

FACULTY OF HEALTH SCIENCES (FHS)

Recreation Therapy Program Guide | 2025-2026



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Please note the following important information:

Durham College (DC) strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, and timetable or campus location at any time. Please consult the DC website for the most current information. Publish date: July 2025.

Welcome from Vice President,
Academic and Students



Dear Students,

Welcome to Durham College (DC)! You've made an excellent choice with DC. We offer an extensive range of industry-informed and community-orientated academic programs and extraordinary student services. Our students develop the professional and durable skills needed to build meaningful careers and make a positive impact in the world.

DC continues to lead the way by supporting students, delivering exceptional teaching and learning that is enhanced with opportunities for experiential learning and technology-enabled education. Our goal is to inspire students to create success for themselves and their communities through innovative and transformative education.

As this new semester begins, it's essential to recognize that our world is evolving rapidly. By choosing to study at DC this year, you've demonstrated a commitment to growth and adaptability, which will serve you well in your chosen field. Embrace new ways of learning and connect with your fellow students, faculty members, program coordinators, student advisor, and associate deans. They are all valuable resources to support your academic journey and career planning.

We eagerly anticipate supporting your success and believe you'll soon discover why DC ranks among Canada's top colleges.

Have a successful academic year!

A handwritten signature in black ink, appearing to read 'J. Choi'.

Dr. Jean Choi

Vice President, Academic

Welcome from the Executive Dean, Faculty of Health Sciences

Dear Students,

Welcome to the Faculty of Health Sciences at Durham College! I am thrilled to have you join our vibrant and supportive community, where your journey toward a meaningful and rewarding career in health care begins.

A career in health sciences is more than a profession, it's a calling to make a difference in the lives of others. At Durham College, we are committed to providing you with an education that is immersive, hands-on, and grounded in real-world experience. From our state-of-the-art simulation labs to clinical placements and on-campus facilities like the DC Dental Clinic, DC Kids Speech and Language Clinic, and DC Spa, you will gain the skills and confidence needed to thrive in today's dynamic health care environment.

Our programs are designed to empower you with the knowledge, competencies, and compassion required to succeed. But beyond academics, you'll find opportunities to connect, grow, and discover your passion. Whether you're just beginning your journey or continuing your studies, know that you are supported every step of the way by dedicated faculty and staff who care deeply about your success.

I encourage you to take full advantage of everything our Faculty and College has to offer. Ask questions, get involved, and never stop learning. You are now part of a community that believes in your potential and is here to help you achieve your goals.

I look forward to seeing all that you accomplish.



Dr. Rebecca Milburn
Executive Dean, Faculty of Health Sciences

Welcome from the Associate Deans, Faculty of Health Sciences

Welcome to the Faculty of Health Sciences at Durham College!

Whether you are beginning a one-year certificate, two-year diploma, or graduate certificate program, you are now part of a vibrant and inclusive learning community committed to excellence in healthcare education, practice, and research.

As you begin this exciting chapter, know that your program has been designed to support your growth both personally and professionally. Through a combination of classroom learning, hands-on experience, and field placement opportunities, you will develop the knowledge and practical skills needed to succeed in your chosen field.

Our faculty and staff are dedicated to your success. You will be supported by instructors who are passionate about their work and by student advisors, placement teams, and college-wide services that are here to help you navigate your academic journey. We encourage you to make the most of these resources and to actively engage with your peers and learning environment.

This guide contains key information to help you get started, including academic expectations, placement details, and support services for health, wellness, and academic success. We encourage you to review it carefully and reach out with any questions.

We are proud to welcome you to the Faculty of Health Sciences and look forward to supporting you in the year ahead.

Warm regards,



Gillian Dunn
Associate Dean



Dr. Aimee Karagiorgakis
Associate Dean



Lindsey MacIntosh
Associate Dean

Contact Information

Office: SW106 (8:30 am to 4:30 pm)

Website: [Faculty of Health Science \(FHS\)](#)

Chat Line: [Chat Line](#)

Main Phone Line: 905 721 2000

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Administrative Staff

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Office Staff

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Student Advisor / Field Placement Officer

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Hayden McIntosh	Emergency Services Fundamentals Fitness and Health Promotion Primary Care Paramedic Advanced Care Paramedic Pre Health-Sciences-College Pre Health-Sciences-University Personal Support Worker Email: Hayden.McIntosh@durhamcollege.ca Office: SW106I Extension: 6629
Erin Smith	Communicative Disorders Assistant Dental Assisting (Levels I and II) Dental Hygiene Massage Therapy Occupational Therapist Assistant and Physiotherapist Assistant Recreation Therapy Email: Erin.Smith@durhamcollege.ca Office: SW106M Extension: 2501
Lisa West	Practical Nursing SEM 1,2 & 5 Practical Nursing – Flex SEM 1,2 & 5 Email: Lisa.West@durhamcollege.ca Office: SW106J Extension: 2626

Program Coordinators

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Laura Maybury	Occupational Therapist and Physiotherapist Assistant Email: Laura.Maybury@durhamcollege.ca Office: C209A Extension: 2847
Jesse Parsons	Pre-Health Sciences Pathway to Certificates and Diplomas Pre-Health Sciences Pathway to Advanced Diplomas and Degrees Email: Jesse.Parsons@durhamcollege.ca Office: C151A Extension: 2572

Michelle Payne	Animal Care Email: Michelle.Payne@durhamcollege.ca Office: 22-10 Extension: 4193
Kelly Rainey	Critical Care Nursing Email: Kelly.Rainey@durhamcollege.ca
Carolyn Selkirk	Massage Therapy Email: Carolyn.Selkirk@durhamcollege.ca Office: A237 Extension: 2185
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TBD	Clinical Bioinformatics Email: Office: Extension:
TBD	Personal Support Worker & Personal Support Worker - Flex Email: Office: Extension:

[Quick Links | Student Services & Resources](#)

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[Access and Support Centre | ASC](#)

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Important Information

DC 2030 – Strategic Vision

Durham College's role as an educator, research hub, and partner has never been more critical. Graduates must be career-ready, equipped with skills and experience that align with industry demands and contribute to our local and global communities.

At this pivotal moment, our forward-thinking Strategic Vision will guide our growth, deepen our impact, and empower our students, employees, and communities to thrive.

This Strategic Vision sets out our four Goals: Future-Focused, Sustainable, People Centred, and Community Connected.

These goals provide a framework to guide decisions, align priorities, and drive meaningful outcomes, ensuring our resources and efforts are directed toward areas of greatest impact.

Read more about DC 2030 | Strategic Vision [here](#).

Academic Advising | Student Advisors

Student Advisors are committed to your success and are available year-round to support, encourage, plan, and advocate for students needing academic assistance in the following areas:

Academic Planning & Support

- Develop individual academic plans, including support for:
 - Failed courses or low GPA
 - Re-entry into a program
 - Off-stream course mapping
 - Reduced course loads (in collaboration with the Access and Support Centre – ASC)
- Assist with decisions around full-time or part-time studies
- Map out courses and upcoming semesters
- Help with timetable changes
- Review graduation requirements

Pathways & Program Decisions

- Identify future career goals and align academic decisions accordingly
- Discuss short- and long-term academic goals
- Explore program transfers or additional course options (e.g., Professional and Part-Time Learning)
- Support pathway planning to university or postgraduate programs
- Help find equivalent credits

Connection to Services

- Refer and provide access to key student supports such as:
 - Student Academic Learning Services (SALS)
 - Access and Support Centre (ASC)
 - Campus Health Centre
 - Other college resources to promote student success

Contact your Student Advisor

Visit the [Student Advisor website](#) to find contact information and connect with your advisor.

Academic Integrity

Academic integrity in teaching, learning and research is fundamental to our mission and is an expectation of the DC community. Acts that undermine academic integrity contradict our core values, erode educational inquiry and diminish the quality of our scholarship and reputation.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of their efforts. The [Academic Integrity Policy and Procedure](#) provides a comprehensive explanation of DC's expectations regarding academic integrity.

Student Supports

DC offers students a variety of services to help you achieve academic success. From accessibility accommodations, financial aid, health services and wellness coaching to student life, recreation and career development, our knowledgeable staff provide holistic support to help students reach their greatest potential.

Please visit the [Student Services](#) page for more information on each of the student service areas.

Access and Support Centre (ASC)

The Access and Support Centre (ASC) provides services to students who are temporarily at-risk or identified with an exceptionality, to ensure equal access to all aspects of the academic environment. The ASC provides accommodations to meet students' individual needs through assistive technology, counseling and coaching.

The ASC team works in collaboration with faculty and other service areas to provide full opportunities for academic success for all students.

For more information on services available, please visit the [ASC website](#).

Wellness Coaching

Wellness coaches will meet with you individually to assist with developing a success plan, explore ways to reduce your stress and support your overall mental health and wellness while at college. Wellness coaches provide a safe, confidential space to explore what is blocking you from being your best possible self. During times when you are feeling overwhelmed or need someone to talk to, the wellness coaches will be there for you. For more information on coaching, please visit the [Coaching webpage](#).

Important Dates

DC strives to keep you informed of important dates throughout the academic year. Please review the 2025-2026 important dates that include fee payment deadlines, web registration, add/drop and grade release dates etc. You can find this information on the [Durham College website](#) and on [MyDC](#). Please review [MyDC](#) regularly for updates and reminders on important dates.

Academic Grading and Progression

Please refer to the ACAD 112 – [Academic Grading Policy and Procedure](#) documents for a complete overview of grading practices and ACAD 127 – [Academic Progression Policy and Procedure](#) to clearly understand the requirements necessary for a student to progress through an academic program.

Student Conduct Policy and Procedures

Durham College is dedicated to contributing to an academic community that is safe, inclusive, and respectful, where students develop individually and in concert with their peers. All members of the college community have the right to study or work without undue interference.

Students have the responsibility to respect the well-being, personal worth and dignity of all members of the campus community, which includes being mindful of individual accountability and self-regulation. Students must not adversely affect the rights of others or disrupt the constructive atmosphere of the College's learning environments.

Please refer to the [Student Conduct Policy and Procedures](#) for a complete overview of student rights and responsibilities, well-being and to ensure the campus community reflects the values of the college.

Student Academic Learning Services (SALS)

SALS helps DC students to achieve their academic goals through free services and resources, including subject specific support (math, accounting, biology, chemistry, physics and statistics), academic reading and writing, learning strategies, and assistance with English language proficiency. Students also have access to peer tutoring, online resources located through the MyDC landing page (under "Learning Resources"), and SALS ONLINE academic resources, videos, and quizzes in DC Connect.

Please email [SALS](#), or visit the [SALS website](#), for information on accessing resources and services, scheduling an appointment, registering for workshops, or signing- up to request or be a peer tutor.

Recreation Therapy (RETH)

Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
RETH-SEM1							
Communication Foundations		COMM 1100			2	0	1
Principles of Health Conditions and Management 1		HLTH 1107			3	0	
Introduction to Person Centred Support		HLTH 1108			3	0	
Developmental Psychology		PSYC 1104			3	0	
Positive Psychology		PSYC 1105			3	0	
Introduction to Recreation Therapy		RECL 1100			3	0	
General Elective Credit	OPT1	GNED 0000			3	0	
					20	0	1
RETH-SEM2							
Academic Writing for Success Strategies		COMM 2715	COMM 1100		2	0	1
Field Placement Prep		FDPL 1203	RECL 1100		3	0	
Principles of Health Conditions and Management 2		HLTH 1203	HLTH 1107		3	0	
Professional Practice for Recreation Therapy		RECL 1200	RECL 1100		3	0	
Program Planning for Recreation Therapy		RECL 1201	HLTH 1108		3	0	
General Elective Credit	OPT1	GNED 0000			3	0	
General Elective Credit	OPT1	GNED 0000			3	0	
					20	0	1
RETH-SEM3							
Interpersonal Skills in Recreation Therapy	MOD1	COMS 2100	RECL 1200		6	0	
Evaluating Recreation Therapy Programming	MOD1	RECL 2100	RECL 1201		6	0	
Assessment and Therapeutic Interventions 1	MOD1	RECL 2101	RECL 1201		8	0	
Field Placement 1	MOD2	RETH 2100	SPEC 0000		0	0	245
					20	0	245

Program Of Study 2025-26		Faculty of Health Sciences			18-JUL-2025		
Recreation Therapy (RETH)					Weekly Breakdown		
Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
RETH-SEM4							
Entrepreneurship in Recreation Therapy	MOD1	ENTR 2208	RECL 1200		6	0	
Assessment and Therapeutic Interventions 2	MOD1	RECL 2200	RECL 2101		8	0	
Therapeutic Recreation for Diverse Populations	MOD1	SOCI 2200	HLTH 1203		6	0	
Field Placement 2	MOD2	RETH 2200	SPEC 0000		0	0	245
					20	0	245

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
INTT-MC							
Introduction to Therapeutic Taping		INTT 1100			0	8	4
					0	8	4
PCTR-MC							
Anv Interprtn of PoC Tstng Rsl		APCT 1100	IPCT 1100		0	0	8
Interpretation of a Point of Care Testing Results		IPCT 1100			0	0	12
					0	0	20

NOTES:

OPT1/OPT2/OPT3 - OPTIONS - Students choose subjects. OPT1 subjects are included in total hours per week.

GNED - Courses with this Subject Code are "General Education" subjects, GNED 0000 you are required to choose a 'General Education Elective' that term when you register.

SPEC 0000 - when displays as a pre-requisite you are required to have passed all previous courses and have a GPA of 2.0.

COOP - the co-op work term takes place in the following semester (spring/summer).

MOD1/MOD2 - course is delivered over a portion of the semester.

Recreation Therapy

Program Information

Program Description

Durham College's Recreation Therapy program prepares students to assess clients' needs, plan, implement, and evaluate programming. Recreation therapy programming spans all 5 domains, physical, social, cognitive, emotional and spiritual. Programs enhance clients' quality of life, health, and wellness in diverse healthcare and community settings. Graduates of the program develop and deliver recreation and leisure activities to people with physical, mental, cognitive, emotional or social limitations. They are skilled in their assessment techniques and can provide person-centred therapeutic interventions that improve quality of life. This program is based on theory and layers of practical experience that will make textbook concepts come alive. Classroom lectures and learning activities prepare students for hands-on labs. Independent and collaborative projects prepare graduates to work with various healthcare professionals and wellness practitioners.

Program Learning Outcomes (Synopsis of the Vocational Learning Outcomes)

Upon successful completion of the Recreation Therapy program, the graduate will have reliably demonstrated the ability to:

1. Assess the interests, strengths, needs, and social, physical and mental health challenges of individuals and groups utilizing a person-centered approach when designing healthy leisure opportunities and improving quality of life.
2. Collect, record and report comprehensive client information, in verbal, written and electronic formats in accordance with current ministry guidelines and professional standards.
3. Evaluate the design and delivery of recreational and educational programs in meeting client needs and improving quality of life.
4. Design and deliver therapeutic recreation programs, leisure education programs and services by utilizing technology to promote personal, social, economic and health related benefits of recreation therapy services.
5. Develop and maintain collaborative relationships with clients, families, inter-professional teams and community service providers in the development and delivery of safe and effective recreation therapy services.
6. Assist in the development of administrative, marketing, financial and human resource strategies that enhance the delivery of services and promote small business objectives and goals.
7. Implement strategies for ongoing personal and professional development to support the growth of therapeutic recreation as a profession.

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

RETH Program Information

Recreation Therapy

Recreation Therapy professionals use recreation and activities as interventions to address the assessed needs of individuals living with illness or limitations. Recreation Therapists assess, plan, implement, and evaluate programs, requiring practiced facilitation techniques. Along with strong interpersonal and communication skills, graduates' practical and organizational skills meet the needs of the growing industry. Recreation therapy is a rewarding career providing meaningful and healthy leisure activities that improve the quality of life for people of all abilities and ages.

Certification

The graduating student will have the educational prerequisites to participate in the designation process with Therapeutic Recreation Ontario.

The cost of this designation is not included in tuition fees.

This designation is not a component of the diploma. Students do not need this designation to graduate from the Recreation Therapy program—the designation enhances the student's marketability. Some employers expect their candidates to have acquired certifications before commencing employment.

Program Specific Academic Expectations & Requirements

Recreation Therapy Program Expectations & Requirements

The Recreation Therapy program has developed program expectations and requirements based upon its philosophy and goals. The student's responsible for reading, understanding, and complying with the expectations and requirements outlined in this, and any related documents, including the Field Placement Guide.

The Faculty of Health Sciences and the Recreation Therapy program reserves the right to alter expectations and requirements to ensure program quality and relevancy. Students will be provided with written notification of any necessary changes.

The following expectations apply to all courses unless students are advised otherwise. Additional policies specific to individual courses may be included in those Course Outlines.

Expectations and requirements related to field placement will be identified in the Recreation Therapy Field Placement Guide and/or the individual Course Outline.

The Learning Environment

One factor that has a positive impact on student success is an appropriate learning environment. Acceptance of the information stated in the Program Guide and RETH Student Handbook will ensure a constructive learning environment for both students and faculty.

Scent-Free Environment

To create an appropriate learning environment for all is imperative to recognize that many individuals have sensitivities to chemical and organic scents. Chemical scents include scented deodorants, antiperspirants, perfumes, lotions, colognes, etc. Organic scents include body odour, perspiration, and unwashed clothing.

These odours would create a problem in the professional workplace and are thus unacceptable in learning environments. This is easily remedied by choosing personal items not scented and ensuring you have showered/bathed that day and are wearing freshly laundered clothing.

Availability

All Durham College staff and faculty encourage open communication with students.

Appointments are available based on the individual professor's timetable. Appointments may be made in person or by email with each professor directly.

Classroom Conduct

All class members, including the professor, are expected to treat one another courteously and respectfully in all aspects of the learning environment (lab, in and out of the classroom, field placement). There is group and practical/lab work within the program, and it is an expectation that all group members treat each other with respect and dignity. Respect creates a caring environment that supports teaching and learning. Suppose individual behaviours interfere with the rights of others to teach or to learn. In that case, the professor has the right to hold the disruptive student(s) accountable and disciplinary action may be initiated as per the College policies. See the College Policies on Student Conduct [ADMIN-248-Student Conduct \(durhamcollege.ca\)](https://www.durhamcollege.ca/ADMIN-248-Student-Conduct).

Student Success

The student's responsible for informing the faculty about any circumstances that may interfere with the student's success in that course. The faculty cannot provide support and assistance if they are unaware of a problem. Students can send an email to arrange for the faculty and the student to meet and work together to resolve any issues or challenges.

If a student is concerned about an individual course, the first line of solution is a discussion with the professor. If the issue cannot be solved through collaboration, the student is advised to make an appointment with the Program Coordinator and then their Student Advisor.

A pass mark is 50%. A Grade Point Average (GPA) of at least 2.0 is required for placement and for graduation. Students should strive for 60% or better in each subject to achieve a GPA of 2.0.

Attendance

Because of the relationship between theoretical knowledge and practical application in education, it is essential that students participate in all learning activities provided. Missed learning opportunities may lead to gaps in knowledge, grade reduction and potential safety hazards for the client during field placement.

Full attendance is required to meet the program learning outcomes, essential employability outcomes and to ensure quality, scaffolded learning that promotes students' professional success.

If a student is absent from class, it is their responsibility, **prior to the next class**, to learn what was missed by asking a classmate or a study group member.

Students are responsible for knowing all course requirements and instructions given in class, even if they are absent from that class. Students are encouraged to form support groups of three to four classmates who are willing to gather handouts, take notes and pass along instructions and information from classes that they have missed. The student who has missed class is encouraged to contact the professor immediately if any of the information they have received from classmates is unclear.

Students are responsible for any missed material and instructions as a result of an absence from class. In addition, it is the student's responsibility to complete all assignments and to be aware of announcements made. It is the student's responsibility to arrive to class on time, review notes, readings, and other requirements in preparation for class.

In order to promote student success in courses, skill and knowledge acquisition, success in the program and field, any student who is frequently absent will be asked to meet with their professor to determine how the student might fully participate in learning activities. This process and guideline is followed in a consistent, supportive manner throughout the program to promote student success, communicate transparently, offer appropriate support to encourage attendance and active participation, and is not punitive.

Throughout the academic year, students will be expected to perform practical skills on classmates and clients. Working in partnerships with classmates, and practicing newly learned skills with and on classmates, prior to training clients, is a significant component of the learning process. Students who are not prepared to work collaboratively in the client role with their classmates will not be able to achieve the learning outcomes of the Recreation Therapy program.

During the final assessment period, there may be other scheduled activities related to the program. The student is expected to keep all of the final assessment period open for evaluations and activities as scheduled by the Faculty of Health Sciences. Missing these sessions may affect course success, program progression, or field placement.

Late Arrivals and Early Departures

Students are expected to arrive to class or lab on time both at the beginning of class or lab and after breaks. Students are expected to stay until the completion of class or lab. Arriving late or leaving early during a lecture is inappropriate.

To optimize the learning and teaching environment, professors may refuse entry for arriving late until a suitable time to do so or may not allow entry at all. Professors shall discuss this expectation with their class.

Professors recognize that there are legitimate reasons for late arrivals. If an unavoidable lateness occurs, it is expected that the student enters the classroom using the back door (where applicable) as quietly as possible and takes the first available seat to minimize disruption to students who arrive on time. If the behaviour is chronic and/or disturbs a class already in progress, the professor has the right to prohibit entry to the classroom or lab until a suitable break occurs.

During classes or labs in which a guest speaker is scheduled or when student peers are making a presentation, late arrival is not permitted. Special circumstances may be presented to the professor in advance of the class or lab for consideration.

Professors recognize that there are legitimate needs to leave class early. Prior arrangements are to be made with the professor. When the behaviour is chronic and/or disturbs a class, the professor has the right to deny early departure.

Professional Decorum

In order to prepare students for field placement and the workplace, music devices/earphones are not permitted in the classroom or lab.

Eating and Drinking in Classrooms

Light snacks and drinks, emitting minimal odour and unwrapping noise, are permitted in classrooms as long as the student takes responsibility for removing garbage and cleaning up their workspace before leaving the class. The professor has the right to revoke this privilege if these conditions are not met or if this practice negatively impacts the learning environment.

Communication

Students are expected to check their DC email daily for college-wide information. Students are expected to check the Learning Management System, DC Connect, regularly throughout the business day for program-specific information.

Should a student have a login and/or performance issue with their MyDC or DC Connect, it is their responsibility to report the issue(s) to the IT Help Desk by calling 905-721-3333 or emailing ITsupport@dc-uoit.ca or visiting the Computer Commons, Room SW100.

Each Durham College student has a DC Mail email address, which they need to check regularly throughout the business day. This may be forwarded to the student's personal device. (Sign into DC Mail, go to settings, then account or email.)

Communication between students, faculty, and staff via email is limited to the DC Mail system. Durham College faculty and staff do not use or reply to personal email addresses.

Emails need to include an appropriate greeting and closing and be grammatically correct with proper spelling and punctuation to reflect professional communication.

Computer equipment is required. The student is responsible to check with IT Support Help Desk to ensure their home equipment has the capacity to manage DC Connect. Students have access to computers in the Learning Commons if home access is not available.

Basic computing, keyboarding, and word processing skills as well as experience browsing the internet, sending and receiving emails is necessary for the facilitation of DC Connect.

It is strongly recommended the student who does not have basic computer skills, seek help from the Student Academic Learning Services (SALS) as soon as possible.

Use of Personal Technology & Communication Devices

All students are guided by the [Durham College Information Technology Acceptable Use Policy](#). In addition to this general policy, the following guidelines apply to the use of any technology in the RETH program.

- Professional behaviour and proper technology etiquette will be observed at all times when using cell phones, laptops, tablets, or other electronic devices in the classroom, lab, or field placement.
- Technological devices may be used only when authorized by faculty for classroom activities, or as an approved accommodation. Students seeking the latter will require an Accommodations Notice from the Access and Support Centre (ASC).
- Use of laptops or internet-based technology in the class is permitted related to course work only. When faculty request that students' close laptops or turn off other electronic devices to focus attention on a learning activity, it is expected that students will respond promptly to this direction.
- No personal texting or phone conversation is allowed at any time or under any circumstance while in class, lab or during field placement. All devices must be silenced or turned off during these times unless required for course work.
- At no time may a student post anything related to faculty, staff, clients, other students, classes/field placement/lab on social media.
- Students may not take pictures/videos/recordings of clients/students/professors/staff without written consent.
- Students who abuse the privilege of using technology will be subject to disciplinary action.

Missed In-Class Activities, Quizzes, Assignments

In order to earn in-process marks, students must be present in class the day the activities take place and meet the submission deadline. Many of the activities require student-teacher and student-student interaction and the intended learning cannot take place if the student is absent from this process. In-process activities, quizzes, and assignments will be given only

once. They cannot be made up or supplemented. Any missed in-class activities, quizzes, and assignments, including project presentations, will be assigned a mark of zero.

All in-class activities, quizzes, exercises, and assignment marks are earned through both scheduled and random activities conducted throughout the semester and are intended to give students the opportunity to apply concepts covered in class to enhance and reinforce learning. These activities may be unannounced. Given the nature of these activities, there are no make-ups or opportunities to submit after the submission deadline. Students not in attendance during this time will receive a mark of zero. No makeup activities, quizzes, exercises, and assignments will be given.

Missed Presentations

A student who misses delivering their presentation on a previously scheduled date and time, individually or as part of a group, shall earn a grade of zero for that presentation.

Tests

Student must present their Durham College Student Photo ID for all tests and for all formal examinations. If a valid Durham College student I.D. card is not presented, the student may be asked to leave the room and may not be allowed to rewrite the test or exam. Please ensure that you bring your **Durham College Student I.D.** card to **all** tests and examinations.

Hats, caps, and sunglasses are not permitted to be worn during any evaluations, e.g., tests, quizzes, presentations, and practical evaluations.

Missed Tests

There are no makeup, supplemental, or “do-over” tests. Tests will be given only once. To reflect established practice in the workplace and demonstrate responsibility, students are required to provide email notification **PRIOR** to the start of the scheduled test date and time if they are unable to attend the test. Students need to clearly state the reason why the test will be missed in their notification. **Students who fail to contact the professor by this time will receive a mark of zero on the test.**

The student may write the missed test during a scheduled pre-determined time in the Test Centre. There will be one opportunity **only** to complete any missed tests. Students who are absent for a missed test in the scheduled pre-determined time in the Test Centre will receive a mark of zero on the test.

In cases of bereavement or other serious situations, the student needs to discuss the situation with the professor who will outline the procedures to be followed.

Students who arrive late on the day of a test will not be given any additional time to complete the test.

No student will be allowed to enter the test room after the first student to complete the test leaves the room. No student is permitted to leave the test room during the first 15 minutes of a test.

It is the student's responsibility to check the test time carefully. Ensure awareness of the date, time and location that the test is being written. Students need to write all tests during the scheduled times. When the class is scheduled to write a test outside of scheduled class time or in another room notice will be posted to DC Connect. **Tests may occur outside of scheduled class hours.**

Assignments

Assignments are due by the date and time assigned in class and posted to DC Connect. All late assignments will be penalized at a rate of 10% per day (i.e., 24-hour period). Late assignments will not be accepted beyond the fifth late day and will receive a grade of zero. A "day" includes each day of the weekend.

It is the responsibility of the student to submit all assignments on time and as indicated on the assignment instructions.

If a student experiences technical difficulties when attempting to submit an assignment electronically they need to contact the IT Help Desk at 905-721-3333 or email itsupport@dc-uoit.ca and have a "ticket" opened. If the technical issue cannot be resolved, the ticket number is to be provided to the professor. The professor is not responsible for any computer problems the student may encounter when submitting an assignment electronically. Attachments that will not open, are not included with the submission, or do not contain any content are the responsibility of the student and are subject to late penalties.

In the event of an unexpected absence, students must contact the course professor prior to the due date and time. The professor will consider, individually, rare extenuating circumstances which may cause an assignment to be late. The student must provide appropriate supporting documentation to validate the absence and secure permission for the assignment to be submitted at a later time and/or date.

The student is responsible for keeping a backup copy of all written assignments, marked assignments and course work for future reference and as evidence for professional portfolio.

The student takes full responsibility for assignments submitted by others on his/her behalf. Assignments are NOT accepted at the Faculty of Health Sciences office under any circumstances.

In the event of an appeal, students are responsible for producing all assignments and course work.

Written work submitted must be the product of the student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to consequences.

Generative AI and Course Work

Students are to consult DC Connect and assignments instructions to see if Generative AI is allowed or not allowed to be used for certain assignments and course work. Students are to consult the Generative AI Statement for guidelines on when it can and cannot be used to promote Academic Integrity. Some courses may allow Generative AI to be used in specific components and if used it must be cited. A sample of a Generative AI Statement is as follows:

Generative AI Statement

PERMITTED IN SPECIFIC COMPONENTS

THE USE OF GENERATIVE AI IS PERMITTED IN SPECIFIC COMPONENTS OF THIS COURSE

For this assignment, you are permitted to use GenAI apps for the following purposes:

- GenAI may be used to suggest ideas, propose outlines, generate drafts, give you feedback on your drafts, and polish writing.

In all submissions in which you use generative AI, you must [cite its usage](#). Failing to cite the use of generative AI is academic misconduct. In all other aspects of your work, the use of generative AI will be considered a breach of academic integrity and [Academic Policy ACAD-101](#) Academic Integrity will be applied. If you are uncertain if you have used GenAI and/or cited appropriately, please speak with the library or your professor.

Evaluation Results

Students shall be provided with an opportunity to review graded evaluations. Students may request a meeting with the course professor to clarify evaluation results.

Occasionally, a student may believe that an error or misapplication of a grade has been assigned. The policy and procedure to address academic appeals related to grading may be found at this link <https://durhamcollege.ca/wp-content/uploads/111-grade-appeals.pdf>.

Faculty shall return assignments to students within an appropriate timeframe for the assessment type. Typically, one week for multiple-choice tests and three weeks for formal papers, at a maximum, with exceptions as advised by the professor. Students shall consult their course outlines for specific information on evaluation protocols. It is a student's responsibility to review returned assignments. Students are responsible for keeping all assignments and course work for future reference.

Group Work

Throughout the program, students are expected to complete a variety of assignments that involve teamwork, team presentations and team projects. The following expectations were developed to help students collaboratively and successfully complete these assignments.

- During teamwork, students will demonstrate respect for all members of their working team.
- Team members are expected to mutually agree upon distribution of workload for assignment completion.
- All teamwork communication regarding meetings, workload distribution etc., should be communicated to all team members using the mutually agreed upon platform.
- Any peer evaluations required for the assignment are to be completed confidentially, NOT as a team, and submitted separately to the professor of the course.
- Teamwork requires working through group dynamic issues. If challenges are encountered, students must meet as a team, identify the issues, and collaboratively attempt to resolve the identified issues. If the issues are unable to be resolved there are College resources available through Campus Conflict Resolution Services <http://www.durhamcollege.ca/academic-schools/school-of-justice-emergency-services/about-the-school/campus-conflict-resolution-services>. Appointments are made at CCRS@durhamcollege.ca.
- If, after meeting with Campus Conflict Resolution Services, the issues are still not resolved, the team may make an appointment as a team with the professor of the course.

Professionalism

The RETH student will be encouraged to use critical thinking, participate in team building, and share responsibility for their own learning.

- **Critical Thinking**
Critical thinking includes the interpretation of ideas, appraisal of evidence for and against arguments, and the determination of what is reasonable and unreasonable. The student will be encouraged to employ critical thinking because this type of thinking leads to the problem-solving and decision-making skills that are the basis for effective workplace practice. The student will be expected to research material and articles and will want, therefore, to become familiar with the Durham College Library and APA citation style.
- **Team Building**
Therapeutic recreation professionals are members of interdisciplinary teams. Learning experiences will be planned to foster the co-operative spirit, communication skills, sharing and mentoring which are the foundations of teamwork.
- **Citizenship**
Students, who participate in learning activities, are punctual, come prepared, contribute in a positive, constructive manner, follow established guidelines, and who demonstrate

consideration and caring for themselves, their peers, professors, and others are considered “good citizens”.

As citizens of Durham College, students and staff have a mutual responsibility to uphold the key values of the College in their dealings with each other.

Field Placement

The Recreation Therapy program offers the student two field placement opportunities to work alongside successful therapeutic recreation professionals to enrich their knowledge, practice their skills, and strengthen their abilities. Both occur in the second year of the program. During the third and fourth semester, the student participates in two 245-hour placements to maximize their exposure to possible career opportunities.

The field placement will take place for 35-hours per week over 7 weeks.

It is important that the students have a unique opportunity for field placement. Placement will not be approved for:

- A school which the student previously attended
- A home-based business
- An agency at which the student had a previous coop or placement opportunity
- An agency at which the student's relative is an employer or employee or volunteer
- An agency at which the student is or has been an employer or an employee
- An agency at which the student is a current patient or client
- Any agency in which the student is in conflict of interest

To qualify for field placement the student must have:

1. Successfully completed ALL semester 1 and 2 courses and earned a cumulative program Grade Point Average of at least 2.0 for FDPL 1203.
2. Successfully completed ALL semester 1, 2, and 3 courses, and earned a cumulative program Grade Point Average of at least 2.0 for to participate in FDPL 1203.

Notes:

1. Any student on Academic Probation or who has an unresolved Student Alert will not be permitted to participate in Field Placement until the issue pertaining to the Alert or Academic Probation has been successfully resolved.

Students need to be aware that their digital footprint (e.g., Facebook, Instagram, Twitter, Snapchat, etc.) may negatively affect their field placement opportunities. Placement employers often investigate a placement student's digital footprint.

Student requirements for field placement are detailed in the Recreation Therapy Program Field Placement Guide and/or the individual Course Outline.

Criminal Reference Check

Students are required to secure a criminal reference check; including Vulnerable Sector Screen **prior to commencing placement**. Students are responsible for arranging and paying all costs associated with obtaining the criminal reference check in their primary residence (hometown). When requesting a criminal reference check, students must inform the police that the criminal reference check is required for work with vulnerable persons and is required for a student placement.

Criminal reference checks must be submitted to Synergy Gateway https://cpp.smartsimple4.biz/s_Login.jsp, our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program.

Students with criminal charges or convictions, criminal charges pending, or an unclear criminal record will be severely limited in placement and/or employment opportunities or be denied by the placement agency, and therefore may be unable to complete the program. Students with criminal charges or convictions, criminal charges pending, or an unclear criminal record should approach the Placement Officer as soon as possible.

If you are applying for your Criminal Reference Check with Vulnerable Sector Screening outside of Durham Region, please contact your local police department regarding their application process. Procedures and regulations for obtaining criminal record search documents are controlled by the RCMP and the Government of Canada. These procedures and regulations may change at any time without notification.

Durham College will endeavor to notify students of any changes when they come to our attention. For current procedures and regulations of the RCMP with regard to the vulnerable sector verifications please visit <http://www.rcmp-grc.gc.ca/en/criminal-record-checks>.

Health & Safety Requirements

Completion of a confidential College Health Entry Immunization Form is required **prior to the start of field placement**.

Annual certification in Cardiopulmonary Resuscitation (CPR-C) and current Standard First Aid is required **prior to the start of placement**.

For additional details, see the Recreation Therapy Program Field Placement Guide.

Health Policies and Guidelines

Certain protective health measures such as entrance physical examinations, up to date immunization, criminal reference checks, CPR certification and/or special tests are expected of all students, the professor and staff prior to an experience in the agency.

All required entry and field placement documentation must be submitted to **Synergy Gateway** https://cpp.smartsimple4.biz/s_Login.jsp our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program. Deadline dates will be communicated to students through email in 1st year and through DC Mail email in the remaining semesters. Exceptions to these dates are non-negotiable due to liability and safety regulations.

Please refer to the Field Placement Guide for further details and for submission instructions.

1. Entry Immunization Form

An approved Entry Immunization Form (EIF) must be on file with **Synergy Gateway** https://cpp.smartsimple4.biz/s_Login.jsp to be eligible to attend the practicum placement portion of your program. Students are not allowed to attend placement until the form is approved.

Please visit the Campus Health Centre to request assistance in completion of these forms. Completion of the form may require more than one visit. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours of operation are 8:00 am - 6:30 pm. Monday to Thursday and 8:00 am to 4:00 pm on Friday. 905-721-3037 www.durhamcollege.ca/campushealthcentre

Completion of an "Informed Consent for Immunization Exemption" must be provided to your placement officer if you are requesting an exemption from any immunizations on the EIF form. These forms are only available through an appointment in the Campus Health Centre. Immune status is required via blood titre levels and any record of past vaccinations must be supplied for the exemption status to be processed. TB testing is mandatory.

2. Tuberculosis Surveillance (TB skin testing)

All first year students and new entry students are required to provide proof of TB status as a part of the Entry Immunization Form. A two-step TB skin test is required. If a two-step TB skin test has been completed in the past, proof of this testing must be provided as well as a current yearly one step. If you are a known positive conversion, proof of a negative chest x ray, which is less than 1 year old, must be submitted along with documentation of the positive test result.

3. Influenza Immunization (Flu vaccination)

For placements in long term care facilities, students may be required to have had vaccination for influenza. Please ensure you are immunized and keep a record for your placement agency. If a student has not had an influenza immunization and a flu outbreak occurs in the agency and/or on the unit the student is assigned to, the student may be required to stay away from the practicum area until the flu outbreak is over.

4. Illness

Durham College has a responsibility to the practicum agencies concerning infection and disease control. As a student, you are responsible for assessing your ability to attend practicum/field placement. When reporting off due to illness, comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your practicum/placement officer for further direction.

Contact your healthcare professional or make a medical appointment through the Campus Health Centre for clearance to attend placement if you suspect you have:

- Contact with a communicable disease
- Gastrointestinal symptoms of diarrhea persisting for longer than 24 hours
- Respiratory symptoms such as a persistent fever of greater than 38 degrees and a new or worsening cough or shortness of breath

5. Management of Persons with Exposure to Blood or Body Fluids

Definition of "Exposure": exposure encompasses situations such as a break in integrity of the skin due to needle stick injury, scratches, bites, lacerations and contact as a result of splashing with blood or other body fluids to which Routine Practices apply.

a) If an exposure occurs, immediately apply first aid measures.

1. Wash the area with soap and water
2. If eyes(s) splashed, rinse with tap water or saline with eye(s) open
3. If mouth is affected, spit out suspected fluid and rinse with water
4. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact

b) Reporting and post-exposure management.

Students should report exposures immediately after they occur, as certain interventions that may be appropriate, for example prophylaxis against Hepatitis B, must be initiated promptly to be effective.

The exposed student should:

1. Notify their immediate supervisor (i.e.: practicum professor)
2. Follow the policy of the agency in which the exposure occurred
3. If no policy exists, report to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up
4. Complete the Durham College Accidental-Injury form. Relevant information includes the following:
 - Date, time, location (agency) of exposure
 - Job duty being performed by student/staff at the time of exposure
 - Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure, duration of contact
 - Description of source of exposure
5. Details about any referral for assessment/treatment
6. Follow – up counselling and ongoing evaluations by a physician can be arranged if the student does not have a physician

6. Travel Outside Canada

Please be aware that upon returning from travel outside of Canada, if unwell, you are advised to consult with your healthcare professional or make a medical appointment through the Campus Health Centre

Employment Opportunities

Where you could work:

- Acute or chronic care hospitals
- Addiction treatment centres
- Children's treatment centres
- Community living organizations
- Community-based agencies
- Day programs
- Long term care homes
- Mental health facilities
- Municipal recreation departments
- Palliative care
- Private practice
- Rehabilitation programs
- Retirement living

What you could be:

- Recreation therapist
- Activity aide
- Exercise therapist
- Life enrichment manager
- Recreation program leader
- Recreational therapist
- Life enrichment coordinator
- Activity coordinator
- Recreation programmer

Courses

[Click Here for Course Outline Access Manual](#)

• Semester 1

- [Communication Foundations \(COMM 1100\)](#)
- [General Education Elective \(GNED 0000\)](#)
- [Principles Of Health Conditions and Management 1 \(HLTH 1107\)](#)
- [Introduction to Person Centred Support \(HLTH 1108\)](#)
- [Developmental Psychology \(PSYC 1104\)](#)
- [Positive Psychology \(PSYC 1105\)](#)
- [Introduction to Recreation Therapy \(RECL 1100\)](#)

• Semester 2

- [Academic Writing for Success Strategies \(COMM 2715\)](#)

- [Field Placement Prep \(FDPL 1203\)](#)
- [General Education Elective \(GNED 0000\)](#)
- [General Education Elective \(GNED 0000\)](#)
- [Principles Of Health Conditions and Management 2 \(HLTH 1203\)](#)
- [Professional Practice for Recreation Therapy \(RECL 1200\)](#)
- [Program Planning for Recreation Therapy \(RECL 1201\)](#)

- **Semester 3**

- [Interpersonal Skills In Recreation Therapy \(COMS 2100\)](#)
- [Evaluating Recreation Therapy Programming \(RECL 2100\)](#)
- [Assessment and Therapeutic Interventions 1 \(RECL 2101\)](#)
- [Field Placement 1 \(RETH 2100\)](#)

- **Semester 4**

- [Entrepreneurship In Recreation Therapy \(ENTR 2208\)](#)
- [Assessment and Therapeutic Interventions 2 \(RECL 2200\)](#)
- [Field Placement 2 \(RETH 2200\)](#)
- [Therapeutic Recreation for Diverse Populations \(SOCI 2200\)](#)