

SEPTEMBER 2003 CURRICULUM GUIDELINES

А.	Division:	Instructional Division	Ef	fective Date:		September 2, 2003	
B.	Department / Program Area:	Faculty of Child, Family & Community Studies: Therapeutic Recreation	Re	vision	X	New Course	
				Revision, Section(s) vised:		G,H,,I,J,K,M,N	
				te of Previous Revision	n:	September 16, 1997	
			Da	te of Current Revision	:	February 10, 2003	
C:	THRT 230	D : Therapeutic Recreation Practice II		E: 4			
	Subject & Cou	rse No. Descripti		Fitle Sem		nester Credits	
F:	Calendar Description: The purpose of this practicum is to provide students with an opportunity to apply their knowledge and demonstrate professional skills in therapeutic recreation practice. By developing therapeutic relationships with clients and applying systems theory to individual client assessments and program plans, students will be able to demonstrate a range of therapeutic interventions.						
G:		ontact Hours to Type of Instruction	H:	Course Prerequisites	:		
	 / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: 		T.	THRT 110,112,114,115,130,210,220,221,222 (can also be a corequisite) I: Course Corequisites:			
	for each descript	- /		THRT 210, 220,221,222 (can also be a prerequisite)			
	Seminar: Practicum:	12 Hours 140 Hours	J:	Course for which this	s Cours	se is a Prerequisite	
	Total :	152. Hours					
	Number of Weeks per Semester:	ks per Semester:		THRT 330			
	Flexible Delivery ranging over 1 to 15 weeks		K:	Maximum Class Size:			
	Flexible Deliver	y ranging over 1 to 15 weeks		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-Credi	it					
	College Ci	redit Non-Transfer					
		redit Transfer:					
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)						

M: Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to: 1. Demonstrate application of Therapeutic Recreation. 2. Demonstrate knowledge of the agency. 3. Demonstrate the Person-Centered Approach with clients. 4. Apply systems theory in developing comprehensive, leisure related, client assessments and individual program plan. 5. Develop therapeutic relationships with individual clients based upon the values and skills taught within the TR program 6. Demonstrate a range of therapeutic recreation interventions designed to promote health and and wellness of the client. N: Course Content: The following global ideas guide the design and delivery of this course: Professionalism self awareness, goal-setting and self evaluation skills adherence to agency policies and procedures safe practice and safety awareness, including personal hygiene procedures effective working relationships with colleagues effective client interaction skills confidentiality in all communications concerning the agency personal wellness and appropriate work habits demonstrates critical thinking and seeks and accepts feedback responds to the changing needs of the agency, balancing flexibility and organizational skills Therapeutic Recreation Applied organizational, mandate, vision therapeutic recreation philosophy, goals, etc. therapeutic recreation practices evident within the agency application of therapeutic recreation service model Practicum Seminars and Learning Experiences attends all seminars completes all written assignments Therapeutic Interventions Person-Centered Approach demonstrates the ideals of a person-centered approach, including normalization, social role valorization, self-determination, interdependence, and inclusion aware of ability to demonstrate the ideals of a person-centered approach Assessment and Individual Program Planning applies knowledge of the age related changes and the needs of older adults understands and responds to the disabilities an older adult may experience analyses the systems: family, agency, community, economic, environmental, political, etc. which may impact upon a client's health and leisure well-being observes and interviews the client to identify strengths and needs prepares with the client an individual leisure lifestyle program plan implements, monitors and evaluates the plan Helping Relationships and Skills client-centered, age appropriate approach to all interventions helping relationships build upon humanistic values basic and advanced communications skills adopts a problem management/opportunity development approach to helping applies helping skills to discussions about healthy leisure lifestyles reflects on helping skills practice, strengths and limitations

	 Therapeutic Recreation Program Leadership demonstrates knowledge of a range of recreation skills and experiences adhering to a client-philosophy, matches client need with recreation/leisure experiences aware of recreation activity adaptations demonstrates effective leadership in group and one-to-one situations applies two specific therapeutic interventions (i.e. fitness program, pet therapy, horticulture therapy, humour therapy) with a group of clients recognizes wellness, leisure, phenomenological and ecological perspectives when implementing all therapeutic recreation interventions evaluates sessions and makes recommendations 				
	Group Assessment				
	• aware of group dynamics and needs				
0:	Methods of Instruction				
	 modeling of Therapeutic Recreation in Practice providing opportunity for leadership practice assigning documentation of theory and practice analysis 				
P:	Textbooks and Materials to be Purchased by Students				
	A list of recommended textbooks and materials is provided for students at the beginning of the 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, adaptive equipment and supplies 				
Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations				
	This is a Mastery/Non-Mastery course.				
R:	Prior Learning Assessment and Recognition:				
	Open for PLAR				

Course Designer(s) Lee Chamberland

Education Council / Curriculum Committee Representative

Dean / Director Jan Lindsay

Registrar

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