

SEPTEMBER 2003 CURRICULUM GUIDELINES

A.	Division:	Instructional Division	I	Effective Date:		September 2, 2003			
В.	Department / Faculty of Child, Family & Community Studies: Therapeutic Recreation		I	Revision	X	New Course			
				f Revision, Section(s) Revised:		H, I,J,M, N			
				Date of Previous Revision	n:	September 16, 199	7		
			I	Date of Current Revision	:	February 10, 2003			
C:	THRT 222	D : Valuing Div	ersity	r: the Older Adult II		E: 4			
	Subject & Cour	-				nester Credits			
F:	Calendar Description: The purpose of this course is to give the student an appreciation of the diversity, attitudes and needs encountered by the older adult and the Therapeutic Recreation implementation strategies and techniques that meet their needs. Using the techniques of exploration, examination and analytical approach, students will study social structures, diversities and personal and social attitudes to design and develop leisure activities and programs appropriate to older adult clients.								
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings		Н:	1	:				
	Primary Methods of Instructional Delivery and/or Learning Settings: Number of Contact Hours: (per week / semester for each descriptor)			THRT 110					
			I:	I: Course Corequisites:					
				THRT 230 (or prere					
			J:	Course for which this	s Cours	se is a Prerequisite			
	Lecture/Practice: 80 Hours Total: 80 Hours			THRT 230 (or corequi	-				
			K:	Maximum Class Size	e:				
	Number of Weeks per Semester:			30					
	Flexible Delivery ranging over 1 to 15 weeks								
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 TRANS	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)							

THRT 222 Page 2 of 3

M: Course Objectives / Learning Outcomes

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

- 1. Examine societal and personal attitudes about aging
- 2. Examine the challenges and growth in the typical life changes experienced by an older adult
- 3. Examine the impact of dementia on an older adult and their family
- 4. Explore the end of life issues experienced by an older adult
- N: Course Content: The following global ideas guide the design and delivery of this course:

Attitudes:

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

Change Process

- change and its impact on the older adult
- understanding losses in the older adult's life
- stress and stress management
- cognitive and psycho social changes

Social Structures

- Social Systems theory
- levels of health care
- family issues
 - community recreation
 - community services
 - hospice care

Diversity

- cultural diversity and ethnicity
- understanding dementia: causes, progression, behaviors, strategies for helping
- · individual identity descriptors

Leisure

- the health benefits and value of leisure
- the role of leisure in the health of the older person
- how leisure choices are impacted by transition to institutional care

Therapeutic Recreation Interventions

- motivation
- recreation participation
- interpersonal communication skills
- non-verbal communication
- recreation and leisure activities and experiences
- special care programming and strategies
- · life review and reminiscing
- death and dying

Leadership

- contexts
 - one on one
 - small group
 - large group
 - home
 - institution

THE

0:

P:

Q:

RT 222 Page	3 of 3
Leadership Experiences creative/expressive activities physical, social, cognitive, emotional and spiritual goals reminiscing sensory stimulation assessment, planning, delivery and evaluation stages	
Methods of Instruction	
 lecture group work recreation participation video tapes demonstrations student instruction guest speakers 	
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	
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	

	I his is a graded course.
R:	Prior Learning Assessment and Recognition:
	Open for PLAR

Course Designer(s)	Laverne Thompson	Education Council / Curriculum Committee Representative
Dean / Director	Jan Lindsay	Registrar

© Douglas College. All Rights Reserved.