

M: 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 leisure, community development and leisure education
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: Course Content: The following global ideas guide the design and delivery of this course:

Leisure

- 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

Leisure 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 resources
- 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 casual leisure
- Describe the vital role the systematic pursuit of meaningful and lifelong serious leisure (leisure education) 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 program
- Design a leisure education program for a specific group

O: 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 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

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.

R: Prior Learning Assessment and Recognition:

Open for PLAR

 Course Designer(s) Therapeutic Recreation Faculty

 Education Council / Curriculum Committee Representative

 Dean

 Registrar