

EFFECTIVE: SEPTEMBER 2006 CURRICULUM GUIDELINES

А.	Division:	Instructional Division	E	ffective Date:		September, 2006	
B.	Department / Program Area:	Faculty of Child, Family & Community Studies: Therapeutic Recreation		evision		New Course	X
C:	THRT 3602	D: Leisure E	R D C	Revision, Section(s) evised: ate of Previous Revisio urrent Date: on	n:	25 November 200 E: 2)4
	Subject & Cou	rse No. Descrip	otive T	itle	Sen	nester Credits	
F:	Calendar Descri	iption:					
	This course examines the philosophy, theory and methods of a variety of leisure education orientations. Leisure education will be examined in relation to theories of leisure, serious leisure, flow and community development. Students will acquire the skills to plan, implement and evaluate a small group leisure education program and a series of individual leisure education interventions.						
G:	Allocation of Co / Learning Settin	ontact Hours to Type of Instruction ngs	H:	Course Prerequisites			
		Primary Methods of Instructional Delivery and/or Learning Settings: Lecture/Practice Number of Contact Hours: (per week / semester for each descriptor) 40 hours		THRT 1101 and TH	IRT 110	02	
	Lecture/Practic			I: Course Corequisites: NIL			
				Course for which thi THRT 4855	which this Course is a Prerequisite		
	40 hours						
			K:	Maximum Class Size	e:		
	Number of Wee	ks per Semester: 10 weeks		30			
		y ranging over 1 to 15 weeks					
L:	PLEASE INDI	CATE:					
	Non-Cred	it					
	College C	redit Non-Transfer					
	x College C	redit Transfer:					
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<u>www.bccat.bc.ca</u>)						

M:	Соι	Course Objectives / Learning Outcomes				
	Upon successful completion of this course, the student will be able to:1. review current research in the areas of leisure, leisure and coping and leisure education					
	2.	compare and contrast the philosophy, theory, and methods of specific leisure education orientations				
3. discuss the relationship between serious leist		discuss the relationship between serious leisure, community development and leisure education				
	4.	4. review leisure theory and teaching and learning practices, to create a theoretical base and a skill set necessary for the application of leisure education				
	5.	design a leisure education program for a specific client group				
	6.	design a series of leisure education interventions appropriate for individual clients				
	7.	implement and evaluate leisure education interventions				
N:	Cou	Course Content: The following global ideas guide the design and delivery of this course:				
	Lei	sure				
	•	Review the theoretical constructs of leisure				
	•	Review definitions and theories of leisure, flow, leisure and work consciousness				
	•	Review individual, family, community and global leisure perspectives and values				
	•	Review leisure awareness, health benefits, lifestyle choices Describe serious leisure				
	•	Describe leisure and coping skills				
	Lei	sure Education				
	Define leisure education					
	 Describe current theories of leisure education and apply to leisure theory 					
	• Describe models of leisure education: Dattilo, Mundy and Peterson & Stumbo.					
	• Describe the benefits of leisure education					
	• Describe the components of a leisure education program, including leisure awareness, self awareness					
	 leisure skills (activity, problem solving, interpersonal, planning, etc.) and awareness of leisure reso Describe how leisure education is "infused" into existing programs and services 					
	Serious Leisure, Community Development and Leisure Education					
	 Compare and contrast definitions of serious and casual leisure Describe the relationship between leisure education, optimal leisure lifestyle and serious and leisure 					
	 Describe the vital role the systematic pursuit of meaningful and lifelong serious leisure (leisure educ plays in community development 					
	•	Describe global "edutainment' and describe how leisure education, as part of edutainment has to be incorporated into the community development process				
	Teaching and Learning					
	•	Review basic helping skills and group leadership skills				
	 Demonstrate a leisure interview Describe a wide range of teaching techniques including: values clarification, critical thinking etc. 					
	•	Acquire a variety of wellness, health promotion and leisure education activities				
	•	Identify community leisure resources				
	•	Demonstrate a variety of teaching techniques for individuals and for groups				
	Leisure Education: Applied					
	•	Synthesize leisure theory and teaching and learning theory to create a model for leisure education				
	Design an individual leisure education programDesign a leisure education program for a specific group					

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0:	Methods of Instruction	
	Lecture/discussion Group work Demonstrations/practice sessions Community 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 se Resources include:	emester.
	 Selected readings from a variety of therapeutic recreation practice textbooks Selected audio-visual and computer resources Selected readings from books and journals 	
Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number weighting of evaluations.	and
	An evaluation schedule is presented at the beginning of the course. Typical means of evaluation we combination of written assignments, presentations and testing.	vill include a
	This is a graded course.	
R:	Prior Learning Assessment and Recognition:	
	Open for PLAR	

Course Designer(s) Therapeutic Recreation Faculty

Education Council / Curriculum Committee Representative

Dean

Registrar

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