

**HUMS 240**  
**Person-Centered Planning and Collaborative Teams**  
**Spring 2010**  
**Prince William Sound Community College**

**Instructor and contact information:**

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**Office Hours:** Scheduled as needed.

**Course Description:** This course is an overview of person centered planning approaches, including Personal Futures Planning, MAPS, PATHS, and Essential Lifestyle Planning for people who experience disabilities and mental health issues. We will also introduce the Wrap Around approach. During this course you will be expected to complete a real plan, using a real focus person with the tools learned during this class. Students who successfully complete this course and additional requirements will be eligible for certification as a PCP facilitator.

**Course Objectives:**

By the end of this course students will be able to:

1. Demonstrate an understanding of a variety of person-centered planning tools and processes.
2. Demonstrate an understanding of the similarities, differences and applications of each tool.
3. Develop a plan that focuses on an individual's strengths, capacities, desires, and dreams and promotes community inclusion.
4. Demonstrate basic process facilitation skills.
5. Demonstrate the importance of team as part of the planning process.

**Course Materials**

Texts

Mount, B & Zwernik, Kay (1989). It's Never Too Early It's Never Too Late; A Booklet About Personal Futures Planning. For Persons With Developmental Disabilities, Their Families and Friends, Case Managers, Service Providers and Advocates. The Metropolitan Council's DD Case Management Project. Grant number 16586 (P.L. 100-146)

O'Brien, J. & Pearpoint, J. (2007). Person-Centered Planning with MAPS and PATH: A Workbook for Facilitators (4<sup>th</sup> ed.). Toronto, Canada. Inclusion Press. ISBN 1-895418-47-X.

O'Brien, J. & O'Brien, C.L. (2002). A Little Book About Person Centered Planning, Vol. 1. Toronto, Canada. Inclusion Press. ISBN 1-895418-40-2.

Pearpoint, Jack (2002). Hints for Graphic Facilitators. Toronto, Canada. Inclusion Press. ISBN 1-895418-45-3.

Dennis, Karl W. & Lourie, Ira S. (2006). Everything is NORMAL Until Proven Otherwise: A Book about Wraparound Services. Washington, D.C. Child Welfare League of America. ISBN: 1-58760-07-1.

Other materials provided by instructors. Those supplemental resources will be available under the "Course Documents" section on Blackboard.

### **Grading Information:**

This course will assess knowledge of the basic principles of Person Centered Planning, Personal Futures Planning, MAPS, PATHS, and Essential Lifestyle Planning for people who experience disabilities and mental health issues. This course will also touch on the key concepts of the Wrap Around approach. Other areas addressed will be the importance of developing a team, solving problems and how to connect these planning process with the more traditional ways of planning

Evaluation will occur through class discussions, bulletin board postings, seminar participation, and completed assignments.

#### ▪ **Participation—**

- Online session attendance and active participation.  
(0-8 pts. for each of 7 ELive sessions – Possible 56 pts.)
- Full attendance and active participation in one 3-day seminar during Week 5.

Each student will have the opportunity to be the focus person, graphic recorder, and facilitator during seminar practice sessions.

(0-15 pts. for each day of the seminar - Possible 45 pts.)

#### ▪ **Homework—**

##### ***Preplanning Project (24 pts)***

###### ***As if you are setting up a planning meeting for yourself;***

1. Develop a *Circle of Support* for yourself using the graphic tools provided (4 pts)

2. Choose the planning tool best suited for your personal planning session (write one page or less) (5 pts)

*Describe which plan you chose and why you chose this tool*

3. Create an invitation (10 pts)

4. Outline the key features for making this session a success (write one page or less) (5 pts)

##### • ***Video of Person Centered Plan Facilitating (10 pts.)***

*Video one portion of your person centered Planning meeting (not to exceed 10 minutes).*

*Must have appropriate release of information form signed*

##### • ***Class Presentation at Final Seminar (15 pts)***

(1) **What you learned from facilitating a PCP.**

(2) **What you would do differently.**

(3) **A 10- minute creative power point presentation during final Class.**

(4) **What worked/what didn't work.**

##### • ***Portfolio (50 pts)***

The portfolio will reflect all of the essential elements of the person centered planning process you facilitated to include:

(A) Critical Features

- (B) Elements of the process used
- (C) Pre-Meeting Report
- (D) Post-Meeting Narrative Report
- (E) Complete self-assessment of your portfolio using Person Centered Planning Scoring Criteria Check list**

**Total points available:**

- A = 180-200 points (90-100%)
- B = 160-179 points (80-89%)
- C = 140-159 points (70-79%)
- D = 120-139 points (60-69%)
- F = ≤ 119 points (59% or less)

**Late Work Policy**

Late work will be accepted with a loss of 10%.

**Blackboard and Elluminate Live!**

This course is offered using UAA's collaborative web-conferencing tool, Elluminate Live! (ELive). To effectively use this tool students must download the software, available free of charge, from <http://technology.uaa.alaska.edu/E-Liveconfigform.cfm>. Tips on Participating in an Elluminate Live! sessions can be found on the E-Live Support Page, [http://illuminate.com/support/docs/7.0/Elluminate\\_Live\\_7.0\\_Participant\\_Quick\\_Reference\\_Guide.pdf](http://illuminate.com/support/docs/7.0/Elluminate_Live_7.0_Participant_Quick_Reference_Guide.pdf). **This should be done well in advance of the first class session. If you need assistance configuring your computer to participate in E-Live sessions, contact IT Services (786-4646 or toll free at 877-633-3888) immediately.**

Students will also need access to a headphones/microphone headset appropriate for the computer he or she intends to use. Note: For most cases, Windows-base computers need a dual (two prong) connection headset. Mac users will be more successful using a USB headset. Headsets are available at the UAA bookstore and most electronic retailers.

Blackboard is the web portal (access) for most of your course activities. Using the navigation buttons for the course you'll access supplemental materials, respond to weekly discussion board questions, collaborate with classmates on assignments, and access E-Live! sessions. The Blackboard log in page is found at <http://technology.uaa.alaska.edu/blackboard/>.

**Course schedule:** This course meets over 11 weeks, with a three-day seminar midway through the course. The "Live" sessions will be Thursday \_\_Time to be announced\_\_\_. Sessions are recorded and may be accessed at your convenience. Any associated Discussion Board questions must be posted before the following week's E-Live session. Assignments must be submitted via the method identified in the "Assignments" section of the course website. Late assignments will be docked 10% if submitted after due date. Work will not be accepted after the final class April 22, 2010.

**Academic Integrity:** As a policy for this course, plagiarism or cheating will not be tolerated. Plagiarism and cheating will result in a failing grade for the assignment and likelihood of a failing grade for the course. Additional actions pursuant to UAA's Academic Integrity Policies may be taken.

Having said the above, students are expected to communicate with one another outside of the scheduled class sessions. Both E-Live and Blackboard have frameworks for students to engage in collaborative activities. However, unless explicitly stated otherwise, all assignments are expected to reflect individual effort. This is an important matter. If you have questions about this policy you should ask for clarification. As a general rule, if the idea is not your own, cite the source, even if it's a classmate. If you over-cite we will let you know; err on the side of caution.

**Feedback from Instructors:** We understand the importance of prompt feedback on your assignments. We will make every effort to post grades and comments on your work within one week of the due date. However, we reserve the right to delay grades due to unforeseen events. For your part, you can increase the likelihood of timely grades and comments by complying with the due dates. If you choose to wait until the last days of the course to submit work do not expect feedback or full credit for late work.

## HUMS 240 COURSE SCHEDULE

Week beginning:	Readings due <u>before</u> class:	Live Session Topic:	Homework: (due before the next E-Live session unless otherwise noted)
Week 1 Feb 11	<b>O'Brien &amp; Pearpoint</b> "Person Centered Planning with MAPS and PATH a Workbook for Facilitators" Page 3	Syllabus review Introduction to the course WHAT IS PERSON CENTERED PLANNING History & foundations of PCP  Personal Futures Planning	
Week 2 Feb 18	<b>Read:</b> <b>O'Brien &amp; O'Brien, "A Little Book about Person Centered Planning", Chapter 9- The Quest for Community Membership</b>  "It's Never Too Early, It's Never Too Late" Beth Mount and Kay Zwernik  <b>O'Brien &amp; Pearpoint</b> "Person Centered Planning with MAPS and PATH a Workbook for Facilitators" Pages 7,8, 21-25	<ul style="list-style-type: none"> <li>• CIRCLES OF SUPPORT The importance of creating a team.</li>   <li>• An overview of different types of planning tools.- Essential Life Style Planning, MAPS, and PATH.</li> </ul>	Preplanning Project (1) Circles of Support For yourself  <b><i>IDENTIFY A FOCUS PERSON NOW.</i></b> <b><i>You may schedule your pre- planning meeting after March 20th</i></b>
Week 3 Feb 25	<b>Read:</b> <b>O'Brien &amp; Pearpoint</b> "Person Centered Planning with MAPS and PATH a Workbook for Facilitators" Pages 31-32 and 38-53  <b>Person Centered Planning and Thinking</b> <a href="http://www.helensandersonassociates.co.uk">www.helensandersonassociates.co.uk</a> <b>Reading Room: Essential Life Style Planning/MAPS and PATH</b>	<ul style="list-style-type: none"> <li>• MAPS, PATH, Essential Lifestyle Planning Similarities and Differences</li> <li>• Choosing a Planning Tool</li> <li>• The Nuts and Bolt of each type of Plan</li> </ul>	Preplanning Project (2)Choose the Planning Tool

<p>Week 4 March 4</p>	<p><b>Read:</b>  <b>O'Brien &amp; O'Brien "A Little Book..."</b>  <b>Chapter 2 – Learning to Listen</b>  <b>Chapter 4 – Think Before you Plan</b></p> <p><b>O'Brien &amp; Pearpoint</b>  <b>"Person Centered Planning with MAPS and PATH, a Workbook for Facilitators"</b>  <i>Insert- The Three Core Contributions of Facilitators</i></p>	<p>PREPARING FOR THE PLAN</p> <ul style="list-style-type: none"> <li>• Setting up the actual meeting</li> <li>• Basic facilitation skills</li> </ul>	<p>Preplanning Project  (3) Create an invitation for your own meeting  (4) Outline features you would choose in planning a meeting for your own meeting</p>
<p>Week 5 No Class Spring Break</p>	<p><b>Watch Videos:</b></p> <ul style="list-style-type: none"> <li>• <b>Shafik's MAP (44 Minutes)</b></li> <li>• <b>PATH (33 minutes)</b></li> </ul>	<p>No Class</p>	<p>PREPARE FOR SEMINAR</p>
<p>Week 6 March 17, 18, 19</p>	<p><b>Read:</b>  <b>Pearpoint, Jack "Hints for Graphic Facilitators"</b>  <b>O'Brien &amp; O'Brien " A Little Book..."</b>  <b>Chapter 13 – The Ethics of MAPS and PATH</b></p> <p><b>Review:</b>  <b>O'Brien &amp; Pearpoint</b>  <b>"Person-Centered Planning MAPS and PATH: A Workbook for Facilitators"</b></p>	<p><b>3 DAY SEMINAR IN ANCHORAGE</b></p>	<ul style="list-style-type: none"> <li>• Bring enough invitations for each of your classmates.</li> <li>• Bring your "Person-Centered Planning MAPS and PATH: Workbook for Facilitators"</li> <li>• Be prepared to present your focus person to the class</li> </ul>

<p>Week 7 March 25</p>	<p><b>Read:</b> O'Brien &amp; O'Brien " A Little Book about Person Centered Planning" Chapter 10- After the Plan Chapter 6 – Revisiting Choice</p> <p>O'Brien &amp; Pearpoint "MAPS and PATH a Workbook for Facilitators" Page26-30</p> <p>Person Centered Planning and Thinking <a href="http://www.helensandersonassociates.co.uk">www.helensandersonassociates.co.uk</a> Reading Room; Risk vs. Safety</p>	<p><b>ACTION PLANS</b></p> <ul style="list-style-type: none"> <li>• <b>Accountability</b></li> <li>• <b>Establishing follow up</b></li> <li>• <b>Dealing with Obstacles</b></li> <li>• <b>Tapping into the Magic</b></li> <li>• <b>Problem Solving</b></li> <li>• <b>Connecting the plan to true action</b></li> </ul>	<p><b>Schedule your planning meeting with your focus person THIS WEEK (you have four weeks from today to complete a person centered plan)</b></p> <p>Write your preplanning meeting report for your portfolio</p>
<p>Week 8 April 1st</p>	<p><b>Read:</b> O'Brien &amp; O'Brien "A Little Book about Person Centered Planning" Chapter 7 Positive Rituals and Quality of life Chapter 15 Finding a Way Toward Everyday lives</p>	<p>Person Centered Planning in Action <i>Real examples of people using person centered planning tools.</i></p> <p>Essence Plans</p> <p>Risk vs. Safety</p>	<p>Person Centered Plan (Cont)</p>
<p>Week 9 April 8</p>	<p><b>Read:</b> "Lourie, D., "Everything is Normal Until Proven Otherwise" Chapter 3- A Story About Family Focus and Family Strengths Chapter 13- Stories About the Evolution of Wraparound</p>	<p>WRAP AROUND</p> <ol style="list-style-type: none"> <li>1. PCP in school, employment, or treatment planning processes</li> <li>2. How to adapt the tools to different situations</li> <li>3. Professionalism and ethics in the planning process</li> </ol>	<p>Person Centered Plan (cont.)</p>

<p>Week 10 April 15</p>	<p><b>No Class</b></p>	<p>Instructors available for support No class</p>	<p>Person Centered Plan (Cont) Turn in Portfolio and video in time for April 22 deadline. (Submit completed portfolio no later than April 18<sup>th</sup> if you want feedback before your final grade is calculated) Submit power points for your final presentation by April 20th.</p>
<p>Week 11 April 22</p>	<p><b><i>Portfolio and video due</i></b></p>	<p>Student Presentation: Person Centered Planning experience.</p> <ul style="list-style-type: none"> <li>• What was learned?</li> <li>• What worked/what didn't work?</li> <li>• What you would do differently?</li> </ul>	<p>Student presentation of Portfolios at final seminar Portfolio Complete:</p> <ul style="list-style-type: none"> <li>• Pre-Planning Report</li> <li>• Document created at PCP meeting (including photo of the Dream)</li> <li>• Post-Meeting Report</li> <li>• 10 minute video of you facilitating the meeting</li> <li>• Score your own portfolio using the PCP Scoring Criteria Check List</li> </ul>

**ALL WORK MUST BE IN NO LATER THAN April 22, 2010**