



Leisure and Mental Health Undergraduate Course Information Guide

Course Number: CCH 229, 2 credits, 5 Weeks
Delivery Formats: Online Async

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Course Description

Scholarly studies provide evidence that taking time for leisure is essential for a balanced and fulfilling life. In this course, students will learn about the concepts of leisure and mental health and how engaging in leisure activities offers numerous benefits to promoting physical and mental well-being. Leisure can help promote relaxation, reduce stress, and improve mood as well as provide opportunities for self-expression, creativity, and self-efficacy. Social leisure activities combat loneliness and foster connections. As part of this course, students will develop a personal leisure for wellbeing plan.

Learning Outcomes

After completing this course, you will be able to:

- Define and explain the concepts of leisure and mental health.
- Analyze the psychological, emotional, and social benefits of leisure activities.
- Evaluate scholarly research on leisure and well-being.
- Reflect on personal leisure habits and their impact on mental health.
- Develop a personalized Leisure for Wellbeing Plan.

Learning Strategies and Resources

We will be using reflective journals, discussions, self-assessments, hypothesis annotations, and readings/ videos to connect with our leisure behavior, why we do what we do, what will spark interest in what's around us, and connect with others.

Required Readings

No textbook is required for purchase.

Readings will be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Learning Deliverables

Stage Development of Leisure Wellbeing Plan

1. Personal Leisure Wellbeing Reflection
2. Leisure and Mental Health Wellbeing Survey & Analysis
3. Evidence-Based Strategy Integration
4. Personalized Leisure for Wellbeing Plan
5. Final Reflection & Future Commitment

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Assessment of Student Learning

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Online Discussions	20%
Written Assignments	20%
Reflection Journals	25%
Leisure Wellbeing Plan	35%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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Course Schedule

Week and Module Title or Theme	Readings / Activities	Graded Assignments
Week 1, Module 1:	Readings: Iwasaki, Y. (2007). Leisure and quality of life in an international and multicultural context. • Stebbins, R. A. (2007). Serious Leisure: A Perspective for Our Time.	Discussion Post Reflection Journal #1: 'What does leisure mean to me?' Self-Assessment (Pre-Assessment)
Week 2, Module 2:	Readings: Arnett, J. J. (2000). Emerging adulthood: A theory of development. • Pronovost, G. (1988). The Social Meaning of Leisure, International Sociology Vol3:1 (pp. 89-103) • Abuhamdeh, Sami ; Csikszentmihalyi, Mihaly, The Importance of Challenge for the Enjoyment of Intrinsically Motivated, Goal-Directed Activities	Discussion Post Case Study Analysis Reflection Journal #2

	Personality & social psychology bulletin, 38(3), 2012-03-01, 317 – 330 Learning Activity: Guided mindfulness leisure activity Videos: Watch the Value of Leisure in Everyday Life TEDx (10:32) and comment on leisure changes throughout our lives	
Week 3, Module 3:	Readings: Caldwell, L. L. (2005). Leisure and health: Why is leisure therapeutic? Heintzman, P., Mannell, R.C. (2003). Spiritual Functions of Leisure and Spiritual Well-Being: Coping with Time Pressure. Leisure Sciences, 25:207-230 Hutchinson, S. L., Bland, A. D., & Kleiber, D. A. (2008). Leisure and Stress-Coping: Implications for Therapeutic Recreation Practice. Therapeutic Recreation Journal, 42(1), 9-23. Learning Activities: Online peer discussion: Social leisure in your life	Discussion Post2. Group Presentation Reflection Journal #3
Week 4, Module 4:	Readings: Arai, S., & Pedlar, A. (2003). Moving beyond individualism in leisure theory. Holland, Samantha, Three generations of women's leisure:	Discussion Post2. Reflection Journal #4 Critical Essay

	Changes, challenges and continuities Journal of gender studies, 22(3), 2013-09-01, 309 - 319 Learning Activities: Discussion: What prevents people from engaging in leisure? Peer Debate: Should leisure be considered a human right?	
Week 5, Module 5:	Readings Chapter 9: A psychological analysis of leisure and health; Isa-Ahola, S., Haworth, J. (1997) Work, Leisure & Well-Being Book Chapter. Dattilo, J. (2024). Leisure Education Grounded in Social Justice: A Facilitation Technique that Contributes to Inclusive Leisure and Therapeutic Recreation. Therapeutic Recreation Journal, Suppl.Special Issue Part 2: Fieldwork and Professional Development: Improving Practice and Professional Preparation, 58(1), 39-60.	Final Project: Personalized Leisure for Wellbeing Plan (written + visual component). Self-Assessment Survey Reflection Journal #5

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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

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