

# REHA 3044 SHAPING THE FUTURE OF RECREATIONAL THERAPY

**Credit Points** 10

**Legacy Code** 401404

**Coordinator** Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

**Description** Recreation therapists are frequently tasked with solving very complex problems in their practice. This unit uses project-based learning to provide students with the opportunity to work collaboratively to solve an industry-driven problem, using systematic and evidence-based techniques to do so. Students will be challenged to think broadly to take into account the interrelationships among a full range of causal factors underlying the problem at hand, and will be required to use more collaborative and innovative approaches to solve industry challenges.

**School** Health Sciences

**Discipline** Rehabilitation Therapies, Not Elsewhere Classified.

**Student Contribution Band** HECS Band 2 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 3 subject

**Pre-requisite(s)** REHA 2014 AND REHA 2015

**Restrictions** This is a capstone subject of study for the Recreational Therapy Testamur major. Therefore, students must have completed 160 credit points of the program prior to enrolling in this subject.

## Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply problem-solving skills to an actual health challenge
2. Appraise literature and information sources that are related to an identified problem
3. Employ appropriate methods and evaluation processes to create a solution-based proposal
4. Articulate complex recreation therapy approaches and solutions to different audiences
5. Demonstrate innovative thinking in creating a solution to a recreation therapy challenge

## Subject Content

1. Understanding complex problems
2. Tackling practice problems by working collaboratively as part of a team
3. Design thinking
4. The stages of a solution-based proposal

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	600 words	30	N	Individual
Presentation	15 minutes	30	N	Individual
Report	2,000 words	40	N	Individual

Teaching Periods

## Sydney City Campus - Term 3

### Sydney City

#### Day

**Subject Contact** Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=REHA3044\\_22-SC3\\_SC\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3044_22-SC3_SC_D#subjects))