



EFFECTIVE: JANUARY 2002

CURRICULUM GUIDELINES

A: Division: **Instructional Division** Date: **October 30, 2001**
B: Department/ **Faculty of Child, Family and** New Course Revision
 Program Area: **Community Studies -**
Therapeutic Recreation Program
 If Revision, Section(s) Revised:
 Date Last Revised:

C: THRT 322 D: Valuing Diversity: The Child E: 4

Subject & Course No.	Descriptive Title	Semester Credits
F: Course Description: The purpose of this course is to enable students to acquire knowledge about human growth and development and to appreciate diversity in children, specifically the impact disabling conditions may have on developmental needs of childhood and adolescence. Therapeutic Recreation interventions and physical activities, activity selection, analysis and adaptation will be applied in meeting the diverse needs of children and adolescence.		
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Practice: Number of Contact Hours: (per semester for each descriptor) 80 hours Number of Weeks per Semester: 10 weeks	H: Course Prerequisites: THRT 230, 220 or 212 & 226, 221, 222	
	I: Course Corequisites: None	
	J: Course for which this Course is a Prerequisite: None	
	K: Maximum Class Size: 30	
L: PLEASE INDICATE: As a component of Block Transfer <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer		

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)**M:** Course Objectives/Learning Outcomes

The student will

1. Understand the growth and development changes in the child and adolescent
2. Explore the role of social structures within multiple perspectives as they relate to the child and adolescent
3. Understand and respect diversity in the child and adolescent with particular emphasis on understanding common disabilities a child or adolescent may experience.
4. Apply the leisure perspective to the health promotion of the child
5. Apply a variety of interventions appropriate for therapeutic recreation
6. Select/design appropriate frameworks and strategies to solve problems
7. Apply effective group process and leadership techniques within a physical activity context

N: Course Content**Growth and Development Changes in the Child and Adolescent**

- knowledge of physical changes
- knowledge of physiological systems
- knowledge of psychosocial theories of growth and development
- knowledge of cognitive theories of growth and development
- knowledge of epigenetic theory

Social Structures

- social systems theory: The Ecological Model
- leisure and recreation systems

Diversity

- changes and its impact on the child and adolescent
- understanding losses and grief in the child/adolescent's life
- stress and its management
- disabling conditions: autism, mental retardation, fetal alcohol syndrome, cerebral palsy, attention deficit hyperactivity disorder, learning disabilities
- child maltreatment: abuse and neglect

Leisure

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

Therapeutic Recreation Interventions

- basic helping skills
- non verbal (augmentative) communication
- behaviour management practices, including behaviour modification
- physical recreation activities
- sensory stimulation
- the value of play

N. Course Content (cont'd.)

Therapeutic Recreation Frameworks and Strategies to Solve Problems

- activity analysis
- activity selection
- activity adaptation
- creative problem solving

Leadership

- physical activity session planning
- school age physical recreation activities

O: Methods of Instruction

Lecture/discussion
Community experiences
Recreation session planning
Media

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

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.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

YES open for PLAR

Course Designer(s) Geri Paterson Julie Roper

Education Council/Curriculum Committee Representative

Dean/Director

Registrar