

**TVRS 306: Tribal Vocational Rehabilitation Foundations:**

**Job Search and Employment**

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: Job Search and Employment

**Course Number and Section:** TVRS 306

**Number of Credits:** 3

**Quarter being offered:** TBD

**Class Meeting Location, Days and Time:** TBD

**Instructor Information:** TBD

**Course Description:**

Presents the definition of employment used in vocational rehabilitation. Introduces concepts such as trial work experiences, the role of employers, the use of Community Rehabilitation Programs in work-related assessments and focused training, and post-employment services. Provides an overview of approaches and techniques for job-seeking skills, including using online employment resources.

**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 Texts/Reading:

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>

Bissonnette, D. (1994). *Beyond traditional job development: The art of creating opportunity*. Milt Wright & Associates.

ISBN 13: 978-0942071290

<http://www.amazon.com/Beyond-Traditional-Job-Development-Cassette/dp/0942071298/ref=sr_1_1?ie=UTF8&qid=1457722461&sr=8-1&keywords=denise+bissonnette>

Szymanski. E. M., & Parker, R. M. (Eds.) (2010). *Work and disability* (3rd ed.). Austin, TX: Pro-Ed.

ISBN 13: 978-1416404361

<http://www.amazon.com/Work-Disability-Strategies-Employment-Disabilities/dp/1416404368>

**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.

**Learning Outcomes**

**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:
  + Provide case management
  + Understanding of disability
  + Values: Engage and integrate traditional values and ethics

**Course Outcomes:**

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

1. Describe how rehabilitation, culture, and employment are linked in TVR;
2. Describe the relationship between eligibility determination and employment options;
3. Describe the purposes of a trial work plan for an individual with a significant disability;
4. Describe the expectations of an employer when using real work settings;
5. Describe the situation when it is necessary to discuss reasonable accommodations and assistive technology with an employer;
6. Identify when it is necessary to consider supporting a client interested in self-employment;
7. Describe the pros and cons of using CRPs for client vocational assessment;
8. Describe when it is time to assist the client in preparing a job resume;
9. Summarize the requirements for providing post-employment services.

**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 10 weeks of the course. During class, each student will describe a place-based project to be completed and emailed to the instructor.

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

Out-of-class preparations 25%

In-class quizzes 25%

In-class presentations and assignments 25%

Report on place-based project 25%

Total 100%

Out-of-class preparations (25%):

Documents will be emailed to each student or uploaded to Canvas prior to each class session, which will include readings for the scheduled topics. Each student will gather from their home-base related scenarios and examples for use at the in-class portion. These materials from home-base are essential.

In-class quizzes (25%):

There will be 2 quizzes in the course. One will be at the end of class 5 and the other at the end of class 7. The quizzes will determine if the students understand the content and can apply the information learned to effective communication with businesses and job-seeking skills.

In-class presentations (25%):

Course presentations will include effective communication with businesses and job-seeking skills. Each presentation will be followed by group discussions. For face-to-face classes, the discussions will take place in small groups and one person per group will be randomly selected to summarize the content of that session, as well as individual and group ideas for improvements, streamlining, and experiences.

Report on place-based project (25%):

Students will complete a place-based project that will enhance, expand, or modify practices or services provided by their 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 submitted to the instructor by the final week of the course.

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 |

**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 | **Pre-test**  Course introduction and orientation |  |
| Week 2 | Review definitions of employment  Ensuring applicability to those with all types of disabilities, including significant disabilities.  **Random selection presentations** | 9C. Definitions of employment  9D. Supported employment strategies |
| Week 3 | Trial work experiences  Ensuring the “right fit” of employment for clients with significant disabilities  **Random selection presentations** | 8D. Trial work experiences/extended evaluation.  8C. Trial work example |
| Week 4 | Developing partnerships with the employer community  Counselor role in establishing employer relationships and expectations.  **Random selection presentations** | 9K. Using real work settings for example  9M. OJE grid  9N. OJT grid  9L. Case record example |
| Week 5 | How the client/employer/counselor partnership informs the need for accommodation, assistive technology and payments, as well as assessing work interest, readiness, and potential employment  How self-employment/small businesses established by TVR clients can provide excellent work evaluation and skill training for current clients  **Random selection presentations**  **Quiz**  **Place-based project topic due (emailed to instructor)** | 9v. Reasonable accommodations  9u. Reasonable accommodations  9F. Assistive Devices  9G. VR Services 2015 |
| Week 6 | How Community Rehabilitation Programs (CRPs) can provide opportunities for work evaluation and training within the tribal community  Using real work settings in the tribal community such as casinos, clinics, schools, libraries, and tribal operations to assess, train, and test job related functionality, job-seeking skills, and job site networking  **Random selection presentations** | 9x. Guam Rehab Center  13c. CRPs in TVR  22a. Establishment  9K. Using real work settings for example  9L. Case record example |
| Week 7 | Online employability skills and job search skills resources, including resume preparation and preparing for interviews  Online labor market resources change continually  Online search at time of need reports current need  **Random selection presentations**  **Quiz** | 9t. Employability Skills assessment.  10j. CSAVR/The Net  11.L Online sources  Local jobs index  Local jobs in "my area"  9y. Employment recruiting guide |
| Week 8 | Case Closure: Successfully employed  Post-employment services | 9p. Post-employment services.  10. Closures in VR |
| Week 9 | Discussion on the topic of employment-related activities, the importance of including community, country, and global employment opportunities in client employment  Connecting education with employment. | Connecting rehabilitation readiness for employment to job opportunities and acquisition. |
| Week 10 | **Post-test**  **Place-based project due** |  |

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.