

**TVRS 301: Tribal Vocational Rehabilitation Foundations:** Orientation

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:** TVR Foundations: Orientation

**Course Number and Section:** TVRS 301

**Number of Credits:** 3

**Quarter being offered:** Spring 2017

**Class Meeting Location, Days and Time:** Tuesdays & Thursdays, 12:00pm-1:00pm PST, online

**Instructor Information:**

**Instructor Name:**

**Office Hours:**

**Telephone (Cell):**

**Email:**

**Course Description:**

Provides an overview of Tribal Vocational Rehabilitation (TVR), including the history, the relationship between state vocational rehabilitation agencies and TVR agencies, and the role of TVR counselors in partnering with and serving individuals with disabilities. Introduces various types of disabilities and methods for testing functionalities related to independence and levels of employability.

**Course Prerequisite:** ENGL 102 or ENGL 202

**Text(s)/Readings/Materials:**

Required Reading:

Title 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 Texts/Reading:

Title 34 CFR Part 361: State Vocational Rehabilitation Services Program

<http://www.ecfr.gov/cgi-bin/text-idx?SID=dcb2155151b6863a642e68d71b818c8d&mc=true&node=pt34.2.371&rgn=div5>

Brodwin, M. G., Sui, F. W., Howard, J., Brodwin, E. R., & Du, A. T. (2014). *Medical, Psychosocial, and Vocational Aspects of Disability* (4th ed.). Athens, GA: Elliott & Fitzpatrick.

ISBN-13: 978-0985553890

<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.

ISBN-13: 978-1416404958  
<http://www.amazon.com/Rehabilitation-Counseling-Randall-M-Parker/dp/1416404953/ref=sr_1_3?s=books&ie=UTF8&qid=1454692325&sr=1-3&keywords=parker+and+patterson>

**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:

* Knowledge:
  + Demonstrate cultural cognition
  + Provide case management
  + Understanding of disability

**Course Outcomes:**

Upon the successful completion of this course, each student will be able to:

1. Describe points of history for VR and TVR;
2. Describe the relationship between the State VR agencies and the TVR program;
3. Describe three concepts required in a written agreement between State and Tribal VR;
4. Analyze differences between a "qualified VR counselor" and an essential TVR counselor;
5. Describe the sole authorities of the TVR counselor;
6. List characteristics used to determine whether a VR applicant/client meets the definition of having a significant disability;
7. Describe three appellate rights of VR consumers;
8. List the roles of consumers in the VR process;
9. Describe the issues VR needs to address in preparing a client for employment.

**Course Policies:**

Class participation is expected and includes attendance, preparedness for class, and verbal and written participation in class.

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.

**Overview of Course Activities and Grading:**

This is a hybrid course with part of the assignments done at each student’s home base during the 10 weeks of the course. During class, each student will describe a place-based project to be completed.

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

Participation (1 point per class) 18 points total

Quizzes 25 points total

Discussion Board (3 points per week) 27 points total

Final Place-Based Project 30 points total

Total 100 points

Participation (18 points):

Attendance and participation in GoToTraining video-conference portion of class is mandatory. Classes meet twice per week on Tuesdays and Thursdays from 12:00pm – 1:00pm Pacific 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 first one is due Tuesday, April 11th and is worth 5 points. The second one is due Tuesday, May 9th and is worth 10 points. The third one is due Tuesday, June 13th and is worth 10 points. The quizzes will determine if the students understand the content and can apply the information learned.

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 2 points that is at least 250 words long. Questions will be posted by Tuesday of each week and initial responses will be due by the end of Thursday of the same week. Also required is at least one response to another student’s initial post. The response is worth 1 point and needs to be at least 100 words long. Responses are due by the end of Monday of the following 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 Thursday.**
* 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** or longer.
* You have the rest of the week (through the following **Monday 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*](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 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 Tuesday, April 18th and are worth 5 points. See the “301 Final Project Guidelines” document for topic and format ideas.

**Final Projects** are due posted in Canvas by Tuesday, June 6th and are worth 25 points. See the “301 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. Comments to other students’ Final Projects is due by Thursday, June 15th.

Grading:

The following is the grading scale for this course.

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| --- |
| A = 90-100 |
| B = 80-90 |
| C = 70-80 |
| D = 60-70 |
| F = Below 60 |

**CEU Requirements**

Students taking the course for CEU credit will receive a Pass/Fail grade. Students are required to participate in classes via GoToTraining and in the weekly discussion boards. The Quizzes and Final Project are optional.

**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.

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| --- | --- | --- |
| **WEEK** | **TOPICS AND ASSIGNMENTS** | **READINGS** |
| **Week 1**  April 3 – April 7  Class: April 4  Class: April 6 | **Discussion Board 1 – Due 4/6 & 4/10**  **Quiz 1 – Due 4/11**   * Course introduction and orientation * History of the Rehabilitation Act from 1917 to 2014, including amendments and new programs | * TVR Introduction * History of the Rehab Act |
| **Week 2**  April 10 – April 14  Class: April 11  Class: April 13 | **Discussion Board 2 – Due 4/13 & 4/17**  **Proposal for Final Project – Due 4/18**   * History of the Tribal VR program, including when and how it started and expansions along the way * Activities throughout the TVR expansion history that contributed to its current operation * An introduction to the laws and regulations that shape TVR * Review of the assurances in the Code of Federal Regulations * Tailored policies and procedures and grant goals for TVR programs | * TVR Expansion * Federal Regs and Guidance for TVR * Assurances * Transitions Services |
| **Week 3**  April 17 – April 21  Class: April 18  Class: April 20 | **Discussion Board 3 – Due 4/20 & 4/24**   * The relationships and agreements between State VR agencies and TVR programs * Discussion of changes in the Rehabilitation Act that required "qualified VR counselors" and the benefit of tribal VR counselors working together | * Written Agreement State VR and TVR * Qualified VR Counselor * Recommendations for Effective Gov to Gov Relationships * Barriers and Challenges to Effective Gov to Gov Relationships |
| **Week 4**  April 24 – April 28  Class: April 25  Class: April 27 | **Discussion Board 4 – Due 4/27 & 5/1**   * Overview of Disabilities * Disability etiquette and person-first language | * Disabilities for VR * Disability Etiquette |
| **Week 5**  May 1 – May 5  Class: May 2  Class: May 4 | **Discussion Board 5 – Due 5/4 & 5/8**  **Quiz 2 – Due 5/9**   * Outreach to individuals with significant disabilities * Detail and definition of the functional issues often experienced by those with severe disabilities * Functionality Testing * Review of the types of disabilities encountered by TVR staff * Order of Selection | * Significant Disabilities * Functional Loss Definitions * Functional Loss In Depth * Functionality Testing Example * Order of Selection * Comparable Services and Benefits |
| **Week 6**  May 8 – May 12  Class: May 9  Class: May 11 | **Discussion Board 6 – Due 5/11 & 5/15**   * How the Rehabilitation Act promotes VR as program that encourages clients through the VR process to a successful employment outcome * SSDI and presumed eligibility * How and why to use real work settings to evaluate client abilities | * Client Assessment * Presumption of Eligibility * Supported Employment |
| **Week 7**  May 15 – May19  Class: May 16  Class: May 18 | **Discussion Board 7 – Due 5/18 & 5/22**   * Role of TVR counselors * Protecting the rights of consumers * The purpose of the VR program and the role of consumers as defined by the Rehabilitation Act * Definition and use of Informed Choice in VR | * Rights of Consumers * Informed Choice |
| **Week 8**  May 22 – May 26  Class: May 23  Class: May 25 | **Discussion Board 8 – Due 5/25 & 5/29**   * Traditional services, spiritual healing and life balance for VR clients | * Holistic VR Services |
| **Week 9**  May 29 – June 2  Class: May 30  Class: June 1 | * “Connect-ability” * Using rehabilitation strategy, local employers and cultural events to connect clients with employers in community * Outreach to clients and employers | * Preparing Clients for Employment * Outreach |
| **Week 10**  June 5 – June 9  Class: June 6  Class: June 8 | **Final Projects – Due 6/6**  **Quiz 3 – Due 6/13** |  |
| **Finals Week**  June 12 – June 16  No class this week | **Final Project Discussion Board responses – Due 6/15** |  |

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.

**Assignment Checklist**

**□ Due Thursday, April 6 at 12midnight:** Initial post for Discussion Board 1

**□ Due Monday, April 10 at 12midnight:** Reply to at least one post in Discussion Board 1

**□ Due Tuesday, April 11 at 12midnight:** Quiz 1

**□ Due Thursday, April 13 at 12midnight:** Initial post for Discussion Board 2

**□ Due Monday, April 17 at 12midnight:** Reply to at least one post in Discussion Board 2

**□ Due Tuesday, April 18 at 12midnight:** Proposal for Final Project in Discussion Board

**□ Due Thursday, April 20 at 12midnight:** Initial post for Discussion Board 3

**□ Due Monday, April 24 at 12midnight:** Reply to at least one post in Discussion Board 3

**□ Due Thursday, April 27 at 12midnight:** Initial post for Discussion Board 4

**□ Due Monday, May 1 at 12midnight:** Reply to at least one post in Discussion Board 4

**□ Due Thursday, May 4 at 12midnight:** Initial post for Discussion Board 5

**□ Due Monday, May 8 at 12midnight:** Reply to at least one post in Discussion Board 5

**□ Due Tuesday, May 9 at 12midnight:** Quiz 2

**□ Due Thursday, May 11 at 12midnight:** Initial post for Discussion Board 6

**□ Due Monday, May 15 at 12midnight:** Reply to at least one post in Discussion Board 6

**□ Due Thursday, May 18 at 12midnight:** Initial post for Discussion Board 7

**□ Due Monday, May 22 at 12midnight:** Reply to at least one post in Discussion Board 7

**□ Due Thursday, May 25 at 12midnight:** Initial post for Discussion Board 8

**□ Due Monday, May 29 at 12midnight:** Reply to at least one post in Discussion Board 8

**□ Due Tuesday, June 6 at 12midnight:** Final Project posted in Discussion Board

**□ Due Tuesday, June 13 at 12midnight:** Quiz 3

**□ Due Thursday, June 15 at 12midnight:** Reply to at least 3 Final Projects of other students