

SEPTEMBER 2003 CURRICULUM GUIDELINES

Α.	Division:	Instructional Division		Effective Date:			September 2, 2003	
В.	Department / Program Area:			Revision		X	New Course	
					Revision, Section(s)	l	F, J. M, N	
					vised: te of Previous Revision	1:	September 16, 199	97
				Da	te of Current Revision:		February 10, 2003	
C:	THRT 114		Wellness: Healt Recreation	th Pr	omotion in Therapeuti	c	E: 4	
	Subject & Cour		Descriptive				nester Credits	
F:	Calendar Description: This course provides an introduction to health promotion theories and practices. As a foundation, students study the homeostasis of the physical body systems. This ecological perspective is then developed with an emphasis on the interconnectedness of the physical, psychosocial and spiritual dimensions of health. Students move from theory to practice by exploring a range of health promotion interventions, which can be applied in the profession of therapeutic recreation.				s of			
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Number of Contact Hours: (per week / semester for each descriptor)			H: Course Prerequisites: NIL				
				I: Course Corequisites:				
				NIL				
	Lecture/Practice: Biology 105: Total:	: 60 Hours 20 Hours 80 Hours	J	J:	Course for which this	se is a Prerequisite		
	Number of Weeks per Semester:			THRT 230, THRT 314 or THRT 414				
	Flexible Delivery ranging over 1 to 15 weeks			K: Maximum Class Size:				
				30				
L:	Victoria; Tourism Rehabilitation Pr	PLEASE INDICATE: As a 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 Non-Credit College Credit Non-Transfer x College Credit Transfer:						
	x College Cr							
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)							

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M: Course Objectives / Learning Outcomes

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

1. acquire a problem solving process, including how to integrate knowledge, how to use inquiry, critical thinking and scientific reasoning to solve problems in the context of dissecting several cases which involve cells, tissues, and the homeostasis of systems

- 2. describe the integumentary and circulatory systems, the immune system and the nervous system.
- 3. describe physical fitness, including theories of safe practice
- 4. describe psychosocial health, including emotional, social and cognitive aspects
- 5. describe theories of spiritual health, including a model of spirituality and stress management
- 6. describe health/wellness from an ecological perspective
- 7. apply the concept of psychoneuroimmunology when describing the interconnectedness of the physical, psychosocial and spiritual dimensions of health
- 8. recognize how personal attitudes and lifestyle choices influence health
- 9. describe the impact of leisure and recreation upon health
- 10. explore a variety of health promotion practices

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

Alternate Hypotheses to explain the symptoms presented in each case

• developing as many explanations for the symptoms presented as possible

Integumentary System

- structure and function of cells and tissue
- anatomy and physiology of the skin
- review the involvement of the integumentary systems in homeostatic systems: immunity, water balance and temperature regulation

Respiratory System

• anatomy and physiology (A&P) of the respiratory system

Circulatory and Immune System

- relationship of anatomy of circulatory system, particularly, with respect to the skin, the brain and digestive system
- review diagnostic tests, including normal counts of white blood cells, red blood cells, blood pH, hematocrit and blood proteins

Nervous System

• anatomy and physiology of a neuron

Other Issues

- relationship between normal A&P and social environment
- relationship between nutrition and homeostasis
- relationship between nutrition and nervous system

Physical Health

- healthy lifestyles; facts, philosophies and self management skills
- preparing for physical activity; readiness, warm-up, cool-down
- principles of physical activity and self planning skills for lifetime involvement
- health benefits and safe practices for physical activity
- nutrition and body composition

Psychological Health

- theories of psychological health, including: Freud, Jung, Frankl, Maslow, Pert
- stress resistant and stress prone personalities
- emotional health, the impact of anger and fear
- social health, the impact of social support and meaningful friendships
- cognitive health; the role of self determination, decision making, mindfulness and self esteem

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Spiritual Health

- theories of spiritual health, including: Jung, Peck, Borysenko, Chopra
- spiritual health includes: a meaningful purpose to life, a personal value system and internal and external relationships
- leisure concepts of perceived freedom, "Flow" and experiences in nature applied to spiritual health
- applying a Model of Spirituality for Stress Management, developed by B. Seaward

Wellness: an Ecological Perspective

- health and wellness, a complex phenomena of interconnected systems
- psychoneuroimmunology, a scientific field of study which documents the interconnectedness of mind/ body/spirit
- family, culture, socio-economic, political and environmental conditions which impact upon health

Leisure and Health

- concepts of leisure applied to theories of health promotion
- physical, psychosocial and spiritual benefits of leisure
- leisure lifestyle choices and stress management

Health Promotion Practices

- health risk appraisals
- basic energy management, autogenics, progessive muscle relaxation, physical activity, yoga, Tai Chi, art, music, massage, humor, meditation and guided visualization

O: Methods of Instruction

- · Lecture/discussion
- Group work
- Media
- Presentations
- **P:** 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

Q:	Means of Assessment:	This course will	l conform to	Douglas	College polic	y regarding	the numb	er and
	weighting of evaluation	ıs						

This is a graded course

R: Prior Learning Assessment and Recognition:

Open for PLAR

Course Designer(s) Julie Roper	Education Council / Curriculum Committee Representative
Dean / Director: Jan Lindsay	Registrar