

DEPARTMENT OF RECREATION AND LEISURE STUDIES

RLST 5130/7130

LEISURE EDUCATION

Spring 2004, Tuesdays and Thursdays 9:30 – 10:45, 224 Ramsey Center

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Purpose: RLST 5130/7130 provides students with information on principles and content of leisure education, literature devoted to leisure education, theoretical models associated with leisure education, the application of systems approach to the delivery of services, and methods of conducting leisure education programs to meet the needs of participants.

Objectives:

By the end of the course, **all** students will have...:

1. ...a clear understanding of the various meanings of leisure education.
2. ...a better understanding of their own leisure.
- 3... ...a clear understanding of some of the theoretical underpinnings of various leisure education practices
4. ...knowledge of barriers and constraints to leisure experience that may be addressed through leisure education.
5. ...understanding of the particular needs of a variety of prospective leisure education clients.
6. ...the ability to design a leisure education program.

By the end of the course, **7130** students will also have...

- 7....the ability to write a grant proposal to support a leisure education program
- 8....the ability to evaluate a leisure education program

Course Assignments

I. Reading

Dattilo, J. (1999). *Leisure education program planning: A systematic approach*. State College, PA: Venture.

Dattilo, J. (2000). *Leisure education specific programs*. State College, PA: Venture.
(Recommended)

Other articles to be assigned

II. Leisure Education Intervention Research Article Critique (7130 students)

Masters students will develop a 2-page, typed paper that contains a critique of at least one study relevant to leisure education not presented in the book. Discuss how the study(s) are relevant to the job you plan to pursue upon graduation. Use citations to support your recommendations and a reference list. Submit a copy of the paper(s) that you reviewed. Be prepared to present what you found in class.

III. Leisure Education Program Development

This activity will entail the development of an original written proposal (8-15 pages) for a leisure education program with a specific population. Students will identify their top five preferred agencies from a prescribed list (or identify alternative) and will be grouped with two to three other students with similar students (including at least one graduate student) with similar interests. They will arrange to interview a representative of the agency, obtain any available documents, conduct an assessment of need for the leisure education program, and develop a proposal according to the format listed below.

(Proposals are due on March 23rd).

Preliminary assessment of need

Before developing the program, an assessment must be done with both the agency contact and with at least one client/user. This assessment should involve the exploration of all areas of the leisure education program planning model (Dattilo, 1999, p. 77) and should involve the administration of one or more assessment instruments with at least one client/user of the agency/institutional setting. The assessment should provide a basis for planning the program. A 3-5 page typed report of the assessment should be submitted prior to developing the full proposal.

Program Design

Programs should be organized around the following components:

Agency: Develop a description of the agency that contains information about the agency's mission, purpose, goals, and/or objectives. Include a description of the services they provide and information about the people to whom they provide these services. Include contact information.

Audience and Rationale: Describe the intended audience for the leisure education program you plan to develop. Include detailed information about the age, gender, SES, ethnicity, other characteristics. Provide evidence of interest/need from the assessment exercise establishing a rationale for the program

Direction: Develop a title, purpose statement, and 4-5 goals for the program. Goals

are to be associated with areas of leisure education (a) appreciate leisure, (b) be aware of self in leisure, (c) be self-determined in leisure, (d) interact socially during leisure, (e) use resources facilitating leisure, (f) make decisions about leisure, or (g) acquire recreation activity skills. Write the goals as general participant outcome statements that specify what participants should gain from participating in the program. For example, the goals may specify whether the intent of the program is to increase awareness and sensitivity of a particular leisure concept, acquire leisure knowledge associated with a specific area, or acquire specific leisure skills.

Objectives: Develop at least one objective for each goal. These objectives represent the intended outcomes of the program and must be written in measurable, behavioral terms. Consideration must be given to whether the objective is associated with knowledge acquisition or skill development.

Performance Measures: Develop performance measures for each objective stating the precise behavior that establishes whether the objective has been achieved. The performance measure: (a) specifies the exact criteria and conditions under which the behavior must be achieved (e.g., the amount of time participants have to complete a task or make a response), and (b) specifies the measurement procedure that will be employed. If quizzes or tests are used be sure to provide the questions and answer key. Performance measures can be used as an assessment for participants before they begin a program to determine if they could benefit from the program.

Funding (grant) request (7130 students only).

Masters students will identify a potential funding source for the program and will add components that provide: (1) a more detailed, evidence-based, rationale for the intervention program (in the introduction); (2) an evaluation plan; and (3) a detailed budget to both complete the intervention and evaluate it.

Program Segment Implementation

Implement an activity to achieve one objective of one of the goals with members of class using the approach described in *Leisure Education Program Planning* (instructors will arrange a time for the activity).

Course Evaluation

5130	7130
“Midterm” Exam (40%)	“Midterm” Exam (30%)
Assessment report (10%)	Assessment report (10%)
	Article critique (10%)
Program (design) proposal (30%)	Program (design) proposal (15%)
	Grant request component (15%)
Group presentation (10%)	Group presentation (10%)
Classroom participation (10%)	Classroom participation (10%)

Grading policy (see attached RLS policy)

Course Schedule (preliminary)

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
January		
8	Course Introduction and Overview	
13	Leisure Education Meanings (agency choices identified)	“Taking Leisure Seriously”
15	Leisure Meanings I (groups identified)	LEPP 1
20	Leisure Meanings II (agency contact made)	Stebbins, Csikszentmihalyi
22	Leisure Education “Clients”	(to be determined)
27	Foundations	LEPP 2
29	Potential (agency assessments completed)	LEPP 3
February		
3	Areas of Concentration	LEPP 6
5	(assessment reports due)	tbd
10	Systematic Program	LEPP 7
12	Teaching Techniques	LEPP 8
17	7130 Article Critiques	LEPP 5
19	7130 Article Critiques	
24	Recommendations	LEPP 4:
26	program development work	
March		
2	program development work	
4		
8 -12	spring break	
16	Processing	Hutchinson & Dattilo
18	(program draft part I: agency, audience, title, purpose, goals; rationale (7130))	
23	Adaptations	LEPP 9
25		
30	review	
April		
1	midterm exam	
6	Multi-cultural Considerations	LEPP 10
8	(program draft part II: objectives, performance measures; evaluation plan, budget (7130))	

13 -27
Final Exam

Group Presentations (Written reports due on 4/27)
Group Presentations

Policies:

All policies governing UGA course proceedings, including student actions and instructor actions shall be followed in this course. Policies regarding course assignments grading and participation that are mentioned in this syllabus shall be enforced as described. Students are expected to do their own work for all course assignments. Any student found plagiarizing a written assignment or falsifying a course requirement will either receive a failing grade for the course or is referred to the Graduate School for disciplinary action. See handout entitled, "Plagiarism and Writing Professional Papers."

Participation: The interactive nature of this course depends on consistent attendance. You are expected to (a) read and synthesize assigned readings prior to class, (b) arrive at class promptly, (c) be actively involved in class activities, and (d) work cooperatively and effectively with your group. You are encouraged to participate in class by asking and answering questions, sharing ideas, experiences, and resources, and debating issues. If you cannot attend class contact one of us before the absence and make up any missed work. If you encounter a problem that affects your participation in this course, contact one of us immediately. Any student who needs accommodation or other assistance in this course should make an appointment with one of us during the first week of classes.

Assignment Late Policies: Assignments are due at the beginning of the assigned class period. An assignment is penalized by the rate of 10% per day (up to a total of 2 days) it is late past the required due date including the day the assignment is due. No assignment is accepted after the 2-day grace period.

Assignment Format Policies: All assignments must be typed, double spaced with consecutively numbered pages, submitted with a running head specifying the course abbreviation and number, semester and year, title, and student's name. The paper must be stapled in the upper left-hand corner. Plastic covers or other covers should not be used.

Assignment Grading Procedure: Grading of assignments will focus on what is being presented (content) and how the information is presented (style). Therefore, students are encouraged to present their ideas neatly and effectively by using appropriate terminology, proofreading their work, and concentrating on grammar and spelling. Assignments are expected to conform to the American Psychological Association (APA) guidelines and will be evaluated on their thoroughness, appropriateness, and accuracy of information. For additional guidelines on writing papers, please refer to the handout entitled, "Plagiarism and Writing Professional Papers."

Evaluation of Course and Course Instructor: Students will participate in an end-of-semester evaluation and are encouraged to submit recommendations for course improvements on a continuing basis throughout the semester.

