

Jill Heckathorn

Recreation 274: Introduction to Therapeutic Recreation

Camp TEAM Assignment

Camp TEAM is an annual event that brings students from Western’s Recreation Program together with teens and adults in Whatcom and Skagit Counties who have developmental disabilities for an overnight camp experience. Camp TEAM bridges two courses in Phase I of the program: *Recr 274, Introduction to Therapeutic Recreation.* and *Recr 275, Program Leadership.* Students act as co-campers and activity leaders. Four students from the previous year will act as Program Directors and Unit Leaders responsible for organizing the camp schedule, providing training and supervision to Phase I students, and provide mentorship and support during camp. The following chart outlines assignments, how they are linked to the two courses, and who is primarily responsible for their supervision.

Role/Assignment	Description	Course	Training	Supervision
Activity Plan	Design a detailed plan for leading a small or large group activity.	Recr 275	Model for planning – Recr 275 Developmental Disabilities, Activity Modification – Recr 274	Recr 275 Instructors Student leaders – consult on adaptations
Activity Leadership	Conduct the designed activity	Recr 275 and Recr 274		Recr 274 Instructor Student Leaders
Leadership Evaluation	Self-evaluation paper	Recr 275		
Analysis Paper	Details below	Recr 274	Inclusion concepts Attitudes and Beliefs	Recr 274 Instructor

Camp details:

- Co-sponsored with Bellingham Parks and Recreation
- Held at Camp Kirby on SW point of Samish Island
- Thursday, May 5th, 6:00 p.m./Students arrive to prep
- Friday, May 6th, 2:00 p.m./Community members arrive
- Saturday, May 7th, 3:00 p.m./ Community members leave
- Students leave after debrief and clean-up
- Camp history, detailed itinerary and training schedule in student manual (designed by student leaders)

Recr 274 Analysis Paper:

Goal: To explore your thoughts and perceptions of Camp TEAM, integrate them with class material and explore them in relation to your prior life experience.

Write a 3-4 page paper that addresses your experience at Camp TEAM and how this experience relates to other course material and the life experiences that you brought to camp with you. The questions provided below are intended to guide your thoughts and writing, not limit them. Clearly, some of the questions overlap a bit. The overall intent is that you demonstrate your understanding of how class material, previous life experiences, and Camp TEAM relate to each other and to your professional philosophy; use some good critical thinking! There is no right-or-wrong content in relation to this paper. I encourage you to write a self-reflective and thoughtful paper; honest reflections are the most growth producing. For technical writing support, remember that the Writing Center in the library is an available resource.

- What prior experiences and perceptions regarding persons with disabilities did you bring to this quarter and to the experiences of this phase? In other words, what situation/circumstances were either present in your life or absent in your life that contributed to the current beliefs, attitudes, comfort, or assumptions about persons with disabilities that you hold? Explain.
- How do you personally define (perceive, think about) the concept of inclusion in recreation? What are the boundaries or limits to inclusion? In what ways do you foresee facilitating inclusion in the work that you do? Use examples from Camp TEAM, class, or readings to support your discussion.
- What methods, strategies, and/or leadership techniques did you use at Camp TEAM that did or did not help facilitate an inclusive activity/team? Describe and explain.
- In relation to Camp TEAM in general: How was your actual experience relative to your expectations? What aspects of Camp TEAM experience did you find the most meaningful for you and/or for the community members? What aspects did you find the most challenging? What did you learn from the experience? What did you learn from the community members? How was the camp environment conducive to an optimal environment? In what ways did you see the principles of normalization, self-determination and social role valorization either in action or undermined at Camp TEAM?

Make sure you justify and explain your thoughts.

Evaluation:

To earn a 'C' grade:

- Actively participate in Camp TEAM preparation and activities; provide leadership.
- *Write a 3-4 page term paper integrating your life experiences with course concepts/content and Camp TEAM*

To earn a 'B' or 'A' grade you must complete the bullets listed above, plus:

A 'B' grade: In the paper, an *adequate* discussion in both breadth and depth. Use of multiple and relevant examples from course readings, class discussion and camp experiences to explain thoughts. *Good* technical quality: few spelling, grammar, and wording errors; understandable organization to paper; clearly presented thoughts.

An 'A' grade: In the paper, a *thorough* discussion, in both breadth and depth. Consistent and effective use of examples from course readings, class discussion and camp experiences throughout the paper to explain thoughts. *Excellent* technical quality to papers: consistent quality to spelling, grammar, and wording;