

GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM

RP300 - Service Planning Module

Fall 1991 - September 3 to November 1, 1991

Time: Mondays 10:00 - 11:50

Location: Room G11B

Prerequisites: RP200 Program Module I
RP201 Health Issues
RP202 Program Design I
RP203 Helping: Theory and Skills
RP206 Practicum II

Instructor: Marsha C. Zalik

Office: H230

Phone: 539-2893

Course Description

This course is a fifteen hour module which covers the process of developing and implementing individual service plans. The course will enable you to gain familiarity with a service planning model that is consistent with and based upon the principle of Social Role Valorization.

While it is not expected that you will be service planning experts upon completion of this module, you will have studied and practiced a planning process that can help ensure the receipt of appropriate services by directly involving the person served, parents and support networks as well as front-line direct service professionals.

Text

Galambos, Diane and Wilson-Whetston, Patti. Individual Program Planning: A Value Based Approach to Planning Personalized Services and Supports with People Who Have Special Needs. Oakville, Ont. Sheridan College Press. 1989.

Class Format

Classes will consist of lectures and discussions. The opportunity to practice application of concepts will also be provided.

Course Objectives

Students will

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. define an individual profile, describe the assessment process used to develop the profile and practice application of that knowledge in a lab setting.
6. describe and implement the goal planning process, including identification and prioritization of goals.
7. demonstrate and apply knowledge of guidelines for writing strengths, needs, and overall (long-term) goals.
8. develop and apply knowledge of group dynamics to enhance participation and consensus by team members in the goal planning meeting.
9. develop implementation plans to facilitate attainment of overall goals.
10. discuss and plan for evaluation of individual service plans.
11. discuss the impact of this planning model on agency function.

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 they contributed to the process.
- b. summary of what they 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. how their 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. Test (40%)

There will be one test at the end of the course covering the textbook material.

Grades

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%

In order to obtain credit for this course, students must achieve a minimum of 65% or a 6.

Rules and Regulations

1. Assignments must be submitted ON or BEFORE the date they are due. Late assignments will be penalized at a rate of 5% per day. For instance, an assignment graded at 75% would be credited 70% after one day late, 65% after two days, etc.
2. Any student not able to write a test or exam on the date scheduled must indicate to the instructor the reason he/she is unable to do so. The instructor retains the right to determine the validity of the reason. Should it be agreed that the absence will be excused, an alternate date will be set. If the student fails to write on the alternate date, a grade of zero will be assigned.

note: We all have responsibilities in addition to our academic commitments. Occasionally these responsibilities make it very difficult to meet specific deadlines. The instructor will consider requests for extensions without penalty **ONLY** if the student makes his/her needs known prior to the due date.