



**Douglas
College**

EFFECTIVE: JANUARY 2002

CURRICULUM GUIDELINES

A: Division: **Instructional Division** Date: **October 24, 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 420** D: **Advanced Recreation Leadership Development** E: **2**

| Subject & Course No. | Descriptive Title | Semester Credits |
|--|---|------------------|
| F: Calendar Description: The purpose of this course is to synthesize students' personal experiences of recreation with the therapeutic recreation process. The ability to analyse and adapt recreation experiences in both the planning phase as well as spontaneously in the implementation phase will be emphasized. Students will demonstrate effective leadership skills in complex recreation activities. | | |
| 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) 40 hours Number of Weeks per Semester: 10 weeks | H: Course Prerequisites: THRT 330, 310 | |
| | 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 <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: </div> <div style="margin-right: 10px;"> Requested <input type="checkbox"/> </div> <div> Granted <input checked="" type="checkbox"/> </div> </div> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p> | | |

M: Course Objectives/Learning Outcomes

The student will

1. Synthesize personal experiences of physical and creative arts recreation programs with the therapeutic recreation process
 - 1.1 review client group needs
 - 1.2 plans appropriate recreation programs
 - 1.3 implements the planned program
 - 1.4 evaluates the success of the program in meeting clients' needs
 - 1.5 refers clients effectively to community resources for the recreation experience
2. Analyse, selects and adapts physical and creative arts recreation activities
 - 2.1 uses appropriate activity analysis form
 - 2.2 describes individual adaptations
3. Accommodate diverse client needs in physical and creative arts recreation activities/experiences
 - 3.1 implements planned adaptations during leadership
 - 3.2 demonstrates the ability to spontaneously adapt the recreation activity to meet emergent situational needs
4. Demonstrate participation, leadership and technical proficiency in complex physical or creative arts recreation experience
 - 4.1 demonstrates the ability to successfully participate in recreation experiences
 - 4.2 observes and leads a variety of recreation experiences
 - 4.3 documents leadership
 - 4.4 reflects on the value of own participation and links to applications in the field

N: Course Content

Physical and Creative Arts Recreation Activities/Experiences

- skill development
- knowledge of materials, equipment and facilities
- safe practice and safety awareness
- budget planning

Therapeutic Recreation Interventions

- analytical analysis
- activity selection and adaptation
- task analysis
- socially valued roles
- strategies for accommodating cultural diversity
- leadership styles

Therapeutic Recreation Program Planning

- physical and creative arts skills
- resource awareness
- technical proficiency
- creation of program protocols
- session plan skills
- program evaluation skills

O: Methods of Instruction

- lecture
- group work
- student presentations
- media presentations
- community visits and participation
- skill 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.

Resources include:

- selected readings from a variety of R practice textbooks
- selected audio-visual and computer resources
- selected readings from books and journals
- TR fine arts, physical activity equipment, 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 Laverne Thompson

Education Council/Curriculum Committee Representative

Dean/Director

Registrar