



**Douglas
College**

CURRICULUM GUIDELINES

A: Division: **Instruction**

Date:

25 October 2001

B: Department/
Program Area: **Faculty of Child, Family and**

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M: Course Objectives/Learning Outcomes
Upon successful

<p>N: continued</p> <p>6. Leadership skills</p> <ul style="list-style-type: none"> • Planning <ul style="list-style-type: none"> • Needs assessment • Cultural and developmental appropriateness • Developing objectives • Values congruity in recreation planning • Generating program solutions • Screening members • Explaining the group process and purpose • Engaging members/drawing out • Tone setting • Cutting off/limit setting • Holding, shifting or deepening the focus • Using rounds and dyads • Using and processing exercises and activities • Evaluating groups and activities <ul style="list-style-type: none"> • Process • Mid point • Summative <p>7. Therapeutic use of groups and activities</p> <ul style="list-style-type: none"> • Enhancing individual development • Whittaker's typology of individual variables • Using non-traditional activities • Play and art therapy
<p>O: Methods of Instruction</p> <p>Lecture/discussion</p> <p>Demonstration</p> <p>Group presentations</p>
<p>P: Textbooks and Materials to be Purchased by Students:</p> <p>To be determined</p>
<p>Q: Means of Assessment</p> <p>This course will conform to Douglas College Policy regarding the number and weighting of evaluations. This will include but not be limited to: written assignments, group presentations, and analysis of skill development.</p>

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR
Yes

Course Designer(s): **Doug Estergaard and Dave Burgess**

Education Council/Curriculum Committee Representative

Dean: **Jan Lindsay**

Registrar:

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