



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

**A.** Division: Instructional Division Effective Date: September, 2006

**B.** Department /  
Program Area: Faculty of Child, Family and  
Community Studies: Therapeutic  
Recreation

Revision

New Course

If Revision, Section(s)

Revised:

Date of Previous Revision

**M:** Course Objectives / Learning Outcomes

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

1. discuss professional behaviour; ethics, ethical behaviour, confidentiality, objectivity and practitioner self-awareness
2. demonstrate the skills and process of interpersonal communication
3. apply relationship building skills, active listening skills and core conditions of helping
4. apply leisure interviewing skills
5. apply basic empathy and empowerment skills
6. apply problem solving and challenge skills
7. discuss how to work in diverse and, at times, difficult situations

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

## Professional Behaviour and Self-Awareness

- Demonstrates knowledge of professional ethics and values
- Demonstrates knowledge of the difference between personal and professional relationships
- Describes the importance of self-awareness in the helping relationship
- Demonstrates developing self-awareness
- Identifies helping skill strengths and limitations, acts on goals
- Demonstrates confidentiality and ethical practice

## Relationship Building Skills

- Demonstrates client / consumer observation techniques
- Demonstrates active listening skills including: attending, paraphrasing and summarizing skills, describing the importance of silence, explaining the importance of emotions and demonstrating empathy and demonstrating appropriate self disclosure
- Identifies the phases of helping
- Promotes core conditions: genuineness, warmth, respect
- Demonstrates empathy
- Defines the helping relationship, the process or stages of helping and the roles or expectations

## Leisure Interview Skills

- Demonstrate the ability to identify client needs and preplan an interview session
- Develop and categorize a series of leisure interview questions
- Identify common leisure problems
- Demonstrate open, closed and indirect questions when conducting leisure interviews
- Explain the importance of active listening and methods to overcome listening problems
- Identify key areas of leisure and leisure lifestyle for probing

## Empathy and Empowerment

- Demonstrate skills in empowerment:
  - Searching for strengths
  - Teaching, leadership
  - Information giving
  - Supporting, encouraging

## Problem Solving and Challenge Skills

- Demonstrate decision making skills, defining problems as opportunities
- Develop an awareness of resources
- Demonstrate challenge skills specifically: reframing, providing critical feedback, correcting distortions
- Demonstrate advanced empathy
- Demonstrate appropriate self disclosure

<ul style="list-style-type: none"> <li>• Demonstrate versatility with a range of skills and strategies</li> <li>• Adapt helping strategies to fit the needs of diverse populations</li> </ul> <p>Ending Counselling Relationships</p> <ul style="list-style-type: none"> <li>• Evaluation</li> <li>• Transition: new goals, increased independence</li> <li>• Termination of the counselling relationship</li> </ul> <p>Diverse Communication Situations</p> <ul style="list-style-type: none"> <li>• Supervisor –employee communication</li> <li>• Communicating with other professionals</li> <li>• Communicating with families and other individuals who are connected to the consumer</li> <li>• Communicating in times of grief</li> <li>• Communicating when there is resistance and / or potential danger.</li> <li>• Communicating in multicultural contexts</li> </ul>
<p><b>O:</b> Methods of Instruction</p> <p>Lecture and larger group discussion          Small group discussion and activity          Media          Practice counselling sessions          Video and audio recordings of sessions</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 recreation, therapeutic recreation and health sources</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>

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 Course Designer(s) Therapeutic Recreation Faculty

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

\_\_\_\_\_  
 Dean

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 Registrar