



**EFFECTIVE: JANUARY 2013**  
**CURRICULUM GUIDELINES**

**A. Division:** Academic **Effective Date:** January 2013

**B. Department / Program Area:** Faculty of Child, Family & Community Studies/  
 Therapeutic Recreation **Revision**  New Course

**If Revision, Section(s) Revised:** A, D, E, F, G, M, N, O, P, Q  
**Date of Previous Revision:** November 2005  
**Current Date:** April 2011

**C: THRT 4704** **D: Leisure, Health, and Wellbeing: Theoretical, Practical, and Policy Perspectives** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
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**F: Calendar Description:**

**This course builds upon the foundational concepts of health, health promotion, health determinants and population health. The fundamental question that we ask and attempt to answer in this course is: Why are some people healthy and others not? In this course we focus on the meaning of health and the factors that influence the health, well-being, and quality of life of individuals, families, communities, and nations. Theories and understandings of the determinants of health are explored in relation to current health issues and health promotion models, strategies and interventions. The research, theory and application of the Leisure and Wellbeing Model are explored in depth in relation to health promotion, recreation, and therapeutic recreation.**

<b>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</b>  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture and Practice</b>  Number of Contact Hours: (per week / semester for each descriptor)  <b>60 Hours</b>  Number of Weeks per Semester  <b>Flexible delivery ranging over 2 to 15 weeks</b>	<b>H: Course Prerequisites:</b>  <b>THRT 3601</b>
	<b>I: Course Corequisites:</b>  <b>NIL</b>
	<b>J: Course for which this Course is a Prerequisite</b>  <b>THRT 4855 and THRT 4802</b>
	<b>K: Maximum Class Size:</b>  <b>30</b>

**L: PLEASE INDICATE:**

<input type="checkbox"/>	Non-Credit
<input type="checkbox"/>	College Credit Non-Transfer
<input checked="" type="checkbox"/>	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bctransferguide.ca](http://www.bctransferguide.ca))

**M:** Course Objectives / Learning Outcomes

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

1. Analyze the ways health has been conceptualized and measured across different fields of research.
2. Examine the major historical developments, debates, and tensions in the fields of health promotion and public health.
3. Critique how the determinants of health are commonly understood, measured, and portrayed in relation to current health problems and issues.
4. Evaluate current health problems in relation to the role and interaction of various determinants.
5. Articulate the links between the health determinants framework and approaches to leisure, recreation, and therapeutic recreation.
6. Apply the Leisure and Wellbeing Model in a community setting guided by theoretical and foundational research.

**N:** Course Content

**Meanings and measures of health, quality of life, wellness, and wellbeing**

- Interdisciplinary approaches
- Strengths and limitations of different definitions and measures of health

**Evolution in approaches to public health and health promotion**

- Historical developments in the field from health protection to health promotion
- Lalonde Report, Alma Ata Declaration, and the Ottawa Charter
- Principles of primary health care, health education, health promotion, population health

**Population health and the social determinants of health**

- Definitions and research evidence for major determinants including poverty, socioeconomic inequalities, social support, physical environment, race and culture, and gender
- Exploration of other relevant and timely issues, including aging, ability / disability, mental health and addictions, homelessness, violence
- Links and relevance to recreation, leisure, and therapeutic recreation

**Health promotion and health policy**

- Healthy Communities, Action Schools! BC, and other promising practices
- Working with community partners and government
- Current climate for health promotion, health research and policy development

**Leisure and Wellbeing Model**

- Foundational research and theoretical approach
- Application of model linking to leisure education and serious leisure

**O:** Methods of Instruction

**Lecture/discussion**

**Community service learning**

**Student debates/presentations**

**Media – videos, DVD**

**P:** Textbooks and Materials to be Purchased by Students

**T.B.A.**

**Q:** Means of Assessment:

**This course will conform to Douglas College policy regarding the number and weighting of evaluations.**

**Typical means of evaluation would include a combination of:**

- Tests
- Written assignments
- Leadership presentation

**This is a letter graded course.**

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

**Open for PLAR**

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Course Designer(s): Dr. Colleen Reid

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Education Council / Curriculum Committee Representative

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Interim Dean: Gary Tennant

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Registrar