



# Douglas College Course Information

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 222

D: Valuing Diversity:  
The Older Adult II

E: 4

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description: The purpose of this course is to give the student an appreciate of the diversity, attitudes and needs encountered by older adults and the Therapeutic Recreation implementation strategies and techniques that meet their needs. Using the techniques of exploration, examination and an analytical approach, students will study social structures, diversities and personal and societal attitudes to design and develop leisure activities and programs appropriate to older adult clients.

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

G: Type of Instruction: Hours per Semester

Lecture\Practice:	80	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>80</b>	<b>Hrs.</b>

H Course Prerequisites:  
THRT 110,112,114,115,121,130

I: Course Corequisites:  
Nil

J: Course for which this Course is a Prerequisite:  
THRT 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)

*B. Miller*

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

## **Sections O, P, Q**

### **O. Goals**

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

1. examine societal and personal attitudes about aging
2. explain the role of social structures within multiple perspectives as they relate to the older adult
3. examine and respect diversity in the older adult with particular emphasis on understanding dementia
4. explain the complexities of the changes process
5. apply the leisure perspective to the health promotion of the older adult
- 6.. show an analytical approach to selecting effective therapeutic recreation interventions
7. apply effective group process and leadership techniques within a variety of contexts and using a variety of leisure activities and experiences.

### **P. Content**

#### **Attitudes**

- societal myths and realities of aging
- self awareness of personal beliefs and values about aging

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### **Social Structures**

- social systems theory
- family
- community
  - continuing care system
  - community recreation
  - community agencies

### **Diversity**

- dementia: Alzheimer, organic brain disorder

### **Change Process**

- change and its impact on the older adult
- understanding losses in the older adult's life
- understanding the grief process
- stress and its management

### **Leisure**

- the health benefits and the value of leisure
- the role of leisure in the health of the older person
  - overcoming losses
  - physical, social and emotional health
  - social support networks

### **Therapeutic Recreation Interventions**

- interpersonal communication skills
- non-verbal (augmentative) communication
- therapeutic touch
- environmental/therapeutic milieu
- special therapies
- recreation and leisure activities and experiences
- life review and reminiscing

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## Leadership

- contexts
  - one on one
  - small group
  - large group
  - home
  - institution
  - community
- leisure activities and experiences
  - physical, social, cognitive, emotional and spiritual activities
  - creative/expressive activities
  - oral - discussion, storytelling, newspaper, reminiscing
  - visual
  - sensory stimulation.

## 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.