



EFFECTIVE: SEPTEMBER 2006
CURRICULUM GUIDELINES

A. Division: Instructional Division Effective Date: September 2006
B. Department / Program Area: Faculty of Child, Family & Community Studies: Therapeutic Recreation Revision [] New Course [X]
C: THRT 2306 D: Introduction to Inclusion and Community Recreation Integration E: 3
Current Date: 25 November 2004

Table with 3 columns: Subject & Course No., Descriptive Title, Semester Credits

F: Calendar Description:

This course introduces a variety of perspectives on inclusion and encourages awareness of self and society as students examine values, feelings and behaviours in relation to issues of diversity. Students will apply systems and

Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Practice

Table with 2 columns: Descriptors (Number of Contact Hours, Number of Weeks, Flexible Delivery) and Course Information (THRT 4806, Maximum Class Size: 30)

L: PLEASE INDICATE:

Non-Credit

M: Course Objectives / Learning Outcomes

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

1. engage in ongoing self reflection and recognize the importance of self awareness to effective practice in recreation and health promotion
2. apply the phenomenological perspective when seeking to understand the complexity of diversity
3. apply systems theory to comprehend the socio-cultural, environmental, physical and psychological aspects of diversity
4. describe the values of a humanistic perspective in working with diverse individuals and groups
5. adopt a consumer-centred philosophy in the promotion of inclusive practice and community recreation integration

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

Self Awareness

- Personal beliefs, attitudes, values, feelings and behaviours in understanding disability issues
- Self-reflection and self-awareness
- The impact of personal and professional values on potential practice in recreation and health promotion

Phenomenological Perspective – compares and contrasts:

- Perceptions of ability/disability
- A historical perspective, evolution of services
- The process of devaluation: segregation, institutionalization
- Human rights: punishment, poverty, restrictions, advocacy

Systems Theory

- A holistic, ecological perspective
- Socio-cultural, environmental and psychological factors
- Individual, family, community perspectives
- Systems common in recreation and health promotion

Humanistic Perspective: Therapeutic Relationships –

- Strategies to contribute to self reliance, interdependence and quality of life
- Building the helping relationship: values and therapeutic recreation
- Pragmatism, competence, respect, genuineness
- Helping clients develop self-efficacy
- Client self-determination, dignity of risk, image enhancement

Inclusive Practice and Community Recreation Integration

- Person-centred approach to recreation and health promotion
- Overview of disabling conditions
- Principle of empowerment: choice, participation, support, self-help
- Barriers to equal access: physical and psychological
- Values, social roles and their implications for leisure, recreation and health
- Community and community building
- Recreation integration
- Elements of community integration including: physical and psychological access, interdependence, relationships, friendships, and community
- Types and processes of advocacy

<p>O: Methods of Instruction</p> <ul style="list-style-type: none"> • Lecture/discussion • Group work • Simulations
<p>P: 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 each semester.</p> <p>Resources include:</p> <ul style="list-style-type: none"> • Selected readings from a variety of textbooks • Selected audio-visual and computer resources • Selected readings from books and journals • fine arts, adaptive equipment and supplies
<p>Q: 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>R: Prior Learning Assessment and Recognition:</p> <p>Open for PLAR</p>

Course Designer(s) Therapeutic Recreation Faculty

Dean

Registrar