



EFFECTIVE: SEPTEMBER 2006

CURRICULUM GUIDELINES

A. Division: Instructional Division **Effective Date:** September, 2006

B. Department / Program Area: Faculty of Child, Family and Community Studies: Therapeutic Recreation **Revision** **New Course**

If Revision, Section(s) Revised:
 Date of Previous Revision:
 Current Date: 25 November 2004

C: THRT 2455 **D: Therapeutic Recreation and Recreation Health** **E: 5**
Promotion Practice: Degree

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description:</p> <p>This practicum provides students with the opportunity to integrate theory and philosophy with professional practice. Students will conduct assessments and, in concert with the client, design, implement and evaluate individual and group program plans. Students will demonstrate activity analysis and adaptation in the leadership of small group activities. Students will establish effective working relations with field personnel as they work within agencies which offer therapeutic recreation and / or recreation health promotion services.</p>		
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Practicum Seminar</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Seminar: 15 hours/semester Practicum: 175 hours/semester Total: 190 hours/semester</p> <p>Number of Weeks per Semester:</p> <p>Flexible delivery ranging from 1 to 15 weeks</p>	<p>H: Course Prerequisites:</p> <p style="text-align: center;">THRT 2307 and THRT 2306</p>	
	<p>I: Course Corequisites:</p> <p style="text-align: center;">NIL</p>	
	<p>J: Course for which this Course is a Prerequisite</p> <p style="text-align: center;">THRT 4855 and THRT 4806</p>	
	<p>K: Maximum Class Size:</p> <p style="text-align: center;">12</p>	
<p>L: PLEASE INDICATE:</p> <div style="display: flex; align-items: flex-start; margin-bottom: 10px;"> <input style="width: 30px; height: 20px; margin-right: 10px;" type="checkbox"/> Non-Credit </div> <div style="display: flex; align-items: flex-start; margin-bottom: 10px;"> <input style="width: 30px; height: 20px; margin-right: 10px;" type="checkbox"/> College Credit Non-Transfer </div> <div style="display: flex; align-items: flex-start;"> <input checked="" style="width: 30px; height: 20px; margin-right: 10px;" type="checkbox"/> College Credit Transfer: </div> <p style="font-size: small; margin-top: 10px;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

M: Course Objectives / Learning Outcomes

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

1. demonstrate professional skills in the practice of therapeutic recreation and recreation health promotion
2. demonstrate knowledge of the agency and the delivery of recreation services
3. apply systems theory in developing comprehensive, leisure related client assessments and individual program plans
4. develop therapeutic relationships with individuals and groups based upon the values and skills of the profession
5. demonstrate helping relationships and skills
6. demonstrate awareness of group dynamics and leadership skills
7. demonstrate recreation activity analysis and activity adaptation skills
8. design, implement and evaluate recreation, therapeutic recreation and / or health promotion programs

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

- Self awareness and self evaluation skills
- Seek and accept feedback
- Safe practice and safety awareness including personal hygiene procedures
- Effective working relationships with colleagues
- Effective client interaction skills
- Confidentiality in all communications concerning the agency
- Personal wellness and appropriate work habits
- Respond to the changing needs of the agency, balancing flexibility and organizational skills
- Adherence to agency policies and procedures

Knowledge of Agency

- Organizational structure, philosophy, goals
- Recreation department (equivalent) goals, philosophy, practitioner role
- Application of therapeutic recreation service models

Helping Relationships and Skills

- Client-centred, age appropriate approach to all interventions
- Helping relationships built upon humanistic values
- Basic communication and interview skills
- Problem management/opportunity development approach to helping
- Helping skills and discussions about healthy leisure lifestyles

Assessment and Individual Program Planning

- Describes the disabling condition(s) of the client
- Analyses the systems: 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
- Implements, monitors and evaluates the plan

<p>Activity Analysis, Selection, and Adaptation</p> <ul style="list-style-type: none"> • Activity analysis • Activity adaptation <p>Program Planning and Leadership</p> <ul style="list-style-type: none"> • Breadth and depth in recreation activity skills • Effective group leadership • Activity analysis and adaptation skills • Group assessment, awareness of group dynamics and needs • Session plan • Implements and evaluates the program
<p>O: Methods of Instruction</p> <ul style="list-style-type: none"> • practicum site selection and placement • practicum small and large group seminars
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>A list of recommended textbooks and materials is provided for students at the beginning of each semester.</p> <p>Resources include:</p> <ul style="list-style-type: none"> • textbooks and materials from relevant theory courses
<p>Q: Means of Assessment</p> <p>This course will conform to Douglas College policy regarding the number and weighting of evaluations. An evaluation booklet and schedule is presented at the beginning of the course. This is a Mastery/Non-Mastery course.</p>
<p>R: Prior Learning Assessment and Recognition:</p> <p>Open for PLAR</p>

Course Designer(s): Therapeutic Recreation Faculty

Education Council / Curriculum Committee
Representative

Dean

Registrar