



DOUGLAS COLLEGE

Comprehensive Program Review
Faculty of Applied Community Studies

Bachelor of Therapeutic Recreation
Diploma in Therapeutic Recreation

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RECOMMENDATIONS SUMMARY LIST

Recomm. Number	Related Report Component	Recommendation	Status / Timeline
1.1	1	Improve access to TR diploma	Underway with launch of TRON in September 2021
1.2	1	Update TR curriculum	Underway , changes identified, see Table 1.2
1.3	1	Scaffold TR skills across TR curriculum	Underway , courses revised as TR Process I, II, III, IV; Recreation Leadership I, II, III
1.4	1	Scaffold academic content across the TR curriculum (research and evaluation, critical thinking, academic integrity, and APA)	Short-term Priority
2.1	2	Focus curriculum change discussions on core competencies of TR degree and diploma and make linkages clear	Short-term Priority
2.2	2	Develop longer-term concrete plans for Indigenizing TR curriculum	Underway , added CFCS 2432 as a required, course, 1 new PAC members who identify as Indigenous Short-term Priority , including (a) focus department PD on creating a 5-year plan, (b) authentically and seamlessly integrate Indigenous content into a variety of courses across the diploma and degree credentials
2.3	2	Develop sustainability goals for TR Department	Short-term Priority
2.4	2	Develop plans for long-term mental health and professional development of TR program	Underway , mental health supports currently available at DC Short-term Priority , develop TR program-specific PD plans that include a focus on MH supports and wellbeing
2.5, 6.3	2, 6	Modernize and digitize administrative systems	Underway , Faculty PD focus for winter 2022
3.1	3	Develop tracking system for experiential learning opportunities including practicum, internship, and service learning	Short-term Priority
3.2, 8.4	3, 8	Continue to identify new and diverse sites for experiential learning opportunities	Underway
4.1	4	Develop strategies for increased consistency between multiple sections of classes to ensure the rigor and consistency in course instruction	Short-term Priority
4.2	4	Adjust pedagogical practices by: (1) reducing group work; (2) developing more opportunities for connections to community with a greater number of guest speakers; and	Short-term Priority

Recomm. Number	Related Report Component	Recommendation	Status / Timeline
		(3) increasing the number of mentorship opportunities, particularly in 1 st and 2 nd year.	
5.1	5	Focus the marketing of the TR program on the success of program graduates and the reputation of the program with an emphasis on direct contact with the TR department, TR events, and online resources (website, academic catalogue).	Underway
5.2	5	Initiate program and curriculum changes to increase the focus on assessment and reduce overlapping content between courses	Underway
5.3	5	Integrate focus on intercultural awareness across the TR curriculum	Short-term Priority
5.4	5	Address specific curriculum gaps identified by faculty in upcoming team PD (i.e. spacing out group work, strategies for preparing new faculty and reducing workload, managing grade inflation, and incorporating additional material on leisure education and leisure literacy)	Short-term Priority
6.1	6	Devote department PD to the implementation of the WIL project goals and objectives (increasing access to TR diploma)	Underway
6.2	6	Revisit feasibility of providing access to TR programs to international students	Medium-term priority
7.1	7	Investigate possibility of transfer block for Care Aides from various institutions	Medium-term priority
8.1	8	Create a PAC inclusion criteria grid to identify priority areas, expertise, communities, and / or perspectives and to strategically recruit new members.	Short-term Priority
8.2	8	Create template for recording PAC meeting minutes with clear actions items, and save PAC meeting minutes in a shared OneDrive folder	Short-term Priority
8.3	8	Revisit the role and importance of accrediting the TR program	Medium-term priority
9.1	9	Devote TR Team PD to identifying priority areas for curriculum and program changes	Short-term Priority
9.2	9	Identify expertise gaps (e.g. intercultural awareness, Indigenization) to inform selection processes	Short-term Priority
9.3	9	Review importance of PhD, CTRS and work experience requirements in selection criteria	Short-term Priority
10.1	10	Conduct an inventory of instructional resources in TR classroom to identify needs for upgrading	Short-term Priority

Each element of the self-report will be reviewed in the following table with comments provided.

Recommendations

Recommendations from the self-study report	Agree	Disagree	Neither agree nor disagree	Comments
TR PROGRAM CONTENT AND CURRICULUM				
Improve access to TR diploma	✓			The addition of the TRON has provided increased access to the TR diploma. It has created additional burden though on the faculty and the responsibility for administering it. Consideration for additional administrative resources should be given. Concerns were raised however about the workload and program marketing. Communication should explicitly state that the program is a 2-year full-time commitment.
Update TR curriculum	✓			Work is underway to update the TR curriculum. This has resulted in splitting the content related to the TR process into several courses. Evaluation of this will be useful moving forward to see if it results in a better understanding of the difference between a TR assistant and TR therapist. Curriculum in a professional program always has to reflect current practice. Ongoing collaboration with practitioners is critical
Scaffold TR skills across TR curriculum			✓	More opportunities for practical skills were noted would be beneficial to students across the curriculum. Good opportunities for group work were noted; however, concerns noted that there may be too much reliance on group work and not sufficient development of individual skills. More opportunities for applied examples/cases also noted.
Scaffold academic content across the TR curriculum (research and evaluation, critical thinking, academic integrity, and APA)			✓	Concerns were raised about how the students know the difference between the TR Diploma and TR Degree. Consider reviewing how the two programs are scaffolded. What is a TR assistant vs. TR therapist? How are students made aware of the difference between

				the two professions? Surveys have been conducted to differentiate core competencies; more work now needs to be done in reviewing curriculum. There was minimal discussion about primary research as part of the program. Some students appreciated being able to participate in research opportunities but seems very limited.
CORE COMPETENCIES				
Focus curriculum change discussions on core competencies of TR degree and diploma and make linkages clear	✓			Good evidence that curricula changes are linked to core competencies and labour market demands.
Develop longer-term concrete plans for Indigenizing TR curriculum			✓	Some work has been initiated as a result of program revisions. This has included adding CFCS 2432 <i>Understanding Indigenous Perspectives and Experiences</i> as a required course for TR students. More work needs to be done to embed Indigenous content throughout the programs.
Develop sustainability goals for TR Department			✓	Some work has been done to adopt the UN sustainability goals.
Develop plans for long-term mental health and professional development of TR program			✓	Some work underway. Note supports available at Douglas College.
Modernize and digitize administrative systems			✓	Focus currently.
EXPERIENTIAL LEARNING OUTCOMES				
Develop tracking system for experiential learning opportunities including practicum, internship, and service learning	✓			Feedback suggested that work-integrated learning is critical. It is valuable to track this in a meaningful way for students and practicum supervisors. Some tracking done through course work. Supervisors expressed interest in more training (especially before practicum).
Continue to identify new and diverse sites for experiential learning opportunities	✓			Good evidence that there is a strong relationship with practicum and internship supervisors. Students expressed need for increased opportunities to work with different populations. Practicum supervisors also expressed the need for students to gain experience with populations with which they are specializing. For example, students report that they have specialized in a specific population area but they do not have any practical experience with the population.
TR PROGRAM AND COURSE DELIVERY				
Develop strategies for increased consistency between multiple sections of classes to ensure the rigor and consistency in course instruction			✓	Program seems to have good rigor – unsure how many have multiple sections as small program enrollment. Some concerns noted about the lack of consistency depending on the instructor as well as the practicum supervisor.

Adjust pedagogical practices by: (1) reducing group work; (2) developing more opportunities for connections to community with a greater number of guest speakers; and (3) increasing the number of mentorship opportunities particularly in 1 st and 2 nd year.		✓		Heavy reliance on group work noted. Students in both the diploma and degree programs expressed the need for more individual work. Group work was problematic for multiple reasons including, increased administrative work often for one group member, increased interactions with some peers but resulted in decreased interactions with others, and scheduling time outside of classes and other commitments was challenging. Good mentorship opportunities noted with practicum. Additional support for practicum supervisors in terms of training/mentorship would be beneficial especially for more junior supervisors.
STUDENT OUTCOMES				
Focus the marketing of the TR program on the success of program graduates and the reputation of the program with an emphasis on direct contact with the TR department, TR events, and online resources (website, academic catalogue).	✓			Program seems to have strong marketing and new TRON speaks to the demand.
Initiate program and curriculum changes to increase the focus on assessment and reduce overlapping content between courses	✓			Curriculum changes are underway with evidence of reduction of overlap between courses.
Integrate focus on intercultural awareness across the TR curriculum			✓	More work needs to be done in this area and is noted in their student feedback.
Address specific curriculum gaps identified by faculty in upcoming team PD (i.e., spacing out group work, strategies for preparing new faculty and reducing workload, managing grade inflation, and incorporating additional material on leisure education and leisure literacy)		✓		Students noted that there is still a large amount of group work. They appreciated the flexibility offered during COVID by instructors; however, flexible dates meant that workload could become backlogged. Large amount of group work may be leading to grade inflation.
ADMISSIONS, ENROLLMENT AND FTE				
Devote department PD to the implementation of the WIL project goals and objectives (increasing access to TR diploma)	✓			Increased enrollment with the new TRON.
Revisit feasibility of providing access to TR programs to international students			✓	Not considered a priority given TRON.
PATHWAYS				
Investigate possibility of transfer block for Care Aides from various institutions	✓			Have instituted a transfer for students to enter into third year.

PACs & EXTERNAL PARTNERSHIPS				
Create a PAC inclusion criteria grid to identify priority areas, expertise, communities, and / or perspectives and to strategically recruit new members.			✓	Working to diversify membership and identify clearer options for noting goals and priority areas.
Create template for recording PAC meeting minutes with clear actions items, and save PAC meeting minutes a shared OneDrive folder	✓			Have noted this as a priority.
Revisit the role and importance of accrediting the TR program accreditation	✓			Have noted this as a future consideration.
FACULTY AND FACULTY DEVELOPMENT				
Devote TR Team PD to identifying priority areas for curriculum and program changes	✓			Have noted this as important for their PD.
Identify expertise gaps (e.g., intercultural awareness, Indigenization) to inform selection processes	✓			Have noted this to support their future expertise gaps.
Review importance of PhD, CTRS and work experience requirements in selection criteria	✓			Have noted this as something to review and consider for future selection criteria.
TR PROGRAM OPERATIONS				
Conduct an inventory of instructional resources in TR classroom to identify needs for upgrading	✓			Have noted the need for this as very important to supporting the TR program. Opportunities for moveable desks to allow for break-out groups and that support culturally responsive pedagogy were noted as important upgrades.

Our Recommendations

1. There is a need to increase student access to learning about various populations.
 - a. Consider implementing “lunch and learn” program to invite practitioners to speak about lived experiences with different populations and in different settings.
 - b. Consider increasing presentations from guest speakers with different professional expertise to share lived experiences. To accommodate guest presentations in classes consider reducing number of student group presentations. Students expressed concerns with number of student presentations and want to learn more from professionals and educators than one another.

2. Review success of TRON program and current delivery methods now that one cohort has been through the program. Managing diploma, degree and TRON as well as transfer into year 3 students has a heavy administrative burden. Consider whether teaching efficiencies, reducing course offerings, or limiting admission may be needed if additional administrative support not available. There was concern expressed about faculty burnout.
3. The current classroom does not allow for responsive teaching and updates are required to the furniture to increase inclusion and accessibility.

Conclusions

The Douglas College TR diploma and degrees are well-received by students, educators, and practitioners. The program self-study has provided clear directions for their future, including the work required. Key areas of focus that could be considered include embedding intercultural awareness throughout the program, identifying a clear pathway and differentiation between the TR assistant and TR therapist professions, reviewing the level of group work and projects, considering the inclusion of more practical and applied skills, additional professional development for supervisors, and additional administrative and instructional resources support for the programs (especially given the growth with the addition of the TRON).



**DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)
RESPONSE FROM THE
OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST**

Douglas College Administration policy A38: Program Review requires a follow-up plan be developed by the Vice President, Academic and Provost, in response to the Self-Study and External Report.

FACULTY (Lead Dean/Associate Dean)	Applied Community Studies	
Department / Program	Therapeutic Recreation	
Date Submitted	March 2022	
External Review Panel (ERP) [List all]	Dr. Anne Marie Sullivan	Dean, School of Human Kinetics and Recreation, Memorial University, Newfoundland
	Dr. Laurene Rehman	Director, School of Health and Human Performance, Professor of Leisure Studies, Dalhousie University, Nova Scotia
Reason for Timing of Comprehensive Review	<input checked="" type="checkbox"/> Schedule (routine) or <input type="checkbox"/> Off-cycle, due to emergent concerns (specify below) <ul style="list-style-type: none"> <input type="checkbox"/> Changes in discipline/field/licensing <input type="checkbox"/> New program development <input type="checkbox"/> Demand/enrolment/budget concerns <input type="checkbox"/> Other (specify) 	
Date of last Comprehensive Review	2009	
RESPONSE/RECOMMENDATIONS		
SUMMARY RESPONSE AND VPA RECOMMENDATIONS In particular, DDP name should focus on the following:	<p>The Faculty of Applied Community Studies offers the only Bachelor’s Degree and Diploma in Therapeutic Recreation (TR) in the province of British Columbia. The program has offered its Diploma since 1988 and a Bachelor’s Degree since 2006 -- educating students for roles as either TR Assistants or TR Therapists. While not independently ‘accredited,’ the program credentials are recognized by the BC Therapeutic Recreation Association.</p> <p>The TR Bachelor’s Degree provides students with several pathways for entry including: direct entry from high-school, entry via the 30 credit Certificate in Academic Foundations, and third year entry for students who have completed the diploma or have completed bachelor’s degrees in related disciplines such as Psychology, Human Kinetics/Kinesiology/ Sports Science, or Recreation. Recently, TR began providing more opportunities for students to participate in Work Integrated Learning. This revision was accompanied by the creation of an online diploma (TRON) which serves students living in remote areas of the province or</p>	

who students who are otherwise unable to attend the college in person. The introduction of the TRON has led to a significant increase in program enrolments.

Graduates of the TR program find employment in private and public health care settings with many employed through the province’s health authorities.

The External reviewers noted that all the constituency groups (i.e., students, employers and practitioners) spoke highly of the Douglas TR degree and diploma and the external reviewers indicated general support for the recommendations supplied in the program self-study. However, the external reviews expressed disagreement with self -study recommendations 4.2 and 5.4, suggesting instead that educators focus on a reduction in the large amount of group work (particularly where such group work has encouraged grade inflation). Additionally, the external reviewers indicated concerns about the administrative burden of adding the online TRON option for the diploma and concerns about the physical environment, furnishings and accessibility of the classroom space.

Recommendations:

The VPA&P accepts all the recommendations of the Self-Study and gives qualified support to the recommendations provided in the external reviewers’ report. It should be noted that several of the recommendations call for further study/exploration of an issue, rather than directing a specific objective.

The VPA&P asks that the program carefully examine the need for 12 ‘support area’ options of study – from which students are required pick 2. Students and TR practitioners questioned the value of the 12 options for students, noting that the content of these options contains very little TR-specific courses or programming.

The VPA&P also encourages:

- continued curricular work (underway) to better distinguish the pathways leading students to careers as either TR ‘Assistants’ or TR ‘Therapists’
- the exploration of more, but shorter, work/practicum opportunities
- the exploration of more applied skills
- less group work
- more diversity in practicum options, not just with older adults.
- review of admissions requirements to eliminate unnecessary barrier to students wishing to study in the field.



	<p>The VPA&P asks the Dean’s Office and Office Manager to work with program coordinators to determine whether or not any additional administrative supports are warranted as suggested by the external reviewers.</p> <p>Finally, unlike many other allied health professions, Therapeutic Recreation is not regulated in BC (i.e., there is no licensing body) and therefore graduates of the Douglas TR program do not have ‘title protection’. Consequently, Douglas TR graduates must often compete with graduates of other non-TR credentials for positions advertised for Therapeutic Recreation (e.g., within the Provincial Health Authorities). The VPA&P encourages the program instructors and the Dean’s office to work with the British Columbia Therapeutic Recreation Association (BCTRA) to advocate for title protection in this field.</p> <p>The VPA&P commends faculty and staff for producing a thorough and thoughtful self-study report.</p> <p>As per the College’s routine follow-up to comprehensive program reviews, the Department is to submit its <u>Implementation and Action Plan (IAP)</u> to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.</p>
All Self-Study recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No [If no, brief explanation.]
All External Report recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No [If no, brief explanation.]
Next scheduled PR (5 – 7 years):	2027

Thor Borgford
 Vice-President, Academic and Provost

February 11, 2026
 Date