



**EFFECTIVE: JANUARY 2002**

**CURRICULUM GUIDELINES**

**A:** Division: **Instructional Division** Date: **October 20, 2001**  
**B:** Department/ **Faculty of Child, Family and** New Course  Revision   
 Program Area: **Community Studies - Therapeutic Recreation Program**  
 If Revision, Section(s) Revised:  
 Date Last Revised:

**C: THRT 120 D: Leisure & Recreation Foundations E: 2**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description: The purpose of this course is to guide students in the development of their own personal philosophy of leisure and ability to analyse concepts of recreation and leisure from a phenomenological perspective. The history of leisure, as well as theories and models of leisure, recreation and play are examined from a phenomenological perspective, recognizing differences in beliefs, values and perceptions of leisure. Students will analysis the practice of Therapeutic Recreation in recreation and leisure service models.		
<b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings: <b>Lecture/Practice</b>  Number of Contact Hours: (per semester for each descriptor) 40 hours  Number of Weeks per Semester: <b>15 weeks</b>	<b>H:</b> Course Prerequisites:  None	
	<b>I:</b> Course Corequisites:  None	
	<b>J:</b> Course for which this Course is a Prerequisite:  None	
	<b>K:</b> Maximum Class Size:  <b>30</b>	

**L:** PLEASE INDICATE: As a component of Block Transfer

<input type="checkbox"/>	Non-Credit
<input type="checkbox"/>	College Credit Non-Transfer
<input checked="" type="checkbox"/>	College Credit Transfer:

Requested  Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M:** Course Objectives/Learning Outcomes

The student will

1. Examine leisure, recreation and play from a phenomenological perspective
2. Relate leisure and phenomenological approach to theories and models of leisure, recreation and play
3. Recognize differences in beliefs, values and perceptions of leisure.
4. Construct a personal philosophy of leisure.
5. Analyse the practice of Therapeutic Recreation in recreation and leisure service models.

**N:** Course Content

**Leisure Perspective - Historical**

- history of leisure service
- historical events influencing leisure, recreation and play
- historical social movements influencing leisure, recreation and play
- historical valuing of leisure, recreation and play in society

**Leisure Theory**

- theories of leisure, recreation and play
- individual, family, community and global leisure perspectives
- individual, family, community and global leisure - values

**Leisure Awareness**

- beliefs, attitudes, values, feelings and behaviours
- health benefits (physical, psychological, spiritual) of leisure
- lifestyle choices
- playfulness and wellness

**O:** Methods of Instruction

Lecture/discussion

Group Work

Media

**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 and adaptive equipment and supplies

**Q:** Means of Assessment

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.

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

YES open for PLA

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Course Designer(s) Lee Chamberland

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Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar