This document provides an overview of the course foundation, elements, assignments, schedules, and activities. For more information about general Northwest Indian College policies, please see the Northwest Indian College catalog. For questions pertaining to this course, please contact the instructor via the information provided below.

**Course Title:** Tribal Vocational Rehabilitation Foundations: Assessment and Eligibility  
**Course Number and Section:** TVRS 303  
**Number of Credits:** 3  
**Quarter being offered:** TBD  
**Class Meeting Location, Days and Time:** TBD

**Instructor Information:** TBD

**Course Description:**  
Provides an overview of the process of gathering essential information to determine Tribal Vocational Rehabilitation (TVR) eligibility, including confidentiality guidelines, factors used in determining eligibility, the six essential eligibility criteria, the closure procedures for those not meeting eligibility, and the transition between eligibility and the Individualized Plan for Employment (IPE).

**Course Prerequisite:**  
TVRS 301

**Text(s)/Readings/Materials:**  
**Required Reading:**  
34 CFR Part 371: Vocational Rehabilitation Service Projects for American Indians with Disabilities  
http://www.ecfr.gov/cgi-bin/text-idx?SID=dcb2155151b6863a642e68d71b818c8d&mc=true&node=pt34.2.371&rgn=div5

**Optional Reading/Texts:**  
34 CFR Part 361: State Vocational Rehabilitation Services Program  
http://www.ecfr.gov/cgi-bin/text-idx?SID=dcb2155151b6863a642e68d71b818c8d&mc=true&node=pt34.2.361&rgn=div5

http://www.amazon.com/Medical-Psychosocial-Vocational-Aspects-Disability/dp/0985553898/ref=sr_1_1?ie=UTF8&qid=1457632115&sr=8-1&keywords=Medical%2C+Psychosocial%2C+and+Vocational+Aspects+of+Disability+%284th+ed.%29.
Parker, R. M., & Patterson, J. B. (Eds.). (2012). Rehabilitation counseling: Basics and beyond (5th ed.). Austin, TX: Pro-Ed.
http://www.amazon.com/Rehabilitation-Counseling-Randall-M-Parker/dp/1416404953/ref=sr_1_3?keywords=parker+and+patterson

Course Policies:
Class participation is expected and includes attendance, preparedness for class, and verbal and written participation in class. The use of cell phones while in class is discouraged. The use of laptop computers is encouraged for note taking, use of anthology, and exercises that require computer use.

Students who have a valid issue that prevents them from attending class need to notify the instructor prior to the start of that class or teleconference either via telephone or email. Each situation will be evaluated separately to determine if it is an excused or unexcused absence.

Regardless of the participation grade, students are urged to attend every class. Learning is a cumulative process and the class will build on material covered in previous class sessions. The instructor will strive to keep classes relevant, fun, and interesting.

Given that this is a 3 credit-hour course, the amount of work for this course will typically require that each student will need to dedicate a total of 90 hours (30 hours per credit) toward the completion of the course. This time includes out-of-course preparations and place-based projects, reading, and in-class time.

NWIC Institutional Outcomes:
Upon program completion, a successful student will be able to:
- Exhibit a sense of place. (5)
- Effectively communicate in diverse situations, from receiving to expressing information, both verbally and nonverbally. (1)
- Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including indigenous theory and methods. (2)

Program Outcomes Met Through This Course:
Upon program completion, a successful student will be able to meet the following:
- Commitment to community: self-locate
- Knowledge:
  - Provide case management
  - Understanding of disability
- Values: Engage and integrate traditional values and ethics
- Leadership: Utilize, implement and organize resources and partnerships

Course Outcomes:
Upon the successful completion of this course, each student will be able to:
1. Identify several sources for gathering information essential for determining eligibility;
2. Describe methods to use to gather additional detail needed for eligibility;
3. Describe how to verify where the person lives for the residency requirement;
4. Describe three (3) types of disability impairments and the licensed medical/psychological/treatment provider needed to assess the reported impairments;
5. Describe the methods to use to determine if the impairments would provide substantial impediments to employment;
6. Identify the factors and issues to consider when determining if a client can benefit from VR services in terms of achieving an employment outcome;
7. Describe why a person who met all other eligibility criteria would not meet the criteria of requiring VR services;
8. List the options a client has for getting help in drafting their IPE.

**Overview of Course Activities and Grading:**
This is an “in-service hybrid” course with part of the assignments done at each student’s home base during the 5 weeks of the course. During class, each student will complete a place-based project.

The grade you receive for the course will be derived using the Northwest Indian College grading system, based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Total</th>
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</thead>
<tbody>
<tr>
<td>Participation (2 points per class)</td>
<td>18 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25 points</td>
</tr>
<tr>
<td>Discussion Board (6 points each)</td>
<td>27 points</td>
</tr>
<tr>
<td>Final Place-Based Project</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

**Participation (18 points):**
Attendance and participation in the GoToTraining video-conference portion of class is mandatory. Classes meet twice per week on Tuesdays and Thursdays from 10:00am-11:30am Pacific Standard Time. If a student needs to miss a class, s/he should inform the instructor as soon as possible about the absence. If a class is missed, there will be a recording of the class available a day or two after the class in the “Modules” section of Canvas.

**Quizzes (25 points):**
There will be 3 quizzes in the course. The quizzes will determine if the students understand the content and can apply the information learned.
- Quiz 1: Due 1/16/17 and worth 5 points.
- Quiz 2: Due 1/30/17 and worth 10 points.
- Quiz 3: Due 2/17/17 and worth 10 points.

**Discussion Board (27 points):**
One of the many ways to assimilate information is through discussion. For this reason, there are a number of required discussion threads on various topics throughout the quarter in Canvas. Discussion questions will be posted weekly and will be related to course objectives and course materials posted in Canvas. Each discussion question calls for an initial response worth 4 points that is at least 250 words long. Questions will be posted by Monday and initial responses will be due by Wednesday of the same week. Also required is at least one response to another student’s initial post. The response is worth 2 points and needs to be at least 100 words long. Responses are due by the end of Friday of the same week.

The guidelines are for the Canvas discussion board postings are:
- Follow proper “netiquette” when participating in the discussion board.
- Post your initial response to the discussion board by **midnight on Wednesday**.
- Your initial response should be well thought out and should take into account all of the week's readings and other assignments.
- Your initial response should be **at least 250 words long**, if not longer.
- You have the rest of the week (through Friday at midnight) to respond to the posts of your peers.
- You should respond to **at least one** post by your peers, and your responses should be **at least 100 words long**.
- You are expected to participate in the discussion board regularly, posting thorough responses to your peers.
- Follow proper 'netiquette' when participating in the discussion board (see section below).

“**Netiquette**” *(Netiquette guidelines adapted from https://www.fau.edu/oit/student/netiquette.php)*

1. Check the discussion board frequently and respond appropriately and on-topic.
2. Focus on one subject per posting. Use pertinent subject titles in the subject line of the posting.
3. Capitalize words only to highlight a point or for titles - capitalizing otherwise is generally viewed as SHOUTING!
4. Be professional in your communication and careful with your online interaction. Absence of face-to-face cues can result in comments easily being misinterpreted. Please be respectful of others ideas and comments. *If a comment upsets you, give your faculty and fellow student the benefit of the doubt: the intent of the writer is likely not to inflame or offend.*
5. With technology at our fingertips, it is easy to send off a quick or impulsive response, which may not reflect our best communication abilities. *We recommend you wait a minimum of 24 hours before you respond to any communications that leave you feeling emotionally charged.*
6. Part of learning involves challenging ideas and concepts that are presented to us: we encourage you to enhance your critical thinking skills and challenge opinions and ideas generated in course discussions. To create a safe environment where all students feel free to articulate their thoughts, all questions or challenges must come from a professional and respectful grounding rather than a critical or antagonistic approach. This approach hones our counseling skills and prepares us for the inevitable – a consumer or supervisor who demands we justify our opinion or recommendation.
7. Before you forward an email message or posting, please seek the author’s permission.
8. Humor is allowable, but use it judiciously, as it too can be easily misinterpreted. Please don’t use emoticons or online slang/shortcuts such as LOL (laugh out loud), as not everyone is familiar with this terminology.

**Final Place-Based Project (30 points):**
Students will complete a place-based project that will enhance, expand, or modify practices or services provided by their own TVR program or another TVR program using information or skills to be learned in class.

Project formats can vary depending on students' interests and each student will determine their project. Students can work solo, in partnership with fellow students, or with co-workers. The instructor will be available to discuss projects, process, and format. A written report or other evidence of the product must be posted to Canvas for review by instructor and other students.
Proposals should be at least 250 words and posted in the “Proposals Discussion Board for Final Project” in Canvas. Proposals are due by Monday, Jan. 23 and are worth 5 points. See the “302 Final Project Guidelines” document for topic and format ideas.

Final Projects are due posted in Canvas by Friday, Feb. 10 and are worth 25 points. See the “302 Final Project Guidelines” document for a rubric describing how projects will be evaluated.

During the last week of class, there will not be a discussion board topic to respond to. Instead, discussion board points (3) will be given for responding to at least three students Final Place-Based Project.

Grading:
The following is the grading scale for this course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-90</td>
</tr>
<tr>
<td>C</td>
<td>70-80</td>
</tr>
<tr>
<td>D</td>
<td>60-70</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>

Course Requirements, Assignment, and Assessments: Students are to read and study the assigned materials before each class, and to complete a final place-based project.

Outline/Schedule of Topics: List and description of topics covered. Case study scenarios and practice exercises will be a part of most classes.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS AND ASSIGNMENTS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Tues. Jan. 10</td>
<td>Discussion Board 1 – Due 1/12 &amp; 1/16&lt;br&gt;Course introduction and orientation&lt;br&gt;Review application and intake</td>
<td>5. Application for VR&lt;br&gt;6. Initial interview</td>
</tr>
<tr>
<td>Week 1: Thurs. Jan. 12</td>
<td>Quiz 1 – Due 1/16&lt;br&gt;Eligibility overview and examples&lt;br&gt;Required Eligibility Criteria 1 and 2 for TVR&lt;br&gt;determination of eligibility: proof of tribal enrollment and verified residence on a reservation.&lt;br&gt;Creating partnerships and communicating with medical, psychological and treatment sources to obtain documentation of disability and treatment</td>
<td>8A. Example eligibility determination 1&lt;br&gt;8. Example eligibility determination 2&lt;br&gt;7J. Methods used to dialog with assessment providers</td>
</tr>
<tr>
<td>Week 2: Tues. Jan. 17</td>
<td>Discussion Board 2 – Due 1/19 &amp; 1/23&lt;br&gt;Required Eligibility Criterion 3: the existence of a physical or mental condition that causes substantial impairments to the person's ability to fully function in life.&lt;br&gt;Resources for information on impairments and review of common impairments</td>
<td>7H. Information release permit&lt;br&gt;8G. eligibility prohibited factors&lt;br&gt;8h. Presumption clarified</td>
</tr>
</tbody>
</table>
Vocational assessment for determining eligibility; obtaining additional medical information as needed  
Required Eligibility Criterion 4: the existence of a substantial impediment to employment  
Severity of Disabilities | 8B eligibility criteria analyzed |
|------------------------|----------------------------------------------------------------------|
| Week 3: Tues. Jan. 24  | **Discussion Board 3 – Due 1/26 & 1/30**  
Required Eligibility Criterion 5: a reasonable expectation that the person can benefit from VR services in terms of achieving an employment outcome.  
Trial work plans and examples | 8C. Trial work plan example  
8D. Trial work - extended evaluation |
| Week 3: Thurs. Jan. 26 | **Quiz 2 – Due 1/30**  
Required Eligibility Criterion 6: VR services are required to achieve an employment outcome  
Examples of VR services and sample policies and procedures around those services  
Case studies | 10. Closures criteria  
9g. VR services (3)  
7. Rights |
| Week 4: Tues. Jan. 31 | **Discussion Board 4 – Due 2/2 & 2/6**  
Gathering annual reporting information for eligible clients, including earnings, average weekly wage, and date achieved employment  
Maintaining client contact and follow-up | Ref to 8A above  
5a. Data collection for annual reporting |
| Week 4: Thurs. Feb. 2 | The transition from eligibility determination to the beginning of IPE development  
Introduction to and practice with IPE prep assessment tools | 9B. IPE requirements  
8J. IPE format  
7K. Options for IPE development  
Connecting how we talk with whom we talk and how we present |
| Week 5: Tues. Feb. 7 | Discussion on the topics of assessment, determining and documenting eligibility, challenges in gathering data and making decisions and closing cases that are not eligible  
Case studies |  |
| Week 5: Thurs. Feb. 9 | **Final Project – Due 2/10**  
**Final Project Discussion Board – Due 2/17**  
**Quiz 3 – Due 2/17** |  |

Please Note: This syllabus is subject to change. Changes, if any, will be announced in class and posted in Canvas. Students will be held responsible for all changes.