

M: Course Objectives / Learning Outcomes

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

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-centered philosophy in the promotion of community leisure integration

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

Self Awareness

- identifies personal beliefs, attitudes, values, feelings and behaviors in understanding disability issues
- engages in self-reflection and self-awareness
- explores personal and professional values to therapeutic recreation practice

Phenomenological Perspective – compares and contrasts:

1. differing perceptions of ability/disability
2. a historical perspective, evolution of services
3. the process of devaluation: segregation, institutionalization
4. human rights: punishment poverty, restrictions

System Theory

- developing an understanding of a holistic, ecological perspective
- socio-cultural, environmental, psychological factors
- compares and contrasts individual, family, community perspectives
- applies social systems to therapeutic recreation

Humanistic Perspective: Therapeutic Relationships –

- describes and prioritizes a variety of strategies to contribute to self reliance, interdependence and quality of life
- building the helping relationship: values and therapeutic recreation
- pragmatism, competence, respect, genuineness
- helping clients develop self-efficacy
- supports client self-determination, dignity of risk, image enhancement

Community Recreation Integration/Inclusive practice

- engages in person-centered approach and leisure
- practices principle of empowerment: choice, participation, support, self-help
- identifies barriers to equal access: physical and psychological
- explores values social roles and their implications for leisure
- understands integration: physical and social
- builds community: interdependence, relationships, friendships, diversity, belonging, acceptance
- supports advocacy awareness

O: Methods of Instruction

- Lecture/discussion
- Group work

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 practice textbooks
- 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 conform to Douglas College policy regarding the number and weighting of evaluations

An evaluation schedule is presented at the beginning of the course. Typical means of evaluation will include a combination of written research assignments, presentations and testing.

This is a graded course.

R: Prior Learning Assessment and Recognition:

Open for PLAR

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