



EFFECTIVE: SEPTEMBER 2011
CURRICULUM GUIDELINES

A.	Division: Academic	Effective Date:	September 2011
B.	Department / Program Area: Faculty of Child, Family & Community Studies <i>Therapeutic Recreation</i>	Revision	<input checked="" type="checkbox"/> New Course <input type="checkbox"/>
		If Revision, Section(s) Revised:	A, D, F, G, M, N, O, P, Q
		Date of Previous Revision:	January 2005
		Current Date:	April 2011
C:	THRT 3601	D:	Community Development and Health Promotion
			E: 3

Subject & Course No.	Descriptive Title	Semester Credits
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F:	Calendar Description:	
	<p>In this course we apply an ecological perspective to explore the nature and process of community systems and approaches to planning. Experientially we explore meanings of community, capacity building, social capital, engagement, and social change. Through active involvement in class discussions and engagement with community organizations, we examine various approaches to community development in the contexts of health promotion, recreation and therapeutic recreation.</p>	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites:
	Primary Methods of Instructional Delivery and/or Learning Settings:	THRT 1201
	Lecture and Practice	I: Course Corequisites:
	Number of Contact Hours: (per week / semester for each descriptor)	NIL
60 hours		J: Course for which this Course is a Prerequisite
Number of Weeks per Semester		THRT 4704 and THRT 4855
Flexible delivery ranging over 2 to 15 weeks		K: Maximum Class Size:
		30
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)		

M: Course Objectives / Learning Outcomes:

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

1. **compare and contrast definitions, descriptions, and theories of community;**
2. **understand the four fundamental approaches to planning and be capable of identifying them in practice;**
3. **compare and contrast models of community development;**
4. **understand and experience the process of assets based community development (ABCD);**
5. **discuss the links between community development and health promotion, recreation and therapeutic recreation;**
6. **engage actively and appropriately with community organizations to better understand the realities of community development in various contexts.**

N: Course Content:

Definitions and theories of community

- **Ways of understanding community**

Ecological Frameworks and System Theory

- **Foundations of community development**
- **Examples of application**

Fundamental Planning Approaches and Models

- **Community development – introduction to assets based community development**
- **Social marketing**
- **Social planning**
- **Advocacy and social change**
- **Theoretical underpinnings, applications and examples of each approach**

Assets Based Community Development (ABCD)

- **Needs maps versus assets maps (John McKnight)**
- **Initiating ABCD – moving from discovering “care” to taking action**

The role of the community developer

- **Consciousness raising and conscientization (Paulo Freire)**
- **Reflexivity – the “power flower”**
- **Insider and outsider roles**
- **Dealing with power issues**

Concepts linked to community development

- **Capacity building**
- **Communities of practice**
- **Networks**
- **Social capital (Robert Putnam)**

Community Development and Health Promotion

- **Health communities**
- **Population health approaches**

Community Development and Therapeutic Recreation

- **Community development through leisure education**
- **Serious leisure and project leisure**
- **Applying community development concepts and approaches to various client groups and contexts**

Participatory Evaluation

- **Links to community development and participatory research**
- **Roles and reasons for evaluation**
- **Collaborative and participatory approaches**

<p>O: Methods of Instruction</p> <ul style="list-style-type: none"> • Lecture/discussion • Involvement in community development group processes simulated in the classroom • Community service learning • Student debates • Student presentations
<p>P: Textbooks and Materials to be Purchased by Students</p> <p>T.B.A.</p>
<p>Q: Means of Assessment:</p> <p>This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <ul style="list-style-type: none"> • Tests • Written assignments • Leadership presentation <p>This is a letter graded course.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR.</p> <p>Open for PLAR</p>

Course Designer(s) C. Reid

Education Council / Curriculum Committee Representative

Interim Dean: Gary Tennant

Registrar