

EFFECTIVE: SEPTEMBER 2006 CURRICULUM GUIDELINES

Α.	Division:	Instructional Division		Effective Date:		September, 2006	
В.	Department / Program Area:	Faculty of Child, Family and Community Studies: Therapeutic Recreation	Re	evision		New Course	X
			Re Da	Revision, Section(s) evised: ate of Previous Revisionarrent Date:	n:	25 November 200	4
C:	THRT 4905	D : Wellness				E: 1	•
	Subject & Cou	rse No. Descri	iptive Ti	tle	Sem	nester Credits	
F:	Calendar Description: This experiential course introduces the theory and practice of coaching. Students will demonstrate the skills and qualities of a wellness coach as they create alliances with clients who are aiming to achieve high-level wellness and to manifest their full potential in life. Key concepts include: core coaching values and beliefs, essential wellness coaching concepts, skills and processes.						
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings:		H:	Course Prerequisites THRT 3504	:		
	Lecture/Practice		I:	Course Corequisites:			
	Number of Contact Hours: (per week / semester for each descriptor) 20 Hours Number of Weeks per Semester:		J:	Course for which thi	s Cours	se is a Prerequisite	
				NIL			
			K:	Maximum Class Size	2 :		
	Flexible delivery ranging over 1 to 15 weeks			30			
L:	x College C		DETAIL	S (www.bccat.bc.ca)			

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M: Course Objectives / Learning Outcomes

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

- 1. apply core coaching values to the coaching process
- 2. analyze essential coaching concepts
- 3. apply skills and concepts to health coaching
- N: Course Content: The following global ideas guide the design and delivery of this course:

Coaching Values in Practice

- Views people as creative, resourceful and whole
- Values excellence, realizing maximum human potential
- Acts upon the principles of self-determination and self-efficacy

Coaching Concepts

- Co-Active Coaching
- Active collaboration, alliance between coach and client
- Coaching specialties
- High-level wellness

Health Coaching Skills and Qualities

- Establishing a relationship based upon authenticity and connection
- Levels of listening
- Empowerment skills
- Challenge and goal setting skills
- Designing a partnership, collaborating to achieve optimal potential
- · Holding the client's agenda and moving action forward

O: Methods of Instruction

- Lecture / Discussion
- Role play coaching and feedback
- Media
- **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 semester.

Resources include:

- Selected readings from a variety of TR 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 and weighting of evaluations.

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.

This is a graded course.

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R:	Prior Learning Assessment and Recognition: Open for PLAR			
Cours	e Designer(s) Therapeutic Recreation Faculty	Education Council / Curriculum Committee Representative		
Dean		Registrar		

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