



SEPTEMBER 2003 **CURRICULUM GUIDELINES**

A. Division: Instructional Division Effective Date: September 2, 2003

B. Department / Faculty of Child, Family & Revision ☒ New Course ☐
 Program Area: Community Studies: Therapeutic Recreation

If Revision, Section(s) F, J, M, N
 Revised:
 Date of Previous Revision: September 16, 1997
 Date of Current Revision: February 10, 2003

C: THRT 110 **D:** Therapeutic Recreation: A Helping Profession **E:** 4

Subject & Course No.	Descriptive Title		Semester Credits
F:	Calendar Description: This course enables the student to develop an in depth understanding the therapeutic recreation based upon a knowledge of its foundations, service models and values. The course introduces the therapeutic recreation process and focuses on the development of basic interviewing and counselling skills.		
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H:	Course Prerequisites:
	Primary Methods of Instructional Delivery and/or Learning Settings:		Nil
	Number of Contact Hours: (per week / semester for each descriptor) Lecture/Practice: 80 Hours	I:	Course Corequisites:
	Number of Weeks per Semester:	J:	Course for which this Course is a Prerequisite
	Flexible delivery ranging over 1 to 15 weeks	K:	Maximum Class Size:
			30
L:	PLEASE INDICATE: As part of Block Transfer with: Child and Youth Care Program, University of Victoria; Tourism & Recreation Management Program, Malaspina University College; Community Rehabilitation Program, University of Calgary; Athabasca University		
<input type="checkbox"/>	Non-Credit		
<input type="checkbox"/>	College Credit Non-Transfer		
<input checked="" type="checkbox"/>	College Credit Transfer:		
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)			

M: Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. define therapeutic recreation
2. describe a variety of therapeutic recreation service models
3. develop a philosophy of therapeutic recreation
4. apply the Leisure Ability Model to increase understanding how therapeutic recreation service is delivered in a specific community agency
5. describe the therapeutic recreation process
6. describe the skills and process of helping
7. demonstrate relationship building skills in one-to-one interactions
8. demonstrate leisure interviewing skills
9. demonstrate basic counselling skills

N: Course Content: The following global ideas guide the design and delivery of this course:

Therapeutic Recreation

- describe the therapeutic relationship
- describe the underlying humanistic values of therapeutic recreation
- apply the phenomenological perspective to the helping process
- compare and contrast formal and informal helping relationships in therapeutic recreation

Philosophy of Therapeutic Recreation

- describe leisure as a right, as meeting a developmental need
- comprehend the leisure related concepts of: flow, self determination, choice, perceived freedom, internal locus of control
- analyse the growth and development of therapeutic recreation philosophy and practice of the past 50 years

Therapeutic Recreation Process

- describe the TR process; Assess, Plan, Implement, Evaluate (APIE)
- describe the purpose and process of client assessment
- describe methods of observation
- develop observation skills
- identify leisure assessment methods

Therapeutic Recreation Service Models

- define therapeutic recreation
- describe the historical foundations of therapeutic recreation as a service
- compare and contrast therapeutic recreation service models, including: the Leisure Ability Model and the Health Protection/Health Promotion Model
- apply the Leisure Ability Model to the therapeutic recreation service within a specific agency

Professional Behaviour and Self-Awareness

- demonstrate knowledge of professional ethics and values
- demonstrate knowledge of the difference between personal and professional relationships
- describe the importance of self-awareness in the helping relationship
- identify helping skill strengths and limitations

The Leisure Interview/ Counselling Process and Skills

- describe the characteristics of a counselling relationship and explain the phases of counselling
- explain the importance of and demonstrate the core conditions of warmth, empathy and genuineness
- demonstrate the ability to contract with a client
- demonstrate the ability to preplan an interview session
- develop and categorize a series of leisure interview questions
- identify common leisure problems
- conduct leisure interview
- explain the importance of active listening and methods to overcome listening problems
- demonstrate attending paraphrasing and summarize skills

	<ul style="list-style-type: none"> • describe the importance of silence • explain the importance of emotions • define and demonstrate empathy • demonstrate appropriate self disclosure • demonstrate open, closed and indirect questions • identify key areas of leisure and leisure lifestyle for probing • demonstrate questioning skills • describe the elements of empowering clients • demonstrate empowering skills • describe when and how to use challenge skills • demonstrate versatility with a range of skills and strategies • adapt helping strategies to fit the needs of diverse populations
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> • Lecture/discussion • Group work • Demonstrations and practice
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>A list of recommended textbooks and materials is provided for students at the beginning of each semester. Resources include:</p> <ul style="list-style-type: none"> • Selected readings from a variety of therapeutic recreation • Selected audio-visual and computer resources • Selected readings from books and journals • Therapeutic Recreation fine arts and adaptive equipment and supplies
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <p>This is a graded course</p>
R:	<p>Prior Learning Assessment and Recognition:</p> <p>Open for PLAR</p>

 Course Designer(s) Julie Roper

 Education Council / Curriculum Committee Representative

 Dean / Director Jan Lindsay

 Registrar