SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON

COURSE OUTLINE

Course Title: Advanced Program Planning

Code No.: GER227   **Semester:** 4

Program: Community Gerontology

Author: Nancy McClelland

Date: January, 1999   **Previous Outline Date:** 09/95

Approved: _Rose_   _Jan 5/99_
for **Dean**   **Date**

Total Credits:	2	**Prerequisite(s):**	NONE
Length of Course:	15 WEEKS	**Total Credit Hours:**	30

I.   COURSE DESCRIPTION:

This course will assist the student to learn about the various levels of government, specific programs, and forms to assist with reporting of programs for retirement planning, leisure lifestyle options, recreation, etc., those for accreditation, certification. Knowledge of existing associations and possible benefits is essential for planning and ensuring reasonable success with program planning. Know key components of program budgeting, marketing and fundraising, identify a range of topics for retirement program planning.

II.   LEARNING OUTCOMES:

Upon successful completion of this course the student will:

1.   Identify all levels of government and how they are involved In applications, approval, reporting, licensing, and/or funding of types of programs, ie. recreational, cultural ...

2.   Examine general principles and guidelines of program certification/accreditation.

3.   Develop identification lists and access existing provincial associations, and professional associations, and special interest groups which provide information and/or benefits for seniors and those developing programs for older adults.

4.   Apply concepts of activity, program or facility budgeting.

5.   Explore ideas for creative fundraising.

6.   Identify factors which enhance seniors participation at events and functions, ex. physical layout, environment, cultural appropriateness.

7.   Effectively manage workloads, caseload and program planning, by utilizing time management techniques.

8.   Effectively work as a team member with staff, seniors, volunteers and community groups.

9.   Identify basic strategies of program promotion and marketing.

10.   Explore possible program for development with a focus of:

    a) healthy living/lifestyles
    b) retirement planning
    c) leisure and recreation for the challenged seniors

11.   Discuss the impact of public relations skills and your ability to promote programs for the aging population.

12.   Explore entrepreneurial skills for self-employment in working with the older adult or groups of seniors.

III.   **TOPICS: (Approximate Time Frames Optional)**

1.   Programming and Government Processes
   a) levels of government
   b) types of programs
   c) applications
   d) licensing/certification
   e) accreditation
   f) reporting

2.   Programs for Older Adults
   a) benefits of physical, spiritual, social, emotional, cultural programming
   b) provincial associations
   c) professional associations
   d) special interest groups
   e) need for partnerships

3.   Budgeting/Fundraising
   a) managing time, workloads
   b) staying within budget
   c) effective IPR skills

4.   Program Planning/Promotion/Marketing
   a) enhancing participation
   b) identification of programs
   c) strategies to market

5.   Public Relations/Entrepreneurial Skills

IV.   **LEARNING ACTIVITIES:**

Topic/Unit - Programming & Government Processes

Learning Activities:

1.   Identify all levels of governments and how each is involved in programs for older adults:
   - local/municipal ex. city council
   - regional/district ex. AHU, Arts Council
   - provincial ex. Heritage Fund
   - national/federal ex. CMHC

2.   Research what types of programs each level of governments operates/funds.

3.   Compile forms issued for various levels of government to assess and apply to begin as well as reporting program progress/exit.

IV.   LEARNING ACTIVITIES:

Topic/Unit - Programming & Government Processes

Learning Activities:

4.   Determine when/for what programs: a license may be required
   - certification is necessary
   - accreditation is needed

5.   Explain what is involved in program accreditation ex. accreditation guidelines.

Topic/Unit - Programs for Older Adults

Learning Activities:

1.   Review the benefits of physical types of activities:
   - endurance, co-ordination, flexibility
   - blood pressure, tolerance to stress
   - muscle tone, strength
   - posture, weight control
   - ability to relax
   - general healthy appearance

2.   Brainstorm benefits of activities offering a sense of spiritual well being:
   - personal enrichment
   - sense of peace with self
   - service to others
   - feeling of togetherness with others

3.   Describe the social well being derived from recreational involvement:
   - social contacts - social interactions
   - sense of group belonging
   - opportunities for leadership and problem solving
   - fun and enjoyment

4.   Provide examples of the emotional/psychological benefits of recreational programming:
   - being involved
   - making new friends
   - co-operation
   - recognition/prestige
   - competitiveness
   - sense of accomplishment
   - knowledge/skill development
   - personal growth
   - development of new interests and creativity

IV.   LEARNING ACTIVITIES:

Topic/Unit – Programs for Older Adults

Learning Activities:

5.   Respect the individual's right to refuse to participate in programming.

6.   Demonstrate ways to respect individual and group needs, wants and preferences.

7.   Continue to add to your list the names, addresses, contact persons, and fax numbers of those groups which provide information and/or benefits for older adults and those developing programs:
   - Provincial Associations, OACAO, OGA
   - Professional Associations, e.g. G.N.A., Foundations, AGHE
   - Special interest groups, e.g. Concerned Pensioners

8.   Identify the need to form partnerships with some of these groups to participate in programming for older adults.

Topic/Unit - Budgeting/Fundraising

Learning Activities:

1.   Review key components of a program budget.

2.   Identify line item income and expenditures for a program/activity.

3.   Prepare a budget for a program activity.

4.   Develop a fundraising campaign.

5.   Effectively manage workloads, caseload, courses and programming, applying time management techniques.

6.   Identify self as team player rather than a specific notch in a hierarchy.

7.   Work as an effective team member with volunteers and staff/clients and community groups.

8.   Use effective interpersonal skills as well as counseling skills when needed.

9.   Encourage people to find intrinsic motivational to participate in programs (designing, planning, operating, evaluating).

10.   Explore ideas for creative fundraising (legal, ethical, tasteful).

IV.   LEARNING ACTIVITIES:

Topic/Unit - Program Planning/Promotion/Marketing

Learning Activities:

1.   Review program planning basics.

2.   Identify how program promotion and marketing will be effective for any one program:
   - medical resources

3.   Brainstorm how to make a facility physically and culturally inviting to those in your client group:
   - 55 year old Jamaican who is frail.

4.   Identify factors which enhance seniors participation at events and functions:
   - environment
   - cultural appropriateness
   - physical layout

5.   Develop a list of topics that could be developed as programs:
   - wellness prevention
   - retirement planning
   - healthy life styles
   - leisure for challenged/frail older adult

6.   For one of these topics, include content for at least five areas:
   - create objectives for each of these content areas

7.   Identify marketing strategies for this project.

Topic/Unit - Public Relations

Learning Activities:

1.   Discuss the impact of public relations skills and your ability to promote programs for older adults.

2.   Explore entrepreneurial skills for self-employment in working with older adults or groups of older adults:
   - Trillium Foundation
   - Aboriginal Business Ventures Program
   - Heritage Fund

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

Wilkie, Clarke. (1992). Community Development. Confederation College.

Additional Resource Materials Available in the College Library:

See teacher resources - booklets in class

VI. EVALUATION PROCESS/GRADING SYSTEM:

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 in with the first two weeks of class.

VII. SPECIAL NOTES:

Special Needs
If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

Retention of Course Outlines
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Course Modification
The instructor reserves the right to modify the course as deemed necessary to meet the needs of students.

VIII. PRIOR LEARNING ASSESSMENT:

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