



# Course Information

## Douglas College

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 121

D: Valuing Diversity: Self Awareness

E:

2 Credits

Subject &amp; Course No.

Descriptive Title

Semester Credit

F:

Calendar Description: The purpose of this course is to convey to the student the importance of self awareness to effective practice in Therapeutic Recreation. Students will apply systems theory to deepen their understanding of how individuals adjust to disabling conditions and how to promote community recreation integration.

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

G:

Type of Instruction: Hours per Semester

Lecture\Practice:	40	Hrs.
Laboratory:		Hrs.
Seminar:		Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other:		Hrs.
<b>Total:</b>	<b>40</b>	<b>Hrs.</b>

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

M Transfer Credit:	Requested:	<input checked="" type="checkbox"/>
	Granted:	<input type="checkbox"/>

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)

Dean

  
 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 practice textbooks
- Selected audio-visual and computers resources
- Selected readings from books and journals
- Therapeutic Recreation fine arts, adaptive equipment and supplies

## **O. Goals**

1. engage in ongoing self reflection and recognize the importance of self awareness to effective practice in therapeutic recreation
2. apply system theory, using an ecological perspective, to comprehend the socio-cultural, environmental, physical and psychological aspects of having a disability
3. demonstrate the values of a humanistic perspective
4. adopt a client-centred philosophy in the promotion of community leisure integration

## **P. Content**

### **Self Awareness**

- beliefs, attitudes, values, feelings and behaviours
- self-reflection, self-awareness, self-concept, self-esteem
- disabling conditions: personal and societal perspectives
- personal/professional: the similarity between client and therapist

### **Phenomenological Perspective**

- differing perceptions of ability/disability
- an historical perspective, evolution of services
- the process of devaluation: segregation, institutionalization
- human rights: punishment, poverty, restrictions

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### **Systems Theory**

- developing a holistic, ecological perspective
- socio-cultural, environmental, psychological factors
- individual, family, community perspectives
- application of social systems to therapeutic recreation

### **Humanistic Perspective: Therapeutic Relationships**

- building the helping relationship: values and therapeutic recreation
- pragmatism, competence, respect, genuineness
- helping clients develop self-efficacy
- client self-determination, dignity of risk, image enhancement
- the client-helper working charter
- the self-help movement

### **Community Recreation Integration**

- person-centred approach and leisure
- empowerment: choice, participation, support, self-help
- barriers to equal access: physical and psychological
- valued social roles and their implications for leisure
- integration: physical and social
- friendship: a core element of integration
- community: interdependence, relationships, diversity, belonging, acceptance
- advocacy

## **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.