



## **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                     

If Revision, Section(s) Revised:  
Date of Previous Revision:                      25 November 2004  
Current Date:                      **E:** 2

**C:** THRT 4704                      **D:** Wellness: Leisure and Community Health

**M:** Course Objectives / Learning Outcomes

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

1. review systems theory to describe family and community structures and processes
2. apply concepts of leisure to deepen understanding of family and community health
3. discuss population health and its relation to Health Canada's policy and program development
4. compare and contrast healthy community and school models, identifying the role of therapeutic recreation and recreation health promotion
5. compare and contrast the relationship between community health and community development
6. apply therapeutic recreation and recreation health promotion practices in work with community health partners

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

#### Family and Community Systems and Health

- Family and community structures and processes
- Systems theory and family and community health

#### Leisure, Family and Community Health

- Benefits of leisure to families and communities
- Leisure and recreation experiences build strong families and strong communities
- Leisure, friendship and social support are the building blocks for community health
- Wellness requires belonging and interconnectedness
- Community recreation reduces alienation, loneliness and anti-social behaviour
- Community as a resource for health promotion
- Safe places and optimal wellness environments can be created through recreation and leisure

#### Population Health

- Description and definition
- Key elements
- Social, economic and environmental factors
- Policy and program development
- Leisure and recreation

#### Community Health Partners and Services

- Mental health partners
- School health teams
- Community recreation centres

#### Community Health: Models and Planning

- Community development models: Active Living, Benefits Based Approach, Healthy Communities
- Leisure and recreation as key components in community health
- Parks and leisure community resources
- Working with community health partners

#### School Health: A Component of Community Health

- Issues and concerns
- Comprehensive School health – Healthy school policy, programs
- Healthy Schools model
- Working with school health partners

<p><b>O:</b> Methods of Instruction</p> <p>Lecture/discussion          Community experiences          Student debates/presentations          Media – videos, DVD</p>
<p><b>P:</b> 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"> <li>• Selected readings from a variety of therapeutic recreation practice textbooks</li> <li>• Selected audio-visual and computer resources</li> <li>• Selected readings from books and journals</li> </ul>
<p><b>Q:</b> 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><b>R:</b> Prior Learning Assessment and Recognition:</p> <p>Open for PLAR</p>

\_\_\_\_\_  
 Course Designer(s) Therapeutic Recreation Faculty

\_\_\_\_\_  
 Education Council / Curriculum Committee Representative

\_\_\_\_\_  
 Dean

\_\_\_\_\_  
 Registrar