

Rec News • Winter 2013

LANGARA DEPARTMENT OF RECREATION STUDIES

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THE COLLEGE OF HIGHER LEARNING.

Outward Bound

by Vince Kreiser

The first-year Recreation Leadership Diploma Program students recently completed their five-day Outward Bound Outdoor Field School. As part of their Recreation 1162 - Direct Leadership in Recreation course the students participate in this school each year to learn and apply leadership skills in a outdoor setting.

This year's field school took place at the Metchosin Wilderness Camp near Victoria. After arriving at the camp the students went through a day of orientation to prep themselves for the challenges ahead. The second, third, and fourth days of the trip were spent hiking and camping along the spectacular Juan de Fuca Trail. Students took to the trail in three "patrols" with two fully trained leaders provided by Outward Bound Canada for each group.



One of the student patrols gathers for a group photo prior to starting their three-day hike on the Juan de Fuca Trail.



Students are welcomed to their five-day field school by Outward Bound Canada staff at the Metchosin Wilderness Camp near Victoria



Students practice setting up their tarps before setting out on the Juan de Fuca Trail. This spectacular route stretches for 47 kilometres along the western shoreline of Vancouver Island.



On the final day of their Outdoor Field School some of the students tackle the climbing tower at the camp.

Looking for Recreation Alumni

Help us find and keep in touch with "old" Recreation Studies classmates. If you have any information, please contact Vince Kreiser, Program Coordinator for the Recreation Leadership Diploma Program at 604 323 5276 or cfields@langara.bc.ca. It would be great to hear from you!

BACHELOR OF RECREATION MANAGEMENT PROGRAM

The Bachelor of Recreation Management (BRM) is a two-year online program that provides the next step towards a management position in community recreation. The program is flexible and student-focused, and combines a solid foundation in management theory and practical knowledge with specialized courses in recreation.

The BRM can be completed in two years (six semesters) if taken on a full-time basis. As many of today's students work, the option of completing the BRM on a full-or part-time basis is available. All courses are delivered online.

CONTACT US

Bachelor of Recreation Management Program
Janet Ready, Chair, Rec Studies
email: jready@langara.bc.ca

RECREATION LEADERSHIP DIPLOMA PROGRAM

The Recreation Leadership Diploma Program is looking for people who are passionate about making a difference in their communities through recreational activities and services.

If you're a Grade 12 graduate interested in helping to build community life, check us out at our website. Applications are now being accepted for September 2013.

If you are a recreation professional or a graduate of the program, we would appreciate your help in spreading the word, whether it be with referrals to your family, friends, co-workers, or even the kid from down the street who cuts your lawn.

CONTACT US

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Outward Bound: Student Experiences



It was a challenging experience for me, in the sense that I had not done anything like it for 10 or more years. The Juan de Fuca trail is a wonderful place to see, especially since it did not rain for the five days. The scenery was pretty fantastic, and our particular group saw four whales! I would highly recommend the Outward Bound course to everyone; I may even apply for a job there!

Tara Perkins
Student, Langara College



During this excursion, I learned three valuable lessons: I learned that my real physical abilities rely on my mental strength for positive energy; During the hike, I got to view various leadership styles within my patrol group, and I got a chance as well to demonstrate my leadership skills; and I learned the importance of accommodation, because when you are on the trail, your entire patrol is only as fast as your slowest person.

Melissa Lebus
Student, Langara College



The experience forced me out of my comfort zone and thus introduced me to an entirely different way of seeing things. As a result I have a new appreciation for group dynamics and the role of leadership within a group facing new challenges. I value the learning experience and have no doubt that it will positively influence my future career endeavors as a leader.

Kurtis Balogun
Student, Langara College



Outward Bound is an experience that I will never forget. The five-day trek had its fair share of highs and lows and will be an experience that I will continue to look back upon and learn something from about myself each time. This trip put many things in perspective as I was pushed out of my comfort zone to accomplish checkmarks I would have otherwise deemed unobtainable.

Tejinder Shukla
Student, Langara College

Internship

by Vince Kreiser

The second-year diploma students have wrapped up their searches for a host agency for their full-time 14-week internships, which run from January to mid-April of 2013.

On October 2, a large number of Diploma graduates came to share their internship experience and opportunities with the second-year students.

During the Recreation 2388 class (Internship Orientation and Portfolio Development) representatives from a number of recreation and sport agencies also visited with the second-year students.

The event on October 9 was a chance for each person to briefly promote their agency to the students as a potential internship site and to exchange contact information for a future meeting.

A wide range of agencies were represented at the event and it gave the students a variety of areas to consider in the recreation and sport field.



The Langara College Recreation Diploma graduates came to share their experiences and useful tips in the field of recreation with the second-year Recreation Leadership Diploma Program students.



During Agency Day on October 9, a wide range of agencies gave the students a variety of areas to consider in the recreation and sport field.

Internship: Student Search Experiences



"Searching for an internship placement was a really daunting task at the beginning. It's a huge undertaking on the agency's part, and there is a lot to think about in regards to future employment, having the right opportunities, and obtaining valuable experience. My fears were quickly dissolved, however, after meeting some grads and agencies that wanted to help us out. It's easy to forget that they were once in our position, feeling the same things that we are feeling. I was fortunately able to establish some great contacts on grad and agency day in RECR 2388, that were able to point me in the right direction according to my passions and abilities. After a few emails, phone calls, and meetings, I am so excited for my internship placement at Fraser Heights Recreation Centre (with supervisor Lisa Wade, left in photo)."

Stefanie Warkentin (right in photo)
Student, Langara College

Internship: Student Search Experiences (continued)



I found out about Marpole-Oakridge Community Centre through Karen Grant at Agency Day during our Portfolio-Internship course. I asked her about the centre and what their main focus was – youth – which that is the main age group that I want to focus and improve on. I chose this centre for my internship because on Agency Day, Erica Mark (right in photo) who will be my supervisor took the time to have the student job description form typed out and given out to students who were interested in Marpole. At that moment, I made Marpole my number one facility to do my internship at because Erica displayed that she is very organized and has shown me exactly what I will be learning at Marpole during my internship; she would be a great mentor for me.

Andrea Mah (left in photo)
Student, Langara College



During this semester I have been charged to go out and find a placement for internship for the spring semester. This picture shows me with one of my agency supervisors Brittany Walsh (left) at Britannia Community Services Centre. I chose this agency because their values and beliefs match with mine, and the views we have about the purpose of internship match as well. The program itself within these two years has led me up and made me feel ready to get hands-on experience during the internship part of the Diploma Program – finally being able to utilize both pragmatic theories and gain outside experience of the field of recreation.

Himme Le Nguyen (right in photo)
Student, Langara College



Finding an internship placement turned out to be a lot more challenging than I had anticipated, and I think in my case it was mostly due to the fact that I was determined to try and experience something outside the conventional recreational setting. I knew I wanted to either experience something in the realm of recreation therapy or go towards where my other passion is – arts and events. After countless rejections and feeling quite defeated my luck finally turned! I am excited to share that I will be doing my internship with the City of Vancouver and their new A.C.E (Arts, Culture & Environment) Department, largely thanks to my supervisor Cyndy Chwelos (left in photo). I look forward to meeting everyone and doing my best to become a part of their team in the coming months.

Tara Nazemi (right in photo)
Student, Langara College



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on Youtube.

Visit our blog at
web.langara.bc.ca/recreation-studies

RECR 2295: The Analysis of Enjoyment

By Steve Musson

We are now well underway with the inaugural offering of Recreation 2295. It is a selected topics course, which means that it is based on an instructor's area of interest and expertise. This year I am offering a course titled "The Analysis of Enjoyment".

I have had an interest in the phenomenon of enjoyment for over a decade, and began writing about it in the early 2000s. This was about the same time that I started teaching Langara's "Foundations of Leisure and Recreation" course. It wasn't long before I figured out that there

was a really important connection between enjoyment theory and what was "foundational" to the pursuit of high quality recreation.

If you think about it, enjoyment is one of the key motivations for us to engage in leisure and recreation. Even a person training for a marathon is doing it because they deem it "enjoyable" at some level (but maybe not at the 20 mile mark).

In RECR 2295 we look at issues like our preferences and tropisms (the things each of us seems to be naturally drawn toward), what we appreciate in life, and how we "spend" our attention. We also analyze some of the quality

Meet the Bachelor of Recreation Management Program Graduates



"As a full-time employee in the field of recreation, the BRM has given me the option to get my degree in the field that I love at my own pace. In addition, the BRM is the only degree program in the Lower Mainland that solely focuses in the field of recreation and the management/business side of recreation. One of my highlights was the research paper that I had to do; the research paper came in handy for my organization and some of the committees that I sit on and it became a valuable tool for my work."

Karlo Tamondong
BRM Grad 2012, Langara College



"The Bachelor of Recreation Management Program enabled me to further my education in the Recreation field. One of my most memorable highlights from the BRM program would have to be the online discussions in each recreation class. Throughout the semesters you connect with your classmates online; in structured discussions, however you also get to give personal examples, which allow the online learner to relate to the student on a personal level."

Courtney Cohen
BRM Grad 2012, Langara College



"The Bachelor of Recreation Management Program is a career enabler. It provided the opportunity to take my career to the next level; a program that catered specifically to my career aspirations. I really enjoyed applying the various skills, tools and theories that were gained in the range of recreation and business management courses to real-life workplace situations. It was also an amazing opportunity to connect with other recreation professionals in an online setting where students could use discussion threads and peer presentations as a valuable resource."

Jeremy Quan
BRM Grad 2012, Langara College

moments in our lives to figure out if there are some patterns and healthy habits that we can accentuate in order to create even more enjoyment.

There's one other reason why recreation professionals should take a course on enjoyment - the general public expects us to be "above average" in terms of being positive, healthy, and happy. They don't want grumpy, bored, or unhappy recreation leaders. They want (and expect) recreation professionals who are excited about life, and who know how to enjoy themselves. So let's get on with the learning!



Instructor Steve Musson.



The Analysis of Enjoyment.

RECR 4400: Applied Major Project” capstone course in the Bachelor of Recreation Management



What are the benefits of, and supports needed for, family-centered cycling? (Zack Lundrie explored this question in the RECR 4400 Applied Major project course)

Recreation 4400 “Applied Major Project” is the Bachelor of Recreation Management’s capstone course and an opportunity for students to contribute meaningful scholarly research to the recreation field. This six-credit course is taken in the final semester of the BRM and requires each student complete a community recreation-based project in an organization. Students are required to create a research question that is relevant and connected to community recreation and partner with an agency advisor in the recreation field to work through their project. They work through the following major components: research question, literature review, methodology, and best practices.

Spring 2012 was the first time the course ran in the BRM. Our students stepped up to the plate and created research questions that were meaningful and relevant to them and to the recreation field.

Examples of their research questions included:

- What effect will baby boomers have on recreation programs and services for seniors?
- Are community recreation practitioners aware of the benefits of experiential education and how they can integrate it into program offerings?
- How does the Roundhouse Community Arts and Recreation Society and their joint operating agreement with the Vancouver Board of Parks and Recreation promote citizenship in community recreation?
- What are different municipalities in Greater Vancouver doing to create opportunities for low income families to participate in recreation?
- What are the benefits of, and supports needed for, family-centered cycling?

“The RECR 4400 course is an incredible learning opportunity. The applied major project is inspired and created by students within an academic and scholarly context that will make a meaningful, relevant contribution to the recreation field. The journey in developing the students’ applied major projects will challenge their reflective learning as well as the practical knowledge and skills of completing assignments.”

Janet Ready, Instructor for RECR 4400.

Online learning in the Bachelor of Recreation Management

All courses in the Bachelor of Recreation Management are online. This innovative course delivery makes the BRM the only degree completion program of its kind in Canada. Online learning has been declared “leading edge” and “innovative” – but what is online learning?

Let’s start this conversation by exploring what online learning is not:

- Online learning (sometimes referred to as e-learning) in the BRM is not just face-to-face (f2f) classes that are posted online. Recreation faculty teaching online take advantage of the information and technology available in the online environment to construct a potentially rich learning environment.
- Online courses are not “easier” than f2f courses. They require the same amount of readings, critical analysis, thoughtfulness, reflection, and connection of theory to work and life experiences as f2f courses. They also require a high level of self motivation and discipline to create time in the student’s life that is not created for them in classroom sessions. The workload is equivalent to f2f courses – but students do save time travelling to the College campus.
- Online courses are not “distance education”. Each online course follows the 14-week timeline of the term. Most course discussion posts have weekly deadlines and assignments due within the term. Although students aren’t required to be online together at the same time, they are present and accountable during the course. The instructor is present in the course, gives feedback to posts and assignments and is easily contacted by email and/or phone if required.

Now, let’s look at what online learning is within the BRM Recreation courses:

- Online learning provides flexibility to the student when they access their courses – they are not required to be at a certain place at a certain time. This means that they can work in the recreation field and complete courses that directly connect to their work in recreation. It also means that they can live anywhere in the world with good internet access and complete



their degree. Students have access to their courses 24/7 and can participate in discussions on their own time within the timeline and requirements of the course.

- Online learning creates an opportunity to reach different learning styles than classroom learning. There is a richness to the discussion area of RECR courses in the BRM that encourages reflection, thoughtfulness, and an opportunity for students to share experiences in recreation within a scholarly framework.
- The recreation faculty that teach BRM online courses are committed to using online technology and the software learning platform to create a fresh approach to learning and an awareness of recreation that directly connects to where students are in their recreation careers. Instructors facilitate learning and students are active participants.

- Online study creates real-time learning and application. BRM students in the RECR 3230 Leadership and Management in Community Recreation course learn theories, concepts, and a framework around leadership in recreation and then directly apply it in “real-time” to their current workplaces. They bring their experiences in leadership directly into the course discussion area, and connect to other students’ experiences to create an openness to new learning and ideas that connects back to their work in recreation.

This article is the starting point for more articles on online learning within the Bachelor of Recreation Management Degree, so stay tuned!

Foundations of Leisure and Recreation

Online course from Langara College — January - April 2013



RECR 1160 Foundations of Leisure and Recreation, is an online course designed to meet your need for flexible educational opportunities. It is designed for people already working in the field of recreation.

An exciting introduction to culture, leisure, play and recreation concepts, and inter-relationships and to recreational philosophies, human growth and development, ethics, organizations, services, programs and benefits.

This course will help you to create your own personal recreation philosophy, and assist you in exploring why you work in recreation.

Instructor: Steve Musson, B.A., M.A.
smusson@langara.bc.ca

How to Register

1. Go to www.langara.bc.ca
2. Choose **Admissions** from the side menu
3. Follow instructions on **Apply to Langara** (in Arts & Science)
4. Once accepted, follow the instructions in your offer of admission package.

Why do you work in Recreation?

What are the foundations that fuel your passion?

What is your personal recreation philosophy?

LEARNING AREAS:

- The history, importance, and potential of recreation and leisure in Canada
- Key concepts including: play, sport, and the definitions of recreation & leisure
- Benefits and barriers of recreation participation
- Recreation delivery systems: public, not-for-profit, and commercial
- The “problem” of free-time and leisure

ASSIGNMENTS and WORKLOAD:

- This is a 3 credit academic course
- Weekly readings and posting discussion answers and comments are required.
- Students will be expected to be on-line a minimum of three times per week for about one hour each time. This is in addition to readings, and researching/ writing assignments.
- This course will use a variety of online technologies including forums and blogs.
- Students are expected to go out into the community and visit a variety of Recreation organizations, facilities, and programs.

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