

# **EFFECTIVE: SEPTEMBER 2006 CURRICULUM GUIDELINES**

A.	Division:	Instructional Division	Effective Date:	September, 2006	
В.	Department / Program Area:	Faculty of Child, Family & Community Studies: Therapeutic Recreation	Revision	New Course X	
			If Revision, Section(s) Revised: Date of Previous Revision	n:	
C:	THRT 1101	<b>D</b> : Therapeutic	Current Date: Recreation Foundations	25 November 2004 <b>E:</b> 3	
	Subject & Cou	rse No. Descrip	tive Title	Semester Credits	
F:	Calendar Descri	ption:			
	This course introduces the philosophical and theoretical concepts of therapeutic recreation. The theoretical concepts are examined and applied in the form of therapeutic recreation service models, which provide direction for the development and delivery of therapeutic recreation. The therapeutic recreation process of assessment, planning, implementation and evaluation is introduced and applied in examining a broad range of consumer services. The development of therapeutic recreation as a profession is also addressed.				
G:	/ Learning Setting		H: Course Prerequisites:	:	
	Primary Method Learning Setting	ls of Instructional Delivery and/or gs:	I: Course Corequisites:		
	Lecture/Practice		NIL		
	Number of Cont for each descrip	tact Hours: (per week / semester tor)	<b>J:</b> Course for which this	s Course is a Prerequisite	
	60 hours			RT 3602 and THRT 2307	
	Number of Wee	ks per Semester:	K: Maximum Class Size	2:	
	Flexible Deliver	ry ranging over 1 to 15 weeks	30		
L:	PLEASE INDI	CATE:			
	Non-Credi	it			
	College Cı	redit Non-Transfer			
	x College Cı	redit Transfer:			
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)				

THRT 1101 Page 2 of 3

# M: Course Objectives / Learning Outcomes

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

- 1. describe the philosophical and theoretical basis for therapeutic recreation service
- 2. develop a philosophy of therapeutic recreation
- 3. compare and contrast therapeutic recreation service models
- 4. describe the therapeutic recreation process
- 5. describe the development of the rapeutic recreation as a profession

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

Therapeutic Recreation: Theoretical and Philosophical Basis

- Define therapeutic recreation (TR)
- TR and health, wellness and quality of life
- The leisure perspective
- Humanistic values of therapeutic recreation

### Therapeutic Recreation Process

- TR process; Assess, Plan, Implement, Evaluate (APIE)
- Purpose and process of client assessment
- Methods and skills of observation
- Leisure assessment methods and tools

## Therapeutic Recreation Service Models

- The historical foundations of therapeutic recreation as a service
- Therapeutic recreation service models, including: the Leisure Ability Model and the Health Protection/Health Promotion Model
- The Leisure Ability Model applied to understanding therapeutic recreation service within a specific agency

#### Therapeutic Recreation as a Profession

- Explore the historical foundations of therapeutic recreation
- Describe the current status of therapeutic recreation as a profession
- Future trends for the rapeutic recreation

#### **O:** Methods of Instruction

- Lecture / discussion
- Small group work
- Case studies
- Demonstration
- Community experiences

# **P:** Textbooks and Materials to be Purchased by Students

A list of recommended textbooks and materials is provided for students at the beginning of the semester.

### Resources include:

- Selected readings from a variety of therapeutic recreation practice textbooks
- Selected audio-visual and computer resources
- Selected readings from books and journals

THRT 1101 Page 3 of 3

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				
D.	Drien Learning Assessment and Descention.				
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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