



Douglas College Course Information

Date: 16 September 1997

A: Division: Instructional Division

B: Dept.: Child, Family and Community Studies

New Course: X

Program: Therapeutic Recreation

Revision of Course
Information form:

Dated:

C: THRT 110

D: Therapeutic Recreation: A Helping Profession E: 4

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description: The purpose of this course is to instill in the student the concept of Therapeutic Recreation as a helping profession. Application of the phenomenological perspective to the history and role of Therapeutic Recreation will enable the student to articulate Therapeutic Recreation values and to practice effective helping skills in Therapeutic Recreation interventions.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

G: Type of Instruction: Hours per Semester

Lecture\Practice:	80	Hrs.
Laboratory:		Hrs.
Seminar:		Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other:		Hrs.
Total:	80	Hrs.

H Course Prerequisites:
Enrolment in T.R. Program

I: Course Corequisites:
NIL

J: Course for which this Course is a Prerequisite:
THRT 210, 221, 222, 226, 230, 310, 312,
314, 321, 330, 410, 421, 425, 426, 430

K Maximum Class Size:
30

L: College Credit Transfer ☐

College Credit Non-Transfer ☒

M Transfer Credit: Requested: ☒
Granted: ☐

Specify Course Equivalents or Unassigned Credit as appropriate:

U.B.C.

S.F.U.

U. Vic.

Other:

Non-Credit ☐

Therapeutic Recreation Faculty

Course Designer(s)

B. Meller

Dean

P. H. O'Neil
Vice-President, Instruction

Registrar

N. Textbooks and Materials to be Purchased by Students:

A list of recommended textbooks and materials is provided for students at the beginning of each semester.

Resources include:

- Selected readings from a variety of therapeutic recreation
- Selected audio-visual and computer resources
- Selected readings from books and journals
- Therapeutic Recreation fine arts, adaptive equipment and supplies

O. Goals

1. discuss therapeutic recreation as a helping profession
2. apply the phenomenological perspective to the history and the role of therapeutic recreation
3. articulate an understanding of the values and practice of therapeutic recreation
4. apply effective helping skills in therapeutic recreation interventions

P. Content

Therapeutic Recreation as a Helping Profession

- understands what a helping profession is
- interdisciplinary professions and sectors
 - health, social services, corrections, ministries
 - occupational therapy, physiotherapy, music therapy, nursing
- humanistic values and therapeutic recreation

Phenomenological Perspective

- sharing meaning by identifying the context (internal and external environments) and the culture (ethnicity, beliefs, values) of self and others
- reflecting on the experience as a process of creating meaning
- understanding individuals and events in relation to the experiences and the values they hold
- history of therapeutic recreation as a helping profession

- events influencing the development of therapeutic recreation
- social and health movements influencing therapeutic recreation
- diversity of therapeutic recreation agencies (social service, health, corrections, community)

Therapeutic Recreation Values

- values and beliefs that form the underpinnings of therapeutic recreation practice/philosophy
- individual and community benefits of therapeutic recreation
- evolving definitions of therapeutic recreation
- the relationship of therapeutic recreation to recreation and leisure
- the philosophy of therapeutic recreation

Therapeutic Recreation Practice

- therapeutic recreation process
- therapeutic recreation service models
 - Leisure Ability and Ecological Perspective Models
 - the philosophies of these models
 - the components of these models
 - the roles of the therapeutic recreation practitioner and the purposes of interventions in these models

Helping Process: A Model

- formal and informal helping in therapeutic recreation
- the goals of helping
- a problem management/opportunity development approach to helping
- helping clients tell their story, challenge themselves and change behaviour
- each helping interaction a process; opening and closing
- managing leisure problems, exploring leisure opportunities, leisure interviews
- helper self awareness: the shadow side of helping

Communication Skills

- observing, attending and active listening
- empathy: a way of being and a responding skill
- probing: statements and questions
- advanced empathy, self-disclosure, summarizing
- leisure interview skills

R. Evaluation:

Evaluation is consistent with Douglas College Course Evaluation Policy. An evaluation schedule is presented at the beginning of the course.

This is a graded course.