

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON



COURSE OUTLINE

COURSE TITLE: Individual Program Planning

CODE NO.: DSW 224

SEMESTER: IV

PROGRAM: Developmental Services Worker

AUTHOR: Betty Brady

DATE: January 1995

NEW: _____

REVISED: X

APPROVED: *K. DeRosario*
Kitty DeRosario, Dean
Human Sciences & Teacher ED

Jan 4/95
Date

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

Total Credit Hours: 32

COURSE DESCRIPTION

This course will examine various processes of individual program planning. Students will learn to assist clients and/or parent advocates in identifying strengths and needs. The students will examine and then carry out the processes for achieving goals and objectives with the clients. Roles, responsibilities, and the Provincial Guidelines will be examined in detail to assist students in fulfilling their duties in the most professional and beneficial manner.

PHILOSOPHY/GOALS

This course will examine Individual Program Planning. Students will learn how to identify client strengths and needs and then to follow through with the processes necessary to achieve client's identified goals and objectives.

STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of this course the student will:

1. achieve a good understanding of assessment using various assessment tools
2. distinguish between a developmental assessment and a functional assessment
3. distinguish the various disciplinary models
4. be familiar with assessment terminology
5. have a clear understanding of IPP processes
6. have a model and produce a written IPP
7. learn ways of implementing and monitoring decisions made at IPP meetings
8. be familiar with Ministry guidelines regarding IPPs which include ethical considerations
9. be able to skillfully complete task analyses
10. be able to skillfully create and successfully run behaviour programs

EVALUATION METHODS

Attendance	20%
2 Task Analyses	20%
1 Assessment (IPP)	10%
1 IPP Narrative	10%
2 Behaviour Programs	30%
Quizzes	10%

REQUIRED STUDENT RESOURCES

Text:

Policy Guidelines on Individual Program Planning for People with Developmental Disabilities. (MCCS)

Behaviour Modification, Martin G. and Pear, J.

POLICIES

Quizzes and Activities: Attendance is mandatory at quizzes and during activities such as presentations of their IPPs, etc. Students need to notify instructor before or on the day of the quiz or the activity if they are unable to attend. Instructor's voice mail can be used which is Extension #452 of the College. Failure to notify will result in a zero grade on the activity or the quiz. Medical certificates will be required.

Confidentiality: Any mention of placements, clients, clients' behaviours and anything of that nature is to be held in confidence within the walls of the classrooms. Under no circumstances should that information be discussed in any public place.

Respect: Students are to afford their clients, other staff, their instructors, and each other an appropriate level of respect. There is no need for sarcasm, negative remarks, yelling or talking down to anyone. It does not fit in with the helping professions and will not be tolerated. Anyone engaging in that type of behaviour in the classroom will be asked to leave for two classes.

SCHEDULE

- Week**
1. Review material related to task analysis.
 2. Utilize task analysis outline, complete the first assigned task analysis.
 3. Modify task analysis as necessary.
 4. Complete second task analysis.
 5. Modify second task analysis as necessary. Quiz.
 6. Review all aspects of a behavioural program:
 - Identification of Priority Behaviour
 - Observations and Charting
 - Baseline
 - Program Development
 - Progress Monitoring and modifications
 - Evaluation of completed program
 7. Complete identification, observation and charting of baseline.
 8. Develop program and monitor its progress. Modify as necessary.
 9. Evaluate program. Create new program by completing steps in week 7.
 10. Develop program and monitor its progress.
 11. Modify and monitor as necessary.
 12. Evaluate the second behavioural program and discuss with class. Quiz.
 13. Review Ministry guidelines on IPPs.
 14. Review outline of IPP Analysis and complete the narrative portion of the IPP.
 15. Complete full IPP and design 10 minute portion of dialogue for the IPP.

COLLEGE GRADING POLICY

- 90 - 100% = A+
- 80 - 89% = A
- 70 - 79% = B
- 60 - 69% = C
- BELOW 60% = R

SPECIAL NOTE

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.