



EFFECTIVE: JANUARY 2002

CURRICULUM GUIDELINES

A: Division: **Instructional Division** Date: **October 28, 2001**
B: Department/ **Faculty of Child, Family and** New Course
 Program Area: **Community Studies -** Revision
Therapeutic Recreation Program

If Revision, Section(s) Revised:

Date Last Revised:

C: **THRT 414** **D:** **Professional Identity and Community Development** **E:** **2**

Subject & Course No.	Descriptive Title	Semester Credits												
<p>F: Course Description:</p> <p>The purpose of this course is to enable the student to examine the broader recreation field as well as the specialized therapeutic recreation sector at both the provincial and national level. Particular emphasis will be placed on current practices, trends and issues such as community development, community health, standards of practice, professional ethics and values and professional development.</p>														
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p style="text-align: right;">Primary</p> <p>Methods of Instructional Delivery and/or Learning Settings:</p> <p style="text-align: center;">Lecture and Practice</p> <p>Number of Contact Hours: (per semester for each descriptor)</p> <p style="text-align: center;">40 hours</p> <p>Number of Weeks per Semester: 10 weeks</p>	<p>H: Course Prerequisites:</p> <p style="text-align: center;">THRT 330, 310, 323 or 321, 322 or 421</p>	<p>I: Course Corequisites:</p> <p style="text-align: center;">None</p>												
<p>J: Course for which this Course is a Prerequisite:</p> <p style="text-align: center;">None</p>	<p>K: Maximum Class Size:</p> <p style="text-align: center;">30</p>													
<p>L: PLEASE INDICATE: As a component of Block Transfer</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> <td>Requested <input type="checkbox"/></td> <td>Granted <input checked="" type="checkbox"/></td> </tr> </table>			<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

Students will

1. Demonstrate the value of leisure and recreation in promoting family and community health.
2. Examine the community as a resource, noting the interconnectiveness of individual, family, and community health.
3. Demonstrate concepts of community development and how these concepts relate to community wellness/health.
4. Examine the development of therapeutic recreation as a profession.
5. Examine professional ethics and values.
6. Examine personal responsibility and promotion of the therapeutic recreation profession.

N: Course Content**Leisure, Family and Community Health**

- theoretical perspective of the family and the community
- family and community are central to the individual's experience of life
- leisure and recreation experiences build strong families and strong communities
- leisure, friendship and social support are the building blocks for community health
- overall wellness is linked to feelings of belonging and interconnectedness
- community recreation reduces alienation, loneliness and anti-social behaviour
- safe places and optimal wellness environments can be created through recreation and leisure

Community Building

- ways of understanding community, relational and geographical perspectives
- community building : working with circles
- community development: theories and definitions

Community Wellness: Organizing for Change

- community development, organizing strategies
- planning for change through leisure and recreation
- collective advocacy
- healthy communities: local recreation and leisure projects

Professional Identity and Growth

- define profession
- identify local, national, international professional organizations
- articulates values of therapeutic recreation
- identifies the depth and breadth of therapeutic recreation interventions
- examines leisure and recreation research trends and future practice
- contributes to professional development in therapeutic recreation

Ethical Practice and Advocacy

- defines rights, advocacy and empowerment
- individual, collective, legal, agency advocacy
- advocacy models and process
- advocacy organizations
- principles and process of empowerment including; control and choice, participation, support, self-help
- confidentiality

Personal and Professional Growth

- articulates values of therapeutic recreation
- is conscious of the depth and breadth of therapeutic recreation interventions
- contributes to professional development in the field

O: Methods of Instruction

Lecture/discussion
 Community experiences
 Student debates/presentations

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

Education Council/Curriculum Committee Representative

Dean/Director

Registrar