



Douglas College Course Information

Date: 20 March 1999

A: Division: Instructional Division
 B: Dept.: Child, Family and Community Studies
 Program: Therapeutic Recreation

New Course:
 Revision of Course Information form: X
 Dated: 16 September 1997

C: THRT 430 D: Therapeutic Recreation Preceptorship E: 5

Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description: The purpose of this preceptorship course is to provide students with an opportunity to apply their Therapeutic Recreation knowledge and demonstrate professional skills in Therapeutic Recreation practice. This practice includes the promotion of the Therapeutic Recreation profession, its management philosophies and practices through a formal in-service presentation. By developing therapeutic relationships with individuals and groups and by applying systems theory to individual program plans, students will be able to demonstrate a range of Therapeutic Recreation interventions promoting health and wellness of the client.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F
 2 March 98: K
 20 March 99: E,F,G,O

G: Type of Instruction: Hours per Semester
 Lecture/Practice: Hrs.
 Laboratory: Hrs.
 Seminar: 17 Hrs.
 Clinical Experience: Hrs.
 Field Experience: Hrs.
 Practicum: 187.5 Hrs.
 Shop: Hrs.
 Studio: Hrs.
 Student Directed Learning: Hrs.
 Other: Hrs.
 Total: 204.5 Hrs.

H Course Prerequisites:
 THRT 110,112,114,115,121,130,210,221,222,226,230,310,312,314,321,330
 I: Course Corequisites:
 Nil
 J: Course for which this Course is a Prerequisite:
 Nil
 K Maximum Class Size:
 24

L: College Credit Transfer
 College Credit Non-Transfer
 Non-Credit

M Transfer Credit: Requested:
 Granted:
 Specify Course Equivalents or Unassigned Credit as appropriate:
 U.B.C.
 S.F.U.
 U. Vic.
 Other:

Watson
 Therapeutic Recreation Faculty

Course Designer(s)

Smeller

Dean

[Signature]
 Vice President, Instruction
[Signature]
 Registrar

N. 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

O. Goals

1. demonstrate professional values, knowledge and skills in the practice of therapeutic recreation
2. demonstrate knowledge of the agency and the delivery of therapeutic recreation services
3. demonstrate, individual or group, leisure education and leisure counselling interventions
4. apply systems theory in developing comprehensive, leisure related client assessments and individual program plans
5. demonstrate recreation activity analysis and activity adaptation skills
6. design, implement and evaluate therapeutic recreation group programs, including leisure education programs
7. describe the management philosophies and practices of a therapeutic recreation service
8. promote the profession of therapeutic recreation through a formal in service presentation

P. Content

Professionalism

- self awareness and self evaluation skills
- demonstrates knowledge of the agency and adheres to all policies and procedures
- safe practice and safety awareness
- effective working relationships with team members
- effective client interaction skills
- confidentiality in all communications concerning the agency
- personal wellness and appropriate work habits
- responds to the changing needs of the agency, balancing flexibility and organizational skills
- aware of local, national and international professional issues

Therapeutic Interventions

Assessment and Individual Program Planning

- understands and responds to, the disabling condition(s) of the client
- analyses the system: family, agency, community, economic, environmental, political, etc. which may impact upon a client's health and leisure well-being
- observes and interviews the client to identify strengths and needs
- prepares, with the client, an individual leisure lifestyle program plan

Helping Relationships and Skills

- client-centered, age appropriate approach to all interventions
- helping relationships build upon humanistic values
- basic and advanced communication skills
- adopts a problem management/opportunity development approach to helping
- applies helping skills to discussions about healthy leisure lifestyles

Leisure: Education and Counseling

- demonstrates knowledge of the theories and practices of leisure education and counseling

- demonstrates knowledge of group dynamics and theory of group development
- facilitates leisure education groups
- demonstrates leisure counseling strategies with individual clients
- documentation of assessment, planning, implementation and evaluation of all leisure counseling and leisure education interventions

Therapeutic Recreation Group Programming

- demonstrates breadth and depth in recreation activity skills
- demonstrates effective group leadership
- applies activity analysis and adaptation skills
- group assessment, awareness of group dynamics and needs
- writes effective program protocols
- documentation of program plans
- documentation of program evaluation
- recognizes, wellness, leisure, phenomenological and ecological perspectives when implementing all therapeutic recreation interventions

Management Philosophy and Practice

- recognizes the connection between philosophy and practice
- job analysis and job descriptions
- aware of the agency's practices for recruiting, selecting, orientating, supervising and evaluating personnel and volunteers
- aware of fiscal management practices
- aware of facility and equipment management
- aware of marketing of therapeutic recreation services
- policy and procedures, risk management
- aware of quality management practices, quality assurance and continuous quality improvement

Promotion of Therapeutic Recreation

- describes the professional practice of therapeutic recreation within the agency and within the province
- assesses agency needs regarding knowledge of therapeutic recreation
- designs a formal in-service based on agency needs
- markets the in-service
- demonstrates effective presentation skills, aware of group dynamics
- format includes: lecture, discussion and activity
- therapeutic recreation philosophies and perspectives are evident
- evaluates in-service.

R. Evaluation

Evaluation is consistent with Douglas College Course Evaluation Policy. An evaluation schedule is presented at the beginning of the course.

This is a mastery/non mastery course.

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