Outdoor Adventure Youth Work: Bridging Child and Youth Care and Outdoor Adventure

by

Emily Carty
B.A., Acadia University, 2007

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of

MASTER OF ARTS

in the School of Child and Youth Care

Supervisory Committee

Outdoor Adventure Youth Work: Bridging Child and Youth Care and Outdoor Adventure

by

Emily Carty
B.A., Acadia University, 2007

Supervisory Committee

Dr. Doug Magnuson, School of Child and You Care
Supervisor

Dr. Nevin Harper, School of Child and Youth Care
Department Member

Abstract

Supervisory Committee

Dr. Doug Magnuson, School of Child and Youth Care
Supervisor

Dr. Nevin Harper, School of Child and Youth Care
Department Member

ABSTRACT

Outdoor adventure programming is a diverse field of study with multiple scopes of practice. Outdoor adventure literature often focuses on the risk management of participants' physical safety. There is a lack of focus on participants' emotional safety which is important in many areas of practice, and predominantly when working with youth. Outdoor adventure programs hire staff with technical skills training, and post-secondary education programs provide such training. Child and youth care is a post-secondary degree that provides graduates with skills to work alongside youth in a variety of settings and contexts. Content analysis was used to examine the intersection and alignment of outdoor adventure and child and youth care post-secondary education programs by analyzing five upper year required courses. The results show that child and youth care students are receiving explicit interpersonal skills training, which the outdoor adventure literature states is important. This study provides insight into what components of outdoor adventure youth work are important for students to learn, and insight on how to enhance education and knowledge for front-line workers.

Table of Contents

List of Tables

Acknowledgements

A special thank you to the following people who made this thesis possible:

My mother, Joan Richard, who generously provided her time, patience, and support. Thank you for the editorial assistance and believing in me.

My thesis supervisor, Doug Magnuson, who provided so much time and energy. Thank you for the numerous conversations that allowed me to think critically and really become passionate about my thesis. Your belief and support was appreciated, and I feel fortunate to have worked with you.

My committee member, Nevin Harper, who provided much needed insight into the Outdoor Adventure Programming field. Thank you for your time and your interesting and valuable input.

My graduate cohort, a supportive bunch of critical thinkers. Thank you for all of the walks, tea breaks, and climbing sessions that kept me going.

Chapter One

Introduction

The diversity and scope of practice in the outdoor adventure field include experiential education, leisure, recreation, environmental education, ecopsychology, ecotherapy, adventure therapy and wilderness therapy. Leaders often require a mix of academic and non-academic technical skill-based courses to work in the outdoor adventure field. When outdoor adventure programs follow a medical model, leaders are considered paraprofessionals, individuals not clinically trained through a professional institution (Durlak, 1979). A gap exists in preparing front-line workers for outdoor adventure youth work, which requires leaders to possess a variety of technical and interpersonal skills. Many post-secondary institutions that have outdoor adventure (OA) or leadership programs also have child and youth care (CYC) programs. This is a study of components from each program, to delineate ideal fundamental topics for a course that can best prepare students to work in the outdoor adventure youth work field.

Outdoor adventure programming is broad and undefined and in one direction is adventure therapy. Adventure therapy has multiple definitions; one is "any intentional, facilitated use of adventure tools and techniques to guide personal change toward desired therapeutic goals" (Alvarez & Stouffer, 2001, p. 87). A second definition is, "the prescriptive use of adventure experiences provided by mental health professionals, often conducted in natural settings that kinesthetically engage clients on cognitive, affective, and behavioral levels" (Gass, Gillis, Russell, 2012, p. 1). Would outdoor adventure organizations across Canada fit into either description? For example, a "prescriptive use" requires an understanding and intention of the adventure activities. Which understandings and whose intentions qualify? Who is categorized as a "mental health professional," and what qualifications does this professional need to function

in the field? Lastly, when intentionally engaging "cognitive, affective, and behavioral levels," the professional is assumed to have an understanding of adventure activities and how they can be beneficial to various and different groups.

Another direction of outdoor adventure is wilderness therapy which intentionally engages and challenges clients through experiential activities in natural settings. "Wilderness therapy utilizes outdoor adventure pursuits and other activities, such as primitive skills and reflection, to enhance personal and interpersonal growth" (Russell, 2001, p. 74). Russell's (2001) definition was prompted by programs' use of the labels "adventure-based therapy" and "wilderness experience therapy" interchangeably even though adventure therapy and wilderness therapy are different in their approach to therapy. Russell (2001) also found that in the case of wilderness therapy "a consistent and accepted definition is lacking" (p. 70).

Outdoor adventure programs do not have overarching standard certifications or degrees for the profession. Instead, individual programs have specific certifications and requirements when hiring. According to the literature, risk and safety are at the forefront of wilderness and adventure therapy (Davis-Berman & Berman, 2002; Harper & Robinson, 2005; Thomas & Raymond, 1998). Programs will hire front-line staff who are experienced and certified to run expeditions or adventure activities such as rock climbing or dog sledding. Front-line staff are expected to keep the youth safe while providing programming and assisting with the consequences of that programming. Therefore, the front-line adventure and wilderness therapy leaders working with youth with complex needs, such as mental health, substance use, or trauma, should have certifications in outdoor skills and safety.

Having front-line staff who are trained in both the outdoor adventure and social service fields is not always realistic (Davis-Berman & Berman, 1994; Kalisch, 1979). Physical safety is

important, but in adventure and wilderness therapy programs, emotional safety is as important. I argue that interpersonal skills are as important as technical skills. Leaders benefit from having communication skills, relationship building skills, and knowledge about creating a safe space.

In this study the name outdoor adventure can apply to a variety of programs. The words "adventure" and "wilderness" are used interchangeably because the staff working these programs would be required to have certain outdoor, technical and safety skills, along with the therapeutic skills that are assumed to be requirements when running a therapy program. As well, the titles "front-line staff" and "leaders" are used interchangeably throughout this study, representing all the staff who work intensively with the youth on outdoor adventure based programs.

Skills and Education

I am interested in the role of higher education in the background of outdoor adventure leaders. There are a variety of academic programs in Canada designed for the outdoor adventure field (Ritchie, Patrick, Corbould, Harper, Oddson, 2014). A few outdoor programs list "wilderness therapy worker" as a career option, for example, Brock University's Outdoor Recreation program and Laurentian University's Outdoor Adventure Leadership program. The outdoor adventure programs from Brock and Laurentian Universities offer courses ranging from environmental concerns and anatomy to leadership and technical skills.

The Outdoor adventure literature highlights the importance of technical and physical safety skills, such as wilderness first aid, avalanche training, or sea kayak leader training depending on the program's locale and focus (Priest & Gass, 1997). Shooter et al. (2009) also suggests that outdoor adventure leaders require interpersonal skills – training in emotional risk and counselling skills, along with technical skills.

Technical skills hiring preferences for outdoor adventure leaders are often awarded to candidates who have training through a recognized institute including post-secondary programs or specialized institutes such as National Outdoor Leadership Schools (NOLS) or Outward Bound (Maningas & Simpson, 2003). Institutes with programs that focus on technical skills may not explicitly teach interpersonal skills required in therapeutic programs.

One academic field that does provide interpersonal skills training is Child and Youth Care. CYC professionals support individuals, groups, families, and communities who are experiencing challenges for a wide variety of reasons. CYC programs across Canada offer courses on change theory, assessment, developmental theory, and family and group intervention. CYC professionals often work on the front-line in a "life-space intervention" capacity (Gharabaghi & Stuart, 2011). Working within the realm of life-space intervention appears similar to the wilderness therapy field, in particular in situations where youth and staff are living and working together to achieve a common goal, such as setting up camp or cooking dinner. Perhaps CYC programs have something of value to offer the adventure and wilderness therapy fields, such as interpersonal skills for front-line workers.

Purpose of the Study

The purpose of this study was to analyze the intersections between outdoor adventure and child and youth care courses and to study the scope of practice and theories within each field. A further purpose was to gain insight on how to develop knowledge about leadership through education. The research questions were:

1. What is the intersection and alignment of outdoor adventure and child and youth care programs' course content?

a. How can post-secondary education programs be enhanced to increase knowledge and understanding of outdoor adventure youth workers?

2. How does the course content prepare the student to work with youth with complex needs?

I used content analysis to analyze the courses, using etic and emic codes as themes (Berg & Lune, 2012). The implications of this study may lead OA and CYC course instructors to consider incorporating cross discipline content into their areas of study to provide a well-rounded front-line outdoor adventure youth worker.

Chapter Two

Literature Review

Introduction

Much of the literature about outdoor adventure centres on risk management, which front-line staff control while running programs in the field. Among the literature on risk, there is a focus on safety and technical skills that leaders are recommended or required to have. The literature on leader skills is moving away from a general list of skills an outdoor leader should possess to program specific skills (Shooter, Sibthorp, & Paisley, 2009). Technical and safety skills vary based on program locale and activities, for example, a program running sailing trips on the ocean requires different technical and safety skills than a program running rock climbing near an urban centre. Program goals should influence hiring practices, in terms of staff skills. Outdoor leaders are hired into organizations that identify themselves as outdoor education, environmental education, and adventure or wilderness therapy programs. A program with environmental educational goals may hire staff with a different skill set and knowledge than staff who work for programs with therapeutic goals in mind. Still, risk management is of such importance that program goals may not be influencing hiring preferences.

Much of the literature in outdoor adventure programming comes from the USA and varies in focus. Literature was reviewed from adventure and wilderness therapy, outdoor education, leisure, recreation, and ecotherapy. As well, the literature review focused on outdoor adventure programming's intent, hiring preferences, and learning about the balance between interpersonal skills and technical skills. The goal of the literature review is to assess current thinking about the importance of a leader's skills and credentials, and whether the skills and credentials align with outdoor adventure programming theories and goals.

Adventure/wilderness therapy. Wilderness therapy was in part adapted from Kurt Hahn's model of outdoor education and experiential education with the goals of service, leadership, and citizenship (Gass, 1993). In experiential learning, people learn by 'doing', physically and emotionally, followed by reflecting (Gass, 1993, p. 4). "Experiential education is a process through which a learner constructs knowledge, skills, and value from direct experiences" (Luckmann, 1996, p. 7). Wilderness therapy usually involves a group as one of the mechanisms of therapy, which creates a sense of community wherein youth work together to achieve common goals. Throughout a participant's experience, a variety of emotions can arise, including anxiety, trust and empowerment. The experience provides opportunity for youth to experience these feelings while working on individual therapy goals. Participants learn to manage various emotions which arise throughout the wilderness experience. The experiential learning component of reflection is an important element of wilderness and adventure therapy, integrating typical personal development goals with therapeutic goals (Bruyere, 2002).

Wilderness therapy programs work with participants on psychological, social or behavioural goals, and group activities produce individual experiences targeted to individual goals. Successful planning of activities is based on an understanding of particular client groups, such as "predominant theories of juvenile delinquency, developmental needs of adolescents, and identified components of successful intervention" (Bruyere, 2002, p. 209). Theoretical understanding of child and youth development helps leaders design activities that meet the needs of participants. If assessing individual goals, understanding delinquency and development of youth, implementing activities properly, and reflecting are key elements to a successful adventure therapy program, then having educated and knowledgeable leaders is imperative for success.

Risk and safety in programs. In the late 1980s, outdoor programs in the USA were using a certifying agency, which had a standard certification for leaders to assess risk and safety skills (Attarian, 2001). Many flaws existed in the certification process, and program accreditation has become more prominent as a means to achieve a certain standard, including in the realm of risk and safety. Like other non-governmental organizations, many wilderness therapy organizations are becoming accredited as a means of accountability. Accreditation is thought to be a flexible, holistic means for programs to attain credibility, as programs can tailor the accreditation to their individual program goals. Attarian (2001) discusses the increased need for accountability of "adventure programs," "adventure education," and "adventure recreation," (p. 141) including "specialized staff training programs" (p. 147), although facilitation techniques and teaching are the only two interpersonal skills mentioned for training leaders. While accreditation is flexible in terms of how programs meet standards, there is the ethical expectation that leaders are competent, which includes holding specific certifications and credentials, especially when risk is such a large component of program operation (Association for Experiential Education, 2014).

The literature on risk is largely about the physical safety of participants, as compared to the emotional risks, and this physical risk is thought to be extremely high for adventure therapy programs (Davis-Berman & Berman, 2002). Even so, actuarial risk assessment demonstrates that driving a vehicle has a higher chance of causing death or injury than do the compared outdoor adventure activities (Cooley, 2000). However, the perceived risk in outdoor adventure activities can be high, based on an individual's experience. A multi-day canoe expedition set in a remote location or a high ropes course in a natural setting can be perceived as extremely risky

by participants who have not experienced these activities and who have a fear of water or heights.

Perceived risk plays a role in the process of challenging participants to go beyond their optimal comfort zones, and this may play a part in creating emotional risk. The emotional risk that participants experience may outweigh the physical risk in the activities. Participants' past experiences or whether they are susceptible to anxiety will be a factor in their individual perceived risk (Davis-Berman & Berman, 2002). Participants' perceived risk can fluctuate in the wilderness due to environmental factors such as weather, which is beyond the control of leaders and participants. Risk can also fluctuate depending on participants' risk-seeking tendencies, such as when working with youth struggling with behavioural and self-esteem problems. Leaders must be able to detect and monitor participants' anxiety/comfort level and longing for risk. Leaders then use their interpersonal skills to work with participants in a manner that is positive and beneficial to the participants.

Leader fidelity and trust. Some outdoor adventure programs strive to gain more credibility in terms of quality and risk management, which some researchers believe is gained through adhering to evidence-based best practices (Mitchell & McCall, 2007; Tucker & Rheingold, 2010). Tucker and Rheingold (2010) examine the importance of "fidelity" for adventure therapy programming. Fidelity is described as "the consistency and quality in which interventions and programs are being implemented in reference to their prescribed model" (Tucker & Rheingold, 2010, p. 260). Fidelity includes how programs are run by leaders and whether leaders are competent and capable of providing an effective learning experience for participants. Tucker and Rheingold (2010) emphasize the importance of supervision and training, yet they do not mention an educational standard for hiring.

Leaders must also be competent in gaining and maintaining trust. Trust between leader and participant is a significant factor in outdoor adventure programming and another area that is lacking in the literature (Shooter, Paisley, & Sibthorp, 2012). Trust has been recognized as important, but does not have "a definition, measure, or recognizable body of empirically-based literature" (Shooter et al., 2012, p. 233).

Child and youth care. Child and Youth Care practitioners learn and develop many of the skills that outdoor adventure leaders practice. The intensity of relationship between wilderness/adventure therapy leaders and youth coincides with what child and youth care students learn and practice. CYC professionals have a great deal of experience building relationships with youth through life space intervention, most often in residential programs (Phelan, 2003). Empathetic, trusting and caring relationships are built through the day-to-day interactions that take place between child and youth care workers and the youth. Front-line CYC practitioners work in a variety of settings, such as group homes, day or outreach programs. Workers make meals with the youth or participate in activities with them. This level of relationship is different from the connection and relationship that therapists and counsellors experience, as therapy often takes place weekly or bi-weekly in one or two hour sessions. CYC post-secondary education programs, among other human and social development programs, might have something to contribute to the literature and research on the adventure experience.

Section summary. Participant behavioural, psychological and social goals along with emotional and physical risks are some of the elements on which leaders need to focus while running an adventure therapy program. Leaders need to learn how to navigate participant anxiety, trust, empowerment and other feelings that naturally arise throughout outdoor adventure programming. When leaders are able to understand and incorporate participants' goals,

behaviours and needs, then overall risk may be lessened. Outdoor adventure leaders are an important factor in the success of a program. How are leaders within the field developing their skills?

What Leaders Need To Know

Leaders are significant to the participant's process of change in outdoor adventure (Tucker & Rheingold, 2010). Russell, Gillis and Lewis (2008) found that "field staff", i.e., front-line workers with diverse backgrounds, significantly outnumbered clinicians on staff teams. Further, twelve percent of organizations that view themselves as outdoor behavioural health care programs following a clinical model with an expedition component did not staff a state-licensed clinical mental health professional.

The literature on staffing in outdoor adventure programs describes attributes of effective trip leaders and staff (Ford & Blanshard, 1993; Garvey & Gass, 1999; Gass, 1993; Hayashi, 2005; Hayashi & Ewert, 2006; Shooter, Paisley, & Sibthorp, 2009), experiences of field staff (Galloway, 2007; Lawrence-Wood & Raymond, 2011; Vernon, 2011) and possible roles leaders might play (Bacon,1983; Kalisch, 1979).

Skills and attributes. Existing literature on outdoor leaders includes lists of skills and certifications that employers consider important when hiring. Along with the literature about safety, liability, and technical skills for leaders of outdoor programming, Priest and Gass (1997) attempt to describe an inclusive set of qualities: 1. technical skills; 2. safety skills; 3. environmental skills, 4. organizational skills, 5. instructional skills, 6. facilitation skills, 7. flexible leadership style, 8. experience-based judgment, 9. problem-solving skills, 10. decision-making skills, 11. effective communication skills, and 12. professional ethics (pp. 3-5). The top three skills are technical skills.

Priest's (1988) study examined the purpose for training and hiring experienced outdoor leaders, which was to: 1. Ensure positive experiences; 2. Teach outdoor skills; 3. Reduce the number of accidents; 4. Reduce environmental damage; 5. Ensure learning objectives are met; and 6. Maintain positive user relations (p. 36). In the same study, the outdoor recreation leaders should be proficient in: 1. Safety skills; 2. Judgment based on experience; 3. Awareness & empathy; 4. Group management skills; and 5. Problem solving skills (p. 36).

These are general outdoor leader skills, but perhaps examining an organization's purpose and goal is important when setting out a list of credentials for leaders. These lists are requirements for outdoor leaders that, while vague, do not necessarily include requirements for adventure therapy programs. In fact, Tucker & Rheingold (2010) believe that the literature on qualities or skills best suited for leaders of adventure therapy programs is incomplete due to the lack of documentation of program models.

Further, Shooter et al., (2009) believe that the skills overlap each other and therefore leaders' skills should move toward "context-specific thinking" (p. 8) putting an emphasis on the specific needs of a program rather than on a hierarchical list of required skills. Focusing on specific needs would be better for adventure therapy programs that have particular needs different from generalist outdoor education programs. The above lists focus on keeping people safe in the wilderness, which leaves the question, where is the "therapy" in the adventure therapy programs?

Interpersonal skills. Interpersonal skills are frequently discussed (Miles & Priest, 1990; Shooter et al., 2009; Smith, Roland, Havens & Hoyt, 1992; Ungar, Dumond, & McDonald, 2005). However, as Attarian (2001) states, interpersonal skills are hard to evaluate and more difficult to train.

In the adventure therapy field, Gass (1993) believes that there should be an expected level of technical skills for leaders; however, he says that successful adventure therapy programs have leaders seeing themselves primarily as counsellors or therapists. Such an outlook "reminds professionals that the therapeutic means (e.g., the wilderness) are secondary to the therapeutic ends (i.e., therapy/evaluation)" (p. 155). Therefore, programs designed as "adventure therapy" should have leaders educated and trained in the social service field.

Kalisch (1979) wrote a book focused more narrowly on the leader's role in Outward Bound style programs: "A most significant element of both program and process is the instructor" (p. 3). His idea of "role" includes metaphorical and analogical allusions, including "an effective skill trainer, program designer, translator, group facilitator and 1:1 counselor" (pp. 24-25). Kalisch (1979) then acknowledges that finding a leader proficient in all the aforementioned areas may be "unrealistic" (p. 25).

Davis-Berman and Berman (1994) also believe that it is unrealistic to have all leaders, or any, competent and/or qualified in counselling skills and wilderness skills. The authors state the importance of a trained and licensed professional on hand, either in the field with the youth and other non-trained and licensed staff, or at least a phone call away. Gass (1993) also writes about the importance of staff acquiring the proper counselling skills, as well as wilderness skills. However, it would appear as if Gass (1993) believes that with proper "cross-training between professions" (p. 412), a single leader can gain the qualifications required to have the skills to run adventure therapy programs.

Hiring preferences. Priest and Gass (1997) studied hiring preferences for outdoor adventure programming leaders, comparing the results to a similar study in 1983. In 1983, 32% of participants conducting the hiring for their organizations preferred applicants who had gained

their outdoor experiences from "college courses and training" (Garvey & Gass, 1999, p. 45). This preference dropped to 24% in 1997. The number one strength of an applicant in 1983 was their college degree, and this dropped to third in importance in 1997. First aid training, on the other hand, rose from the fifth most important in 1983 to the strongest quality on the application form. Personal experience seemed to be the second most important hiring preference; however, for the job applicant who held only personal experience, none of the study's participants would have hired this applicant for a trip leader position because he lacked institutional training. Another job applicant was considered underqualified because he lacked personal experience.

Miles and Priest (1990) argue that interpersonal skills are important for adventure therapy programming, which they believe can be developed through attending conferences and reading journals and related literature. They believe experience teaches problem-solving and decision making skills. Interestingly, they do not mention formal education as being important or even an option for leaders to gain skills.

Despite the decrease in interest in college training, there is an ongoing interest that applicants have experience with a recognized institution, especially for the outdoor skills. Garvey and Gass (1999) claim that "in some instances, prospective job candidates are only as strong as the institution they have attended" (p. 47). Having a strong college program may be an asset, creating a program that is dynamic with a variety of the aspects that are needed to run adventure therapy programs could be beneficial.

In Maningas and Simpson's (2003) study on hiring preferences for outdoor leaders of "university outdoor programs, therapeutic adventure programs, and outdoor education centres" (p. 354), the main focus of the study was risk and safety certificates held by leaders. College education was important to 55% of respondents, and 44% showed preference for "outdoor school

training" (p. 354) in organizations such as National Outdoor Leadership School (NOLS) or Outward Bound. Interestingly, preference went to leaders possessing interpersonal skills as opposed to the technical skills. The authors' results may be useful for post-secondary outdoor adventure programs when training future leaders.

Section summary. The literature is clear about the importance of technical and physical safety skills of leaders when running outdoor adventure programs. The literature on outdoor adventure recognizes the importance of interpersonal and counselling skills, especially when working with vulnerable youth. Some theorists seem to believe that having leaders trained in both areas is an unrealistic feat. Physical safety and emotional safety of the youth are important when running adventure therapy programs. It is apparent that technical and interpersonal skills are required for the leader to run an effective and safe adventure therapy program. Therefore, an important question is whether CYC and outdoor adventure education programs can provide courses to improve the knowledge and training of outdoor adventure youth leaders.

Where Are Leaders Receiving Their Knowledge?

Outdoor adventure programming can be challenging for participants and leaders. In a study by Gass (1993), adventure therapy leaders were merely trying to "survive each day" (p. 428). Gillis (as cited in Gass, 1993) pointed to the absence of academic education available for leaders. Mitchell and McCall (2007) claim that outdoor adventure programs often have untrained leaders. They believe that some programs screen participants, while programs that are in need of participants for financial purposes admit youth who have complex issues that go far beyond the leader's ability to offer quality programming. Outdoor adventure programming can be particularly difficult for youth with behavioural and emotional issues, as the group dynamics of wilderness programs can become difficult for participating youth to manage. To improve

these circumstances, staff training and education may be essential for front-line leaders of outdoor adventure programs.

Training for wilderness settings. Risk management is often at the forefront of required standards such as wilderness first responder, national lifeguarding, and so forth. As of 2008, there were a few states in the USA where licensing standards did not exist for outdoor behavioural healthcare programs, which include programs following a clinical model with an expedition component (Russell et al., 2008). Creating standards may be a beginning to running a well-functioning program; however, following licensing standards can be as limited as creating a paper trail, where managers have leaders complete first aid courses.

According to Garvey and Gass' (1999) study, managers sought applicants who were trained from various "institutions," such as NOLS or Outward Bound, as opposed to having personal experience in wilderness tripping, although a blend of the two was the most ideal. An institution like NOLS, for example, follows a curriculum that focuses on "leadership, environmental studies, risk management, and wilderness skills" (Shooter et al., 2009, p. 4). Garvey and Gass' (1999) study focuses on the institutions where leaders gained their experiences. The institutions were from the outdoor sector, such as NOLS or Outward Bound, as opposed to the social service field. Therefore, it is interesting to note that the priority was hiring people who had spent large amounts of time and money in the outdoor field while, although it was not stated, these people rarely had an academic or professional background in the social service field.

On-site training. Hiring leaders who possess the technical skills from outdoor adventure post-secondary education programs or NOLS programs may leave learning the interpersonal skills to on-the-job training or learning from experience once hired at an adventure therapy

organization. Such an approach has a precedent in residential care. Anglin (2002) quotes a residential supervisor who said that the youth can "do the teaching" (p. 85). Anglin (2002) states that "given the complexity and intensity of the needs of the youth in these residential care settings, it is perhaps necessary to question whether such learning on the job through trial and error experiences, while depending largely on the youth to 'do the teaching,' is either a responsible or suitable way to train residential care staff" (p. 86).

Similarly, on-the-job training programs for childcare workers are recommended for professional and personal growth (Sutton, 1977). However, not all organizations provide their workers with adequate training. Reichertz, Kislowicz and Stalinski (1978) found that only a third of the staff in their study participated in in-service training, and a more recent study by Gharabaghi (2010) showed that "training and professional development continue to be an underdeveloped process" (p. 105) in child and youth care programs. In fact, in Gharabaghi's (2010) study on professional development and in-service training in Ontario residential youth care settings, he found twenty organizations who did not participate in his study on in-service training because of "current instability and uncertainty in their training procedures" (p. 95). The lack of training within organizations is a good indication of the importance of teaching youth-work skills in post-secondary education programs.

In outdoor adventure programs, support of managers, supervisors or even co-workers can be miles away without road access or cell phone or radio service. Davis-Berman and Berman (1994) question the ethics of running programs for 'high-risk' youth with leaders who may not be fully trained to deal with psychiatric situations and possible emergencies in a wilderness setting. An important question is "how does one teach and how do staff learn *counseling, teaching, and supervisory skills,* and *leadership and judgment skills* (sic), in addition to other

more technical skills" in the assumed short period of time allotted for staff training (Russell et al., 2008, p. 71)?

Although Davis-Berman and Berman (1994) claim it is unrealistic to have leaders trained in multiple areas, such as counselling and wilderness skills, they believe supervisors should obtain training and qualification in counselling and wilderness skills. The concern is that if an organization hires from within, the front-line staff who become the supervisors will often only possess the same post-secondary education, skills and knowledge they had when they first started working in the organization.

College/university programs. There is not much literature examining child and youth care programs and outdoor education programs in university and colleges. Ontario has the highest number of post-secondary education programs offering child and youth care/worker degrees or diplomas. An online search shows 21 colleges in Ontario offering Child and Youth Worker (CYW) diploma programs, plus two university undergraduate degree programs. Amongst those colleges and universities, a variety of therapeutic programming courses are offered, such as therapeutic recreation, therapeutic activities and therapeutic play. Algonquin College is the sole CYW program offering courses in outdoor adventure activities programming (Algonquin College, 2014), namely, Outdoor Activities One and Two.

An online search coupled with Ritchie et al.'s (2014) "environmental scan of adventure therapy in Canada," provided insight on outdoor adventure post-secondary degree programs. Upon examination of post-secondary outdoor adventure programs, it appears that the programs are predominantly technical skills based. The primary non-skill related courses are risk-management, communication and leadership courses. I was able to identify two universities

which list wilderness or adventure therapy worker as a possible career option upon completion of the degree.

Laurentian University offers a Bachelor of Outdoor Adventure Leadership, which appears to offer a variety of technical skills courses, such as camping, expeditions, and cross country skiing. The outdoor program also provides a risk-management course and a course called "Recreational to Therapeutic Adventure" (Laurentian University, n.d.). Other non-skill related courses listed are cross disciplined, such as a "North American Native Tradition/Culture" course, "Introduction to Psychology" courses, and other "non-PHED theory electives" (Laurentian University, n.d.).

Brock University offers a Bachelor of Recreation and Leisure Studies that has a focus on outdoor recreation. I was unable to see a list of required courses for the program and the description does not indicate whether they draw from different fields of study, as does the Recreation and Leisure Studies in Therapeutic Recreation program. The Therapeutic Recreation program draws on the influence from other areas of study such as sociology, psychology and philosophy (Brock University, 2010). Interestingly, Brock has a child and youth studies program, and both Brock and Laurentian have social work programs from which they could draw for their interdisciplinary learning. However, the course descriptions do not indicate such a direction. Child and youth care and social work programs tend to be more practice-based than sociology, psychology or philosophy, which are theory-based. Perhaps the CYC programs would be good sources of education for the interpersonal and group skills required.

Section summary. Literature about education and training for wilderness programs indicates that wilderness-based institutions are the primary means of training. On-site training is another option, especially for the interpersonal skills needed to become an outdoor adventure

leader; however, strong arguments against on-the-job training exist. Gass (1993) believes that leaders can acquire interpersonal and technical skills required to lead successful outdoor adventure programs. In Canada, many CYC programs exist at the same institutions as outdoor adventure programs. Questions that remain are: How do the post-secondary courses prepare students for the outdoor adventure field? What aspects of programming can realistically be added to a curriculum to give CYC practitioners the ability to run outdoor adventure programs? How can we create or enhance a program that is targeted for the outdoor adventure programming field?

Rationale for Study

The role of the outdoor adventure youth leader is to work alongside participants as new experiences and emotions emerge, to guide and ultimately create a positive change and growth in the participants. Outdoor leaders predominantly must possess technical skills and interpersonal skills which will be determined by the organization. In 1993 Gass (1993) stated that there was "no established system of determining who is and is not qualified as an adventure therapist, let alone what the qualities are that separate 'good' adventure therapists from 'not so good' ones" (p. 411). Since then many articles continue to state that there is no empirical evidence on what constitutes a qualified or skilled adventure therapy leader. The literature on recommended leadership skills is mostly based on technical skills, including safety and medical skills. As important as technical skills are, how can outdoor adventure programs be run without leaders trained to guide participants through new and emotionally challenging situations? How are the front-line leaders learning interpersonal skills?

Considerable literature suggests outdoor adventure needs to focus on emotional risk and counselling with trained leaders. However, there is a shortage of literature on available options

for the growing number of CYC students interested in the outdoor adventure field. As CYC practitioners continue to grow, there may be room for program and course development in colleges and universities for outdoor adventure specific needs.

Perhaps there is an overlap between child and youth care and outdoor adventure. Child and youth care professionals learn and practice skills that help build relationships with youth, such as trust and communication, as do outdoor adventure leaders. Both fields have professionals working intensively alongside the youth. Coordination of courses of study between the areas of child and youth care and outdoor adventure education could lend itself for preparatory courses for outdoor adventure youth work. How can we continue to create and enhance education programs to meet the needs of outdoor adventure youth work, especially to account for the interpersonal and relationship skills?

Chapter Three

Method

It seems imperative for outdoor adventure programs to have qualified leaders trained to focus on participants' emotional risks and counselling. On the other hand, the literature indicates physical safety is the foremost hiring preference for outdoor adventure programming leaders. To be able to run expeditions, rock climbing, or canoeing, to name a few, leaders must generally possess a type of wilderness first aid knowledge along with technical skills for the activity. Outdoor adventure programs cannot run without leaders with technical and safety skills. However, leaders lacking interpersonal skills may hinder a participant's experience. These skills seem to be respective strengths of outdoor adventure (OA) and child and youth care (CYC) courses. OA and CYC courses are examined to understand their frames of mind and theories. Also, learning where and how courses intersect helped propose focuses for future courses to contribute to more effective education of outdoor adventure youth leaders.

Content analysis approach

The goal was to acquire an understanding of the content being taught in certain university courses with the view to align the content to enhance post-secondary education for outdoor adventure youth workers. Content analysis was used, which is "a careful, detailed, systematic examination and interpretation of a particular body of material in an effort to identify patterns, themes, biases, and meanings" (Berg & Lune, 2012, 349). Teaching content was examined and interpreted to identify perspectives from various university OA and CYC courses. Across these courses I used open coding with etic and emic codes. Etic codes are chosen before the analysis begins and are a "starting point of analysis" (Berry, 1989, p. 723). Etic codes used were: a) conceptions of personal change, b) role and purpose of groups, and c) required interpersonal

skills. Emic codes are "criteria chosen within the system" (Berry, 1989, p. 722), and in my study they were chosen from the data. The emic codes were: a) role of the leader, and b) theoretical orientation and reflection. The third and final emic code was ethical considerations which was chosen for the CYC courses, and not chosen for the OA courses.

Sampling

Outdoor adventure programs. As part of my literature review, I searched for Canadian post-secondary programs that offer adventure therapy or wilderness therapy worker as possible career options upon graduation. I found three programs from Laurentian University, Brock University, and Thompson Rivers University. Mid-way through my analysis Ritchie et al.'s (2014) "An Environmental Scan of Adventure Therapy in Canada" became available, which included Thompson Rivers University, University of Quebec in Chicoutimi and Canadian University College.

According to Ritchie et al. (2014) there are three universities that offer a post-secondary adventure therapy-type program. I chose to study one of these programs, which was Thompson Rivers University's Bachelor of Interdisciplinary Studies with a concentration in Adventure Therapy. The faculty of Adventure Therapy did not respond and therefore were not included in the study. A second program is from the University of Quebec in Chicoutimi which offers an Outdoor Intervention program in French, which was excluded due to the language barrier. Lastly, Canadian University College, which offers an Adventure Based Counselling program, was excluded due to my lack of knowledge about this program until Ritchie et al.'s (2014) environmental scan.

Laurentian University offers a Bachelor of Physical and Health Education specializing in Outdoor Adventure Leadership, which lists "wilderness and adventure therapy" as one of the

"career prospects" (Laurentian University, nd). For this reason, I was interested in a content analysis on Laurentian University's PHED 4447 Recreational to Therapeutic Adventure (PHED) course. PHED is a fourth year course that appears to cover material on recreation and therapy, and it may provide insight for the students on differences when planning adventure activities. The PHED syllabus (Appendix A) and 22 readings from various authors, which are predominantly research articles, were analyzed and interpreted.

The second course I studied is from Brock University, which offers a four year bachelor degree of Recreation and Leisure Studies with a concentration in Outdoor Recreation. The reason I chose Brock's program is that among the list of career options for graduates of the Outdoor Recreation program is "Wilderness Therapy Worker" (Brock University, 2010). Brock's course was also chosen because it can be directly compared to the Ryerson Child and Youth Care Therapeutic Recreational Programming course. I analyzed RECL 2P00 Recreation Programming (RECL), which "uses theoretical and practical foundations towards planning, designing, promoting, implementing and evaluating recreation programs" (Brock University, 2010). The analysis helped me gain an understanding of the perspectives outdoor recreation students learn to utilize while planning and running programs. The RECL syllabus (Appendix B) and textbook "Recreation Programming: Designing and Staging Leisure Experiences (6th edition)" by Rossman and Schlatter were analyzed.

Child and youth care programs. I chose two degree programs and one diploma program as exemplars of Canadian CYC. I chose to examine a course at the University of Victoria's CYC program. This program is one of the oldest in Canada and its curriculum has been used by CYC programs across western Canada. I analyzed CYC 475 Advanced Child and Youth Care Practice with Groups (CYC 475). CYC 475 is the highest level groups course and is

the culmination of a series of practice courses. Group dynamics are important in outdoor adventure programming as group work is the general basis for many programs. The CYC 475 syllabus (Appendix C) and textbook "Group Techniques (3rd edition)" written by Corey, Corey, Callanan, and Russell were analyzed.

The Ontario Association of Child and Youth Care Counsellors (2014) website combined with the Ontario Colleges (n.d.) website provided lists of available programs. Ontario has the largest number of CYC higher education programs. Ryerson has the oldest Ontario degree program which was created eight years ago, and until two years ago was the only degree program. I chose Ryerson's CYC 302 Therapeutic Recreational Programming course (CYC 302), which is a required course for the Ryerson CYC students. This course was of interest because the description states that students learn to "assess developmental needs, plan, identify, implement and evaluate activities," (Ryerson University, 2011). The Therapeutic Recreational Programming course appeared to be a basis of how to run recreational programming for youth, which can parallel how adventure therapy leaders design and execute programs. I was also able to use it as a comparison to Brock University's Recreation Programming course in the Recreation and Leisure Studies program. I analyzed the CYC 302 syllabus (Appendix D) and two textbooks- "Time In: An Introduction to Therapeutic Activity Programming and Facilitation" and "Healing Spaces: The Therapeutic Milieu in Child and Youth Work," both written by Michael Burns.

Lastly, I analyzed Algonquin College's Child and Youth Worker Outdoor Activities 1 FAM 1070 course. Algonquin is a diploma program and its students usually go directly into practice after graduating. In this course the students not only learn to plan therapeutic activities, they also participate in a camping trip. The course outline says students learn camp skills, as

well as risk and safety skills (Algonquin College, 2014). This course was informative as it included values and theories from outdoor therapeutic activities, as well as child and youth care. However, this course did not have any required readings, and therefore only the course syllabus was analyzed (Appendix E).

Procedure

For each course, content was collected and analyzed from the data of the course's syllabus and required readings, including textbooks and articles. The textbooks and articles provided the themes and content of each course, as a course's required readings are often the main indicator of what is being taught in class and what students are learning. Syllabi outline course expectations and help provide an insight into what and how content is being taught. Syllabi illustrate what types of assignments, extra readings and practical experience students receive throughout the course.

Data Analysis

Berg and Lune's (2012) guidelines for open coding were used to discern the underlying meaning and themes of the content of the required readings and syllabi. The "*deep structural* meaning conveyed by the message" was the aim (Berg & Lune, 2012, p. 355). Open coding was used and etic themes were identified from the textbooks, articles and syllabi. Strauss' (in Berg & Lune, 2012) four guidelines were kept in mind while open coding:

1. Keep the objective in the forefront and have consistent and specific questions for the data, which I have outlined above as:
    a. Conceptions of personal change
    b. Role and purpose of the group
    c. Required interpersonal skills

2. Be detailed, specific and narrow when analyzing the data, which entailed having extensive coding and filtering down my findings
3. Write down thoughts, ideas, and theories throughout coding, as this ensures that no thought is forgotten while coding
4. Do not assume that traditional variables are relevant to the data

These four guidelines helped me focus on the data and themes throughout the content analysis.

Summary

A content analysis and open coding were performed on required readings and syllabi for two Child and Youth Care department courses at the University of Victoria and Ryerson University, for two Outdoor Adventure type department courses at Laurentian University and Brock University, and for a Child and Youth Worker department course at Algonquin College. Analyses of course content provided insight into the intersection and alignment of programs. It was assumed that the content of the courses influences the learning of students and eventually how students perform as professionals.

Chapter Four

Results

Required readings for four courses from four different programs were analyzed. The etic codes were chosen from the literature review, and the emic codes were selected after initial coding of the texts. The etic and emic codes were chosen and used as themes throughout the analysis. The etic codes for the OA and CYC programs were conceptions of personal change, role and purpose of groups, and required interpersonal skills. Two emic codes were chosen after commencing the analysis: theoretical orientation and the role of the leader. In the CYC programs, an additional emic code was ethical considerations.

Outdoor Adventure Programs

Laurentian University's Recreational to Therapeutic Adventure PHED 4447 (PHED) had 22 readings. Brock University's Recreation Programming RECL 2P00 (RECL) used Rossman and Schlatter's (2011) "Recreation Programming: Designing and Staging Leisure Experiences (6^{th} edition)". Below I discuss five themes from this literature: the recreation and leisure encounter, the role of the leader, required interpersonal skills, conceptions of personal change, and role and purpose of the group.

The recreation and leisure encounter. The subthemes of recreation and leisure encounter are therapeutic process, symbolic interactionism and outcome based programming.

Therapeutic process. Rutko and Gillespie (2013) say, "the formal practice of therapy is guided by concepts, models, and theories that direct the application of therapeutic techniques" (p. 219). The authors recognize the importance of therapeutic processes and techniques for practitioners, yet they also state that therapeutic theory in wilderness therapy literature is nearly non-existent.

In the PHED readings I identified two theoretical orientations towards therapeutic processes. First, participating in wilderness skills and challenges, such as hiking and cooking together, sharing common goals, being in a new environment, or being physically challenged can lead to a sense of community through relations with peers, staff and the natural environment, which can then perhaps lead to personal change and growth (Harper et al., 2009; Heintzman, 2009; McBride & Korell, 2005). "The pressure and emotional states that are aroused through experiences or activities in a natural environment, such as vulnerability, stress, and anxiety, are thought to open up therapeutic opportunities and create pathways to adaptive change" (Rutko & Gillespie, 2013). Therefore, wilderness and adventure are the therapeutic elements helping create change for participants.

The second school of thought does not dismiss the notion of wilderness or adventure as being an element in the change process but adds that, for a therapeutic program, there must be intention behind the activities with a therapeutic focus. Rutko and Gillespie (2013) state "in the absence of a theoretical foundation for intervention, therapists lack direction and may become more vulnerable to contributing to the exacerbation of client difficulties" (p. 22). The role and understanding of theory for the leader is a factor, which will be elaborated in sections below. As far as theory goes, the readings for the outdoor adventure programs explore symbolic interactionism and outcome-based programming.

Symbolic interactionism. In the RECL's textbook, it is suggested that symbolic interactionism is important to leaders as they attempt to understand how participants interpret and structure their individual experiences. "Programmers must understand how humans shape meaning and how that meaning shapes action" (Rossman & Schlatter, 2011, p. 33). With this knowledge and understanding, leaders can then create an "encounter," which is a situated

experience designed around normative social structures. The right amount of structure must be included where participants have co-created opportunities that come from perceived freedom, intrinsic fulfillment, and pleasure or relaxation. The various elements that must be taken into consideration when planning an "encounter" are "interacting people, physical setting, leisure objects, structure, relationships, and animation" (Rossman & Schlatter, 2011, p. 41). Symbolic interactionism enables a programmer to understand subjective meanings participants have towards objects, behaviours and events. For example, teenagers may use drugs and alcohol for the symbolic meaning (it is cool), which supersedes the risk factors.

Outcome-based programming. Outcome-based programming takes into consideration needs and desired results when designing a program, which builds on a programmer's knowledge about symbolic interactionism (Rossman & Schlatter, 2011). Symbolic interactionism and outcome-based programming provide specific considerations, such as requirements to run the program, activities used, needs of participants, and results produced. Outcome-based programming language includes targets and indicators to measure how successful programs are. Programmers must have knowledge and understanding of previous outcomes as they rely on learning from their past experiences. Recreational activities can be designed based on previous outcomes and results. RECL students learn how to develop and understand an outcome-based program, which teaches them to create an "encounter" for program participants.

The RECL course considers how the field staff can learn to navigate and utilize the theoretical stance. Meanwhile, the PHED readings have a wider variety of research articles that mention psychological approaches (Ungar et al., 2005), but tend to lack the exploration and explanation of further understanding or application of these theories and approaches by a leader. For example, Mishna (2005) explains the benefits of understanding self psychology, which relies

on an empathetic connection between people. The article concludes that listening and validating are important factors while showing empathy; however, besides a few specific case examples, the article does not go into detail about how to validate or effectively listen.

Role of the leader. The RECL textbook uses the term "programmer" throughout. Programmer refers to an individual who is in charge of developing, delivering, and training employees about programs (Rossman & Schlatter, 2011). In both courses there are times when the role of leader is directly stated and at other times is implicit. The implicit roles come about as an overlap with the theoretical theme. It is implied that leaders know how to incorporate therapeutic processes into their programming. Also, the programmers must know how to manage therapeutic moments. RECL leaders are expected to understand and know how to properly incorporate symbolic interactionism and outcome-based programming. The subthemes about the role of the leader are: development and understanding; facilitation skills; and job skills and requirements.

Development and understanding. Rossman and Schlatter (2011) make strong claims about programmers' ways of thinking, understanding, and implementing programming. The authors state, "one must understand programming concepts" (p. *x*) and have "knowledge about the phenomenology of experiencing leisure" (p. 34). The leader is taught that in order to develop and run a program, the meaning of social interactions must be understood. With that knowledge, programs can be planned based on anticipating and knowing the needs of participants and how they will move through the program. The leader must also be adaptable due to the "problematic nature of program design, planning, and operation" (p. 40). Leaders may create an encounter, but there are no set social scripts. Participants "are not bound to follow the action scenarios designed by the programmer" (p. 40). Rossman and Schlatter (2011) clearly state that leaders

are expected to be able to follow program designing procedures, which include developing goals for outcome, organizing various components such as setting and people, and lastly, planning imagined interactions and developing a plan for transitions and sequences.

PHED students learn that knowledge of psychological concepts will enhance a leader's ability to understand the participant and therefore will help in the leader's work with the youth. For example, Mishna (2005) says "self psychology ideas help staff to (1) recognize the complex factors that affect these children and adolescents; (2) understand the experiences and feelings of these children and adolescents; and (3) develop appropriate interventions" (p. 53). Also, being able to work from a strength-based perspective provides the participant with the experience that the leader has provided.

Right from the onset of a program, a leader must question whether they are designing a program and then finding participants who fit into that program description, or does the leader first have a group and then design a program that aligns with the group's needs (Rossman & Schlatter, 2011). A leader may need to perform a clinical assessment of a participant and work with the client to create a treatment plan and clinical goals (Caulkins, White, & Russell, 2006). Therefore, the leader must possess the skills to continually assess participants throughout the program.

Facilitation skills. Once all the program development is complete the leader must have the ability to run programs. An important component to outdoor adventure programs is guiding participants in debriefing an activity, which leads participants in meaning making and transferability to home life (Heintzman, 2009). Leaders are also encouraged to facilitate a debriefing around behaviours that are unsafe or problematic to be able to understand and explore any rupture the behaviour has created (Mishna, 2005). One study's participants reported that the

lack of debriefing detracted from their overall sense of community with their group (Breunig, O'Connell, Todd, Anderson, & Young, 2010). A leader must know what is appropriate for their group, how much intervention, how much physical challenge, and how much perceived risk there will be.

Leaders have the responsibility throughout the program to recognize their own individual needs and feelings. Leaders must be able to recognize and manage counter transferences that arise, especially when leaders feel they need to be emotionally available for participants, which can add stress (McBride & Korell, 2005). Leaders presenting as role models, is important throughout the program in order for participants to witness and be a part of positive social interactions (Russell, 2006).

Rossman and Schlatter (2011) say that programmers might be in charge of training employees and in that case the programmer, as the leader, must role model the service that staff will deliver to participants. Training with role-playing is encouraged, along with ongoing supervision. In the case of the RECL students, the programmer is also expected to be an entrepreneur with the ability to market the activities that he/she is providing and have the qualities of a business person, providing fast, friendly, and effective service.

Job skills and requirements. Leaders must possess technical skills that are specific to their job, whether that means the leader is proficient in wilderness camping or dog sledding, for example (Rossman & Schlatter, 2011; Bryson, Feinstein, Spavor, & Kidd, 2013). Employers hire staff that meet the job requirements, as well as align with their agency's values and goals. "Staff members who can fulfill the agency's goals and objectives and deliver program services consistent with the agency's programming philosophy need to be hired" (Rossman & Schlatter,

2011, p. 327). Therefore, technical skills are important; however, also listed as important is the employee's decision-making process.

Decision-making is another particularly important skill when handling aggressive behaviour. Aggressive behaviour can emerge during outdoor adventure programming, and a leader who has "prosocial skills training, social competence training, interpersonal skills training, cognitive behavior instruction, and behavior modeling or modification techniques," (Russell, 2006, p. 187) is a major asset to be able to address and explore these behaviours. These skills and training can help de-escalate potentially dangerous situations. Without de-escalating the situation, physical and emotional risk among participants increases.

Interpersonal skills. Throughout the outdoor program courses, various interpersonal skills were mentioned directly, such as empathy, listening, and validating. However, just as in the theme of the role of the leader, there were a number of skills that were implicit, such as the ability to co-create an experience and empower participants, based on trust (Ungar et al., 2005). These implicit interpersonal skills would include the ability to listen, understand and show respect to the participant and the group as a whole.

Implicit facilitation skills. Implicit skills are topics mentioned by the authors, but with no explanation on how to develop the skill. Rossman and Schlatter (2011) claim that "in designing and staging encounters, the programmer directs and facilitates a participant's interactions" (p. 1). Therefore, it is assumed that the leader has facilitation skills, to facilitate an interaction and then co-create an experience with a participant, which entails more than a simple understanding of what a social interaction involves. The authors imply that the leaders must also have social skills. Leaders are also expected to be role models for participants, provide feedback, have competence and present a formal curriculum (McKenzie, 2003).

Participant and staff relationships are "important in setting the tone for self-exploration and creating a safe space for skill and leadership development" (Ungar et al., 2005, p. 328). Creating a safe space stems from a leader's interpersonal skills. Therefore, the authors are implying that the leader has interpersonal skills and relationship building skills. In Ungar et al.'s (2005) study of a wilderness adventure, participants felt the relationship was "egalitarian and based on mutual trust" (p. 328). Trust is an important interpersonal skill for leaders, and in the same article the authors talk about how participants benefited from the respect and equality in their relationships to the staff team and the staff's on-going support. Being able to provide emotional safety to participants is important. In McBride and Korell (2005), the question remains, what skills do the leaders need to promote egalitarian and emotional safety?

Explicit facilitation skills. Empathy is crucial for individual and group therapeutic relationships (McBride & Korell, 2005; Mishna, 2005; Mishna, Michalski, & Cummings, 2002). Empathy can be fostered with skills such as, "mirroring, which consists of loving admiration and validation; idealizing, which comprises reassurance, calming, and strength of another on which one can rely; and alter-ego or twinship, which involves a sense of essential likeness with others" (Mishna, 2005, p. 55). The ability to provide empathic responses to participants is crucial when a leader is creating experiences that may place participants in vulnerable, stressful and anxiety-ridden states. "According to self-psychology, a pervasive lack of empathic responses can lead to a weakened and vulnerable self, whereas the experience of being understood and accepted can strengthen the self" (Mishna, 2005, p. 56). When in a vulnerable state, people want to feel affirmed and connected and that can happen through listening and reflecting skills.

Other articles in PHED mention general "'soft skills' (relationship-building capacities) necessary to build group dynamics, motivate and teach communication" (Ungar et al., 2005). As

previously mentioned, other assets are communication skills, creativity, and being well organized. Another valuable interpersonal skill is "time and patience, which reduces the need to (b) force issues, which (c) restructures the client–leader relationship, and supports increased (d) nurturing and empathy shown by the wilderness therapists and leaders" (Harper et al., 2009).

Rossman and Schlatter (2011) explore a programmer's skills based on an outcome-based "model of customer service performance" (p. 221). The model includes:

1. Friendliness and courteousness
2. Tangibles met (keeping the space neat and comfortable)
3. Reliability (meeting stated expectations)
4. Responsiveness (responding to guest's needs)
5. Empathy (understanding needs)
6. Competency
7. Credibility and confidence
8. Recoverability (from mistakes)
9. Effective communication
10. Security (meeting emotional, physical and safety needs)
11. Managing critical incidents

Creativity is another skill that is an asset to a leader. Creativity can be utilized particularly during the developing and planning of a program, especially when there are barriers that arise (Rossman & Schlatter, 2011). For example if there is a limitation in a physical setting, perhaps there is not enough space for the group, creative thinkers can often come up with solutions. Other factors and skills that leaders often need to possess include knowledge and ability to manage "risk, feasibility of implementation, budget constraints" (p. 219) as well as

"precautions to ensure the physical safety" of participants, "laying groundwork and inviting" the participants, and general duties such as logistics in preparing a trip (McBride & Korell, 2005). A leader needs to be able to design and produce the "right balance between the amount of risk and the level of competence" (Ungar et al., 2005, p. 324).

Conceptions of personal change. Conceptions of personal change are important for leaders to know and understand when running a program. In the OA programs, the students learn that personal change occurs through an individual's state of mind and experience, as well as through making meaning of events.

Participant decision. Rossman and Schlatter (2011) say that "leisure is a state of mind most likely experienced when participants enter freely-chosen programs that enable them to achieve realistic personal goals by consciously directing interaction in a social occasion" (p. 6). Programmers can set up their "staged" encounters; however, they cannot guarantee that a participant will encounter a leisure experience. The participant's experience with the encounter will be based on past and current encounters and experiences, as well as how the participant experiences the encounter through the various interactions that occur with themselves, others and objects that are present. Leisure encounters involve social interactions that are experienced by "perceived freedom, intrinsic satisfaction, and opportunities to experience a positive affect" (Rossman & Schlatter, 2011, p.19). Participants who experience leisure through intrinsic motivation are prone to "developing competence, self-expression, self-development, or self-realization" (Rossman & Schlatter, 2011, p. 10).

Processing and ordering. Participants process their experiences throughout activities, and "ordering" is a participant's transference of learning. "Processing and ordering in one's consciousness" is important for a participant to fully experience an encounter (Rossman &

Schlatter, 2011, p. 10). Participants will internally process and interpret encounters based on their past and current understanding and thoughts, and they will behave in accordance with their interpretations of the encounter, which may then create new meanings or experiences. Leaders must know how to navigate participants' experiences, provide the experience of the encounter, and allow for time for enjoyment to occur. The leader's ability to engage and enhance encounters, including intervening at appropriate moments, could improve a participant's experience.

Articles in the PHED course teach students how to recognize the importance of "self-reflection" and "personal awareness" in personal change (Rutko & Gillespie, 2013). Personal confidence can be enhanced by the right amount of risk and activities designed at participants' skill levels (Bryson et al., 2013). Adventure activities can induce anxiety and vulnerability among participants. Providing a safe space for therapeutic conversations with processing and ordering for participants can produce personal change (Rutko & Gillespie, 2013). Adventure activities challenge participants to be physically active, take risks, immerse in nature, and be away from everyday stressors particularly in urban centers.

> "Repetition of these experiences may lead to greater community awareness, which leads back to increased choices, further challenges/experiences, the possibility of commitment to attitudinal and behavioral change, and ultimately to spiritual growth through greater commitment to an awareness of community and the interrelationships among larger environmental systems." (Heintzman, 2009, p. 75)

A sense of belonging is important to personal change as well, which leads into the final theme, the purpose of a group.

Role and purpose of the group. Group work is the basis for many outdoor adventure programs (Mishna et al., 2002). While analyzing the outdoor program courses, two subthemes were identified under the purpose of group etic code. The subthemes were social interactions and sense of community.

Social interactions. Social interactions connect back to the theme of theory and the role of the leader. Social interactions occur throughout group experiences and are predominant in Rossman and Schlatter's (2011) textbook. RECL students are taught how to stage a leisure experience. In group settings, peer-to-peer and peer-to-leader interactions occur naturally, although a designed group session will be most beneficial to participants' leisure experiences (Breunig et al., 2010). Participants' desired goals and outcomes occur through group work, which is based on social interactions and relationships. PHED students learn that "utilization of the group is considered to be a primary element in adventure programs" (Mishna et al., 2002, p. 158). This is enhanced by the following week's readings that looked at research, which "suggested that interacting with other group members, working as a group, and instructors as role models are the course components that lead to the greatest increases in interpersonal skills" (McKenzie, 2003, p. 15). Group work is important to adventure therapy programs because being in a group helps participants learn to interact with peers and leaders.

Sense of community. The sense of community subtheme stems from the social interactions theme and was predominantly found in the PHED course. "A primary purpose of many outdoor pursuits programs is the development of positive interpersonal relationships and group experiences that lead to enhanced sense of community" (Breunig et al., 2010, p. 552). Social interactions occur through group experiences, and if the interactions are positive, a sense of community can emerge from being a part of a group. Positive social interactions occur,

through the leader's ability to stage interactions, and also through common group goals, for example, to hike to a certain location to camp or cook dinner. Wilderness activities naturally encourage participation and group work to achieve common goals. Sense of community does not simply occur just by being in a group with common goals, but also entails facilitation from the group leader. Breunig et al.'s, (2010) study on "Perceived Sense of Community" shows that pre and post trip activities can augment the sense of community and cohesion among group members. When leaders facilitate a group check in or debriefing where participants feel safe sharing personal stories, this can foster emotional connection and cohesiveness and increase the sense of community. Feeling a sense of group membership is also important for a sense of community. Membership "is made up of five key attributes: emotional safety, boundaries, common symbol systems, personal investment, and sense of belonging" (Breunig et al., 2010, p. 554).

Child and Youth Care

The University of Victoria's CYC 475 Advanced Child and Youth Care Practice with Groups (CYC 475) uses the textbook "Group Techniques (3rd edition)" written by Corey, Corey, Callanan, and Russell. Ryerson's CYC 302 Therapeutic Recreational Programming (CYC 302) course has six articles as part of their required reading and two textbooks – "Time In: An Introduction to Therapeutic Activity Programming and Facilitation" and "Healing Spaces: The Therapeutic Milieu in Child and Youth Work," which are both written by Michael Burns. The themes evident throughout the readings include: theoretical reflection as an orientation to the work, role of the leader, required interpersonal skills, conceptions of personal change, role and purpose of groups, and ethical considerations.

Theoretical reflection as an orientation to the work. The theme of theoretical reflection and orientation were present throughout the readings. The authors provide opportunities for students to gain a sense of their own theoretical values and orientations and encourage leaders to continually challenge those thoughts and beliefs.

CYC 302 explains the orientation toward which leaders should be viewing their work with children, that is, a child-centered approach, where one works to "empower children not 'treat' them" (Burns, 2013, p. 14). Burns (2013) orientates the reader to the difference between feelings, emotions and sensations. Sensations, otherwise known as sensory experiences, are important to child learning. Sensations are interpreted through how our body physically feels. Emotions are how we cognitively interpret sensory experiences. Feelings are important as they often guide children in how to act and respond to situations. Individuals who have experienced toxic stress, such as abuse, will have stored different memories in their bodies and will react to current situations differently than those who have not experienced any sort of trauma in their lives. Exploring sensations and emotions with children will differ from child to child and will be important in how we work with the child. "Children have a much better appreciation of their feelings and have much more potential for using feelings as a means to attain homeostasis–balance" (Burns, 2013, p. 220).

Attaining homeostasis can be imperative in the lives of youth who constantly experience change and transitions in their lives, perhaps through entering and leaving foster placements or adventure programs. Change "'is the basis of both growth and destruction and thus it can be either a resource or a problem, depending upon the impact it has on the individual and on the rest of the system'" (Dilts, in Smart, 2006, p. 33). Learning to work within a therapeutic process may be crucial during times of change and transitions for youth. Other change and transitions that

may occur are the ending of a therapeutic relationship, or any relationship with a youth, which is explored by CYC 302 students in Bremby and Ericson's (1999) article.

Leaders' theoretical orientations. Leaders' theoretical orientations will determine how they respond and what techniques they use throughout group discussions (Corey et al., 2004). Theoretical orientations are not static, but are in constant flux, which are honed when leaders challenge and rethink their personal experiences and opinions. Who the leader is "as a person" will also have an impact on how he/she chooses to respond to group discussions (Corey et al., 2004, p. 4). For example, an outgoing and animated leader will respond differently to a question than a less animated and mellower leader. Leaders who can speak to their reactions to group situations, such as resistance, can provide understanding of participants' current experiences. Leaders' personal qualities often outweigh techniques, as "whatever personal dimension you draw from, it is critical to remember that in many ways the person you are is your best therapeutic instrument" (Corey et al., 2004, p. 25).

Leaders are encouraged to use current techniques and to adapt them to their personalities, and also to meet the group's needs. "Techniques are no better than the person using them and are no good at all if they are not sensitively adapted to the particular client and context" (Corey et al., 2004, p. 13). Corey et al. (2004) explores the "thinking, feeling, and behaving dimensions of human experience" (p. 7) as a conceptual framework when working with a group. Leaders are encouraged to "assist" and "help" participants explore past and current thoughts and feelings, and how they have behaved based on their thinking and feeling. The role of the leader was explored as a subsequent theme. In terms of theoretical orientation, it is important to recognize that their personalities and reactions are important to the group process.

Leaders are encouraged to use their techniques and adaptability to go with the flow of what the group is presenting, instead of pushing their personal agendas (Corey et al., 2004). For example, if the group is presenting resistance, then leaders are encouraged to make the resistance explicit. Pressing forward to get through a planned activity or bringing energy to a group versus addressing what is happening in the present moment is an important difference. Leaders are encouraged to respectfully describe what they are witnessing within the group, to encourage reflection among participants as well as processing what is going on for participants in the moment. Using the group as a resource is encouraged; leaders do not need to always have the "right" answer or technique.

Therapeutic milieu. The therapeutic milieu is the overall theme of Burns' (2006) "Healing Spaces" textbook, written for Child and Youth Workers (CYW), who often work and interact with children and youth in institutional-type settings 24-hours a day. The therapeutic milieu was designed to create a safe space for youth who are in care and not living in a "functional family unit" (p.1). The therapeutic milieu helps aid the CYW to create an emotionally safe transition and environment while a youth is in care. Burns guides the CYW through steps in creating a healthy therapeutic environment, in hopes that the youth will feel empowered instead of disempowered which often happens during institutionalization. The therapeutic milieu focuses on "physical, emotional, social, cultural, and ideological" milieus (Burns, 2006, p. 2). These five milieus are expanded in hopes that the CYW can adapt their settings and create a safe place to assist the "child or youth to grow, develop or learn" (Burns, 2006, pg. 1).

Role of the leader. The role of the leader throughout the CYC readings is fairly explicit with leader expectations being an overall general theme. Certain excerpts contain a sense of

necessity and often have words such as, “need,” “imperative,” “should,” or “important,” and these excerpts are subthemed skill expectations. This subtheme does not mean that the leaders will cease learning or enhancing their knowledge and skills, but that the authors state these skills are important for leaders to attain to do their jobs well and, at times, ethically. Skill enhancement is another subtheme which arose through words like “rethink,” “learn,” or “continue,” with a tone that these skills should be continually pondered and developed.

Skill expectations. Corey et al. (2004)’s textbook is written for leaders running therapeutic and psychoeducational groups, and for this reason the authors state that “leaders should have had academic training in a discipline related to human behavior, in-depth personal therapy or a self-exploration experience, and extensive supervised group work” (p. 29). Knowledge of a certain topic, such as stress management, is particularly important for psychoeducational groups, which are therapeutic and educational. Burns (2013) agrees that leaders working with complex individuals “require a solid knowledge of typical and atypical human development” (p. 15). Leaders will also benefit from understanding how and why groups form and develop. There are different theoretical stages of change for individuals and groups and having an understanding of those changes is beneficial. CYC 302 students also read an article by Smart (2006) who writes specifically of times of transition and says, “it is vitally important that as child and youth care practitioners we understand not only the stages of life where one would expect transition but understand the mechanics of transitional adjustment in order that we can intervene with youth” (p. 34). The need to be a trained professional when working with individuals with complex needs is imperative in the eyes of the Child and Youth Care practitioner.

Planning and preparation seem to be an important skill for leaders to possess, which includes knowing about the individuals in one's group, keeping in mind the purpose of the group and being able to adapt the plan and techniques throughout the group. Leaders employ techniques, and it is important for leaders to learn and adapt techniques suitable to their personalities. Techniques must be able to incorporate the leader's theoretical orientation, which was previously explored, for example, employing a technique that integrates a participant's emotions, or using an unplanned technique to work through a conflict that arises within a group. A group is most successful when a leader uses techniques to help participants consolidate their learning and transfer participants' learning to their everyday knowledge and environment (Corey et al., 2004).

Leaders must be able to intake participants based on their fit for the group, and then be able to form therapeutic relationships with those participants, while running activities and being cognizant of group energy and interactions. Lastly, the leader is "responsible for the level of safety and emotional wellbeing of each group member" (Burns, 2013, p. 15). Albeit all of these are important, building a strong rapport and relationship with participants is imperative in child and youth work. "The ultimate goal of all therapeutic activity programming is about interacting with children, youth, and young adults in a fashion that allows them to find their own rhythm, their point of balance, and their natural point of performance" (Burns, 2013, p. 16). Relationship building can be linked to intervention strategies, which are explored by Mann-Feder and Garfat (2006).

Other required skills for leaders include being able to create a safe environment for participants to achieve their goals, which may include adapting the environment to be an appropriate therapeutic milieu.

Skill enhancement. The literature on skill enhancement is based on knowing who you are as a person, which includes learning and knowing your values and your own history, including emotional experiences and any cultural biases (Burns, 2006; Corey et al., 2004; Mann-Feder & Garfat, 2006). Leaders must learn how to work within the confines of their experiences when emotional circumstances arise during their work. Unresolved emotions can create countertransference reactions. Leaders are encouraged to trust themselves, to be self-aware, and to "pay attention" to themselves before, during and after running a group (Corey et al, 2004, p. 25). Recommendations for working through one's own emotions include journaling or seeking professional consultation.

Consultation can include asking for feedback from supervisors and coworkers, as well as participants (Burns, 2006). Leaders "should have a sound knowledge of their individual strengths and weaknesses and an awareness of their behaviour patterns and behavioural strategies" (Burns, 2013, p. 119). Leaders who talk through their experiences have time to rethink their approaches. Leaders are encouraged to have a sound understanding of theory, and Corey et al. (2004) "emphasize the importance of continually rethinking our theoretical orientations" (p. 18). An approach a leader must consider includes disclosing personal emotions and experiences. Disclosures must be relevant and have the participant's best interest in mind. Overall general skills and abilities, such as communication skills, are expected to be continually "refined" and "improved" to enhance optimal care.

Leaders will best flourish if they are able to assess, use or question the group's energy (Corey et al., 2004). Using a nonjudgmental tone and vocabulary, the leader can express what he notices amongst the group, which may help participants understand their experiences. It is important for a group leader to take into consideration any concerns that arise amongst

participants, for example, a leader may want to bring up concerns of mistrust or disrespect that are present in the group. When talking to a group, the leader may need to "use tentative language," "use simple language," and "encourage verbalization" (Corey et al., 2004, p. 14). Techniques are best used when adapted to the group, although consideration should be made when using techniques. "It is a mistake to suppose that the mere possession of a relevant academic degree and a license guarantees that you are qualified for using any and all techniques" (Corey et al., 2004, p. 29). Experience and training are also important to know what techniques you can ethically use.

Leaders must be able to consider how to use techniques to consolidate learning for participants to maximize their growth and change (Corey et al., 2004). This may entail considering the group process, how to broach certain topics, such as participant anxiety, or how to terminate a group. Leaders must consider their position of power and how they will call upon or confront group participants.

Leaders need to read the group and perhaps adjust activities and techniques, as not all participants will engage in all activities to the same extent, depending on their enjoyment of the activity (Corey et al., 2004). Co-creating experiences with group members is important. The role and purpose of the group is essential to consider when working with a group. For example, if cognitive development is a group goal, then more intellectual activities will be introduced by the leader, while keeping in mind the group's abilities and responses to the activity.

Physical contact with participants is important for a leader to consider as some participants, for example, people under stress, tend to need physical touch (Burns, 2013). The leader must navigate ways to broach the subject of physical contact with participants and to teach appropriate and inappropriate physical contact. There will be various ways the leader will

address various topics and run activities. Personality and leadership style will come into play in these situations. Burns (2013) explores three leadership styles, "authoritarian, democratic, and laissez-faire" (p. 99), which are all beneficial at some point in a leader's work with a group. Being able to work from these three leadership styles is valuable when trying to build relationships and rapport with a group.

Interpersonal skills. Interpersonal skills were explicit amongst the child and youth care courses. The interpersonal skill excerpts were split into two categories, relationships and programming. The two areas overlap significantly, as relationship building happens simultaneously to programming, and certain skills, such as communication, are required for both categories. For the purpose of this study, relationships are considered to be any skills that are helpful for leaders to work from a child-centred approach to build a therapeutic relationship to allow space for change and growth amongst participants. The subtheme programming refers to interpersonal skills required to successfully run a therapeutic or psychoeducational program.

Relationships. As explored under the theme of the role of the leader, relationship building is imperative to the therapeutic process. Throughout the CYC readings, students learn what skills they must possess in order to best build a relationship with a participant. According to Burns (2006), a leader "will need to remain loyal and true," (p. 84) to participants, the group, the organization, and professional standards. Besides loyalty and honesty, a leader "must have a positive attitude, be dependable, and responsible" (Burns, 2013, p. 102). Genuineness is another important quality, which arises from being self-aware. Corey et al. (2004) echoes this thought saying, "the single most important element in becoming a competent group leader is your way of being in a group," which involves being "fully present" and "authentic" (p. 164). A genuine leader can create a safe space for participants to be genuine and take risks.

Leaders are encouraged to use their personalities in the therapeutic process, which resonates with being authentic. Examples of positive personality traits include wit, playfulness, humour and supportiveness which, when used appropriately, can build relationships and facilitate a group (Corey et al., 2004). Genuineness can also lead to an invitational stance, which is said to be important in showing respect to participants and allowing room for growth. Leaders are also said to "need intelligence, wisdom, and above all, a concerned attentiveness to your relationship with your clients" (Corey et al., 2004, p. 5). Leaders are encouraged to be skilled observers, recognizing how a relationship is developing.

> The therapist who pays attention to the leader/client relationship develops a sixth sense that makes it possible to gauge the course of therapy and to judge the optimum time for gently pushing clients into areas previously feared. This skill is above and beyond technique. To some degree it is a part of the therapist's makeup, but it can be refined through training and supervision. (Corey et al., 2004, p. 5)

A leader's personality is an important consideration as a basis for development of interpersonal skills. Leaders are encouraged to continually assess and develop their skills.

Programming. There are many skills that are important when facilitating a program. For instance, leaders are expected to be organized with set plans and techniques ready to facilitate; however, flexibility is also imperative, as those plans may need to be changed to better suit the needs of the group (Burns, 2006). Intuition, spontaneity and creativity are also assets when facilitating, especially in terms of understanding the presented needs of the group and adjusting to the group in the present moment.

Both CYC courses have students read and learn about required therapeutic skills and processes. Leaders are expected to be able to create a safe space for participants to be reflective

and open (Burns, 2006; Corey et al., 2004). Therapeutic techniques include the exploration of participants' polarities, providing participants with feedback, and consolidation and transference of participants' learning. "Modeling, encouraging, and teaching," are techniques and skills leaders can use that will aid participants to learn how to appropriately express their emotions (Burns, 2006, p. 46). Burns (2006) and Corey et al. (2004) encourage the leader to explore experiences from the "past, present, and future" (p. 44; p.19) as this technique will help participants understand their pasts, as well as how to continue to express their emotions.

Lastly, leaders must be effective communicators. Communication is touched upon throughout the readings and is beneficial to programming as well as relationship building. Leaders need to know when participants require direct or non-direct requests from them while participating in activities (Corey et al., 2004). Which style of communication to use will vary with participants and groups.

Conceptions of personal change. The theme of conceptions of personal change was quite explicit throughout the CYC readings. Leaders seem to play major roles in facilitating experiences of personal change for participants, whether through facilitating an activity or consolidation and transference of learning. Three emic subthemes were: relationships, play, and other therapeutic skills.

Relationships. Relationships are important for human change. "We are born in relationship, we develop in relationship, and we realize our self-worth in relationship" (Burns, 2013, p. 73). Corey et al. (2004) argues "much of the opportunity for significant change is based on the member's relationship with the group leader" (p. 5). Positive relational experiences are mostly based on the leader's ability to role model relational skills. Relationships based on trust and acceptance are important for the therapeutic process where change can occur. Leaders are

encouraged to develop "belonging, advocacy, risk management, support and encouragement, empowerment, uniqueness, productivity," in their relationships with participants (Burns, 2013, p. 124). Leaders are the catalysts for creating relationships with and amongst participants.

Relationships with the natural world can also be healing. When participants take part in gardening for example, that is the full process of "preparing the soil, planting the seeds, watering and weeding the small plants, nourishing them to maturity, and harvesting them, they experience their life in harmony with their environment" (Burns, 2013, p. 41).

Play. Structured and unstructured play as a means to personal change is explored in Burn's "Time In" textbook. Play is instinctive; however, children who have experienced trauma may have to learn how to play. Play can "encourage cooperation, stress healthy and constructive interaction, and emphasize appropriate social awareness and norms" (Burns, 2013, p. 98). Leaders can use play as a means of teaching, for example, a participant can learn a new skill, or learn something new about themselves. Play can also be used to readjust a group's energy or social situations, and help participants adjust their moods. Play can help participants "relax, feel safe, and be themselves" (Burns, 2013, p. 25).

Play can be structured or unstructured, and the leader must have an understanding of developmental stages in terms of solitary play, parallel play, associative play, and cooperative play (Burns, 2013). Everyone develops at different stages, and certain people may not reach all the stages, for instance, individuals with autism may never reach the cooperative play stage. Therefore, although unstructured play requires little facilitation, there must still be a purpose to the play, the process is important in these instances. Structured play "assist(s) a child to heal psychological wounding" (p. 27).

Burns (2013) explores a number of games and activities that can be used with children and youth. The games and activities vary by purpose and include games that promote group development or socialization, encourage relaxation to regain equilibrium, or heighten sensory experiences.

Other therapeutic skills. The conception of personal change occurs when participants feel safe enough in a setting to be vulnerable, and speak to their feelings, their thoughts and actions of past and present (Corey et al., 2004). CYC practitioners are taught to guide participants to recognize how their current thought patterns affect their actions through the exploration of past experiences and beliefs. Burns (2013) explains that the body stores traumatic memories, and if leaders can teach participants "to relax and slow down feelings, thoughts, and behaviours, they can be taught to use their internal voice to speak to themselves in an affirming and supportive manner" (p. 231). Burns (2013) provides theories and methods behind relaxation type activities, such as guided fantasies, for the leader to facilitate.

Burns (2006) argues that participants should have input on the physical milieu, as it can have a "profound effect on the child's psychological, emotional, social, and intellectual development" (p. 10). Participants must feel safe to share and express thoughts and feelings. Again this comes back to the leader creating the safe space, by addressing concerns and role modeling.

Role and purpose of the group. The role and purpose of the group is not explored in great detail in the child and youth care courses. Types of groups are explained in the textbook "Group Techniques" (Corey et al., 2004), but primarily the focus is on the leader and how to create a safe group experience. One subtheme is identified, which explores therapeutic processes for a group experience.

Therapeutic processes. Group members generally have similar concerns and face similar experiences in life and show empathy and understanding for other group members. Therefore, acceptance and support can appear naturally amongst group members. Group interactions can lead to "self-awareness, self-exploration, and self-responsibility" (Burns, 2013, p. 410). Participants can provide insight to other members, leading to new ways of thinking and behaving, which can be practiced within the group setting. For example, cultural differences may emerge and participants will then be provided an opportunity to learn and understand about new ways of being and in turn can practice showing respect to all group members. Group experiences can be dynamic and individuals' patterns emerge, which leaders can help identify and use as a basis for change (Corey et al., 2004). Lastly, group experiences can provide leadership opportunities for participants.

Ethical considerations. Ethical considerations was identified as a theme throughout the readings for both CYC courses, with the addition of Corey et al.'s (2004) Appendix A - "Association for Specialists in Group Work (ASGW) 'Best Practice Guidelines'" (p. 187). Ethical considerations can be broken down into four subthemes: diversity, leader self-location, confidentiality and voluntary participation.

Diversity. Both CYC courses explored the topic of diversity, which is important because leaders who are not culturally aware can alienate a participant from the group, which will hinder the participant's therapeutic process (Corey et al., 2004). Ethical practice enables leaders to adapt techniques, which respect various cultural or spiritual contexts. Leaders "must be well trained in cultural and ethnic diversity" (Burns, 2013, p. 15). For cultural safety to be present, leaders must have an understanding of their cultural prejudices and biases with an exploration into their own cultural histories.

Leader self-location. A leader's self-location overlaps with the theme the role of the leader, and this section touches on the ethical considerations that were explicitly mentioned throughout the readings. A sound understanding of your self-location is important as "ethical behavior cannot be separated from the person that you are" (Corey et al., 2004, p. 25). Ethical practice involves continually assessing your practice, including how a leader's personal life is affecting practice. It is important for leaders to constantly monitor their limitations to practice, including training, knowledge, and ability. "Perhaps the most basic ethical issue pertaining to the use of group techniques is the level of competence achieved by the group leader" (Corey et al., 2004, p. 37). This includes competence in supporting a participant through emotional or behavioural experiences that arise in the group.

Confidentiality. Confidentiality is imperative in therapeutic settings. The leader should explain limits of confidentiality, which are not expanded on in the course readings (Corey et al., 2004). Within groups, confidentiality also needs to be explained clearly, including the importance of group members keeping information they have acquired confidential and the ease that confidentiality can be broken.

Voluntary participation. When a leader presents a technique, the participant has the choice to refuse to participate, and ethically the leader should accept the participant's decision, along with negating any pressure that peers are placing on the participant for opting out (Corey et al., 2004). Leaders must be particularly aware of their power and that coercing a disclosure is particularly unethical as a practitioner. Leaders may also need to make an ethical decision about possible termination of participants in the group. Possibilities for termination vary, and it is important to keep assessing a participant's progress within a group and whether a participant is hindering any other individual's experience. Burns (2006) lists areas where a leader needs to

stay “loyal and true” (p. 84) including to individuals, the group, the agency, along with the CYC professional guidelines and ethics, and lastly his/her own values. Multiple loyalties can be difficult to balance and navigate and can be a major ethical consideration.

Syllabi

The syllabi were examined to learn about the purpose and pedagogy of the courses. The syllabi explained objectives, course format and design. RECL students are introduced to “theoretical and practical foundations for planning and supervision of recreation programs and services” (Appendix B). The students attend “camp,” which is a weekend away, and as well, the students follow the planning, designing, implementation and evaluation process while creating their own recreation experience. The PHED program is “designed to challenge students to refine their personal perspective, beliefs and philosophies of outdoor adventure” (Appendix A). Students learn experientially; however, besides a campfire mid-term and a closing circle, it is not clear in the syllabus what the experiential activities are or where they are facilitated.

CYC 302 “provides students with the skills and knowledge necessary to be able to assess developmental needs for leisure, recreation and physical activity and to incorporate those into the child’s daily life” (Appendix D). This course focuses on a child’s “physical, emotional, cultural and social needs” and requires students to learn and perform a “self-assessment to enhance professional expertise.” Students participate in labs, and design and implement a therapeutic activity. CYC 475 “focuses on the development of skills required for child and youth care practice with groups” (Appendix C). Students learn experientially while designing and executing a group.

Algonquin College’s FAM 1070 Outdoor Activities 1 students learn to “plan and implement outdoor recreational and therapeutic activities as a means to achieve goals, and

encourage values related to healthy lifestyles and development" (Appendix E). Students participate in a camping trip and are required to demonstrate camping and safety skills, and environmental sustainability to pass the course, along with designing and facilitating a program that "promotes positive change."

Summary

The OA and CYC courses have many similarities in theory; however, the content and means of teaching differ throughout the courses. The RECL course uses an outcomes-based model textbook, which can tell leaders exactly how to set up an "encounter," based on the research. The PHED course uses a wide variety of resources, which could provide a rich in-class discussion due to the variety of topics and theories and findings accounted by various authors. Many of the articles were research articles, which allude to the importance of certain ways of practicing. However, both of these courses lack depth in the readings regarding learning about the skills that are said to be important.

The CYC 302 course has numerous readings including two textbooks and six articles, which provide depth in the textbooks and a variety of theories in the articles. By comparison, CYC 475 students read one textbook, which lays out details of skills for the student to learn and practice through the course's role plays. Lastly, the FAM 1070 course lacks readings and therefore does not have content to analyze, although the course is heavy on practice experience evidenced through their camping trip.

Throughout the course readings and syllabi a number of implications for practice arise. Firstly, how the courses are taught is important and warrants further study. All the courses provide experiential learning for students, where skills may be taught and practiced. CYC 475 students take part in role plays where they are expected to give and receive feedback to fellow

students on their interpersonal skills and group management. Role play is one example of the explicit learning of interpersonal skills for CYC students, and an area for growth for OA courses. OA students read that certain skills such as validating and mirroring may be required; however, there is no guidance or explanation on how to perform such skills.

Risk management is an important area of concern according to the literature. The OA and CYC readings evidence the importance of interpersonal skills and theoretical knowledge and frameworks when working with youth with complex needs. One way to continue successful outdoor programs may be to incorporate more relation to the natural world. Relationships are a key factor in CYC work, and our connection to nature is not heavily explored. If programs focus on the connection to nature as a means to healing, the risk in adventure programming would be reduced.

Lastly, ethics is a predominant topic in the CYC field, which seems to be lacking in the OA literature. CYC students learn to practice within their realm of knowledge and abilities. This can mean, for example, not encouraging a youth to open up about past trauma when the CYC or OA professional is unable to manage any emotions or behaviours that may exude from the conversation. Ethical considerations can also include learning about cultural competence and how to create a safe space for youth. Ethical considerations are important when working with youth.

Chapter Five

Discussion

The main goals of this study were to examine the intersection and alignment of the content of two Outdoor Adventure programs and three Child and Youth Care programs, and to provide insight on how to enhance education and knowledge for outdoor adventure front-line workers. The results of this study show many similarities in themes across the OA and CYC courses. Etic codes were: conceptions of personal change; role and purpose of groups; and required interpersonal skills. Emic codes from both programs were theoretical frameworks and the role of the leader. Lastly, ethical considerations were an emic code from the CYC readings. Codes were identified and used as themes which allowed for an exploration on OA and CYC program enhancements.

Similarities and Focus of Topic in OA and CYC Programs

An analysis of the OA and CYC programs show that there are many similar topics in the two programs. A difference between the two programs is the focus within each topic. Table 1 shows a list of the similar topics of learning that OA and CYC programs have in common, as well as the focuses of each program.

Table 1

Similarities and Focus of Topics in OA and CYC

Similar Topics	Focus in OA	Focus in CYC
Experiential learning	"Camps"; campfire	"Camps"; role play; labs designing/implementing therapeutic activity
Theoretical orientation	Symbolic interactionism; outcome-based programming	Monitor personal orientation; personal work; understanding of personal past; meaning making
"Staging" encounters	Physical; social	Physical; social; ideological emotional; cultural
Psychological understanding	Social interactions to apply "risk"	Human development
Empathy	Mirroring; validating; time; patience; friendliness; courteousness; competency; recoverability	Effective communication; mirroring; validating; time; patience
Safety/ Processing events	Physical safety	Safe space for vulnerability; relationships
Relationships	Importance of relationships	Skills and understanding of being in a relationship as a leader
Benefits of group work	Sense of community; personal growth; social skills	Social skills; self awareness; self exploration; self responsibility
Ethical considerations	Personal code of ethics; professional definition	Diversity; leader self-location; confidentiality; voluntary participation

Child and Youth Care Programs

Table 2 takes into consideration focuses from the outdoor adventure programs and shows where the child and youth care programs can be enhanced.

Table 2

Suggested Enhancements for the CYC program by Theme

Themes and Topics	Topics and Skills to Cover
Leader's theoretical orientation & therapeutic tools	Explore the benefits of a relationship to the natural environment; Wilderness "camp"
Role of the leader	Learn, practice, and receive feedback on facilitating adventure activities and particularly the transference of learning; CYC practitioners may be supervisors/trainers, explore what that entails; Technical skills
Interpersonal skills	Friendliness; courteousness; competency; recoverability
Conceptions of personal change	Learn how to run activities with the right amount of risk, designed for group or individual skill levels; Explore how adventure activities allow for participants to be physically active, take risks, immerse in nature, while away from urban stressors
Role and purpose of group	Learn about sense of community that arises during physical challenges and common goals

Child and youth care programs can enhance the education of their students through learning about outdoor adventure activities and relationships to the natural environment. CYC programs use experiential education through role playing and designing and implementing therapeutic activities. CYC programs can enhance their programs if part of the course had an outdoor experiential learning component. Actively participating in an outdoor adventure activities course provides many benefits, which are examples of topics and skills for CYC leaders to learn. An outdoor adventure course would allow CYC students to learn specific technical skills. For example, if the course took place on a backpacking or canoeing trip, students would benefit from learning basic technical skills. CYC students would still be provided the opportunity to design and run group activities and receive feedback from peers and

the course instructor on their facilitation skills. Lastly, a multi-day outdoor experiential course would provide CYC students the experience of creating a sense of community amongst classmates which is an important aspect to outdoor adventure programming, as it promotes personal growth and social skills through social interactions.

In outdoor adventure programming, leaders must create an appropriate amount of risk, neither too much nor too little, similar to comfort zones, which are often utilized as a metaphor while programming but not explicitly brought up in either OA course readings. The zones depend on the individual's experience and state of mind and range from being under challenged to over challenged, where fear and insecurities take over. There is an optimal zone, often called the learning zone, where most change will happen amongst participants. CYC readings explore therapeutic play, and CYC students must have an understanding of human development, including understanding the stages of change for groups and individuals. Perhaps the concepts of risk and challenge zones through outdoor adventure programming can be incorporated into the CYC field.

CYC students learn and practice many interpersonal skills, which are important for relationship building. The CYC program predominantly mentions skills as opposed to personal attributes; however, a few attributes mentioned in the OA programs, which can transfer to CYC practice are friendliness, courteousness, competency, and recoverability. While these attributes are important, being genuine with a participant is an important factor CYC students learn and must remember.

Lastly, Burns (2013) briefly touches on the healing power of the natural world. Relationships are the foundation of child and youth care. CYC practice can benefit from exploring the connection and relationship humans can create with the natural world.

Outdoor Adventure Programs

Table 3 takes into consideration focuses from the child and youth care programs, which may be influential for the outdoor adventure programs. Outdoor adventure programs can enhance the education of their students through the exploration of certain topics and skills, which are taught in child and youth care programs.

Table 3

Suggested Enhancements for the OA program by Theme

Themes and Topics	Topics and Skills to Cover
Leader's theoretical orientation & therapeutic tools	Monitor/assess personal theories, beliefs, & ways of practicing; Explore personal past; explore managing countertransference and genuineness; Therapeutic milieu: ideological, cultural, & emotional concepts
Role of the leader	Learn & practice personal reflection; Learn about emotional risks
Interpersonal skills	Learn, practice, & receive feedback on skills for effective communication (listening, validating, mirroring, body language); Explore relationship building with participants, peers, & natural environment
Conceptions of personal change	Learn skills to create an emotionally safe space; Learn to assess an appropriate amount of risk for groups and individuals
Role and purpose of group	Learn skills to manage changes that arise while running a group; Explore how to promote diversity within a group, diversity leads to participant growth
Ethical considerations	Confidentiality; Third party payers; Learn about positions of power as a leader; Explore cultural competency

Theoretical orientation & therapeutic tools. RECL students learn one way of knowing and doing, which is to understand symbolic interactionism and use outcome-based practice to set

up an "encounter." The students learn that leisure is created through social interaction, which involves understanding an individual's meaning making and how that produces action. OA students would benefit from having basic understanding of developmental theory, as social interactions and development may differ amongst youth with complex needs and experiences.

An individual's memory recall ultimately provides a leisure experience through a participant's stored emotional experience. Since stored emotional experiences are imperative to the encounter, learning how to explore a participant's past, present, and future emotions and behaviours, as well as their experiences, including learning about the difference between emotions and feelings, is important.

Neither of the OA courses explain how a leader can understand and work with participants based on the information they provide regarding their past, present, and future experiences. Without this knowledge, leaders may find it difficult to understand how to create a safe space to facilitate a positive change experience for participants. OA programs would benefit by providing readings with details and examples to help the student understand and utilize the presented theories. For example, one of the CYC 302 textbooks provides information on activities, such as the benefits of storytelling, which is followed by multiple activities and stories that a facilitator can then incorporate into practice.

Participant meaning making is important, as is the past and present experiences of the leader. OA students would benefit from learning to constantly monitor and assess their personal theories, beliefs and ways of practicing. A leader's past and present experience influences theoretical orientation, which will influence how an "encounter" is set up. In youth work it is important to continuously revisit one's theoretical orientation, knowing that similar to

participants, a leader's knowing and doing will develop and change over time due to personal experiences.

Exploring personal experiences ties into the necessity of a leader being immersed in personal work and the importance of recognizing one's own needs, emotions, and countertransferences. Countertransferences were touched on in the OA program; however, delving deeper into the meaning and providing ideas on how to work through personal emotions would enhance a leader's programming.

Staging. OA students learn the importance of staging an encounter, such as physical setting, objects, and relationships. In the CYC program, students learn specifically about the "therapeutic milieu," which takes into account cultural, emotional and ideological safety, along with the physical and social, which are brought up in RECL. RECL students learn that staged encounters need to be a positively satisfying social experience. The addition of cultural, emotional and ideological milieus will enhance OA students' learning to create a safe environment for participants. Burns' (2006) textbook "Healing Spaces" clearly explains the therapeutic milieu concepts, which have been developed since the 1800s for children and youth who were not living in a functioning family environment. The therapeutic milieu was designed to help create a "normal," "homelike," and "thus more therapeutic" environment for children and youth (p. 1). A more thorough learning and understanding of therapeutic milieu can help OA students create a safe and therapeutic environment for the youth participating in outdoor adventure programming.

Role of the leader. In the OA courses, the leader is encouraged to have an understanding of psychological concepts and social interactions in order to facilitate programs, including knowing the appropriate amount of risk and challenge for each group (Ungar et al., 2005).

Therefore, the readings imply that a leader must understand how to utilize these psychological concepts. The leader is required to be able to develop and facilitate the program, intervene if concerns arise, and facilitate a debrief that elicits transference of learning from participants. OA students do not learn much about knowing the appropriate risk or challenge for youth who are living with Fetal Alcohol Spectrum Disorder or a Generalized Anxiety Disorder, for example, which may arise in group settings. In this case the emotional risk that could arise during the debrief and transference of learning is as important to manage. A failure to manage the emotions that arise can hinder a participant's experience. Behavioural or risk-seeking tendencies that arise during activities are also important and can be managed through relationships and interpersonal skills. Actuarial risk shows that many outdoor adventure activities are safer than driving (Davis-Berman & Berman, 2002); however, what can cause risk is the mismanagement of emotional safety leading to behavioural or risk-seeking actions by youth.

Interpersonal skills. Empathy is mentioned throughout all four programs. How to show empathy is explained briefly in the PHED course, through mirroring and validating skills, as well as having time and patience. These are important leadership skills; however, the OA readings do not expand on how to effectively listen, validate and show genuine empathy. Similarly communication is a critical skill mentioned by both programs, but OA readings lack detail on how to be an effective communicator.

OA students would benefit from learning minute details about communicating, for example, when and how to use tentative language. Students should also learn how to recognize and point out one's own--and participants'--nonverbal communication and why it is important, including cautions around assuming meanings and pointing out body language too often (Corey et al., 2004). OA students should learn about being genuine, attentive and a skilled observer in

one course and having therapeutic skills, with modeling, encouraging and teaching skills in the other course.

Interpersonal skills can continually be developed and honed. The CYC groups course is designed for students to practice and receive feedback on their interpersonal skills. The course provides students with the opportunity to develop and run a group, which is followed by an interactive feedback session from the course instructor and people in the group and class. The follow-up allows for feedback on certain interpersonal skills such as listening, validating, and body language, for example. Explicit learning and development of interpersonal skills are areas that OA course instructors may want to develop by adopting ways of learning and doing similar to CYC courses. Interpersonal skills are imperative to learn and understand when working with youth with complex needs, and leaders must know how to reflect on their skills.

Conception of personal change. Safety is a key factor that arises in both programs when exploring the concept of personal change amongst participants. RECL students read only about physical safety, despite the authors encouraging the facilitation of processing events. PHED students read about the importance of facilitating self-reflection and awareness conversations with participants, while one of their readings points out the importance of creating an emotionally safe space for meaning making and personal change to occur.

The conception of personal change stems from the processing of events and transference of learning, which occurs when participants are able to be open and vulnerable. Relationships are imperative when creating a safe space and promoting change in individuals, however, the OA program predominantly explores relationships through research articles.

Role and purpose of the group. OA students learn that the role and purpose of a group is to create a sense of community. OA students would benefit from learning that groups can also

present opportunities for participant growth, providing new ways of thinking and doing based on the diversity of the participants in the group. Group members arrive with their own experiences and knowledge and ways of being, which can be passed along to other group members. Also having a leader act as a role model who can intervene at appropriate times will enhance participants' processing and learning of social skills. OA curriculums imply that leaders are adaptable and can manage change that may occur despite their best efforts in setting up an "encounter." OA students would benefit from explicitly learning ways to manage change, including going with the flow of the group, or having a discussion about what is happening within the group. These group management skills are crucial and would be beneficial to an OA student.

Ethical considerations. Ethical considerations are perhaps the most prominent difference between the two programs, despite ethical decisions being imperative when working with clients. In the OA programs there is not much in the way of ethical guidance. In the final week of the PHED course the topic is "ethics and definitions", where the students are asked to reflect and discuss their "personal code of ethics" as professional leaders of outdoor adventure. The literature for the week does bring up the idea of ethical factors, mostly in terms of incarcerated participants, yet the intent of those articles does not focus on ethical considerations.

Ethical considerations are important throughout programming. OA students should learn to constantly assess themselves, from their skill level to their personal lives, and leaders are encouraged to reflect on how that can determine their present abilities as leaders. Leaders also need to consider their loyalties and third party payers. As well, leaders need to keep confidentiality in mind. Ethical concerns are abundant in youth work and need to be learned and understood by leaders.

Cultural competence. Cultural competency is imperative for leaders. OA leaders should learn how to create a culturally safe milieu, which may involve adapting techniques or language. Cultural competency is important to the OA field as can be demonstrated in Gass et al., (2012), who provide examples of cultural differences within the outdoor adventure field. For example, after giving a presentation on solo experiences, which are often used in Adventure Therapy, Garvey (in Gass et al., 2012) was approached by professionals from India who asked about the appropriateness of the solo experience as their youth were trying to overcome the feelings of isolation and abandonment.

Cultural competency does not arise as a theme for either program, although the RECL textbook states that "there are cultural differences in how patrons view a service encounter" (Rossman & Schlatter, 2011, p. 86). PHED students read a research article on aboriginal health, which concludes that a means to "evaluate culturally appropriate programming to inform local health planning" (Ritchie, et al., 2014, p. 15) is needed, which leads the reader to believe there exists culturally appropriate programming. The lack of cultural sensitivity is a concern that should be addressed as the RECL textbook begins by listing activities therapeutic recreation leaders could lead. One such activity includes helping children make "rain sticks and learn about aboriginal cultures" (Rossman & Schlatter, 2011, p. viii), while, throughout the textbook the authors do not explain how to create a culturally safe space for such an activity. Being prepared to work in various cultural contexts is important. Cultural milieu is explored in Burns' "Healing Spaces: The Therapeutic Milieu in Child and Youth Work," which can lend some ideas particularly to RECL students who read about staging encounters through milieus.

Positions of power. Navigating and deconstructing positions of power can be important to consider as a leader. PHED students briefly read about power relationships between leaders

and participants. McBride and Korell (2005) addressed the power differential as a concern, particularly in wilderness experiences, as participants may be so far removed from their feeling of safety and comfort that they can be extremely reliant on staff. The authors continue with a few ways they felt they empowered their clients, but did not explore other ways of deconstructing power. The position of power is something that CYC practitioners are taught to constantly monitor, which is evidenced throughout the readings (Corey et al., 2004). CYC students are taught that power should always be taken into consideration and cannot be ignored. Nor can it be assumed that an egalitarian relationship is something that is possible between participants and leaders. During wilderness expeditions participants witness leaders hiking the same trail, while enduring the same weather, which can humanize leaders but is different than deconstructing power differentials. CYC students are encouraged to be open and deconstruct their knowledge as "neutrality—is only a fashionable way to hide our values and interests and perpetuate our power silently" (Sellick, et al., 2002, p. 497). Deconstructing power may be an important topic to consider when teaching an OA curriculum.

Implications for Practice

Several practical ideas ensue from this work:

1. There may be a need for new outdoor adventure post-secondary courses that include:
    a. Implementing explicit teaching of interpersonal skills, for example, including role plays and incorporating feedback. Interpersonal skills can be beneficial in managing risk.

b. Ethical considerations and practice. This course would include discussions around practitioners only practicing to their ability, and continuing to build their knowledge and skills through training, supervision and personal work.

c. Ecotherapy-based practice has many positive outcomes, and risk and safety concerns are not as high as in many adventure activities.

2. There may be a need for new courses and new foci in Child and Youth Care programs that include:

a. An ecotherapy-based course incorporates the Child and Youth Care practice of relationship-building by focusing on human's relationship with the natural world. Ecotherapy has many positive outcomes and does not require the same technical skills as many adventure activities.

b. An integration of practical skills and theory across the curriculum so that students do not have to make the connection.

The implications of this study are important because working with participants on psychological, social or behavioural goals tends to be the objective of outdoor adventure youth work, and the OA field could potentially use more depth to its learning of interpersonal skills. The CYC programs can offer a lot to the OA programs in terms of how and what interpersonal skills are actually being taught to potential future outdoor adventure front-line workers.

The literature review suggests that leaders obtain outdoor skills and experience from a recognized institute (Garvey & Gass, 1999), suggesting that strong post-secondary degree programs in the outdoor adventure realm are an asset. Literature from Anglin (2002), a CYC professional, explores the hazards of allowing leaders to rely on learning on the job, especially when working with youth with complex needs. While Anglin (2002) studied residential care

settings, on-site training can also be difficult for wilderness therapy leaders, especially when managers and therapists can be miles away and inaccessible. Although some authors believe it is unrealistic to have competent and/or qualified leaders with both counselling and wilderness skills (Davis-Berman & Berman, 1994), Gass (1993) believes leaders can be qualified in both technical and interpersonal skills, and in fact, leaders should consider themselves primarily as counsellors.

Wilderness and adventure programs cannot feasibly fund a trained medical professional to be on program as a front-line staff. This is why looking at CYC programs may be beneficial to outdoor adventure or adventure therapy-type programs. CYC professionals learn about mental health such as anxiety or depression while performing front-line work. "Good CYC practice involves using the life space to create self-control, hope, competence, and the willingness to face challenges" (Phelan, 2005, p. 350). Life space intervention is similar to what is happening during extended wilderness and adventure therapy programs, and CYC staff are professionals who are trained to work in those settings.

The CYC course readings state that ethical practice allows practitioners to only practice to their abilities. Firstly, these ethical considerations are extremely important and are not in either of the OA readings. Secondly, front-line staff who work with children and youth in institutional settings are being encouraged to further their knowledge and education while in the field, as some front-line workers are being encouraged to train in trauma-informed practice (Conners-Burrow et al., 2013). Adventure and wilderness therapy programs often work with a similar population of youth to what CYC workers serve, and therefore should have similarly trained staff.

Training in interpersonal skills does not diminish the necessity to have trained professionals in the technical skills when running wilderness-based programs. Perhaps the interpersonal skills training simply needs to be more explicit for students and leaders.

Explicit learning. Participants in adventure programs can have therapeutic experiences through their experiential activities and experiences (Berman & Davis-Berman, 2000). Therapeutic experiences create emotional growth, but unlike therapy, the emotional experiences and growth are not often planned as the primary intent of the activity or experience. An example may be the expeditions the RECL students attend as part of their course. The expedition may be beneficial to a student's emotional well-being, although the intent of the trip may be to learn new skills. The course instructor may facilitate a debrief for his students to delve into their personal processes of change; however, the class is not a therapy group and therefore the opportunity may not be appropriate and hence not provided. In this case, change may be implicit learning for OA students, which can then be a lead-by-example way of facilitating their future courses, when the results show that leading a group processing session is imperative.

The learning on OA programs can naturally be more implicit, as at times the experience can speak for itself. For example, outdoor adventure programs teach about participants facing challenges, such as a tough hike, which can be a powerful enough experience for some participants to question and change their negative self-talk (McBride & Korell, 2005). Letting the experience speak for itself is a technique that must be planned and assessed by the leader each time it is used.

The syllabus is unclear as to whether the RECL instructor models transferring of learning to students; however, the CYC 475 syllabus shows students participating in role-plays where students run groups and then receive feedback from group participants and outsiders, including

the course leader. The students leading the group would receive direct feedback on their skills, such as validating or mirroring, and they would also receive feedback from people who participated in the group. The entire course is based on this type of role playing, which assumes that the students learned these skills in previous courses, as well as providing them with opportunity to lead groups and receive feedback on their skills. Perhaps multiple role playing is a beneficial way to maximize student learning.

Risk Management. Risk management is crucial in outdoor adventure youth work; however, according to the outdoor adventure literature, the focus on risk is on physical safety as opposed to emotional safety. I would argue that interpersonal skills are beneficial when managing risk in outdoor adventure programs. Front-line leaders work with youth with various abilities and needs. Youth who require additional attention or who are developing outside the realm of "normal," may not experience the staged encounter differently than a typical developing participant. In the wilderness or challenged by an adventure course, participants are encouraged to go beyond their normal level of comfort. This can lead to a high risk situation, where interpersonal skills can be effective. Some outdoor adventure programs may provide training of non-intrusive to intrusive ways of handling aggressive behaviour, such as Prevention and Management of Aggressive Behaviour (PMAB). However, leaders need to have interpersonal skills to be able to utilize the non-intrusive intervention techniques. Risk management is at the forefront of outdoor adventure, and interpersonal skills are a key asset in controlling risk.

Ecotherapy. Relationships are extremely important to consider and can include relations with leaders, peers, and the natural world. CYC 302 students read about human relation to the natural world, which may warrant more attention in the OA programs. Often on wilderness programs, participants are implicitly reconnecting with the natural world, which perhaps can

become more explicit with more emphasis. The article "Where's the Wilderness in Wilderness Therapy?" (Rutko & Gillespie, 2013) read by PHED students, concludes that there still exists a theoretical uncertainty as to why the adventure activities take place in the wilderness and what the impact of the wilderness has on these activities. Meanwhile, Gass et al., (2012) find that "nature is restorative and promotes healthy physical, psychological, and emotional development, especially for youth" (p. 107). Perhaps programs can move away from the "risky" and technical skill-based adventure therapy and move towards a more ecotherapy based approach, where leaders can facilitate purposeful and powerful reconnections with nature for participants.

Summary. I believe that between the technical skills learned in outdoor adventure education programs, combined with the explicit interpersonal skill teachings that child and youth care programs provide, a strong hybrid course can be developed. In particular, I believe the topics such as interpersonal skills, ethical considerations and emotional risk assessment that CYC programs cover can be added to outdoor adventure programs, while keeping the technical and safety skills that are of primary importance for outdoor adventure program youth work across Canada.

Limitations

A major limitation was that I had collected my samples and analysis before Ritchie et al.'s (2014) presentation on their environmental scan of Canadian post-secondary education courses in the outdoor adventure field was produced, and therefore I was not able to use it fully in my sampling. Another limitation was that only the written content of the courses was analyzed. That included the course syllabi and required readings, while in-class lectures, teachings, and conversations were not included. Therefore Algonquin College's Outdoor

Activities 1 FAM 1070 course was not analyzed as deeply as would have been preferred, due to the lack of course readings.

Course instructors' theoretical orientations influence a student's way of thinking and knowing, and therefore not having conversations with the leaders was a limitation. An assumption was made, however, that the leaders' theoretical orientations were apparent through the required readings and the syllabi. Another limitation was that only one course per program was examined and therefore this study lacks a well-rounded analysis of the programs as a whole. Information about each program was accessed through the university websites, and no further details about the programs were attained.

Lastly, a small number of programs were chosen, and these may not reflect practices in other programs.

Recommendation for Future Research

Outdoor adventure and CYC programs have different goals and objectives for students entering into their respective programs. An exploration into outdoor adventure and child and youth care programs as a whole would be warranted to have a better understanding of how interpersonal skills are taught throughout other required and elective courses.

A conversation with the course instructors about their hopes and intentions for the course and their students would be valuable. How do course instructors' theoretical orientations influence and differ across disciplines? It would be beneficial to be able to interview graduates from all the departments about their understanding of outdoor adventure programming as a profession. Exploring the benefits of course expeditions on a student's personal and professional growth would be valuable as well.

I recommend a pilot study where outdoor adventure leaders utilize child and youth care skills to run an outdoor adventure program. Similarly, an outdoor adventure program run by child and youth care leaders would provide a comparison to outdoor adventure programs run predominantly by outdoor adventure leaders.

Further study on Algonquin College's Outdoor Activities 1 FAM 1070 (FAM) would provide an examination of how risk is incorporated and taught in the child and youth worker program. Also, further examination of FAM would show how interpersonal skills are experienced and learned by students through the Outdoor Activities portion of a CYC course.

References

Algonquin College. (2014). *School of health and community studies: Child and youth worker.* Retrieved from http://www3.algonquincollege.com/healthandcommunity/program/child-and-youth-worker/

Alvarez, A. G., & Stouffer, G. A. (2001). Musings in adventure therapy. *Journal of Experiential Education, 24*(2), 85-91.

Anglin, J. P. (2002). *Pain, normality and the struggle for congruence.* New York: The Haworth Press.

Association for Experiential Education. (2014). *Standards at a glance: Manual of accreditation standards for adventure, experiential, and therapeutic adventure programs, 5th edition.* Retrieved from http://www.aee.org/accreditation/standardsataglance

Attarian, A. (2001). Trends in outdoor adventure education. *Journal of Experiential Education, 24*(3), 141-149.

Bacon, S. (1983). *The conscious use of metaphor in outward bound.* Denver, CO: Colorado Outward Bound School.

Berg, B. L., & Lune, H. (2012). *Qualitative research methods for the social sciences* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Berman, D. & Davis-Berman, J. (2000). Therapeutic uses of outdoor education. *ERIC Digest.* Retrieved from http://www.ericdigests.org/2001-3/outdoor.htm

Berry, J. W. (1989). Imposed etics-emics-derived etics: The operationalization of a compelling idea. *International Journal of Psychology, 24*(6), 721-735.

Breunig, M. C., O'Connell, T. S., Todd, S., Anderson, L., & Young, A. (2010). The impact of outdoor pursuits on college students' perceived sense of community. *Journal of Leisure Research, 42*(4), 551-572.

Brock University. (2010). *Bachelor of recreation and leisure studies (4-year, Outdoor Recreation).* Retrieved from http://www.brocku.ca/applied-health-sciences/academic-departments/rec-leisure/academic-programs/bachelor-recleisure-4year-outdoorrec

Bruyere, B. L. (2002). Appropriate benefits for outdoor programming targeting juvenile male offenders. *Journal of Experiential Education, 25*(1), 207-213.

Bryson, J., Feinstein, J., Spavor, J., & Kidd, S. A. (2013). An examination of the feasibility of adventure-based therapy in outpatient care for individuals with psychosis. *Canadian Journal of Community Mental Health, 32*(2), 1-12.

Burns, M. (2006). *Healing spaces: The therapeutic milieu in child and youth work.* Kingston, ON: Child Care Press.

Burns, M. (2013). *Time in: An introduction to therapeutic activity programming and facilitation.* Kingston, ON: Child Care Press.

Bremby, J. X., & Ericson, C. (1999). Therapeutic termination with the early adolescent who has experienced multiple losses. *Child and Adolescent Social Work Journal, 16*(3), 177-189.

Caulkins, M. C., White, D. D., & Russell, K. C. (2006). The role of physical exercise in wilderness therapy for troubled adolescent women. *Journal of Experiential Education, 29*(1), 18-37.

Conners-Burrow, N. A., Kramer, T. L., Sigel, B. A., Helpenstill, K., Sievers, C., & McKelvey, L. (2013). Trauma-informed care training in a child welfare system: Moving it to the front line. *Children and Youth Services Review, 35*(11), 1830-1835.

Cooley, R. (2000). How big is the risk in wilderness treatment of adolescents? *International Journal of Wilderness, 6*(1), 22-27.

Corey, G., Corey, M. S., Callanan, P., & Russell, J. M. (2004). *Group techniques* (3rd ed.). Belmont, CA: Brooks/Cole Cengage Learning.

Davis-Berman, J. L., & Berman, D. S. (1994). *Wilderness therapy: Foundations, theory & research.* Dubuque, IA: Kendall Hunt Publishing Company.

Davis-Berman, J., & Berman, D. (2002). Risk and anxiety in adventure programming. *Journal of Experiential Education, 25*(2), 305-310.

Durlak, (1979). Comparative effectiveness of paraprofessional and professional helpers. *Psychological Bulletin, 86(1), 80-92.*

Ford, P., & Blanchard, J. (1993). *Leadership and administration of outdoor pursuits* (2nd ed.). State College, PA: Venture Publishing, Inc.

Galloway, S. (2007). Experience and medical decision making in outdoor leaders. *Journal of Experiential Education, 30*(2)99-116.

Garvey, D., & Gass, M. A. (1999). Hiring preference trends in the outdoor adventure programming field. *Journal of Experiential Education, 22*(1), 44-49.

Gass, M. A. (1993). *Adventure therapy: Therapeutic applications of adventure programming.* Dubuque, IA: Kendall Hunt Publishing Company.

Gass, M. A., Gillis, L., & Russell, K. C. (2012). *Adventure therapy: Theory, research, and practice.* New York, NY: Routledge, Taylor & Francis Group.

Gharabaghi, K. (2010). In-service training and professional development in residential child and youth care settings: A three sector comparison in Ontario. *Residential Treatment for Children & Youth, 27*(2), 92-114.

Harper, N. J., Potter, T. G., Bilodeau, M., Cormode, T., Dufresne, A., Dyck, B., … Turgeon, S. (2009). Canada and the state of adventure therapy: Wilderness expeditions, integrated service delivery models and democratic socialism. In D. Mitten & C. M. Itin (Eds.), *Connecting with the Essence: Proceedings of the 4th International Adventure Therapy Conference, Rotorua, Aotearoa, New Zealand* (pp. 119-135). Boulder, CO: Association of Experiential Education.

Harper, N. & Robinson, D. W. (2005). Outdoor adventure risk management: Curriculum design principles from industry and educational experts. *Journal of Adventure Education and Outdoor Learning, 5*(2), 145-158.

Hayashi, A. (2005). Emotional intelligence and outdoor leadership. *Journal of Experiential Education, 27*(3), 333-335.

Hayashi, A., & Ewert, A. (2006). Outdoor leaders‘ emotional intelligence and transformational leadership. *Journal of Experiential Education, 28*(3), 222-242.

Heintzman, P. (2009). Nature-based recreation and spirituality: A complex relationship. *Leisure Sciences: An Interdisciplinary Journal, 32*(1), 72-89.

Kalisch, K. R. (1979). *The role of the instructor in the outward bound educational process.* Kearney, NE: Morris Publishing.

Laurentian University. (n.d.). *Outdoor adventure leadership.* Retrieved from http://laurentian.ca/program/outdoor-adventure-leadership

Lawrence-Wood, E., & Raymond, I. (2011). Exploring post-program psychological adjustment for adult staff facilitating a wilderness adventure program. *Journal of Experiential Education, 33*(4), 323-337.

Luckmann, C. (1996). Defining experiential education. *Journal of Experiential Education, 19*(1), 6-7.

Maningas, M. & Simpson, S. (2003). Preparing to be an entry-level outdoor leader: Hiring preferences of accredited organizations of the association for experiential education. *Journal of Experiential Education, 25(3), 354.*

Mann-Feder, V., & Garfat, T. (2006). Leaving residential placement: A guide to intervention. *Relational Child and Youth Care, 19*(4), 66-72.

McBride, D. L., & Korell, G. (2005). Wilderness therapy for abused women. *Canadian Journal of Counselling, 39*(1), 3-14.

McKenzie, M. (2003). Beyong "the outward bound process": Rethinking student learning. *Journal of Experiential Education, 26*(1), 8-23.

Miles, J. C. & Priest, S. (1990). *Adventure Education.* State College, PA: Venture Publishing, Inc.

Mishna, F. (2005). The application of self psychology to therapeutic camps. *Psychoanalytic Social Work, 12*(1), 51-71.

Mishna, F., Michalski, J., & Cummings, R. (2002). Camp as social work interventions: Returning to our roots. *Social Work with Groups 24*(3/4), 153-171.

Mitchell, M., & McCall, H. J. (2007). The montcalm outdoor challenge program. *Reclaiming Children and Youth: The Journal of Strength-Based Interventions, 16*(1), 22-27.

Ontario Association of Child and Youth Care Counsellors (2014). *CYC education and training.* Retrieved from http://www.oacyc.org/index.php/our-profession/cyc-education-and-training

Ontario Colleges. (n.d.). *Child and youth worker programs at Ontario colleges.* Retrieved from http://www.ontariocolleges.ca/SearchResults/EDUCATION-COMMUNITY-SOCIAL-SERVICES-CHILD-YOUTH-WORKER/_/N-ll13

Phelan, J. (2003). Child and youth care family support work. *Child & Youth Services, 25*(1-2), 67-77.

Priest, S. (1988). Global perspectives of outdoor leadership. *World Leisure & Recreation, 30*(2), 34-41.

Priest, S. & Gass, M. (1997). *Effective leadership in adventure programming.* Champaign, IL: Human Kinetics.

Reichertz, D., Kislowicz, L., & Stalinski, J. (1978). *Residential care: The impact of institutional policies, structures, and staff on resident children.* Montreal, QC: McGill University, School of Social Work.

Ritchie, S. D., Patrick, K., Corbould, M., Harper, N., & Oddson, B. (2014). An environmental scan of adventure therapy in Canada [PowerPoint slides]. *Canadian*. *Adventure Therapy Symposium 5.* Annapolis Valley, NS.

Rossman, J. R., & Schlatter, B. E. (2011). *Recreation programming: Designing and staging leisure experiences* (6th ed.). Urbana, IL: Sagamore Publishing LLC.

Russell, K. C. (2001). What is wilderness therapy? *Journal of Experiential Education, 24*(2), 70-79.

Russell, K. C. (2006). Evaluating the effects of the wendigo lake expedition program on young offenders. *Youth Violence and Juvenile Justice, 4*(2), 185-203.

Russell, K., Gillis, H. L., & Lewis, T. G. (2008). A five-year follow-up of a survey of north american outdoor behavioral healthcare programs. *Journal of Experiential Education, 31*(1), 55-77.

Rutko, E. A., & Gillespie, J. (2013). Where's the wilderness in wilderness therapy? *Journal of Experiential Education, 36*(3), 218-232.

Ryerson University, (2011). *Child and Youth Care.* Retrieved from http://www.ryerson.ca/content/dam/cycp/current/courseselection/Course%20Offerings%20Table%202012.pdf

Shooter, W., Paisley, K., & Sibthorp, J. (2009). The effect of leader attributes, situational context and participant optimism on trust in outdoor leaders. *Journal of Experiential Education, 31*(3), 395-399.

Shooter, W., Paisley, K., & Sibthorp, J. (2012). Foster trust in outdoor leaders: The role of personal attributes. *Journal of Experiential Education, 35*(1), 222-237.

Shooter, W., Sibthorp, J. & Paisley, K. (2009). Outdoor leadership skills: A program perspective. *Journal of Experiential Education, 32*(1), 1-13.

Smart, M. (2006). Making more sense of transitions. *Relational Child and Youth Care, 19*(4), 33-42.

Smith, T. E., Roland, C. C., Havens, M. D., & Hoyt, J. A. (1992). *The theory and practice of challenge education.* Dubuque, IA: Kendall/ Hunt Publishing Company.

Sutton, B. (1997). Consideration of career time in child care work: Observations on child care work experiences. *Child Care Quarterly 6*(2), 121-126.

Thomas, S., & Raymond, C. (1998). Risk and provider responsibility in outdoor adventure activities. *Teacher Development: An International Journal of teachers' professional development, 2*(2), 265-281.

Tucker, A. R., & Rheingold, A. (2010). Enhancing fidelity in adventure education and adventure therapy. *Journal of Experiential Education, 33*(3), 258-273.

Ungar, M., Dumond, C., & McDonald, W. (2005). Risk, resilience and outdoor programmes for at-risk children. *Journal of Social Work, 5*(3), 319-338.

University of New Hampshire. (2010). *UNH's dual master's degree in outdoor education & social work.* Retrieved from http://brownecenter.com/2012/unhs-dual-masters-degree-in-outdoor-education-social-work/

Vernon, F. (2011). The experience of co-instructing on extended wilderness trips. *Journal of Experiential Education, 33*(4), 374-378.

Appendix A: PHED Syllabus

PHED 4447 – Fall/14
RECREATIONAL TO THERAPEUTIC ADVENTURE

Lectures: Tues. 2:30-5:20pm in Ben Avery, Rm B-267
Instructor: Stephen Ritchie Office Hours: Tuesday 10am-Noon (Or by appointment)
Lecture Notes: Available on Desire2Learn

Course Description:

This course is designed to challenge students to refine their personal perspective, beliefs and philosophies of outdoor adventure. The student will be introduced to the broad spectrum of outdoor adventure experiences with or without therapeutic intention, from recreation to wilderness therapy. More advanced concepts in outdoor facilitation will be introduced, which will provide the student with specialized perspectives on corporate adventure training, the application of adventure therapy techniques, and an overview of therapeutic adventure within special populations. These concepts will be examined from both a theoretical and a practical perspective, exploring the unique approaches to adventure therapy and outdoor recreation by several associations, organizations and research projects. Experiential learning exercises and class discussion in a seminar format will enhance the learning experience.

- Articulating personal philosophies of outdoor adventure
– Overview of therapeutic adventure
– Historical perspectives
– Definitions of therapeutic adventure
– Theoretical frameworks of facilitating change
– Current research, issues and trends
– Advanced facilitation techniques
– Corporate Adventure Training (CAT) & corporate change models
- Future career paths involving therapeutic adventure
- Special areas of practice (e.g. mental health, young offenders, addictions, families, physical disabilities)
– Adventure and the diversity of populations
– Outdoor adventure and health promotion
– Therapeutic benefits and outcomes
– Programming & processing the experience in adventure therapy
– Ethical considerations in adventure therapy practice

Course Objectives:

From the course participant point of view, there are three primary objectives in this course.
1. ***Knowledge*** - Understand the principles, theory and perspectives supporting the use of outdoor adventure with a wide variety of applications and client groups.
2. ***Reflection and Research*** - Refine a personal philosophy of outdoor adventure, and examine a specific therapeutic outdoor adventure topic in more detail through a comprehensive research paper (literature review).

3. ***Critical Thinking*** - Stimulate critical thinking through a seminar approach to class discussion and involvement in experiential activities as both participant and facilitator.

Recommended Texts (Not Required):

Gass, M. A., Gillis, H. L., & Russell, K. C. (2012). Adventure therapy: Theory, research, and practice. New York: Routledge.

Davis-Berman, J., & Berman, D. S. (2008). *The promise of wilderness therapy*. Boulder, CO: Association of Experiential Education.

Warren, K., Mitten, D., & Loeffler, T. A. (Eds.). (2008). *Theory & practice of experiential education*. Boulder, CO: Association for Experiential Education.

Required Readings: See list of papers on last two pages; they are also available on D2L.

Websites:

Association for Experiential Education - http://www.aee.org/

Therapeutic Adventure Professional Group - http://tapg.aee.org/

Outdoor Behavioral Health Care Research Centre - http://www.obhic.com/research/

Wilderness and Protected Areas Research Centre (U. of Idaho) - http://www.cnr.uidaho.edu/wrc/index.htm

James Neill Personal Website - http://www.wilderdom.com/adventuretherapy.html

Course Evaluation:	
Participation	16
Outdoor Adventure Philosophy	20
Reflective Electronic Journal	24
Final Research Literature Review Paper	30
Final Quiz	10
Total	**100**

Attendance & Participation:

The general regulations of the university require punctual and regular attendance at the various academic exercises. If there are extenuating circumstances related to an absence, the instructor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course. Students must be dressed appropriately to participate in experiential activities both indoors and outdoors. Evaluation criteria for student participation appears on a following page.

Academic Dishonesty:

The University takes a very serious view of such offences as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced.

The program and the university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If modifications become necessary, reasonable notice and communication with the students will be given. Students will be provided with an explanation and an opportunity to comment.

The following web site contains several policy statements on student conduct, rights and responsibilities, and on academic dishonesty and attendance. Students are encouraged to read these policies for further clarification of these issues:
http://laurentian.ca/Laurentian/Home/Departments/Student+Affairs/Policies+and+Information.htm?Laurentian_Lang=en-CA

Proposed Session Outline:		
Week of Class	**Topic**	**Reference & Readings**
Week 1: Sep. 9	**Theme: Overview of Outdoor Adventure, Review Course Outline & Expectations** Lecture: Overview of Recreational to Therapeutic Adventure Reflection & Discussion: What were the seminal moments for you and your relationship with outdoor adventure? Describe them.	Desire2Learn – Lecture Notes
Week 2: Sep. 16	**Theme: Theoretical & Conceptual Foundations & Frameworks for Outdoor Adventure** Lecture: Frameworks, Process, & Metaphoric Learning Reflection & Discussion: What are the key components of an effective outdoor adventure process? How does it work?	Desire2Learn – Lecture Notes; Readings
Week 3: Sep. 23	**Theme: The Diverse People Served Through Outdoor Adventure** Lecture: Diversity of Populations Served Reflection & Discussion: Considering your own personal outdoor adventure experience, describe the population(s) you prefer working with? Why? What are some populations in your region (or across Canada) that would benefit from outdoor adventure (OA)? Why? How can we reach / involve the different organizations (associations, professional groups, government, etc.) representing these populations? What other fields of practice (professions or disciplines) should be included or are implicated by OA in Canada? What are some ways to serve these other populations using OA?	Desire2Learn – Lecture Notes; Readings
Week 4: Sep. 30	**Theme: Outdoor Adventure Outcomes** Lecture: Benefits, Effects & Outcomes from Outdoor Adventure Reflection & Discussion: What are the benefits or outcomes from outdoor adventure experiences? What aspects of these experiences (processes) would be most likely to achieve the targeted outcomes?	Desire2Learn – Lecture Notes; Readings
Week 5: Oct. 7	**Theme: Personal Philosophy of Outdoor Adventure** Reflection & Discussion: What is your personal philosophy of outdoor adventure? ***Due: Paper & Presentation in class &/Or Evening Campfire***	*Student Presentations in Class!*
Oct. 13-17, 2014	FALL STUDY WEEK! – NO CLASS	

October 17-19, 2014	***Fifth Canadian Adventure Therapy Symposium (CATS5): "Exploring Adventure Therapy in the Hospital, Home and Hills"***	***Brigadoon Village, Nova Scotia*** ***Students are encouraged to attend***
Week 6: Oct. 21	**Theme: Adventure Therapy In Canada** Lecture: An Environmental Scan of Adventure Therapy in Canada Reflection & Discussion: What are the strengths, weaknesses, opportunities, and threats to Canadian AT? What do you think is next for Adventure Therapy Canada?	Desire2Learn – Lecture Notes; Readings
Oct. 21-22+ ***Oct. 23-25***	***Pre-Conference: TAPG: "Treatment Applications in Adventure Therapy – A Flowing River and Ripples of Change"*** ***42nd Annual Conference of the Association of Experiential Education (AEE): From Innovation to Sustainable Impact***	***Chattanooga, Tennessee*** ***Students are encouraged to attend***
Week 7: Oct. 28	**Theme: International Outdoor Adventure & AT Best Practices** Lecture: Adventure Therapy Around the World Reflection & Discussion: What are some of the promising practices and innovative ideas you believe will influence the direction of outdoor adventure and adventure therapy into the future? Are you motivated to pursue any of these in your personal career path?	Desire2Learn – Lecture Notes; Readings
Week 8: Nov. 4	**Theme: Understanding Corporate Adventure Training (CAT)** Lecture: Corporations & Corporation Adventure Training Reflection & Discussion: How can outdoor adventure help corporations embrace change; improve employee effectiveness; work as a team; make more $?	Desire2Learn – Lecture Notes; Readings
Week 9: Nov. 11	**Theme: Outdoor Adventure Leadership Experiences Designed for Aboriginal Adolescents** Lecture: Developing Aboriginal Youth Resilience and Well-Being through Outdoor Adventure Leadership Experience Reflection & Discussion: How does outdoor adventure promote resilience and well-being?	Desire2Learn – Lecture Notes; Readings

Week 10: Nov. 18	**Theme: Capacity to Connect through Outdoor Adventure Experiences - Creation & Character** Lecture: Connecting Resilience and Well-Being With Outdoor Adventure Experiences Reflection & Discussion: Do you feel more 'connected' when in nature and through outdoor adventure experiences? How? Why?	Desire2Learn – Lecture Notes; Readings
Week 11: Nov. 25	**Theme: Recent Canadian Trends in Health Promotion** Lecture: Outdoor Education and Health Promotion Reflection & Discussion: What health impacts may accrue when participating in outdoor adventure or interacting with nature? Is there a role for outdoor adventure and nature-based activities as a modality to promote health (physical, emotional, spiritual, mental, social)? ***Due Nov. 25: Research Paper (In class) OR must be received by 4:00pm in the School of Human Kinetics office (obtain date stamp from secretary)***	Desire2Learn – Lecture Notes; Readings
Week 12: Dec. 2	**Theme: AT Ethics & Definitions** Lecture: Adventure Therapy Ethics & Definitions Reflection & Discussion: What is your preferred definition of outdoor adventure & adventure therapy? What is your personal code of ethics that will guide you as a professional outdoor adventure leader? *Optional: Where does outdoor adventure fit in your life journey?* ***Final Quiz and Closing Circle*** ***Due: Final Quiz (In class - based on lectures)***	Desire2Learn – Lecture Notes; Readings
Dec. 5, 2014	***Due: Electronic Journal*** ***(Last update must be made by 4:00pm on Dec. 5, 2014)***	

Important Notes:

1. ***It is expected that students complete required readings, and reflect on discussion questions prior to class each week.***
2. ***The reflection and discussion all refer to "outdoor adventure", however this term is purposefully not defined since the progression of questions leads each student on a journey to discover, refine, and develop their own definition & philosophy.***

COURSE EVALUATION

1. Attendance and Participation (16% of final grade)

Attendance (10%):

Attendance and participation is important to be successful in this class. Attendance will be taken at each class. Participation points will be awarded according to the following rating scale:

- **9-10 participation points** = Attending nearly all scheduled class lectures and activities (1-2 absences), preparing by completing required readings, and actively participating in all classes through asking questions, actively listening, offering opinions, facilitating discussion, and proactively improving both personal and group learning experiences. Arriving on time (punctual).
- **7-8 participation points** = Attending most scheduled class lectures and activities (2-3 absences), preparing most of the time, and actively participating in classes.
- **5-6 participation points** = Attending most scheduled class lectures and activities (3-4 absences), BUT not properly prepared, and/or not actively participating, and/or often arriving late.
- **2-4 participation points =** Absent from class 5 or 6 times, not properly prepared, and/or not actively participating, and/or arriving late.
- **0 participation points =** Absent from class 7 or more times.

Important Note: See earlier section on Attendance & Participation. Students missing 5 or more classes may also jeopardize their grade for the entire course.

Reading Discussion Facilitator (6%):

Please reference "required readings". All students are required to review and reflect on ALL readings weekly in preparation for participation in the end of class discussions. Each student will sign up for ONE of the weekly required readings and will be the 'discussion facilitator' for the class pertaining to that reading. In preparation for this role, each student is required to read & critically appraise the article assigned to them, give a verbal summary of the article to the class, and present at least 3 key points/questions to initiate the class discussion.

How to critically appraise an article?

A critical appraisal is a process that allows the reader to systematically determine the usefulness and validity of the article by identifying strengths, weaknesses & implications. Use the following questions to ask when critically appraising each required reading:

1) What is the main purpose and/or stated research question(s)?
2) Is the topic or research relevant and/or does it add anything new?
3) Was the study design and methods appropriate for the research question, and were there any significant limitations or sources of bias?
4) Were the analyses performed correctly and the results explained clearly?
5) Was the purpose achieved or the research question answered, and did the data (analysis and results) justify the conclusions?
6) Were there any practical implications identified, and/or what is the direction for future research in this area?
7) Were there any conflicts of interest?

Discussion facilitation points will be awarded according to the following rating scale:

- **5-6 discussion points** = Completed all requirements of the presentation and facilitated a great discussion in class. Clearly prepared & read the article ahead of time, summarized the article for the class, and presented at least three critical questions/points. Exceeded expectations.
- **3-4 discussion points** = Completed all mandatory components of the presentation. Prepared & read the article ahead of time, summarized the article for the class, and presented three critical questions/points. Met expectations.
- **1-2 discussion points** = Not completing one or more of the components of the presentation to the expected standards.
- **0 discussion points =** Absent from class on their presentation day, or did not accomplish presentation and facilitation as expected.

2. Personal Outdoor Adventure Philosophy "One-pager" (20% of final grade)

Objectives:

The personal outdoor adventure philosophy "one-pager" and presentation is an assignment designed to allow students to creatively organize and share their thoughts around their own personal beliefs of how they define and characterize outdoor adventure – their personal philosophy. Webster's dictionary defines a philosophy as the "basic principles and concepts of a body of knowledge" (1989). This is a students "personal" body of knowledge; that is, students are to succinctly share what outdoor adventure means to them personally. One- pagers received late will be penalized 1%/10% (marks) per day (including Sat. and Sun.). During class, students will be required to present their personal philosophy. Presentations should be made without reference to the "one-pager" (by memory) within 5-7 minutes to allow some time for questions. A maximum of 10 minutes will be allocated for each presentation (including questions).

Possible Topics, Principles or Concepts to Consider:

- Definition and purpose of outdoor adventure
- Conceptual or theoretical frameworks *i.e. Walsh & Golins OB Process Model or the Biophilia Hypothesis…*
- Risk and/or safety
- Environmental ethic
- Goal vs. process orientation
- Quality of experience
- Mode(s) of travel – motorized vs. non- motorized
- Consumptive (hunting, fishing gathering) vs. non-consumptive (LNT)
- Native culture
- Personal value
- Wellness or well-being
- Holistic health (mental, physical, spiritual, emotional)

Guidelines for Preparing One-pagers:

One-pagers should be single-spaced using 12 point font with one inch borders around the page. The student's name, title and date should appear at the top of the page. Other sub- headings may be used (but are not required) if it helps organize and clarify the message.

Grading Criteria:

One-pager (10%)

- Link to theoretical framework or worldview /3
- Original and creative (philosophy is unique and compelling) /3
- Clarity and understanding (message received within minutes of reading) /2
- Presentation accuracy: formatting, spelling, grammar, sentence or phrase structure /2

Presentation in Class (10%)

- Effective opener or "Hook" /1
- Memorized or explained with minimal or no aids /2
- Clear and convincing message (succinct and passionate) /4
- Completed presentation within 7 minute time limit /1
- Presentation style (appearance, attitude, voice, eye contact, stance) /2

3. Reflective Electronic Journal (26% of final grade)

Objectives and Requirements:

The reflective electronic journal assignment is designed to reinforce progressive learning through frequent writing (journal entries) each week throughout the semester. Students are expected to complete the required readings and reflect on the weekly discussion question(s) and the readings. The Journal entries should be made chronologically over the course of the semester, and each entry should be between 250 and 500 words (1 to 2 entries per week).

The final journal should not be more than 8,000 words total by the end of the semester.

Students are expected to share their journals with the professor using D2L Dropbox so the professor can check them periodically and provide feedback online.

Grading Criteria:

Content (16%)

- Entries reflect and refer to required readings (chapters & articles); Readings are critiqued (critical appraisal); Readings are related to personal beliefs, values & philosophy of outdoor adventure; Weekly discussion questions are addressed;
- Organization and consistency of entries (a clear plan for entries is developed & consistently implemented)
- Presentation: neatness, spelling, grammar, sentence or phrase structure

Process (8%)

- Periodic online checks of electronic document by professor will confirm whether students' journals are current and up to date.

4. Research Literature Review Paper (30% of final grade)

Objectives and Requirements:

The objective of this research-oriented paper is to provide students with the opportunity to focus in more detail on a particular topic of interest within the subject area of outdoor adventure or adventure therapy. Students will select a topic **that must be pre-approved by the professor**. Topics, purpose, and scope of literature review can be submitted to the professor for approval, and a draft version of the paper can be sent to the professor **once only** for feedback (at least two weeks prior to the final submission). The final research paper must include a title page, table of contents, list of tables and figures (if necessary), and a list of references used (APA 6th Edition style is preferred). The paper must be between 2000 and 3000 typewritten words on double-spaced lines (word count does not including reference list or appendices). If not yet completed, students are strongly encouraged to complete the library-training module entitled "Online Library Instruction" available on D2L. Late papers will be penalized 1%/30% (marks) per day (including Sat. and Sun.). The paper must be printed (single-sided) and stapled (upper left corner). Students submitting exceptional papers may be invited to consider submitting a revised version of their manuscript to a journal for publication.

Some Possible Topics for Research:

- Theoretical frameworks for outdoor Adventure
  - Developing resilience using outdoor adventure
- Mentoring or mentorship
- Corporate Adventure Therapy (CAT)
  - Contact with nature and health promotion
- Adventure therapy within special areas of practice (mental health, young offenders, addictions, physical disabilities, family therapy, etc.)
- Therapeutic outcomes of adventure programming
- The process of adventure therapy
  - Ethical considerations in adventure therapy

Note: These are broad topics that must be narrowed significantly in scope before a final paper topic will be approved.

Grading Criteria:

Content (25%)

- Clear introduction of topic, purpose and scope of paper
- Review of literature (a minimum of 5 articles from peer-reviewed academic journals should be discussed in the paper)
- Techniques of critical appraisal used
- Development and integration of ideas (evidence that ideas were explored and integrated from a variety of perspectives)
- Conclusions and recommendations for future research

Presentation (5%)

- Spelling, grammar and sentence structure
- Formatting, spacing, and professional presentation

Due Nov. 25: Research Paper (In class) OR must be received by 4:00pm in the School of Human

Kinetics office (obtain date stamp from secretary). There will be a 2-day "grace period" for papers submitted late where there will be no late penalty (marks deducted).

5. Final Quiz (10% of final grade)

The final quiz will include material covered from all class lectures, readings (chapters & articles), discussion, and assignments throughout the semester.

*****IMPORTANT NOTE AND COURSE EVALUATION OPTION:**

Students are encouraged to participate in one or both of the following conferences:

- ***Conference: "Exploring Adventure Therapy in the Hospital, Home, and Hills" at the 5th Canadian Adventure Therapy Symposium in Brigadoon Village, Nova Scotia on October 17th-19th***
- ***Pre-Conference: TAPG "Treatment Applications in Adventure Therapy- A Flowing River and Ripples of Change" at the 42nd Annual Conference of Association of Experiential Education (AEE) in Chattanooga, Tennessee on October 21st & 22nd***

Since participation in these events will create a significant learning and networking opportunity within the context of this course, the choice to participate will be reflected in the process of evaluation. As such, students who elect to participate in either of the two conference opportunities will be presented with the option of completing the Research Paper assignment for 30% of their final grade <u>OR</u> not completing this assignment in lieu of their participation in one of these other unique and enriching learning environments.

If students decide to choose this option and participate in one of these Conferences, then the remaining evaluation components of the course will be adjusted – in other words the students final mark in the course would be out of a total of 70 marks and would be adjusted up to a total of 100 marks. However, in selecting this option, students must include additional learnings and reflections in their journal from participation at the conference (500-1500 words). Students missing three or more classes prior to the conference or workshop date will be ineligible for this option.

NOTE: All of the required readings this year were selected because they highlight a Canadian perspective. They were either written by a Canadian author, or they highlight Canadian content, or both.

Weekly Required Readings:	
Week 2: Sep. 16	**Theme: Theoretical & Conceptual Foundations & Frameworks for Outdoor Adventure**
	Bryson, J., Feinstein, J., Spavor, J., & Kidd, S. A. (2013). An examination of the feasibility of adventure-based therapy in outpatient care for individuals with psychosis. *Canadian Journal of Community Mental Health, 32*(2), 1.
	Rutko, E. A., & Gillespie, J. (2013). Where's the wilderness in wilderness therapy? *Journal of Experiential Education, 36*(3), 218-232.
Week 3: Sep. 23	**Theme: The Diverse People served through Outdoor Adventure**
	Brock, S., & Passey, G. (2013). The Canadian military and veteran experience (pp. 90-110). New York, NY, US: Routledge/Taylor & Francis Group, New York, NY.
	Heintzman, P. (2010). Nature-based recreation and spirituality: A complex relationship. *Leisure Sciences, 32*(1), 72-89. doi: 10.1080/01490400903430897
Week 4: Sep. 30	**Theme: Outdoor Adventure Outcomes**
	Gillett, D. P., Thomas, G. P., Skok, R. L., & McLaughlin, T. F. (1991). The effects of wilderness camping and hiking on the self-concept and the environmental attitudes and knowledge of twelfth graders. *The Journal of Environmental Education*.
	Caulkins, M. C., White, D. D., & Russell, K. C. (2006). The role of physical exercise in wilderness therapy for troubled adolescent women. *Journal of Experiential Education, 29*(1), 18-37.
Week 5: Oct. 7	**Theme: Personal Philosophy of Outdoor Adventure**
	Mishna, F. (2005). The application of self psychology to therapeutic camps. *Psychoanalytic Social Work, 12*(1), 51-71. doi: 10.1300/J032v12n01_05
	Mishna, F., Michalski, J., & Cummings, R. (2002). Camps as social work interventions: Returning to our roots. *Social Work With Groups, 24*(3-4), 153-171. doi: 10.1300/J009v24n03_11
Week 6: Oct. 21	**Theme: Adventure Therapy In Canada**
	Harper, N. J., Potter, T. G., Bilodeau, M., Cormode, T., Dufresne, A., Dyck, B., . . . Turgeon, S. (2009). Canada and the state of adventure therapy: Wilderness expeditions, integrated service delivery models and democratic socialism. . In D. Mitten & C. M. Itin (Eds.), *Connecting with the Essence: Proceedings of the 4th International Adventure Therapy Conference, Rotorua, Aotearoa, New Zealand* (pp. 119-135). Boulder, CO: Association of Experiential Education.
	McKenzie, M. (2003). Beyond "the outward bound process:" Rethinking student learning. *Journal of Experiential Education*, 26(1), 8-23.

Week 7: Oct. 28	**Theme: International Outdoor Adventure**
	Ungar, M., Dumond, C., & McDonald, W. (2005). Risk, resilience and outdoor programmes for at-risk children. *Journal of Social Work, 5*(3), 319-338.
	McBride, D. L., & Korell, G. (2005). Wilderness therapy for abused women. *Canadian Journal of Counselling, 39*(1), 3-14.
Week 8: Nov. 4	**Theme: Understanding Corporate Adventure Training (CAT)**
	Russell, K. C. (2006). Evaluating the effects of the Wendigo Lake Expedition program on young offenders. *Youth Violence and Juvenile Justice, 4*(2), 185-203.
	Hutchison, P., Mecke, T., & Sharpe, E. (2008). Partners in inclusion at a residential summer camp: A case study. *Therapeutic Recreation Journal,* (3), 179-196.
Week 9: Nov. 11	**Theme: Outdoor Adventure Leadership Experiences Designed for Aboriginal Adolescents**
	Ritchie, S. D., Wabano, M. J., Russell, K., Enosse, L., & Young, N. L. (2014). Promoting resilience and well-being through an outdoor intervention designed for Aboriginal adolescents. *Rural and Remote Health*, 2523, 1-19.
	Michalski, J., Mishna, F., Worthington, C., & Cummings, R. (2003). A multi- method impact evaluation of a therapeutic summer camp program. *Child and Adolescent Social Work Journal, 20*(1), 53-76.
Week 10: Nov. 18	**Theme: Capacity to Connect through Outdoor Adventure Experiences-Creation & Character**
	Hansen-Ketchum, P., Marck, P., & Reutter, L. (2009). Engaging with nature to promote health: New directions for nursing research. *Journal of Advanced Nursing, 65*(7), 1527-1538. doi: 10.1111/j.1365-2648.2009.04989.x
	Breunig, M. C., & O'Connell, T. S. (2010). The impact of outdoor pursuits on college students' perceived sense of community. *Journal of Leisure Research, 42*(4), 551-572.
Week 11: Nov. 25	**Theme: Recent Canadian trends in health promotion & Opportunities in Outdoor Education**
	Hansen-Ketchum, P. A., Marck, P., Reutter, L., & Halpenny, E. (2011). Strengthening access to restorative places: Findings from a participatory study on engaging with nature in the promotion of health. *Health Place, 17*(2), 558-571. doi: 10.1016/j.healthplace.2010.12.014
	Hitzig, S. L., Alton, C., Leong, N., & Gatt, K. (2012). The Evolution and Evaluation of a Therapeutic Recreation Cottage Program for Persons with Spinal Cord Injury. *Therapeutic Recreation Journal, 46*(3), 218-233.
Week 12: Dec. 2	**Theme: AT Practices, Ethics & Definitions**
	Potter, T. G., Socha, T. L., & O'Connell, T. S. (2012). Outdoor adventure education (OAE) in higher education: Characteristics of successful university degree programmes. *Journal of Adventure Education and Outdoor Learning,* *12*(2), 99-119
	Harper, N., & Scott, D. G. (2006). Therapeutic Outfitting: Enhancing Conventional Adolescent Mental Health Interventions Through Innovative Collaborations With A Wilderness Experience Programme. *Therapeutic*

Appendix B: RECL Syllabus

Department of Recreation and Leisure Studies, Brock University

RECL 2P00: Recreation Programming

Instructor:	Scott Forrester, Ph.D	**Office:**	Academic South 337
Office Hours:	Wednesday 10:00 - 12:00pm or available by appointment	**Prerequisite**:	RECL 1F91 (1P91) or permission of the instructor.
Course Teaching Assistants:	Ryan Howard Lauren Torok		Academic South Room 347 Academic South Room 335
Coordinator:	Ryan Howard**,** Academic South Building Room 347		

Course Schedule:

Day		Time	Location	Instructor
Lectures:		Wednesday	3:00pm to 5:00pm	Thistle243	Scott Forrester
Seminars:	#1:	Wednesday	2:00pm to 3:00pm	MCC301	Lauren Torok
	#2:	Wednesday	1:00pm to 2:00pm	MCC403	Ryan Howard
	#5:	Tuesday	2:00pm to 3:00pm	EA 104	Lauren Torok
	#6:	Tuesday	1:00pm to 2:00pm	EA 105	Scott Forrester

Course Description:

This course is designed to introduce students to theoretical and practical foundations for the planning and supervision of recreation programs and services. Emphasis will be placed on: nature and significance of recreation service organizations; service delivery strategies; consumer behaviour and factors affecting recreation participation; assessing need, setting goals, designing, organizing, promoting, implementing, supervising, and evaluating recreation programs and services.

Course Format:

Students, working in small programming teams, will have the opportunity to plan, design, implement, and evaluate a recreation program of their choosing that falls within their designated programming area. This process will be facilitated through a series of lectures, seminars and discussions on: basic programming concepts, how individuals experience leisure, six key elements of a situated activity system, benefits-based programming, using goals and objectives in program development, obtaining client input, preparing the program plan, techniques for program promotion, program evaluation techniques, and making disposition decisions regarding programs. This class is truly a cooperative effort between the instructor and the students, and your contributions to the class are highly valuable, so come prepared with an attitude that this is your chance to learn real-world programming skills and to develop a program that really interests you. Throughout the course you will have a chance to share your ideas with your fellow students and get inspiration from their work during in-class discussions and presentations.
in-class discussions and presentations.

Instructor's expectations for this course :

1. Students attend all classes, seminars and camp. Students who miss more than 2 seminars prior to cam p (October 26th to 28th, 2012) will not be able to attend camp.*
2. Students refrain from engaging in such disruptive behaviours as coming late, leaving early, and carrying on their own conversations while others are talking or presenting information.

3. That assigned readings and tasks are completed prior to class (or seminar) so that relevant issues can be discussed and uncertainties clarified (i.e., that students have a major responsibility for their own learning).
4. Students identify their own learning goals for this course, in addition to those in this syllabus.
5. That individual differences and personal opinions be appreciated, conflict be comfortable, individual input encouraged, and the rights of others to learn respected.

***Notes Regarding Camp Weekend October 26th to 28th , 2012**

All students are required to attend camp. There are only two acceptable reasons for not being able to attend camp: (1) the student is unable to due to medical reasons, (2) the student is a member of a Brock University athletic team that is competing the same weekend of October 26th to 28th. In the former, it is the University's policy to accept medical certificates from qualified medical practitioners attesting to the student's inability to attend camp due to an incapacitating medical condition at the time of the camp weekend. The Department may, at its discretion, request more detailed documentation in particular cases. Medical documentation must be written on the physician's letterhead (or show the physician's address and telephone number) and must include the student's name and date the student was examined by the physician and must bear the physician's signature. In the latter, the student is required to notify the instructor well in advance that a conflict exists (or potentially will exist) and submit a completed *Department of Athletics Academic Conflict Form* AND provide a written note from the coach on Brock University Department of Athletics letterhead which must bear the coaches signature. Requests made on the basis of compassionate grounds or on the grounds of extenuating circumstances will be judged on a case by case basis. An alternative assignment is available for students that are unable to attend camp due to one of the two acceptable reasons stated above. Students should anticipate that this assignment will take approximately the same length of time that the rest of the class invests over the course of the two day camp field trip to complete.

Course Goals:

Upon completion of this course, students should have the ability to:

1. Describe and discuss basic programming concepts,
2. Explain how individuals experience leisure,
3. Identify the six key elements of a situated activity system,
4. Use benefits-based programming as an approach to developing programs,
5. Develop suitable goals and objectives based on program intentions,
6. Obtain client input,
7. Prepare the program plan,
8. Understand and apply various program promotion techniques,
9. Evaluate a program using one of five program evaluation models,
10. Make disposition decisions regarding programs,
11. Identify, analyze and discuss the components of a comprehensive planning model that can be used for delivering or facilitating recreation program opportunities.
12. Develop an understanding for the unique nature of program planning for seniors, arts and culture, youth and individuals with disabilities.

Required Textbook:

Rossman, J., & Schlatter, B. (2011). *Recreation programming: Designing and staging leisure experiences* (6th edition). Champaign, IL: Sagamore.

Course Evaluation:	**% of Final Grade**
1. Seminar contribution	10%
2. Program Plan Reports	45%
3. Program Implementation (Oct. 26th to 28th)	25%
4. Final Exam (Nov.14th)	20%
Total	**100%**

Course Requirements:

1. **Seminar Contribution (10%):** This portion of the final grade will be based upon two parts:
   - **i.** attendance *and* participation in activities (5%)
   - **ii.** peer evaluation (5%)*

2. **Program Plan Reports (45%):** To ensure continued progress towards the implementation date and a detailed follow-up analysis, group program plan reports will be required throughout the term. All individuals in the class are encouraged to pay close attention to the detailed description of the program reports that are provided in this outline.
   - **i.** Program Plan Report #1 is due October 3rd - 10%
   - **ii.** Program Plan Report #2 is due October 24th - 20%
   - **iii.** Program Plan Report #3 is due November 28th - 15%

3. **Program Implementation (25%):** Groups of individuals will be required to prepare, implement, and evaluate a 60-minute recreation program. **This program will be implemented at the Ontario Educational Leadership Centre at Longford Mills on the days of Friday Oct. 26th to Sunday Oct. 28th, 2012**. The program implementation grade will also include the in-class presentation promoting the program on October 24th (worth 5%) and positive contribution to the field trip weekend.

4. **Final Exam (20%)**: The final exam will occur in class on Wednesday November 14th from 3:00pm to 5:00pm.

Important Notes:

1. If you do not submit peer evaluation forms for all of your group members by the deadline, then you forfeit the opportunity to earn the 5% peer evaluation grade yourself.

2. In most cases I will be taking the average of all your group members to determine your individual evaluation rating. However, please note, I will be reading all of the evaluations and if one seems out of line with the others it will be removed from the calculations of your evaluation score.

Peer Evaluation:

* When evaluating your peers, if you find yourself coming up with scores such as 93% for Pat, 96% for Chris, etc. save yourself the effort and give everyone 100%. The only reason this student assessment is included is to catch the *social loafers*[1] and *free riders*[2] that make group or team work a painful experience. It should also be noted that when using this method of peer evaluation, it has been my experience that students have not hesitated to assign and justify scores below 100%.

However, if your peers did everything that was asked of them, simply use a quantitative score of 100%. If they went above the call of duty (not atypical in highly cohesive teams), they should still be assigned a score of 100%. But if they failed to do what was asked of them, and others had to intervene or your work suffered, then indicate this by assigning them a quantitative score of less than 100%. And if they did absolutely nothing all year, feel free to indicate this by assigning a score of 0%. Be sure

to use this as an indicator of EFFORT not QUALITY. If you are providing a score of less than 100% to anyone in your team you must also provide some qualitative comments that justify your quantitative score. If no justification is provided, their low score will be ignored and will be treated as 100%. In most cases it is expected that all team members will receive 100% given that, a) all team members will be motivated by the fact they personally have something to gain by giving their best effort; b) your team should be cohesive given its small size, self selected nature, and agreement on the program being implemented; c) the nature of the assignment is unique and challenging; and d) at least half of the class will be participating in your program.

If you receive a score of 100%, then you will receive the full 5% of the peer evaluation grade. If you got a score of 50% then you would receive half of the 5% or 2.5% for your peer evaluation grade and so forth.

1 **Social Loafing**: A reduction in effort by individuals when they work in groups as compared to when they work by themselves. When individuals within a team perceive that they can neither receive their fair share of rewards nor the appropriate blame, they frequently hold back-they contribute less than their optimal effort. The larger the number of individuals whose work is combined on a group task, the smaller is each individual's contribution. People are less likely to provide needed help when they are in groups than when they are alone.

2 **Free Riding**: Benefiting from the efforts of the other group members while contributing no effort in the performance of the group task. There is no effort applied by an individual because any effort would be dispensable. A team member's effort is dispensable if success can be achieved without any effort on that persons' part.

Course and Departmental Policies:

A **field experience fee** is charged for this course; consult Department if details are required.

Course Withdrawal: The last day to withdraw from the course without academic penalty is November 2nd, 2012. Students will receive notification of 15% of their final grade in the course by Friday October 26th, 2012.

Policy Regarding Late Assignments

Late Assignment Policy: All course evaluation activities are subject to the Department of Recreation and Leisure Studies policies. They also follow Brock University academic regulations for misconduct as outlined on pages 33 to 35 of the Undergraduate calendar. All assignments are due at the START of class (not during or after class / seminar) on the due dates indicated in the course outline.

Late assignments will be devalued as follows:
- 30% if handed in up to 24 hours after the due day/ time
- and an additional 20% if handed in within 48 hours from the original due date.

Assignments submitted after the 48 hour deadline from the scheduled due date will not be marked and therefore automatically receive a "0". It should be noted that it is the student's responsibility to hand in all late assignments DIRECTLY to the instructor unless otherwise indicated. **The department's administrative assistant will not be responsible for accepting assignments on anyone's behalf.**

In special circumstances where due dates cannot be met, the onus is on the student to provide acceptable written documentation substantiating the reasons for not meeting the deadline (e.g., doctor's certificate, copy of death certificate, police report). Students with acceptable documentation must contact the instructor no later than 48 hours after a due date to make alternative arrangements. Latecomers without acceptable documentation will be given a mark of "0" for the assignment.

Policy Regarding Quizzes/Examinations

Quizzes, mid-term examinations, and final examinations not scheduled during the regular examination period will be administered on the dates indicated in the course outline. Only in **very** special circumstances will alternative arrangements be made (e.g., doctor's certificate, copy of death certificate, police report). In those special circumstances the onus is on the student to provide acceptable written documentation substantiating the reasons for not writing the examination or quiz on the scheduled date. Students with acceptable documentation must contact the instructor **no later than 48 hours** after the scheduled date to make alternative arrangements. **Students without acceptable documentation or those who contact the instructor after the 48 hour deadline will be given a mark of "0" for the quiz or examination.**

Academic Integrity

Academic integrity is a core value of the academic mission of Brock University, defined as the pursuit of knowledge and scholarship through the provision of academic programs and a learning environment of the highest quality. It is in the interest of the University's academic mission that every student adheres to the highest standards of scholarly integrity. As such, academic dishonesty is taken very seriously and will not be tolerated.

Academic dishonesty, defined as academic misconduct, consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g., lower grade or failure on the assignment or examination, failure in the course, suspension from the University for a definite period, notation on the student's official transcript, or withholding or rescinding a Brock University degree or certificate.

It is your responsibility to understand what constitutes academic misconduct. For information on the various kinds of academic dishonesty please refer to the 2012/2013 Brock University Undergraduate (http://www.brocku.ca/webcal/2012/undergrad/areg.html#sec69).

The following illustrates only four examples of academic dishonesty:

1. Plagiarism; defined as presenting work done (in whole or part) by someone else as if it were one's own, or for which other credit has been obtained (e.g., using direct quotations or large sections of paraphrased material without acknowledgement).
2. Improper collaboration, e.g., copying from another student, or making information available to other students knowing that this is to be submitted as the borrower's own work.
3. Impersonation, copying or using unauthorized aids in tests and examinations.
4. Obtaining medical or other certificates under false pre-tenses.

Using Sakai:
Sakai will be used to post course materials related to lecture (excluding lecture notes) and seminars. Teaching assistants will also use Sakai to communicate with students. You can access Sakai via the Brock University homepage. Your Sakai ID is the same as your Brock Student Portal login. Please get into the habit of checking Sakai and your Brock email account regularly

Tentative Course Schedule – Lectures & Seminars

Date		Lecture Topic(s)	Reading(s)
September	**Week One**		
	12	Course Introduction & Overview Program Development Cycle, Stage A: Agency Culture	Ch.1 Pgs 107-110, Ch.7,8
		Seminars – First week of class - No seminars	
	Week Two		
	19	-Stage B: Step #3 - Obtaining Participant Input -Understanding How Individuals Experience Leisure	Ch.9 Ch.2, 5
		Seminars – Group formation, overview of program area	
	Week Three		
	26	-Outcome Based Programming -Stage B: Step #4 – Program Goals & Objectives	Ch.4 Ch.6, 10
		Seminars - Forming intentions from needs assessment data	
October	**Week Four**		
	3	-Stage B: Step #5: Program Design including the Service Continuum -Six Elements of a Situated Activity System	Ch.3, 11 **Due: Report 1**
		Seminars – Development of Program Goals & Objectives	
	Week Five		
	10	-Stage C: Operational Strategies - Step #6 – The Program Plan and lesson plans -Risk Mgmt & Program Promotion -Report 1 returned with group time to work on feedback	Ch.13 p.261-262, Ch.14
		Seminars – Leisure experience, outcome based programming, finalizing program activities	
	Week Six		
	17	-Stage C: Operational Strategies - Step #7 – Implementation and program monitoring -Stage D: #8 - Program Evaluation: Assessing the Program	Ch.20, 21
		Seminars – Developing the Program Plan	
	Week Seven		
	24	-In-Class Program Promotion Presentations -Final preparations for camp	**Due: Report 2**
		Seminars – Develop Program Evaluation Questions	
	Friday October 26th to Sunday October 28th – Camp Weekend		
	Week Eight		
	31	-Stage D: Step #9 – Program Disposition Decisions -Determining Program Costs (Budgeting) & Pricing	Ch.22 Ch.18
		Seminars – Review program evaluations from camp	
November	**Week Nine**		
	7	-Review for Final Exam *-Guest Lecture: Topic & Speaker TBA*	
		Seminars – Overview of requirements for third program plan report.	

Week Ten		
14	-Final In-Class Exam	
	No seminars this week – studying for final exam	
Week Eleven		
21	-No lecture this week to compensate for time spent outside of the classroom during the field trip weekend	
	Seminars – Reflective exercise	
Week Twelve		
28	-Course Wrap-Up, Field Trip Weekend Video Recap & Student Course Evaluations	**Due: Report 3**
No seminars this week to compensate for time spent outside of the classroom during the field trip weekend		

Program Plan Report
Guidelines

Program Plan Report #1: Agency Culture and Program Development

- Introduce your project. Include a brief description of agency culture (including mission statement/philosophy), your target group, location for the program and goals of the organization (course).
- Explain the program area you were assigned (ice breakers, social games, physical activities, instructional, cultural, or reflective), the typical goals and objectives of these programs, and a brief range of activities associated with the area.
- Describe the appropriate qualities of the leisure experience that relate to this general programming area, and five to six general benefits and that your programming area is designed to target.
- Summarize the results from the needs assessment for your program area.
- Briefly describe in one paragraph or more three (3) possible programs that you are willing to develop and explain: (1) how they fit within the program area you were assigned, and (2) how they meet and fulfill the needs identified from your analysis of the needs assessment data, and (3) a brief description of the specific activities within each program.
- Complete and attach Creative Programming Templates (to be uploaded to Sakai).
- Use a minimum of three (3) references which must include: (1) the textbook for this course, (2) a reading for your program area, and (3) at least one other reference.
- PLEASE NOTE: YOU DO NOT CHOOSE YOUR PROGRAM AT THIS POINT.
- **Due date: October 3rd (10% of final grade)**

Program Plan Report #2: Program Design and Operational Strategies

- Indicate your program choice for implementation and explain the rationale for your choice.
- Indicate your program goals and specific objectives.
- Discuss the link between your program choice, the needs assessment results, your goals and objectives and the mission statement developed by the class.
- Develop and describe in detail your program plan (textbook chapter 13). This will include all operation details and the implementation steps for your program including all the actions that have to be taken before the activity, as well as all the actions to be taken during the activity (lesson plan). This should include what and where to place equipment and materials; safety considerations; sequence of events for the program (what will be done step by step); time

frames (when and how long); individual responsibilities for each step; and key instructor actions and teaching points (how the activity will be done).

- Include any venue or special arrangements required, plans for inclusion and equipment/ supplies needed.
  - If there is to be more than one activity, be sure to explain how each activity within your program is designed to meet the goals and objectives for your program.
  - Describe PLAN B. Identify and describe a worst case scenario of your choice (i.e., you need to move indoors due to thunder or one member misses the bus with all your supplies) and indicate how you plan to meet your goals and objectives regardless.
- Fully describe your plan for program promotion, and risk management plans.
- Attach all relevant materials. The use of charts, bullet points, diagrams, pictures and other visual tools is encouraged.
  - Use a minimum of three (3) references which must include: (1) the textbook for this course, (2) the reading for your program area, and (3) at least one other reference.
- **Due date: October 24th (20% of final grade)**

Program Plan Report #3:
Program Evaluation, Disposition Decisions & Benefits-Based Awareness

- Review program and assess its adequacy. How well did it meet goals, organizational mission, and the client's needs?
  - Review and provide rationale for any adjustments / changes that were undertaken during the program and the reasons for these (this may not apply to all groups).
  - Analyze and discuss the results of your program evaluation and incorporate these throughout the report.
  - Throughout your report emphasize both your strengths and the areas for improvement related to planning, implementation, and evaluation of your program.
- Assess the participant outcomes achieved.
- Detail recommendations for program disposition (repeat as is; offer again with modifications; or discontinue) and rationale for decision.
- Lastly, be sure to address Phase 4: Benefits-Based Awareness of the Benefits Based Programming Model from chapter four in our textbook. Do this by having each group member write a short paragraph reflecting on their experience at camp, and have the group as a whole write a short paragraph reflecting on the benefits from their program that could be used in an upcoming departmental newsletter, on the department website, or other promotional materials.
- There are no references required for this final program plan report.
- Please note that it is expected that this third program plan report is very creative and this creativity will be a part of the grading rubric for this last assignment. Creative examples of this third program plan report from previous 2P00 classes will be shown in seminars on November 6th and 7th.
- **Due date: November 28th (15% of final grade)**

General Suggestions for Assignments

1. While general guidelines are given regarding the length of each report, the most important consideration for length should be premised on what is deemed necessary in terms of content and depth of explanation so that someone unfamiliar with the program could implement it in the future.
2. All written assignments must be TYPED, DOUBLE-SPACED on 8½ x 11 paper and should use subheadings. **ALL REFERENCES AND SUB-HEADINGS MUST ADHERE TO APA 6th edition.** Refer to http://www.apastyle.org/ or http://owl.english.purdue.edu/owl/resource/560/1/

3. Each member has a collective responsibility for all sections. Thus if a member does not contribute as expected, it will be reflected in their peer evaluation portion of the final grade and may not be awarded the grade for the assignment if they cannot demonstrate the contribution they made to it.

Comments from past RECL 2P00 Students

❖ This trip was very beneficial to me as I gained a lot of experience in the many aspects of planning the program and actually implementing it with my peers. I met a lot of great people that I would have otherwise not met and in the camp environment it is easier to approach people and make friendships. Going through each program and running ours at the camp made it easier and at points it felt like we weren't working at all because it was always fun. This trip should definitely continue in the future!

❖ Most university classes give you a solid theoretical knowledge base but don't give you a chance to apply that knowledge. This trip gives you just that. It also gives you a chance to learn more about your peers and have fun.

❖ People come alive at camp!

❖ Enables us to understand both our experience as a potential program planner and leader as well as a participant/client. This gives us valuable experience that we can't get strictly from lecture.

❖ As an international student, communicating with other native classmates is a little difficult. In this trip, we have a lot of chances to meet new friends and know more about Canadian games and cultures. All of the games played in the trip were so interesting for me and I have never seen them before. Overall, it was a very good experience for me and I am sure it can help my future job.

❖ The best part about this overall camp experience is that it unites students as recreation majors. Every program should have to experience something like this.

❖ I think this was a fundamental trip. It is clear that everyone in this class is so much closer and new friendships have been made. Classes are more interesting now and everyone wants to participate in recreation and leisure events and socials.

❖ All year I was dreading going on this, but I had so much fun and learned lots of new things.

❖ Lots of social interaction and little interference from teachers so it was like we were in charge.

❖ Although many students tend to be worried about the weekend, this trip definitely took 2P00 to 2W00!

Appendix C: CYC 475

COURSE SYLLABUS
CYC 475 – ADVANCED CHILD AND YOUTH CARE PRACTICE WITH GROUPS AND FAMILIES
April 15th – June 13th, 2013

PART ONE: FAMILY
Janet White

PART TWO: GROUPS
Greg Saunders

Class Times and Location

The Moodle site for the course will be available on Monday, April 15th. Please be prepared to log on periodically prior to the onset of the face to face portion that begins on Monday, April 29th. Be sure to familiarize yourself with the site and the course content, assignment descriptions, and expectations. Although there are no required on-line discussion activities, it can be used as a way for you to connect with each other and the course instructors. All on-campus classes will be held in HSD B141 from 9:00 am to 5:00 pm.

Part One: Family Section

April 29th – May 3rd

Part Two: Groups Section

May 6th – 10th

Course Description

This advanced course focuses on the development of skills required for child and youth care practice with groups and families. Through experiential learning methods you will learn how to assess the needs of groups and families and apply appropriate intervention strategies to assist clients to achieve desired outcomes. The course builds on content and skills from core courses in the Bachelor of Child and Youth Care program.

Prerequisites

All Year 3 core CYC courses

Textbooks
For Families Section

Madsen, W. (2007). *Collaborative therapy with multi-stressed families* (Second Edition). NY: Guilford Press.

Chapters 1 to 7 will be the main focus for the first part of the course. You are strongly encouraged to read the remaining chapters following the face to face seminar.
Please note: You will need to use additional references for your final assignment depending on the topic your simulated family raises.

For Groups Section

Corey, G., Corey, M. S., Callanan, P., & Russell, J. M. (2004). *Group techniques (3rd Ed.)*. Pacific Grove, CA: Thomson Brooks Cole.

White, J. H. (2007). Knowing, doing and being in context: A praxis-oriented approach to child and youth care. *Child and Youth Care Forum, 36*(5-6), 225-244. Link to article.

You are expected to have read the Corey text and the White article before the **start** of the groups' portion of the course (May 6th).

Location of Course Within CYC Curriculum

CYC 475 is one of the final courses in the CYC undergraduate program curriculum, and it is the final lab course. The overall course goal is to prepare you for your final practicum and for working with families and groups in the future. CYC 475 builds on knowledge and values from previous CYC courses and facilitates knowing-doing-being (see White, 2007 for more information on how this models fits with the course). Class time will be used to facilitate the integration of theory with practice through role play counselling sessions, immediate feedback and debriefing.

Focus of the Course

The main approach for the course is to engage students in learning opportunities in order to apply knowledge of CYC practice to specific situations encountered in practice. At the end of this course, you will be able to develop a framework for your practice as you enter the CYC field and begin working with groups and families. A key learning focus is on using knowledge and skills to engage group or family members in the process of setting and reaching goals.

Overall Course Goals

Parts One and Two (Families and Groups)

By the end of the course you will be able to

1. demonstrate a critical understanding of the connections between working with groups and working with families

2. demonstrate the use of a praxis orientation (knowing, being, and doing) when working with families and groups in CYC practice settings.

3. apply knowledge from core CYC approaches including (strength-based, collaborative, and socially just orientations).

4. understand how your social, cultural, and political location affects group and family work.

5. demonstrate an awareness of key issues and contexts that influence family practice and group work.

6. plan, implement, and assess a series of group and family sessions.

7. articulate a framework of CYC practice that consolidates learning and guides work with groups and families

8. articulate a critical understanding of practice **limits** and demonstrate the ability to address these limits within the context of practice (e.g. seek supervision, access new resources such as appropriate interventions, and/or refer to appropriate individuals/ resources) while recognizing and mediating **exceptions** to normal limits of practice (e.g. when a crisis presents and alternatives are not available).

ASSIGNMENTS AND DUE DATES

Part One: Family Assignments

Assignment 1: Reading Journal Chapters 1 to 7 (10%)
Due Date: ***Midnight: April 28th to be submitted to Moodle drop box***

Assignment 2: Assessment of Family and Practitioner Skills and Knowledge (40%) Due Date: ***Midnight: June 2nd to be submitted to Moodle drop box***

Part Two: Group Assignments

Assignment 1: ***Skill Reflection and Assessment*** **(30%) Due Date: June 2nd**

Assignment 2: ***Program Design a) Development or b) Analysis*** **(20%) Due Date: June 2nd**

Attendance

1) Regular attendance throughout the course is mandatory unless there is an unexpected circumstance such as an illness or family emergency. Because this course takes an experiential and collaborative approach to group process and family work (which includes taking the role of the counsellor, a group member, a family member and/or the role of a reflecting team), consistent and full attendance is required. If for reasons stated above, you cannot attend a class, it is your responsibility to inform the instructor and, if necessary, your facilitation partner or reflecting team members.

NOTE: While there will be some time allotted for taping during class time, you may also need to spend time outside of class time to complete recorded sessions.

ASSIGNMENT DESCRIPTION AND CRITERIA FOR GRADING

Part One: Family Assignments

Assignment 1: ***Reading Journal (10%)***

Due Date: April 28th submitted by midnight to Moodle drop box

The purpose of this assignment is so that you will have notes to guide you through the course. Given the fast pace of this course, it is very important that you begin to read the material prior to arriving on campus. Structured questions have been provided below to guide your reading. Having your own reading journal will also provide you with opportunities to integrate several ideas from the text so that you will be ready to experiment with some of the strategies when working with your simulated family. And finally, this assignment will also prepare you for the final assignment that assesses the integration of theory to practice (praxis).

Assignment Details

Read the first 7 chapters of the course text. Select a **minimum of 3 ideas, concepts or interventions** that resonate most for you and your practice with families.

For each of these ideas, concepts or interventions **answer the following questions**:

Summarize the idea, concept or intervention. Be sure to state and cite where in the text this is explored including the specific chapter.

What about this idea, concept or intervention resonates for you? How does this idea, concept or intervention reflect how you wish to work with families?

How does this idea, concept, or intervention compare or contrast with other theoretical approaches you have learned in the CYC program?

What are the advantages and/or disadvantages of using this approach with families?

How might you apply this idea, concept or intervention into your future practice with families? Be specific.

Approximate length: 6 pages not including title page or references

Grading

Grading will be based on the following criteria:

1. The depth and quality of your ideas/responses
2. Evidence that the material was read and reflected upon
3. The capacity to imagine possible applications of theory to practice
4. Ability to write in a clear and understandable style at a 4th year university level

Assignment 2: ***Assessment of Family and Practitioner Skills and Knowledge***

(40%) Due Date: June 2nd Submitted by midnight to Moodle drop box

Assessment of Family and Practitioner Skills and Knowledge

This assignment provides you with an opportunity to consolidate your learning in this and previous lab, theory, and family courses.

In order to complete this assignment, you are expected to draw from:

- the **course text,**
- the **case notes** you take after each session – there are guided questions for your experience as a counsellor, a class member or reflecting team member and as a client,
- and **texts and readings from other CYC courses** you have taken, and resources that can be found in your community.

Case Notes

Case notes are to be completed for each session you facilitate, as well as, your experience as a client and as a reflecting team member.

Tip: The less time between the session and the notes you develop the more likely they will be comprehensive and helpful to you in planning for your next session. It is recommended to write case notes on the same day as the session(s).

Depending on which role your have played during the session, your case notes should include some or all of the following points.

A. Focus on the family – Counsellor Role

This section of your case notes is where you need to focus on the family experience during the session. The kinds of questions to consider include the following.

1. What is the main problem/issue that is being discussed in this session?
   How does each family member view the problem/issue?
2. What roles or positions is each family member taking (e.g. victim, hero, scapegoat, or other?)

3. What do you as the counsellor need to know more about in order to proceed with the next session?

4. What resources do you intend to use in order to prepare? (literature, consulting with another practitioner, finding resources in the community, etc).

5. What theories are influencing you to make such assumptions?

B. Focus on Counselling Process – Counsellor Role

This section of your case notes is where you will need to assess your skills, knowledge, and processes of engaging with the family. The kinds of questions you need to think about are as follows:

1. What do you believe went well in the session? How do you know that things were going well? What indicators did you use to determine this?

2. What do you wish you had done and why? What prevented you from doing so?

3. How do you plan to better prepare yourself for the next session?

C. Focus on Client Experience – Client Role

These are questions to use as your reflect on **being a client**. Examples of questions may include the following:

1. What kinds of thoughts, feelings, and/or reactions did you have after the session?
2. What insights did you have about the issue/problem being discussed?
3. Did you feel understood/heard?
4. What if anything motivated you to think about changing?
5. Were you able to consider how the changes might occur?

D. Focus on Reflecting Team or Class Member

This section gives you an opportunity to reflect on an experience as a class member or a member of a reflecting team during the institute. The kinds of questions to consider include the following:

1) What fit or stuck out for you in the non-lab portion of today's class?

2) How was your experience as a member of a reflecting team?

3) How might the reflecting team have been seen as helpful to the family?

4) How do you make sense of the learning offered to you through this type of course experience overall?

5) How might your own social location impact your reflections?

6) How might this learning speak to your practice in Child and Youth Care?

E. Tracking readings and other course resources

This is a brief summary of the kinds of resources you have found to be useful when working with your family. These may include readings from other courses, or resources in the community. It should include a list of resources along with a brief summary (2 to 3 sentences) describing why it was important/useful for you. NOTE: This is NOT the references list for your final assignment.

Submitting Videos

The videos of your sessions are NOT required to be submitted for this assignment. They are to be used to assist you in your reflection. This course is not about your performance, it is about your ability to critically reflect on your work with families and how you will continue to develop your future practice with families.

Some Notes on Organizing the Final Assignment

The final paper for the course is intended to integrate the course materials, additional resources that pertain to your family, and to summarize key learning from the experiences of being a counsellor, a reflecting team member, and as a client.

Grading Criteria

In this assignment, you must:

- discuss your main findings (themes, theories, interventions, etc.) based on the four areas of focus from your case notes,
- provide specific examples from your counseling interactions as evidence of these findings,
- draw from various sources, including course text, other CYC readings and perspectives, and community resources,
- provide evidence of awareness of issues of diversity as they apply to your simulated family,
- demonstrate an integration of CYC perspectives and theory into practice – praxis,
- discuss your experience as a client and how that informs your future practice with families,
- discuss your thoughts on the use of reflecting teams in practice with families,
- write in a clear and understandable style at a 4th year university level,
- use APA conventions accurately in text and in references page,
- show reflexivity about your learning and practice,
- and include a references list of at least 8 sources, including the course text, which you have drawn from in your sessions and explore in your final paper.

As long as the above conditions are met, you may choose to organize the structure of the paper in a way that makes the most sense for your own learning. For example, you may want to present your learning chronologically, or thematically. More about this assignment will be discussed during class.

Paper length: 16 – 18 pages.

Part Two: Group Assignments

Assignment 1: ***Skill Reflection and Assessment***

(30%) Due Date: **June 2nd**

Mark: 30% (10% paper; 20% skill assessment by Instructor)

Steps for completion:

1. **Optional**: schedule a meeting with your instructor to review your work.

2. Review the DVD recordings of your work, the sample evaluative formats that have been provided along with the grading criteria for the skill assessment, and participant feedback of your work.

3. If you plan to meet with the instructor, bring to the meeting your DVD, notes (with

examples) outlining any questions about group work/process, listing what you feel you are doing well as a facilitator, areas needing work on and thoughts as to how you might improve.

4. Write a summary assessment (based on 1 through 4 from above). The format for the paper is outlined below.

5. Meeting process, paper and DVD(s) need to be completed and submitted no later than TBA.

Skill Assessment Paper:

You are to develop a set of debriefing questions that you will be able to use 'beyond' this class. Your questions will serve as the basis for your self-review and should include the following two areas:

With the development of your questions, you will need to consider and answer the following:

1) Your assessment of your work in this class *(taking into consideration your goals for the participants)***:**

- **what worked, as evidenced by,**
- **what did not work, as evidenced by,**
- **if you were continuing to work with this group, based your experience/results,**
  what would you do next time -- or, if you had an additional session, what would you do next time *(this does not have to be an entire session plan)***?**

2) Goals for yourself *(this part of your self-review needs to take into consideration the goals that you set for yourself, and goals that you have for the future)***:**

- **things that you do/did well, as evidenced by,**
- **things that you will need to continue to work on, as evidenced by,**
- **goals for your continued skill development and how plan to achieve them?**

Grading Criteria for your Skill Assessment Paper (10%):

- presentation *(organization, grammar, etc.)*
- length: you determine but needs to APA format
- based on the integration of information/learning from the course:
  - § how completely you describe your developing level of KSS or knowing, doing and being: — related directly to group process and focused on:
    - our analysis of your sessions/of your work in this class
    - your analysis of your strengths, and areas needing work

§ how thoroughly you articulate your goals and strategies

§ how thoroughly you specify examples supporting answers to the self review questions

The following provides a guideline for the assigning of letter

grades: A grade: Competence with excellence

B grade: Competence with quality

C grade: Basic competence

D grade: Borderline competence

Assignment 2: ***Program Design a) Development or b) Analysis***

(20%) Due Date: **June 2nd**

Assignment 2(a): Group Design (15-18 double-spaced pages)

For this final assignment, you are expected to demonstrate what you have learned about groups by designing a 6-8 week group experience (10 to 12 hours, with a minimum of 6 individuals) and with a population of interest to you. Refer to course readings and your own in- class experience as you plan and design your group.

Headings to organize your assignment should include:

Description of population and context – Choose a population that you would like to work with in a group (e.g. bereaved children, adolescents in an outdoor education setting, parents, support group). Specify the setting where this group will take place such as a school, residential care facility, hospital, community centre, etc.

Rationale – Why might group work be an important way to work with this particular population? Identify strengths, opportunities, and potential challenges. Be specific.

Goals – What is the purpose? What do you hope to achieve?

Overview of Weekly Sessions – What is the focus for each week?

Description of Activities – What types of exercises, facilitated discussions, and experiences do you plan to include? How does your plan reflect the life cycle stages of the group? How have you taken developmental issues into consideration? What are some of the theories you draw from?

Your Goals as a Facilitator – What specific skills, ideas, and intentions do you plan to bring to this group?

Evaluation and Reflection – How will you know if your group has been effective and/or successful? What questions will you ask yourself?

For each of these, be specific about how the goals, activities, and skills interact with the characteristics of this population.

In reviewing your Group Design Project the following questions will be considered:

1) Presentation:

- What does it look like?
- Have you paid attention to grammar, spelling, sentence construction, correct references, etc.
- Is there a logical flow to the physical layout or presentation of your programme i.e. introduction, components of both project and sessions, etc.

2) Experiential Learning / ELC:

- Is the focus of the programme on using the experiential learning/ ELC?
- How will that look to the reader/participant (how is it evident)?
- Process vs. Teaching?

3) Thoroughness:

- How complete is your programme?
- Are all the categories covered in both the introduction and in each session?
- A question to ask yourself: Could someone pick up your programme and put it into action without talking to you?

4) Innovation:

- Is there evidence of creativity, and/or innovative approach(s)?
- Is there an attempt to look at the subject/present the subject in a new way?

5) Logical Connections:

- What will the 'walk through' be like for the reader/participants?
- Is there a connection between the overall goal and the session goals?
- Is there a logical connection between each session goal and the methods used to achieve?
- Have you taken into consideration the stages of group development in your plan?

O R

Assignment 2(b): Group Analysis

Your supervisor walks in and asks you to create a group experience; it will need to be designed around a central theme for a discussion/support, interpersonal skill building or counselling project. The program should be 10 to 12 hours in duration and consist of a minimum of 6 individual, sequential sessions built around a specific topic or issue. Because of the large and varied number of children the agency serves, you boss is leaving it up to you as to the age range, and type of experience that you design. You will be responsible for the design, implementation and evaluation of your group experience.

Normally at this point in reading about an assignment, one would think that a program will need to be developed; however, instead of submitting the program that you have been asked to develop, for this assignment we are interested in your 'thinking' behind your design. In other words, what questions would you see as essential for you to ask to increase the odds of you having a successful program design.

Based on what you have learned in this course, and drawing on life and work experience, practicum and the course work throughout your degree, what questions would you ask? In other words:

a) What questions would you ask yourself to ensure that you would/will create an effective design? What do you need to know?

b) What is it about the questions you picked that makes them important to you? By answering them, how will the information generated help you with your program design?

c) Answer the questions that you have picked? *(Answering this question is optional)*. Without producing the entire program, is there anything else that you would want to add here?

Grading Criteria for the Program Design Analysis (20%):

- presentation: *(organization, grammar, succinctness, etc.),*
- length: your decision,
- format: APA,
- depth and breadth of program analysis (considers all aspects of good program design in the analysis of their questions)
- design draws on a variety of sources which are clearly identified,
- based on the integration of relevant information/learning from the course:
  - demonstrates an awareness of and an ability to work from the primary values of Child and Youth Care Work (strength based, developmental, ecological, social justice, pluralistic, etc…).
  - is able to make complex linkages between the three areas of "knowing, doing and being" as demonstrated in the analysis of your program design.

The following provides a guideline for the assigning of letter grades:

A grade: Competence with excellence

B grade: Competence with quality

C grade: Basic competence

D grade: Borderline competence

Percentage and Letter Grade Equivalencies

UVIC Grading System
(Effective May 1, 2012)

Letter Grade	Grade Point Value	Percentage For Instructor Use Only*	Performance Descriptor
A+	9	90 - 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85 - 89	
A-	7	80 - 84	
B+	6	77 - 79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73 - 76	
B-	4	70 - 72	
C+	3	65 - 69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 - 64	
D	1	50 - 59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
E	0	TBD	Conditional supplemental.
F	0	0 - 49	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0 – 49	
CTN	N/A	N/A	The CTN designation will appear on student transcripts at mid-point through the course or at the end of the first academic term (Sept-Dec). On completion of the course, the designation will be replaced with a final grade.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction.

* These percentage ranges are standardized and will be used by all instructors in determining letter grades effective May 2012. The percentage is not recorded on the student academic record or displayed on the student official transcript; the official 9 point grading system and letter grades are displayed on the academic record and official transcript. The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.

Policies

Expectations and Requirements

SCYC Diversity Statement

The School of Child and Youth Care fosters a welcoming and positive learning, teaching and working environment for all its members. We support the principles of equity, inclusion and the respect for diversity. In all aspects of your participation within the School of Child and Youth Care, it is expected that you will incorporate the principles of respect for diversity, inclusion, and equity. It is expected that your class participation will demonstrate:

1. An understanding of and ability to apply concepts related to cultural diversity, related forms of discrimination and social justice;

2. A critical and comprehensive understanding of your own social locations;

3. An ability to think of activities and readings effectively within and across diversities;

4. An integration of these cultural learning outcomes into your practice with children, youth, families and communities.

Late Assignments

The assignment is due on the specified date. University policies state that only in situations of medical or family emergency AND with consultation with the instructor prior to the due date for the assignment will an extension be given. As per the policy of the School of Child and Youth Care, assignments submitted past the due date without prior consultation with the instructor, will drop one grade (e.g. B- = C+) per day late. No assignment will be accepted 3 days beyond due date.

Assignments that have a new negotiated due date need to mail a paper copy to the professor with a date stamp no later than the new negotiated date or it will not be accepted. Poor planning and poor organization is not a valid excuse for late papers or new negotiations on assignments. Students may be asked to provide medical proof or other substantiating documents for new negotiated papers. Grade deferrals will only be considered in extreme, documented circumstances.

Plagiarism

All students are required to read and comply with the policies on plagiarism, as stated in the current University of Victoria calendar.

Course Outlines

Course outlines are required documents for course challenges and may be required when applying to other institutions and graduate schools. It is important that you retain this syllabus for documentation of your course description, content and readings. There is a minimum $25.00 administrative fee charged for archived course outlines.

Appendix D: CYC 302 Syllabus

CYC 302: THERAPEUTIC RECREATIONAL PROGRAMMING
Lecture & Lab: Fridays 8 to 11am in SHE598
Semester and Year: Fall 2013

Lecture & Lab Instructor Name:	Lisa Peña-Sabanal
Student Consultation Hours:	Please email before confirm availability Thursdays 1 to 2pm Fridays 11am to 1pm
Office Number:	SHE570 (Accessed through SHE569 or SHE576 only)
Departmental web site(s):	http://www.ryerson.ca/cycp

Course Description
The student will be introduced to the therapeutic role of recreation and play as essential rights for children and youth. Students will be able to assess developmental needs, plan, identify, implement and evaluate activities. The role of recreation in relation to children's physical, emotional, cultural and social needs will be examined. Lecture 1 hour, Lab 2 hours. Pre-requisite CYC 101 (PR for other programs).

Course Focus and Scope
Recreational activities are used for therapeutic and developmental purposes in the field of child and youth care. Children have the right to play and recreation. This course provides students with the skills and knowledge necessary to be able to assess developmental needs for leisure, recreation and physical activity and to incorporate those into the child's daily life. Through the use of lecture and discussion, students will understand the fundamental concepts of therapeutic activity. They will then plan and implement activities in the lab setting using their peers as participants. They will also understand and assess the role of recreation activity in their own lives and personal development.

Course Objectives
By the end of this course the student should be able to:

§ Foster and utilize a variety of environments as therapeutic milieus to promote overall well-being and facilitate positive change for children, youth and their families, respecting and promoting cultural diversity
§ Identify the application and value of play therapy, expressive arts therapy, recreational therapy
§ Assess & plan skill-based recreational activities that meet the developmental needs of children and youth
§ Implement & evaluate skill-based recreational activities to ensure that the physical, emotional, social and cultural needs of children and youth are consistently respected
§ Describe and employ effective intervention strategies in the areas of therapeutic programming, individual counseling and group work which meet the developmental needs of children and youth
§ Perform on-going self-assessment and utilize self-care strategies to enhance professional expertise

Week # & Date	Topic	Things to Do
1: Sept. 6th	Introduction to CYC 302: Therapeutic Recreational Programming * Course Overview Understanding Play as Therapy Therapeutic Play Foundations	READING: 1. Time In (TI)- Ch. 1 2. TI- Ch. 2
2: Sept. 13th	The Therapeutic Milieu in Child & Youth Care: Part I * Overview The Physical Milieu * Safety, Inclusion & Affirmation	READINGS: 1. Healing Spaces (HS)- Ch. 1 2. HS- Ch. 2
3: Sept. 20th	Elements of a Therapeutic Milieu: Part II The Emotional Milieu * Safety, Inclusion & Affirmation The Social Milieu * Safety, Inclusion & Affirmation	READINGS: 1. HS- Ch. 3 2. HS- Ch. 4
4: Sept. 27th	Elements of a Therapeutic Milieu: Part III The Cultural Milieu * Safety, Inclusion & Affirmation The Ideological Milieu * Safety, Inclusion & Affirmation	READINGS: 1. HS- Ch. 5 2. HS- Ch. 6
5: Oct. 3rd	Designing Therapeutic Designs The Therapeutic Group	READING: 1. TI- Ch. 3 2. TI- Ch. 4
6: Oct. 10th	Facilitating Therapeutic Programs Therapeutic Relationships	ENVIRONMENTAL ASSESSMENT DUE –Please read the assignment description outlining expectations. READING: 1. TI- Ch. 5 2. TI- Ch. 6

7: Oct. 14th to 18th: FALL STUDY WEEK – NO CLASSES THIS WEEK

8: Oct. 25th	Dealing with Feelings	READING: 1. TI- Ch. 12
9: Nov. 1st	Relaxation, Imagery & Guided Fantasy Therapeutic Storytelling	READING: 1. TI- Ch. 13 2. TI- Ch. 14

		RESOURCES ASSIGNMENT: Please read the assignment description outlining expectations.
10: Nov. 8th	Art, Drama, Movement & Music Therapy Special Programs	READING: 1. TI- Ch. 15 2. TI- Ch. 16
11: Nov. 15th	Transitions & Separations * Client * Child & Youth Counsellor	READINGS: 1. Bembry, J.X. (1999, June). Therapeutic termination with the early adolescent who has experienced multiple losses. *Child and Adolescent Social Work Journal, 16*(3), 177-189. 2. Man-Feder, V. & Garfat, T. (2006, Winter). Leaving residential placement: A guide to intervention. *Relational Child and Youth Care, 19*(4), 66-72. 3. Smart, M. (2006, Winter). Making more sense of transitions. *Relational Child and Youth Care, 19*(4), 33-42.
12: Nov. 22nd	Therapeutic Activities Presentations x 4	THERAPEUTIC ACTIVITIES ASSIGNMENT DUE – All groups must also be ready to facilitate their activity presentations on this date. The instructor will randomly choose group activity presentations on this day. Please read the assignment description outlining expectations. FINAL EXAM – On-line exam that must be completed within 1 hr of logging on. Please read the assignment description outlining expectations.
13: Nov. 29th	Therapeutic Activities Presentations x 4 Closing Ceremony	PARTICIPATION – 5% assigned for attendance of all 2 days of presentations. Absence on any of these days will result in receiving a 0 out of 5% for participation. There will be no exemptions to this rule.

Evaluation

All assignments and exams will be returned within two weeks of submission directly to the student or via students' Ryerson email. All grades are posted in Blackboard for each assignment. Final grades will be available through RAMMS (the official registrar's site only).

Evaluation of student performance in this course will be based on the following components:

Participation	15%
Environmental Assessment	35%
Resource Assignment	10%
Therapeutic Activities Assignment	15%
Final Exam	25%

PARTICIPATION: 15% **On-Going**

Students will be expected to actively engage in all lab sections as well as be active participants during the therapeutic activity presentations.

ENVIRONMENTAL ASSESSMENT: 35% **Week 6**

Approximate length of entire assignment: 10 to 12 pages single-spaced
Approximate number of recommendations per element: 3 recommendations (totaling 15 for all elements)

Students will choose a milieu that children and/or youth frequently occupy to assess the therapeutic value of the milieu. Interviews with human subjects are not necessary to complete this assignment. Successful completion only involves conducting an observation of the environment students choose. Using Burns (2006) conceptual framework, students will thoroughly assess and describe how the physical, emotional, social, cultural and ideological elements within the milieu promote safety, inclusion and affirmation. Students will ensure APA writing style and referencing is used to illustrate thorough understanding of conceptual framework under each element and need. Following the assessment of each element, students will provide 3 detailed recommendations that will further strengthen the therapeutic value of that particular milieu. Students must ensure that a recommendation for each need (safety, inclusiveness and affirmation) is provided under each element, in addition to specifically identifying which need is being addressed, to ensure full marks for this particular section.

RESOURCES ASSIGNMENT: 10% **Week 9**

Total number of resources: 10
Approximate length of each description: 3/4 of a page single-spaced

Students will work in pairs & conduct a search for resources that practitioners could resort to when planning and designing therapeutic activities for children (beginning at 8 years of age), youth and their families. Students must choose a total of 1 valuable resource (a collection of print, board games, on-line, etc.) that specifically explore each of the following themes:

a) social skills
b) anger management
c) assertiveness skills
d) conflict resolution
e) healthy living
f) self-esteem
g) team building
h) life skills
i) healthy relationships
j) your choice

Each resource must be appropriately cited using APA. Students will then identify the therapeutic value of each particular resource (3/4 page single-spaced, not including the reference of the resource). Remember the idea is to search for a resource, not simply one therapeutic activity that addresses each theme noted above. A reference page will also be required at the end of this assignment. Students must also ensure that no more than 2 types of resources are used (i.e., a total of 2 websites, 2 novels, 2 board games, 2 workbooks, 2 activity books, etc.). Marks will be deducted for failure to comply with expectations outlined above.

FINAL EXAM: 25% **Week 12**

An online exam covering all course content presented from weeks 1 to 11. The exam will be available via blackboard in Week 12 on Friday, November 22nd at 11am and remain posted until Friday, November

29th at 11am. Once students log on, they will have 1 hour to complete the test. There will be a combination of true or false, multiple choice, fill in the blank, etc.

THERAPEUTIC ACTIVITIES ASSIGNMENT: 15% **Week 12**

PART 1:

Approximate length for Component 1: Approximately 2 pages (single-spaced)
Approximate length for Component 2 & 3: Will vary depending on activity

In groups of no more than 3, students will complete the following components:

1) Instructor will assign the theme to be explored for each pair of students. Students will then provide a thorough description of the theme chosen specifically discussing the theme's importance, the value of exposing therapeutic activities to children, youth and/or families under this theme, etc. This component should be 2 pages single- spaced in length, incorporating APA writing style and referencing.
2) A collection of therapeutic activities (each member must provide 3 activities to include into the collection) – theme should be consistent and facilitation techniques must vary (use the activity planning template provided & be as descriptive as possible). Students must ensure each activity is reference appropriately using APA format.
3) Each therapeutic activity must include detailed explanations of 3 specific accommodations and/or modifications that can be employed to ensure safety, inclusiveness & affirmation of all children and/or youth (each need must be addressed at least once)

PART II:

Each group will implement a 30 minute presentation to their peers by choosing one of the activities from the collection of therapeutic activities. Each of the group members will act as a facilitator while the remaining students will roleplay that of the children, youth and/or family. Each presentation will be followed by a discussion offering critical feedback to the facilitators by the instructor and peers. All students must be prepared to present their activity in Week 12. The instructor will randomly choose groups to present their activity in this week, groups that remain will present in Week 13.

Merit of Work and Recalculation

Students must request, within 10 working days of the return of the graded assignment, any re-assessment of their work. If not satisfied with the instructors' response they should contact the Director to request a re-assessment of the assignment. These are not grounds for an appeal, but are matters for discussion between the student and the instructor.

Materials

Required Textbooks:

1. Burns, M. (2006). Healing Spaces – The Therapeutic Milieu in Child and Youth Work. Kingston, ON: Child Care Press.
2. Burns, M. (2013). Time In – An Introduction to Therapeutic Activity Programming. Kingston, ON: Child Care Press

Required Materials for Lab:

Student Therapeutic Recreation Kit - Comfortable clothing & footwear, markers, pencils, pencil crayons, crayons, charcoal, oil pastels, scissors, glue, masking tape, pencil sharpener, clay or playdoh, clothespins, various types of ball (orbit balls, koosh balls, tennis balls, etc.), bean bags, colouring book, word searches, construction paper, blank paper, stickers, skipping rope, embroidery thread, beads, string, playing cards, hand sanitizer, etc.

Required Readings:

Bembry, J.X. (1999, June). Therapeutic termination with the early adolescent who has experienced multiple losses. *Child and Adolescent Social Work Journal, 16*(3), 177-189.

Berman, D. & Davis-Berman, J. (2006, May). Therapeutic uses of outdoor education. *The International Child and Youth Care Network, 88*. http://www.cyc-net.org/cyc-online/cycol-0506-berman.html

Fletcher, L. (2004, Spring). Artful encounters with children & youth. *Relational Child & Youth Care, 17*(1), 23-28.

Man-Feder, V. & Garfat, T. (2006, Winter). Leaving residential placement: A guide to intervention. *Relational Child and Youth Care, 19*(4), 66-72.

Mills, A. (2005, October). Art therapy on a residential treatment team for troubled children. *The International Child and Youth Care Network, 81*. http://www.cyc-net.org/cyc- online/cycol-1005-mills.html

Smart, M. (2006, Winter). Making more sense of transitions. *Relational Child and Youth Care, 19*(4), 33-42.

Recommended Supplemental Readings:

Alexander, K.C. & Shaw-Benson, L. (2005, June). Experience beyond words: Giving children a voice through poetry writing. *The International Child and Youth Care Network, 77*. http://www.cyc-net.org/cyc-online/cycol-0605-alexanderbenson.html

Armstrong, S.A. & Simpson, C. (2002, Fall). Expressive arts in family therapy: Including young children in the process. *TCA Journal, 30*(2), 2-9.

Brendtro, L.K. & Strother, M. A. (2007, Spring). Back to basics through challenge and adventure. *Reclaiming Children and Youth, 16*(1), 2-6.

Butler, J. (2000). Using dramatherapy with teens. *Journal of Child and Youth Care, 13*(4), 67-76.

Chubb, R. (1995). Humour: A valuable laugh skill. *Journal of Child and Youth, 10*(3), 61-66.

Cooper, T. & Jobe, T. (2007, Spring). Equine encounters. *Reclaiming Children and Youth, 16*(1), 40-44

Derezotes, D. (2000, April). Evaluation of yoga and meditation trainings with adolescent sex offenders. *Child and Adolescent Social Work Journal, 17*(2), 97-113.

Dyment, J.E. & O'Connell, T.S. (2006, March). Journal writing in experiential education: Possibilities, problems, and recommendations. *The International Child and Youth Care Network, 86*. http://www.cyc-net.org/cyc-online/cycol-0303-journals.html

Gannon, B. (2000, March). Activity groups I: Goals, planning and getting ideas together. *The International Child and Youth Care Network*, *14*. http://www.cyc-net.org/cyc- online/cycol-0300-toolbox-activitiesI.html

Gannon, B. (2000, April). Activity groups II: Involving the kids; and resources. *The International Child and Youth Care Network*, *14*. http://www.cyc-net.org/cyc-online/cycol-0400-toolbox.html

Howell, J.N. (2007, Spring). Adventure boosts empowerment. *Reclaiming Children and Youth, 16*(1), 45-48.

Legault, T. (2004, June). Play therapy. *The International Child and Youth Care Network*, *65*. http://www.cyc-net.org/cyc-online/cycol-0604-legault.html

Loughmiller, G.C. (2007, Spring). Building strengths through adventure education. *Reclaiming Children and Youth, 16*(1), 9-10.

Maier, H.W. (2002, January). Role playing: Structures and educational objectives. *The International Child and Youth Care Network, 36*. http://www.cyc-net.org/cyc-online/cycol-0101-roleplay.html

Matto, H.C. (1998, November/December). Cognitive-constructivist art therapy model: A pragmatic approach for social work practice. *Families in Society, 79*(6), 631-640.

Peterson, R. & Fontana, L. (2007, June). Utilising metaphoric storytelling in child and youth care work. *The International Child and Youth Care Network, 101*. http://www.cyc-net.org/cyc-online/cycol-0706-peterson.html

Rambo, T. (2002, October). The use of creative arts in adolescent group therapy. *The International Child and Youth Care Network, 45*. http://www.cyc-net.org/cyc-online/cycol-1002-rambo.html

Rathsam, S. (2002, November). Puppy uppers. *Parks & Recreation, 31*(11), 58-62.

Slingsby, P. (1994). Outdoor programmes for children. In Gannon, B. (ed.), *Children and youth at risk: HIV/AIDS issues, residential care and community perspectives*. Cape Town: NACCW. pp.127-128

Sorenson, B. & King, K. (1999, Mar/Apr). Play and healing: Therapeutic recreation's role in coping in grief. *The Camping Magazine*, 29-33.

Wallin, K. & Durr. M. (2002, Spring). Creativity and expressive arts in social emotional learning, *Reclaiming Child and Youth, 11*(1), 30-34.

Walsh, J. & Aubry, P. (2007, Spring). Behaviour management through adventure. *Reclaiming Children and Youth, 16*(1), 36-39.

Wimpory, D.C. & Nash, S. (1999). Musical interaction therapy – therapeutic play for children with autism. *Child Language Teaching and Therapy, 15*(1), 15-28.

Zahr, L.K. (1998, September/October). Therapeutic play for hospitalized preschoolers in Lebanon. Pediatric Nursing, 23(5), 449-454.

Academic Policies

The following policies are consistent with the CYCP academic policies for course management. Details are available in your student handbook.

1. All students are required to activate and maintain a Ryerson University central Matrix e- mail account that shall be an official and sole means by which they will receive University communications with their instructors.

2. Attendance is not taken by the instructor but all students are responsible for all missed material covered in the lecture, lab and website. Students are also expected to conduct an observation to complete an assignment that must first be approved by the instructor.

3. CYCP participates in Ryerson's Academic Integrity Project. Students should be aware that all papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All papers submitted to turnitin.com will be included as source documents in the turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site. If the student does not submit electronically, the instructor may require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with the instructor to make alternate arrangements. When an instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor shall be permitted to submit that work to any plagiarism detection service.

4. All assignments must be handed in on the expected due date by the time specified in the course outline. Late assignments will only be accepted for reasons of medical or family emergency and the instructor must be notified immediately (ie prior to the assignment due date & time) in person, by email or voice mail. Assignments handed in late without prior consultation with the instructor will receive a penalty of 5% for every day late (e.g. B+ will be come a B).

4. INC grades and re-writes will only be negotiated under the circumstances of medical and family emergency.

5. The CYCP student code of conduct, available on the CYCP website and supplemental to the Ryerson Code of Academic Conduct governs student professional behaviour.

The following general policies can be supplemented with departmental policies of particular importance. Note: Instructors are bound by these policies as well.

Academic Consideration: **www.ryerson.ca/senate/policies**
Academic Integrity: **www.ryerson.ca/academicintegrity**
Medical Certificates: **http://www.ryerson.ca/senate/forms/medical.pdf**
Non-Academic Conduct: **www.ryerson.ca/senate/policies/pol61.pdf**
Religious Observance: **http://www.ryerson.ca/senate/policies/pol150.pdf**
Turnitin Website: **www.turnitin.com**

Appendix E: FAM 1070 Syllabus

Outdoor Activities 1
Community Studies

Course Number: FAM10170
Co-Requisites: N/A
Pre-Requisites: ENL1813S and ENL1902F and FAM0001 and FAM0011 and FAM1054 and FAM1058 and FAM1066 and FAM1067 and FAM1255 and FAM1258 and FAM1259 and FAM1702

Applicable Program(s): 0476X01FWO-Child and Youth Worker
AAL: 3
Core/Elective: Core
Prepared by: Stephanie Griffin, Professor
Approved by: Jane Trakalo, Chair, Community Studies
Approval date: Wednesday, August 13, 2014
Approved for Academic Year: 2014-2015
Normative Hours: 30.00

Course Description

With the focus of promoting optimal social, emotional, and physical development, child and youth workers plan and implement outdoor recreational and therapeutic activities as a means to achieve goals, and encourage values related to healthy lifestyles and development. Students plan and participate in an active camping trip. Through this trip experience, students develop knowledge and skills in basic camping tasks, outdoor therapeutic programming, team work and safety procedures. Demonstrations and skill practice sessions are aimed at exposing students to new activities, and ensuring their comfort in participating and leading youth in summer outdoor adventures.

Relationship to Vocational Learning Outcomes

0476X01FWO - Child and Youth Worker

VLO 2 Foster and utilize therapeutic environments of a residential and non-residential nature which respect culture and which promote well-being and facilitate positive change for children, youths, and their families. (T,A)
VLO 4 Employ effective intervention strategies in the areas of therapeutic programming, individual counseling, and group work which comply with the treatment aims for the client. (T,A)
VLO 6 Perform ongoing self-assessment and utilize self-care strategies to enhance professional competence. (T,A)
VLO 9 Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship. (T,A)

Relationship to Essential Employability Skills

This course contributes to your program by helping you achieve the following Essential Employability Skills:
EES 1 Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (T,A)
EES 2 Respond to written, spoken or visual messages in a manner that ensures effective communication. (T,A)
EES 4 Apply a systematic approach to solve problems. (T,A)
EES 5 Use a variety of thinking skills to anticipate and solve problems. (T,A)
EES 8 Show respect for diverse opinions, values, belief systems and contributions of others. (T,A)
EES 9 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. (T,A)
EES 11 Take responsibility for one's own actions, decisions and consequences. (T,A)

Course Learning Requirements/Embedded Knowledge and Skills

Course Learning Requirements	Embedded Knowledge and Skills
When you have earned credit for this course, you will have demonstrated the ability to:	
1) Develop and facilitate outdoor programs to promote positive change.	-facilitate and participate in outdoor co-operative games suitable for children and youth -assess and outline the possible activity modifications for different age groups and abilities -identify the value and application of therapeutic story telling
2) Demonstrate basic camping skills	-setting up and maintaining a group camp site -prepare and cook a meal over an open fire -participate in hiking
3) Identify and implement safety precautions to ensure a safe environment	-explore and practice basic survival skills -discuss and demonstrate basic water safety -set up and practice safety procedures to ensure that all participants are accounted for
4) Contribute to the team environment in a manner that reflects an attitude of co-operation and successful completion of a designated task	-identify and carry out assigned tasks as part of a small group. -plan, organize and implement activities for the group
5) Articulate issues of environmental sustainability while identifying and planning programs that address sustainability in an outdoor environment	-adhere to a “leave no trace” policy -Explore, discuss and compare ones ecological footprint both in a wilderness and urban environment

Learning Resources

All course resources will be posted on Blackboard under FAM1070 course documents.(hhttp://online.algonquincollege.com/)

Learning Activities

Actively participate in planning a camping trip
Attend a 2.5 day camping trip that includes:
demonstrations sharing of meals
setting up a camp site
lessons in canoeing techniques
hiking
leave no trace principles of outdoor
sustainable practice
facilitation of outdoor games
participation in camp fire
observe, participate and identify the key components of therapeutic story telling

Evaluation/Earning Credit

The following will provide evidence of your learning achievements:	This activity validates the following outcomes:
Complete an online Leave no Trace awareness module, then plan and prepare using the core principles of "leave no trace" a 2.5 day camping trip to ensure needs are meet for the participants as well as appropriate gear is packed. (Pass/Fail)	Contribute to the team environment in a manner that reflects an attitude of co-operation and successful completion of a designated task. [CLR 4] -Articulate issues of environmental sustainability while identifying and planning programs that address sustainability in an outdoor environment. [CLR 5] -Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. [EES 1]

	-Respond to written, spoken or visual messages in a manner that ensures effective communication. [EES 2] -Apply a systematic approach to solve problems. [EES 4] -Use a variety of thinking skills to anticipate and solve problems. [EES 5] -Show respect for diverse opinions, values, belief systems and contributions of others. [EES 8] -Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. [EES 9] -Take responsibility for one's own actions, decisions and consequences. [EES 11]
Demonstration, through the participation in a 2.5 day camping trip, of facilitation skills, an understanding of sustainability as it relates specifically to a wilderness/outdoor environment, team work skills and safety precautions. (Pass/Fail)	-Develop and facilitate outdoor programs to promote positive change. [CLR 1] -Demonstrate basic camping skills. [CLR 2]-Identify and implement safety precautions to ensure a safe environment. [CLR 3] -Contribute to the team environment in a manner that reflects an attitude of co-operation and successful completion of a designated task. [CLR 4] -Articulate issues of environmental sustainability while identifying and planning programs that address sustainability in an outdoor environment. [CLR 5] -Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. [EES 1] -Respond to written, spoken or visual messages in a manner that ensures effective communication. [EES 2] -Apply a systematic approach to solve problems. [EES 4] -Use a variety of thinking skills to anticipate and solve problems. [EES 5] -Show respect for diverse opinions, values, belief systems and contributions of others. [EES 8] -Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. [EES 9] -Take responsibility for one's own actions, decisions and consequences. [EES 11]

Prior Learning Assessment and Recognition

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:
Not Applicable:-

Course Related Information

This is a Pass/Fail course.
Please note that if you are unable to attend Outdoor Activity, you must apply for deferment through the course professor 2 weeks prior to the Outdoor Activity trip. There are very few exceptions in granting deferments. This application process will include detailed medical documentation and an alternate community based programming plan based on 30 hours. You will be asked to withdraw from the course and will need to register and pay a course fee in the spring semester.

Program Related Information

Department Related Information

STUDENT SUCCESS SPECIALIST

The Faculty Student Success Specialist is Karen Gendron in room P112. Karen may also be reached at telephone extension 7558 or by e-mail at gendrok@algonquincollege.com.

RESPECT FOR CONFIDENTIALITY

Students are required to respect the confidentiality of employer, client and/or patient information, interactions and practices that occur either on Algonquin College premises, or at an affiliated clinical/field/co-op placement site. Concerns regarding clients, patients and/or employer practices are to be brought to the attention of the program coordinator, or designated field/clinical/co-op placement supervisor so that they may be resolved collaboratively. Such concerns are not to be raised publically either verbally, in writing, or in electronic forums. These matters are to be addressed through established program communication pathways.

MODES OF INSTRUCTION

Programs at Algonquin College are delivered using a variety of instruction modes. Courses may be offered in the classroom or lab, entirely online, or in a hybrid mode which combines classroom sessions with online learning activities.

TEST CENTRE

Students who miss a test or examination due to unforseeable circumstances may be eligible to write the test or examination on a different date. This is at the discretion of the Professor and program team. If students are granted permission then the test or examination will be conducted at the Test Centre. Students are responsible for making an appointment at the Test Centre in a timely fashion and informing the Professor of the date and time. A $20.00 administration fee will be charged which is the responsibility of the student.

CRIMINAL CHECK POLICY

"The School of Health & Community Studies advises that any student who has been convicted of an offense under the Criminal Code for which he/she has not been pardoned or have a notable offence cited is required to disclose this fact to the potential field agency prior to the onset of field placement. The Field agencies and student will then be required to sign a letter of agreement indicating that the agency is accepting the student in field placement with full knowledge of the fact. In the event that all field agencies refuse to accept the student in placement, the department will assist the student in exploring other College program choices."

POLICY ON CONDUCT

Students in the department of Community Studies are expected to make themselves familiar with this policy to conduct themselves accordingly. College Directive SA07 refers.

FAILURE POLICY

Students may only attempt a communities studies course three times at Algonquin College. Students require the permission of the Chair of Community Studies to take a course for a third time at Algonquin College. If they are not successful on their third attempt they will be withdrawn from the program of study.

ACADEMIC PROBATION AND LEARNING CONTRACT

If you are experiencing serious difficulties your academic advisor will sit down with you and review the recommendations of the promotion and evaluation committee regarding your overall performance.

Academic Probation is used to give you clear information about what grade point average or what overall performance you must meet in order to be allowed to continue in the program. Students who have two of more F grades in a given term or whose term grade point average falls below 1.7 are considered to be on academic probation (Directive AA14 Grading System). This requires the student to meet with their academic advisor or coordinator to sign a learning contract which identifies the conditions which must be met to continue in the program. Students who do not meet the terms of their learning contract are withdrawn from the program.

Learning Contracts are used to give you specific feedback on areas you must directly address to meet the criteria for proceeding in your program. A learning contract is based on the recommendations of the promotion and evaluation committee. The purpose of the contract is to identify clearly for you the conditions for your continuance in the program.

College Related Information

Email

Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or

course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

Centre for Students with Disabilities (CSD)

If you are a student with a disability, it is strongly recommended that you identify your needs to the professor and the Centre for Students with Disabilities (CSD) by the end of the first month of the semester in order that any necessary support services can be arranged for you.

Academic Integrity* & Plagiarism*

Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA18 http://www3.algonquincollege.com/directives/policy/academic-discipline/ and AA20 http://www3.algonquincollege.com/directives/policy/plagiarism/

Student Course Feedback*

It is Algonquin College's policy to give students the opportunity to complete a course assessment survey in each course that they take which solicits their views regarding the curriculum, the professor and the facilities. For further details consult Algonquin College Policy AA25 http://www3.algonquincollege.com/directives/policy/course-assessment/

Use of Electronic Devices in Class*

With the proliferation of small, personal electronic devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Policy AA32 http://www3.algonquincollege.com/directives/policy/use-of-electronic-devices-in-the-academic-environment/

Transfer of Credit

Students, it is your responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

Note: College policies (previously called directives) are under review and redesign. The term Directives is being retired. Students, it is your responsibility to refer to the Algonquin College Directives/Policies website for the most current information available at http://www3.algonquincollege.com/directives/

Legend

Terms

ALO: Aboriginal Learning Outcome-
Apprenticeship LO: Apprenticeship Learning Outcome-
CLR: Course Learning Requirement-DPLO: Degree Program Learning Outcome-
EES: Essential Employability Skill-
EOP: Element of Performance-
GELO: General Education Learning Outcome-
LO: Learning Outcome-
PLA: Prior Learning Assessment-
PLAR: Prior Learning Assessment and Recognition-
VLO: Vocational Learning Outcome-

Assessment Levels

T: Taught-A: Assessed-
CP: Culminating Performance-