

M: Course Objectives / Learning Outcomes

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

1. discuss the patterns, effective approaches, issues, and diversity in communication among persons in primary partnerships and families
2. compare and contrast definitions, descriptions, theories and constructs of community development
3. compare and contrast models of community development, specifically, Asset Based Community Development
4. discuss the relationship between leisure education and community development
5. create ways to enable change in a community

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

Family and Community

- Structure and diversity of family and community
- Patterns and issues of communication in families and communities
- Diversity in families and communities including: decision-making, problem-solving, power relations, gender issues, managing differences in expectations, and the influences of culture and economics

Fundamental Planning Approaches and Models

- Community Development Approach
 - Asset Based model
 - Active Living model
- Social Marketing Approach
 - Diffusion theory
 - Active Living model
- Social Action Approach
 - Advocacy

Community Development

- Ways of understanding community, relational and geographical perspectives
- Community development defined
- Community building: empowerment, organization, acting collectively
- Community organizations and organizers
- The setting for community organization
- Mobilizing and determining community goals
- Social action campaigns

Community Development and Leisure Education

- Educating the community for developmental opportunities in leisure
- Community development through leisure education
- Edutainment, leisure education and community development
- Serious leisure and community development

Community: Organizing for Change and Development

- Preparation – understanding community, selection of model(s), understanding issues
- Planning for change through leisure and recreation
- The change process in action
- Evaluating change

<p>O: Methods of Instruction</p> <p>Lecture/discussion Community experiences Student debates/presentations</p>
<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"> • Selected readings from a variety of therapeutic recreation and health sources • Selected audio-visual and computer resources • Selected readings from books and journals
<p>Q: Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <p>An evaluation schedule is presented at the beginning of the course. Typical means of evaluation will include a combination of written assignments, presentations and testing.</p> <p>This is a graded 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