

COURSE NAME: REC117 Foundations of Therapeutic Recreation

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

This course will introduce students to the field of therapeutic recreation, as well as the roles and responsibilities of the recreation therapist. Students will explore the concepts of recreation, leisure and play and their significance to health, well-being, and quality of life. This course will introduce historical foundations of therapeutic recreation, theoretical models of practice, standards of practice and professional associations. The therapeutic recreation process will be reviewed in consideration of diverse health care and human service settings.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation, Treaty #10 in the Robinson Huron Treaty of 1850 since time immemorial.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

- | | |
|--|--|
| 1.0 Define terms and concepts associated with the field of therapeutic recreation. | recreation profession. |
| 1.1 Distinguish between recreation, leisure, and play. | 2.3 Identify the education, skills, and qualifications of a recreation therapist. |
| 1.2 Define health, well-being and quality of life. | 2.4 Explore professional memberships and benefits. |
| 1.3 Discuss the importance of recreation and leisure to support quality of life. | 2.5 Recognize current designation and certification opportunities for recreation therapists. |
| 1.4 Recognize concepts of barriers and constraints to leisure participation. | 2.6 Examine standards of practice and codes of ethics related to therapeutic recreation. |
| 1.5 Describe inclusion with respect to recreation and leisure participation. | 2.7 Recognize the role of therapeutic recreation in diverse populations to include, but not limited to, the aging population, mental health, physical rehabilitation, pediatrics, and people with intellectual disabilities. |
| 1.6 Explain the difference between person first and identity first language. | 2.8 Explore the range and scope of career opportunities in therapeutic recreation. |
| 1.7 Define therapeutic recreation. | 2.9 Consider the future role of therapeutic recreation in our society. |
| 1.8 Articulate the benefits of therapeutic recreation. | 2.10 Understand the role that research plays in development of therapeutic recreation service |
| 2.0 Examine the development of the therapeutic recreation profession. | |
| 2.1 Review the history of therapeutic recreation. | |
| 2.2 Discuss the current state of the therapeutic | |

- delivery.
- 3.0 Explore therapeutic recreation service delivery models.
- 3.1 Discuss strength based and person centered approaches.
- 3.2 Differentiate between various models of therapeutic recreation service delivery.
- 3.3 Explain the components of each model and outcomes of implementation.
- 3.4 Discuss strengths and limitations of various therapeutic recreation models.
- 3.5 Connect the concepts of each model to practical service delivery by the recreation therapist.
- 3.6 Apply therapeutic recreation models to various populations and agency settings.
- 4.0 Explain the roles and responsibilities of the recreation therapist.
- 4.1 Describe the therapeutic recreation process.
- 4.2 Discuss how Assessment, Planning, Implementation, Evaluation, Documentation (APIED) is used by the recreation therapist.
- 4.3 Discuss the therapeutic recreation process in various health care and human service practice settings.
- 5.0 Gain exposure to the recreation therapist's role within an interprofessional practice.
- 5.1 Identify the domains of the National Interprofessional Competency Framework.
- 5.2 Clarify the role and scope of a recreation therapist in a interprofessional context or setting.
- 5.3 Articulate the benefits of interprofessional collaboration.
- 5.4 Identify barriers to interprofessional collaboration.
- 5.5 Participate in an exposure-level interprofessional activity or event.
- 5.6 Reflect on your role in and contribution to an interprofessional activity or event.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Recreation Therapy

1. assess recreation and leisure needs of people with disabling conditions.
3. plan, implement, and evaluate recreation therapy treatment programs.
5. analyze recreation therapy activities.
7. collaborate with inter-professional team to safely and effectively manage therapeutic recreation services.
8. inform and educate other health care disciplines.
12. develop plans for ongoing personal and professional growth and development.
13. assess career opportunities, trends, and issues related to therapeutic recreation.

Recreation Therapy - Fast Track

1. assess recreation and leisure needs of people with disabling conditions.
2. use accepted forms of documentation to prepare reports.
3. plan, implement, and evaluate recreation therapy treatment programs.
5. analyze recreation therapy activities.
8. inform and educate other health care disciplines.
12. develop plans for ongoing personal and professional growth and development.
13. assess career opportunities, trends, and issues related to therapeutic recreation.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

None

COURSE EVALUATION

Quizzes - 45%

Assignments and Course Activities - 55%

PROGRAM SPECIFIC GRADING

Per College Grading System, 50% required to pass.

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F- Repeat Course, included in GPA
								FS- Failure Supplemental
								FR- Repeat course, excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

Course Textbooks:

Required:

Title: Foundations of Therapeutic Recreation

ISBN: 978-1-4925-4367-1

Edition: 2nd

Author: Terry Long & Terry Robertson

Other Resources:

As per Canadore's BYOD requirements (<https://www.canadorecollege.ca/bring-your-own-device>), students will need a device capable of running the desktop version of Excel (software provided for free as part of Office 365 package upon registration with the college).

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

Class lectures, discussions, assignments, interprofessional education (involvement).

DELIVERY MODE

This course may be delivered, in whole or in part, using a number of modalities, including:

- In-Person: In-person synchronous delivery.
- Remote: Non in-person synchronous and/or asynchronous delivery
- Hybrid: Combination of in-person and remote synchronous delivery
- Hyflex: Synchronous delivery to in-person and distance students, simultaneously

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: <https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf>

INTERPROFESSIONAL EDUCATION

All full-time programs of study at Canadore College strive to provide students with opportunities for interprofessional education. This course provides students with interprofessional education through:

- Core course content
- Introductory case discussions
- Large introductory event

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website:

<https://www.canadorecollege.ca/about/policies>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES - Your Success Matters!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational-related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: <https://www.canadorecollege.ca/support/student-success-services> or look for our events on social media.

To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program

- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.