

EFFECTIVE: SEPTEMBER 2006 CURRICULUM GUIDELINES

A.	Division:	Education		Eff	Effective Date:		September 2006		
В.	Department / Program Area:	Faculty of Child, Family & Community Studies: Therapeutic Recreation		Re	vision	X	New Course		
					Revision, Section(s)		D	l .	
				Da	vised: te of Previous Revision rrent Date:	n:	25 November 200 28April 2006)4	
C:	THRT 2407	1			Therapeutic Recreation opmental Disabling	n and	E: 3		
	Subject & Cour		Descripti	ve Tit	le	Sen	nester Credits		
F:	Calendar Descri	Calendar Description:							
	The purpose of this course is to give the student an appreciation of the changes, diversity and needs of people with different abilities and cultural experiences. Therapeutic Recreation implementation strategies and techniques will be used to study age, disability and disease related changes and diversities, focusing on people living with a variety of physical and developmental disabling conditions. This understanding of diversity will enable the design and development of leisure experiences to meet a variety of client needs.								
G:	Allocation of Contact Hours to Type of Instruction			Н:	Course Prerequisites:				
	/ Learning Settings			BIOL 1109 and BIOL 1209					
		Primary Methods of Instructional Delivery and/or							
	Learning Settings:		I:	Course Corequisites:					
	Lecture / Practice Number of Contact Hours: (per week / semester for each descriptor)				-				
					NIL				
	60 Hours		-	J:	Course for which this Course is a Prerequisite				
					THRT 2455 and THRT 2477				
	Number of Weeks per Semester: Flexible Delivery ranging over 1 to 15 weeks								
				K:	Maximum Class Size:				
					30				
	DI EL CE DIDIC	C A FEE							
L:		PLEASE INDICATE Non-Credit							
		College Credit Non-Transfer College Credit Transfer:							
	X College Cr							ļ	
	SEE BC TRANS	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)							

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M: Course Objectives / Learning Outcomes

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

- 1. describe a variety of physical, neurological, and developmental disabling conditions
- 2. describe a variety of life altering illnesses and conditions
- 3. discuss the social implications of illness including cultural differences
- 4. discuss the role and benefits of leisure and recreation experiences
- 5. use therapeutic recreation frameworks and interventions to solve problems relating to diversity in abilities, disabilities and culture
- 6. design therapeutic recreation programs
- 7. discuss recreation program adaptations needed during leadership of recreation experiences

N: Course Content: The following global ideas guide the design and delivery of this course:

Disabling Conditions:

- Changes and its impact on the child, adolescent, and adult
- Adjustment to disability theory
- Stress and its management
- Developmental disabilities: autism, mental retardation, fetal alcohol syndrome, cerebral palsy, attention deficit hyperactivity disorder, learning disabilities
- Respiratory disorders: asthma, cystic fibrosis
- Physical impairments: obesity, eating disorders
- Neurological impairments: acquired brain injury, multiple sclerosis, spinal cord injury,
- Life altering and threatening illnesses: cancer, chronic pain
- Ethnicity, gender, cultural and socioeconomic influences

Social Implications of Illness

- Issues with respect to sudden illness
- Issues with respect to social attitudes that equate slimness with beauty
- Adjustment to disability perceived and actual losses
- Cultural implications of disability and illness

Leisure

- The health benefits and the value of leisure
- The role of leisure in the health of people
 - Overcoming losses
 - Physical, social and emotional health
 - Social support networks

Therapeutic Recreation Frameworks and Interventions to Solve Problems

- Therapeutic touch
- Environmental/therapeutic milieu
- Non verbal (augmentative) communication
- Behaviour management practices, including behaviour modification
- Physical recreation activities as a therapeutic intervention
- Sensory stimulation
- Leisure activities and experiences
 - Physical, social, cognitive, emotional and spiritual activities
- Activity adaptation
- Emergent situational needs
- Activity adaptation
- Activity analysis

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O:	Methods of Instruction						
	Lecture						
	Group work						
	Student/media presentations						
	Community experiences						
	Skill development						
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 TR practice textbooks						
	 Selected audio-visual and computer resources 						
	Selected readings from books and journals						
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Q:	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. Typical means of evaluation will include a combination of written assignments, presentations and testing.						
	This is a graded course						
R:	Prior Learning Assessment and Recognition:						
	Open for PLAR						
Cou	rse Designer(s) Therapeutic Recreation Faculty Education Council / Curriculum Committee Representative						
Dear	n Registrar						

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