



EFFECTIVE: JANUARY 2002

CURRICULUM GUIDELINES

A: Division: **Instructional Division** Date: **October 22, 2001**

B: Department/
Program Area: **Faculty of Child, Family and
Community Studies -
Therapeutic Recreation Program** New Course Revision

If Revision, Section(s) Revised:
Date Last Revised:

C: THRT 323 D: Valuing Diversity: The Adult E: 4

Subject & Course No.	Descriptive Title	Semester Credits				
<p>F: Calendar Description:</p> <p>The purpose of this course is to give the student an appreciation of the adult and the changes, diversity, and needs of adult clients. Therapeutic Recreation implementation strategies and techniques will be used to study age related changes, social structures and diversities to enable the design and development of a variety of leisure experiences for adult clients.</p>						
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Practice</p> <p>Number of Contact Hours: (per semester for each descriptor) 80 hours</p> <p>Number of Weeks per Semester: 10 weeks</p>	<p>H: Course Prerequisites:</p> <p>THRT 230, 220 or 212 & 226, 221, 222</p>					
	<p>I: Course Corequisites:</p> <p>None</p>					
	<p>J: Course for which this Course is a Prerequisite:</p> <p>None</p>					
	<p>K: Maximum Class Size:</p> <p>30</p>					
<p>L: PLEASE INDICATE: As a component of block transfer</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="width: 20px; height: 20px;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> </table>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer
<input type="checkbox"/>	Non-Credit					
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College Credit Transfer:

Requested

Granted

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

1. Understand age related changes in the adult
2. Explore the role of social structures within multiple perspective as they relate to the adult
3. Understand and respect diversity in adults with particular emphasis on understanding common disabilities an adult may experience
4. Apply the leisure perspective to the health promotion of the adult
5. Show an analytical approach to selecting effective therapeutic recreation interventions
6. Select/design appropriate frameworks and strategies to solve problems
7. Apply effective group process and leadership techniques within a variety of contexts and by using a variety of leisure activities and experiences

N: Course Content**Age Related Changes in Adult**

- biosocial theories of growth and development
- psychosocial theories of growth and development
- cognitive theories of growth and development

Social Structures

- social systems theory
- family
- community
 - community recreation
 - - community agencies
- work/career

Diversity

- physical disabling conditions
- mental health issues/ mental illness
- substance abuse and addition
- ethnicity, gender, cultural and socioeconomic influences

Change Process

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

Course Content (cont'd.)

Attitudes

- self-awareness of personal beliefs and values about mid-life and aging

Leisure

- the health benefits and the value of leisure
- the role of leisure in the health of the adult
 - 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 creative arts activities and experiences

Therapeutic Recreation Frameworks and Strategies to Solve Problems

- different contexts: one on one, large group, community
- leisure activities and experiences
 - physical, social, cognitive, emotional and spiritual activities; creative/expressive activities; oral-discussion, storytelling, newspaper; visual; sensory stimulation

O: Methods of Instruction

Lecture
 Group work
 Student/media presentations
 Community experiences

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) Janice Spencer

Education Council/Curriculum Committee Representative

Dean/Director

Registrar