



Therapeutic Recreation - Diploma

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)

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Prior learning credit options at Saskatchewan Polytechnic

See [Get Credit for What you Know](#) for important information about all options to get credit for prior learning at Sask Polytech, including PLAR, transfer credit, Canadian Armed Forces credit, and equivalency credit.

How to navigate this document

This document contains links to other document sections or webpages. To return to where you were from another section in this document, press the *ALT* key and *left arrow* key at the same time. To return to this webpage from another webpage, close the other webpage or click back on the browser tab for this document.

Contents of this guide

This guide contains the following specific PLAR information and tools for this program

- A. [PLAR fees](#)
- B. [PLAR eligibility and options](#)
- C. [Dates when PLAR assessment is available](#)
- D. [Special directions for this program](#)
- E. [PLAR contact person](#)
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A. PLAR fees

Fees for PLAR challenges are set to cover our costs for consultation, assessment, and related administrative tasks. PLAR fees are non-refundable and non-transferrable.

The PLAR fees policy is subject to change for each new academic year. Please see the **Cost** section on the [PLAR webpage](#) for current fee information.

B. PLAR eligibility and options

To be eligible for PLAR for courses in this program, you must first apply for admission and be accepted into the program. You must also consult with the [PLAR contact person](#) and be approved for PLAR assessment.

Course prerequisites and corequisites

Some courses have one or more other courses that must be completed first (prerequisite) or at the same time (corequisite). See [course outlines](#) in this guide to identify any pre- or co-requisites for each course. Discuss with your [PLAR contact person](#) how to deal with courses with corequisites.

Block assessment

Some programs may assess a cluster of courses together in one block, which may save you time and effort. Ask the [PLAR contact person](#) whether there are any block assessment options in this program.

C. Dates when PLAR assessment is available

PLAR assessment for this program is available from Sept 1 to June 15 in each academic year.

All PLAR assessments must be completed by June 15 of each academic year.

D. Special directions for this program

1. **Review** the [PLAR process and FAQs](#) and the information in this guide.
2. **Self-rate** your learning for each course using the [Course Outlines](#) in this guide.
3. **Consult** with the [PLAR contact person](#) for PLAR approval. Be prepared to provide your resume, course self-ratings (see [section F](#)), and a partially completed [PLAR application](#). If you are approved for PLAR, the contact person will sign your PLAR application and explain next steps.
4. Apply for admission to the program. See [directions](#) for applying.
5. **Register** for PLAR at [Registration/Enrolment Services](#) once you have signed approval on your [PLAR Application Form](#). The PLAR fee will be added to your student account.
6. **Finalize** an assessment plan with your assigned assessor.
7. **Complete** assessment before your PLAR registration expires.

E. PLAR contact person

Contact one of the Program Heads below to arrange a consultation **after** you have read this guide and [general PLAR information](#) and rated yourself for each course (see next section). Consultation may be by phone, online, or in person. Be prepared to provide your resume, course self-ratings, and a partially completed [PLAR application](#). If agreement is reached to go ahead with PLAR, the contact person will sign approval on your PLAR application and explain the next steps. Admission to the program is required before you can register for PLAR.

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F. Self-rating course outlines

Clicking on a course code below opens a page where you can rate yourself on the knowledge and skills assessed for PLAR credit. For Arts & Sciences courses, clicking on the course code opens another PLAR guide. The [PLAR contact person](#) for this program will refer you to another person to discuss PLAR for courses delivered by Arts & Sciences or another program/department.

| COURSE CODE | COURSE NAME | Delivered by another department/program |
|--------------------------|---|---|
| APHY 160 | Essentials of Human Anatomy and Physiology | Arts & Sciences |
| HUMD 188 | Human Growth and Development | |
| MTER 100 | Medical Terminology | |
| PSYC 102 | Introduction to Psychology 1 | Arts & Sciences |
| THRC 182 | Foundations of Therapeutic Recreation | |
| THRC 187 | Introduction to Therapeutic Recreation Profession | |
| THRC 188 | Research and Evaluation in Therapeutic Recreation | |
| THRC 190 | Health Promotion in Therapeutic Recreation | |
| Semester 2 | | |
| EMPL 180 | Employability Skills | Arts & Sciences |
| COMM 291 | Interpersonal Communications | |
| PSYC 103 | Introduction to Psychology 2 | Arts & Science |

| COURSE CODE | COURSE NAME | Delivered by another department/program |
|--------------------------|--|--|
| THRC 183 | Physical and Cognitive Disabilities in Therapeutic Recreation Practice | |
| THRC 184 | Therapeutic Recreation Process | |
| THRC 189 | Therapeutic Recreation for Children and Youth | |
| THRC 285 | Therapeutic Recreation and Inclusive Leisure Services | |
| THRC 292 | Therapeutic Recreation Integration Seminar 1 | |
| Semester 3 | | |
| PRAC 177 | Therapeutic Recreation Practicum 1 | |
| THRC 289 | Therapeutic Recreation and Aging | |
| Semester 4 | | |
| PRAC 280 | Therapeutic Recreation Practicum 2 | |
| SOCI 171 | Culture and Diversity in Canadian Society | Arts & Science |
| THRC 281 | Therapeutic Recreation Assessment | |
| THRC 283 | Mental Health, Addictions and Therapeutic Recreation | |
| THRC 284 | Therapeutic Recreation and Leisure Education | |
| THRC 293 | Therapeutic Recreation Integration Seminar 2 | |
| Semester 5 | | |
| PRAC 281 | Therapeutic Recreation Practicum 3 | |
| THRC 286 | Therapeutic Recreation Program Management | |
| THRC 290 | Issues and Trends in Therapeutic Recreation | |
| THRC 291 | Facilitation Techniques in Therapeutic Recreation | |
| THRC 294 | Therapeutic Recreation Integration Seminar 3 | |

APHY 160 - Essentials of Human Anatomy and Physiology

You will develop a basic understanding of the anatomy and physiology of the human body. You will discuss the concept of homeostasis. You will acquire knowledge of cells, tissues, organs and all the organ systems of the human body.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Describe the organization of the human body and homeostatic regulation. | | | |
| 2. Describe the structures and functions of human cells, tissues, and integumentary system. | | | |
| 3. Describe the structures and functions of the musculoskeletal system. | | | |
| 4. Describe the structures and functions of the nervous system, the special and general senses, and the endocrine system. | | | |
| 5. Describe the structures and functions of the blood and cardiovascular system. | | | |
| 6. Discuss the structures and functions of the lymphatic system. | | | |
| 7. Describe the structures and functions of the respiratory system. | | | |
| 8. Describe the structures and functions of the digestive, urinary and reproductive systems. | | | |

HUMD 188 - Human Growth and Development

You will learn the physical, sensory, perceptual, cognitive, social, and personality stages of human growth and development from conception to death.

Credit unit(s): 4.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|-----------|----------|------|
| 1. Describe growth and development from conception to end of life. | | | |
| 2. Describe growth and development in infancy and early childhood. | | | |
| 3. Describe growth and development in middle childhood and adolescence. | | | |
| 4. Describe growth and development in early and middle adulthood. | | | |
| 5. Describe growth and development in late adulthood and the end of life. | | | |
| 6. Describe death, dying and bereavement. | | | |

MTER 100 - Medical Terminology

You will learn to use the prefixes, suffixes and combining forms from which medical terms are derived. You will also learn to use medical abbreviations.

Credit unit(s): 1.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| Use a checkmark (✓) to rate yourself as follows for each learning outcome Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome. | Competent | Learning | None |
|---|------------------|-----------------|-------------|
| 1. Apply the rules for construction and analysis of medical terms. | | | |
| 2. Apply the rules for using medical suffixes, combining forms and prefixes. | | | |
| 3. Interpret medical abbreviations. | | | |

PSYC 102 - Introduction to Psychology 1

You will learn about the history and evolution of psychology as a science. You will define and differentiate various research methods and theoretical perspectives. You will explore the study of human behaviour by examining concepts including: human development, personality, social psychology, psychological disorders and treatments, and the relationship between health and stress.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | <p>Competent</p> | <p>Learning</p> | <p>None</p> |
|--|-------------------------|------------------------|--------------------|
| 1. Describe psychology as a science. | | | |
| 2. Examine the stages of human development. | | | |
| 3. Explain perspectives on personality. | | | |
| 4. Examine social psychology and the power of social influence. | | | |
| 5. Practice managing stress through understanding the relationship between stress, health, and coping. | | | |
| 6. Analyze the components of various psychological disorders. | | | |
| 7. Evaluate psychological and biological treatments. | | | |

THRC 182 - Foundations of Therapeutic Recreation

You will study the basic concepts necessary for formulating a philosophical and theoretical foundation in therapeutic recreation. You will explore the definitions, terms and concepts used in the field, the philosophy behind the profession, the history and development of the profession and current service delivery models.

Credit unit(s): 4.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Explain the difference between recreation, leisure, and play. | | | |
| 2. Discuss leisure in its historical context. | | | |
| 3. Discuss the nature and characteristics of persons with a disability. | | | |
| 4. Describe concepts that form the philosophical foundation for therapeutic recreation. | | | |
| 5. Explain the difference between the terms recreation, inclusive recreation and therapeutic recreation. | | | |
| 6. Discuss therapeutic recreation in its historical context. | | | |
| 7. Discuss how therapeutic intervention can meet physical, social, emotional, spiritual, and cognitive needs. | | | |
| 8. Describe the therapeutic relationship in therapeutic recreation. | | | |
| 9. Explain the difference between various therapeutic recreation service delivery models. | | | |
| 10. Describe the future status of therapeutic recreation as a profession. | | | |

THRC 187 - Introduction to Therapeutic Recreation Profession

You will develop an understanding of the diversity of the field of therapeutic recreation. You will focus on understanding the agency, the needs of the client population and the role of therapeutic recreation in supporting individuals with disability, illness, and/or chronic illness. You will learn the specific skills needed to work in this field.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Explain the profession of therapeutic recreation. | | | |
| 2. Evaluate the specific skills needed for a career in therapeutic recreation. | | | |
| 3. Describe agency, client group and resource. | | | |
| 4. Identify roles and responsibilities of therapeutic recreation professionals. | | | |
| 5. Describe therapeutic recreation services and specific program areas. | | | |
| 6. Describe interprofessional education and collaborative practice. | | | |

THRC 188 - Research and Evaluation in Therapeutic Recreation

You will examine the research process, learn how to develop a research plan, identify the steps in a research implementation plan and describe how to report research. You will explore the needs and issues specific to conducting research related to therapeutic recreation.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Describe the research process. | | | |
| 2. Describe how to get started with research. | | | |
| 3. Describe how to develop a research plan. | | | |
| 4. Identify and describe the steps in a research implementation plan. | | | |
| 5. Describe how to report the research. | | | |
| 6. Identify research needs in the field of therapeutic recreation. | | | |
| 7. Describe the role of outcome and efficacy studies in the field of therapeutic recreation. | | | |

THRC 190 - Health Promotion in Therapeutic Recreation

You will be introduced to the core concepts of health promotion discussing the determinants of health, and the relationship between health and leisure. You will explore the Health Promotion/Health Protection model as it relates to therapeutic recreation. You will explore strategies and resources to encourage and promote involvement in physical activity and healthy eating for all ages as well as for Indigenous peoples. You will be introduced to physical literacy and its importance. You will explore skills for managing risk, stress and the life/work balance and will describe the role of therapeutic recreation in health promotion and disease prevention.

Credit unit(s): 4.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|-----------|----------|------|
| 1. Discuss health promotion in Canada. | | | |
| 2. Discuss the therapeutic recreation Health Promotion/Health Protection Model. | | | |
| 3. Describe the effects of stress and methods for reducing stress. | | | |
| 4. Identify health promotion strategies that support and promote healthy lifestyle among Indigenous peoples and New Canadians. | | | |
| 5. Describe what physical literacy is and its importance. | | | |
| 6. Identify local community resources that support and promote health in the individual. | | | |
| 7. Discuss fall prevention for older adults. | | | |
| 8. Describe health promotion strategies for older adults living with chronic illness. | | | |
| 9. Discuss therapeutic recreation's role in health promotion and disease prevention. | | | |
| 10. Describe a variety of strategies and tools to become more active in the workplace. | | | |

EMPL 180 - Employability Skills

You will receive instruction and practice in written communication skills needed in the workplace. You will develop effective job search strategies, with emphasis on communicating a professional image through job search materials and interview skills.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Apply workplace writing skills. | | | |
| 2. Use professional email practices. | | | |
| 3. Write an incident report. | | | |
| 4. Use job search skills. | | | |
| 5. Describe portfolio development. | | | |
| 6. Apply job interview skills. | | | |

COMM 291 - Interpersonal Communications

You will develop employability skills through the study of interpersonal communications theory and applications in the workplace. Learning outcomes include the importance of self-awareness and self-esteem, perception problems, verbal and nonverbal messages, and listening skills, creating positive communication climates and resolving interpersonal conflict.

Credit unit(s): 1.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|-----------|----------|------|
| 1. Describe interpersonal communication. | | | |
| 2. Describe how self-concept and perception affect communication. | | | |
| 3. Discuss verbal and nonverbal messages. | | | |
| 4. Discuss factors affecting communication climates. | | | |
| 5. Apply skills to improve communication. | | | |

PSYC 103 - Introduction to Psychology 2

You will learn about the history and evolution of psychology as a science. You will learn to differentiate between various research methods and theoretical perspectives. You will explore the study of human behaviour by examining concepts including: perception, sensation, states of consciousness, learning, memory, thinking, reasoning, language, intelligence and intelligence testing, motivation, emotion, and the biological and neurological foundations of behaviour.

Credit unit(s): 3.0
Prerequisites: PSYC 102
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|-----------|----------|------|
| 6. Describe psychology as a science. | | | |
| 7. Examine the biological and neurological factors underlying behaviour. | | | |
| 8. Explain the processes of sensation and perception. | | | |
| 9. Analyze the concepts of consciousness. | | | |
| 10. Examine the different types of learning. | | | |
| 11. Apply the concepts of memory to real-world applications. | | | |
| 12. Analyze the components of cognition (thinking and reasoning) and language. | | | |
| 13. Examine the concepts of intelligence and intelligence testing. | | | |
| 14. Examine motivation and emotion theories. | | | |

THRC 183 - Physical and Cognitive Disabilities in Therapeutic Recreation Practice

You will study the etiology, symptoms and characteristics of common physical and cognitive disabilities and their impact on individuals. You will be introduced to the current practices of therapeutic recreation when supporting individuals with physical and cognitive disorders.

Credit unit(s): 4.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Describe neurodevelopmental disorders. | | | |
| 2. Describe traumatic brain injuries. | | | |
| 3. Describe neuromuscular disorders. | | | |
| 4. Describe spinal cord injuries. | | | |
| 5. Describe epilepsy and cerebral palsy. | | | |
| 6. Describe hearing loss, visual impairments, and blindness. | | | |
| 7. Describe respiratory diseases. | | | |
| 8. Describe cancer. | | | |
| 9. Describe metabolic disorders. | | | |
| 10. Describe amputations. | | | |

THRC 184 - Therapeutic Recreation Process

You will study the principles and procedures of the therapeutic recreation process. You will examine the various responsibilities that the therapeutic recreation professional has in providing accountable, client-based service. You will learn client assessment, individual and group program planning. You will examine activity analysis, adaptation, protocols, documentation and evaluation in terms of their importance in developing therapeutic recreation programs.

Credit unit(s): 4.0
Prerequisites: THRC 182
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|-----------|----------|------|
| 1. Examine the role of accountability in therapeutic recreation service provision. | | | |
| 2. Describe the therapeutic recreation process of APIE (Assessment, Planning, Implementation and Evaluation). | | | |
| 3. Describe the Leisure Ability Model. | | | |
| 4. Apply the principles of therapeutic recreation program design. | | | |
| 5. Apply activity analysis. | | | |
| 6. Discuss considerations in the selection, adaptation, and modification of interventions. | | | |
| 7. Describe treatment and diagnostic protocols. | | | |
| 8. Describe the role of assessment in therapeutic recreation. | | | |
| 9. Apply the process of documentation. | | | |
| 10. Describe the role of evaluation in therapeutic recreation. | | | |

THRC 189 - Therapeutic Recreation for Children and Youth

You will study the etiology, symptoms, and characteristics of a number of common childhood and youth related disabilities, illnesses and/or health conditions. You will be introduced to the current practices and the role of therapeutic recreation when working with children and youth in a variety of settings.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Describe therapeutic treatment for pediatrics. | | | |
| 2. Describe the etiology, symptoms and impact of disorders that are applicable to children and youth. | | | |
| 3. Define youth development and the impact of therapeutic recreation. | | | |
| 4. Describe the role of therapeutic recreation when working with children and youth. | | | |
| 5. Discuss the role of therapeutic recreation within the school system. | | | |

THRC 285 - Therapeutic Recreation and Inclusive Leisure Services

You will develop an understanding of the importance of inclusive leisure services. In addition, you will examine the role of inclusive programming for Indigenous peoples. You will learn strategies to help facilitate individual participation, meaningful recreation, and leisure opportunities.

Credit unit(s): 4.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Examine the relationship between recreation, leisure, disability, community, and inclusion. | | | |
| 2. Describe how attitudes impact the lives of individuals with disabilities. | | | |
| 3. Explain the impact of terminology and language on individuals with disabilities. | | | |
| 4. Describe the potential roles of family in the lives of individuals with disabilities. | | | |
| 5. Describe how barriers can impact individuals with disabilities. | | | |
| 6. Describe the impact of guidelines and universal design on the provision of recreation programs for individuals with disabilities. | | | |
| 7. Examine the role of inclusive programming for Indigenous peoples. | | | |
| 8. Explain the role of recreation therapists in providing inclusive leisure services. | | | |
| 9. Describe advocacy and the advocacy process. | | | |
| 10. Describe a variety of inclusion considerations for individuals living in our communities. | | | |

THRC 292 - Therapeutic Recreation Integration Seminar 1

You will discuss practicum placement experiences to identify professional practice as it applies to therapeutic recreation services. You will have an opportunity to discuss the application of theory and knowledge on practice. You will begin to develop a framework for a professional portfolio outlining career goals as well as the knowledge and skills you have developed.

Credit unit(s): 1.0
Prerequisites: EMPL 180, HUMR 186, PSYC 103, THRC 183, THRC 184, THRC 189, THRC 285, APHY 160, HUMD 188, MTER 100, PSYC 102, THRC 182, THRC 187, THRC 188, THRC 190
Corequisites: none
Equivalent course(s): none

| Use a checkmark (✓) to rate yourself as follows for each learning outcome | | Competent | Learning | None |
|---|---|-----------|----------|------|
| | | | | |
| Competent: | I can apply this outcome without direction or supervision. | | | |
| Learning: | I am still learning skills and knowledge to apply this outcome. | | | |
| None: | I have no knowledge or experience related to this outcome. | | | |
| 1. | Identify professional behaviors required on practicum placements. | | | |
| 2. | Discuss the application of theory and knowledge to practical experiences. | | | |
| 3. | Develop a framework for a portfolio that supports practicum readiness. | | | |

PRAC 177 - Therapeutic Recreation Practicum 1

The course provides an opportunity for you to apply knowledge and principles learned in the program. You will develop interpersonal skills, leadership skills and leadership techniques, explore how the agency meets the needs of its clientele and plan, implement and evaluate therapeutic recreation programs.

Credit unit(s): 10.0
Prerequisites: THRC 292, THRC 289
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Complete assigned tasks under supervision. | | | |
| 2. Follow department and agency guidelines. | | | |
| 3. Display professional behavior in interactions with staff and clientele. | | | |
| 4. Participate in department and treatment team meetings. | | | |
| 5. Demonstrate awareness of roles of other staff. | | | |
| 6. Work as a team member. | | | |
| 7. Work as a team member. | | | |
| 8. Maintain a non-judgmental attitude to clients, staff, and agency. | | | |
| 9. Demonstrate effective attending skills. | | | |
| 10. Provide the supervisor with on-going feedback about clients. | | | |
| 11. Deal effectively with unanticipated workload demands and crises. | | | |
| 12. Assist clients in intervention programs. | | | |
| 13. Use established procedures for documentation. | | | |
| 14. Assess environment and available resources. | | | |
| 15. Plan for the delivery of an existing therapeutic recreation intervention. | | | |
| 16. Implement an existing therapeutic recreation intervention. | | | |
| 17. Evaluate the intervention that is implemented. | | | |

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|-----------|----------|------|
| 18. Conduct self-evaluation. | | | |

THRC 289 - Therapeutic Recreation and Aging

You will explore the relationship between leisure and aging and learn how to apply current therapeutic recreation practices (including physical activity and exercise), to support older adults, in a variety of settings. You will examine the myths, realities and considerations relative to aging, including the impact of retirement on older adults. The health care system will be discussed as well as how the delivery of leisure and health services affects older adults. You will study the etiology, symptoms and characteristics of cardiovascular, musculoskeletal system, and Parkinson’s disease in older adults. The health care system will be discussed as well as how the delivery of leisure and health services affects older adults.

Credit unit(s): 4.0
Prerequisites: HUMD 188, THRC 183, THRC 184, THRC 190
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Discuss the myths, realities, and considerations relative to aging. | | | |
| 2. Describe the impact of the health care system on the older adult. | | | |
| 3. Describe the impact of retirement on the older adult. | | | |
| 4. Describe cardiovascular disease in older adults. | | | |
| 5. Describe musculoskeletal and Parkinsons disease in older adults. | | | |
| 6. Describe the impact of leisure on the older adult. | | | |
| 7. Describe the role of physical activity and exercise among older adults. | | | |
| 8. Describe the impact of changing trends in the delivery of leisure and health care services for older adults. | | | |
| 9. Describe common neurocognitive disorders that older individuals experience. | | | |
| 10. Apply the therapeutic recreation process with the older adult. | | | |

PRAC 280 - Therapeutic Recreation Practicum 2

You will integrate the knowledge and experience you gained from course work and practical experience. You will apply client assessment techniques, activity analysis and selection, and individual and group program-planning skills. You will also continue to develop your professional skills.

Credit unit(s): 15.0
Prerequisites: PRAC 177, SOCI 171, THRC 281, THRC 283, THRC 284, THRC 293
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Build a working relationship with clients and families. | | | |
| 2. Build a working relationship with co-workers. | | | |
| 3. Work as a team member with increasing independence. | | | |
| 4. Employ strategies to overcome communication barriers. | | | |
| 5. Demonstrate flexibility in response to changing needs of client(s), co-workers, supervisor, and the agency. | | | |
| 6. Apply assessment techniques and tools in therapeutic recreation. | | | |
| 7. Report findings of assessment to treatment team. | | | |
| 8. Plan a leisure education session for the clientele of the agency. | | | |
| 9. Implement a leisure education session for the clientele of the agency. | | | |
| 10. Evaluate a leisure education session for the clientele of the agency. | | | |
| 11. Develop a new intervention for the agency. | | | |
| 12. Implement a new intervention for the agency. | | | |
| 13. Evaluate a new intervention for the agency. | | | |

SOCI 171 - Culture and Diversity in Canadian Society

You will explore culture and diversity in Canada and the challenges they present. You will discuss the impacts of oppression, multiculturalism, immigration, social inequalities, and social justice at both personal and professional levels. You will discuss the historical and contemporary challenges of Indigenous peoples. You will also examine tools to foster social change and diversity competencies.

Credit unit(s): 3.0
Prerequisites: none
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Examine the concepts of diversity and identity in the context of Canadian society. | | | |
| 2. Examine the concepts of oppression, inequality, and race. | | | |
| 3. Examine the roles of multiculturalism, religion, and gender in Canadian society. | | | |
| 4. Discuss the historical and contemporary challenges of Indigenous peoples. | | | |
| 5. Examine immigration to Canada. | | | |
| 6. Examine ways of practicing diversity competency on personal and professional levels. | | | |

THRC 281 - Therapeutic Recreation Assessment

You will develop an in-depth understanding of the process and components of assessment in therapeutic recreation. You will review, analyze, and apply a variety of therapeutic recreation assessment tools and techniques.

Credit unit(s): 4.0
Prerequisites: THRC 184
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|-----------|----------|------|
| 1. Describe the types of information gathered during an assessment. | | | |
| 2. Describe measurement characteristics relevant to the assessment process. | | | |
| 3. Describe the assessment process and the considerations for standards for therapeuticrecreation. | | | |
| 4. Describe the rationale for selecting assessment instruments. | | | |
| 5. Explain the use of common assessment instruments. | | | |
| 6. Describe considerations in developing assessment instruments. | | | |
| 7. Demonstrate the role of interviewing in the assessment process. | | | |
| 8. Describe the role of observation in the assessment process. | | | |
| 9. Apply assessment techniques and tools in therapeutic recreation. | | | |
| 10. Describe Activity Pro. | | | |

THRC 283 - Mental Health, Addictions and Therapeutic Recreation

You will be provided an overview of the current practices of therapeutic recreation when working with individuals with mental illness, addiction, and people in corrections. You will study the etiology, symptoms, and impact considerations of these populations. You will also study mental health in Indigenous peoples.

Credit unit(s): 4.0
Prerequisites: PSYC 102, PSYC 103
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Describe issues related to abnormal behavior. | | | |
| 2. Describe theoretical perspectives of abnormal behavior. | | | |
| 3. Describe methods of assessments, classifications, and treatments of abnormal behavior. | | | |
| 4. Describe the etiology, symptoms, and impact of common mental health disorders. | | | |
| 5. Explain the role of therapeutic recreation in psychiatry and mental health disorders. | | | |
| 6. Discuss mental health in Indigenous peoples. | | | |
| 7. Explain the role of therapeutic recreation in corrections. | | | |
| 8. Discuss substance abuse and addiction. | | | |
| 9. Describe the role of therapeutic recreation in treating substance abuse and addiction. | | | |
| 10. Discuss positive psychology as it relates to therapeutic recreation. | | | |

THRC 284 - Therapeutic Recreation and Leisure Education

You will explore the role of leisure education in assisting individuals in leading a fulfilling leisure lifestyle. You will examine philosophical consideration, models, and facilitation techniques common to leisure education. You will have the opportunity to apply this theory by developing leisure education programs.

Credit unit(s): 4.0
Prerequisites: THRC 182
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Describe the goals of leisure education. | | | |
| 2. Discuss the principles of leisure education. | | | |
| 3. Describe the components of leisure education. | | | |
| 4. Describe how to adapt leisure education programs. | | | |
| 5. Describe the effects of leisure education. | | | |
| 6. Explain teaching techniques for leisure education. | | | |
| 7. Apply principles of program planning to the leisure education process. | | | |

THRC 293 - Therapeutic Recreation Integration Seminar 2

You will discuss practicum placement experiences to begin identifying career opportunities in therapeutic recreation. You will have an opportunity to reflect on professional practice and discuss the application of theory and knowledge on practice. You will develop a professional portfolio that will prepare you to showcase your career goals, your abilities and secure a practicum placement of your choice.

Credit unit(s): 1.0
Prerequisites: PRAC 177, SOCI 171, THRC 281, THRC 283, THRC 284
Corequisites: none
Equivalent course(s): none

| Use a checkmark (✓) to rate yourself as follows for each learning outcome | | Competent | Learning | None |
|---|--|-----------|----------|------|
| Competent: | I can apply this outcome without direction or supervision. | | | |
| Learning: | I am still learning skills and knowledge to apply this outcome. | | | |
| None: | I have no knowledge or experience related to this outcome. | | | |
| 1. | Discuss professional behaviors required on practicum placements. | | | |
| 2. | Discuss practicum experiences as they relate to theory and knowledge presented in program course work. | | | |
| 3. | Develop a portfolio to showcase skills and competencies as they relate to therapeutic recreation. | | | |

PRAC 281 - Therapeutic Recreation Practicum 3

You will continue to develop your ability to assess clients, design, implement and analyze therapeutic recreation programs and apply effective leadership and professional skills. You will also examine the administrative practices of a therapeutic recreation service and conduct an inservice related to the role of therapeutic recreation.

Credit unit(s): 20.0
Prerequisites: PRAC 280, THRC 286, THRC 290, THRC 291
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Develop effective working relationships with community groups. | | | |
| 2. Describe the role of volunteers within the agency. | | | |
| 3. Display professional leadership skills. | | | |
| 4. Demonstrate self-initiative and self-reliance. | | | |
| 5. Develop an in-service related to therapeutic recreation. | | | |
| 6. Deliver an in-service related to therapeutic recreation. | | | |
| 7. Evaluate the in-service that was implemented. | | | |
| 8. Write a proposal for a project that benefits the agency. | | | |
| 9. Develop a work-plan for a project that benefits the agency. | | | |
| 10. Implement all phases of the project. | | | |
| 11. Evaluate all phases of the project. | | | |
| 12. Maintain a caseload of clients. | | | |

THRC 286 - Therapeutic Recreation Program Management

You will learn the principles of program management/leadership and how they relate to delivering therapeutic recreation services. You will study organization and planning, department policies and procedures, human resource planning and volunteer management. Course content will include decision making, problem solving and conflict management as they relate to therapeutic recreation.

Credit unit(s): 4.0
Prerequisites: THRC 184
Corequisites: none
Equivalent course(s): none

| Use a checkmark (✓) to rate yourself as follows for each learning outcome | | Competent | Learning | None |
|---|---|-----------|----------|------|
| Competent: | I can apply this outcome without direction or supervision. | | | |
| Learning: | I am still learning skills and knowledge to apply this outcome. | | | |
| None: | I have no knowledge or experience related to this outcome. | | | |
| 1. | Discuss the conceptual foundations of leadership and management. | | | |
| 2. | Describe the components of administrative management. | | | |
| 3. | Describe organizational behaviour. | | | |
| 4. | Examine ethical considerations in administrative management. | | | |
| 5. | Examine the impact of decision making, problem solving and conflict management. | | | |
| 6. | Discuss human resource management as a function of management. | | | |
| 7. | Describe volunteer management as it relates to therapeutic recreation. | | | |
| 8. | Describe marketing as it applies to therapeutic recreation. | | | |
| 9. | Discuss service delivery management. | | | |
| 10. | Discuss quality service and risk management as it relates to service delivery. | | | |

THRC 290 - Issues and Trends in Therapeutic Recreation

You will examine the trends and issues that influence the provision of therapeutic recreation services. You will study cultural competence, be introduced to Indigenous culture in therapeutic recreation, and study considerations related to the lesbian, gay, bisexual, transgender, queer/questioning, two-spirited (LGBTQ2+) community. You will examine the role of spirituality within therapeutic recreation.

Credit unit(s): 2.0
Prerequisites: PRAC 281
Corequisites: none
Equivalent course(s): none

| Use a checkmark (✓) to rate yourself as follows for each learning outcome | | Competent | Learning | None |
|---|---|-----------|----------|------|
| Competent: | I can apply this outcome without direction or supervision. | | | |
| Learning: | I am still learning skills and knowledge to apply this outcome. | | | |
| None: | I have no knowledge or experience related to this outcome. | | | |
| 1. | Describe the role of professional development in the field of therapeutic recreation. | | | |
| 2. | Examine how to increase cultural competence in therapeutic recreation. | | | |
| 3. | Examine how to increase the awareness of Indigenous culture in therapeutic recreation. | | | |
| 4. | Describe the role of spirituality within therapeutic recreation service provision. | | | |
| 5. | Examine considerations related to the lesbian, gay, bisexual, transgender, queer/questioning, two-spirited (LGBTQ2+) community. | | | |

THRC 291 - Facilitation Techniques in Therapeutic Recreation

You will examine a number of techniques and activity-based therapies that therapeutic recreation professionals may employ. You will explore your role in utilizing these techniques and interventions as part of a comprehensive therapeutic recreation program.

Credit unit(s): 4.0
Prerequisites: THRC 184
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 1. Explain how assistive technology can be utilized within the field of therapeutic recreation. | | | |
| 2. Describe physical interventions. | | | |
| 3. Describe social-based interventions. | | | |
| 4. Describe intellectual interventions. | | | |
| 5. Describe interventions for cultural diversity. | | | |
| 6. Describe interventions of the emotional domain. | | | |
| 7. Describe spiritual interventions. | | | |
| 8. Apply various therapeutic recreation interventions. | | | |

THRC 294 - Therapeutic Recreation Integration Seminar 3

You will reflect on practicum placement experiences to identify professional practice as it applies to therapeutic recreation services. You will complete a portfolio to integrate personal career goals with the practicum learning outcomes. You will prepare for practicum by developing a professional resume and cover letter and applying for a practicum placement with an agency. You will complete an interview upon selection by an agency.

Credit unit(s): 1.0
Prerequisites: PRAC 280, SOCI 171, THRC 281, THRC 283, THRC 284, THRC 293, THRC 286, THRC 290, THRC 291
Corequisites: none
Equivalent course(s): none

| <p>Use a checkmark (✓) to rate yourself as follows for each learning outcome</p> <p>Competent: I can apply this outcome without direction or supervision. Learning: I am still learning skills and knowledge to apply this outcome. None: I have no knowledge or experience related to this outcome.</p> | <p>Competent</p> | <p>Learning</p> | <p>None</p> |
|--|-------------------------|------------------------|--------------------|
| <p>1. Reflect on practicum experiences as they relate to theory and knowledge presented in program course work.</p> | | | |
| <p>2. Prepare for practicum by identifying therapeutic recreation agencies/organizations for practicum, completing a professional resume and cover letter for practicum application, demonstrate interview readiness and complete the interview process with a therapeutic recreation agency/organization.</p> | | | |
| <p>3. Develop a portfolio to integrate personal career goals with the practicum learning outcomes.</p> | | | |