

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF COMMUNITY REHABILITATION
"MAKING A DIFFERENCE"**

RP2315 LIFESTYLE PLANNING

Fall, 2001: September 5 - December 7, 2001

Credits: 3 (45 hours)

Class times: Tuesdays and Thursdays
8:30 a.m. - 9:50 a.m.

Location: B206

Instructor: Marsha C. Zalik
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mzalik@telusplanet.net (Home)

Office Hours: Monday 1:00 - 3:30
Wednesday 1:30 - 4:00
Students may make appointments or drop in at other times as well.

Prerequisites: RP1100, RP1102, RP1203

COURSE DESCRIPTION

This course provides students with the opportunity to develop skills for person-centred lifestyle planning. The values and principles explored in RP1100 and assessment knowledge acquired in RP1102 are applied to the development of personal plans that promote and enhance dignity and quality of life. Students work on case studies in teams, applying interpersonal skills, to develop plans designed to enhance quality of life.

TEXT

Galambos, Diane. **Planning...to have a life: Individualized planning for quality of life.**
Ontario: Sheridan College Learning Materials Services, 1995.

CLASS FORMAT

Classes will vary in format. There will be small group work, class discussions, mini-lectures, and a variety of other activities designed to promote active learning of the course content.

COURSE OBJECTIVES

Students will:

1. Define PLANNING, its purpose, components and underlining principles.
2. Identify and discuss key factors of positive quality of life.
3. Identify, describe, discuss and apply a variety of strategies applicable to each of the following components of a value based planning process:
 - a. assessment
 - b. development of goals
 - c. implementation
 - d. evaluation

CREDIT REQUIREMENTS AND STUDENT EVALUATION

1. Participation (25%)

This course will emphasize use of active learning strategies. Active learning has been shown to be more effective than lecture in promoting learning. However, an active learning classroom cannot work unless students participate fully. Student' success in this course will, therefore, depend to a large degrees on the extent to which they participate on an ongoing basis throughout the semester

Evaluation of participation will be based on a variety of indicators including attendance, preparation for classes, contributions to in-class group work, contributions to class discussion, etc. The details (criteria) of how participation will be assessed will be worked out collaboratively by students and the instructor in the first class of the semester.

2. **Learning Journals (15%)**

In preparation for class, students will often be asked to complete short exercises, answer questions, and provide brief reflections in their learning journals.

3. **Assignments 50%** (Due dates will be announced in class and posted on WebCT)

I. **PLANNING...TO HAVE A LIFE, (personal edition) (25%)**

You will apply concepts covered to develop a personal plan for yourself. The plan will be written and submitted in 3 parts.

1. Personal Profile (10 %)
2. Goals (5 %)
3. Action Plan (10 %)

II. **PLANNING...TO HAVE A LIFE, (case study edition) (25%)**

You will work collaboratively in groups to develop a personal plan for a fictitious client. Each group member will "role play" or take the perspective of a specific member of the planning team for the duration of this course. The group will be provided with a summary of a case file. Students will add to this by "supplying" information from their area of "expertise" (as specified by the role assigned).

The instructor will assign you to a specific group. You will draw names to determine your role in that group.

The plan will be written and submitted in 3 parts.

1. Personal Profile (10 %)
2. Goals (5 %)
3. Action Plan (10 %)

Grading: Groups are responsible for the distribution of marks amongst their members. For instance, if an assignment earns an 80% and there are 4 members the group will be awarded 320 (4 x 80) points. The group will divide the marks and submit the distribution to the instructor.

e.g.	John	70%
	Paul	90%
	George	75%
	Ringo	85%

	Total	320
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Groups often distribute points equally in order to avoid confrontation. A distribution that accurately reflects members' contributions does not HAVE to lead to confrontation. I encourage you to talk about mark distribution openly, using good interpersonal communication skills. Resentment associated with "carrying" a teammate along can have a devastating effect on the team.

Remember that, if for some reason, a group member did not contribute their fair share to one assignment, that person has the option of doing more than an equal share on the next assignment. They can make up for a lower grade in one section by earning a higher grade on the next. By the end of the semester, total group grades may in fact be distributed equally as the assignment grades average out.

4. Self-reports (10%)

Self-reports will be written 4 times, in class. These are not homework assignments.

It is expected that you draw on skills learned in RP1203 Interpersonal Competence as you reflect on and write individual reports that include

1. a) one specific example of something you learned from the group that you probably wouldn't have learned working alone.
- b) one specific example of something the other group members learned from you that they probably wouldn't have learned otherwise.
2. a summary of what you learned about teamwork including
 - a) what worked well and added to the effectiveness of the group.
 - b) what barriers interfered with the effectiveness of the group.
 - c) how barriers were handled/responded to.
3. a) a suggestion of one change the group could make to improve its performance.
- b) what you can do to facilitate this change.

Note: There are no tests or exams in this course.