

**GRANDE PRAIRIE REGIONAL COLLEGE**

**REHABILITATION SERVICES PROGRAM**

**COURSE OUTLINE**

**RP2315 LIFESTYLES PLANNING & FUNCTIONAL SKILLS**

**FALL 1993:** September 7, 1993 - December 10, 1993

**TIME:** Monday & Wednesday 10:00 a.m. - 11:50 a.m.  
Friday 8:30 a.m. - 9:50 a.m.

**LOCATION:** G111

**PREREQUISITES:** RP1200 Program Module 1  
RP1201 Health Issues  
RP1202 Program Design  
RP1204 Integration Seminar II  
RP1206 Practicum II

**Credits:** 3 (50 hours)

**Instructor:** Dolly McArthur

**Office:** H217

**Phone:** 539-2691

**Office Hours:** Tuesdays 10:30 a.m. - 12:30 p.m.  
Friday 10:00 a.m. - 12:00 p.m. or by appointment.

**COURSE DESCRIPTION**

This course is a focal point for the values and principles taught in RP1100 and RP1200 coming together with the practical programming techniques acquired in RP1102 and RP1202. Students will cover the process of developing and implementing individual service plans to facilitate acquisition of functional skills.

**REQUIRED TEXT**

Faivey, Mary, Community Based Curriculum, Instructional Strategies for Students with Severe Handicaps, Baltimore, Maryland, Paul H. Brookes Publishing, 1989

Galambos, Diane and Wilson-Whetsong, Patti, Individual Program Planning: A Value Based Approach to Planning Personalized Service and Supports with People Who Have Special Needs, Oakville, Ontario, Sheridan College Press

## **CLASS FORMAT**

Class will consist of lecture, discussion and small group work. Emphasis will be placed on practical application of the concepts.

## **COURSE OBJECTIVE**

On completion of this course the student will be able to:

1. Discuss the rationale for comprehensive individual service planning.
2. Discuss the philosophy and values underlying this planning process.
3. Differentiate between Lifestyle Planning and Implementation Planning and demonstrate familiarity with alternate but equivalent terminologies.
4. Discuss the composition of the planning team.
5. Identify and discuss strategies required to develop good professional working relationships.
6. Identify and discuss strategies for assessing skills in chronological age - appropriate and functional activities.
7. Develop an individual profile, describe the assessment process used to develop the profile and practice application of that knowledge in a lab setting.
8. Describe and implement the goal planning process, including identification and prioritization of goals in the various domains, ie. community, domestic, recreation etc..
9. Demonstrate and apply knowledge of guidelines for writing strengths, needs, and overall (long-term) goals.
10. Define, describe and identify barriers to community based programs.
11. Develop implementation plan to facilitate attainment of overall goals.
12. Identify and describe instructional strategies and teaching procedures.
13. Discuss and plan for evaluation of individual service plans.
14. Discuss the impact of this planning Model or agency function.
15. Develop and apply knowledge of group dynamics to enhance participation and consensus by team members in the goal planning meeting.

## GRADING

### 1. Assignments (60%)

Three assignments will be required, each reflecting a component of the planning process as it is studied. All three assignments will have two parts; a collaborative effort that will result in the submission of ONE document on behalf of the entire group, and an individual analysis of the group process.

The group component will require role play of the planning process with each student being assigned a specific role for the duration of the course. The group will be provided with a case file that will provide a skeleton of information on which the role plays will be based. It must be stressed that no file can provide all the information necessary and so students may be required to "supply" further information from their individual areas of expertise (as defined by the assigned role).

The individual submissions will require that each student write up an analysis of the group process consisting of:

- a. a description of what and how you contributed to the process.
- b. a summary of what you learned from the exercise including
  - what worked well
  - what barriers needed to be overcome
  - how those barriers were dealt with
  - how the process might be improved
- c. and how your own strengths and needs are reflected in this process.

Each assignment is worth 20%. 10% will be based on the group submission with all members of the group normally receiving the same grade (though the instructor retains the right to reduce the number of points awarded to any member of the group in response to lack of attendance, participation, or contribution to the group work). The remaining 10% will be based on each student's individual analysis.

### 2. Exams

Mid-term	15%
Final	25%