

SEPTEMBER 2003 CURRICULUM GUIDELINES

A.	Division:	Instructional Division		Effective Date:		September 2, 2003		
В.	Department / Program Area:	Faculty of Child, Family & Community Studies: Therapeutic Recreation	Re	evision	Х	New Course		
		Recreation		Revision, Section(s)		F, H, I, J, M, N		
				evised: ate of Previous Revision	n:	March 20, 1999		
			Da	nte of Current Revision	•	February 10, 2003	,	
C:	THRT 210	D: Therapeutic l		tion: Individual Progra		E: 2		
	Subject & Cou	·	tive Ti	tle	Sem	nester Credits		
F:	Calendar Description: The purpose of this course is to assist student development of individual program plans, through the Therapeutic recreation process of assessment, planning, implementation and evaluation. Standardized assessment instruments, goal attainment scales and various methods of writing, monitoring and evaluating individual plans will be explored.							
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings		Н:	Course Prerequisites:				
				THRT 110				
	Primary Methods of Instructional Delivery and/or Learning Settings:		т.	I: Course Corequisites:				
	Learning Setting	3 5.	I:	Course Corequisites.				
	Number of Contact Hours: (per week / semester for each descriptor) Lecture/Practice: 40 Hours Number of Weeks per Semester: Flexible Delivery ranging over 1 to 15 weeks			THRT 230 (or prerequisite)				
			J:	: Course for which this Course is a Prerequisite				
				THRT 230 (or coreq THRT 330				
			K:	: Maximum Class Size:				
				30				
L	PLEASE INDICATE: As a part of Block Transfer with: Child and Youth Care Program, University of Victoria, Tourism and Recreation Management Program, Malaspina University College; Community Rehabilitation Program, University of Calgary; Athabasca University Non-Credit College Credit Non-Transfer x College Credit Transfer:							
	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. Apply therapeutic recreation process with individuals using the Therapeutic Recreation service models

2. Analyze behavior of self and others within theoretical frameworks

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

Therapeutic Recreation Process

Assessment

- various methods, including leisure interview, observation and inference, interdisciplinary information, background information, standardized tools and computer application
- philosophy of assessment
- · ecological perspective as it applies to assessment
- client-centered assessment
- · assessment summary that identifies strengths and needs

Planning

- apply different methods of writing individual program plans
- write client centered goals and objectives
- write goals and objectives that involve the environment

Implementing

- techniques of monitoring individual program plans (IPPs)
- write progress notes

Evaluating

- determine the criteria for evaluating the individual program plans
- recommendations and follow-up

Therapeutic Recreation Practice

Therapeutic Recreation Theoretical Frameworks

- humanism
- leisure
- wellness
- phenomenology

Analyze Behaviours

- observation skills
- apply theoretical frameworks
- apply leadership models
- · self reflection
- · helping skills

O: Methods of Instruction

- Lecture/discussion
- Media
- Computer applications
- Case Studies

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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 TR practice textbooks • Selected audio-visual and computer resources • Selected readings from books and journals						
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.						
	This is a graded course						
R:	Prior Learning Assessment and Recognition:						
	Open for PLAR						
Cours	Be Designer(s) Geri Paterson Education Council / Curriculum Committee Representative						
Dean	/ Director: Jan Lindsay Registrar						

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