



# Douglas College Course Information

Date: 16 September 1997

A: Division: Instructional Division

B: Dept.: Child, Family and Community Studies

Program: Therapeutic Recreation

New Course:

Revision of Course Information form: X

Dated:

C: THRT 115

D: Student Success: An Approach to Learning

E: 2

Subject & Course No.

Descriptive Title

Semester Credit

F: **Calendar Description:** The purpose of this course is to assist students in developing the skills necessary to ensure success as Therapeutic Recreation professionals. Developing student awareness of therapeutic recreation. foundational concepts, personal learning styles, and the exercise of effective writing techniques will ensure students are equipped to communicate and implement the concepts and strategies of therapeutic recreation.

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

G: **Type of Instruction: Hours per Semester**

Lecture\Practice:	20	Hrs.
Laboratory:		Hrs.
Seminar:		Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other:		Hrs.
Communications 115:	20	Hrs.
Total:	40	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)

*Boheller*

Dean

*[Signature]*  
Vice-President, Instruction

*[Signature]*  
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 practice textbooks
- Selected audio-visual and computer resources
- Selected readings from books and journals
- Therapeutic Recreation fine arts and adaptive equipment and supplies

## **O. Goals**

1. develop an awareness of Therapeutic Recreation foundational concepts
2. develop an awareness of teaching strategies and personal learning styles
3. collaborate with faculty to create learning environments conducive to the practice of Therapeutic Recreation
4. identify strengths/weaknesses as writers (as would-be professional T.R. communicators)
5. use methods and strategies for writing tasks-writing process
6. explain the differences between school-based/academic and work-based professional writing
7. develop effective techniques for accumulating data-not-taking, basic research
8. develop basic communication theory, methods, and barriers
9. develop modes of discourse: pure information/data  
explanation, description, argument
10. develop basic workplace document design
11. develop reader consideration through use of standard business English including appropriate tone and register, concision, clarity.

## **P. Content**

### **Leisure**

- leisure may have many forms however, the essence of the experience and the meaning attached to the experience are central to the leisure perspective
- leisure philosophy is the cornerstone of therapeutic recreation practice

### **Wellness**

- an ecological perspective of wellness includes the individual (mind, body, spirit) and the environment (community, economic and global wellness)
- individual wellness is understood only when viewed within the larger whole, acknowledging the interdependence and interconnectedness of life
- leisure well-being and optimal health is promoted by therapeutic recreation practitioners

### **Humanistic Perspective**

- inherent within the individual is the desire to grow and develop
- genuineness, empathic understanding and unconditional positive regard guide therapeutic recreation interactions/interventions

### **Phenomenological Perspective**

- valuing diversity
- understanding the individual in relation to the experience and values they hold
- 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 the experience)

### **Teaching Strategies**

- college services including library services, computer labs, counseling, financial support, study skills
- collaborative learning techniques
- teamwork skills

### **Learning Environments**

- create safe, positive learning environments
- embrace a learning culture of respect for others and individual uniqueness
- establish positive cooperative working relationships
- create a group vision

- reflect on own strengths, talents, challenges
- identify individual learning goals
- encourage a atmosphere of playfulness and joy for learning

### **Writing Process**

- inventory tools, mindmaps, tree diagrams
- drafts and outlines for all documents
- audience analyses and focused purpose statements
- informative memos
- summaries for teachers, colleagues
- APA style bibliography and citations
- collaboratively produced documents
- informative, persuasive requests - level 1
- resume
- revisions based on feedback
- edited and proof read documents

## **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.