



EFFECTIVE: JANUARY 2002

CURRICULUM GUIDELINES

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

C: **THRT 412** D: **Leisure: Education & Counselling Practices** E: **2**

Subject & Course No.	Descriptive Title	Semester Credits
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F: Calendar Description: This course identifies leisure education and leisure counselling as emerging trends within the therapeutic recreation service system. The philosophy, theories and methods of a variety of leisure education and leisure counselling orientations will be explored. Students will plan and facilitate a leisure education group as well as individual leisure counselling sessions.	
G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: <p style="text-align: center;">Lecture/Practice</p> Number of Contact Hours: (per semester for each descriptor) <p style="text-align: center;">40 hours</p> Number of Weeks per Semester: 10 weeks	H: Course Prerequisites: THRT 330, 310, 220 or 226, 221 I: Course Corequisites: None J: Course for which this Course is a Prerequisite: None K: Maximum Class Size: <p style="text-align: center;">30</p>

L: PLEASE INDICATE: As a component of Block Transfer <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer:	Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/>
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SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

The student will:

1. Describe current theories, models and application of leisure education
2. Review and synthesis leisure theory and counselling practices, to create a theoretical base and a skill set necessary for the application of leisure counselling
3. Design a leisure education program for a specific client group
4. Plan and conduct a series of one-to-one leisure counselling sessions

N: Course Content

Leisure Education

- describe current theories and methods of leisure education
- describe the benefits of leisure education
- describe the components of a leisure education program, including leisure awareness, self awareness, leisure skills (activity, problem solving, interpersonal, planning, etc.) and awareness of leisure resources
- design a 4-6 session leisure education program for a specified group

Leisure Counselling: Theory

- review the theoretical constructs of leisure
- review the theories and practices of interviewing and counselling
- synthesis leisure theory and counselling practices to create a model for leisure counselling

Leisure Counselling: Applied

- create a counselling relationship with one individual
- demonstrate appropriate questioning skills during a leisure interview
- demonstrate active listening skills, including: attending, use of silence, paraphrasing, showing empathy and summarizing during a series of leisure counselling sessions
- demonstrate empowering skills including: searching for strengths, supporting, teaching and information giving during a series of leisure counselling sessions
- demonstrate values clarification skills
- describe the phases of leisure counselling
- demonstrate the skills of challenging, including: confrontation and action planning
- self-evaluate leisure counselling skills
- assess the client and develop, with the client, an individual program plan
- implement and evaluate the individual program plan

O: Methods of Instruction

Lecture/discussion
Group work
Demonstrations/practice sessions
Community practice

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.

- 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

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) Julie Roper

Education Council/Curriculum Committee Representative

Dean/Director

Registrar