Course Outline

A. Introduction
Leisure counseling is the main facilitation technique addressed in this course. Leisure counseling is an important facilitation technique not only in therapeutic recreation, but also in many areas of the broader leisure services field. Leisure counseling has become increasingly important as the leisure time of our society continues to grow. In recent years, the park and recreation profession has devoted a great deal of attention to leisure counseling and leisure education - in terms of research, publications, college courses and other training materials. Recreation professionals need to be well informed regarding the growing field of leisure counseling in order to be able to serve leisure counseling and leisure education functions in response to the demands of work roles.

B. Course Description
This course intends to help prepare students to be able to effectively serve leisure counseling functions as part of future job responsibilities. This class is designed to be of benefit to both recreation and counseling/ psychology students, assuming that counselors need to be more familiar with leisure-related problems, and recreation personnel need to have an understanding of counseling techniques. Above all, this course is designed to be personally enriching to all students in any field, in that the course is designed to help students enhance their leisure well-being.

One means of providing information will be structured class discussions, in which all students will be expected to participate. Another major means of acquiring leisure counseling skills will be through practice in interviewing techniques and in use of leisure assessment instruments. Activities and role playing demonstrations will supplement the aforementioned modes of instruction.

C. Course Goals and Objectives
(Note: The numbers in parantheses refer to National Recreation & Parks Association Council on Accreditation standards)
1.0. To understand the historical and philosophical foundations of leisure counseling.
   1.1. To be able to identify and describe three documented leisure counseling programs in existence prior to 2000.
   1.2. To be able to identify the relationship of leisure counseling to mental health.
   1.3. To understand abnormal psychology as it relates to leisure counseling. (7D.03)
2.0. To understand medical and disabling conditions, disorders and impairments that affect physical, cognitive, emotional, and social functioning across the lifespan and to be able to adapt leisure counseling accordingly. (7D.04)
   2.1 To appreciate the need for leisure counseling services, and how such services fit into a continuum of therapeutic recreation service.
   2.2 To understand the psychological, sociological, physiological, and historical significance of therapeutic recreation in general and leisure counseling in particular, by being able to identify a minimum of five potential benefits of leisure counseling. (9D.02)
   2.3 To be able to identify and contrast the three major types of leisure counseling.
   2.3.1 To be able to insert the major types of leisure counseling in their appropriate places in a continuum of therapeutic recreation service.
   2.3.2 To be able to identify a minimum of five different settings and roles for leisure counselors.
2.4 To understand and apply legal and ethical principles to the conduct of therapeutic recreation services in general and leisure counseling services in particular. (9D.21)

3.0 To become aware of and utilize leisure assessments in leisure counseling. (9D.09)
3.1 To understand various evaluative tools and methods and be able to collect and utilize evaluative information to document client outcomes and program outcomes by being able to identify and compare a minimum of five different leisure assessment tools. (9D.19)
3.2 To understand and be able to select, conduct, analyze, and interpret assessment techniques and procedures to determine client and program needs, as demonstrated by being able to administer at least two different leisure assessment tools to a client. (9D.09)
3.3 To be able to utilize a minimum of five different leisure assessment tools in writing a pre-counseling assessment of a client. (9D.09)

4.0 To understand the use of self as an instrument in therapeutic relationships and the ability to establish such relationships, as evidenced by acquiring effective communication skills essential for therapeutic intervention as a leisure counselor. (7D.06)
4.1 To be able to take helpful notes during a session.
4.2 To be able to reword closed-ended questions into open-ended questions. (7D.06)
4.3 To increase the use of open-ended questions.
4.4 To recognize understanding, supportive, interpretive, probing, and evaluative responses.
4.5 To increase the frequency of understanding responses.
4.6 To utilize non-verbal communication and silence to provide information. (COA 7D.06)
4.7 To be able to communicate warmth. (7D.06)
4.8 To refrain from advice-giving. (7D.06)
4.9 To be able to summarize and reflect clients' messages. (7D.06)
4.10 To be able to utilize positive confrontation skills when necessary. (7D.06)
5.0 To be able to plan and effectively implement instruction, leadership, supervision, and counseling and facilitation techniques and interventions in individual and group formats to reach client goals and outcomes, by acquiring knowledge and skills necessary for being able to effectively lead leisure counseling sessions for both individuals and groups. (9D.15)
5.1 To be able to follow the process recommended in class for initiating a session. (9D.15)
5.2 To be able to follow the process recommended in class for ending a session. (9D.15)
5.3 To be able to identify (in correct sequence) and describe the 11 steps for the model leisure counseling process discussed in class. (9D.15)
5.4 To be able to identify a minimum of six considerations in leading leisure counseling sessions with small groups. (9D.15)
5.5 To be able to identify at least eight appropriate resources for helping a client to generate ideas for new activities. (9D.15)
6.0 To understand and be able to apply leisure education content and techniques with individuals, families, and caregivers, by being able to identify the strengths and weaknesses of each of the following different approaches to leisure counseling with respect to diverse special needs populations. (9D.13)
6.1 Developmental educational. (9D.13)
6.2 Therapeutic remedial. (9D.13)
6.3 Leisure resource guidance. (9D.13)
7.0 Understanding of the use of self as an instrument in therapeutic relationships and the ability to establish such relationships, in applying the following to leisure counseling: (7D.06)
7.1 Client-centered therapy.
7.2 Trait-factor (counselor-centered) therapy.
7.3 Behavior therapy.
7.4 Gestalt therapy
7.5 Family systems therapy. (9D.11)
8.0 To understand the roles and contributions of the client, family, and significant others in the therapeutic recreation process, by experiencing personal growth in one's leisure as a result of being a client for a series of leisure counseling sessions. (9D.11)
8.1 To be able to identify the benefits and satisfactions derived from current leisure activities.
8.2 To identify at least ten new ideas for leisure activities that meet important needs. (9D.11)
8.3. To write at least twenty leisure goals.
8.4. To identify obstacles to attaining leisure goals and ways to overcome them. (9D.11)
8.5. To construct an action plan for meeting one’s leisure goals.

D. Course Requirements and Evaluation

1. Attendance and class participation.
   Attendance is extremely important because of the nature of this course. Students will be practicing counseling skills in class and everyone needs to be present for their sessions. Because attendance is so important, it will have a great deal of weight in determining grades. Do not plan important appointments such as job interviews, volunteer work, concerts, etc., for the same time as class. Plan on attending each session, but if you must miss a class, please try to notify the instructor and your counselor and client before class, if possible. If your client or counselor will be absent, DO NOT miss class, come late or leave early. Instead of a counseling session, you will have the excellent educational opportunity to observe another counseling pair.

   Punctuality is valued. Try to arrive early to class. Lateness or leaving class early will detract from your grade. NEVER LOOK AT YOUR CELL PHONE DURING CLASS TIME, EVEN WHEN WE ARE IN “TRANSITION TIME” (going between class and counseling sessions). Ten points will be deducted for each infraction of this class participation guideline. I want total focus on what we are doing. Don’t create distractions.

   It will be extremely difficult to obtain an “A” in this course if you have more than one absence; it is even more difficult to pass the course if you are absent several times. For the courtesy of others, plan to arrive on time and stay for the entire class period. This attendance system, although imposed for the entire class, is necessitated by the small minority of students who do not understand the inconvenience caused to others, and detriment to learning that is caused by poor attendance.

2. Weekly preparation for counseling sessions.
   Coming unprepared for your counseling sessions would not only waste your time, but is also frustrating and annoying for your client and counselor, who depend on conscientious preparation for each session. The students who learn the most and enjoy and benefit from the course the most are the ones who prepare well for each counseling session. However, it is easy to be lazy and forget about a course that is held only once a week. Thus, the following system of required assignments has been devised to ensure that all students prepare adequately for their counseling sessions:

   a. Summary/evaluation/preparation due at the end of each class (5 points each X 8 assignments = 40 points total).
      Submit the following at the end of each class session (no excuses for forgetting):
      1. A carbon copy of the notes you took during your session as a counselor. 1 pt
      2. Carbon copy of your self-evaluation of your performance as a counselor. 1 pt
      3. Critique of your session as a client. 1 pt
      4. Insight and analysis displayed in exploring topics to discuss and counseling skills to work on in the next session, and in counselor and client self-evaluations. 2 pts

      5 pts. total each; 5 pts. x 8 = 40
      Note: Keep the original copy of the above total for reference purposes in preparation work during the week. Submit the carbon copy to me.

   b. Further preparation/evaluation (30 points).
      Students will occasionally videotape their sessions and review the tape with the instructor during office hours for feedback. Other preparation work, such as bringing brainstorming resources for your client will be explained and checked in class for credit.

3. Exams and written assignments. (See explanation below.)
   Paper #1 ...50 points
4. Paper #1: Pre-Counseling Assessment of Client (50 pts.).

The purpose of this paper is to summarize all of the data collected on your client's leisure into a useful reference paper.

a. Collect all assessments/data from your client.
b. Use a separate sub-heading for each of the sources of data, and list the major conclusions you were able to draw from each source of data.
c. The last section of the paper should briefly summarize your views on your client's leisure based on the data you reviewed. Also list potentially important topics or areas you would like to discuss with your client.

5. Paper #2: Summary of Leisure Counseling Experiences (40 pts.).

The purpose of this paper is to summarize your in-class leisure counseling into a paper which can serve as a useful reference to you for future leisure counseling efforts. The most efficient way to complete this paper is to synthesize the information in your preparation assignments and in your counseling notes. Use a modified outline format for this paper, using many sub-headings and listing information wherever appropriate. "A" papers are usually 15 pages or more, double-spaced.

Part I: How you would alter your approach to each of the following if you were conducting leisure counseling with the special population of your choice (describe/identify this population):

- Note-taking.
- Dealing with silence.
- Asking open-ended vs. closed-ended questions.
- Session initiation.
- Closing a session.
- Non-verbal communication.
- Advice-giving.
- Confrontation skills, session flow, and effectively managing time available.

Part II: McDowell's Ten Stages: Discuss how you would alter your approach to each of McDowell's steps if you were conducting leisure counseling with the special population of your choice.

- Establishing rapport;
- Identifying leisure needs;
- Identifying obstacles to goal attainment;
- Performance criteria;
- Leisure alternatives and consequences;
- Information dissemination and termination.

Part III: This part of the paper is most important!! Present a clear, precise listing of your client's leisure needs, goals, obstacles and performance criteria. These charts should be thorough and easy to read. Make an extra copy to give to your client.

NOTE: Perfect attendance (including punctuality) AND perfect prep assignments will exempt you from this paper.

6. Group counseling - see separate handout.

E. Grading Summary

<table>
<thead>
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<th>Component</th>
<th>Points</th>
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<td>Attendance &amp; class participation</td>
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<tr>
<td>Preparation assignments</td>
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<tr>
<td>Paper #1</td>
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<td>Paper #2</td>
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<tr>
<td>Exam #1</td>
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<tr>
<td>Group counseling</td>
<td>70</td>
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</table>

TOTAL POINTS POSSIBLE: 431

The most important aspect of this course is the three-hour time period during that the class meets. Come to class well-prepared and well-rested. The practice counseling sessions can be intense. Being tired, "wiped out", or sleepy because the class is held during evening hours is not okay.
F. Extra Credit Opportunity
Note: You must sign up for this assignment by 10/21 if you are interested. This assignment is intended to offer students an excellent opportunity to sharpen their leisure counseling skills through an intensive leisure counseling experience with a client not enrolled in RECR 468. Follow the same procedures for this client as for the in-class client. Try to meet with this client for eight 45-minute sessions. A minimum of five sessions must be conducted in order to receive any credit for this assignment. Credit for this assignment will be awarded as follows:
1. Brief, hand-written pre-counseling assessment/summary of client's written data. 5 pts
2. Weekly preparation assignments - due every week 4 pts ea
3. Summary paper (typed) due _______. Contrast your work with this client to your in-class sessions. 10 pts 35-51 pts.

Note: In order to obtain credit, the preparation assignments must be submitted weekly.

G. Explanation of "Bonus" Points
Perfect attendance = 10 points
Perfect scores on all prep assignments = 10 points
95+ average on all exams & papers = 10 points
Thus, an "A" grade is attainable (though very difficult to attain) if you do not elect to do the outside-of-class counseling, but your in-class work will have to be near-perfect.

H. Grading System
TOTAL POINTS = GRADE
400 & above = A 320 - 339 = C+ POINT TOTAL =_______
395 - 399 = A- 300 - 319 = C
380 - 394 = B+ 280 - 299 = C-
360 - 379 = B 260 - 279 = D+
340 - 359 = B- 240 - 259 = D
239 & below = F

I. Class Schedule (tentative)
8/25 1. Orientation to the course, overview of course requirements.
   2. Introductions and icebreakers.
   3. Historical and philosophical foundations of leisure counseling.
   4. Overview of the current state-of-the-art of leisure counseling.
   5. Overview of different types of leisure counseling and how they fit into a continuum of recreation services for special populations.

9/1 1. Review of the 11-step process for development-educational leisure counseling. 2.
   2. Orientation to data collection methods in leisure counseling in order to gain an understanding of and ability to select, conduct, analyze, and interpret a variety of assessment techniques and procedures to determine client needs.
   3. Exploration of counseling skills essential to effective leisure counseling:
      a. Establishing trust.
      b. Note-taking.
      c. Open- vs. closed-ended questions.
      d. Initiating a session.
   4. Findings from doing one-week time chart.

9/8 Alternate learning experience in lieu of class meeting; "positive" leisure

9/15 1. Exam #1 and review of the exam.
   2. Further explanation/demonstration of skills important in leisure counseling:
      a. Warmth.
      b. Closing a session.
      c. Silence.
      d. Reflection vs. advice-giving.
   3. Self-evaluation of counseling skills.
5. Preparation for Session #1: Establishing rapport.

9/22
1. Bring completed leisure interest inventories; discuss assessment techniques.
2. First meeting with clients and counselors: Exchange data and establish rapport.
3. Prioritize needs with your client, to enable preparation with resources next session.

9/29
Pre-counseling assessment papers and brainstorming resources for your client due.
1. Demonstration of the next phase: Examining leisure needs and ideal activities.
2. Counseling Session #2: Leisure needs. In-depth discussion of current activities.
3. Exercise in non-verbal communication of emotions.

10/6
1. Overview of common defense mechanisms.
2. Counseling Session #3: Leisure needs, continued.

10/13
1. Examination of confrontation skills.
2. Counseling Session #4: Leisure needs, continued. Bring resources again.
Preparation for the next phase: Identifying leisure goals.
3. Counseling Session #5: Begin goal-setting, finish as "homework".
Note: Decide if you would like to do the extra credit assignment.

10/20
1. Preparation for the next phase: Examination of obstacles to goal attainment. Some tips for improving leisure time management.
2. Counseling Session #6: Exploration of obstacles to goal attainment.
3. Lecture/activity: Dr. Rogers' five categories of responses.

10/27
1. Counseling Session #7: Finish examination of obstacles to goal attainment, review performance criteria for goal attainment as necessary.
2. Explanation of the next phase: Alternatives and consequences.

11/3
1. Counseling Session #8: Alternatives and consequences/information dissemination and termination (last session).
2. Discussion of "outside" counseling experiences.
3. A "secret" activity.
4. Preparation for paper #2 due next week.

11/10
Paper #2 due.
1. Wrap-up discussion of counseling experiences.
2. Changes/modifications needed for various special populations.
3. Applications of various counseling approaches to leisure counseling:
   a. Client vs. counselor-centered therapy.
   b. Gestalt therapy
   c. Behavior therapy
   d. Family systems therapy and others.
4. Introduction to group leisure counseling.

11/17, 12/1, 12/8, & 12/15
Group leisure counseling.

J. Selected Publications on the Topic of Leisure Counseling
Ravensdale, WA.: Idyll Arbor, Inc.


### Session #1

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<td>Russell</td>
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<td>Rachelle</td>
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<td>Jackie</td>
<td>Emily</td>
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<td>Phil</td>
<td>Duncan</td>
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