



**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  X

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

**C:** THRT 4802 **D:** Current Issues and Trends in Recreation and Health Promotion **E:** 2

Subject & Course No.	Descriptive Title	Semester Credits						
<b>F:</b> Calendar Description:  This course examines critical issues and current trends in recreation, therapeutic recreation and health promotion. Discussions are based upon different perspectives and dimensions of diversity. Topic examples include: professionalization, health issues in Canada and contemporary leisure trends, concepts and values.								
<b>G:</b> Allocation of Contact Hours to Type 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:  Flexible delivery ranging over 1 to 15 weeks	<b>H:</b> Course Prerequisites:  THRT 4704							
	<b>I:</b> Course Corequisites:  NIL							
	<b>J:</b> Course for which this Course is a Prerequisite  THRT 4855							
	<b>K:</b> Maximum Class Size:  30							
<b>L:</b> PLEASE INDICATE: <table border="1" style="margin-left: 20px;"> <tr> <td align="center"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td align="center"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td align="center"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p align="center">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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**M:** Course Objectives / Learning Outcomes

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

1. analyze different perspectives and dimensions of diversity
2. analyze current issues in the emerging professions of therapeutic recreation and recreation health promotion
3. analyze issues in health and health care delivery
4. analyze the trends and challenges of leisure in a changing Canada
5. synthesize knowledge of health and leisure in developing a comprehensive understanding of the future of therapeutic recreation and recreation health promotion services

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

## The Individual Leisure Experience

## Diversity

- Benefits and challenges
- Cultural awareness
- Dimensions of diversity
- Affirmative action
- Managing benefits and minimizing challenges of diversity

## Professionalization

- Philosophical and historical issues, role and identity
- Professional affiliation and organization
- Credentialing issues
- Body of knowledge issues
- Standards of practice
- Legislative and political issues
- Research issues
- International issues

## Health Issues in Canada

- Conditions and diseases: obesity, diabetes, immune system disorders, cardiovascular, AIDs
- Mental health, addictions
- Environmental health
- Medications, alternative treatments, palliative care

## Health Care Delivery Systems

- Health legislation, regulations, acts
- Health organizations
- Current service delivery challenges and issues
- Management and delivery at a local, community-based level
- Citizen-centred service delivery
- Education and employment in health
- Reforming health care in Canada

## Leisure: Contemporary Trends and Challenges

- Demographic trends, racial and ethnic influences and gender influence on leisure lifestyles
- Values, challenges and expectations of the leisure experience
- Work and free-time shifts, leisure decline myth or reality
- Major trends and events effecting leisure and recreation services

<ul style="list-style-type: none"> <li>• Public, voluntary, commercial, therapeutic recreation, private, school-based, employee service systems and partnerships</li> <li>• Challenges to the leisure service movement</li> <li>• Technology and leisure, edutainment</li> <li>• Outlook for the future: alternative views</li> </ul>
<p><b>O:</b> Methods of Instruction</p> <ul style="list-style-type: none"> <li>• Lecture and larger group discussion</li> <li>• Small group discussion and activity</li> <li>• Media</li> <li>• Oral Presentations</li> <li>• Guest Speakers</li> </ul>
<p><b>P:</b> 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 the semester.</p> <p>Resources include:</p> <ul style="list-style-type: none"> <li>• Selected readings from a variety of therapeutic recreation practice textbooks</li> <li>• Selected audio-visual and computer resources</li> <li>• Selected readings from books and journals</li> </ul>
<p><b>Q:</b> 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><b>R:</b> Prior Learning Assessment and Recognition:</p> <p>Open for PLAR</p>

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Course Designer(s) Therapeutic Recreation Faculty

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Education Council / Curriculum Committee Representative

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Dean

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Registrar