pairs, you will design, implement, and evaluate an 8-week recreation program or special event. All sessions of your program should be attended by **both** program managers. Your services are important to the operations of the supporting agency. If you plan on missing a session/meeting, due to an emergency or extenuating circumstance, contact both the agency supervisor and the instructor prior to the session through either e-mail or phone.

2. **Every program manager** is required to turn in a program manual (3-hole punch or spiral).

3. All assignments should be included in your program manual.

4. Program managers must meet at least once a week with their agency supervisor.
5. Program managers will be required to give mini-presentations on their program throughout the semester. Come prepared to share ideas and concerns at each class session (not to exceed 10 minutes).

6. Program managers will meet with the instructor 2-3 times during the semester. Managers are encouraged to meet with the instructor individually if problems or conflicts arise.

7. Session plans/Meeting Minutes will be submitted each week through Blackboard that is specific to the activities to be implemented. For weekly programs, you are also expected to have at least one back-up session plan. Session plans should thoroughly describe each activity. Each session should last 1 hour of direct service delivery per week. This does not include setting up and cleaning up.

8. Program managers that are running an eight-week program should turn in all session plans to the agency supervisor at least one week prior to the session. That way, supervisors can provide feedback, materials, and other necessary support.

9. All session evaluations should be turned in to Laura within 72 hours of program implementation.

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**GRADING CRITERIA**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Program Manual</td>
<td>350</td>
</tr>
<tr>
<td>Reading Reflections (10 points each x 5)</td>
<td>50</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>100</td>
</tr>
<tr>
<td>Overall Program Evaluation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td>600</td>
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**ASSIGNMENTS**

**Program Manual**

You and a partner will design, implement, and evaluate an eight-week program or special event to be delivered at a community agency. You will be responsible for developing and maintaining a recreation program, including components of: program design and planning; facility/site acquisition; staff and participant recruitment; public relations; goals and objectives; policies and procedures; program budget; staff management; and evaluation. (COA 8.14.03, 8.14.04, 8.14.06, 8.14.07, 8.21, 9D.14, 9D.16)

Although most assignments will be completed with a co-manager, each student is required to compile their own program manual. Recommended: a 3 - ring binder with tabs containing all written materials relative to your program. Detailed information about each assignment is included in the Program Manual under Course Materials on the Home Page in Blackboard.

**Reading Reflections**

Reading Reflections allow you to reflect on the key points of reading assignments by completing brief in-class writings. At the beginning of five designated class periods, the instructor will pose one question, or a series of questions that relate to the assigned readings. You will be graded on the ability to think critically, synthesize information, and answer the question(s) to the best or your ability. You need to be present in class to receive points. Only under EXTREME circumstances will you be allowed to make up Reading Reflections.
Participation and Contribution

Effective participation and contribution goes beyond just showing up. You can increase your ability to participate effectively by being well-prepared for class. This would include noting questions from the reading, noting relevant examples of special populations and programming from your own experience, etc.

Your participation should occur at an appropriate time during group or class discussion. Effective comments are relevant, thoughtful, enlightening, and constructive. The key to participation and contribution is to help move the class forward toward its learning objectives.

Unless you participate, you will not learn very much. Since true learning comes from discovery, you will learn much more by taking personal risks and continually testing your ideas. I would rather you made poor arguments (initially) than none at all; that way you will at least learn from others’ comments and improve the next time around. You will also find that the more prepared you are, the easier it will be to participate effectively.

Everything that is discussed in class is proper grist for your participative mill, and is open to question, dissection, challenge, debate, and (even) laughter.

Overall Program Evaluation

At the conclusion of the semester you and your program will be evaluated by the instructor on the following criteria:

- Quality of program
- Communication with agency supervisor & instructor
- Communication with co-manager & volunteers
- Creativity/resourcefulness
- Professionalism
- Organization
- Adaptability
- Management of volunteers
- Time management
- Attitude
| Week 1  | 1/24 | Introduction  
Programming ideas  
Planning process | Visit agencies  
Design program  
Reading #1 | Week 2  | 1/31 | The planning process  
Needs assessments  
Guests: Boys & Girls Club,  
Townsend, Windchime | Visit agencies  
Design program | Week 3  | 2/07 | Programming ideas  
Program design (COA 8.14.03)  
Professionalism | Co-manager contract  
CAVE Clearance Packet | Finalize site/program  
Reading #2 | Week 4  | 2/14 | Contracting  
Statement of purpose  
Goals & objectives | Agency-student agreement  
RR #2 | Reading #3 | Week 5  | 2/21 | Meet with co-managers  
Job descriptions | RR #3  
Program description  
Session plan 1/Wkly Mtg min 1 | Week 6  | 2/28 | Risk management  
Facilities planning | Wkly mtg min 2  
Statement of purpose & goals & obj  
Timeline | Week 7  | 3/07 | Public relations & Marketing  
(COA 8.14.04, 8.22) | Session plan 2 - 4/Wkly mtg min 3  
Evaluation form (clients) | Implement session 1  
Begin 8 week program!!! | Week 8  | 3/14 | Spring Break | Week 9  | 3/21 | Program resources  
Communication (COA 8.14.06) | Wkly mtg min 4  
Session evaluation 1 | Implement session 2  
Reading #4 | Week 10  | 3/28 | Budget and finance  
(COA 8.14.06, 8.21) | Session plans 5 - 8/Wkly mtg min 5  
Session evaluation 2  
Job description  
Flyer  
RR #4 | Implement session 3 | Week 11  | 4/04 | Volunteer management  
Co-mgrs meet w/ instructor | Wkly mtg min 6  
Session evaluation 3  
News release  
RR #5 | Implement session 4  
Reading #5 | Week 12  | 4/11 | Measurement and evaluation  
(COA 8.14.07) | Wkly mtg min 7  
Session evaluation 4 | Implement session 5 | Week 13  | 4/18 | Mid-program reports | Wkly mtg min 8  
Session evaluation 5  
Mid-program report (oral) | Implement session 6 | Week 14  | 4/25 | Conflict resolution  
(COA 8.14.06, 8.14.07) | Session Evaluation 6 | Implement session 7 | Week 15  | 5/02 | Grantwriting  
(COA 8.14.06, 8.14.07) | Session evaluation 7  
Evaluation of agency supervisor | Implement session 8  
Meet with agency sup to wrap-up | Week 16  | 5/09 | Fundraising | Session evaluation 8  
Agency evaluation of co-managers  
Final program report (oral & written)  
Program manual | Final presentations | Week 17  | 5/16 | Final program reports  
(COA 8.14.06, 8.14.07) | Program information sheet  
Co-manager evaluation | Final presentations |
** Schedule is subject to change