

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF HUMAN SERVICES
" Making a Difference "

"It is difficult to say what is impossible, for the dream of yesterday is
the hope of today and the reality of tomorrow"
Robert H. Goddard

RP2315 LIFESTYLE PLANNING

FALL 2003 January 6 - April 16, 2003

CREDITS: 3 (45 hours)

CLASS TIMES: Monday and Wednesday
2:30 p.m. - 3:50 p.m.

LOCATION: A211

INSTRUCTOR: Rita Stonell, B.C.R.

OFFICE: H204

PHONE: 539 - 2787 **EMAIL:** rstonell@gprc.ab.ca

OFFICE HOURS: Monday and Wednesday
10:00 a.m. - 12:00 p.m.
By appointment or just drop in.

PREREQUISITE: RP 1100

COURSE DESCRIPTION

This focuses on strategies for supporting people with disabilities through personal planning. Personal planning processes are intended to help people work towards and meet their individual needs, goals and dreams. Students will practice skills for development and implementation of personal plans through work on case studies and making a personalized plan for their own lives.

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 consist of lectures, discussions, small group work, and role playing. Students will be required to demonstrate practical application of the concepts covered.

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

EVALUATION

Participation 15%

Assignments 85%

- 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%)

Students 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 each student to a specific group. Group members will draw names to determine their roles 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% |
| <hr/> | | |
| | Total | 320 |

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.

III. FACILITATE / PARTICIPATE IN A MOCK PLANNING SESSION (10%)

Each student will get an opportunity to facilitate or play a major role in a mock planning session i.e. person facilitating or co-facilitating the planning session, recorder for planning session, key / significant person to the planning process.

Using course materials as a guide, students will identify key skills / behaviors to be evaluated for each major role in the mock planning session.

Possible 3 points in each skill/behavior being evaluated.

0 - never did or did an opposing behavior

1 - did occasionally and/or but recommend to do more often or more adequately

2 - did often and/or adequately as appropriate

3 - did very effectively and/or consistently as was appropriate

Examples of possible skills/behaviors students may choose to evaluate:

- * preparation - arranging environment so comfortable and conducive to communication
- * at onset of meeting described purpose of meeting and ensured introductions of participant
- * ensuring everyone at the meeting gets an opportunity to participate
- * keeping the meeting focused on the purpose (personal planning)
- * acknowledging feelings and concerns
- * paraphrasing & clarifying what participants have expressed
- * summarizing
- * questioning
- * deal effectively with "difficult people"
- * at end of meeting express appreciation for all the contributions

IV. SELF - EVALUATION (15%)

Three self - evaluation reports worth 5% each will be written in class. These are not homework assignments are to be completed in class. Students will be provided a set of questions which to reflect on and answer. The questions will include topic areas such as: one's performance as a group member; what the person has learned from other group members; skills learned through class activities; areas for improvement etc.

V. GROUP EVALUATION 10%

Two group - evaluation reports worth 5% each will be written in class. These are not homework assignments but will be completed in class by the group. Each group will be provided with a set of question to answer as a group. Questions will include topic areas such as: group processes; roles of group members; group's formalized rules; informal rules; how well the group is functioning; areas for improvement etc.

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

Grades

Grande Prairie Regional College uses a 9 point grading system. Grades are assigned as follows:

| | | | |
|---|-----------|---|----------|
| 9 | 90 - 100% | 8 | 80 - 89% |
| 7 | 72 - 79% | 6 | 65 - 71% |
| 5 | 57 - 64% | 4 | 50 - 56% |
| 3 | 45 - 49% | 2 | 26 - 44% |
| 1 | 0 - 25% | | |

To receive credit for this course you must achieve a minimum of 57% or a 5.

SPECIFIC TO THIS COURSE

1. Attendance for group work classes is **COMPULSORY**. 2% will be deducted from the final grade for every group work class missed (to a maximum of 10%).
2. Assignments must be submitted by 4:00 p.m. **on or before** the date they are due. Extensions may be granted due to extenuating circumstances. Approval for extension must be obtained, **prior to due date** of assignment. Assignments that are handed in late without prior approval from the instructor may result in a grade of "0".