SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: **PROGRAM PLANNING FOR LIFE ENRICHMENT**

CODE NO.:   **GER 213**   SEMESTER: 3

PROGRAM: **COMMUNITY GERONTOLOGY PROGRAMME**

AUTHOR: **N. MCCLELLAND**

DATE: **MAY 1995**   PREVIOUS OUTLINE DATED:
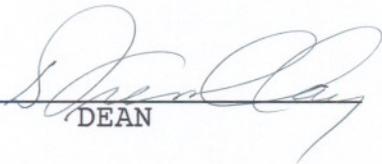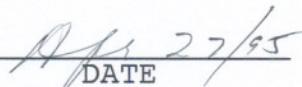
APPROVED: _____   _____
                         DEAN   DATE

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TOTAL CREDITS: 45

PREREQUISITE(S):   NONE

I. <u>PHILOSOPHY/GOALS</u>

Programs planned with an holistic approach to health and
wellness will be designed to improve the well being of
individuals and communities by providing seniors with the
skills, resources and support needed to undertake and maintain
positive lifestyle changes. This course will provide the
student with underlying principles and practices used in
effective teaching and learning situations and prepare the
student to implement program planning in the fieldwork
placement.

II. <u>STUDENT PERFORMANCE OBJECTIVES (OUTCOMES)</u>

Upon successful completion of this course the student will:

1. Define Gerontological program planning including social,
   educational, intellectual, emotional, spiritual, cultural
   and physical types of programmes, etc.
2. Identify steps and stages of Community Program Planning and
   Development; needs assessments, questionnaires,
   interpretation of results, goal setting, plans and options,
   scheduling, staffing, supplies and facilities required,
   publicity and PR, basic budget essentials, implementation
   steps, recording and reporting, evaluation.
3. Develop programs based on questionnaire findings and design
   social and recreational programs that will motivate seniors
   to become involved either community based or institutional.
4. Identify how programs can be adapted to various client
   groups, the well elderly or the frail elderly.
5. Identify key players involved in program planning and
   development in the community and organizational system/area.
6. Utilize adult teaching and learning strategies and describe
   learning as a method of change.
7. Develop measurable program/activity objectives, plan and
   implement a wide range of activities.
8. Work effectively with staff, volunteers and clients in
   planning, implementing and evaluating programs.
9. Objectively evaluate programs and respond to evaluation
   recommendations.

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III. **TOPICS TO BE COVERED**

1. Gerontological Program Planning
2. Assessing Older Adults Needs and Preferences
3. Motivation Element
4. Program Objectives, Planning
5. Program Development and Implementation
6. Principles of Adult Learning
7. Choosing and Using Learning Aids
8. Key Players in Program Planning
9. Program Evaluation

IV. **LEARNING ACTIVITIES/REQUIRED RESOURCES**

PART A: GERONTOLOGICAL PROGRAM PLANNING

1. Define program planning.
2. Examine the concepts of recreation and leisure and retirement.
3. Itemize the societal and individual rewards inherent in recreation type programs.
4. Brainstorm recreational options for older adults and then with specific client groups of seniors.
5. Identify gerontological program planning ideas in terms of the following types of programs:
   a) social
   b) education
   c) intellectual
   d) emotional   See attached list to help you begin!
   e) spiritual
   f) cultural
   g) physical
6. Compare and contrast your lists for objectives 4 and 5.
7. Review identified lists of programmes and differentiate between:
   - Institutional-based programmes
     Community-based programmes
   - Programmes for the well elderly and frail older adult
   - Programmes that focus on meeting mental, social and/or physical needs
   - Programmes that meet physical needs, cultural, educational and/or spiritual needs
8. Identify a short list of social recreational programmes and describe how to adapt each programmed activities to various client groups (well older adult to frail elderly).

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PART A: ATTACHED LIST

Ideas for Physical Activities

- aquatic programs
- biking
- fitness/exercises
- walking clubs
- shuffleboard
- basketball
- ringtoss
- parachute
- bean bag
- table tennis
    - Basket Work

Cultural/Educational Programs

- Concerts
- Instructional Dance
  Line Dancing
- Nature Walk
- Home Repair Workshop
- Current Event/Discussion
- Retirement Planning Programs
- Drama Club
- Quiz Groups/Trivial Pursuit
- Elderhostel
- Bible Study Club

Travel

- Fishing
- Camping
- Travel Clubs
- Arts Appreciation
- Mini Vacation
- Inter-Home Exchange

Arts & Crafts/Hobbies

- Horticultural
  indoor, outdoor
- Leatherwork
- Sewing
- Needlework
- Photography
- Woodworking
- Art/Painting
- Ceramics
- Rug Hooking

Social Recreational

- Telephone Reassurance
- Reminiscences
- Writing Groups
- Pubs and Special Themes
- Dances
- Music Listening Groups
- Bill Bond
- Choir
- Pet Therapy
- Baking
- Wheels to Meals

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LEARNING ACTIVITIES CONTINUED

PART B: STEPS AND STAGES OF COMMUNITY PROGRAMME PLANNING AND DEVELOPMENT

1. Identify why a questionnaire should be constructed and implemented to assist clients needs before programs are developed and implemented.
2. Effectively implement a questionnaire and interpret the respective results accurately.
3. Develop programs based on questionnaire findings.
4. Demonstrate ability to transfer written details of a plan into actual action.
5. Actively participate in programs developed for your clientele.

PART C: MOTIVATION

1. Identify and explain factors considered to motivate older adults to participate in social/recreations program.
2. Explain how human needs are met through participation in recreation type programs.
3. Identify programs of a social recreation nature where seniors feel motivated to become involved. Consider program for different levels of wellness.
4. Discuss the need to respect the protestant work ethic and recognize why some individuals do not pursue recreational events.

D: PROGRAM OBJECTIVES AND PLANNING AND IMPLEMENTING

1. Develop measurable program/activity objectives that can be easily evaluated.
2. Identify how to plan, develop and implement a wide range of activity programmes.
3. Describe and explain the physical, spiritual, social and emotional benefits of each type of programme (Heywood).
4. Identify key components of program design:
   a) program scheduling
   b) personnel
   c) materials
   d) facilities
   e) program options
   f) publicity and PR
   g) program records/attendance
   h) statistics

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LEARNING ACTIVITIES CONTINUED

5. Develop a program schedule of activation for implementation in either a community-based setting or institutional setting.
6. Identify the types of supplies required for this programme.
7. Create a basic budget for this activity/programme.
8. Modify the type of programme to meet different client physical and cognitive capabilities.
9. Work effectively with staff, volunteers and clients in planning and implementing programmes.
10. Demonstrate, design or adapt equipment and the environment to make it friendly and least restrictive.
11. Demonstrate ability to take all programs design factors into account when planning and implementing programs.
12. Modify programmes according to limitations of design components ex. limited budget for materials.
13. Discuss the fact that some programs will prove to be more successful than others.

PART E: PRINCIPLES OF ADULT LEARNING AND DESIGNING AN ACTIVITY

1. Identify principles of adult learning.
   a) active participation
   b) meaning fullness
   c) feedback
   d) identifying content
   e) sequencing the content by topic
   f) selecting learning activities
   g) instruction sequence
2. In a simple demonstration, apply these principles ex. how to peel an orange with probe stick.
3. Determine criteria which helps to select media for teaching/learning activities.
4. Brainstorm the multistudies of instructional aids available for use in teaching/learning activities.
5. Review general rules for using/before use of certain instructional aids.

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LEARNING ACTIVITIES CONTINUED

PART F: KEY PLAYERS IN PROGRAM PLANNING

1. Identify and learn to recognize key players within institutions, communities and beyond who contribute to program planning and development.
   - ex. activity/recreation therapists
   - ex. program planners
     - City Hall-Parks & Recreation
     - volunteers
     - boards/commissions
     - government representation (COMSOC)

PART G: PROGRAM EVALUATION

1. Identify rationale for evaluation of programmes.
2. Develop an evaluation tool to objectively evaluate recreation programs.
3. Demonstrate how to communicate evaluation results.
4. Respond effectively to evaluation recommendations.
5. Terminate programs when they no longer are needed.

V. EVALUATION METHODS

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed by the teacher within the first two weeks of class.

VI. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor.

VII. REQUIRED STUDENT RESOURCES

Program Planning Guide for Health Professionals, Dept. of Adult Education and Division of Con't Education in Health Sciences UBC.

Zgola, J. M. _Doing Things_ John Hopkins University Press, US. 1987

optional Activity Planning for Elderly by Crepeau

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VIII. **ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY**

IX. **SPECIAL NOTES**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

X. **COURSE ANALYSIS SHEET**