



**EFFECTIVE: JANUARY 2009
CURRICULUM GUIDELINES**

A. Division: **Education** Effective Date: **January 2009**

B. Department / Program Area: **Faculty of Child, Family and Community Studies
Therapeutic Recreation** Revision New Course

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

C: **THRT 3710** D: **Community Action Research** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description:</p> <p>The purpose of the course is to provide a set of specific research skills that will enable therapeutic recreation professionals to deal effectively with many of the research issues that confront them as they work with multi-disciplinary health and recreation teams. The course provides clear guidelines, skills and direction to enable neophyte practitioner researchers to move comfortably through a process of scientific inquiry that provides effective solutions to significant day-to-day problems in their ever growing accountable work lives.</p>		
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>60 Hours</p> <p>Number of Weeks per Semester:</p> <p>Flexible delivery ranging over 2 to 15 weeks</p>	<p>H: Course Prerequisites:</p> <p>THRT 3601 and (THRT 2455 or THRT 2444)</p>	
	<p>I: Course Corequisites:</p> <p>NIL</p>	
	<p>J: Course for which this Course is a Prerequisite</p> <p>THRT 4855</p>	
	<p>K: Maximum Class Size:</p> <p>30</p>	
<p>L: PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer:</p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>		

M: Course Objectives / Learning Outcomes

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

1. explain when and how quantitative and qualitative research methods would be applied in the field of therapeutic and general community recreation
2. apply the theoretical foundations of action research
3. construct an effective action research plan
4. apply the different ways of gathering information that assist research participants in extending their understanding of the “problem” being studied
5. describe the process through which stakeholders interpret and analyse the information and data collected in the research process
6. explain possible procedures that will enable community agencies to formulate practical solutions to their research “problems”
7. design a research proposal in collaboration with a therapeutic or community recreation agency or group that would meet the research needs of the agency in question.

N: Course Content:

Quantitative and qualitative research methods

- Research: Deductive and inductive process of scientific inquiry
- Strengths and limitations of each
- When and how to use each

Theoretical foundations of action research

- Introduction to principles of action research
- Basic action research model
- Community-based action research: Participatory approaches to inquiry
- The cultural style of action research: Capacity-building processes
- The role of the researcher

Effective action research plan

- Designing effective research
- Seeking consensus: Constructing meaningful research
- The ethics of community-based action research

Ways of gathering information that assist research participants in extending their understanding of the “problem” being studied

- Gaining insight: Gathering data
- Sources of information and data
- Reviewing the literature: Evidence from research studies

Process through which stakeholders interpret and analyse the information and data

- Interpreting and analyzing information and data
- Analysis and interpretation I: Distilling the data
- Analysis and interpretation II: Enriching the analysis
- Extending understanding: Frameworks for interpretation

Procedures that will enable community agencies to formulate practical solutions to their research “problems”

- Resolving problems – Planning and implementing sustainable solutions
- Identifying priorities for action
- Action plans – plan a series of steps or tasks that will enable the research process to achieve a solution of the issue(s) investigated

	<p>Antecedent socio-political, economic and management considerations that shape the formulation of the community action based research process</p> <ul style="list-style-type: none"> • Strategic planning for sustainable change and community development • Managing processes of change and development • Strategic planning • Operational statement: Enacting the vision • Political dimensions • Financial dimensions • Guiding the research process • Evaluating
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> • Lecture/Discussion • Community experiences • Student dialogue/presentations • Media-poster presentation, internet, videos, DVD
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p>Stringer, E.T. Action research. Thousand Oaks, California: Sage, 2007.</p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <p>Attendance and participation Mid-Term test Final exam Interim research proposal reports Group research proposal project</p> <p>This is a graded course</p>
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.</p> <p>Available for PLAR</p>

Course Designer(s): **Dr. Joseph Levy**

Education Council / Curriculum Committee Representative

Dean: **Jan Carrie**

Registrar