

TRANSFER OF LEARNING IN THE FIELD OF RECREATION

by

Lynne Peters Maki ©

School of Education

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of the requirements for the degree of
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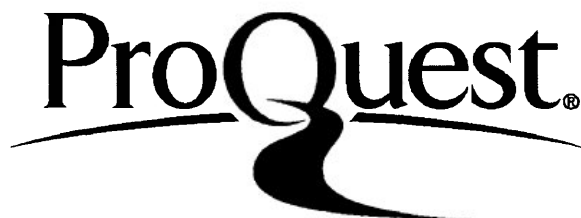
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DEDICATION

**This work is dedicated to my daughter
DENI-LEE MERRITT
who has always been my biggest fan.**

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Abstract

Transfer of Learning in the Field of Recreation

The intent of the study **Transfer of Learning in the Field of Recreation** was to determine if the students in the Recreation Leadership program at Confederation College could transfer the skills and principles learned in the classroom to practical applications in the field.

Through qualitative research methods the researcher set out to determine: (1) if the curriculum taught in the classroom was applicable to the field; (2) if the students demonstrated, with confidence, the skills, strategies and concepts taught in the classroom out in the field; and (3) what gaps existed between the practices occurring in the field and the curriculum taught in the course.

In Phase I course outlines were analyzed and a list of the skills, strategies and concepts recommended as intended course outcomes was developed. This list was compared with the DACUM, a chart developed by the Ministry of Colleges and Universities, to identify intended program outcomes for graduating students.

In Phase II the researcher collected data on seven students out on internship to determine the skills, concepts and strategies demonstrated in the field. Methods of data collection included observations, interviews and document analysis of journals and monthly reports.

During Phase III the researcher used comparative analysis to determine if the actual outcomes demonstrated by the students in the field were the same as the skills, strategies and concepts identified in the course outlines and in the DACUM. The intent of the researcher was to determine the link between the intended program outcomes and the actual program outcomes.

The findings focused on three key areas: internship and the value of field placements to increase student confidence levels; curriculum revision based on the findings from Phase I and Phase III of the study; and, using the research design and methodologies outlined in this study as a viable model for curriculum evaluation and development.

The study provided the researcher with an opportunity to look at the existing curriculum practices and compare them to what is happening in the field of recreation. The findings and recommendations could have a positive impact on both the Recreation Leadership program at Confederation College and the field of recreation.

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CHAPTER 1

Introduction

The field of recreation is dynamic. New concepts and skills are continuously emerging as societal needs change. For example, seniors now live independent productive lives in their communities. Where at one time seniors might retire to an old age home, they now live in the community until they are unable to care for themselves. Therefore, the makeup of the population in nursing homes is changing. This in turn, has caused a shift in the roles played by the institutions. Nursing homes tend to focus on meeting the needs of the frail elderly, many of whom require continuous care and special consideration in their daily living activities and recreational and leisure pastimes. Recreation must respond to the needs of this population. Consequently, the focus of recreation, its goals and objectives, has to be flexible enough to ensure that the needs of a diverse population are met.

Concepts such as normalization and integration have hastened the move towards deinstitutionalization. The field of recreation must be prepared to adapt to changing trends. At one time recreationists were hired to try and provide recreation activities for the residents within an institution. Now, with people coming out of institutions to live in group homes within the community, the focus of

recreation in the institution tends to lean towards preparing these individuals for community living. Where once the recreationists would provide an in-house activity such as movies, now they take the individuals out to the theatres. They teach people how to use the bus system and purchase tickets while at the same time they encourage and reinforce appropriate behaviour in order to assist the residents for successful integration in the community.

Therefore, it is imperative that post-secondary institutions, with mandates to prepare professionals for the field of recreation, ensure the following:

- * that curriculum is current, relevant and synchronized with the demands and needs of the profession;

- * that the skills, strategies and concepts taught will successfully prepare the college students for employment in the field of recreation when they graduate;

- * and that students are able to employ a variety of hands-on skills, leadership and interpersonal strategies with some degree of confidence and expertise.

The purpose of the study, **Transfer of Learning in the Field of Recreation**, was to determine what skills and principles were transferred by the students in the Recreation Leadership Program at Confederation College during the internship component of the program. The study was guided by two research questions:

1. What are the skills, strategies and concepts demonstrated by the students of the Recreation Leadership Program at Confederation College during their Internship?

2. How do these relate to the skills, strategies and concepts outlined in Ministry and course documents?

Through qualitative research methods the researcher set out to determine: (1) if the curriculum taught in the classroom was applicable to the field; (2) if the students demonstrated, with confidence, the skills, strategies and concepts taught in the classroom out in the field; and (3) what gaps existed between the practices occurring in the field and the curriculum taught in the course.

Course outlines were analyzed and a list of the skills, strategies and concepts recommended as intended course outcomes was developed. This list was compared with the Developing a Curriculum (DACUM) chart developed by the Ministry of Colleges and Universities, which identifies intended program outcomes for graduating students. The researcher then collected data on seven students as they did their internship to determine the skills, concepts and strategies demonstrated by the students. Methods of data collection included observations, interviews and document analysis of journals and monthly reports. Using comparative analysis the list of actual outcomes demonstrated by the students in the field was compared to the skills, strategies and concepts mentioned in the course outlines and in the DACUM

to determine the link between the intended program outcomes and the actual program outcomes.

Rationale

A review of the literature shows that although researchers may have different attitudes towards the field placement experience there is sufficient documented evidence to indicate that the practical component of a program is a viable education methodology. Balmores' study (1988), The Use of the Field-Based Experience to Train Educational Leaders: An Historical Approach, suggests that despite problems field-based experiences may have encountered over the years, today, practical experiences are recognized as a valuable learning opportunity for students. Kerka (1989) notes that field experience translates itself into clarification of career goals, increased relevance of learning and motivation for study, improved self-reliance, self-confidence and responsibility, practice in human relations skills, contacts with potential employers, feedback through performance assessment, employability skills and marketable job skills, and exposure to practising role models.

There is a reciprocal relationship between the curriculum and the field experience. Hutchings and Wutzdorff (1988) quoted John Dewey as saying that "education must be active and involved. Knowledge must be linked to experience" (p.5). For

connectedness (Hutchings & Wutzdorff, 1988, Hurtgen, 1979) continuous learning, and growth to occur, the reverse of Dewey's statement must also be considered. Not only must knowledge be linked to experience, but experience must be linked to knowledge gained from the continuing monitoring of the curriculum.

Annarino (1983) suggests that educators must continue to search for new knowledge related to curriculum and theories. By identifying the skills, strategies and concepts that the students are demonstrating out in the field, educators can initiate new curriculum in the classroom that is relevant and consistent to what is happening in the field. Galambos (1986) concurs when he suggests that it is important to integrate theory and the results from research into curriculum.

Michael (1987) argues that there is little if any relationship between what the students are taught in the classroom and what they are expected to do in the field. He suggests that the program assessment technique he developed could be used to reveal gaps in course offerings. Although, this study did not use the model outlined by Michael, the impetus to initiate the study came from his recommendation that more formal evaluation methods need to be introduced into the program to determine the validity and relevancy of curriculum as it pertains to the field.

Justification for doing a study in the transfer of learning can be seen in Goodman's (1983) work. A number of

educators had suggested that the teacher preparation curriculum be congruent with the field placements of the students. He recognized that even though there was a concern for relevance there had been very little research analyzing the relationship between university coursework and practice teaching. His study, based on the premise that teacher preparation curriculum was not relevant to the needs of the student teachers in the classroom, explored the relationship of the courses taught in the university to the field experiences of students in a program designed to integrate these two components. He observed student teachers at their practicum sites and in their classes to determine the relationship between education courses and field experiences. In the conclusion of his paper he states "we, educators, must seriously consider the criteria upon which curriculum decisions are made" (p.9). This researcher believed that initiating a qualitative research study during the internship component of the Recreation Leadership program could increase the relevancy of curriculum taught in the classroom. As Shearfor and Jenkins (1981) point out, "professional education cannot be isolated from the emerging trends and patterns in service delivery. The ivory tower isolationism is out of place in education" (p.13). The intent of the study **Transfer of Learning in the Field of Recreation** was to determine what skills and principles the students demonstrated in the field and identify existing gaps in the course curriculum.

Kerka (1989) recommends that research focus on topics such as: evaluating learning outcomes; relating internships and field placements to the classroom; assessing the impact of field placement on personal growth and development; and not limiting research to education but including other disciplines with internships and field placements in their programs. Although Kerka did not mention the field of recreation specifically, her conclusions provide justification for the study **Transfer of Learning in the Field of Recreation** when she states,

research needs to include evaluating the kinds of learning outcomes attained; assessing its impact on personal development; and involving other disciplines such as sociology, psychology and economics. (p.4)

The Program

Confederation College is a community based college that offers diploma courses in Applied Arts, Business, and Technology programs. Most programs consist of two year, four semester terms. Some programs last anywhere from 18 months to three years. There are a few one year post diploma programs usually attended by students who wish to continue their studies and specialize in their chosen field. The college also offers a number of community, non-credited programs in the evenings and on weekends.

The Recreation Leadership program is a two year diploma program. This study was initiated as a strategy for a program review. Every five to ten years the College requests that each program area do a review of its course content, delivery methodologies and program design. A detailed outline of the report, the findings and the recommendations will be submitted as a component of the program review.

The Recreation Leadership program consists of four semesters [Appendix A; p.146]. Each of the first three semesters combines a classroom and a practical component. Students are required to take a number of "core" courses, three related studies, and two electives over the three semesters. All coursework in the first three semesters must be completed before a student can go on internship.

The skills, concepts and strategies that are taught in the classroom are based on the guidelines set down by the Ministry of Colleges and Universities. This document is called a DACUM. The Recreation Leadership program DACUM outlines the skills and requirements that students should acquire before completing the program [Appendix B; p.147] Curriculum is developed in line with the skills, strategies and concepts outlined in the DACUM.

The practicum in the first three semesters of the Recreation Leadership program is a one-day a week placement in a recreational setting in the community. The agency is approached initially by the faculty in the program and then a

student is assigned to the agency. The assignment is done in consultation with the student. The final semester involves the internship component. The students are immersed in the field on a full time basis without remuneration. Throughout the program the students are under the direct supervision of the faculty. This supervision extends to the field experiences in an advisory capacity. Direct supervision is done by a full time employee of the agency. Students prepare a set of job-related objectives for themselves and discuss them with the agency supervisor. A job description is developed on the basis of the objectives and the needs of the agency. The supervisor then monitors and evaluates the student throughout the placement. The expectation is that the student will be able to apply skills, concepts and strategies learned in the classroom to the field. There is an expectation as well that the students will bring back new ideas and experiences to the classroom to share with their peers.

Internship is a four month placement in a recreation agency of the student's choice. The purpose of internship is to give the students an opportunity to work in the field of recreation over an extended period of time. The students work with professionals in the field and at the same time utilize the skills, strategies and concepts learned in the classroom. This final component of the Recreation Leadership Program is designed to increase professionalism, confidence and the

skills required to be successful in the field of recreation. Data for the study **Transfer of Learning in the Field of Recreation** was done during the internship semester of the Recreation Leadership Program.

Research Design and Methodology

Purpose of the Study

The purpose of the study **Transfer of Learning in the Field of Recreation**, was to determine what skills and principles were transferred by the students in the Recreation Leadership program at Confederation College during the internship component of the program.

Research Questions

What are the skills, strategies and concepts demonstrated by the students in the Recreation Leadership program during their internship and how do these compare to the skills, strategies and concepts outlined in the Ministry and course documents?

1. What are the intended program outcomes recommended in the Ministry and program documents ?
2. What do faculty members in the program perceive to be the skills, strategies and concepts needed by professionals in the field of recreation?

- 2.1 What skills, strategies and concepts are stressed in the classroom?
- 2.2 How successful do the faculty members perceive the program to be in meeting its objectives?
3. What skills, strategies and concepts are stressed in the practicum components of the course?
4. What do practising professionals perceive to be the skills, concepts and strategies required in the field of recreation?
 - 4.1 How successful do the professionals perceive the program to be in preparing the students for the field of recreation?
5. What skills, concepts and strategies do the students demonstrate in specific internship situations?
6. What skills, strategies and concepts are specific to each particular setting?
7. What level of confidence do the students display while demonstrating various skills, strategies and concepts?
8. How much support and guidance do the students require from their supervisor in implementing the skills, strategies and concepts?
9. How do the anticipated program outcomes compare with the actual program outcomes?

As the study continued it became apparent that the research questions required some revision and modification. These revisions are discussed in Chapter Three.

Design and Methods

The design of the study was qualitative (Bogdan & Biklin, 1986) and occurred in three phases. The first phase was a document analysis of the course outlines used in the Recreation Leadership program and the DACUM. As well, faculty in the program were interviewed to elicit their perceptions of intended program outcomes. A standard interview guide (Patton, 1990) was developed for use with respondents. The analysis of the findings from phase one resulted in the articulation of intended program outcomes.

The second phase of the study took place in the field and focused on the collection of data to determine the skills, strategies and concepts demonstrated by seven interns during internships. Methods included: journals kept on a daily basis by the students; monthly reports addressing principles learned; observations of the students in the placements; interviews with the students and their supervisors; student evaluations completed by the supervisors; and a final program evaluation done by the students following internship [Appendix C:p.150].

Interviews were conducted with the supervisors and a recreationist in the community to elicit their perceptions of the skills and strategies and concepts graduates of the program would need in order to be prepared for recreation positions. Phase II provided the data for comparison between the actual program outcomes and the intended program outcomes.

Phase III was a comparative analysis of the baseline data (Phase I) and the data collected in the field (Phase II) to establish the links between the curriculum and the field experience.

Respondents included: the seven recreation interns who were completing the internship in Thunder Bay; the field-based supervisors in the recreation settings; the faculty of the program; and the external professional in the community [Appendix D; p.151].

Definition of Terms

DACUM. [Developing a Curriculum]: A list of competencies developed by the Ministry of Colleges and Universities for students in Recreation Leadership programs to achieve prior to graduation.

Transfer of Learning. The transfer of knowledge from a theoretical base to a practical application.

Field Work. A component of a program that provides the students with an opportunity to gain practical experience in an organization or facility. In the Recreation Leadership program at Confederation College this is a one-day a week session throughout the semester.

Internship. A 40 hour per week, four month course designed to provide students with on-the-job work experience to better acquaint students with the operation and administration of agencies providing recreation services.

Limitations

There were two limiting factors to this study. Firstly, the students were expected to choose their own internship opportunity. Therefore, the researcher had no control over the agencies that were involved in the study and consequently the variety in recreational facilities was limited. Of the seven students who were involved in the study, all seven did placements in therapeutic recreation settings. Therefore all the skills, strategies and concepts that were outlined in the DACUM may not have been demonstrated by the students in their placement due to the nature of their work. Secondly, the findings are transferable to other similar contexts, but are not generalizable to all recreation internships. Although the findings may not be generalizable to all recreation settings, the processes, data collection and analysis are applicable to other programs and field experiences.

Delimitations

This study was designed specifically for the Recreation Leadership program at Confederation College. The list of intended outcomes is specific to the DACUM and the objectives and course outlines identified for the program and not generalizable to all Recreation Leadership programs. Again, the processes for data collection and analysis could be used in other programs using an internship segment in their curriculum.

Five courses identified in the program overview [Appendix A; p.146] were not included in the study because these courses are outside the immediate control of the faculty in the Recreation Leadership program. As such, they would not be affected by the outcomes of this study other than possible recommendations for their continued inclusion or exclusion from the program outline.

Significance Statement of the Study

The research and data analysis of the study **Transfer of Learning in the Field of Recreation** identify skills, concepts and strategies currently used in the recreation profession that are not taught in the Recreation Leadership program at Confederation College. The findings provide information which may be used in revision of the program. Secondly, the REVISED DACUM may be studied by the Ministry of Colleges and Universities in its revision of the ORIGINAL DACUM for Recreation programs. Thirdly, the results of this study may prove valuable to other institutions with Recreation programs in the evaluation and revision of such programs. Fourthly, the study describes a procedure for evaluating the links between the curriculum and the field and is of potential value to research and evaluation in other disciplines for the study of the relationship between theory and practice.

CHAPTER TWO

Review of the Literature

Three specific areas of the literature pertain to the study **Transfer of Learning in the Field of Recreation**. The literature review had focused initially on field placements and their historical development. The first part of the literature review presents the background and viability of field placements and internships. In this section of the literature review, the researcher provides justification for using the internship opportunity as a vehicle for research.

The transfer of learning from the classroom to the field provides the direction for the second section of the literature review.

Throughout the data analysis, the researcher began to see an emerging pattern of information dealing with the relationship between field placements and coursework. The final section of the literature review deals with identifying gaps in curriculum utilizing the field placement as a venue for research.

Field Placements

Field placements are viable and necessary components of professional programs. They are an educational strategy that has a long history. Pat Hutchings and Allen Wutzdorff (1988)

describe the history of learning through experience. They say that experiential learning has its roots in medieval time when apprentices working alongside goldsmiths and masons, and Renaissance painters "learned their art by copying and filling in their masters' drawings" (p.5). They note that education should be active and involved and linked to experience. Students should have opportunities to combine the theory in the classroom with field placements.

Witucke (1986) concurs that "learning from work has always been a part of life, but the move to formal schooling resulted in a reliance on learning from symbols"(p.57). She adds,

periodically, academe rediscovers work in a real-life setting as a mode of learning. Fieldwork has variously been trumpeted as a means of bringing relevance to the ivory tower, a complement to classroom instruction, a way of developing involved and informed citizens and a unique and valid way of learning. Field experience offers advantages to the academic institution. (p.57)

Murphy and Jenks (1981) contend that "no one institution can or should provide all experiences needed for effective and sustained learning by students"(p.2). Students need venues other than the classroom from which to learn. Fieldwork placements and internships are examples of alternative learning situations.

The benefits of and justification for fieldwork

experiences have been addressed by several researchers. Shoup (1978) perceives experiential learning opportunities as legitimate options that occur in non-school settings. She suggests that these experiences may serve as alternatives to formal curriculum or as a way of augmenting classroom learning.

Kerka (1989) states that "cooperative education can enhance classroom instruction by providing practical work experience that is relevant to students' career goals" (p.2). She outlines the possible benefits of cooperative education as: increased relevance of learning and motivation for study; improved self reliance, self confidence and responsibility; contacts with potential employers; and higher starting salary after graduation. She notes that one of the benefits to the educational institutions is an opportunity to introduce work-tested curriculum. Kerka studied cooperative education settings and found that cooperative education appeared to work best in community colleges and for students who major in health occupations. The Recreation Leadership program at Confederation College fits into both of these categories.

In a study done by Robert M. Beland entitled, Service Learning: Programs for the Aging. A Guide to Practicum and Fieldwork Experiences in Health, Fitness, Dance and Leisure Services (1980), he addressed the inclusion of recreation as a health related discipline. He states that "practicum and fieldwork experiences transfer classroom teaching activities

to 'real-life' experiences of the work world"(p.7). He suggests that "these experiences can be valuable and rewarding training for students as they prepare for careers in working with older adults in health, fitness and leisure services"(p.7).

Witucke (1986) recognizes that internships involve students in work experiences that have educational value. The major emphasis of her report is that fieldwork exposes students to a lot of information that can't be accessed elsewhere. She suggests that classroom and library learning are extended, reinforced, tested and clarified in the field. The students are able to learn skills specific to the work setting through instruction, observation, use, and evaluation. Students learn how to function in a professional world. She contends that placement opportunities give students a chance to increase self-knowledge. Students are able to identify strengths, weakness, preferences and gaps in knowledge.

The move towards internships strengthened in the sixties and seventies. Groves (1977) provides a brief history on the move toward implementing internships into the curriculum. In the sixties there was much concern about the applicability of classroom instruction in colleges and universities to the outside world. By the seventies students were demanding that career education be a recognized component in their coursework. They felt that field placements were as important as classroom theory and could be beneficial in curriculum

development. Students wanted to learn saleable skills and they felt that this could be achieved in internship experiences. As colleges and universities faced economic setbacks there was a continually increasing demand for accountability. Schools were expected to economize and still improve the quality of curriculum with practical experiences designed to assist individuals with career selection and becoming competitive in the job market. The concern was how to incorporate curriculum and career relevance into the programs. The answer was to incorporate internship programs which were placed near the end of the academic training. Researchers have investigated this learning vehicle and have drawn some conclusive observations. Virginia Witucke (1986), for example states

. . . that people learn something from work experience is unarguable. In the short run [internship] enhances academic learning through the use of the world of work and its resources. More important, [internship] provides a link to that world in which students are preparing to live as citizens and as individuals. (p.66)

In their study, Integrating the Community and the Classroom: A Sampler of Postsecondary Courses, Murphy and Jenkins (1981) examined ways to implement community-based placements into postsecondary education. One of the methods they identified was an internship placement. They argue that "internships give liberal arts students much needed exposure

to the working world, increase their employability potential, demonstrate to employers the value of a liberal arts education and provide service to the community"(p.2).

Bergen (1978/79) offers, "the internship concept makes excellent sense. No theoretical study of teaching can substitute for actual experience"(p.29). Hurtgen (1979) has captured the essence of internship when he states, "unlike the classroom setting, the internship requires participation in the professional activities of others rather than in exercises of limited applicability outside the classroom"(p.43). As identified by these researchers, internship can be an integral part of postsecondary programs. It is an important component in the Recreation Leadership program.

Numerous researchers have identified field placements as reliable venues for research. Witucke (1986) notes that

. . . field experience offers advantages to the academic institution. Field contacts provide continuing education for the faculty and offer opportunities for research. Observing students in another environment gives feedback on the college's program and policies. (p.58)

Michael (1987) adds

. . . not only will the field experiences reflect the current state requirements and good program design, but they also can be used as a source of validation of these analytic components through student evaluation or feedback. (p.11)

Balmores (1988) argues that "research on-going field-based programs must continue"(p.20). Tolson and Kopp (1988) point out that "educators seem to assume that classroom knowledge is transferred to the field, although this assumption rarely has been subjected to investigation"(p.124). They recommend that research in the area of transfer is imperative if we want to determine if our curriculum is having the desired impact in the field. The above researchers provide support for the area of study investigated in this thesis. We turn next to a discussion of studies done in the area of transfer of learning.

Transfer of Learning

There have been a number of studies done on the transfer of learning. Witucke (1986) says "the experience is shaped to enhance learning" (p.58). This is reinforced by Almy, Cohen, Ham, Hornig and Price (1983) who conducted a study on internships that were arranged for 198 premedical students. The students were placed in a variety of settings that emphasized the social, economic and interpersonal factors in health care. The researchers note that "experiential learning assisted students in acquiring rapidly and retaining necessary knowledge and skills and that this type of learning has stimulated active, independent problem-based learning"(p.404).

Hurtgen (1979) argues that it is through the process of transferring the theory learned in the classroom into a practical application in the field that students are able to increase their base of knowledge. He is convinced that field experiences increase not only students' knowledge but their connectedness to the realities of the working world. In his paper, Public Service Internships and the Liberal Arts, Hurtgen discusses the Albany Semester Program which places students in public agencies in the state of New York. He sees the internship program as one part of a complex whole in student learning. It is where students can participate in professional activities beyond the limited application of theory that exists in the classroom. As Hurtgen states "reality imitates education" (p.38).

This concept of connectedness is broadened by Hutchings and Wutzdorff(1988) who note that student learning must be rooted in experience and that theories must be tested through further experience. They base their research on the Alverno College Experiential Learning Model where the curriculum is organized around both content and process. The major emphasis of the model is to integrate knowing and doing. Students were required to test, in their own experiences, the knowledge they had to learn in the classroom. The researchers describe an introductory social systems course to illustrate the notion of connectedness. The teachers in the program recognized that students were able to recite theories that they could not

apply to their own lives. They decided to defer the introduction of theory of the course and began the course by having the students relate personal experiences. Theories were then based on that experience. "Rather than assuming all students had experiences relevant to the topic," the instructors report, "we made the class itself the needed experience." (p.11)

Connectedness, integration, personal involvement and making links between knowledge and experience enhance learning. Larry McClure (1979) describes how the Experience-Based Career Education (EBCE) Model assists high school students in recognizing the concept of connectedness. Students are required to complete a learning project which ties field placements to their classroom learning and theory. They are placed in community agencies with supervisors who monitor their progress. During their placement the students must note what their supervisors do, how problems are solved, and conditions and situations that are encountered daily. They must also do personal assessments and reflections on each learning situation and synthesize that information with classroom theory. It is through this process that they are able to figure out how "each experience fits into the bigger picture" (p.49). McClure suggests that this model has worked effectively with high school students and that it could be the groundwork for "significant curricular development at the college level" (p.50).

Deep Springs College has built into its curriculum a 20 hour a week placement on a 32,000 acre ranch to enable students to experience what they learn (Newell, 1982). Based on the premise that learning increases as the gap between theory and experience decreases, Newell believes that Deep Springs College is an important experiment and model for research on the transfer of learning. The ranch is a self sustaining economic community where students provide all of the labour for the ranch operation - - running a small dairy operation, milking the cows and churning butter by hand; operating a slaughterhouse; maintaining chickens; tending a vegetable garden; and keeping machinery, vehicles and the physical plant in good repair. Although the skills and functions have no direct relationship to the academic subjects which focus on liberal arts, the belief is that through physical labour and challenges the students will develop confidence, leadership, teamwork and responsibility. Newell's thesis states

the personal qualities and characteristics nurtured in the Deep Springs environment are central to some of the important purposes of liberal education: a preparation for humane leadership, a liberation from cultural biases, a willingness to confront new ideas, a motivation to learn from others, and a sensitivity to our human and natural environment. These qualities are reinforced by a rare congruence of mean and ends. Unlike a large

University, where several hundred students may sit in auditorium seats to hear a tightly organized lecture on Socrates' approach to teaching, Deep Springs is in the enviable position of enabling student to experience what they learn. A classic philosophical work and a morning's manual work may join in the student's mind toward a single understanding. (p.127)

Groves (1977) points out that the school administrators at the University of Virginia work very hard at trying to bridge the gap between the classroom and the internship program. Their belief is that "courses that allow students to work on practical community problems may be a way of bridging the gap by adding professional and practical continuity to instruction"(p.261). Groves looks at the internship program as a vehicle for bridging the gap between the theory of the classroom and the professional world.

As addressed in the first segment of the literature review, field-based experiences are viable methods of learning. Trying to bridge the gap between the two is difficult but, as Hutgen (1979) points out, field placements are an attempt at placing together the parts into a complex whole. Without the placements student learning is not complete.

All of the researchers noted in this segment of the literature review recognize the importance of field work as a crucial factor in student learning. It is through the field

placements that students are able to apply the skills taught in the classroom, connect strategies and concepts with work related experiences, and learn new skills and strategies specific to the professional world. This brings us to our final section in this chapter.

Field Placements and Curriculum Development

Sheafor and Jenkins (1981) articulate a consideration that must be addressed when schools are building curriculum. They say that field placements must be examined in three distinct and specific ways: academic, apprenticeship, and articulated approaches. These researchers operate under the premise that "knowledge for the sake of knowledge is nothing, while knowledge for immediate use is everything"(p.14). They believe that planned, sequenced, and integrated curriculum can only happen once the curriculum developer is sensitive to the changing nature of the practice and knowledge base, and understands the profession. They compare the apprenticeship approach to curriculum building to the academic approach. The apprenticeship approach emphasises doing and deriving knowledge and understanding from that practice, the academic approach focuses on cognitive development. Students are to infer practical applications from classroom learning.

The researchers can see the value in both approaches but suggest the articulation approach, which combines both the

academic and apprenticeship approaches, as the one to utilize when developing curriculum. In this approach, curriculum development necessitates a "planned relationship between cognitive and experiential learning"(p.19). Sheafor and Jenkins suggest, although there is research that demonstrates a link between theory and practice, there is very little follow through for curriculum development. They state that faculty must be "engaged constantly in curriculum development activity to keep the expectation tuned to changes in the knowledge base and the direction of [social work] practice" (p.20).

Research provides us with information on using field placements to assist in curriculum development in programs. Sheafor and Jenkins' work articulates the need to "encourage the practice community to participate in program development"(p.13). Work-place tested curriculum (Kerka, 1989) is one way of measuring the success of the existing curriculum. It provides researchers with a venue to identify whether the curriculum taught in the classroom is transferable to the field. Kerka argues that researchers must evaluate learning outcomes attained by students in field experiences, relate these outcomes to cognitive style, and assess the impact on curriculum.

Beland (1980) provides similar recommendations on utilizing field placements to develop curriculum. He provides a guideline for establishing a field placement program in

colleges preparing students for work in the geriatric field. He discusses the benefit of field placements as opportunities to transfer theory learned in the classroom to "real-life experiences" (p.7). He suggests that there are a number of advantages to field placements for the student, the agency and education institutions. Students get a chance to identify personal strengths and weaknesses and develop their career path. Agencies are able to increase services offered and improve the quality of programs in the institution. Field placements also provide educators with an opportunity to

expand the scope of professional curriculum. [Fieldwork] enables educators to evaluate current curriculum through comparison of existing practices of professionals and provides an opportunity to field-test theories set forth in the classroom. (p.10)

The work done by Kerka and Beland and their recommendations provide a starting point for the study **Transfer of Learning in Recreation.**

Although a number of studies provided a framework for the development of this study, an extensive search of the literature revealed that there has been very little documentation of field placements and curriculum evaluation and change. However, some groundwork has been laid in this area. According to Groves (1977), students are demanding "career relevancy in the classroom and curriculum" (p.259). Goodman (1983) concurs that a major criticism of [teacher

preparation] curriculum is that the courses taught in the faculties of education do not meet the needs of the student teachers once they are out in the classroom. He investigated the relationship between education courses and fieldwork and identified some real issues based on relevancy. He reports that "students have identified that a lot of their efforts go toward classroom maintenance and getting the children through their lessons in an orderly manner" (p.1). Goodman suggests that classroom maintenance be taught in teacher preparation curriculum if the curriculum is to be relevant. Goodman proposes that curriculum be

congruent with the field-based experiences of students. In recent years a number of programs have begun to teach education courses in conjunction with field-based experiences to specifically increase the relevance of their curriculum. (p.2)

One concern Goodman expressed was that utilizing field-based experiences to increase relevancy in course work presents the possibility of "reinforcing the already mechanistic, largely nonstimulating education found in many public school classrooms. The issue of relevancy must be balanced with other educational concerns"(p.10). This is a consideration that needs to be noted by researchers who are developing new curriculum from fieldwork experiences.

Robert Horwood (1985) evaluated two out-of-school activities to determine if they met the criteria for

curriculum in a classroom setting. The intent of his study was to determine if intended curriculum outcomes could be identified in out of school activities. The two activities the students took part in were a whitewater canoe trip and three 10-day trips to a boreal forest. He found that the results showed that the criteria was met including, "intent of the teacher to teach and of the student to learn, sustained application, ordered content, and seriousness attributed to the enterprise by the participants"(p.1). Horwood recommends that "the notion of curriculum needs to include educating activities that transcend the subjects and the school boundaries but otherwise meet rigorous criteria of education"(p.1). Identifying intended curriculum criteria in out of school placements is notable information for the justification of Phase II of this study.

Witucke (1986) stresses the importance of the evaluation of the students in the field not only from the perspective of student performance and placement suitability but for determining program effectiveness as well. In her paper Field Experience, Practicums, and Internships, she focuses on field placements and how they enhance learning. She outlines the advantages and disadvantages of fieldwork - - determining credit, identifying prerequisites and student needs, fieldwork orientation, student assignments from the field, feedback regarding student progress, site identification, faculty advisors and site supervisors, and evaluation processes. She

suggests that faculty utilize the fieldwork process to determine if "program content is justified, and if so, what changes still need to be made"(p.64). This researcher was able to use the methodology outlined by Witucke, among others, to assist in identifying new skills, concepts and strategies in the field of recreation and suggesting possible direction for curriculum change.

Robert Sexton (1976) submits that "the relationships between work and education must be re-examined and more effectively articulated" (p.34). Based on Sexton's recommendation, it was the intent of this researcher to look at the relationship between coursework and field experiences in the Recreation Leadership program at Confederation College and augment previous research done in the area of field placement and curriculum evaluation and change.

Although there have been a number of studies done on the evaluation of field placements to determine if a transference of learning has occurred, they have been specific to other disciplines, such as education and social work. This study, although within the realm of education, is specific to the field of recreation, a discipline which has not been the focus of extensive research in the past and one which is constantly changing in regards to the strategies, skills and concepts used.

The work done by Robert Michael (1987) was instrumental in providing direction for this study. His paper,

Using Field-Based Experiences as a Guide for Program Evaluation and Design, examines the efforts of the Department of Educational Administration and Supervision at Valdosta State College to evaluate programs based on the relationship between the classroom and the field practices. The focus was to determine how field-based experiences could be used to structure program content and sequence in the classroom. Michael suggests the program assessment technique outlined in his paper would reveal gaps in course offerings. He felt that examination and evaluation of existing programs and curriculum was critical for self-renewal, self-reflection, and program growth. His work was guided by these questions:

- 1) Do the field experiences provide students with a sufficient variety of experiences which will allow them to test their own assumptions about administration and upon which to lay their formal course work?
- 2) Do the field experiences provide value-added support to the host sites?
- 3) Do these field experiences address the professional certification requirements which the student will be facing upon graduation? (p.6)

Michael's assessment techniques included: monitoring students during the internship program; supervision of the students by the placement supervisors and faculty members; observation of the students at the placement by the faculty supervisors; daily journals prepared by the students;

submission of reports and projects of the students; and interviews with the students and the placement supervisors. He found that

not only will field experiences reflect the current state [curriculum] requirements and good program design, but they also can be used as a source of validation of these analytic components through student evaluation or feedback. (p.11)

Although the findings from Michael's study identified that ongoing evaluation and restructuring of field experiences based on student evaluations, government mandates and professional opinion provided "tremendous direction of the redesign efforts in programs of study"(p.11), he recognizes and suggests that much work needs to be done in the area of field-based experiences, curriculum evaluation and redesign.

Anthony Annarino (1983) set up a similar study to reveal gaps between theory and practice. His study attempted to determine if there was a gap "between theory - - what is known, and practice - - what is happening" (p.2). He suggests "that curriculum and instructional changes are inevitable but before changes can be proposed the status of curriculum and instructional practices must be identified as to their relationships to theory"(p.2). By observing 123 physical education classes taught by 119 physical education specialists in 47 public schools in 6 states and interviewing teachers, administrators and students, he was able to identify problems

directly or indirectly influencing curriculum and student outcomes and determine that gaps between theory and practice do exist. Annarino suggests that there needs to be a continuous search for "new knowledge related to curriculum and instructional theories" (p.6). Educators must be willing to change, adapt and modify existing curriculum based on available evidence. Evidence that can only come through research. Annarino's study and recommendations provide very strong support for the study **Transfer of Learning in the Field of Recreation.**

Michael and Witucke's work provide the direction for the study **Transfer of Learning in the Field of Recreation.** Annarino, Groves and Goodman's work provide the rationale for further research to increase the authenticity, validity and relevancy of curriculum.

CHAPTER THREE

Research Design and Methodology

The purpose of the study, **Transfer of Learning in the Field of Recreation**, was to determine if the students in the Recreation Leadership program at Confederation College could transfer the skills and principles learned in the classroom to practical applications in the field. It was necessary, therefore, to collect and analyze data which compared intended outcomes as outlined in the ORIGINAL DACUM and the course outlines with actual outcomes demonstrated by the students during their internship experience.

This chapter describes the research design and outlines the research questions used in the study. A description of the population used for the study and an explanation of the internship settings are included to help the reader identify with the respondents and the experiences in which they were involved.

The development of the design came from research models outlined in the literature review. This researcher incorporated a number of techniques used by other researchers and developed a model that consisted of three phases. Phases I and II were independent of each other during the actual data collection and analysis but interdependent during Phase III of the study.

The first phase was a document analysis of an existing Ministry document and the course outlines in the Recreation Leadership program. Phase II focused on the skills, strategies and concepts demonstrated by the students during their internship experience. The third phase was a comparison of the intended outcomes from Phase I and the actual outcomes identified in Phase II.

This chapter outlines the research design and methodologies in greater detail.

Research Design

Research Questions

The study was guided by two research questions:

1. What are the skills, strategies and concepts demonstrated by the students of the Recreation Leadership program at Confederation College during their internship?
2. How do these relate to the skills, strategies and concepts outlined in Ministry and course documents.

Through qualitative research methods the researcher set out to determine: (1) if the curriculum taught in the classroom was applicable to the field; (2) if the students demonstrated in the field, the skills, strategies and concepts taught in the classroom; and (3) what gaps existed between the practices occurring in the field and the curriculum taught in the course.

The following questions provided direction for the study:

1. What are the intended program outcomes recommended in the Ministry and program documents ?
2. What do faculty members in the program perceive to be the skills, strategies and concepts needed by professionals in the field of recreation?
 - 2.1 What skills, strategies and concepts are stressed in the classroom?
 - 2.2 How successful do the faculty members perceive the program to be in meeting its objectives?
3. What skills, strategies and concepts are stressed in the practicum components of the course?
4. What do practising professionals perceive to be the skills, concepts and strategies required in the field of recreation?
 - 4.1 How successful do the professionals perceive the program to be in preparing the students for the field of recreation?
5. What skills, concepts and strategies do the students demonstrate in specific internship situations?
6. What skills, strategies and concepts are specific to each particular setting?
7. What level of confidence do the students display while demonstrating various skills, strategies and concepts?

8. How much support and guidance do the students require from their supervisor in implementing the skills, strategies and concepts?
9. What is the comparison between anticipated program outcomes and actual program outcomes?

As the study continued it became apparent the research questions required some revision and modification.

The first question was too broad. It became very clear throughout the analysis of the data that the Ministry documents and program outlines were two very important and separate components in the study. Therefore it was necessary to separate question one into two different questions:

1. What are the intended outcomes of the program based on the Ministry documents?
2. What are the intended outcomes of the program based on the program outlines?

Question number two should have focused on the faculty's perception of the Ministry document rather than their perception of what skills and strategies are needed in the field. The assumption is that their course outlines and the curriculum taught currently reflect the skills, strategies and concepts required by the professionals in the field.

The question was adjusted to read:

What do faculty members perceive to be the skills, strategies and concepts that should be included in the ORIGINAL DACUM?

The answers to questions 4 and 5 provided the same information required for question 6. Question 6 was deleted.

Questions seven through ten remained the same.

The revised research questions are as follows:

1. What are the intended program outcomes based on the Ministry documents?
2. What are the intended program outcomes based on the course outlines?
3. What do faculty members perceive to be the skills, strategies and concepts that should be included in the ORIGINAL DACUM?
4. What do practising professionals perceive to be the skills, concepts and strategies required in the field of recreation?
 - 4.1 How successful do the professionals perceive the program to be in preparing the students for the field of recreation?
5. What skills, concepts and strategies do the students demonstrate in specific internship situations?
6. What level of confidence do the students display while demonstrating various skills, strategies and concepts?
7. How much support and guidance do the students require from their supervisors in implementing the skills, strategies and concepts?
8. What are the similarities and differences between intended and actual program outcomes?

Population

The key respondents in the study were seven students currently enrolled in the Recreation Leadership program at Confederation College. They were involved in Phase II of the study when field notes were gathered on the internship experience.

Each of these students qualified for internship by successfully completing the first three semesters of the program. These students were chosen because of the fifteen students out on internship, they were the ones remaining in the city of Thunder Bay. It was important to use respondents who were doing their final placement in the city so that the researcher could collect data on their progress over time and observe the students in the placements. All fifteen students out on placement were involved in the final program evaluation following internship. The results of this evaluation are included in the data collection and analysis.

Other respondents included: (1) faculty members; (2) an external professional in the field of recreation; and (3) the students' supervisors in the agencies where they did their internships.

Faculty members were involved in Phase I of the study. These included the two full-time faculty members in the program and two other instructors teaching core recreation courses. The faculty members were interviewed to elicit their perceptions of the intended program outlines. A standard

interview guide (Patton, 1990) was developed for use with the respondents.

The faculty members were also involved in Phase III of the study. Once all the data had been compiled and the document analysis done, the faculty members were given an outline of the skills, concepts and strategies relevant to the faculty member's course(s). Each faculty member was asked to ensure that all intended outcomes specific to their course(s) had been identified.

The external professional was chosen for Phase I of the study because of her extensive skills and background in the field of recreation. Her responsibility was to look at the ORIGINAL DACUM and recommend any changes, additions or deletions in the document. The intent of the researcher was to use her as an unbiased participant in the study. She did not have an intern student working in her department at the time of the study. As it turned out her input was valuable for two reasons. Firstly, she is a recognized resource in the field of recreation because of her extensive background and expertise. Secondly, all the students involved in the study did placements in the field of therapeutic recreation. The external professional was able to bring a municipal recreation background to the study. Although all recreation and leisure is deemed as therapeutic, the focus of therapeutic recreation is to work with people with special needs. The focus of municipal recreation, on the other hand, is to provide a

variety of accessible recreational opportunities to city residents at minimal cost. Therefore, the external professional could bring different concerns, and new skills, strategies and concepts to the study that were specifically geared to municipal recreation. For example, it was the external professional's recommendation that the categories **Develop Programs**, and **Provide Leadership** in the ORIGINAL DACUM be changed to read; **Develop and Manage Programs**, and **Provide and Develop Leadership**. She also recommended that a new category entitled **Research and Develop** be included in the ORIGINAL DACUM. These observations were based on her expertise and experience in the field of municipal recreation.

The third group of respondents were the agency supervisors for the students on internship. They were expected to provide guidance, leadership and feedback to the students on a regular basis. Each student had one supervisor who worked with the student throughout the placement. Although the students came into contact with other staff members and may have worked under these staff people, this was done at the direction of their immediate supervisor. They participated in Phase II of the study when the researcher was compiling field data from the student internships. The information received during the student evaluations and interviews were the main sources of data collection from the agency supervisors. Indirectly, they provided data through the students' journals and monthly reports

Setting

The students completed their internship experiences in recreation facilities of their choice. The students activated the process for agency selection: 1) contacting and meeting with the potential supervisor at the facility; 2) developing a list of objectives to be achieved during the placement; 3) and requesting a job description from the agency supervisor. The students then had to submit their agency choice to their faculty advisor. A three-way interview was set up for the agency supervisor, the student, and the faculty advisor. The intent of meeting was to confirm placement responsibilities of each of the parties, to ensure that the student's objectives coincided with those of the agency, and to get permission from the student and agency supervisor to conduct the research during the internship experience. [Appendix D; pp.153 & 155]

Profiles of the Students and Their Placement Choices

Mark. Two students completed their internship at a Psychiatric hospital. Mark worked on the Acute Care Ward. This ward is for clients, who once admitted into the hospital and assessed for thirty days, are placed in appropriate short-term programs designed to prepare the clients for their return to community living. A lot of the clients in this wing are people dealing with drug and alcohol abuse. Mark's job was to provide a variety of programs designed to meet the needs of the clients as well as to plan and implement special events.

The programs were done on ward and out in the community with the clients in Acute Care. The special events were hospital-wide activities that included most of the clients from all the wards in the hospital.

Jan. The other student in the Psychiatric hospital was placed on the Rehabilitation Ward. This ward of the hospital is for clients who have been and, in all probability, will continue to be, in long-term care. The focus of the programming in this area is to provide therapeutic recreation services for the residents within the confines of the hospital. There are also community outings planned for the residents but these do not happen as frequently as the community outings for the Acute Care residents. Jan had done a placement at the hospital during one of the first three semesters at school. She was comfortable with the staff and the operation of the hospital although she was working on a different ward during internship than she had during her placement. Mark and Jan each had their own separate agency supervisor who was responsible for supervising, assisting and evaluating the student.

Sarah. Sarah chose a home for the aged. The seniors' home at which she chose to complete her internship services the region of Thunder Bay. The residents in this home are people who have lived in the surrounding district. Most of the residents are frail elderly but some of the people in the home are very active in the programs offered by the Recreation

Department. Sarah chose this placement because she enjoyed working with seniors and hoped to pursue a career in this field of recreation.

Jean. Jean chose to work at a private enterprise providing home care and support for the frail elderly. A mature student, she had also done a placement at the organization the previous semester and so was quite comfortable in this atmosphere. Her job description included administrative work such as working on an orientation manual, computer work and reception services as well as one-on-one work with three clients in the community. This component of her job description entailed going to the client's home and providing a number of services and programs. She did some basic homemaking functions such as cooking and cleaning and planned and implemented recreation activities for the client.

Angela. A centre designed to care for clients who have Alzheimer's Disease was Angela's internship choice. She was in charge of daily programs, pickups and deliveries, one-on-one contact with the clients and planning special events. She had never specifically worked with a similar population but had a keen interest in working in therapeutic recreation with the elderly.

Patti. Patti chose a facility for Young Offenders. She had completed her diploma in Law and Security at Confederation College prior to enrolling in the Recreation Leadership program. She was hoping to pursue a career in the field of

corrections and thought that doing her placement at the Young Offenders facility would be beneficial to her. She had been employed at this facility as a part-time caseworker prior to her internship so she was comfortable with the staff and clients at the centre. Her job, as the recreationist, was to develop a manual of low-cost no-cost recreation opportunities in the city and plan and implement a number of activities for the residents.

Mitch. The final student chose a facility for adults who are developmentally disabled. Mitch had also done a placement at the centre prior to internship and so was fairly comfortable with the staff and clients. He worked with adult males who are high-functioning. His job included planning and implementing various activities and special events as well as setting up programs to teach life-skills to the residents. The institution is slated for closure in two years time and the emphasis of programming is to get the residents prepared to live in the community.

Each of these agencies was prepared to accept an internship student for the semester.

Development of the Design

Although the research done by Michael (1987) provided initial direction for this study, a number of other studies provided rationale for some of the methodologies used in the

study. Michael used two program assessment techniques. He first developed a course competency analysis matrix so that he could identify the intended program outcomes and the actual outcomes identified in the field. He then utilized a more formal evaluation method of courses and field experience for students and faculty based on student evaluations, professional judgement and state mandates. This researcher, although recognizing the importance of these two methodologies did not feel they would provide all the data required to complete her study. The methodologies outlined by Annarino (1983) and Goodman (1983) in their research enabled the researcher to round out the repertoire of methodologies used in this study.

Annarino used an observation technique for data collection and developed a questionnaire for personal interviews with teachers, administrators and students from the data obtained through the observations. This researcher used similar techniques by using: the field notes taken during observations of each of the students; and the information highlighted in the students' journals and monthly reports to develop questions for the students and the agency supervisors during the interview portion. These interviews provided data specific to skills, concepts and strategies observed in the field and possible curriculum changes to integrate these skills, strategies and concepts into the Recreation Leadership program.

Goodman's (1983) work provided most of the direction for the methodologies used in this study. Observations and interviews, both formal and informal, were the two main methods of data collection in his study. At the same time the program's literature - - course outlines, student and faculty handbooks, college catalogue, and weekly newsletters - - was reviewed. Each student was observed two to four times throughout the four-month period. Each observation lasted anywhere from two hours to a full a day. Data were recorded in field notes during the observations. The purpose of the observations was to identify what the students were actually doing in the placements. Scheduled interviews were held with the students on a weekly or bi-weekly basis and faculty members were interviewed. From the observations and interviews Goodman was able to examine the relationship between university coursework and field experiences. Goodman identified that "the focus of relevance as a basis for curriculum was not a predetermined area of concern. Its importance evolved as the field notes were analyzed" (p.4). In this study the researcher utilized methodologies similar to Goodman's. For example: interviews of students and faculty were done throughout the data collection phase; the researcher interviewed the external professional and the faculty advisors; course outlines were reviewed but in this study monthly reports, the Ministry documents and student journals were also analyzed; field notes were taken during the

observation component of the students and; interview questions for advisors and students were developed from the data in the field notes. Similar to Goodman's work, this researcher was able to study the relationship between the program course outlines and the field experiences.

The work done by Virginia Witucke (1986) provided this researcher with two other methodology techniques. In her study, Witucke had the students maintain daily journals which she felt would not only note activities that the students were doing but allow the students to keep an ongoing record of "intellectual and emotional reactions, questions raised and answered, and personal strengths and weakness" (p.61). Along with the journals Witucke had the students write reports on related topics and issues raised during the placement. She felt that these assignments would help the student see the links between theory and practice. She also ensured that feedback was provided to the student by placement and faculty supervisors on a regular basis and that faculty communicated with the students frequently.

Strickland and O'Brien (1991) utilized a similar technique in their teacher preparation course. They recognized that research indicated that there was "very little, if any, planned linkage between foundation courses and effective teaching" (p.4). They had their students keep daily journals during their field placements. The journals were submitted to the instructors for evaluation. The students

were required to go beyond a description of their daily activities. They were required "to link what they were observing to the issues and themes that were dealt with in class sessions" (p.8).

Utilizing the methodologies identified, the researcher developed the data collection strategy for the study **Transfer of Learning in the Field of Recreation**. Three phases were developed:

Phase I. In the first phase, a document analysis was done on the ORIGINAL DACUM put out by the Ministry of Colleges and Universities and on the course outlines of the Recreation Leadership Program [Appendix E; p.160]. The purpose of this analysis was to generate a list of the skills, concepts, and strategies recommended as intended program outcomes.

Through the process of triangulation (Lincoln & Guba, 1985), a list of intended skills , concepts and strategies specific to the Recreation Leadership program was developed. These skills, concepts and strategies were noted and recorded. The DACUM provided a list of intended outcomes as outlined by the Ministry of Colleges and Universities. The course outlines produced a list of intended outcomes expected by faculty. These two lists were compared for similarities and omissions. Discrepancies were noted by the researcher. The researcher was able to identify curriculum currently taught in the Recreation Leadership program that was not listed in the ORIGINAL DACUM. As well, the researcher was able to note

those skills, strategies and concepts identified in the ORIGINAL DACUM that did not appear in the course outlines.

The ORIGINAL DACUM was also reviewed by an external professional in the field of recreation, the Superintendent of Recreation for the City of Thunder Bay. The external person noted a number of new areas of concern that she sees happening currently in the field of recreation, specifically municipal recreation, as well as trends that she has seen in recreation in a broader sense (ie. therapeutic recreation). She also gave some recommendations for change for some of the categories and content in the Ministry document.

The faculty of the program were also given an opportunity to review the list of skills, strategies and concepts compiled through the document analysis and provide their input on changes, additions and deletions to the Ministry document based on the courses they teach and their involvement in the field of recreation.

A REVISED DACUM [appendix F, p.170] was developed. This REVISED DACUM included: curriculum that has been introduced into the program but not noted in the ORIGINAL DACUM; changes and input provided by the external professional; and changes recommended by the faculty.

Phase II. The second phase (Phase II) of the study focused on the skills strategies and concepts demonstrated by the respondents during their internship experience. Data for Phase II were collected in a variety of ways: data were

obtained from student journals; monthly reports; observations of the students in the field; interviews with the students and agency supervisors; student evaluations; and a final program evaluation.

Phase III. The third phase compared the intended outcomes identified in Phase I of the study and the revisions noted in the REVISED DACUM with the actual outcomes demonstrated by the students in their field experiences and the field notes compiled during interviews with the students and their agency supervisors (Phase II). Similarities were noted and differences were included in the REVISED DACUM. The following segment will deal with a detailed description of the research methods used in the study.

Research Methods

Journals

Daily journals were completed by each of the students. It was the belief of this researcher that the journals would provide information on what the students were actually doing in the field. These entries included an outline of what the student did that day, interactions with the clients and identification of any linkages that the student could make to topics discussed in the classroom. In the study done by McClure (1979) the EBCE program utilized the same methodology. Students were expected to maintain journals which were shared

with the faculty advisor. The rationale for this methodology was the belief that journals provided the students the opportunity to reflect on the connections between their field experiences and the theory they had learned in the classroom.

Examples of journal entries are as follows:

- * What I planned for [the client] went well today. [The client] made an ashtray out of the clay. Working with the clay gave his hands and fingers some exercise. I don't think his daughter realizes that the value of the art work is in the process not the end result. (Journal entry, Jean, Feb. 2, 91)

- * Today was a typing day for the policy and procedures manual. [My supervisor] set a target date of three weeks to have the manual done. In typing policies and procedures I've been able to apply some of the English grammar I learned at the college. I've learned a lot about policies from doing this project. (Journal entry, Jean, Feb. 6, 91)

- * Went up with [supervisor] to the ward and was shown how to do patient charting. (Journal entry, Mark, Feb. 23, 91)

- * I feel that since I'm planning a lot of programs and special events, the Detailed Program Outlines we took in school do come in handy. We don't have to do it in the same detail but I do feel organized when I begin to plan. (Journal entry, Mitch, Feb. 15, 91)

- * I went back to the main office to redo my minutes from yesterday's recreation staff meeting. Minutes are very important to staff so I had to redo them carefully and properly. I feel that taking minutes should somehow be put in a class in the Recreation Leadership program. When taking minutes I learned new words when I had to write them down on paper. (Journal entry, Jan, March 3, 91)

- * I at first thought that doing seasons would be interesting for them but [two of the clients] find children (especially babies) and animals interesting so I think that we will change our theme for the bulletin board. (Journal entry, Angela, Feb. 16, 92)

- * After lunch I attended the Inter-agency networking meeting. This is when all the homes for the aged meet once a month. The topics of discussion was Inter-agency teas and whether or not they are meeting their objectives. (Journal entry, Sarah, Feb. 23, 91)

- * A long walk and coffee is scheduled for the recreation program. This type of recreation is planned due to fact that Level Ones are not able to do that much. We have to get them out of the house at least three times a week or else they would go crazy being cooped up in the house. (Journal entry, Patti, March 9, 91)

These journals were submitted to the researcher on a monthly basis throughout the placement. The researcher went through each journal highlighting skills, strategies and concepts that the students identified and addressed.

Monthly Reports

The second data collection technique was the monthly reports. At the end of each month the students were required to submit a report identifying principles learned during their placement. This report was more than just listing the activities in which the student was involved. This report was another opportunity for students to link what they were doing with what they had learned in the classroom as well as identifying new concepts that were specific to the organization in which they were working. Some examples from the reports are:

- * I had to plan the Winter Carnival. This meant I had to plan the day's events, book entertainment, make posters and arrange for prizes, food and specific activities. Through planning and organizing the carnival I realize how important timelines are. Allowing time to accomplish tasks and knowing what should be done at preplanned times. It helps so that at the end you're not running around like a chicken with your head cut off. (Monthly report, Sarah, Feb. 91)

- * I learned that it takes time for residents to trust someone fully. They have to get to know you and feel comfortable with you as a person. Once this step is completed it will be easier to communicate . . . It is important to be able to adapt programs so others from different functioning levels can participate. (Monthly report, Mitch, Feb. 91)

- * Don't be afraid to ask for HELP!!! . . . Another thing I have learned in the past month is more about Special Groups. I do not know enough to write a book but I will keep up on the learning by asking a lot of questions. Also, the notes and text from the Special Groups class does help with the different groups and I feel that the class can go into more depth on some information (Monthly report, Jan, Feb. 91)

* I have learned that the patient is the most important part of the organization and it is our job to assist patients in their rehabilitation while in the hospital

. I have learned a little bit about the administration component and how the recreation department does their yearly budget." (Monthly report, Mark, Feb. 91)

* I've learned to practice some of the communication skills learned at school i.e. clarification, feedback etc. in supervising the students. I have used my own supervisor as a resource and role model in supervisory management . . . I am joining nine other staff to participate in a training program that will last over a three month period. Some of the topics being covered are communication, life skills, the aging process, drugs and the elderly, activities of daily living, Alzheimer's disease, disease processes etc. I think some of these topics will reinforce and expand what I've taken in Recreation for Special Groups in school. (Monthly report, Jean, Feb. 91)

* Weekends are usually when everyone is at home, so it gets busy and crowded. This is time to blow off energy by getting out and playing active games. (Monthly report, Patti, March 91)

- * It is important that one person does not spend the entire day with one client if that client is being troublesome. Just do an activity away from the clients altogether. Clients can sense if we are nervous or upset so it is best to take a break when we need one. (Monthly report, Angela, Feb. 91)

Evaluations

Agency supervisors were asked to monitor the students' progress on an on-going basis and provide feedback and direction to the students regularly. Formal evaluations were done by the agency supervisor halfway through the placement and at the summation of the internship. This information was recorded on an evaluation form [Appendix G; p.175]. and discussed with the student prior to the three-way meeting with the faculty advisor. During the three-way meeting the agency supervisor would discuss the contents of the evaluation, the interview with the student, and answer any questions or concerns the faculty advisor or student might have.

Interviews with the Agency Supervisors

During these evaluation processes the facility supervisors were interviewed by the researcher regarding skills, strategies, and concepts displayed by the students. The supervisors were asked for their input about current practices and trends that were happening in the field that

should be incorporated in the curriculum of the Recreation Leadership Program as well as any voids in the student's repertoire of skills and strategies. These questions were a compilation of general questions asked to each supervisor.

Interviews with the Students

The researcher also asked the students questions based on thoughts and ideas that emerged from their journals and monthly reports. Goodman (1983) notes that upon reviewing field notes that more specific questions emerge that the interviewers could ask the students and staff during their scheduled interviews.

Observations of the Students

The researcher observed each student at two different times throughout the placement. For the most part, these non-participant observations were done during special events or some interactive programming in which the student was involved. Written field notes were recorded during each session and the researcher tape recorded thoughts, ideas, feelings and observations following each session. The purpose of the observations was to view the student actually operating in the field of recreation. There were no predetermined questions that the researcher was trying to answer; observations focused on the students' interactions with the clients and staff.

Examples of field notes:

- * [the student] had prepared a lot of advertising. There were posters and banners up around [the facility]. She had put an article in the newsletter announcing the upcoming winter carnival and outlining all the events for the residents. Memos were sent to the staff in all departments asking for volunteers and support on the day of the Carnival . . . The residents were everywhere. There were about six at each booth. Virgin Bloody Mary's were a big hit. Many of the Seniors commented that it would have been nice "to have something with a little zip in it". Balloons and streamers and 40's music all added to the gaiety and atmosphere of fun. When asked if she was enjoying herself one woman said, 'old people like us playing games and having fun, now what do you think of that?'. (Field notes: Observation, Sarah, Feb. 91)

- * [The student] had worked with the clients in preparing the centrepieces for the tables. All the initiations had been sent out to family and friends of the clients. The student prepared the menu and ensured that everyone was bringing something for the potluck. Follow up phone calls were made to the guests. During the evening she welcomed guests and seated them at their identified spots. Name tags had been placed at each setting. She

welcomed everyone once they were seated, thanked them for coming and introduced the staff and special guests. She had organized the talent for the evening and ensured that there were enough songbooks for the guests. A good time was had by everyone who attended. (Field notes: Observation, Angela, April 91)

* The student] prepared the registration booth for the Root Beer Gardens. She has a 'Guess the Number of Chocolate Balls in the Jar' contest. She commissioned dietary to prepare cake and cookies. She had a number of activities planned such as a pie-throwing contest, casino games, mini-putt and win-lose-draw. The room was nicely decorated with balloons and streamers all over the place. It really was quite festive. (Field notes: Observation, Jan, Feb. 91)

* [The student] planned the whole "Yuk! Yuk! Movie Night" from start to finish. This meant organizing all the technical equipment needed, promoting and advertising the event, putting in the food orders, organizing volunteers and staff, accessing door prizes, welcoming the participants. He seemed to be happy with the numbers who participated. (Field notes: Observation, Mark, Feb. 91)

Final Program Evaluation

All students were asked to complete a final program evaluation following the internship experience. This was done in a small group format. Each group was given an outline of all the courses they took during the two year program and asked to record their comments, concerns and suggestions for improvement for each of the courses. All fifteen students on Internship took part in this process.

Examples of their comments include:

* Recreation Programming RL105;

A/V training too brief

D.P.O. positive

Bulletin board - o.k.

Special event - o.k.

Did not use public speaking book - could use a handout

Have quizzes - not so much info on test

* Introduction to Recreation RL101;

More info about various recreation jobs

Lots of history - more background history on agencies

Agency visit - some agencies not as helpful

History skits - too hard to do

Governments of recreation - great to know, helped us in internship

* Arts and Crafts RL202;

Beneficial

Manuals very handy

Helps us in the future

Fun class - gives us a break - enjoyment

Be more creative with our own ideas

Good projects

More basic skills

Some sewing projects not applicable to varied age groups and sexes

* Recreation for Special Groups RL205 and RL305;

Liked journal

Generally liked course

Good preparation for Internship

Good content

More tests and quizzes

Dealing with catastrophic situations (i.e. comma)

Good assignments

Liked assuming role of disability

Good visual aids

Good class - learned so much

Possible to have for 3 semesters?

Attendance should be worth more

Card files helpful

More therapeutic recreation

Go through procedures of what to do if something goes wrong.

Triangulation

Throughout the study Lincoln and Guba's (1985) triangulation strategy was utilized. The methodology was set up to ensure that the triangulation of data sources occurred. For example, the investigator met with the program faculty at the completion of internship with an outline of the data collected relevant to the faculty member's course(s). Each faculty member was asked to ensure that all skills, strategies and concepts relevant to the course(s) had been identified.

A number of credibility techniques (Lincoln & Guba, 1985) were included in the research design. These included: triangulation of the data sources; the variety of data collection methods employed by the investigator; the different levels of participation of the investigator from observer/participant to interviewer; and ensuring that both internal and external perspectives were built into the design.

Once all the field notes had been compiled and all data collected the researcher was able to begin the data analysis.

Data Analysis

The method used for data analysis was the constant comparative approach (Bogdan & Biklin, 1980). The data was compiled from the various methodologies outlined. This data was then reviewed and coded. Each piece of data from the observations, interviews, journals, reports and evaluations was reviewed and highlighted. Skills, strategies and concepts outlined in each data base were identified through the review. Once all the data had been reviewed and highlighted it was coded. The researcher coded each highlighted piece of information as it pertained to each of the courses taught in the Recreation Leadership program. For example all information pertaining or referring to Special Groups was recorded under that file:

Special Groups

- . I learned that home care is in a state of change. It is underfunded and undervalued.
- . Recreation programming for the disabled required that you consider many things.
- . I learn more about the patients as I work with them and about their illness by looking at their diagnosis in the casebooks.

- . The church group invites us out on Monday evening to play games like volleyball, basketball and floor hockey. This really a good idea because it gives the residents a chance to socialize with other people on the outside.
- . I went to the library to borrow some visually impaired books for my client.

Group Dynamics

- . Our group communicated really well. I felt accepted as one of them. That's the level I'd like to be at. I want them to be open to me, friendly, but have certain level of respect for me at the same time.
- . I dislike working in an atmosphere where there is a lot of conflict.
- . We did role plays which were really helpful.
- . I feel that the experience we had at school in Group Dynamics prepared me for the various roles and personalities in a group.
- . I really appreciated Mondays when we were able to brainstorm for the week.

Community Development

- . At our next meeting I am going to discuss the results of my survey.
- . Phoned the library to get information regarding all the

towns that the residents came from.

- . Went over all the volunteers I'll need for the event. I worked with the volunteer coordinator to organize this.
- . The question is what are their needs and how do we meet them?

Information that may have pertained to two or more different course subjects were recorded under all relevant topics. For example: "I booked a sleigh ride at Old Fort William." This piece of data would have been recorded under both Administration and Activities.

The consistency of the codes was checked on a continuous basis throughout the data analysis phase and modifications, changes and inclusions were made as necessary. This coding system was also applied to the field notes from journals, reports, interviews, observations and evaluations. Once all the information had been recorded under the course subject headings a comparative analysis was done on the data. All the data under each heading was checked with the course outlines, objectives and topics covered in the classroom to identify the similarities in the skills, concepts and strategies demonstrated by the students in the field to those identified in the course outlines.

The rationale for utilizing this methodology can be seen in the results of McClure's work (1979). His Experience-Based

Career Education (EBCE) Model prompts educators to try to find ways to blend field experience and student development with academic excellence. Some try to weave the concepts learned in the field into existing coursework. To do this the educator must first identify the topics or subject area that a student has to master in class and then identify the skills a student might learn during a field placement. Once this information was acquired, two questions were asked: 1) are any of the skills learned in class used at the field site?; and 2) could a learning project be developed to incorporate skills learned at the placement?

These questions directed this researcher throughout the comparative analysis segment of this study. All data that showed up on both the data analysis and the course outlines were coded. The researcher then compared the coded data with the intended outcomes of skills, strategies and concepts outlined in the DACUM and identified the similarities between these two data bases. The researcher then went through the coded research data and identified new skills, strategies and concepts that were different from the intended outcomes of the REVISED DACUM from Phase I of the study and added these to the REVISED DACUM [Appendix H; p.176]. The researcher also noted the skills, strategies and concepts from the REVISED DACUM that were not identified in the course outlines.

Chapter Four will address the findings and interpretations of the data analysis.

CHAPTER FOUR

Findings and Interpretations

This chapter describes each phase of the data analysis and the findings which unfolded during the process. There are a number of figures in this chapter that visually display the results of the findings.

The first part of the chapter looks at the results of the document analysis done in Phase I. The researcher describes the coding strategies used on the ORIGINAL DACUM and notes the parallels between the ORIGINAL DACUM and the course outlines. The next step was to identify and visually display the skills, strategies and concepts that appeared in the course outlines but not the ORIGINAL DACUM. These criteria were added to the ORIGINAL DACUM.

The REVISED DACUM was given to the program faculty and the external professionals and the suggestions they made for revisions, additions, and deletions were included.

The findings in field experiences (Phase II) were highlighted, coded and compared to the course outlines. Each piece of data was placed under the most appropriate category on the course outline(s). The researcher was then able to determine which specific course objectives had been demonstrated by the students on internship.

The final phase of the study gave the researcher an opportunity to compare the intended outcomes as outlined on

the REVISED DACUM with the actual outcomes demonstrated in the field. The researcher displays these findings in the final pages of this chapter. The format of this chapter will be consistent with the research design.

Phase I: Document Analysis

Step I: Coding Original DACUM. Before the researcher could review the existing DACUM and compare the intended outcomes of the document to the individual course outlines and objectives in the Recreation Leadership program, she first had to code the DACUM. The Ministry document contained a number of major categories heading the specific criteria outlined as intended outcomes. The following figure identifies the major categories noted in the DACUM.

FIGURE 1

DACUM CATEGORIES

**Communicate
Administrate
Manage and Operate a Facility
Develop a Marketing Strategy
Develop Programs
Provide Leadership
Administer Funds
Perform Professionally
Advocate**

Each of the categories was given a number in Roman numerals.

FIGURE 1.2

CODED DACUM CATEGORIES

Communicate	I
Administrate	II
Manage and Operate a Facility	III
Develop a Marketing Strategy	IV
Develop Programs	V
Provide Leadership	VI
Administer Funds	VII
Perform Professionally	VIII
Advocate	IX

The researcher then numerically coded the specific criteria under each of the major headings. The following figure is a sample of the coded DACUM criteria.

FIGURE 1.3

SAMPLE OF CODING OF CRITERIA

- COMMUNICATE I
1.speak to groups
2.write reports
3.write media releases
4.write individual reports
5.conduct meetings

See ORIGINAL DACUM [Appendix B; p.146].

Step 2: Parallels Between the DACUM and the Course Outlines. The researcher then went through the objectives in the course outlines and checked off the skills, strategies and concepts listed in the course that satisfied the specific criteria listed in the DACUM. The following figure identifies

the criteria listed in the original DACUM and the parallel criteria identified in the course outlines.

FIGURE 2

PARALLELS BETWEEN ORIGINAL DACUM AND COURSE OUTLINES (Step 2)

DACUM CRITERIA NOT IDENTIFIED IN COURSE OUTLINES (Step3/BOLD)

ORIGINAL DACUM

COMMUNICATE I

- 1.speak to group
- 2.write reports
- 3.write media releases
- 4.write council/board reports
- 5.write program progress reports
- 6.write individual progress reports
- 7.write reports on meetings
- 8.conduct meetings
- 9.write project proposals
- 10.write assessment reports
- 11.write statistical reports
- 12.write correspondence
- 13.write grant proposals
- 14.write newsletters
- 15.interpret policies to user groups
- 16.write events calendars
- 17.interpret non-verbal behaviour
- 18.prepare flyers
- 19.prepare brochures
- 20.use the telephone
- 21.interview
- 22.listen
- 23.present informal/formal oral reports
- 24.communicate with peers
- 25.communicate with special groups
- 26.communicate with subordinates
- 27.communicate with supervisor
- 28.communicate with client(s)
- 23.use audio-visual equipment
- 24.write newspaper articles

ADMINISTRATE II

- 1.delegate tasks
- 2.manage time
- 3.perform staffing function
- 4.prepare forms
- 5.develop policies and procedures
- 6.provide staff training
- 7.solve problems
- 8.perform purchasing function
- 9.take inventory
- 10.utilize office equipment
- 11.abide by codes and regulations
- 12.provide a safe environment

13. develop and implement goals and objectives
14. develop long and short term plans
15. **develop work schedules**
16. develop staff evaluation tool(s)
17. liaise with external and internal agencies
18. supervise staff and volunteers
19. utilize decision making techniques

MANAGE AND OPERATE A FACILITY III

1. provide input for facility design
2. **perform security function**
3. ensure an appropriate environment
4. prepare forms
5. coordinate, setup and dismantle a temporary facility
4. coordinate maintenance function
5. operate specialized equipment
6. coordinate rental agreements
7. operate recreation equipment
8. develop facility schedules
9. modify recreation facilities

DEVELOP MARKETING STRATEGIES IV

1. determine client needs
2. determine community resources
3. utilize community resources
4. consult available professional resources
5. plan fundraising events
6. prepare market budget
7. identify trends
8. evaluate market campaign
9. utilize media resources
10. **design a display**
11. implement marketing campaigns
12. utilize advertising resources
13. identify potential target group
14. identify service to be marketed
15. create public awareness
16. create awareness with other agencies
17. create awareness within own organization
18. develop a critical plan

DEVELOP PROGRAMS V

1. evaluate past/present programs
2. consider individual/group needs
3. set program goals and objectives
4. determine duration of program
5. assess needs
6. identify target group
7. develop a program budget
8. establish leadership requirements
9. determine equipment requirements
10. determine facility requirements
11. develop evaluation tool(s)
12. adapt program to meet needs and abilities of participants
13. solicit interdepartmental support
14. **participate in interdisciplinary team conferences**
15. implement program through delegation or supervision
16. determine program content
17. modify program equipment
18. identify "who you are providing a service for"
19. select appropriate program for participants
20. evaluate program costs

21. conduct an activity analysis
22. identify the extent of the individuals ability to increase participation

PROVIDE LEADERSHIP VI

1. provide tools for the group to attain goals and objectives
2. encourage growth of individual/group
3. provide direction for individuals/groups
4. advise on funding sources
5. train staff
6. train volunteers
7. counsel
8. model acceptable behaviour
9. teach/instruct
10. reinforce positive behaviour
11. adapt leadership style to situation or client group
11. facilitate group dynamics
12. be aware of group dynamics

ADMINISTER FUNDS VII

1. allocate funds
2. analyze budget statements
3. prioritize budget items
4. propose budgets
5. develop budget forecasts
6. utilize surplus funds
7. administer grant funding
8. transfer funds
9. develop and implement budget controls
10. identify new sources of revenue
11. coordinate program recommendations with budget allocations
12. determine target group potential to pay
13. identify potential maximum revenue and expenses
14. prepare backup information for budget
15. conduct cost comparison survey
16. perform basic bookkeeping procedures
17. prepare a budget

PERFORM PROFESSIONALLY VIII

1. dress appropriately
2. affiliate with professional recreation organizations
3. liaise with educational institutions
4. maintain personal growth and development
5. provide consulting services
6. exchange contemporary program ideas
7. maintain a professional attitude
8. liaise with other agencies
9. recognize and support the philosophy of the organization
10. create public awareness of the recreation profession

ADVOCATE IX

1. promote integration and normalization
2. represent or seek support for needs of individuals/groups
3. identify needs
4. identify physical and societal barriers preventing clients from participating
5. motivate individuals in self-advocacy
6. negotiate alternatives towards affecting change
7. work towards elimination of barriers to participation
8. assist individuals and groups in self-advocacy
9. minimize physical barriers
10. minimize societal barriers

Step 2.1. The researcher then identified the skills, strategies, and concepts that were listed in the DACUM but not included in the course descriptions. Figure 2 highlights, in bold print, the ORIGINAL DACUM criteria that was not included in the course outlines.

Step 2.2. The researcher then noted all the skills, strategies and concepts that appeared in the course outlines but did not appear in the ORIGINAL DACUM. The following figure identifies those skills, strategies and concepts that were currently being taught in the Recreation Leadership program at the College but were not part of the intended outcomes listed in the Ministry DACUM.

FIGURE 3

CRITERIA IDENTIFIED IN THE COURSE OUTLINES AND NOT IN THE DACUM

COURSE OUTLINES

COMMUNICATE I

- * use computer wordprocessing, database, spreadsheet, etc.communication systems
- * design a poster
- * write memos
- * maintain journals
- * prepare for presentations
- * prepare flipcharts
- * write a resume
- * prepare contact lists
- * prepare bulletin boards
- * prepare a tournament schedule
- * set agendas
- * prepare overheads

ADMINISTRATE II

- * use specialized computer hardware
- * manage risk in facilities and programs
- * develop and implement an orientation package
- * job search preparation
- * prepare a job application form
- * prepare a position announcement
- * write performance measures

- * interpret union/management relations as it affects the employee
- * write a contract
- * explain procedures for organization incorporation
- * access insurance options
- * apply for a special occasions permit
- * apply for a lottery license
- * know the bylaws and acts that influence recreation
- * identify the role of managers and administrators
- * develop interview screening and rating methods

MANAGE AND OPERATE A FACILITY III

- * needs identification and assessment
- * develop and maintain equipment and supplies inventories
- * implement WHMIS
- * plan capital improvements
- * coordinate and implement health and safety procedures
- * contract facility design and construction

DEVELOP A MARKETING STRATEGY IV

- * prepare a logo

DEVELOP PROGRAMS V

- * prepare schedules and calendars
- * provide a variety of program opportunities
- * develop leisure counselling packages
- * identify and utilize community and facility resources
- * prepare program manuals
- * identify followup procedures
- * have a backup contingency
- * develop, organize and implement icebreakers
- * use a theme wherever possible
- * balance programs utilizing an Holistic approach
- * provide a brief history of various activities
- * access rules, regulations etiquette and terminology of various activities
- * discuss important strategies in various activities
- * demonstrate basic fundamentals of various activities
- * make a variety of crafts
- * identify the positive and negative effects of competition

PROVIDE LEADERSHIP VI

- * define roles
- * develop an empathy for and understanding of clients and their needs
- * balance individual and group goals

ADMINISTER FUNDS VII

- * understand and utilize the principles and context to establish fees and charges
- * develop inventory control procedures
- * identify capital and operating costs

PERFORM PROFESSIONALLY VIII

- * work independently
- * display appropriate work behaviours and attitudes
- * promote leisure and recreation
- * access certifications
- * learn about the facility and its operation
- * self evaluation
- * give and receive feedback
- * work as a team member

- * understand the role(s) the government plays in recreation
- * understand the history of recreation

ADVOCATE IX

- * identify and utilize community networks

Step 2.3. As the researcher was going through the course outlines, she noted that there were a number of skills, strategies and concepts identified in the curriculum that did not fit under any of the categories listed in the ORIGINAL DACUM. The criteria came from the course outline, Special Groups. Although there was a category entitled **Advocate IX**, the skills, strategies and concepts outlined in the curriculum were more skill specific than those listed in the **Advocate IX** section. The researcher included the new category **Work with Special Groups X** to the ORIGINAL DACUM and included the appropriate criteria from the course objectives.

As well, a number of other skills, strategies and concepts were identified in the curriculum that could not be placed under the established ORIGINAL DACUM categories. These skills, concepts and strategies related to special events. Although there was a section on **Program V** listed in the DACUM, the topic of special events covered skills that, although similar in some respect to the criteria listed under **Program V**, were specific to special events. The researcher included to the ORIGINAL DACUM a category entitled **Special Events XI** and included the criteria based on the objectives provided in the course outlines.

The following figure identifies the criteria found in the existing curriculum that the researcher placed under the new categories, **Special Groups X**, and **Special Events XI**:

FIGURE 4

NEW DACUM CATEGORIES AND CRITERIA FROM COURSE OUTLINES

WORK WITH SPECIAL GROUPS X

- * working knowledge of aging process
- * identify problems facing the elderly
- * working knowledge of Alzheimer's Disease
- * understand goals of Therapeutic Recreation
- * transfer people (i.e. wheelchairs, beds, autos)
- * lead a Reality Orientation session
- * lead a Resocialization session
- * working knowledge of developmental disabilities
- * working knowledge of mental illness
- * develop objectives for a Therapeutic Recreation program
- * handle an epileptic seizure effectively
- * approach and transport a person in a wheelchair effectively
- * working knowledge of physical disabilities
- * develop a plan for working with families and individuals with special needs
- * working knowledge of societal disabilities and issues
- * working knowledge of diabetes
- * understand the concepts of death, dying, and grieving

SPECIAL EVENTS XI

- * needs assessment
- * develop timelines
- * identify resources
- * plan, coordinate, implement, and evaluate
- * promote event
- * develop evaluation tools
- * identify committee roles
- * recruit, train and recognize volunteers
- * list recommendations

The researcher then developed a REVISED DACUM which included all the criteria identified in the course outlines but not in the ORIGINAL DACUM. The following figure shows the ORIGINAL DACUM and the REVISED DACUM based on the document analysis process. Skills, strategies and concepts not mentioned on the ORIGINAL DACUM are highlighted in bold type on the REVISED DACUM.

FIGURE 5

ORIGINAL AND REVISED DACUM FROM DOCUMENT ANALYSIS

ORIGINAL DACUM

COMMUNICATE I

- 1.speak to group
- 2.write reports
- 3.write media releases
- 4.write council/board reports
- 5.write program progress reports

- 6.write individual progress reports
- 7.write reports on meetings
- 8.conduct meetings
- 9.write project proposals
- 10.write assessment reports
- 11.write statistical reports
- 12.write correspondence
- 13.write grant proposals
- 14.write newsletters
- 15.interpret policies to user groups
- 16.write events calendars
- 17.interpret non-verbal behaviour

- 18.prepare flyers
- 19.prepare brochures
- 20.use the telephone
- 21.interview
- 22.listen
- 23.present informal/formal oral reports
- 24.communicate with peers
- 25.communicate with special groups
- 26.communicate with subordinates

- 27.communicate with supervisor
- 28.communicate with client(s)
- 29.use audio-visual equipment
- 30.write newspaper articles

REVISED DACUM

COMMUNICATE I

- 1.speak to groups
- 2.write reports
- 3.write media releases
- 4.write council board/reports
- 5.write program progress reports

- 6.write individual progress reports
- 7.write reports on meetings
- 8.conduct meetings
- 9.write project proposals
- 10.write assessment reports
- 11.write statistical reports
- 12.write correspondence
- 13.write grant proposals
- 14.write newsletters
- 15.interpret policies to user groups
- 16.write events calendars
- 17.interpret non-verbal behaviour

- 18.prepare flyers
- 19.prepare brochures
- 20.use the telephone
- 21.interview
- 22.listen
- 23.present informal/formal oral reports
- 24.communicate with peers
- 25.communicate with special groups
- 26.communicate with subordinates

- 27.communicate with supervisor
- 28.communicate with client(s)
- 29.use audio-visual equipment
- 30.write newspaper articles and ads
- 31.use computer wordprocessing, database, spreadsheet etc. communication systems
- 32.design a poster
- 33.write memos
- 34.maintain journals
- 35.prepare for presentations
- 36.prepare flipcharts
- 37.write a resume
- 38.prepare contact lists
- 39.prepare bulletin boards
- 40.prepare a tournament schedule
- 41.set agendas
- 42.prepare overheads

ADMINISTRATE II

- 1.delegate tasks
- 2.manage time
- 3.perform staffing function
- 4.prepare forms
- 5.develop policies and procedures
- 6.provide staff training
- 7.solve problems
- 8.perform purchasing function
- 9.take inventory
- 10.utilize office equipment
- 11.abide by codes and regulations
- 12.provide a safe environment
- 13.develop and implement goals and objectives
- 14.develop long and short term plans
- 15.develop work schedules
- 16.develop staff evaluation tool(s)
- 17.liaise with external and internal agencies
- 18.supervise staff and volunteers
- 19.utilize decision making techniques

MANAGE AND OPERATE

A FACILITY III

- 1.provide input for facility design
- 2.perform security function

ADMINISTRATE II

- 1.delegate tasks
- 2.manage time
- 3.perform staffing function
- 4.prepare forms
- 5.develop policies and procedures
- 6.provide staff training
- 7.solve problems
- 8.perform purchasing function
- 9.take inventory
- 10.utilize office equipment
- 11.abide by codes and regulations
- 12.provide a safe environment
- 13.develop and implement goals and objectives
- 14.develop long and short term plans
- 15.develop work schedules
- 16.develop staff evaluation tools
- 17.liaise with external and internal agencies
- 18.supervise staff and volunteers
- 19.utilize decision making techniques
- 20.use specialized computer hardware
- 21.manage risk in facilities and programs
- 22.develop and implement an orientation package
- 23.job search preparation
- 24.prepare a job application form
- 25.prepare a position announcement
- 26.write performance measures
- 27.interpret relations as it affects the employee
- 28.write a contract
- 29.explain procedures for organization incorporation
- 30.access insurance options
- 31.apply for a special occasions permit
- 32.apply for a lottery license
- 33.know the bylaws and acts that influence recreation
- 34.identify the role of managers and administrators
- 35.develop interview screening and rating methods

MANAGE AND OPERATE

A FACILITY III

- 1.provide input for facility design
- 2.perform security function

- 3.ensure an appropriate environment
- 4.prepare forms
- 5.coordinate, setup and dismantle a temporary facility
- 6.coordinate maintenance function
- 7.operate specialized equipment
- 8.coordinate rental agreements
- 9.operate recreation equipment
- 10.develop facility schedules
- 11.modify recreation facilities

- 3.ensure an appropriate environment
- 4.prepare forms
- 5.coordinate setup and dismantle a temporary facility
- 6.coordinate maintenance function
- 7.operate specialized equipment
- 8.coordinate rental agreements
- 9.operate recreation equipment
- 10.develop facility schedules
- 11.modify recreation facilities
- 12.needs identification and assessment
- 13.develop and maintain equipment and supplies inventories
- 14.implement WHMIS
- 15.plan capital improvements
- 16.coordinate and implement health and safety procedures
- 17.contract facility design and construction

DEVELOP MARKETING STRATEGIES IV

- 1.determine client needs
- 2.determine community resources
- 3.utilize community resources
- 4.consult available professional resources
- 5.plan fundraising events
- 6.prepare market budget
- 7.identify trends
- 8.evaluate market campaign
- 9.utilize media resources
- 10.design a display
- 11.implement marketing campaigns
- 12.utilize advertising resources
- 13.identify potential target group
- 14.identify service to be marketed
- 15.create public awareness
- 16.create awareness with other agencies
- 17.create awareness within own organization
- 18.develop a critical plan

DEVELOP MARKETING STRATEGIES IV

- 1.determine client needs
- 2.determine community resources
- 3.utilize community resources
- 4.consult available professional resources
- 5.plan fundraising events
- 6.prepare market budget
- 7.identify trends
- 8.evaluate market campaign
- 9.utilize media resources
- 10.design a display
- 11.implement marketing campaigns
- 12.utilize advertising r resources
- 13.identify potential target group
- 14.identify service to be marketed
- 15.create public awareness
- 16.create awareness with other agencies
- 17.create awareness within own organization
- 18.develop a critical plan
- 19.prepare a logo

DEVELOP PROGRAMS V

- 1.evaluate past/present programs
- 2.consider individual/group needs

DEVELOP PROGRAMS V

- 1.evaluate past/present programs
- 2.consider individual/group needs

- | | |
|---|--|
| 3.set program goals and objectives | 3.set program goals and objectives |
| 4.determine duration of program | 4.determine duration of program |
| 5.assess needs | 5.assess needs |
| 6.identify target group | 6.identify target group |
| 7.develop a program budget | 7.develop a program budget |
| 8.establish leadership requirements | 8.establish leadership requirements |
| 9.determine equipment requirements | 9.determine equipment requirements |
| 10.determine facility requirements | 10.determine facility requirements |
| 11.develop evaluation tool(s) | 11.develop evaluation tool(s) |
| 12.adapt program to meet needs and abilities of participants | 12.adapt program to meet needs and abilities of participants |
| 13.solicit interdepartmental support | 13.solicit interdepartmental support |
| 14.participate in interdisciplinary team conferences | 14.participate in interdisciplinary team conferences |
| 15.implement program through delegation or supervision | 15.implement program through delegation or supervision |
| 16.determine program content | 16.determine program content |
| 17.modify program equipment | 17.modify program equipment |
| 18.identify "who" you are providing a service for | 18.identify "who" you are providing a service for |
| 19.select appropriate program for participants | 19.select appropriate program for participants |
| 20.evaluate program costs | 20.evaluate program costs |
| 21.conduct an activity analysis | 21.conduct an activity analysis |
| 22.identify the extent of the individuals ability to increase participation | 22.identify the extent of the individuals ability to increase participation |
| | 23.prepare schedules and calendars |
| | 24.provide a variety of program opportunities |
| | 25.develop leisure counselling packages |
| | 26.identify and utilize community and facility resources |
| | 27.prepare program manuals |
| | 28.identify followup procedures |
| | 29.have a backup contingency |
| | 30.develop, organize and implement icebreakers |
| | 31.use a theme wherever possible |
| | 32.balance programs utilizing an Holistic approach |
| | 33.provide a brief history of various activities |
| | 34.access rules, regulations, etiquette, and terminology of various activities |

35. discuss important strategies in various activities
36. demonstrate basic fundamentals of various activities
37. make a variety of crafts
38. identify the positive and negative effects of competition

PROVIDE LEADERSHIP VI

1. provide tools for the group to attain goals and objectives
2. encourage growth of individual/group
3. provide direction for individuals/groups
4. advise on funding sources
5. train staff
6. train volunteers
7. counsel
8. model acceptable behaviour
9. teach/instruct
10. reinforce positive behaviour
11. adapt leadership style to situation or client group
12. facilitate group dynamics
13. be aware of group dynamics

ADMINISTER FUNDS VII

1. allocate funds
2. analyze budget statements
3. prioritize budget items
4. propose budgets
5. develop budget forecasts
6. utilize surplus funds
7. administer grant funding
8. transfer funds
9. develop and implement budget controls
10. identify new sources of revenue
11. coordinate program recommendations with budget allocations
12. determine target group potential to pay
13. identify potential maximum revenue and expenses
14. prepare backup information for budget

PROVIDE LEADERSHIP VI

1. provide tools for the group to attain goals and objectives
2. encourage growth of individual/group
3. provide direction for individuals/groups
4. advise on funding sources
5. train staff
6. train volunteers
7. counsel
8. model acceptable behaviour
9. teach/instruct
10. reinforce positive behaviour
11. adapt leadership style to situation or client group
12. facilitate group dynamics
13. be aware of group dynamics
14. define roles
15. develop an empathy for and understanding of clients and their needs
16. balance individual and group goals

ADMINISTER FUNDS VII

1. allocate funds
2. analyze budget statements
3. prioritize budget items
4. propose budgets
5. develop budget forecasts
6. utilize surplus funds
7. administer grant funding
8. transfer funds
9. develop and implement budget controls
10. identify new sources of revenue
11. coordinate program recommendations with budget allocations
12. determine target group potential to pay
13. identify potential maximum revenue and expenses
14. prepare backup information for budget

15. conduct cost comparison survey
16. perform basic bookkeeping procedures
17. prepare a budget

PERFORM PROFESSIONALLY VIII

1. dress appropriately
2. affiliate with professional recreation organizations
3. liaise with educational institutions
4. maintain personal growth and development
5. provide consulting services
6. exchange contemporary program ideas
7. maintain a professional attitude
8. liaise with other agencies
9. recognize and support the philosophy of the organization
10. create public awareness of the recreation profession

ADVOCATE IX

1. promote integration and normalization
2. represent or seek support of needs of individuals/groups
3. identify needs
4. identify physical and societal barriers preventing clients from participating
5. motivate individuals in self-advocacy

15. conduct cost comparison survey
16. perform basic bookkeeping procedures
17. prepare a budget
18. understand and utilize the principles and context to establish fees and charges
19. develop inventory control procedures
20. identify capital and operating costs

PERFORM PROFESSIONALLY VIII

1. dress appropriately
2. affiliate with professional recreation organizations
3. liaise with educational institutions
4. maintain personal growth and development
5. provide consulting services
6. exchange contemporary program ideas
7. maintain a professional attitude
8. liaise with other agencies
9. recognize and support the philosophy of the organization
10. create public awareness of the recreation profession
11. work independently
12. display appropriate work behaviours and attitudes
13. promote leisure and recreation
14. access certifications
15. learn about the facility and its operation
16. self evaluation
17. give and receive feedback
18. work as a team member
19. understand the role(s) the government plays in recreation
20. understand the history of recreation

ADVOCATE IX

1. promote integration and normalization
2. represent or seek support of individuals/groups
3. identify needs
4. identify physical and societal barriers preventing clients from participating
5. motivate individuals in self-advocacy

- 6.negotiate alternatives towards affecting change
- 7.work towards elimination of barriers to participation
- 8.assist individuals and groups in self-advocacy
- 9.minimize physical barriers
- 10.minimize societal barriers

- 6.negotiate alternatives towards affecting change
- 7.work towards elimination of barriers to participation
- 8.assist individuals and groups in self-advocacy
- 9.minimize physical barriers
- 10.minimize societal barriers
- 11.identify and utilize community networks

WORK WITH SPECIAL GROUPS X

- 1.working knowledge of aging process
- 2.identify problems facing the elderly
- 3.working knowledge of Alzheimer's Disease
- 4.understand goals of Therapeutic Recreation
- 5.transfer people (i.e.wheelchairs, beds, autos)
- 6.lead a Reality Orientation session
- 7.lead a Resocialization session
- 8.working knowledge of developmental disabilities
- 9.working knowledge of mental illness
- 10.develop objectives for a Therapeutic Recreation program
- 11.handle an epileptic seizure effectively
- 12.approach and transport a person in a wheelchair effectively
- 13.working knowledge of physical disabilities
- 14.develop a plan for working with families and individuals with special needs
- 15.working knowledge of societal disabilities and issues
- 16.working knowledge of diabetes
- 17.understand the concepts of death, dying, and grieving

- SPECIAL EVENTS XI
- 1.needs assessment
 - 2.develop timelines
 - 3.identify resources
 - 4.plan, coordinate, implement, and evaluate
 - 5.promote event
 - 6.develop evaluation tools
 - 7.identify committee roles
 - 8.recruit, train and recognize volunteers
 - 9.list recommendations

Step 3: External Professional and Program Faculty. The researcher then approached the external professional, and the faculty in the program and gave them each a copy of the REVISED DACUM which included the new criteria from the course outlines, the new categories **Work with Special Groups X** and **Special Events XI**, and the criteria under the new categories. They were asked to review the document and make any changes, additions, and deletions as they deemed necessary.

The external professional and program faculty made a number of suggestions for revision of the categories listed in the REVISED DACUM and recommended additions. The following figure indicates the revisions such as deletion of redundant criteria and articulating categories and criteria more precisely.

FIGURE 6

CHANGES MADE TO REVISED DACUM BY PROFESSIONAL (P) AND PROGRAM FACULTY (F)

<u>REVISED DACUM</u>	<u>CHANGES RECOMMENDED BY PROFESSIONALS(P) AND FACULTY(F)</u>
COMMUNICATE I	COMMUNICATE I
1.speak to group	
2.write reports	
3.write media releases	
4.write council/board reports	4.delete * addressed in #'s 2 & 7(P)
5.write program progress reports	
6.write individual progress reports	
7.write reports on meetings	
8.conduct meetings	
9.write project proposals	
10.write assessment reports	
11.write statistical reports	
12.write correspondence	
13.write grant proposals	13.prepare grant proposals (F)
14.write newsletters	
15.interpret policies to user groups	
16.write events calendars	
17.interpret non-verbal behaviour	
18.prepare flyers	
19.prepare brochures	
20.use the telephone	
21.interview	
22.listen	
23.present informal/formal oral reports	
24.communicate with peers	
25.communicate with special groups	
26.communicate with subordinates	
27.communicate with supervisor	
28.communicate with client(s)	
29.use audio-visual equipment	
30.write newspaper articles and ads	
31.use computer wordprocessing, database, spreadsheet etc. communication systems	
32.design a poster	
33.write memos	
34.maintain journal	
35.prepare for presentations	
36.prepare flipcharts	
37.write a resume	
38.prepare contact lists	
39.prepare bulletin boards	
40.prepare a tournament schedule	
41.set agendas	
42.prepare overheads	

ADMINISTRATE II

1. delegate tasks
2. manage time
3. perform staffing function

4. prepare forms

5. develop policies and procedures

6. provide staff training
7. solve problems
8. perform purchasing function

9. take inventory

10. utilize office equipment
11. abide by codes and regulations
12. provide a safe environment
13. develop and implement goals and objectives

14. develop long and short term plans
15. develop work schedules
16. develop staff evaluation tool(s)
17. liaise with external and internal agencies

18. supervise staff and volunteers

19. utilize decision making

20. use specialized computer hardware
21. manage risk in facilities and programs
22. develop and implement an orientation package
23. job search preparation
24. prepare a job application form
25. prepare a position announcement
26. write performance measures
27. interpret union/management relations as it affects the employee
28. write a contract
29. explain procedures for organization incorporation
30. access insurance options
31. apply for a special occasions permit
32. apply for a lottery license

ADMINISTRATE II

3. recruit, train, supervise, and evaluate staff and volunteers (F)
4. prepare, utilize and maintain forms, records, files and libraries (F)
5. develop, maintain, and put into effect policies and procedures (P)
6. addressed in #3 (F)

8. move to ADMINISTER FINANCES VII (P)
9. delete * addressed in MANAGE/OPERATE A FACILITY III (F)

16. conduct employee appraisals (P)
17. delete * duplicated in PERFORM PROFESSIONALLY VIII
18. delete * addressed in #3 (F)

19. utilize and apply decision making techniques (P)

- 33.know the bylaws and acts that influence recreation
- 34.identify the role of managers and administrators
- 35.develop interview screening and rating methods

MANAGE AND OPERATE A FACILITY III

- 1.provide input for facility design
- 2.perform security function
- 3.ensure an appropriate environment
- 4.prepare forms
- 5.coordinate,setup and dismantle a temporary facility
- 6.coordinate maintenance function
- 7.operate specialized equipment
- 8.coordinate rental agreements
- 9.operate recreation equipment
- 10.develop facility schedules
- 11.modify recreation facilities
- 12.needs identification and assessment
- 13.develop and maintain equipment and supplies inventories
- 14.implement WHMIS
- 15.plan capital improvements
- 16.coordinate and implement health and safety procedures
- 17.contract facility design and construction

DEVELOP MARKETING STRATEGIES IV

- 1.determine client needs
- 2.determine community resources
- 3.utilize community resources
- 4.consult available professional resources
- 5.plan fundraising events
6. prepare market budget
- 7.identify trends
- 8.evaluate market campaign
- 9.utilize media resources
- 10.design a display
- 11.implement marketing campaigns
- 12.utilize advertising resources
- 13.identify potential target group

MANAGE AND OPERATE A FACILITY III

- 4.delete * addressed in COMMUNICATE I (F)
- 6.coordinate, implement and manage maintenance functions (F)
- 11.ensure facility accessibility (P)

DEVELOP MARKETING STRATEGIES IV

- 2.determine, compile, and utilize a list of advertising and community resources (P)
- 3.delete * addressed in #2 (P)
- 5.delete * put in RESEARCH AND DEVELOP XII (P)
- 6.delete * addressed in ADMINISTER FINANCES VII (F)
- 11.develop and implement marketing campaigns (P)
- 12.delete * addressed in #2 (P)
- 13.identify potential target group(s) (P)

14. identify service to be marketed
15. create public awareness
16. create awareness with other agencies
17. create awareness within own organization
18. develop a critical plan
19. prepare a logo

18. delete * addressed in #11 (P)

DEVELOP PROGRAMS V

DEVELOP PROGRAMS V

1. evaluate past/present programs
2. consider individual/group needs
3. set program goals and objectives
4. determine duration of program
5. assess needs
6. identify target group
7. develop a program budget
8. establish leadership requirements
9. determine equipment requirements
10. determine facility requirements
11. develop evaluation tool(s)
12. adapt program to meet needs and abilities of participants
13. solicit interdepartmental support
14. participate in interdisciplinary team conferences
15. implement program through delegation or supervision
16. determine program content
17. modify program equipment
18. identify "who" you are providing a service for
19. select appropriate program for program participants
20. evaluate program costs
21. conduct an activity analysis
22. identify the extent of the individuals ability to increase participation
23. prepare schedules and calendars
24. provide a variety of program opportunities
25. develop leisure counselling packages
26. identify and utilize community and facility resources
27. prepare program manuals

5. conduct a needs assessment (P)

7. delete * addressed in ADMINISTER FINANCES VII (P)

9. determine, access, and prepare equipment and supplies requirements (F)

16. determine program content utilizing a theme where appropriate (P)

19. select appropriate program(s) for program participants (P)

28. identify followup procedures
29. have a backup contingency
30. develop, organize and implement icebreakers
31. use a theme wherever possible

32. balance programs utilizing an Holistic approach
33. provide a brief history of various activities
34. access rules, regulations, etiquette, and terminology of various activities
35. discuss important strategies in various activities
36. demonstrate basic fundamentals of various activities
37. make a variety of crafts
38. identify the positive and negative effects of competition

PROVIDE LEADERSHIP VI

1. provide tools for the group to attain goals and objectives
2. encourage growth of individual/group
3. provide direction for individuals/groups
4. advise on funding sources
5. train staff

6. train volunteers

7. counsel
8. model acceptable behaviour
9. teach/instruct
10. reinforce positive behaviour
11. adapt leadership style to situation or client group
12. facilitate group dynamics
13. be aware of group dynamics
14. define roles
15. develop an empathy for and understanding of clients and their needs
16. balance individual and group goals

ADMINISTER FUNDS VII

1. allocate funds
2. analyze budget statements
3. prioritize budget items

4. propose budgets
5. develop budget forecasts
6. utilize surplus funds
7. administer grant funding
8. transfer funds
9. develop and implement budget controls

PROVIDE LEADERSHIP VI

5. delete * addressed in ADMINISTRATE II (F)
6. delete * addressed in ADMINISTRATE II (F)

ADMINISTER FUNDS VII

3. identify budget selection criteria (P)

- | | |
|---|--|
| <ul style="list-style-type: none"> 10. identify new sources of revenue 11. coordinate program recommendations with budget allocations 12. determine target group potential to pay 13. identify potential maximum revenue and expenses 14. prepare backup information for budget 15. conduct cost comparison survey 16. perform basic bookkeeping procedures 17. prepare a budget 18. understand and utilize the principles and context to establish fees and charges 19. develop inventory control procedures 20. identify capital and operating costs | <ul style="list-style-type: none"> 10. identify and explain new and existing sources of revenue (F) 12. delete * addressed in # 18 (P) |
|---|--|

PERFORM PROFESSIONALLY VIII

- 1. dress appropriately
- 2. affiliate with professional recreation organizations
- 3. liaise with educational institutions
- 4. maintain personal growth and development
- 5. provide consulting services
- 6. exchange contemporary program ideas
- 7. maintain a professional attitude
- 8. liaise with other agencies
- 9. recognize and support the philosophy of the organization
- 10. create public awareness of the recreation profession
- 11. work independently
- 12. display appropriate work behaviours and attitudes
- 13. promote leisure and recreation
- 14. access certifications
- 15. learn about the facility and its operation
- 16. self evaluation
- 17. give and receive feedback
- 18. work as a team member
- 19. understand the role(s) the government plays in recreation
- 20. understand the history of recreation

PERFORM PROFESSIONALLY VIII

- 4. maintain a professional development plan (F)
- 8. liaise and network with other agencies (P)

ADVOCATE IX

- 1.promote integration and normalization
- 2.represent or seek support of needs of individuals/groups
- 3.identify needs
- 4.identify physical and societal barriers preventing clients from participating
- 5.motivate individuals in self-advocacy
- 6.negotiate alternatives towards affecting change
- 7.work towards elimination of barriers to participation
- 8.assist individuals and groups in self-advocacy
- 9.minimize physical barriers
- 10.minimize societal barriers
- 11.identify and utilize community networks

WORK WITH SPECIAL GROUPS X

- 1.working knowledge of aging process
- 2.identify problems facing the elderly
- 3.working knowledge of Alzheimer's Disease
- 4.understand goals of Therapeutic Recreation
- 5.transfer people (i.e. wheelchairs, beds, autos)
- 6.lead a Reality Orientation session
- 7.lead a Resocialization session
- 8.working knowledge of developmental disabilities
- 9.working knowledge of mental illness
- 10.develop objectives for a Therapeutic Recreation program
- 11.handle an epileptic seizure effectively
- 12.approach and transport a person in a wheelchair effectively
- 13.working knowledge of physical disabilities
- 14.develop a plan for working with families and individuals with special needs
- 15.working knowledge of societal disabilities and issues

ADVOCATE IX

- 1.promote integration and normalization into all functions and elements of the organization (P)
- 9.minimize physical and environmental barriers (P)

16. working knowledge of diabetes
17. understand the concepts of death, dying, and grieving

SPECIAL EVENTS XI

1. needs assessment
2. develop timelines
3. identify resources
4. plan, coordinate, implement, and evaluate
5. promote event
6. develop evaluation tools
7. identify committee roles
8. recruit, train and recognize volunteers
9. list recommendations

The external professional concurred that the new categories the researcher had included, **Work with Special Groups X** and **Special Events XI** were important components that were missing from the ORIGINAL DACUM. As well, she identified an area that she believed needed to be included in the REVISED DACUM. She entitled this **Research and Develop XII**. The criteria she incorporated into this component of the DACUM are identified in the following figure.

FIGURE 7

NEW CATEGORY AND CRITERIA IDENTIFIED BY PROFESSIONAL

RESEARCH AND DEVELOP XII

- * conduct needs assessment research
- * initiate a feasibility study
- * identify and draw up terms of reference
- * access grants
- * develop an action plan for fundraising
- * audit
- * document, analyze, summarize, and interpret results
- * recruit community shareholders
- * develop and implement a strategic plan
- * develop and administer a survey/questionnaire (this criteria was a component of the course outlines that the faculty believed should be incorporated into this category)

The external professional also recommended that two other categories be changed. She suggested that **Develop Programs V**, and **Provide Leadership VI** needed to become more encompassing and broader in their scope. The external professional recommended that they be changed to read: **Develop and Manage Programs V**; and, **Provide and Develop Leadership VI**. The REVISED DACUM will indicate these recommendations.

The external professional and the program faculty also suggested the inclusion of a number of new skills, strategies and concepts that they believed were missing from the REVISED DACUM. These additions are itemized in Figure 8.

FIGURE 8

ADDITIONS TO DACUM BY THE EXTERNAL PROFESSIONAL AND PROGRAM FACULTY

DEVELOP A MARKETING STRATEGY IV

- * cooperate in shared development (P)

PROVIDE AND DEVELOP LEADERSHIP VI

- * engage in board development (P)
- * understand the role of the board and its members (P)

ADMINISTER FINANCES VII

- * manage budget cuts (F)

ADVOCATE

- * incorporate concepts of preservation and conservation of the environment into all elements and functions of organization (P)
- * incorporate the concepts of recycle, reuse, reduce, and restore into all functions of the organization (P)
- * develop skills and strategies on advocacy (P)
- * understand political cooperative building (P)
- * understand the concept of heritage development (P)

Step 4: Revised DACUM. The following figure outlines the REVISED DACUM with the changes, deletions and additions that were a result of Phase I of the study.

FIGURE 9

REVISED DACUM FOLLOWING PHASE I OF THE STUDY

REVISED DACUM

COMMUNICATE I

- 1.speak to group
- 2.write reports
- 3.write media releases
- 4.write program progress reports
- 5.write individual progress reports
- 6.write reports on meetings
- 7.conduct meetings
- 8.write project proposals
- 9.write assessment reports
- 10.write statistical reports
- 11.write correspondence
- 12.prepare grant proposals
- 13.write newsletters
- 14.interpret policies to user groups
- 15.write events calendars
- 16.interpret non-verbal behaviour
- 17.prepare flyers
- 18.prepare brochures
- 19.use the telephone
- 20.interview
- 21.listen
- 22.present informal/formal oral reports
- 23.communicate with peers
- 24.communicate with special groups
- 25.communicate with subordinates
- 26.communicate with supervisor
- 27.communicate with client(s)
- 28.use audio-visual equipment
- 29.write newspaper articles and ads
- 30.use computer wordprocessing, database, spreadsheet etc.
communication systems
- 31.design a poster
- 32.write memos
- 33.maintain journal
- 34.prepare for presentations
- 35.prepare flipcharts
- 36.write a resume
- 37.prepare contact lists
- 38.prepare bulletin boards
- 39.prepare a tournament schedule
- 40.set agendas
- 41.prepare overheads

ADMINISTRATE II

- 1.delegate tasks
- 2.manage time
- 3.recruit, train, supervise, and evaluate staff
and volunteers
- 4.prepare, utilize, and maintain forms, records, files and
libraries
- 5.develop, maintain and put into effect policies and procedures
- 6.solve problems

- 7.utilize office equipment
- 8.abide by codes and regulations
- 9.provide a safe environment
- 10.develop and implement goals and objectives
- 11.develop long and short term plans
- 12.develop work schedules
- 13.conduct employee appraisals
- 14.utilize and apply decision making techniques
- 15.use specialized computer hardware
- 16.manage risk in facilities and programs
- 17.develop and implement an orientation package
- 18.job search preparation
- 19.prepare a job application form
- 20.prepare a position announcement
- 21.write performance measures
- 22.interpret union/management relations as it affects the employee
- 23.write a contract
- 24.explain procedures for organization incorporation
- 25.access insurance options
- 26.apply for a special occasions permit
- 27.apply for a lottery license
- 28.know the bylaws and acts that influence recreation
- 29.identify the role of managers administrators
- 30.develop interview screening and rating methods

MANAGE AND OPERATE A FACILITY III

- 1.provide input for facility design
- 2.perform security function
- 3.ensure an appropriate environment
- 4.coordinate,setup and dismantle a temporary facility
- 5.coordinate, implement and manage maintenance management plans
- 6.operate specialized equipment
- 7.coordinate rental agreements
- 8.operate recreation equipment
- 9.develop facility schedules
- 10.ensure facility accessibility
- 11.needs identification and assessment
- 12.develop and maintain equipment and supplies inventories
- 13.implement WHMIS
- 14.plan capital improvements
- 15.coordinate and implement health and safety procedures
- 16.contract facility design and construction

DEVELOP MARKETING STRATEGIES IV

- 1.determine client needs
- 2.determine, compile and utilize a list of advertising and community resources
- 3.consult available professional resources
- 4.identify trends
- 5.evaluate market campaign
- 6.utilize media resources
- 7.design a display
- 8.develop and implement marketing campaigns
- 9.identify potential target group(s)
- 10.identify service to be marketed
- 11.create public awareness
- 12.create awareness with other agencies

- 13.create awareness within own organization
- 12.prepare a logo
- 13.cooperate in shared development

DEVELOP AND MANAGE PROGRAMS V

- 1.evaluate past/present programs
- 2.consider individual/group needs
- 3.set program goals and objectives
- 4.determine duration of program
- 5.conduct a needs assessment
- 6.identify target group
- 7.establish leadership requirements
- 8.determine, access, and prepare equipment and supplies requirements
- 9.determine facility requirements
- 10.develop evaluation tool(s)
- 11.adapt program to meet needs and abilities of participants
- 12.solicit interdepartmental support
- 13.participate in interdisciplinary team conferences
- 14.implement program through delegation or supervision
- 15.determine program content utilizing a theme where appropriate
- 16.modify program equipment
- 17.identify "who" you are providing a service for
- 18.select appropriate program(s) for participants
- 19.evaluate program costs
- 20.conduct an activity analysis
- 21.identify the extent of the individuals ability to increase participation
- 22.prepare schedules and calendars
- 23.provide a variety of program opportunities
- 24.develop leisure counselling packages
- 25.identify and utilize community and facility resources
- 26.prepare program manuals
- 27.identify followup procedures
- 28.have a backup contingency
- 29.develop, organize and implement icebreakers
- 30.use a theme wherever possible
- 31.balance programs utilizing an Holistic approach
- 32.provide a brief history of various activities
- 33.access rules, regulations, etiquette, and terminology of various activities
- 34.discuss important strategies in various activities
- 35.demonstrate basic fundamentals of various activities
- 36.make a variety of crafts
- 37.identify the positive and negative effects of competition

PROVIDE AND DEVELOP LEADERSHIP VI

- 1.provide tools for the group to attain goals and objectives
- 2.encourage growth of individual/group
- 3.provide direction for individuals/groups
- 4.advise on funding sources
- 5.counsel
- 6.model acceptable behaviour
- 7.teach/instruct
- 8.reinforce positive behaviour
- 9.adapt leadership style to situation or client group

10. facilitate group dynamics
11. be aware of group dynamics
12. define roles
13. develop an empathy for and understanding of clients and their needs
14. balance individual and group goals
15. engage in board development
16. understand the role of the board and its members

ADMINISTER FUNDS VII

1. allocate funds
2. analyze budget statements
3. identify budget selection criteria
4. propose budgets
5. develop budget forecasts
6. utilize surplus funds
7. administer grant funding
8. transfer funds
9. develop and implement budget controls
10. identify and explain new and existing sources of revenue
11. coordinate program recommendations with budget allocations
12. identify potential maximum revenue and expenses
13. prepare backup information for budget
14. conduct cost comparison survey
15. perform basic bookkeeping procedures
16. prepare a budget
17. understand and utilize the principles and context to establish fees and charges
18. develop inventory control procedures
19. identify capital and operating costs
20. manage budget cuts

PERFORM PROFESSIONALLY VIII

1. dress appropriately
2. affiliate with professional recreation organizations
3. liaise with educational institutions
4. maintain a professional development plan
5. provide consulting services
6. exchange contemporary program ideas
7. maintain a professional attitude
8. liaise and network with other agencies
9. recognize and support the philosophy of the organization
10. create public awareness of the recreation profession
11. work independently
12. display appropriate work behaviours and attitudes
13. promote leisure and recreation
14. access certifications
15. learn about the facility and its operation
16. self evaluation
17. give and receive feedback
18. work as a team member
19. understand the role(s) the government plays in recreation
20. understand the history of recreation

ADVOCATE IX

1. promote integration and normalization into all functions and elements of the organization
2. represent or seek support of needs of individuals/groups
3. identify needs
4. identify physical and societal barriers preventing clients from participating
5. motivate individuals in self-advocacy

- 6.negotiate alternatives towards affecting change
- 7.work towards elimination of barriers to participation
- 8.assist individuals and groups in self-advocacy
- 9.minimize physical and environmental barriers
- 10.minimize societal barriers
- 11.identify and utilize community networks
- 12.incorporate concepts of preservation and conservation into all elements and functions of the organization
- 13.incorporate concepts of recycle, reuse, reduce, and restore into all functions of the organization
- 14.develop skills and strategies on advocacy
- 15.understand political cooperative building
- 16.understand the concept of heritage development

WORK WITH SPECIAL GROUPS X

- 1.working knowledge of aging process
- 2.identify problems facing the elderly
- 3.working knowledge of Alzheimer's Disease
- 4.understand goals of Therapeutic Recreation
- 5.transfer people (i.e. wheelchairs, beds, autos)
- 6.lead a Reality Orientation session
- 7.lead a Resocialization session
- 8.working knowledge of developmental disabilities
- 9.working knowledge of mental illness
- 10.develop objectives for a Therapeutic Recreation program
- 11.handle an epileptic seizure effectively
- 12.approach and transport a person in a wheelchair effectively
- 13.working knowledge of physical disabilities
- 14.develop a plan for working with families and individuals with special needs
- 15.working knowledge of societal disabilities and issues
- 16.working knowledge of diabetes
- 17.understand the concepts of death, dying, and grieving

SPECIAL EVENTS XI

- 1.needs assessment
- 2.develop timelines
- 3.identify resources
- 4.plan, coordinate, implement and evaluate
- 5.promote event
- 6.develop evaluation tools
- 7.identify committee roles
- 8.recruit, train and recognize volunteers
- 9.list recommendations

RESEARCH AND DEVELOP XII

- 1.conduct needs assessment research
- 2.initiate a feasibility study
- 3.identify and draw up terms of reference
- 4.access grants
- 5.develop an action plan for fundraising
- 6.audit
- 7.document, analyze, summarize, and interpret results
- 8.recruit community shareholders
- 9.develop and implement a strategic plan
- 10.develop and administer and survey/questionnaire

The researcher entered into Phase II of the study with the revised document from the document analysis, and the input from the external professional and the program faculty. The next phase of the study was to: 1) complete an analysis on the field notes from the internship; 2) compare the data from the field notes with the course objectives.

Phase II: Field Experiences

The Recreation Leadership students participate in an internship placement for their final semester. This block placement gives the students an opportunity to immerse themselves in a work experience. They are supervised by full time employees of the organization and are expected to work the scheduled hours of their supervisors. Throughout the internship the students are given more responsibility and freedom to carry out job responsibilities as they become more confident and skilled.

The students are required to establish a contact at an organization of their choice. Each student develops internship objectives which are given to the agency supervisor at an initial interview with the supervisor, the student, and the faculty advisor. The objectives may be modified and altered to meet the needs of the agency, the student and the supervisor. This is usually done within the first few weeks after the students start their placements. Each student is required to submit an initial report to the faculty advisors stating the

revised objectives, work schedules and an outline of the tasks and responsibilities.

Each month the students must submit a report to their faculty advisor identifying principles that they learned during that month. This report is to be more than just an outline of their activities. The intent is to discuss what they have learned from the activities they do during their placement.

While on internship the students in the study were expected to maintain a daily journal recording all their activities. They were to include any thoughts, ideas, and feelings they might have about their placement and their various interactions with the clients, and their supervisors.

The evaluation processes were done by the agency supervisors with the students and the faculty advisor in attendance. These were done mid-term and upon completion of the internship. The expectation was that the agency supervisors would provide the students with ongoing feedback and support throughout the internship so that the evaluation process was viewed as an opportunity to identify student strengths and weaknesses and direction for the remainder of the internship.

The students returned to school during the final week of classes to present a seminar on their internship experiences to their peers and the first year Recreation Leadership students. Each seminar was a culmination of the placement

experience and in most cases was attended by the agency supervisor.

The researcher was actively involved with the students throughout their placements. From the initial interview with the agency supervisor, to passive observation and active involvement in the students' special events, to sitting in on the evaluation processes, and the final seminar, the researcher kept and maintained contact and field notes on the students' activities.

Phase II of the study addresses the analysis of the field notes, and a comparison of the field notes to course objectives.

Step 1: Analysis of Field Notes. The researcher looked at all the field notes she had compiled through observations, interview, journal entries, evaluations, and monthly reports, and began to code them. The skills, strategies and concepts were highlighted and coded. The following sample was taken from Jean's journal:

Feb. 22/91

Today was busy. I typed more policies and procedures. I spoke to the Rehab lady at CNIB regarding arts and crafts for my visually impaired client. There are not a lot of options, especially for men. Supplies in Thunder Bay are harder to access and programs are limited. The lady at CNIB

works mostly on yarn crafts with a group of women. The main goal of the group, she tells me, is socialization. I believe they meet once a month.

[The student I was supervising] and I brainstormed re: the storyboard for the slide presentations. [My supervisor] gave us some good ideas (topics) to cover. I am almost at the point of writing a script (visual idea and narration). I have permission from my client and caregiver re: photographing them.

[My student, my supervisor] and I discussed ideas for celebrating [my client's] birthday. We proposed tea and cake at a small gathering inviting [my client's] friends. I phoned her homemaker tonight for additional input. I will phone Mable tomorrow morning to see if she likes the idea. As funds are short we'll each bring something. [My supervisor] may bring another client that [my client] knows. So far, so good.

[My supervisor] accessed some copper tooling templates from another facility and a piece of copper. We discussed this possibility two weeks ago. This is great. This craft is for my visually impaired client. I think [my supervisor] is seeing the value of networking and resource sharing.

The skills, strategies, and concepts that the researcher highlighted were:

- * I typed more policies and procedures.
- * I spoke to the Rehab lady at CNIB regarding arts and crafts for my visually impaired client. There are not a lot of options, especially for men. Supplies in Thunder Bay are harder to access and programs are limited.
- * [The student I was supervising] and I brainstormed re: the storyboard for slide presentations.
- * I am almost at the point of writing a script (visual idea and narration).
- * I have permission from my client and caregiver re: photographing them.
- * I phoned her homemaker tonight for additional input. I will phone [my client] tomorrow morning to see if she likes the idea.
- * This craft is for my visually impaired client.
- * I think [my supervisor] is seeing the value of networking and resource sharing.

The researcher then took each segment of the highlighted text and compared it with the course outlines. Each piece of data was placed under the most appropriate category on the course outlines. The following figure provides a sample of

this manipulation based on the coded examples identified from Jean's journal.

FIGURE 10

A SAMPLE OF CODED DATA PLACED IN THE COURSE OUTLINE CATEGORIES

PROGRAMMING

- * The student I was supervising] and I brainstormed re: the storyboard for slide presentations.
- * I am almost at the point of writing a script (visual idea and narration).
- * I think [my supervisor] is seeing the value of networking and resource sharing.

ACTIVITIES

- * I have permission from my client and caregiver re: photographing them.

ADMINISTRATION

- * I typed more policies and procedures.

ARTS AND CRAFTS

- * I spoke to the Rehab lady at CNIB regarding arts and crafts for my visually impaired client. There are not a lot of options, especially for men. Supplies in Thunder Bay are harder to access and programs are limited.

SPECIAL GROUPS

- * I phoned her homemaker tonight for additional input. I will phone [my client] tomorrow morning to see if she likes the idea.
- * This craft is for my visually impaired client.

Once all the data from the journals, interviews, observations, evaluations and had been highlighted, coded and categorized, the researcher was able to do a comparative analysis between the skills, strategies, and concepts identified in the field notes and the course objectives.

Step 2: Comparison of Concepts Skills, and Strategies that Emerged from the Field Notes with Course Objectives. In the second step of Phase II, the researcher noted the number of times the course objectives were mentioned in the data compiled from the field notes.

For example, in the course Introduction to Recreation RL101, the objectives were compared with the field notes to determine if the intended outcomes in the objectives were demonstrated by the students in their field experiences. The following figure is a sample of the comparison of actual student outcomes to intended outcomes.

FIGURE 11
SPECIFIC COURSE OBJECTIVES DEMONSTRATED IN THE FIELD BY
STUDENTS

COURSE: INTRODUCTION TO RECREATION RL101

OBJECTIVE	# OF TIMES MENTIONED IN DATA
1) define recreation and play	1
2) list 10 benefits of recreation	3
3) identify and list the need for recreation and how recreation evolved	3
4) identify five views of leisure and the factors that influence recreation	2
5) explain the need for professional leadership and the skills required	3
6) identify the criteria that contribute to professionalism	2
7) give and overview of the history of recreation	1
8) identify the role of federal, provincial, and local governments in the provision of recreation services	1
9) describe the recreation delivery system, identify the participants and the role each plays	1
10) explain the bylaws and acts that influence recreation	0

Refer to Appendix I;p.181 Objectives Mentioned in Field Data

example of the new coding methods. The sample used is Jean's journal entry coded in Figure 10 under the course outline categories. The figure shows the initial coding to match course objectives and the new coding to match the REVISED DACUM.

FIGURE 12

A SAMPLE OF CODED DATA PLACED IN THE DACUM CATEGORIES

COURSE OBJECTIVE CODING

PROGRAMMING

* "[The student I was supervising] and I brainstormed re: the storyboard for slide presentations."

**"I am almost at the point of writing a script (visual idea and narration)."

**"I think [my supervisor] is seeing the value of networking and resource sharing."

ACTIVITIES

* "I have permission from my client and caregiver re: photographing them."

ADMINISTRATION

* "I typed more policies and procedures."

ARTS AND CRAFTS

* "I spoke to the Rehab lady at CNIB regarding arts and crafts for my visually impaired client. There are not a lot of options, especially for men. Supplies in Thunder Bay are harder to access and programs are limited."

REVISED DACUM CODING

DEVELOP AND MANAGE PROGRAMS V

**[The student I was supervising] and I brainstormed re: the storyboard for slide presentations."

COMMUNICATION I

**"I am almost at the point of writing a script (visual idea and narration)
**"I have permission from my client and caregiver re: photographing them."

PERFORM PROFESSIONALLY VIII

**"I think [my supervisor] is seeing the value of networking and resource sharing"

COMMUNICATION I

ADMINISTRATE II

**"I typed more policies and procedures."

DEVELOP AND MANAGE PROGRAMS V

WORK WITH SPECIAL GROUPS X and

PROVIDE AND DEVELOP LEADERSHIP V

The results of this process indicated to the researcher those intended outcomes outlined in the course objectives that the students were able to demonstrate throughout their internship experiences. But Phase I had produced a REVISED DACUM that listed more criteria than those identified in the course outlines. The REVISED DACUM included skills, strategies and concepts that not only appeared in the course outlines, but, as well, those skills, strategies and concepts that were identified in the ORIGINAL DACUM but did not appear in the course outlines (Fig.2;p.73). The REVISED DACUM also included the skills, strategies and concepts noted and changed by the external professional and the program faculty (Fig.7 & 8;pp.73 & 96). It was important to determine if the students demonstrated at their internship agencies, any of the skills, strategies, and concepts listed in the REVISED DACUM. The researcher was then able to move into Phase III of the study, comparison of actual outcomes demonstrated by the students to the intended outcomes listed in the REVISED DACUM.

Phase III: Comparison of Intended and Actual Outcomes

Step I: Recoding Data. The researcher took the data that had been highlighted and categorized according to the course outlines. If a comparative analysis was to be done on actual and intended outcomes, the data had to be recoded. The researcher placed the highlighted data under the categories identified in the REVISED DACUM. The following figure is an

SPECIAL GROUPS

*"I phoned her homemaker tonight for additional input. I will phone [my client] tomorrow morning to see if she likes the idea."
*"This craft is for my visually impaired client."

WORK WITH SPECIAL

GROUPS X and

ADVOCATE IX

Step 2: Coding Data Not Identified in Courses Outlines.

The researcher looked at the information compiled from the field notes based on the students' experiences that had not been identified in the course objectives. Data analyses were done on journals, monthly reports, observations, interviews and evaluations to determine the skills, strategies, and concepts that were actual outcomes not identified in the course outlines. Some of this data was acquired through interviews with the students and the agency supervisors. One of the questions asked of the supervisors focused specifically on what skills and strategies they believed should be part of student learning. The following figure outlines those questions.

FIGURE 13

QUESTIONS FOR THE AGENCY SUPERVISORS

1. What strengths and skills does the student display in this setting?
2. What other skills, strategies, and concepts would you like to see in the preparation of students for the field of recreation?
3. What movement do you see in recreation, leisure lifestyles, and leisure skills in the future?

* Jan's supervisor

Question 1: "her flexibility. When a program didn't go as planned because of low attendance she had and an alternate plan ready; excellent marketing skills; lots of enthusiasm, able to motivate the rest of the staff and the residents."

PERFORM
PROFESSIONALLY VIII

DEVELOP & MANAGE
PROGRAMS V and
DEVELOP MARKETING
STRATEGY IV

Question 3: "accountability for all money spent. More creative ways of providing services for less money."

ADMINISTER FINANCES
VII

* Patti's supervisor

Question 1: "sensitive to the needs and philosophy of the agency and the staff."

PERFORM
PROFESSIONALLY VIII

During the internship the students were asked to submit their journals three times. After reading the journals the researcher asked the students a number of questions generated by comments and concerns addressed in the students' journals. Figure 16 provides a sample of these questions and Figure 17 outlines the student responses. It is important to note that not all students were asked the same questions. Each student was asked questions specific to the internship experience.

FIGURE 15

QUESTIONS GENERATED BY STUDENT JOURNALS

1. You mentioned some concern about problems you are having in communicating with staff. Is this still happening? If so, what is the problem, and if not, why not?
- 2) You stated in your journal that you would like more information on Special Groups in class. Can you expand on that?
- 3) You mentioned how activities helped you in your placement, specifically snowshoeing, could you explain further?
- 4) You mentioned learning to deal with inappropriate behaviour, can you tell me more about this?

FIGURE 16

STUDENT RESPONSES AND CODING

STUDENT RESPONSES	CODING
Question 1: * <u>Jan's Response</u> "No, it is not a concern any more. I feel a lot more comfortable talking to the staff. It was just a matter of time and getting to know my supervisor better. I realize though that it is important to bring up concerns when they happen so they don't get blown out of proportion and end up making matters worse."	COMMUNICATE I
Question 2: * <u>Mark's Response</u> "I find that there is so much writing that I don't get a chance to let it all sink in. I realize that we can't have practical experience in all the placements but I would like more hands-on work with various populations. It might help if we could see more films on people with various disabilities instead of just notes."	WORK WITH SPECIAL GROUPS X
Question 3: * <u>Patti's Response</u> "Well, in our activities class we learned all about snowshoeing, so when I introduced it to the residents I felt really comfortable in teaching it. I knew how to use the snowshoes, how to size and fit the residents, how to identify the different types of snowshoes. Almost all of my activity classes have helped me in some way. I have a bunch of different games and activities that I can teach, I know where to go for new ideas; I use my card file from Special Groups and I can go to the library at the College."	DEVELOP & MANAGE PROGRAMS V
Question 4: * <u>Mitch's Response</u> "When I see the clients demonstrating inappropriate behaviour I try to point out the behaviour they are doing and then tell them and show them the correct behaviour. For example, opening the door. I had to talk to a resident the other day about barging in front of people to get through the door. I showed him how	COMMUNICATE I and ADVOCATE IX

to open the door and hold it for others. It worked. The other day we were in Keskus and he stood at the door holding it open for people who were coming and going and saying to them "have a nice day".

Evaluations were done on student performance midway through the internship and at the completion of the four month block. These evaluations were done by the agency supervisors with the students. The faculty advisor was in attendance during the evaluation processes. Examples of the comments on the evaluation form completed by the agency supervisors and the coding placed on them are noted in the following figure.

FIGURE 17

STUDENT EVALUATIONS AND CODING

EVALUATION COMMENTS	CODING
* "[the student] is really comfortable with the clients. He recognizes their special needs and differences". (Evaluation, Mitch, midterm)	PROVIDE & DEVELOP LEADERSHIP VI and WORK WITH SPECIAL GROUPS X
* "I find if I'm stuck for ideas Sarah will come up with some new and novel ones." (Evaluation, Sarah, midterm)	PERFORM PROFESSIONALLY VIII
* "Mark is able to lead and instruct the fitness classes very well." (Evaluation, Mark, final)	PROVIDE & DEVELOP LEADERSHIP VI

Once all the information had been highlighted and recoded from the journals, reports, observations, interviews, and evaluations, the researcher was able to compare the actual outcomes demonstrated by the students in the field with the intended outcomes outlined in the REVISED DACUM.

Step 3: Comparison of Actual and Intended Outcomes. The researcher took the recoded data and compared actual outcomes that appeared in the field notes to the intended outcomes listed in the REVISED DACUM. The following figure shows the intended outcomes in the REVISED DACUM, and those skills, strategies and concepts demonstrated by the students in their internship experience.

FIGURE 18

COMPARISON OF ACTUAL AND INTENDED OUTCOMES

(ACTUAL OUTCOMES in bold print)

REVISED DACUM

COMMUNICATE I

- 1.**speak to group**
- 2.**write reports**
- 3.**write media releases**
- 4.**write program progress reports**
- 5.**write individual progress reports**
- 6.**write reports on meetings**
- 7.**conduct meetings**
- 8.**write project proposals**
- 9.**write assessment reports**
- 10.**write statistical reports**
- 11.**write correspondence**
- 12.**prepare grant proposals**
- 13.**write newsletters**
- 14.**interpret policies to user groups**
- 15.**write events calendars**
- 16.**interpret non-verbal behaviour**
- 17.**prepare flyers**
- 18.**prepare brochures**
- 19.**use the telephone**
- 20.**interview**
- 21.**listen**
- 22.**present informal/formal oral reports**
- 23.**communicate with peers**
- 24.**communicate with special groups**
- 25.**communicate with subordinates**
- 26.**communicate with supervisor**
- 27.**communicate with client(s)**
- 28.**use audio-visual equipment**
- 29.**write newspaper articles and ads**
- 30.**use computer wordprocessing, database, spreadsheet etc. communication systems**

- 31.design a poster
- 32.write memos
- 33.maintain journal
- 34.prepare for presentations
- 35.prepare flipcharts
- 36.write a resume
- 37.prepare contact lists
- 38.prepare bulletin boards
- 39.prepare a tournament schedule
- 40.set agendas
- 41.prepare overheads

ADMINISTRATE II

- 1.delegate tasks
- 2.manage time
- 3.recruit, train, supervise, and evaluate staff and volunteers
- 4.prepare, utilize, and maintain forms, records, files and libraries
- 5.develop, maintain and put into effect policies and procedures
- 6.solve problems
- 7.utilize office equipment
- 8.abide by codes and regulations
- 9.provide a safe environment
- 10.develop and implement goals and objectives
- 11.develop long and short term plans
- 12.develop work schedules
- 13.conduct employee appraisals
- 14.utilize and apply decision making techniques
- 15.use specialized computer hardware
- 16.manage risk in facilities and programs
- 17.develop and implement an orientation package
- 18.job search preparation
- 19.prepare a job application form
- 20.prepare a position announcement
- 21.write performance measures
- 22.interpret union/management relations affecting employees
- 23.write a contract
- 24.explain procedures for organization incorporation
- 25.access insurance options
- 26.apply for a special occasions permit
- 27.apply for a lottery license
- 28.know the bylaws and acts that influence recreation
- 29.identify the role of managers and administrators
- 30.develop interview screening and rating methods

MANAGE AND OPERATE A FACILITY III

- 1.provide input for facility design
- 2.perform security function
- 3.ensure an appropriate environment
- 4.coordinate,setup and dismantle a temporary facility
- 5.coordinate, implement and manage maintenance management plans
- 6.operate specialized equipment
- 7.coordinate rental agreements
- 8.operate recreation equipment
- 9.develop facility schedules
- 10.ensure facility accessibility
- 11.needs identification and assessment
- 12.develop and maintain equipment and supplies inventories
- 13.implement WHMIS
- 14.plan capital improvements
- 15.coordinate and implement health and safety procedures
- 16.contract facility design and construction

DEVELOP MARKETING STRATEGIES IV

- 1.determine client needs
- 2.determine, compile and utilize a list of advertising and community resources
- 3.consult available professional resources
- 4.identify trends
- 5.evaluate market campaign
- 6.utilize media resources
- 7.design a display
- 8.develop and implement marketing campaigns
- 9.identify potential target group(s)
- 10.identify service to be marketed
- 11.create public awareness
- 12.create awareness with other agencies
- 13.create awareness within own organization
- 12.prepare a logo
- 13.cooperate in shared development

DEVELOP AND MANAGE PROGRAMS V

- 1.evaluate past/present programs
- 2.consider individual/group needs
- 3.set program goals and objectives
- 4.determine duration of program
- 5.conduct a needs assessment
- 6.identify target group
- 7.establish leadership requirements
- 8.determine, access, and prepare equipment and supplies requirements
- 9.determine facility requirements
- 10.develop evaluation tool(s)
- 11.adapt program to meet needs and abilities of participants
- 12.solicit interdepartmental support
- 13.participate in interdisciplinary team conferences
- 14.implement program through delegation or supervision
- 15.determine program content utilizing a theme where appropriate
- 16.modify program equipment
- 17.identify "who" you are providing a service for
- 18.select appropriate program(s) for participants
- 19.evaluate program costs
- 20.conduct an activity analysis
- 21.identify the extent of the individuals ability to increase participation
- 22.prepare schedules and calendars
- 23.provide a variety of program opportunities
- 24.develop leisure counselling packages
- 25.identify and utilize community and facility resources
- 26.prepare program manuals
- 27.identify followup procedures
- 28.have a backup contingency
- 29.develop, organize and implement icebreakers
- 30.use a theme wherever possible
- 31.balance programs utilizing an Holistic approach
- 32.provide a brief history of various activities
- 33.access rules, regulations, etiquette, and terminology of various activities
- 34.discuss important strategies in various activities
- 35.demonstrate basic fundamentals of various activities
- 36.make a variety of crafts
- 37.identify the positive and negative effects of competition

PROVIDE AND DEVELOP LEADERSHIP VI

- 1.provide tools for the group to attain goals and objectives
- 2.encourage growth of individual/group
- 3.provide direction for individuals/groups
- 4.advise on funding sources
- 5.counsel
- 6.model acceptable behaviour
- 7.teach/instruct
- 8.reinforce positive behaviour
- 9.adapt leadership style to situation or client group
- 10.facilitate group dynamics
- 11.be aware of group dynamics
- 12.define roles
- 13.develop empathy and understanding for clients needs
- 14.balance individual and group goals
- 15.engage in board development
- 16.understand the role of the board and its members

ADMINISTER FUNDS VII

- 1.allocate funds
- 2.analyze budget statements
- 3.identify budget selection criteria
- 4.propose budgets
- 5.develop budget forecasts
- 6.utilize surplus funds
- 7.administer grant funding
- 8.transfer funds
- 9.develop and implement budget controls
- 10.identify and explain new and existing sources of revenue
- 11.coordinate program recommendations with budget allocations
- 12.identify potential maximum revenue and expenses
- 13.prepare backup information for budget
- 14.conduct cost comparison survey
- 15.perform basic bookkeeping procedures
- 16.prepare a budget
- 17.understand and utilize the principles and context to establish fees and charges
- 18.develop inventory control procedures
- 19.identify capital and operating costs
- 20.manage budget cuts

PERFORM PROFESSIONALLY VIII

- 1.dress appropriately
- 2.affiliate with professional recreation organizations
- 3.liaise with educational institutions
- 4.maintain a professional development plan
- 5.provide consulting services
- 6.exchange contemporary program ideas
- 7.maintain a professional attitude
- 8.liaise and network with other agencies
- 9.recognize and support the philosophy of the organization
- 10.create public awareness of the recreation profession
- 11.work independently
- 12.display appropriate work behaviours and attitudes
- 13.promote leisure and recreation
- 14.access certifications
- 15.learn about the facility and its operation
- 16.self evaluation
- 17.give and receive feedback
- 18.work as a team member
- 19.understand the role(s) the government plays in recreation
- 20.understand the history of recreation

ADVOCATE IX

- 1.promote integration and normalization into all functions and elements of the organization
- 2.represent or seek support of needs of individuals/groups
- 3.identify needs
- 4.identify physical and societal barriers preventing clients from participating
- 5.motivate individuals in self-advocacy
- 6.negotiate alternatives towards affecting change
- 7.work towards elimination of barriers to participation
- 8.assist individuals and groups in self-advocacy
- 9.minimize physical and environmental barriers
- 10.minimize societal barriers
- 11.identify and utilize community networks
- 12.incorporate concepts of preservation and conservation into all elements and functions of the organization
- 13.incorporate concepts of recycle, reuse, reduce, and restore into all functions of the organization
- 14.develop skills and strategies on advocacy
- 15.understand political cooperative building
- 16.understand the concept of heritage development

WORK WITH SPECIAL GROUPS X

- 1.working knowledge of aging process
- 2.identify problems facing the elderly
- 3.working knowledge of Alzheimer's Disease
- 4.understand goals of Therapeutic Recreation
- 5.transfer people (i.e. wheelchairs, beds, autos)
- 6.lead a Reality Orientation session
- 7.lead a Resocialization session
- 8.working knowledge of developmental disabilities
- 9.working knowledge of mental illness
- 10.develop objectives for a Therapeutic Recreation program
- 11.handle an epileptic seizure effectively
- 12.approach and transport a person in a wheelchair effectively
- 13.working knowledge of physical disabilities
- 14.develop a plan for working with families and individuals with special needs
- 15.working knowledge of societal disabilities and issues
- 16.working knowledge of diabetes
- 17.understand the concepts of death, dying, and grieving

SPECIAL EVENTS XI

- 1.needs assessment
- 2.develop timelines
- 3.identify resources
- 4.plan, coordinate, implement and evaluate
- 5.promote event
- 6.develop evaluation tools
- 7.identify committee roles
- 8.recruit, train and recognize volunteers
- 9.list recommendations

RESEARCH AND DEVELOP XII

- 1.conduct needs assessment research
- 2.initiate a feasibility study
- 3.identify and draw up terms of reference
- 4.access grants
- 5.develop an action plan for fundraising

- 6.audit
- 7.document, analyze, summarize, and interpret results
- 8.recruit community shareholders
- 9.develop and implement a strategic plan
- 10.develop and administer a survey/questionnaire

Some of the actual outcomes identified in the field data reinforced the ORIGINAL DACUM skills that were not identified in the course outlines. The following figure outlines the skills, strategies and concepts found in the field data but not in the existing curriculum of the Recreation Leadership program:

FIGURE 19

CRITERIA IDENTIFIED IN FIELD NOTES NOT INCLUDED IN THE EXISTING CURRICULUM:

COMMUNICATE I

- * write assessment reports
- * write statistical reports
- * write newsletters

DEVELOP A MARKETING STRATEGY IV

- * design a display board

DEVELOP AND MANAGE PROGRAMS V

- * participate in interdisciplinary team conferences

ADVOCATE IX

- * represent or seek support for needs of individuals/groups
- * identify needs

There were a number of skills, concepts, and strategies that emerged from the data analysis of the field notes that were not identified in the REVISED DACUM. The following figure notes these areas.

FIGURE 20

SKILLS, STRATEGIES AND CONCEPTS IDENTIFIED FROM FIELD DATA THAT WERE NOT MENTIONED IN THE REVISED DACUM

COMMUNICATE I

- * take meeting minutes
- * charting and assessment stats
- * interpret reports (i.e.casebooks and stats)
- * make a banner
- * prepare entry forms

DEVELOP A MARKETING STRATEGY IV

- * design and develop a display board

ADMINISTER FUNDS VII

- * purchase equipment and supplies

PERFORM PROFESSIONALLY VIII

- * increase comfort and confidence levels in self
- * take an active role on committees and boards
- * identify roles and responsibilities of recreation professionals

WORK WITH SPECIAL GROUPS X

- * homemaking functions
- * working knowledge of arts and crafts for special groups

Step 4: Revised DACUM. The researcher then compared the REVISED DACUM developed in Phases I and II and made further changes to it based on the information compiled from the analysis of the field notes. The following figure shows the REVISED DACUM from Phases I and II and the changes suggested from the field notes.

FIGURE 21

REVISED DACUM FOLLOWING PHASE III OF THE STUDY

COMMUNICATE I

- 1.speak to group
- 2.write reports
- 3.write media releases
- 4.write program progress reports
- 5.write individual progress reports
- 6.write reports on meetings
- 7.conduct meetings
- 8.write project proposals
- 9.write assessment reports
- 10.write statistical reports
- 11.write correspondence
- 12.prepare grant proposals
- 13.write newsletters
- 14.interpret policies to user groups
- 15.write events calendars
- 16.interpret non-verbal behaviour
- 17.prepare flyers
- 18.prepare brochures
- 19.use the telephone
- 20.interview
- 21.listen
- 22.present informal/formal oral reports
- 23.communicate with peers
- 24.communicate with special groups
- 25.communicate with subordinates
- 26.communicate with supervisor
- 27.communicate with client(s)
- 28.use audio-visual equipment
- 29.write newspaper articles and ads
- 30.use computer wordprocessing, database, spreadsheet etc.
communication systems
- 31.design a poster
- 32.write memos
- 33.maintain journal
- 34.prepare for presentations
- 35.prepare flipcharts
- 36.write a resume
- 37.prepare contact lists
- 38.prepare bulletin boards
- 39.prepare a tournament schedule
- 40.set agendas
- 41.prepare overheads
- 42.take meeting minutes
- 43.charting and assessment stats
- 44.interpret reports (i.e. casebooks, stats)
- 45.make a banner
- 46.prepare entry forms

ADMINISTRATE II

- 1.delegate tasks
- 2.manage time
- 3.recruit, train, supervise, and evaluate staff
and volunteers
- 4.prepare, utilize, and maintain forms, records, files and
libraries

5. develop, maintain and put into effect policies and procedures
6. solve problems
7. utilize office equipment
8. abide by codes and regulations
9. provide a safe environment
10. develop and implement goals and objectives
11. develop long and short term plans
12. develop work schedules
13. conduct employee appraisals
14. utilize and apply decision making techniques
15. use specialized computer hardware
16. manage risk in facilities and programs
17. develop and implement an orientation package
18. job search preparation
19. prepare a job application form
20. prepare a position announcement
21. write performance measures
22. interpret union/management relations affecting employees
23. write a contract
24. explain procedures for organization incorporation
25. access insurance options
26. apply for a special occasions permit
27. apply for a lottery license
28. know the bylaws and acts that influence recreation
29. identify the role of managers and administrators
30. develop interview screening and rating methods

MANAGE AND OPERATE A FACILITY III

1. provide input for facility design
2. perform security function
3. ensure an appropriate environment
4. coordinate, setup and dismantle a temporary facility
5. coordinate, implement and manage maintenance management plans
6. operate specialized equipment
7. coordinate rental agreements
8. operate recreation equipment
9. develop facility schedules
10. ensure facility accessibility
11. needs identification and assessment
12. develop and maintain equipment and supplies inventories
13. implement WHMIS
14. plan capital improvements
15. coordinate and implement health and safety procedures
16. contract facility design and construction

DEVELOP MARKETING STRATEGIES IV

1. determine client needs
2. determine, compile and utilize a list of advertising and community resources
3. consult available professional resources
4. identify trends
5. evaluate market campaign
6. utilize media resources
7. design and develop a display board
8. develop and implement marketing campaigns
9. identify potential target group(s)
10. identify service to be marketed
11. create public awareness
12. create awareness with other agencies
13. create awareness within own organization
12. prepare a logo
13. cooperate in shared development

DEVELOP AND MANAGE PROGRAMS V

- 1.evaluate past/present programs
- 2.consider individual/group needs
- 3.set program goals and objectives
- 4.determine duration of program
- 5.conduct a needs assessment
- 6.identify target group
- 7.establish leadership requirements
- 8.determine, access, and prepare equipment and supplies requirements
- 9.determine facility requirements
- 10.develop evaluation tool(s)
- 11.adapt program to meet needs and abilities of participants
- 12.solicit interdepartmental support
- 13.participate in interdisciplinary team conferences
- 14.implement program through delegation or supervision
- 15.determine program content utilizing a theme where appropriate
- 16.modify program equipment
- 17.identify "who" you are providing a service for
- 18.select appropriate program(s) for participants
- 19.evaluate program costs
- 20.conduct an activity analysis
- 21.identify the extent of the individuals ability to increase participation
- 22.prepare schedules and calendars
- 23.provide a variety of program opportunities
- 24.develop leisure counselling packages
- 25.identify and utilize community and facility resources
- 26.prepare program manuals
- 27.identify followup procedures
- 28.have a backup contingency
- 29.develop, organize and implement icebreakers
- 30.use a theme wherever possible
- 31.balance programs utilizing an Holistic approach
- 32.provide a brief history of various activities
- 33.access rules, regulations, etiquette, and terminology of various activities
- 34.discuss important strategies in various activities
- 35.demonstrate basic fundamentals of various activities
- 36.make a variety of crafts
- 37.identify the positive and negative effects of competition

PROVIDE AND DEVELOP LEADERSHIP VI

- 1.provide tools for the group to attain goals and objectives
- 2.encourage growth of individual/groups
- 3.provide direction for individuals/groups
- 4.advise on funding sources
- 5.counsel
- 6.model acceptable behaviour
- 7.teach/instruct
- 8.reinforce positive behaviour
- 9.adapt leadership style to situation or client group
- 10.facilitate group dynamics
- 11.be aware of group dynamics
- 12.define roles
- 13.develop an empathy for and understanding of clients and their needs
- 14.balance individual and group goals
- 15.engage in board development
- 16.understand the role of the board and its members

ADMINISTER FUNDS VII

- 1.allocate funds
- 2.analyze budget statements
- 3.identify budget selection criteria
- 4.propose budgets
- 5.develop budget forecasts
- 6.utilize surplus funds
- 7.administer grant funding
- 8.transfer funds
- 9.develop and implement budget controls
- 10.identify and explain new and existing sources of revenue
- 11.coordinate program recommendations with budget allocations
- 12.identify potential maximum revenue and expenses
- 13.prepare backup information for budget
- 14.conduct cost comparison survey
- 15.perform basic bookkeeping procedures
- 16.prepare a budget
- 17.understand and utilize the principles and context to establish fees and charges
- 18.develop inventory control procedures
- 19.identify capital and operating costs
- 20.manage budget cuts
- 21.purchase equipment and supplies

PERFORM PROFESSIONALLY VIII

- 1.dress appropriately
- 2.affiliate with professional recreation organizations
- 3.liaise with educational institutions
- 4.maintain a professional development plan
- 5.provide consulting services
- 6.exchange contemporary program ideas
- 7.maintain a professional attitude
- 8.liaise and network with other agencies
- 9.recognize and support the philosophy of the organization
- 10.create public awareness of the recreation profession
- 11.work independently
- 12.display appropriate work behaviours and attitudes
- 13.promote leisure and recreation
- 14.access certifications
- 15.learn about the facility and its operation
- 16.self evaluation
- 17.give and receive feedback
- 18.work as a team member
- 19.understand the role(s) the government plays in recreation
- 20.understand the history of recreation
- 21.increase comfort and confidence levels in self
- 22.take an active role on committees and boards
- 23.identify roles and responsibilities of recreation professionals

ADVOCATE IX

- 1.promote integration and normalization into all functions and elements of the organization
- 2.represent or seek support of needs of individuals/groups
- 3.identify needs
- 4.identify physical and societal barriers preventing clients from participating
- 5.motivate individuals in self-advocacy
- 6.negotiate alternatives towards affecting change
- 7.work towards elimination of barriers to participation
- 8.assist individuals and groups in self-advocacy
- 9.minimize physical and environmental barriers

- 10.minimize societal barriers
- 11.identify and utilize community networks
- 12.incorporate concepts of preservation and conservation into all elements and functions of the organization
- 13.incorporate concepts of recycle, reuse, reduce, and restore into all functions of the organization
- 14.develop skills and strategies on advocacy
- 15.understand political cooperative building
- 16.understand the concept of heritage development

WORK WITH SPECIAL GROUPS X

- 1.working knowledge of aging process
- 2.identify problems facing the elderly
- 3.working knowledge of Alzheimer's Disease
- 4.understand goals of Therapeutic Recreation
- 5.transfer people (i.e. wheelchairs, beds, autos)
- 6.lead a Reality Orientation session
- 7.lead a Resocialization session
- 8.working knowledge of developmental disabilities
- 9.working knowledge of mental illness
- 10.develop objectives for a Therapeutic Recreation program
- 11.handle an epileptic seizure effectively
- 12.approach and transport a person in a wheelchair effectively
- 13.working knowledge of physical disabilities
- 14.develop a plan for working with families and individuals with special needs
- 15.working knowledge of societal disabilities and issues
- 16.working knowledge of diabetes
- 17.understand the concepts of death, dying, and grieving
- 18.homemaking functions
- 19.working knowledge of arts and crafts for special groups

SPECIAL EVENTS XI

- 1.needs assessment
- 2.develop timelines
- 3.identify resources
- 4.plan, coordinate, implement and evaluate
- 5.promote event
- 6.develop evaluation tools
- 7.identify committee roles
- 8.recruit, train and recognize volunteers
- 9.list recommendations

RESEARCH AND DEVELOP XII

- 1.conduct needs assessment research
- 2.initiate a feasibility study
- 3.identify and draw up terms of reference
- 4.access grants
- 5.develop an action plan for fundraising
- 6.audit
- 7.document, analyze, summarize, and interpret results
- 8.recruit community shareholders
- 9.develop and implement a strategic plan
- 10.develop and administer a survey/questionnaire

The final revision on the DACUM was a compilation of data from Phase I, Phase II, and Phase III of the study. The sources providing new information for possible curriculum development and DACUM expansion were:

- 1) those skills, strategies and concepts that had appeared in the course outlines but not in the ORIGINAL DACUM;
- 2) those skills, strategies, and concepts that had appeared in the ORIGINAL DACUM but not the course outlines;
- 3) the suggestions made by the external professionals for additions, deletions, and changes to the ORIGINAL DACUM; and
- 4) the skills, concepts, and strategies identified from the field notes on the student internship experience.

Throughout the data analysis phase the researcher found a number of references to increasing confidence levels in the students as their internship progressed. The following figure illustrates samples these reflections.

FIGURE 22

SAMPLES OF STUDENT FIELD NOTES THAT INDICATE INCREASING CONFIDENCE LEVELS IN THE RECREATION PROFESSION

Mark * "I was oriented to the department and introduced to one of the acute care staff and then I was introduced to the staff member of other units." [Journal, January]

* " This month I have become more familiar with the operation of the facility. I have been gaining more confidence in carrying out tasks without any supervision (i.e. patient charting, report writing, patient motivation for community programs)" [monthly report, February]

* "I was expected to perform duties like a full-time recreationist. Just being a part of a team of professionals gave me the most satisfaction." [final report]

Jan * "Once I feel more confident about handling the patients on my own, I won't need help [from my supervisor]." [monthly report, January]

* "I learned that if I'm nervous about taking a certain patient out to the community, I do not have to be afraid to say 'No'." [monthly report, February]

* "I feel that programming activities for patients makes me feel like I'm the one to speak to, I'm the boss." [monthly report, March]

* "It (the course) went very fast but in a way I'm glad it is over. Now I know I can make money for what I'm good at doing. I'm a very proud person today." [final report]

Angela * "Now that I know how the centre operates and have become closer to the staff and clients, I feel confident and at ease." [monthly report, February]

* "The longer I am here, the more I enjoy working with the clients. Many have developed a trust in me and this is a beautiful reward. They are no longer clients but my friends. It is important to look at this situation in this way because it helps me work with the people who come here." [monthly report, February]

* "I met my objectives to confidently program activities for the clients and be comfortable carrying out the activities myself. I am pleased to say that I have accomplished them with great satisfaction. I feel that I have done very well in this field and I know now that this is my calling." [final report]

Jean * "I think I have learned more self confidence in dealing with situations and people. I've been able to handle business calls when left alone in the office." [monthly report, February]

* "I have been treated with respect and learned from [my supervisor's] example." [final report]

Mitch * "Once I got to know some of the residents I felt confident and they felt comfortable going out on community outings together." [monthly report, February]

* "The more practice I get in preplanning for these events, the more comfortable I feel and the better results I receive." [monthly report, March]

* "Through planning and running this special event it gave me the practice I so desperately need. Everything worked out as planned. It was a good confidence builder." [monthly report, March]

* "I have confidence in myself as a recreationist. Being asked to continue as a volunteer with the [floor hockey] club was indeed a confidence builder. It made me feel like they appreciated my output towards the club. I now feel confident as a recreationist to satisfy and make other people happier. The staff has given me tremendous support and encouragement to make me feel confident in what I do." [final report]

The researcher believes that the information compiled on student confidence levels has implications on the recommendations generated from the findings of the study.

CHAPTER FIVE

Conclusions, Implications and Recommendations

Conclusions and Implications

Once all the findings had been identified, recorded, listed, and categorized, the researcher was able to interpret the data, draw conclusions and make recommendations. This chapter discusses the conclusions and outlines the recommendations for the study **Transfer of Learning in the Field of Recreation**. It suggests direction for further studies.

Conclusions focus on three key areas: internship, curriculum revision and methodology.

Firstly, the field experience is important in preparation of professionals in the field of recreation. The significance of this was illustrated in the increasing confidence levels that the students demonstrated during their placements as noted in the supervisors' evaluations and as articulated by the students themselves in their journals and monthly reports. The researcher found substantial evidence to indicate that a block placement like an internship provides students with enough time in a work situation to work on and perform skills related to the job with an increasing level of confidence. Therefore it is important to recognize that programs which intend to prepare students for the work place should include

a block placement like an internship so students can build on existing skills, learn new ones, and develop a level of confidence and competence in performing the skills.

The internship established a link between the recreation profession and the curriculum of the program. The internship provided the researcher an opportunity to get feedback on the relevance of the criteria in the curriculum of the Recreation Leadership program. The researcher could compare intended outcomes for the students with the actual outcomes the students demonstrated in the field. The existing curriculum in the program was examined for relevancy and content. It can therefore be noted that programs which use a field-based experience provide an opportunity for faculty to develop new curriculum and ensure existing curriculum is relevant and current with practices in the profession.

Secondly, the analysis of the data demonstrated that the skills, strategies and concepts needed by professionals went beyond those identified in i)the ORIGINAL DACUM and ii)the course outlines. Course objectives for the Recreation Leadership program were revised as a result of the study [Appendix J; P.193].

There were a number of changes recommended for the specific criteria outlined in the ORIGINAL DACUM. For example the area of **Research and Develop XII** was a new category introduced into the ORIGINAL DACUM by the external professional. The skills, strategies and concepts outlined in

this area are an indication of criteria that the professional believed was current and relevant to the field of recreation today. The skills, strategies and concepts identified in the field notes from the students' experience provides another example of new criteria not currently being taught in the program. It is important that the curriculum of programs preparing professionals in the field of recreation ensure that the curriculum remain relevant and current as changes, trends and new learnings evolve in the field.

Through the findings the researcher was able to establish that the field of Therapeutic Recreation is an expanding field in the recreation profession. The analysis of the data indicated that students will require specialization in the field of therapeutic recreation if they are to be competitive in the job market. The fact that the seven students involved in the study all chose therapeutic settings for their internships is indicative of not only the interest the students demonstrate in this area of recreation but of the growing need of trained professionals in the therapeutic field. It is apparent that the students training to become professionals in the field of recreation must be prepared to meet the recreation and leisure needs of diverse and challenging populations. Programs preparing professionals for the field of recreation must initiate curriculum development in the area of Therapeutic Recreation.

Thirdly, the researcher established that the research design and the methodologies outlined in the study were a viable vehicle for data collection. A qualitative approach to the study utilizing the students' internship experiences enabled the researcher to: collect the data needed for the study; and establish methodologies through a qualitative approach that were effective in collecting the information and data to analyze. Therefore programs which offer internship as part of their curriculum should explore the possibility of adopting qualitative research methodologies as outlined in this study for the review and evaluation of the program curriculum.

Recommendations

Based on the conclusions the researcher identified, the following recommendations have been established:

- 1) That the internship component be maintained as an integral part of the Recreation Leadership program.

It provides the students with an opportunity to develop confidence and competence in the skills, strategies and concepts used in the recreation profession. The internship gives the students an opportunity to network with professionals in the field. As well, it provides a venue for curriculum development. It is important that faculty and administrators recognize

the ongoing tension between field experience and course work and utilize that tension to make positive changes to the Recreation Leadership program curriculum.

2) That the REVISED DACUM with the additions, changes and deletions of the skills, concepts and strategies identified in Phases I, II and III of the study be adopted by the faculty in the program and the Ministry of Colleges and Universities as curriculum criteria for establishing course outline

3) That the course outlines be revised to include the new criteria identified in the REVISED DACUM. (Appendix J; p.193)

4) That the Recreation Leadership program incorporate a one-year post diploma certificate specializing in the field of Therapeutic Recreation.

5) The results of this study should be submitted for the Recreation Leadership program review.

6) That the model outlined and used in this study be utilized on an ongoing basis in the Recreation Leadership program as a tool to highlight the tension between field experiences and course work and subsequently identify new skills, strategies and concepts in the field of recreation that can be incorporated into the curriculum of the program.

It is through continuous research and inclusion of new criteria into the existing curriculum of the program

that the students of the Recreation Leadership program will remain current and employable. Qualitative research is a viable venue for studies that resemble the nature of the experiences outlined in this thesis. Researchers need to look at the dynamics of the field of study, the people involved, and the data collection opportunities before deciding upon the research methods they will use. Internships and field placements that are interactive in nature fit well with qualitative methodologies.

7) That further research be done in this field. An example of an avenue for further research resulted from this study. The whole area of developing student confidence levels through internship could initiate an exciting and relevant research study.

8) That the model outlined in this study be used to initiate research and curriculum development in other disciplines using an internship or practicum component in the program.

Reflections

The field of recreation is dynamic and ever-changing. It is imperative that the curriculum in the programs training students to become professionals in the field of recreation be current with today's practices. With the move towards deinstitutionalization, a growing elderly population, and the concepts of normalization and integration becoming a reality

in all aspects of community life, the need for qualified people in the field of therapeutic recreation is increasing.

This study, **Transfer of Learning in the Field of Recreation**, has indicated, not only a transfer of learning for the students from the classroom to the field of recreation, but a transfer of learning for the faculty in the program in regards to new criteria for curriculum change based on what is occurring in the field. It is the belief of this researcher that an open-ended approach to research, such as outlined in the qualitative methodologies used in this study, was instrumental in determining the path the study took. Although my plan was to compare the intended outcomes of the students with the actual outcomes demonstrated in the field, the results from the data analysis provided me with information that not only addressed new skills, concepts and strategies in the field of recreation, but opened new avenues for further and continuing research.

The study also gave me an opportunity to network and establish positive relationships with the professionals in the field of recreation who were supervising the students. I was able to get a more comprehensive understanding of their respective facilities and mandates both from the interviews with the supervisors and from the student journals and reports than I had previous to the study.

During the data collection phase, I found that the increased opportunity to interact with the students had a

positive effect on our relationship as teacher and student. Although I was able to keep the study separate from my role as faculty advisor and teacher, the extended contact with the student provided me with a more in-depth knowledge and understanding of each individual student. I feel that this enhanced the relationship that we had established over the two years of the program. Their continued interest in and support of the study has kept them in contact with me since graduation.

As a faculty member in the Recreation Leadership program, I have found that the findings and results of the study have had an impact on the curriculum I am teaching in the program. I have initiated a number of changes based on the findings in my own curriculum. I am confident that, upon completion of my thesis, other faculty members, advisory committee members and administrative personnel will be enthusiastic about the recommended changes to the course outlines and supportive of the recommendations suggested.

This study has provided me an opportunity to look at the existing curriculum practices and compare them to what is happening in the field of recreation. The results show that the existing curriculum, although it is perceived to meet the needs of the employers in the field, can and should be expanded upon. The study was both timely and enlightening. The time and effort spent on the data collection and analysis and the completion of the written component of the study have been

an exercise in self growth and development, the results positive to both the Recreation Leadership program at Confederation College and the field of recreation. I am glad that my efforts for the Master's requirement are complete, but I am excited and enthusiastic about utilizing the model developed in this study to continue incorporating new curriculum in the program. Hopefully, my recommendations for further study will send me soaring in new directions.

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APPENDICES

APPENDIX A

PROGRAM OVERVIEW

FIRST SEMESTER

<u>Subject#</u>	<u>Title</u>	<u>Hrs/Wk</u>	<u>Total Hrs</u>
RL 101	Introduction to Recreation	3	45
RL 103	Fieldwork and Field Orientation	4	60
RL 104	Recreation Activities	4	60
RL 105	Recreation Programming I	4	60
CS 101	Basic Communications	3	45
SY 101	Introduction to Social Psychology	3	45
GS	Elective	3	45
GS 231	Microcomputer Applications	3	45

SECOND SEMESTER

RL 202	Arts and Crafts	3	45
RL 203	Fieldwork Practice	6	90
RL 204	Recreation Activities	4	60
RL 205	Recreation for Special Groups I	3	45
RL 206	Recreation Administration	3	45
RL 207	Marketing and Public Relations	3	45
RL 312	Recreation Programming II	3	45
RL 322	Recreation Areas and Facilities	3	45

THIRD SEMESTER

RL 201	Group Dynamics	3	45
RL 304	Recreation Activities	2	45
RL 305	Recreation for Special Groups II	3	45
RL 306	Recreation Administration II	3	45
RL 310	Internship Seminar	1	15
RL 313	Community Development	2	30
RL 314	Philosophy of Leisure	3	45
RL 323	Fieldwork Practice	7	105
GS	Elective	3	45

Total 26 390

FOURTH SEMESTER

RL 400	Internship	35	490
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TOTAL PROGRAM HOURS 1,705

*** Bold face print in Semesters 1 and 3 are subjects not under the direct responsibility of the program faculty and were not included in the study**

APPENDIX B

ORIGINAL DACUM

COMMUNICATE I

- 1.speak to group
- 2.write reports
- 3.write media releases
- 4.write council/board reports
- 5.write program progress reports
- 6.write individual progress reports
- 7.write reports on meetings
- 8.conduct meetings
- 9.write project proposals
- 10.write assessment reports
- 11.write statistical reports
- 12.write correspondence
- 13.write grant proposals
- 14.write newsletters
- 15.interpret policies to user groups
- 16.write events calendars
- 17.interpret non-verbal behaviour
- 18.prepare flyers
- 19.prepare brochures
- 20.use the telephone
- 21.interview
- 22.listen
- 23.present informal/formal oral reports
- 24.communicate with peers
- 25.communicate with special groups
- 26.communicate with subordinates
- 27.communicate with supervisor
- 28.communicate with client(s)
- 23.use audio-visual equipment
- 24.write newspaper articles

ADMINISTRATE II

- 1.delegate tasks
- 2.manage time
- 3.perform staffing function
- 4.prepare forms
- 5.develop policies and procedures
- 6.provide staff training
- 7.solve problems
- 8.perform purchasing function
- 9.take inventory
- 10.utilize office equipment
- 11.abide by codes and regulations
- 12.provide a safe environment
- 13.develop and implement goals and objectives
- 14.develop long and short term plans
- 15.develop work schedules
- 16.develop staff evaluation tool(s)
- 17.liaise with external and internal agencies
- 18.supervise staff and volunteers
- 19.utilize decision making techniques

MANAGE AND OPERATE A FACILITY III

- 1.provide input for facility design
- 2.perform security function
- 3.ensure an appropriate environment

- 4.prepare forms
- 5.coordinate,setup and dismantle a temporary facility
- 4.coordinate maintenance function
- 5.operate specialized equipment
- 6.coordinate rental agreements
- 7.operate recreation equipment
- 8.develop facility schedules
- 9.modify recreation facilities

DEVELOP MARKETING STRATEGIES IV

- 1.determine client needs
- 2.determine community resources
- 3.utilize community resources
- 4.consult available professional resources
- 5.plan fundraising events
- 6.prepare market budget
- 7.identify trends
- 8.evaluate market campaign
- 9.utilize media resources
- 10.design a display
- 11.implement marketing campaigns
- 12.utilize advertising resources
- 13.identify potential target group
- 14.identify service to be marketed
- 15.create public awareness
- 16.create awareness with other agencies
- 17.create awareness within own organization
- 18.develop a critical plan

DEVELOP PROGRAMS V

- 1.evaluate past/present programs
- 2.consider individual/group needs
- 3.set program goals and objectives
- 4.determine duration of program
- 5.assess needs
- 6.identify target group
- 7.develop a program budget
- 8.establish leadership requirements
- 9.determine equipment requirements
- 10.determine facility requirements
- 11.develop evaluation tool(s)
- 12.adapt program to meet needs and abilities of participants
- 13.solicit interdepartmental support
- 14.participate in interdisciplinary team conferences
- 15.implement program through delegation or supervision
- 16.determine program content
- 17.modify program equipment
- 18.identify "who you are providing a service for"
- 19.select appropriate program for participants
- 20.evaluate program costs
- 21.conduct an activity analysis
- 22.identify the extent of the individuals ability to increase participation

PROVIDE LEADERSHIP VI

- 1.provide tools for the group to attain goals and objectives
- 2.encourage growth of individual/group
- 3.provide direction for individuals/groups
- 4.advise on funding sources
- 5.train staff
- 6.train volunteers
- 7.counsel

- 8.model acceptable behaviour
- 9.teach/instruct
- 10.reinforce positive behaviour
- 11.adapt leadership style to situation or client group
- 11.facilitate group dynamics
- 12.be aware of group dynamics

ADMINISTER FUNDS VII

- 1.allocate funds
- 2.analyze budget statements
- 3.priorize budget items
- 4.propose budgets
- 5.develop budget forecasts
- 6.utilize surplus funds
- 7.administer grant funding
- 8.transfer funds
- 9.develop and implement budget controls
- 10.identify new sources of revenue
- 11.coordinate program recommendations with budget allocations
- 12.determine target group potential to pay
- 13.identify potential maximum revenue and expenses
- 14.prepare backup information for budget
- 15.conduct cost comparison survey
- 16.perform basic bookkeeping procedures
- 17.prepare a budget

PERFORM PROFESSIONALLY VIII

- 1.dress appropriately
- 2.affiliate with professional recreation organizations
- 3.liaise with educational institutions
- 4.maintain personal growth and development
- 5.provide consulting services
- 6.exchange contemporary program ideas
- 7.maintain a professional attitude
- 8.liaise with other agencies
- 9.recognize and support the philosophy of the organization
- 10.create public awareness of the recreation profession

ADVOCATE IX

- 1.promote integration and normalization
- 2.represent or seek support for needs of individuals/groups
- 3.identify needs
- 4.identify physical and societal barriers preventing clients from participating
- 5.motivate individuals in self-advocacy
- 6.negotiate alternatives towards affecting change
- 7.work towards elimination of barriers to participation
- 8.assist individuals and groups in self-advocacy
- 9.minimize physical barriers
- 10.minimize societal barriers

APPENDIX C

RECREATION LEADERSHIP PROGRAM EVALUATION

Instructions:

1. Choose one group member to be the recorder.
2. Using the program booklet as a guide, list all the recommendations proposed by group members on the working copy. Use the brainstorming technique at this stage.
3. After all subjects have been dealt with in this way, begin again and record the consensus decision of the group regarding each recommendation.
4. Remember that recommendations can be both for change and continuation of some good aspect of the program.
5. Choose a spokesperson for the group and be ready to present your ideas.

The following page provides an outline of the courses in the Recreation Leadership program:

Courses:

RL101 Introduction to Recreation
RL105 Recreation Programming
RL201 Group Dynamics
RL202 Arts and Crafts
RL205 Recreation for Special Groups I
RL206 Recreation Administration I
RL207 Marketing and Public Relations
RL305 Recreation for Special Groups II
RL306 Recreation Administration I
RL310 Internship Seminar
RL312 Recreation Programming II
RL313 Community Development
RL314 Philosophy of Leisure
RL322 Recreation Areas and Facilities
RL104/204/304 Recreation Activities
RL103/203/323 Fieldwork
RL400 Internship



APPENDIX D.1

COVER LETTER TO STUDENTS

Dear Student:

I am interested in conducting a study on the Recreation Leadership Program at Confederation College. The study will evolve around the Internship portion of the program.

I am looking for students who are currently enrolled in the program and eligible for Internship to assist me in the research. The emphasis of the study is to determine if there is a transference of learning from the theory learned in the first three semesters of the program to the practical application of that theory when a student is immersed in the field.

Your participation in the study will include keeping a daily journal of your activities during Internship, meeting with the Principle Investigator in an interview situation, sitting in on your evaluation process at midterm and the end of Internship, being observed by the Principle Investigator in a practical setting and filling in a final evaluation on the Recreation Leadership program and course content.

Some of the outcomes of the study may include inclusion of new, updated information in the curriculum and deletion of irrelevant outdated course content. Your assistance would be available to the success of the study and greatly appreciated.

All information collected throughout the study will remain confidential. The final report will not include any names of the participants in the study. A copy of the final report will be made available to you if you wish to review it.

Thank you for considering this request.

Sincerely,

Lynne Peters Maki
Professor
475-6325

*bt



APPENDIX D.2

CONSENT TO PARTICIPATE (STUDENTS)

CONSENT TO PARTICIPATE

I _____ am a student of the Recreation Leadership Program at Confederation College. I have read and understood the cover letter referring to the research study entitled "Transference of Learning and Curriculum Design and Redesign" by Lynne Peters Maki and I agree to participate. I am aware that the process will include keeping a daily journal, interviews, evaluations and observations and I am prepared to involve myself in these processes. I am aware that I may withdraw from the research at any time without penalty and that I may request a copy of the final report.

Signature: _____

Date: _____



APPENDIX D.3

COVER LETTER TO AGENCY SUPERVISORS

Dear Agency Supervisor:

I am conducting a study on the Recreation Leadership program at Confederation College. The study focuses on the internship portion of the program. The emphasis of the study is to determine if there is a transference of learning from the theory learned in the first three semesters of the program to the practical application of that theory when a student is immersed in the field. I will be approaching students who are currently enrolled in the program and eligible for internship to assist me in the research. I am contacting supervisors who work with students in recreation facilities to participate in the study. Your assistance is important to the success of the study and greatly appreciated.

Your role in the study would involve the following tasks:

1. To meet with the researcher and the student for a formal evaluation of the student's progress twice throughout the placement.
2. To participate in an interview to discuss any gaps you may identify in the skills, concepts and strategies that the student demonstrates as well as identifying any new trends and ideas that are currently being implemented in the field of recreation.

There is no risk to respondents and all data collected throughout the study will remain confidential. A summary of the final report will be made available for you if you wish to review it.

Thank you for considering this request.

Sincerely,

Lynne Peters Maki
Professor
Recreation Leadership Program
475-6588

*bt



APPENDIX D.4

CONSENT TO PARTICIPATE (SUPERVISORS)

CONSENT TO PARTICIPATE

I _____ am a supervisor of an Internship student from the Recreation Leadership program at Confederation College. I have been informed about the study conducted by Lynne Peters Maki entitled "Transference of learning and Curriculum Design and Redesign". I understand that my participation in the study would include providing supervision to a student during Internship, evaluating the student and sitting in on a three-way interview with the Principal Investigator, the student and myself and finally participating in an interview with the Principal Investigator concerning the Recreation Leadership program, the curriculum and the students repertoire of skills, concepts and strategies. I am aware that any assistance and information I may be able to provide to the research study will remain confidential. I understand that a copy of the final report will be available to me at my request.

Signature: _____

Date: _____



APPENDIX D.5

COVER LETTER TO EXTERNAL PROFESSIONAL

Dear Associate:

I am conducting a study on the Recreation Leadership program at Confederation College. The study focuses on the internship portion of the program. The emphasis of the study is to determine if there is a transference of learning from the theory learned in the first three semesters of the program to the practical application of that theory when a student is immersed in the field. I will be approaching students who are currently enrolled in the program and eligible for internship to assist me in the research. I am contacting supervisors who work with the students in recreation facilities to participate in the study. Your assistance is important to the success of the study and greatly appreciated.

Your role in the study would involve the following task:

1. To assist in the compilation of a list of intended outcomes for the Recreation Leadership program for the Ministry documents and course outlines.

There is no risk to respondents and all data collected throughout the study will remain confidential. A summary of the final report will be made available for you if you wish to review it.

Thank you for considering this request.

Sincerely,

Lynne Peters Maki
Professor
Recreation Leadership Program
475-6588

*bt



APPENDIX D.6

CONSENT TO PARTICIPATE (EXTERNAL PROFESSIONAL)

CONSENT TO PARTICIPATE

I _____ have been informed about the research study "Transference of Learning and Curriculum Design and Redesign" initiated by Lynne Peters Maki. I would be willing to participate in the study. I understand that my involvement would include looking over the DACUM and providing any information about new strategies, skills and concepts that are current in the field of recreation. I understand that all information about my participation will remain confidential and that a copy of the final report will be made available to me should I request it.

Signature: _____

Date: _____



APPENDIX D.7

COVER LETTER TO PROGRAM FACULTY

Dear Associate:

I am conducting a study on the Recreation Leadership program at Confederation College. The study focuses on the internship portion of the program. The emphasis of the study is to determine if there is a transference of learning from the theory learned in the first three semesters of the program to the practical application of that theory when a student is immersed in the field. I will be approaching students who are currently enrolled in the program and eligible for internship to assist me in the research. I am contacting supervisors who work with the students in recreation facilities to participate in the study. Your assistance is important to the success of the study and greatly appreciated.

Your role in the study would involve the following task:

1. To assist in the compilation of a list of intended outcomes for the Recreation Leadership program for the Ministry documents and course outlines.

There is no risk to respondents and all data collected throughout the study will remain confidential. A summary of the final report will be made available for you if you wish to review it.

Thank you for considering this request.

Sincerely,

Lynne Peters Maki
Professor
Recreation Leadership Program
475-6588

*bt



APPENDIX D.8

CONSENT TO PARTICIPATE (PROGRAM FACULTY)

CONSENT TO PARTICIPATE

I _____ am on the faculty at Confederation College and teach subjects in the Recreation Leadership Program. I have been informed about the study conducted by Lynne Peters Maki entitled "Transference of Learning and Curriculum Design and Redesign". I understand that my participation in the study would include providing course outlines of the courses that I teach, reading the data providing course outlines of the courses that I teach, reading the data analysis and ensuring that the skills, strategies and concepts identified by the Principal Investigator are inclusive and specific to my courses. I am aware that any assistance and information I may be able to provide to the research study will remain confidential. I understand that a copy of the final report will be available to me at my request.

Signature: _____

Date: _____

APPENDIX E

ORIGINAL COURSE OBJECTIVES

FIELD WORK RL103, 203, 323

Learning Objectives:

RL 103

1. The faculty will select an appropriate placement from a variety of settings in Thunder Bay. The student and the placement supervisor will determine mutually satisfactory objectives and responsibilities for the student during the 60 hour placement.
2. The student will meet in class or in conference with the field work advisor for one hour per week.
3. The student is required to complete a self-evaluation. The agency supervisor, student and faculty advisor will meet to complete a midterm and final evaluation of the student's progress.

RL203 AND 323

1. Students will have the opportunity to select an agency based on individual learning objectives.
2. The agency supervisor, student and faculty advisor will meet to complete a midterm and final evaluation of the student's progress.

INTRODUCTION TO RECREATION RL101

Learning Objectives:

The student will be able to:

1. define recreation, leisure and play.
2. list 10 benefits of recreation.
3. identify and list the need for recreation and how recreation evolved.
4. identify five views of leisure and the factors that influence recreation.
5. explain the need for professional leadership and the skills required.
6. identify the criteria that contribute to professionalism.
7. give an overview of the history of recreation.
8. identify the role of federal, provincial and local governments in the provision of recreation services.
9. describe the recreation delivery system, identify the participants and the role each plays.
10. explain the bylaws and acts that influence recreation.
11. list the various types of recreation and explain the differences.
12. identify the sponsors of recreation and explain the role each play in providing recreational opportunities.
13. identify regional, provincial and national professional recreation organizations and their purpose.
14. identify the requirements for certification.
15. identify and utilize community recreation resources.
16. present and discuss current trends, challenges and opportunities in the recreation field.
17. demonstrate effective telephone skills.

RECREATION ACTIVITIES RL104, RL204, RL304

Learning Objectives:

For each activity the student will be able to;

1. describe a brief history.
2. identify and name the required facilities.
3. list the necessary equipment.
4. briefly explain the rules, regulations, etiquette and terminology.
5. discuss important strategy.
6. describe adaptations for various age groups.
7. organize a competitive or recreational event.
8. demonstrate the basic fundamentals.

RECREATION PROGRAMMING RL105

Learning Objectives

The student will be able to:

1. identify the essential personal qualities that a recreation leader should possess and determine their individual leadership style.
2. identify the abilities, knowledge and skills that a recreation leader must possess.
3. list the principles of leadership development.
4. design recreation programs to meet the needs and interests of the participants.
5. list the principles of program planning.
6. describe the influences on program planning.
7. identify the components of a well balanced recreation program.
8. identify trends in program planning.
9. operate the following audiovisual equipment:
 - i) VTR playback unit and camera
 - ii) slide projector/synchronized tape and slide unit
 - iii) manual and automatic 16mm projector
 - iv) overhead projector
 - v) camcorder
10. prepare and present and overhead transparency.
11. prepare and present a speech.
12. identify the positive and negative effects of competition.
13. organize and present a special event/activity and an evaluation form.
14. collect and post information on a bulletin board.
15. be able to give and receive effective feedback.
16. be able to use a flip chart effectively.
17. identify methods of evaluation.
18. introduce and lead an icebreaker.
19. prepare a tournament schedule.
20. prepare a staff and/or program schedule.
21. identify and interpret the philosophies, policies and procedures and objectives of an organization.

ARTS AND CRAFTS RL202

Learning Objectives:

This subject is designed to give the student the basic knowledge and skills required to:

1. make a variety of crafts.
2. develop arts and craft courses for adults and children.
3. have a understanding of the role of arts and crafts in various recreational and therapeutic settings.
4. discuss the importance of safety in art programs.
5. discuss how art relates to different recreation settings e.g. playgrounds, senior citizens centres, etc.
6. analyze the abilities required to perform various art activities and discuss how this can be used in therapeutic settings.
7. know the skills involved, materials needed and be able to produce a variety of finished craft products.

RECREATION FOR SPECIAL GROUPS RL205

Learning Objectives

The student will be able to:

1. define therapeutic recreation and list its goals.
2. discuss the process of aging and the problems facing older persons.
3. identify the signs and symptoms of Alzheimer's Disease.
4. discuss the steps related to Death and Dying.
5. physically transfer people from various settings (e.g. wheelchair) and be able to approach and transport a person in a wheelchair..
6. set up a Reality Orientation session.
7. identify the differences between Reality Orientation and Alzheimer's Resocialization.
8. define and identify causes of developmental disabilities.
9. discuss the alternatives to institutionalization.
10. define integration and normalization.
11. define and identify learning disabilities.
12. list the signs and symptoms of Autism.
13. define various types of mental illness.
14. list the causes of mental illness.
15. identify the various types of seizures, the cause and treatment.
16. define the objectives when planning a therapeutic recreation program.
17. recognize the signs and symptoms of diabetes.

RECREATION ADMINISTRATION I AND II RL206 AND RL306

Learning Objectives

Unit A: Introduction to Administration

The student will be able to:

1. apply the decision making process.
2. describe the role of the manager.
3. apply principles of time management to administrative tasks.

Unit B: Office Procedures

The student will be able to:

1. use the SMART software system to complete administrative tasks.
2. develop and utilize a variety of office forms.
3. write clear, concise memos, letters and reports.
4. conduct effective meetings.
5. create and maintain a filing system.

Unit C: Financial Policies and Practices

The student will be able to:

1. prepare a budget.
2. list a variety of funding sources.
3. define terms associated with bookkeeping.
4. demonstrate the recording processes of bookkeeping and produce a ledger and financial statement.
5. demonstrate inventory control procedures.
6. identify financial grants available in recreation.
7. prepare grant applications.
8. write performance measures.
9. establish program fees and charges.

Unit D: Human Resources

The student will be able to:

1. explain the process of personnel selection.
2. apply the Ontario Human Rights Code to the personnel management functions of a recreationist.
3. explain theories of human motivation and apply these to job enrichment.
4. prepare a job description.
5. construct a job application form.
6. construct and effectively distribute a position announcement.
7. conduct job interview, including screening and rating methods.
8. design an employee orientation program.
9. apply the dynamics of delegating responsibility.
10. conduct a performance evaluation.
11. recognize a variety of problem employees and describe techniques of counselling and discipline.
12. explain the relationship between unions and management as it affects the employee.

Unit E: Risk Management

The student will be able to:

1. describe the fundamentals, interpretation and discharge of a contract.
2. explain to procedures for organization incorporation.
3. manage risk in the operation of recreation facilities and programs.
4. explain insurance options available to recreationists.
5. apply for a special occasion permit.
6. apply for a lottery license.

MARKETING AND PUBLIC RELATIONS RL207

Learning Objectives

The student will be able to:

1. define marketing, marketing mix, product planning, marketing channels, distribution strategy, pricing strategy and promotional strategy.
2. identify the various publics and how to be a responsive organization.
3. list the media and promotion contacts, names and numbers.
4. prepare a paid advertisement.
5. prepare a public service announcement.
6. critique and prepare a promotional brochure.
7. critique and prepare an effective poster.
8. critique and prepare a promotional flyer.
9. prepare a marketing logo.
10. write a human interest story.
11. develop a television commercial or promotional gimmick to advertise a special event.
12. define the characteristics of nonprofit organization marketing.
13. define public relations/identify role it played in marketing.

RECREATION PROGRAMMING II RL312

Learning Objectives:

The student will be able to:

1. organize an operating manual for one of the following programs:
 - city wide playground programs
 - camping trips
 - wilderness programs
 - aquatics programs
 - day camp programs
 - winter carnival
 - special events e.g. runs, cross country skiing, orienteering, family events
2. explain the fundamentals of leisure counselling.
3. design an evaluation tool.
4. teach 1/2 hour lesson on a recreational activity.
5. prepare and present a five minute speech.
6. plan organize and implement a special event.

RECREATION AREAS AND FACILITIES RL322

Learning Objectives:

For each of the individual facilities studied the student will be able to explain the details of:

1. site selection.
2. space requirements.
3. design alternatives.
4. construction techniques.
5. maintenance procedures.
6. operating procedures.
7. capital costs.
8. operating costs.
9. revenue potentials.

GROUP DYNAMICS RL201

Learning Objectives:

The broad goal of this subject is effective group communication. Upon completion, the student will demonstrate competency in the following areas:

1. forming new groups.
2. balancing individual and group needs.
3. relating to others in small groups - in terms of roles, norms and status.
4. improving group climate and cohesiveness.
5. applying problem-solving in small groups.
6. assuming leadership.
7. dealing with conflict.
8. practising helpful group behaviours and communication, such as:
 - a) trusting other members
 - b) using active listening skills
 - c) giving and receiving feedback
 - d) encouraging others
 - e) cooperating and compromising
 - f) showing a commitment to the group
 - g) communicating appropriately and effectively

RECREATION FOR SPECIAL GROUPS II RL305

Learning Objectives:

The student will be able to:

1. discuss the concepts of normalization and integration and identify ways of applying the concept to a recreation setting.
2. modify programs for special groups.
3. identify the problems a person with a disability experiences in society.
4. define and discuss the effects of various physical disabilities including Cerebral Palsy, Muscular Dystrophy, Multiple Sclerosis, Spinal Injury etc.
5. define visual impairment, list the causes and discuss the impact.
6. define and identify causes of hearing impairments.
7. identify ways of working with the families of special groups and/or individuals.
8. identify Thunder Bay community resources for special groups.
9. identify various social disabilities e.g. child abuse, drug and alcohol abuse, corrections, sex stereotyping etc.
10. be able to identify and handle an epileptic seizure effectively.

INTERNSHIP SEMINAR RL310

Learning Objectives:

The student will be able to:

1. write a resume and covering letter.
2. write learning objectives.
3. explain the college, agency, and student responsibilities during Internship.
4. make an Internship placement selection by the due date.
5. answer commonly asked interview questions.
6. explain what information is required in monthly and final reports.

COMMUNITY DEVELOPMENT RL313

Learning Objectives:

The student will be able to:

1. explain the purposes of needs assessment research.
2. choose appropriate research methods.
3. select research samples.
4. design and administer surveys.
5. summarize and analyze research results in a written report.
6. present research results.
7. recruit, train, supervise, motivate and reward volunteers.

PHILOSOPHY OF LEISURE RL314

Learning Objectives:

The student will be able to:

1. evaluate the difference between authentic and pseudo leisure.
2. identify the changing skills and abilities from one developmental stage to another.
3. integrate programming with leisure philosophy.
4. discuss the future of leisure.
5. demonstrate leisure promotion skills.

GUIDELINES FOR INTERNSHIP RL400

I. PURPOSE AND OBJECTIVES

The Internship Program is designed to provide each student with practical on-the-job work experience to better acquaint the student with the operation administration of agencies providing recreation programs and services. Students will select a agency to be approved by the faculty advisor. Specific objectives for the Internship are as follows:

- A. To provide the student with an in-depth apprenticeship leading to the particular job classification (setting and level) which the student is considering to enter after graduation.
- B. To provide the student with a range of experience that will acquaint the student with all phases of the typical work setting.
- C. To provide the opportunity for the student to determine their own strengths and weaknesses as a recreation professional and to gain insight into their suitability to the profession.
- D. To serve as a culminating experience in the student's educational process.

II. SUBJECT OUTLINE

- A. Visitations - Periodic visitations and/or contacts with the agency will be made during the placement, at which time the Agency Supervisor and the Faculty Advisor will evaluate the student's performance to date, and discuss program plans for the remainder of the internship assignment.

- B. WRITTEN REPORTS - Each student is required to complete the following typewritten assignments in an acceptable manner and submit them to the Faculty Advisor for review:

1. Internship Schedule

Students must submit (no later than the end of the first week) a schedule of activities to be followed during the semester. The schedule must include the following;

- a) the student's learning objectives for the internship period
- b) a plan of weekly assignments to be followed;
- c) an explanation of the types of experiences to be received;
- d) the names of personnel to whom the student will be assigned;
- e) a list of special event dates.

2. Monthly Written Assignments

Students are required to submit a report at the end of each month. This report should describe the principles learned by the student through involvement in their internship duties.

3. Final Report

This report will be returned to the student and must include the following information:

- a) Agency description - its purpose, facilities, leadership and finance;
- b) Community or client description - its size, political, social, economic, religious and ethnic background;
- c) Placement highlights:

* A description of the significant events in which the

- student has been involved;
- d) Learning Objectives:
 - * An analysis of how and to what extent the student's learning objectives have been met;
 - e) Leadership and supervision;
 - * An evaluation of the leadership and supervision provided by the agency supervisor and the faculty advisor;
 - f) Discussion of problems encountered during the placement;
 - g) Self-analysis of shortcomings and strengths and recommendations for improvement;
 - h) Recommendations to the College and Agency.

C. SEMINAR PRESENTATION

The seminar presentation must include the following:

- a) description of the Agency;
- b) description of the student's responsibilities in the Agency;
- c) highlights of the student's learning experience;
- d) use of audio visual aids;
- e) presentation must be a Minimum of 30 minutes and a Maximum of 60 minutes.

III. RESPONSIBILITIES AND OBLIGATIONS

The successful completion of the internship assignment requires the acceptance of the following responsibilities:

A. Student Responsibilities

- 1. To complete requirements established by the Recreation Leadership department as stated in the Internship course outline;
- 2. To familiarize themselves with the agency's clientele, accordingly;
- 3. To be responsible, regular and creative in carrying out work assignments;
- 4. To consult with the agency supervisor about duties, evaluation or any difficulties which may arise;
- 5. To function in a professional manner, and conduct themselves in a manner worthy of the recreation profession.

B. Faculty Advisor Responsibilities

- 1. To make initial contact with each agency regarding the assignments of students;
- 2. To assist the student in determining the following:
 - * the student's objectives for the internship period
 - * the types of experiences to be received
 - * the names of supervisors;
- 3. To make periodic visitations and/or contacts with the agency during the placement, at which time Agency Supervisor and the Faculty Advisor will evaluate the student's performance to date, and discuss program plans for the remainder of the internship assignment;
- 4. To require and evaluate any related assignments which are deemed necessary for the professional growth and preparation of the student throughout the internship;
- 5. To hold a midterm and final evaluation conference with the Agency Supervisor and the student at the completion of the internship assignments.

C. Agency Responsibilities

1. To provide a professional staff worker to supervise the student;
2. The Agency Supervisor shall assume the responsibility for scheduling, guiding and evaluating the internship experience;
3. To insure that a significant portion of the internship assignment is devoted to orientation to the agency, the clientele served, and other special considerations unique to the agency;
4. To keep necessary records and meet with the student periodically to evaluate performance and growth;
5. To meet with the Faculty Advisor and the student at the midterm and the completion of the internship assignment to evaluate the student's performance;
6. To meet and assist the student in planning a schedule of assignments to be followed throughout the internship.

APPENDIX F

REVISED DACUM FOLLOWING PHASE I OF THE STUDY

REVISED DACUM

COMMUNICATE I

- 1.speak to group
- 2.write reports
- 3.write media releases
- 4.write program progress reports
- 5.write individual progress reports
- 6.write reports on meetings
- 7.conduct meetings
- 8.write project proposals
- 9.write assessment reports
- 10.write statistical reports
- 11.write correspondence
- 12.prepare grant proposals
- 13.write newsletters
- 14.interpret policies to user groups
- 15.write events calendars
- 16.interpret non-verbal behaviour
- 17.prepare flyers
- 18.prepare brochures
- 19.use the telephone
- 20.interview
- 21.listen
- 22.present informal/formal oral reports
- 23.communicate with peers
- 24.communicate with special groups
- 25.communicate with subordinates
- 26.communicate with supervisor
- 27.communicate with client(s)
- 28.use audio-visual equipment
- 29.write newspaper articles and ads
- 30.use computer wordprocessing, database, spreadsheet etc.
communication systems
- 31.design a poster
- 32.write memos
- 33.maintain journal
- 34.prepare for presentations
- 35.prepare flipcharts
- 36.write a resume
- 37.prepare contact lists
- 38.prepare bulletin boards
- 39.prepare a tournament schedule
- 40.set agendas
- 41.prepare overheads

ADMINISTRATE II

- 1.delegate tasks
- 2.manage time
- 3.recruit, train, supervise, and evaluate staff
and volunteers
- 4.prepare, utilize, and maintain forms, records, files and
libraries
- 5.develop, maintain and put into effect policies and procedures
- 6.solve problems
- 7.utilize office equipment

- 8.abide by codes and regulations
- 9.provide a safe environment
- 10.develop and implement goals and objectives
- 11.develop long and short term plans
- 12.develop work schedules
- 13.conduct employee appraisals
- 14.utilize and apply decision making techniques
- 15.use specialized computer hardware
- 16.manage risk in facilities and programs
- 17.develop and implement an orientation package
- 18.job search preparation
- 19.prepare a job application form
- 20.prepare a position announcement
- 21.write performance measures
- 22.interpret union/management relations as it affects the employee
- 23.write a contract
- 24.explain procedures for organization incorporation
- 25.access insurance options
- 26.apply for a special occasions permit
- 27.apply for a lottery license
- 28.know the bylaws and acts that influence recreation
- 29.identify the role of managers administrators
- 30.develop interview screening and rating methods

MANAGE AND OPERATE A FACILITY III

- 1.provide input for facility design
- 2.perform security function
- 3.ensure an appropriate environment
- 4.coordinate,setup and dismantle a temporary facility
- 5.coordinate, implement and manage maintenance management plans
- 6.operate specialized equipment
- 7.coordinate rental agreements
- 8.operate recreation equipment
- 9.develop facility schedules
- 10.ensure facility accessibility
- 11.needs identification and assessment
- 12.develop and maintain equipment and supplies inventories
- 13.implement WHMIS
- 14.plan capital improvements
- 15.coordinate and implement health and safety procedures
- 16.contract facility design and construction

DEVELOP MARKETING STRATEGIES IV

- 1.determine client needs
- 2.determine, compile and utilize a list of advertising and community resources
- 3.consult available professional resources
- 4.identify trends
- 5.evaluate market campaign
- 6.utilize media resources
- 7.design a display
- 8.develop and implement marketing campaigns
- 9.identify potential target group(s)
- 10.identify service to be marketed
- 11.create public awareness

- 12.create awareness with other agencies
- 13.create awareness within own organization
- 12.prepare a logo
- 13.cooperate in shared development

DEVELOP AND MANAGE PROGRAMS V

- 1.evaluate past/present programs
- 2.consider individual/group needs
- 3.set program goals and objectives
- 4.determine duration of program
- 5.conduct a needs assessment
- 6.identify target group
- 7.establish leadership requirements
- 8.determine, access, and prepare equipment and supplies requirements
- 9.determine facility requirements
- 10.develop evaluation tool(s)
- 11.adapt program to meet needs and abilities of participants
- 12.solicit interdepartmental support
- 13.participate in interdisciplinary team conferences
- 14.implement program through delegation or supervision
- 15.determine program content utilizing a theme where appropriate
- 16.modify program equipment
- 17.identify "who" you are providing a service for
- 18.select appropriate program(s) for participants
- 19.evaluate program costs
- 20.conduct an activity analysis
- 21.identify the extent of the individuals ability to increase participation
- 22.prepare schedules and calendars
- 23.provide a variety of program opportunities
- 24.develop leisure counselling packages
- 25.identify and utilize community and facility resources
- 26.prepare program manuals
- 27.identify followup procedures
- 28.have a backup contingency
- 29.develop, organize and implement icebreakers
- 30.use a theme wherever possible
- 31.balance programs utilizing an Holistic approach
- 32.provide a brief history of various activities
- 33.access rules, regulations, etiquette, and terminology of various activities
- 34.discuss important strategies in various activities
- 35.demonstrate basic fundamentals of various activities
- 36.make a variety of crafts
- 37.identify the positive and negative effects of competition

PROVIDE AND DEVELOP LEADERSHIP VI

- 1.provide tools for the group to attain goals and objectives
- 2.encourage growth of individual/group
- 3.provide direction for individuals/groups
- 4.advise on funding sources
- 5.counsel
- 6.model acceptable behaviour
- 7.teach/instruct
- 8.reinforce positive behaviour

- 9.adapt leadership style to situation or client group
- 10.facilitate group dynamics
- 11.be aware of group dynamics
- 12.define roles
- 13.develop an empathy for and understanding of clients and their needs
- 14.balance individual and group goals
- 15.engage in board development
- 16.understand the role of the board and its members

ADMINISTER FUNDS VII

- 1.allocate funds
- 2.analyze budget statements
- 3.identify budget selection criteria
- 4.propose budgets
- 5.develop budget forecasts
- 6.utilize surplus funds
- 7.administer grant funding
- 8.transfer funds
- 9.develop and implement budget controls
- 10.identify and explain new and existing sources of revenue
- 11.coordinate program recommendations with budget allocations
- 12.identify potential maximum revenue and expenses
- 13.prepare backup information for budget
- 14.conduct cost comparison survey
- 15.perform basic bookkeeping procedures
- 16.prepare a budget
- 17.understand and utilize the principles and context to establish fees and charges
- 18.develop inventory control procedures
- 19.identify capital and operating costs
- 20.manage budget cuts

PERFORM PROFESSIONALLY VIII

- 1.dress appropriately
- 2.affiliate with professional recreation organizations
- 3.liaise with educational institutions
- 4.maintain a professional development plan
- 5.provide consulting services
- 6.exchange contemporary program ideas
- 7.maintain a professional attitude
- 8.liaise and network with other agencies
- 9.recognize and support the philosophy of the organization
- 10.create public awareness of the recreation profession
- 11.work independently
- 12.display appropriate work behaviours and attitudes
- 13.promote leisure and recreation
- 14.access certifications
- 15.learn about the facility and its operation
- 16.self evaluation
- 17.give and receive feedback
- 18.work as a team member
- 19.understand the role(s) the government plays in recreation
- 20.understand the history of recreation

ADVOCATE IX

- 1.promote integration and normalization into all functions and elements of the organization
- 2.represent or seek support of needs of individuals/groups
- 3.identify needs
- 4.identify physical and societal barriers preventing clients from participating

- 5.motivate individuals in self-advocacy
- 6.negotiate alternatives towards affecting change
- 7.work towards elimination of barriers to participation
- 8.assist individuals and groups in self-advocacy
- 9.minimize physical and environmental barriers
- 10.minimize societal barriers
- 11.identify and utilize community networks
- 12.incorporate concepts of preservation and conservation into all elements and functions of the organization
- 13.incorporate concepts of recycle, reuse, reduce, and restore into all functions of the organization
- 14.develop skills and strategies on advocacy
- 15.understand political cooperative building
- 16.understand the concept of heritage development

WORK WITH SPECIAL GROUPS X

- 1.working knowledge of aging process
- 2.identify problems facing the elderly
- 3.working knowledge of Alzheimer's Disease
- 4.understand goals of Therapeutic Recreation
- 5.transfer people (i.e. wheelchairs, beds, autos)
- 6.lead a Reality Orientation session
- 7.lead a Resocialization session
- 8.working knowledge of developmental disabilities
- 9.working knowledge of mental illness
- 10.develop objectives for a Therapeutic Recreation program
- 11.handle an epileptic seizure effectively
- 12.approach and transport a person in a wheelchair effectively
- 13.working knowledge of physical disabilities
- 14.develop a plan for working with families and individuals with special needs
- 15.working knowledge of societal disabilities and issues
- 16.working knowledge of diabetes
- 17.understand the concepts of death, dying, and grieving

SPECIAL EVENTS XI

- 1.needs assessment
- 2.develop timelines
- 3.identify resources
- 4.plan, coordinate, implement and evaluate
- 5.promote event
- 6.develop evaluation tools
- 7.identify committee roles
- 8.recruit, train and recognize volunteers
- 9.list recommendations

RESEARCH AND DEVELOP XII

- 1.conduct needs assessment research
- 2.initiate a feasibility study
- 3.identify and draw up terms of reference
- 4.access grants
- 5.develop an action plan for fundraising
- 6.audit
- 7.document, analyze, summarize, and interpret results
- 8.recruit community shareholders
- 9.develop and implement a strategic plan
- 10.develop and administer and survey/questionnaire



Student _____ Agency _____ Date _____

Mid-Term _____

Final _____

Overall Grade _____

60-100% Excellent	70-79% Good	60-69% Satisfactory	50-59% Marginal	0-49% Poor	Not Applicable
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CRITERIA

COMMENTS & EXPLANATION

1. Planning & Organization

A	B	C	D	F	N/A

2. Leadership

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3. Interpersonal Relations

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4. Communication Skills

- written

- oral

- body language

5. Employment Qualities

- initiative

- enthusiasm

- punctuality

- attendance

- dependability

- utilization of time

- flexibility

- adherence to dress code

satisfactory

unsatisfactory

APPENDIX H

REVISED DACUM FOLLOWING PHASE III OF THE STUDY

COMMUNICATE I

- 1.speak to group
- 2.write reports
- 3.write media releases
- 4.write program progress reports
- 5.write individual progress reports
- 6.write reports on meetings
- 7.conduct meetings
- 8.write project proposals
- 9.write assessment reports
- 10.write statistical reports
- 11.write correspondence
- 12.prepare grant proposals
- 13.write newsletters
- 14.interpret policies to user groups
- 15.write events calendars
- 16.interpret non-verbal behaviour
- 17.prepare flyers
- 18.prepare brochures
- 19.use the telephone
- 20.interview
- 21.listen
- 22.present informal/formal oral reports
- 23.communicate with peers
- 24.communicate with special groups
- 25.communicate with subordinates
- 26.communicate with supervisor
- 27.communicate with client(s)
- 28.use audio-visual equipment
- 29.write newspaper articles and ads
- 30.use computer wordprocessing, database, spreadsheet etc.
communication systems
- 31.design a poster
- 32.write memos
- 33.maintain journal
- 34.prepare for presentations
- 35.prepare flipcharts
- 36.write a resume
- 37.prepare contact lists
- 38.prepare bulletin boards
- 39.prepare a tournament schedule
- 40.set agendas
- 41.prepare overheads
- 42.take meeting minutes
- 43.charting and assessment stats
- 44.interpret reports (i.e. casebooks, stats)
- 45.make a banner
- 46.prepare entry forms

ADMINISTRATE II

- 1.delegate tasks
- 2.manage time
- 3.recruit, train, supervise, and evaluate staff
and volunteers
- 4.prepare, utilize, and maintain forms, records, files and
libraries
- 5.develop, maintain and put into effect policies and procedures

- 6.solve problems
- 7.utilize office equipment
- 8.abide by codes and regulations
- 9.provide a safe environment
- 10.develop and implement goals and objectives
- 11.develop long and short term plans
- 12.develop work schedules
- 13.conduct employee appraisals
- 14.utilize and apply decision making techniques
- 15.use specialized computer hardware
- 16.manage risk in facilities and programs
- 17.develop and implement an orientation package
- 18.job search preparation
- 19.prepare a job application form
- 20.prepare a position announcement
- 21.write performance measures
- 22.interpret union/management relations as it affects the employee
- 23.write a contract
- 24.explain procedures for organization incorporation
- 25.access insurance options
- 26.apply for a special occasions permit
- 27.apply for a lottery license
- 28.know the bylaws and acts that influence recreation
- 29.identify the role of managers and administrators
- 30.develop interview screening and rating methods

MANAGE AND OPERATE A FACILITY III

- 1.provide input for facility design
- 2.perform security function
- 3.ensure an appropriate environment
- 4.coordinate,setup and dismantle a temporary facility
- 5.coordinate, implement and manage maintenance management plans
- 6.operate specialized equipment
- 7.coordinate rental agreements
- 8.operate recreation equipment
- 9.develop facility schedules
- 10.ensure facility accessibility
- 11.needs identification and assessment
- 12.develop and maintain equipment and supplies inventories
- 13.implement WHMIS
- 14.plan capital improvements
- 15.coordinate and implement health and safety procedures
- 16.contract facility design and construction

DEVELOP MARKETING STRATEGIES IV

- 1.determine client needs
- 2.determine, compile and utilize a list of advertising and community resources
- 3.consult available professional resources
- 4.identify trends
- 5.evaluate market campaign
- 6.utilize media resources
- 7.design and develop a display board
- 8.develop and implement marketing campaigns
- 9.identify potential target group(s)
- 10.identify service to be marketed
- 11.create public awareness
- 12.create awareness with other agencies
- 13.create awareness within own organization
- 12.prepare a logo
- 13.cooperate in shared development

DEVELOP AND MANAGE PROGRAMS V

- 1.evaluate past/present programs
- 2.consider individual/group needs
- 3.set program goals and objectives
- 4.determine duration of program
- 5.conduct a needs assessment
- 6.identify target group
- 7.establish leadership requirements
- 8.determine, access, and prepare equipment and supplies requirements
- 9.determine facility requirements
- 10.develop evaluation tool(s)
- 11.adapt program to meet needs and abilities of participants
- 12.solicit interdepartmental support
- 13.participate in interdisciplinary team conferences
- 14.implement program through delegation or supervision
- 15.determine program content utilizing a theme where appropriate
- 16.modify program equipment
- 17.identify "who" you are providing a service for
- 18.select appropriate program(s) for participants
- 19.evaluate program costs
- 20.conduct an activity analysis
- 21.identify the extent of the individuals ability to increase participation
- 22.prepare schedules and calendars
- 23.provide a variety of program opportunities
- 24.develop leisure counselling packages
- 25.identify and utilize community and facility resources
- 26.prepare program manuals
- 27.identify followup procedures
- 28.have a backup contingency
- 29.develop, organize and implement icebreakers
- 30.use a theme wherever possible
- 31.balance programs utilizing an Holistic approach
- 32.provide a brief history of various activities
- 33.access rules, regulations, etiquette, and terminology of various activities
- 34.discuss important strategies in various activities
- 35.demonstrate basic fundamentals of various activities
- 36.make a variety of crafts
- 37.identify the positive and negative effects of competition

PROVIDE AND DEVELOP LEADERSHIP VI

- 1.provide tools for the group to attain goals and objectives
- 2.encourage growth of individual/groups
- 3.provide direction for individuals/groups
- 4.advise on funding sources
- 5.counsel
- 6.model acceptable behaviour
- 7.teach/instruct
- 8.reinforce positive behaviour
- 9.adapt leadership style to situation or client group
- 10.facilitate group dynamics
- 11.be aware of group dynamics
- 12.define roles
- 13.develop an empathy for and understanding of clients and their needs
- 14.balance individual and group goals

- 15.engage in board development
- 16.understand the role of the board and its members

ADMINISTER FUNDS VII

- 1.allocate funds
- 2.analyze budget statements
- 3.identify budget selection criteria
- 4.propose budgets
- 5.develop budget forecasts
- 6.utilize surplus funds
- 7.administer grant funding
- 8.transfer funds
- 9.develop and implement budget controls
- 10.identify and explain new and existing sources of revenue
- 11.coordinate program recommendations with budget allocations
- 12.identify potential maximum revenue and expenses
- 13.prepare backup information for budget
- 14.conduct cost comparison survey
- 15.perform basic bookkeeping procedures
- 16.prepare a budget
- 17.understand and utilize the principles and context to establish fees and charges
- 18.develop inventory control procedures
- 19.identify capital and operating costs
- 20.manage budget cuts
- 21.purchase equipment and supplies

PERFORM PROFESSIONALLY VIII

- 1.dress appropriately
- 2.affiliate with professional recreation organizations
- 3.liaise with educational institutions
- 4.maintain a professional development plan
- 5.provide consulting services
- 6.exchange contemporary program ideas
- 7.maintain a professional attitude
- 8.liaise and network with other agencies
- 9.recognize and support the philosophy of the organization
- 10.create public awareness of the recreation profession
- 11.work independently
- 12.display appropriate work behaviours and attitudes
- 13.promote leisure and recreation
- 14.access certifications
- 15.learn about the facility and its operation
- 16.self evaluation
- 17.give and receive feedback
- 18.work as a team member
- 19.understand the role(s) the government plays in recreation
- 20.understand the history of recreation
- 21.increase comfort and confidence levels in self
- 22.take an active role on committees and boards
- 23.identify roles and responsibilities of recreation professionals

ADVOCATE IX

- 1.promote integration and normalization into all functions and elements of the organization
- 2.represent or seek support of needs of individuals/groups
- 3.identify needs
- 4.identify physical and societal barriers preventing clients from participating
- 5.motivate individuals in self-advocacy
- 6.negotiate alternatives towards affecting change

- 7.work towards elimination of barriers to participation
- 8.assist individuals and groups in self-advocacy
- 9.minimize physical and environmental barriers
- 10.minimize societal barriers
- 11.identify and utilize community networks
- 12.incorporate concepts of preservation and conservation into all elements and functions of the organization
- 13.incorporate concepts of recycle, reuse, reduce, and restore into all functions of the organization
- 14.develop skills and strategies on advocacy
- 15.understand political cooperative building
- 16.understand the concept of heritage development

WORK WITH SPECIAL GROUPS X

- 1.working knowledge of aging process
- 2.identify problems facing the elderly
- 3.working knowledge of Alzheimer's Disease
- 4.understand goals of Therapeutic Recreation
- 5.transfer people (i.e. wheelchairs, beds, autos)
- 6.lead a Reality Orientation session
- 7.lead a Resocialization session
- 8.working knowledge of developmental disabilities
- 9.working knowledge of mental illness
- 10.develop objectives for a Therapeutic Recreation program
- 11.handle an epileptic seizure effectively
- 12.approach and transport a person in a wheelchair effectively
- 13.working knowledge of physical disabilities
- 14.develop a plan for working with families and individuals with special needs
- 15.working knowledge of societal disabilities and issues
- 16.working knowledge of diabetes
- 17.understand the concepts of death, dying, and grieving
- 18.homemaking functions
- 19.working knowledge of arts and crafts for special groups

SPECIAL EVENTS XI

- 1.needs assessment
- 2.develop timelines
- 3.identify resources
- 4.plan, coordinate, implement and evaluate
- 5.promote event
- 6.develop evaluation tools
- 7.identify committee roles
- 8.recruit, train and recognize volunteers
- 9.list recommendations

RESEARCH AND DEVELOP XII

- 1.conduct needs assessment research
- 2.initiate a feasibility study
- 3.identify and draw up terms of reference
- 4.access grants
- 5.develop an action plan for fundraising
- 6.audit
- 7.document, analyze, summarize, and interpret results
- 8.recruit community shareholders
- 9.develop and implement a strategic plan
- 10.develop and administer a survey/questionnaire

APPENDIX I

OBJECTIVES IDENTIFIED IN DATA

COURSE OBJECTIVE	TIMES MENTIONED
<u>INTRODUCTION TO RECREATION RL101</u>	
<u>Learning Objectives:</u>	
The student will be able to:	
1. define recreation, leisure and play.	1
2. list 10 benefits of recreation.	3
3. identify and list the need for recreation and how recreation evolved.	3
4. identify five views of leisure and the factors that influence recreation.	2
5. explain the need for professional leadership and the skills required.	3
6. identify the criteria that contribute to professionalism.	2
7. give an overview of the history of recreation.	1
8. identify the role of federal, provincial and local governments in the provision of recreation services.	1
9. describe the recreation delivery system, identify the participants and the role each plays.	1
10. explain the bylaws and acts that influence recreation.	0
11. list the various types of recreation and explain the differences.	1
12. identify the sponsors of recreation and explain the role each play in providing recreational opportunities.	1
13. identify regional, provincial and national professional recreation organizations and their purpose.	0
14. identify the requirements for certification.	0

COURSE OBJECTIVE	TIMES MENTIONED
15. identify and utilize community recreation resources.	4
16. present and discuss current trends, challenges and opportunities in the recreation field.	2
17. demonstrate effective telephone skills.	9
<u>RECREATION ACTIVITIES RL104, RL204, RL304</u>	
<u>Learning Objectives:</u>	
For each activity the student will be able to;	
1. describe a brief history.	0
2. identify and name the required facilities.	0
3. list the necessary equipment.	1
4. briefly explain the rules, regulations, etiquette and terminology.	1
5. discuss important strategy.	1
6. describe adaptations for various age groups.	2
7. organize a competitive or recreational event.	2
8. demonstrate the basic fundamentals.	0
<u>RECREATION PROGRAMMING RL105</u>	
Learning Objectives	
The student will be able to:	
1. identify the essential personal qualities that a recreation leader should possess and determine their individual leadership style.	13
2. identify the abilities, knowledge and skills that a recreation leader must possess.	15
3. list the principles of leadership development.	11

COURSE OBJECTIVE	TIMES MENTIONED
4. design recreation programs to meet the needs and interests of the participants.	20
5. list the principles of program planning.	21
6. describe the influences on program planning.	12
7. identify the components of a well balanced recreation program.	3
8. identify trends in program planning.	5
9. operate the following audiovisual equipment: i) VTR playback unit and camera ii) slide projector/synchronized tape and slide unit iii) manual and automatic 16mm projector iv) overhead projector v) camcorder	1
10. prepare and present an overhead transparency.	1
11. prepare and present a speech.	4
12. identify the positive and negative effects of competition.	1
13. organize and present a special event/activity and an evaluation form.	2
14. collect and post information on a bulletin board.	5
15. be able to give and receive effective feedback.	4
16. be able to use a flip chart effectively.	1
17. identify methods of evaluation.	7
18. introduce and lead an icebreaker.	1
19. prepare a tournament schedule.	2
20. prepare a staff and/or program schedule.	4
21. identify and interpret the philosophies, policies and procedures and objectives of an organization.	2

COURSE OBJECTIVE	TIMES MENTIONED
<u>ARTS AND CRAFTS RL202</u>	
<u>Learning Objectives:</u>	
This subject is designed to give the student the basic knowledge and skills required to:	
1. make a variety of crafts.	9
2. develop arts and craft courses for adults and children.	2
3. have a understanding of the role of arts and crafts in various recreational and therapeutic settings.	1
4. discuss the importance of safety in art programs.	0
5. discuss how art relates to different recreation settings e.g. playgrounds, senior citizens centres, etc.	0
6. analyze the abilities required to perform various art activities and discuss how this can be used in therapeutic settings.	4
7. know the skills involved, materials needed and be able to produce a variety of finished craft products.	6
<u>RECREATION FOR SPECIAL GROUPS RL205</u>	
<u>Learning Objectives</u>	
The student will be able to:	
1. define therapeutic recreation and list its goals.	11
2. discuss the process of aging and the problems facing older persons.	12
3. identify the signs and symptoms of Alzheimer's Disease.	13
4. discuss the steps related to Death and Dying.	1
5. physically transfer people from various settings (e.g. wheelchair) and be able to approach and transport a person in a wheelchair..	7
6. set up a Reality Orientation session.	3

COURSE OBJECTIVE	TIMES MENTIONED
6. set up a Reality Orientation session.	3
7. identify the differences between Reality Orientation and Alzheimer's Resocialization.	1
8. define and identify causes of developmental disabilities.	6
9. discuss the alternatives to institutionalization.	4
10. define integration and normalization.	1
11. define and identify learning disabilities.	0
12. list the signs and symptoms of Autism.	0
13. define various types of mental illness.	5
14. list the causes of mental illness.	2
15. identify the various types of seizures, the cause and treatment.	1
16. define the objectives when planning a therapeutic recreation program.	8
17. recognize the signs and symptoms of diabetes.	1
<u>RECREATION ADMINISTRATION I AND II RL206 AND RL306</u>	
<u>Learning Objectives</u>	
<u>Unit A: Introduction to Administration</u>	
The student will be able to:	
1. apply the decision making process.	5
2. describe the role of the manager.	4
3. apply principles of time management to administrative tasks.	26
<u>Unit B: Office Procedures</u>	
The student will be able to:	
1. use the SMART software system to complete administrative tasks.	1
2. develop and utilize a variety of office forms.	16

COURSE OBJECTIVE	TIMES MENTIONED
3. write clear, concise memos, letters and reports.	24
4. conduct effective meetings.	0
5. create and maintain a filing system.	3
Unit C: Financial Policies and Practices	
The student will be able to:	
1. prepare a budget.	3
2. list a variety of funding sources.	4
3. define terms associated with bookkeeping.	1
4. demonstrate the recording processes of bookkeeping and produce a ledger and financial statement.	5
5. demonstrate inventory control procedures.	4
6. identify financial grants available in recreation.	1
7. prepare grant applications.	1
8. write performance measures.	0
9. establish program fees and charges.	1
Unit D: Human Resources	
The student will be able to:	
1. explain the process of personnel selection.	1
2. apply the Ontario Human Rights Code to the personnel management functions of a recreationist.	1
3. explain theories of human motivation and apply these to job enrichment.	4
4. prepare a job description.	2
5. construct a job application form.	0
6. construct and effectively distribute a position announcement.	1
7. conduct job interview, including screening and rating methods.	1
8. design an employee orientation program.	3

COURSE OBJECTIVE	TIMES MENTIONED
9. apply the dynamics of delegating responsibility.	14
10. conduct a performance evaluation.	1
11. recognize a variety of problem employees and describe techniques of counselling and discipline.	3
12. explain the relationship between unions and management as it affects the employee.	2
Unit E: Risk Management	
The student will be able to:	
1. describe the fundamentals, interpretation and discharge of a contract.	0
2. explain to procedures for organization incorporation.	0
3. manage risk in the operation of recreation facilities and programs.	5
4. explain insurance options available to recreationists.	0
5. apply for a special occasion permit.	0
6. apply for a lottery license.	0
MARKETING AND PUBLIC RELATIONS RL207	
Learning Objectives	
The student will be able to:	
1. define marketing, marketing mix, product planning, marketing channels, distribution strategy, pricing strategy and promotional strategy.	2
2. identify the various publics and how to be a responsive organization.	1
3. list the media and promotion contacts, names and numbers.	1
4. prepare a paid advertisement.	1
5. prepare a public service announcement.	5

COURSE OBJECTIVE	TIMES MENTIONED
6. critique and prepare a promotional brochure.	1
7. critique and prepare an effective poster.	6
8. critique and prepare a promotional flyer.	1
9. prepare a marketing logo.	1
10. write a human interest story.	1
11. develop a television commercial or promotional gimmick to advertise a special event.	5
12. define the characteristics of nonprofit organization marketing.	0
13. define public relations/identify role it played in marketing.	1
<p><u>RECREATION PROGRAMMING II RL312</u></p> <p><u>Learning Objectives:</u></p> <p>The student will be able to:</p>	
<p>1. organize an operating manual for one of the following programs:</p> <ul style="list-style-type: none"> - city wide playground programs - camping trips - wilderness programs - aquatics programs - day camp programs - winter carnival - special events e.g. runs, cross country skiing, orienteering, family events 	6
2. explain the fundamentals of leisure counselling.	1
3. design an evaluation tool.	1
4. teach 1/2 hour lesson on a recreational activity.	5
5. prepare and present a five minute speech.	2

COURSE OBJECTIVE	TIMES MENTIONED
6. plan organize and implement a special event.	6
<p align="center"><u>RECREATION AREAS AND FACILITIES RL322</u></p> <p><u>Learning Objectives:</u></p> <p>For each of the individual facilities studied the student will be able to explain the details of:</p>	
1. site selection.	0
2. space requirements.	0
3. design alternatives.	0
4. construction techniques.	0
5. maintenance procedures.	0
6. operating procedures.	0
7. capital costs.	0
8. operating costs.	0
9. revenue potentials.	0
<p align="center"><u>GROUP DYNAMICS RL201</u></p> <p><u>Learning Objectives:</u></p> <p>The broad goal of this subject is effective group communication. Upon completion, the student will demonstrate competency in the following areas:</p>	
1. forming new groups.	2
2. balancing individual and group needs.	4
3. relating to others in small groups - in terms of roles, norms and status.	8
4. improving group climate and cohesiveness.	6
5. applying problem-solving in small groups.	6
6. assuming leadership.	2
7. dealing with conflict.	2

COURSE OBJECTIVE	TIMES MENTIONED
8. practising helpful group behaviours and communication, such as:	
a) trusting other members	1
b) using active listening skills	2
c) giving and receiving feedback	1
d) encouraging others	1
e) cooperating and compromising	4
f) showing a commitment to the group	2
g) communicating appropriately and effectively	4
<p><u>RECREATION FOR SPECIAL GROUPS II RL305</u></p> <p><u>Learning Objectives:</u></p> <p>The student will be able to:</p>	
1. discuss the concepts of normalization and integration and identify ways of applying the concept to a recreation setting.	8
2. modify programs for special groups.	13
3. identify the problems a person with a disability experiences in society.	2
4. define and discuss the effects of various physical disabilities including Cerebral Palsy, Muscular Dystrophy, Multiple Sclerosis, Spinal Injury etc.	2
5. define visual impairment, list the causes and discuss the impact.	4
6. define and identify causes of hearing impairments.	1
7. identify ways of working with the families of special groups and/or individuals.	16
8. identify Thunder Bay community resources for special groups.	6
9. identify various social disabilities e.g. child abuse, drug and alcohol abuse, corrections, sex stereotyping etc.	0

COURSE OBJECTIVE	TIMES MENTIONED
10. be able to identify and handle an epileptic seizure effectively.	1
<p align="center"><u>INTERNSHIP SEMINAR RL310</u></p> <p><u>Learning Objectives:</u></p> <p>The student will be able to:</p>	
1. write a resume and covering letter.	0
2. write learning objectives.	1
3. explain the college, agency, and student responsibilities during Internship.	1
4. make an Internship placement selection by the due date.	0
5. answer commonly asked interview questions.	0
6. explain what information is required in monthly and final reports.	1
<p align="center"><u>COMMUNITY DEVELOPMENT RL313</u></p> <p><u>Learning Objectives:</u></p> <p>The student will be able to:</p>	
1. explain the purposes of needs assessment research.	4
2. choose appropriate research methods.	2
3. select research samples.	1
4. design and administer surveys.	2
5. summarize and analyze research results in a written report.	1
6. present research results.	1
7. recruit, train, supervise, motivate and reward volunteers.	11

COURSE OBJECTIVE	TIMES MENTIONED
<u>PHILOSOPHY OF LEISURE RL314</u>	
<u>Learning Objectives:</u>	
The student will be able to:	
1. evaluate the difference between authentic and pseudo leisure.	0
2. identify the changing skills and abilities from on developmental stage to another.	0
3. integrate programming with leisure philosophy.	1
4. discuss the future of leisure.	0
5. demonstrate leisure promotion skills.	0

APPENDIX J

RECOMMENDED REVISIONS TO ORIGINAL COURSE OBJECTIVES

FIELD WORK RL103, 203, 323

Learning Objectives:

RL 103

1. The faculty will select an appropriate placement from a variety of settings in Thunder Bay. The student and the placement supervisor will determine mutually satisfactory objectives and responsibilities for the student during the 60 hour placement.
2. The student will meet in class or in conference with the field work advisor for one hour per week.
3. The student is required to complete a self-evaluation. The agency supervisor, student and faculty advisor will meet to complete a midterm and final evaluation of the student's progress.

Recommended Changes

4. The student will have an opportunity to increase the skills and competencies required to perform professionally
 - a) appropriate dress
 - b) affiliate with professional organizations
 - c) liaise with recreation agencies and education institutions
 - d) exchange contemporary program ideas with recreation professionals
 - e) display and maintain appropriate work behaviours and attitudes
 - f) recognize and support the philosophy of the organization
 - g) create public awareness of the recreation profession
 - h) increase personal confidence and comfort levels
 - i) work independently
 - j) promote leisure skills
 - k) access certifications
 - l) learn about the facility and its operation
 - m) take an active role on committees and boards
 - n) work as a team member

RL203 AND 323

1. Students will have the opportunity to select an agency based on individual learning objectives.
2. The agency supervisor, student and faculty advisor will meet to complete a midterm and final evaluation of the student's progress.

Recommended Changes

3. The student will have an opportunity to increase the skills and competencies required to perform professionally:
 - a) appropriate dress
 - b) affiliate with professional recreation associations
 - c) liaise with recreation agencies and educational institutions
 - d) exchange contemporary program ideas with

- f) recognize and support the philosophy of the organization
- g) create public awareness of the recreation profession
- h) increase personal confidence and comfort levels
- i) work independently
- j) promote leisure and recreation
- k) access certifications
- l) learn about the facility and its operation
- m) take an active role on committees and boards
- n) work as a team member

INTRODUCTION TO RECREATION RL101

Learning Objectives:

The student will be able to:

1. define recreation, leisure and play.
2. list 10 benefits of recreation.
3. identify and list the need for recreation and how recreation evolved.
4. identify five views of leisure and the factors that influence recreation.
5. explain the need for professional leadership and the skills required.
6. identify the criteria that contribute to professionalism.
7. give an overview of the history of recreation.
8. identify the role of federal, provincial and local governments in the provision of recreation services.
9. describe the recreation delivery system, identify the participants and the role each plays.
10. explain the bylaws and acts that influence recreation.
11. list the various types of recreation and explain the differences.
12. identify the sponsors of recreation and explain the role each play in providing recreational opportunities.
13. identify regional, provincial and national professional recreation organizations and their purpose.
14. identify the requirements for certification.
15. identify and utilize community recreation resources.
16. present and discuss current trends, challenges and opportunities in the recreation field.
17. demonstrate effective telephone skills.

Recommended Changes

18. identify the roles and responsibilities of various recreation professionals (i.e. consulting services)
19. take an active role on committees and boards
20. understand and utilize the skills and strategies on advocacy
21. become an advocate for the environment incorporating the concepts of reduce, recycle, reuse and restore in all functions and elements of the recreation profession
22. understand the concept of heritage development and how it relates to recreation

RECREATION ACTIVITIES RL104, RL204, RL304

Learning Objectives:

For each activity the student will be able to;

1. describe a brief history.
2. identify and name the required facilities.
3. list the necessary equipment.
4. briefly explain the rules, regulations, etiquette and terminology.
5. discuss important strategy.
6. describe adaptations for various age groups.
7. organize a competitive or recreational event.
8. demonstrate the basic fundamentals.

Recommended Changes

* change objective #7 to read:
prepare a tournament schedule

RECREATION PROGRAMMING RL105

Learning Objectives

The student will be able to:

1. identify the essential personal qualities that a recreation leader should possess and determine their individual leadership style.
2. identify the abilities, knowledge and skills that a recreation leader must possess.
3. list the principles of leadership development.
4. design recreation programs to meet the needs and interests of the participants.
5. list the principles of program planning.
6. describe the influences on program planning.
7. identify the components of a well balanced recreation program.
8. identify trends in program planning.
9. operate the following audiovisual equipment:
 - i) VTR playback unit and camera
 - ii) slide projector/synchronized tape and slide unit
 - iii) manual and automatic 16mm projector
 - iv) overhead projector
 - v) camcorder
10. prepare and present an overhead transparency.
11. prepare and present a speech.
12. identify the positive and negative effects of competition.
13. organize and present a special event/activity and an evaluation form.
14. collect and post information on a bulletin board.
15. be able to give and receive effective feedback.
16. be able to use a flip chart effectively.
17. identify methods of evaluation.
18. introduce and lead an icebreaker.
19. prepare a tournament schedule.
20. prepare a staff and/or program schedule.
21. identify and interpret the philosophies, policies and procedures and objectives of an organization.

Recommended Changes

22. develop a community resource contact list
23. prepare a program manual

ARTS AND CRAFTS RL202

Learning Objectives:

This subject is designed to give the student the basic knowledge and skills required to:

1. make a variety of crafts.
2. develop arts and craft courses for adults and children.
3. have a understanding of the role of arts and crafts in various recreational and therapeutic settings.
4. discuss the importance of safety in art programs.
5. discuss how art relates to different recreation settings e.g. playgrounds, senior citizens centres, etc.
6. analyze the abilities required to perform various art activities and discuss how this can be used in therapeutic settings.
7. know the skills involved, materials needed and be able to produce a variety of finished craft products.

Recommended Changes

8. compile a portfolio of arts and crafts suitable for therapeutic recreation
9. compile and organize a craft manual
10. design and paint scenes on windows

RECREATION FOR SPECIAL GROUPS RL205

Learning Objectives

The student will be able to:

1. define therapeutic recreation and list its goals.
2. discuss the process of aging and the problems facing older persons.
3. identify the signs and symptoms of Alzheimer's Disease.
4. discuss the steps related to Death and Dying.
5. physically transfer people from various settings (e.g. wheelchair) and be able to approach and transport a person in a wheelchair..
6. set up a Reality Orientation session.
7. identify the differences between Reality Orientation and Alzheimer's Resocialization.
8. define and identify causes of developmental disabilities.
9. discuss the alternatives to institutionalization.
10. define integration and normalization.
11. define and identify learning disabilities.
12. list the signs and symptoms of Autism.
13. define various types of mental illness.
14. list the causes of mental illness.
15. identify the various types of seizures, the cause and treatment.
16. define the objectives when planning a therapeutic recreation program.
17. recognize the signs and symptoms of diabetes.

Recommended Changes

18. write and interpret stats reports and casebooks
 19. perform and document assessments
 20. recognize the value of interdisciplinary team conferences
 21. identify various homemaking functions
 22. develop an empathy for and understanding of the clients and their individual and group needs
 23. maintain a journal of log
 24. perform charting duties
- * move the objective:
explain the fundamentals of leisure counselling from Recreation Programming II to Recreation for Special Groups I
change the objective:
explain the fundamentals of leisure counselling to read:
25. develop a leisure counselling package for a client in a therapeutic setting

RECREATION ADMINISTRATION I AND II RL206 AND RL306

Learning Objectives

Unit A: Introduction to Administration

The student will be able to:

1. apply the decision making process.
2. describe the role of the manager.
3. apply principles of time management to administrative tasks.

Recommended Changes

4. utilize a variety of office equipment
5. write a project proposal
6. prepare a work schedule
7. set an agenda
8. develop a strategic plan of action or business plan identifying goals and objectives (long and short term)

Unit B: Office Procedures

The student will be able to:

1. use the SMART software system to complete administrative tasks.
2. develop and utilize a variety of office forms.
3. write clear, concise memos, letters and reports.
4. conduct effective meetings.
5. create and maintain a filing system.

Recommended Changes

6. Take minutes of meetings
- * change objective # 1 to read:
use computer software systems to complete administrative tasks.
change objective # 3 to read:
write clear, concise memos, letters and reports, such as council/board reports, program progress reports, individual progress reports etc.

Unit C: Financial Policies and Practices

The student will be able to:

1. prepare a budget.
2. list a variety of funding sources.
3. define terms associated with bookkeeping.

4. demonstrate the recording processes of bookkeeping and produce a ledger and financial statement.
5. demonstrate inventory control procedures.
6. identify financial grants available in recreation.
7. prepare grant applications.
8. write performance measures.
9. establish program fees and charges.

Recommended Changes

10. demonstrate how to allocate funds, utilize surplus funds, transfer funds, develop and implement budget controls and prepare backup budget information
 11. coordinate program recommendations with budget allocations
 12. conduct a cost comparison survey
 13. identify selection criteria for prioritizing budget items
 14. learn how to manage budget cuts
- * change objective # 1 to read:
propose and present a budget
 - * change objective # 5 to read:
demonstrate inventory control and purchasing procedures
 - * change objective # 7 to read:
prepare grant applications and be able to administer grant funding

Unit D: Human Resources

The student will be able to:

1. explain the process of personnel selection.
2. apply the Ontario Human Rights Code to the personnel management functions of a recreationist.
3. explain theories of human motivation and apply these to job enrichment.
4. prepare a job description.
5. construct a job application form.
6. construct and effectively distribute a position announcement.
7. conduct job interview, including screening and rating methods.
8. design an employee orientation program.
9. apply the dynamics of delegating responsibility.
10. conduct a performance evaluation.
11. recognize a variety of problem employees and describe techniques of counselling and discipline.
12. explain the relationship between unions and management as it affects the employee.

Recommended Changes

13. interpret policies to user groups

Unit E: Risk Management

The student will be able to:

1. describe the fundamentals, interpretation and discharge of a contract.
2. explain to procedures for organization incorporation.
3. manage risk in the operation of recreation facilities and programs.
4. explain the insurance options available to recreationists.
5. apply for a special occasion permit.
6. apply for a lottery license.

Recommended Changes

- * change objective # 10 to read:
conduct a performance appraisal

MARKETING AND PUBLIC RELATIONS RL207

Learning Objectives

The student will be able to:

1. define marketing, marketing mix, product planning, marketing channels, distribution strategy, pricing strategy and promotional strategy.
2. identify the various publics and how to be a responsive organization.
3. list the media and promotion contacts, names and numbers.
4. prepare a paid advertisement.
5. prepare a public service announcement.
6. critique and prepare a promotional brochure.
7. critique and prepare an effective poster.
8. critique and prepare a promotional flyer.
9. prepare a marketing logo.
10. write a human interest story.
11. develop a television commercial or promotional gimmick to advertise a special event.
12. define the characteristics of nonprofit organization marketing.
13. define public relations and identify the role it plays in marketing.

Recommended Changes

14. prepare a marketing campaign
15. evaluate a marketing campaign
16. identify, list and access community and facility resources
17. design and develop a display board
18. understand the principles of shared development

RECREATION PROGRAMMING II RL312

Learning Objectives:

The student will be able to:

1. organize an operating manual for one of the following programs:
 - city wide playground programs
 - camping trips
 - wilderness programs
 - aquatics programs
 - day camp programs
 - winter carnival
 - special events e.g. runs, cross country skiing, orienteering, family events
2. explain the fundamentals of leisure counselling.
3. design an evaluation tool.
4. teach 1/2 hour lesson on a recreational activity.
5. prepare and present a five minute speech.
6. plan organize and implement a special event.

Recommended Changes

7. write a newsletter about your special event
- * move objective # 2 to RL 205 RECREATION FOR SPECIAL GROUPS

RECREATION AREAS AND FACILITIES RL322

Learning Objectives:

For each of the individual facilities studied the student will be able to explain the details of:

1. site selection.
2. space requirements.
3. design alternatives.
4. construction techniques.
5. maintenance procedures.
6. operating procedures.
7. capital costs.
8. operating costs.
9. revenue potentials.

Recommended Changes

10. security functions and procedures
11. contracting procedures

- * change objective # 3 to read:
design alternatives ensuring facility accessibility
- * change objective #6 to read:
operating procedures;
 - a) operating specialized equipment
 - b) operating recreation equipment
 - c) coordinating rental agreements
 - d) developing facility schedules
 - e) developing and maintaining equipment and supplies inventories
 - f) identifying health and safety procedures
 - g) implementing WHMISchange objective # 4 to read:
coordinating, implementing, managing and evaluating
maintenance plans

GROUP DYNAMICS RL201

Learning Objectives:

The broad goal of this subject is effective group communication. Upon completion, the student will demonstrate competency in the following areas:

1. forming new groups.
2. balancing individual and group needs.
3. relating to others in small groups - in terms of roles, norms and status.
4. improving group climate and cohesiveness.
5. applying problem-solving in small groups.
6. assuming leadership.
7. dealing with conflict.
8. practising helpful group behaviours and communication, such as:
 - a) trusting other members
 - b) using active listening skills
 - c) giving and receiving feedback
 - d) encouraging others
 - e) cooperating and compromising
 - f) showing a commitment to the group
 - g) communicating appropriately and effectively

Recommended Changes

9. engage in board development
10. identify the role of the board and its members

RECREATION FOR SPECIAL GROUPS II RL305

Learning Objectives:

The student will be able to:

1. discuss the concepts of normalization and integration and identify ways of applying the concept to a recreation setting.
2. modify programs for special groups.
3. identify the problems a person with a disability experiences in society.
4. define and discuss the effects of various physical disabilities including Cerebral Palsy, Muscular Dystrophy, Multiple Sclerosis, Spinal Injury etc.
5. define visual impairment, list the causes and discuss the impact.
6. define and identify causes of hearing impairments.
7. identify ways of working with the families of special groups and/or individuals.
8. identify Thunder Bay community resources for special groups.
9. identify various social disabilities e.g. child abuse, drug and alcohol abuse, corrections, sex stereotyping etc.
10. be able to identify and handle an epileptic seizure effectively.

Recommended Changes

11. understand and put into practice the concept of advocacy
 12. identify and utilize community networks
- * change objective # 1 to read:
discuss the concepts of normalization integration and identify ways of applying the concept to a recreation setting and incorporating it into all functions and elements of an organization

INTERNSHIP SEMINAR RL310

Learning Objectives:

The student will be able to:

1. write a resume and covering letter.
2. write learning objectives.
3. explain the college, agency, and student responsibilities during Internship.
4. make an Internship placement selection by the due date.
5. answer commonly asked interview questions.
6. explain what information is required in monthly and final reports.

Recommended Changes

7. explain the information and requirements needed for the presentation component of internship
8. identify the evaluation components of internship

COMMUNITY DEVELOPMENT RL313

Learning Objectives:

The student will be able to:

1. explain the purposes of needs assessment research.
2. choose appropriate research methods.
3. select research samples.
4. design and administer surveys.
5. summarize and analyze research results in a written report.
6. present research results.
7. recruit, train, supervise, motivate and reward volunteers.

Recommended Changes

8. initiate a feasibility study
9. identify and draw up terms of reference
10. access grants and funding
11. develop and action plan for fundraising
12. identify the steps required to recruit community shareholders
13. develop evaluation tools specific to the study

- * change objective # 5 to read:
document, audit, summarize and analyze research results in a written report

PHILOSOPHY OF LEISURE RL314

Learning Objectives:

The student will be able to:

1. evaluate the difference between authentic and pseudo leisure.
2. identify the changing skills and abilities from one developmental stage to another.
3. integrate programming with leisure philosophy.
4. discuss the future of leisure.
5. demonstrate leisure promotion skills.

Recommended Changes

6. identify and analyze various agency philosophies
7. identify if programming and philosophies correspond

GUIDELINES FOR INTERNSHIP RL400

I. PURPOSE AND OBJECTIVES

The Internship Program is designed to provide each student with practical on-the-job work experience to better acquaint the student with the operation administration of agencies providing recreation programs and services. Students will select a agency to be approved by the faculty advisor. Specific objectives for the Internship are as follows:

- A. To provide the student with an in-depth apprenticeship leading to the particular job classification (setting and level) which the student is considering to enter after graduation.
- B. To provide the student with a range of experience that will acquaint the student with all phases of the typical work setting.

- C. To provide the opportunity for the student to determine their own strengths and weaknesses as a recreation professional and to gain insight into their suitability to the profession.
- D. To serve as a culminating experience in the student's educational process.

II. SUBJECT OUTLINE

A. Visitations - Periodic visitations and/or contacts with the agency will be made during the placement, at which time the Agency Supervisor and the Faculty Advisor will evaluate the student's performance to date, and discuss program plans for the remainder of the internship assignment.

B. WRITTEN REPORTS - Each student is required to complete the following typewritten assignments in an acceptable manner and submit them to the Faculty Advisor for review:

1. Internship Schedule

Students must submit (no later than the end of the first week a schedule of activities to be followed during the semester. The schedule must include the following;

- a) the student's learning objectives for the internship period
- b) a plan of weekly assignments to be followed;
- c) an explanation of the types of experiences to be received;
- d) the names of personnel to whom the student will be assigned;
- e) a list of special event dates.

2. Monthly Written Assignments

Students are required to submit a report at the end of each month. This report should describe the principles learned by the student through involvement in their internship duties.

3. Final Report

This report will be returned to the student and must include the following information:

- a) Agency description - its purpose, facilities, leadership and finance
- b) Community or client description - its size, political, social, economic, religious and ethnic background;
- c) Placement highlights:
 - * A description of the significant events in which the student has been involved;
- d) Learning Objectives:
 - * An analysis of how and to what extent the student's learning objectives have been met;
- e) Leadership and supervision;
 - * An evaluation of the leadership and supervision provided by the agency supervisor and the faculty advisor;
- f) Discussion of problems encountered during the placement;
- g) Self-analysis of shortcomings and strengths and recommendations for improvement;
- h) Recommendations to the College and Agency.

C. SEMINAR PRESENTATION

The seminar presentation must include the following:

- a) description of the Agency;
- b) description of the student's responsibilities in the Agency;
- c) highlights of the student's learning experience;
- d) use of audio visual aids;
- e) presentation must be a Minimum of 30 minutes and a Maximum of 60 minutes.

III. RESPONSIBILITIES AND OBLIGATIONS

The successful completion of the internship assignment requires the acceptance of the following responsibilities:

A. Student Responsibilities

1. To complete requirements established by the Recreation Leadership department as stated in the Internship course outline;
2. To familiarize themselves with the agency's clientele, a accordingly;
3. To be responsible, regular and creative in carrying out work assignments;
4. To consult with the agency supervisor about duties, evaluation or any difficulties which may arise;
5. To function in a professional manner, and conduct themselves in a manner worthy of the recreation profession.

B. Faculty Advisor Responsibilities

1. To make initial contact with each agency regarding the assignments of students;
2. To assist the student in determining the following:
 - * the student's objectives for the internship period
 - * the types of experiences to be received
 - * the names of supervisors;
3. To make periodic visitations and/or contacts with the agency during the placement, at which time Agency Supervisor and the Faculty Advisor will evaluate the student's performance to date, and discuss program plans for the remainder of the internship assignment;
4. To require and evaluate any related assignments which are deemed necessary for the professional growth and preparation of the student throughout the internship;
5. To hold a midterm and final evaluation conference with the Agency Supervisor and the student at the completion of the internship assignments.

C. Agency Responsibilities

1. To provide a professional staff worker to supervise the student;
2. The Agency Supervisor shall assume the responsibility for scheduling, guiding and evaluating the internship experience;
3. To insure that a significant portion of the internship assignment is devoted to orientation to the agency, the clientele served, and other special considerations unique to the agency;

4. To keep necessary records and meet with the student periodically to evaluate performance and growth;
5. To meet with the Faculty Advisor and the student at the midterm and the completion of the internship assignment to evaluate the student's performance;
6. To meet and assist the student in planning a schedule of assignments to be followed throughout the internship.