



**EFFECTIVE: SEPTEMBER 2006**  
**CURRICULUM GUIDELINES**

<b>A.</b>	Division:	Education	Effective Date:	September 2006		
<b>B.</b>	Department / Program Area:	Faculty of Child, Family & Community Studies: Therapeutic Recreation	Revision	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="text-align: center;">X</td> </tr> </table> New Course <table border="1" style="display: inline-table; vertical-align: middle; margin-left: 20px;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>	X	
X						
			If Revision, Section(s) Revised:	D		
			Date of Previous Revision:	25 November 2004		
			Current Date:	28 April 2006		
<b>C:</b>	THRT 2407	<b>D:</b> Valuing Diversity: Therapeutic Recreation and Physical and Developmental Disabling Conditions	<b>E:</b>	3		

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Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description:		

The purpose of this course is to give the student an appreciation of the changes, diversity and needs of people with different abilities and cultural experiences. Therapeuti

**M:** Course Objectives / Learning Outcomes

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

1. describe a variety of physical, neurological, and developmental disabling conditions
2. describe a variety of life altering illnesses and conditions
3. discuss the social implications of illness including cultural differences
4. discuss the role and benefits of leisure and recreation experiences
5. use therapeutic recreation frameworks and interventions to solve problems relating to diversity in abilities, disabilities and culture
6. design therapeutic recreation programs
7. discuss recreation program adaptations needed during leadership of recreation experiences

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

## Disabling Conditions:

- Changes and its impact on the child, adolescent, and adult
- Adjustment to disability theory
- Stress and its management
- Developmental disabilities: autism, mental retardation, fetal alcohol syndrome, cerebral palsy, attention deficit hyperactivity disorder, learning disabilities
- Respiratory disorders: asthma, cystic fibrosis
- Physical impairments: obesity, eating disorders
- Neurological impairments: acquired brain injury, multiple sclerosis, spinal cord injury,
- Life altering and threatening illnesses: cancer, chronic pain
- Ethnicity, gender, cultural and socioeconomic influences

## Social Implications of Illness

- Issues with respect to sudden illness
- Issues with respect to social attitudes that equate slimness with beauty
- Adjustment to disability – perceived and actual losses
- Cultural implications of disability and illness

## Leisure

- The health benefits and the value of leisure
- The role of leisure in the health of people
  - Overcoming losses
  - Physical, social and emotional health
  - Social support networks

## Therapeutic Recreation Frameworks and Interventions to Solve Problems

- Therapeutic touch
- Environmental/therapeutic milieu
- Non verbal (augmentative) communication
- Behaviour management practices, including behaviour modification
- Physical recreation activities as a therapeutic intervention
- Sensory stimulation
- Leisure activities and experiences
  - Physical, social, cognitive, emotional and spiritual activities
- Activity adaptation
- Emergent situational needs
- Activity adaptation
- Activity analysis

<b>O:</b>	<p>Methods of Instruction</p> <p>Lecture Group work Student/media presentations Community experiences Skill development</p>
<b>P:</b>	<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. Resources include:</p> <ul style="list-style-type: none"> <li>• Selected readings from a variety of TR practice textbooks</li> <li>• Selected audio-visual and computer resources</li> <li>• Selected readings from books and journals</li> </ul>
<b>Q:</b>	<p>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>
<b>R:</b>	<p>Prior Learning Assessment and Recognition:</p> <p>Open for PLAR</p>

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 Course Designer(s) Therapeutic Recreation Faculty

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 Education Council / Curriculum Committee Representative

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 Dean

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 Registrar