



**EFFECTIVE: SEPTEMBER 2008**  
**CURRICULUM GUIDELINES**

A. Division: **Education** Effective Date: **September 2008**

B. Department / Program Area: **Faculty of Child, Family and Community Studies / Classroom and Community Support** Revision  New Course

If Revision, Section(s) Revised:  
Date of Previous Revision:  
Date of Current Revision:

C: **CCSD 2335** D: **Person-Centred Thinking and Accountability** E: **1.5**

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p><b>In this course, students will focus on the issues and considerations in life planning for individuals. The course examines how to identify and obtain information crucial in the process of person-centred planning. Emphasis is placed on the understanding of planning as a dynamic process involving building relationships.</b></p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p><b>Lecture /Practice</b></p> <p>Number of Contact Hours: (per semester for each descriptor)</p> <p><b>30 hours</b></p> <p>Number of Weeks per Semester:</p> <p><b>Flexible delivery ranging over 1 to 15 weeks</b></p>	<p>H: Course Prerequisites:</p> <p><b>None</b></p>							
	<p>I: Course Corequisites:</p> <p><b>None</b></p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p><b>None</b></p>							
	<p>K: Maximum Class Size:</p> <p><b>30</b></p>							
<p>L: PLEASE INDICATE: <b>Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a>)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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M:	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe and assess the similarities and differences in the development of person-centred approaches, person-centred services and person-centred planning.</li> <li>2. Explain the development and cultural differences of PCP approaches.</li> <li>3. Describe and evaluate a range of PCP methods and approaches.</li> <li>4. Identify formal and informal approaches for identifying an individual's interests, preferences and needs.</li> <li>5. Describe how teams and groups work to support effective PCP.</li> <li>6. Describe the skills and abilities essential to PCP.</li> <li>7. Describe and explain accountability as it relates to PCP, formal processes and safeguards.</li> </ol>
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ul style="list-style-type: none"> <li>• The premise of PCP is rooted in the principles of rights, independence, choice and inclusion.</li> <li>• As with any planning tool, there are strengths, weaknesses/obstacles, and barriers associated with its implementation and use.</li> <li>• Understand that PCP involves a team/community approach and individuals may assume various roles and responsibilities.</li> <li>• Develop an understanding of the skills and attributes necessary in PCP.</li> <li>• Developing a self-awareness of the impact they have in planning and working with a person's network including the power and relationship dynamic involved in PCP.</li> <li>• Clarify roles and responsibility in relation to organization mandate and priorities.</li> <li>• Planning as it relates to key transitional life milestones.</li> <li>• Accountability as a concept that impacts on several levels including macro, mezzo and micro.</li> </ul>
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group work</li> <li>• Student presentations</li> <li>• WebCT</li> </ul>
P:	<p>Textbooks and Materials to be Purchased by Students</p> <p><b>O'Brien, J., Lyle O'Brien, C. (2002). Implementing Person-Centered Planning – Voice of Experience. Inclusion Press. (vol 2) (ISBN 1-895418-50-X) or similar text</b></p>
Q:	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <ul style="list-style-type: none"> <li>• Case study</li> <li>• Group presentation</li> <li>• Self and peer assessments</li> <li>• Research paper</li> </ul>

R: Prior Learning Assessment and Recognition:

**This course is open for PLAR**

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Course Designer(s): **Wendy Parry/Sandra Polushin**

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Education Council / Curriculum Committee Representative

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Dean: **Gary Tennant**

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Registrar

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