

**TVRS 302: Tribal Vocational Rehabilitation Foundations:**

Effective Communication with AIVRS Consumers

and the Agency’s Governing Body

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: Effective Communication with AIVRS Consumers and the Agency’s Governing Body

**Course Number and Section:** TVRS 302

**Number of Credits:** 3

**Quarter being offered:** Spring 2017

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

**Instructor Information:**

**Instructor Name:**

**Office Location:**

**Office Hours:**

**Telephone (Cells):**

**Fax:**

**Email:**

**Course Description**:

Introduces the VR program as an investment in people and how TVR staff must communicate in ways that show respect in all points of the process, including applicant and client rights, eligibility determination, informed choice, and confidentiality. Overview of strategies for informing and communicating with the TVR agency’s Governing Body.

**Course Prerequisite:** TVRS 301

**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:

Chan, F., Bishop, M., Chronister, J., Lee, E., Chiu, C. (2012). *CRC Examination Preparation A Concise Guide to rehabilitation Counseling Certification.* Springer Publishing New York, New York; ISBN: 978-0-8261-8

Title 34 CFR Part 361: State Vocational Rehabilitation Service Program

<http://www.ecfr.gov/cgi-bin/text-idx?SID=dcb2155151b6863a642e68d71b818c8d&mc=true&node=pt34.2.361&rgn=div5>

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

**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.

**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. Define why an application form for VR should be a comprehensive document;
2. Describe the key purposes for an intake interview as well as the kind of information that should not be included;
3. Describe or characterize motivational interviewing and its use within the VR process;
4. Identify the points in the VR process when a client should be notified of their rights and responsibilities;
5. Define the purpose and value of "informed choice" in the VR process;
6. Describe the effectiveness and practice of confidentiality policies in your TVR agency;
7. Describe the options an applicant or participant has in selecting the administrative review process;
8. Describe the key roles the Governing Body (e.g., Tribal Council) has related to the VR grant;
9. List the essential partnerships your TVR agency has within your community.

**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.

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

Project PowerPoint 10 points total

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 20 points total

Total 100 points

Project Power Point 10 points:

Each student will be requires to develop a 20 minute power point that will provide knowledge and understanding of their tribal customs, foods, pictures of the reservation or service area. Please include any pictures or stories unique to your tribe. The purpose of this activity is to make a connection with fellow students and give them insight to the area and people you serve. The Presentations will begin on week 4 depending on how many students are in the class. Make this a fun Project. ☺ I look forward to learning about each of your areas and customs.

Participation (18 points):

Attendance and participation in the GoToTraining video-conference portion of class is mandatory. Classes meet twice per week on Mondays and Wednesdays from 12:00pm-1:00pm 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 4/10/17 and worth 5 points.
  + Quiz 2: Due 5/8/17 and worth 10 points.
  + Quiz 3: Due 6/12/17 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 2 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 1 point 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 (20 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, Apr. 17 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 Monday, June 5 and are worth 15 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.

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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**  April 3 – April 7  Class: April 3  Class: April 5 | **Discussion Board 1 – Due 4/5 & 4/7**  **Quiz 1 – Due 4/10**   * Course introduction and orientation * Exploration of the good qualities of a vocational rehabilitation counselor * Person First language | * VR Counselor Overview * Person First Language |
| **Week 2**  April 10 – April 14  Class: April 10  Class: April 12 | **Discussion Board 2 – Due 4/12 & 4/14**  **Proposal for Final Project – Due 4/17**   * How the initial contact with each applicant sets the attitude towards the agency and the future of the case * How the intake interview is key to the future partnership of counselor and applicant/client * Examples of topics for the place-based project | * Application and Intake for VR Services * VR is a Business that Invests in Human Potential |
| **Week 3**  April 17 – April 21  Class: April 17  Class: April 19 | **Discussion Board 3 – Due 4/19 & 4/21**   * Consumer rights and responsibilities throughout the VR process * The Administrative Review Process * The Client Assistance Program (CAP), including the program’s role, responsibility and value * How “sole authorities” and informed choice guide the VR process | * Rights and Responsibilities * Informal Admin Review * CAP in Brief * Informed Choice |
| **Week 4**  April 24 – April 28  Class: April 24  Class: April 26 | **PowerPoint Project Presentation – Due 4/24**  **Discussion Board 4 – Due 4/26 & 4/28**   * Confidentiality in VR; the challenges confidentiality presents in TVR communities * Building rapport and establishing the VR counseling relationship * Self-care for the VR worker * Presentation | * Confidentiality in VR * Setting up the Counseling Relationship * RC Code of Ethics * RSA Confidentiality Statement to Tribes |
| **Week 5**  May 1 – May 5  Class: May 1  Class: May 3 | **Discussion Board 5 – Due 5/3 & 5/5**  **Quiz 2 – Due 5/8**   * The uniqueness of AI/AN cultures and how to be sensitive to our clients’ cultural differences * Historical trauma and its impact on tribal communities and our clients today * Presentation | * Confidentiality in VR * Setting up the Counseling Relationship * RC Code of Ethics * RSA Confidentiality Statement to Tribes |
| **Week 6**  May 8 – May 12  Class: May 8  Class: May 10 | **Discussion Board 6 – Due 5/10 & 5/12**   * Client-centered counseling and guidance * Appropriate conduct when engaging with individuals with disabilities * Presentation | * Carl Rogers * Person-Centered Counseling |
| **Week 7**  May 15 – May19  Class: May 15  Class: May 17 | **Discussion Board 7 – Due 5/17 & 5/19**   * The benefits of building community partnerships * Building employer relationships and job analysis basics | * Employer Relationships * Essential Partnerships * Job Analysis |
| **Week 8**  May 22 – May 26  Class: May 22  Class: May 24 | **Discussion Board 8 – Due 5/24 & 5/26**   * Basics of Motivational Interviewing as a counseling technique * Strategies for working with difficult clients * Presentation | * Native American MI Manual * Difficult Clients |
| **Week 9**  May 29 – June 2  Class: May 31 | * The role of the Governing Body/Tribal Councils as a partner in the operation and success of a TVR program. * Strategies for approaching the Tribal Council * The importance of informing the Council about assurances they included in the application for funding * Presentation. | * Tribal Council Orientation * 6 Common Practices Among Promising Programs * Recommendations for Effective Gov to Gov Relationships |
| **Week 10**  June 5 – June 9  Class: June 5  Class: June 7 | **Final Projects – Due 6/5**  **Quiz 3 – Due 6/12** |  |
| **Finals Week**  June 12 – June 16  No class this week | **Final Project Discussion Board – 3 responses – Due 6/14** |  |

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 Wednesday, April 5 at 12midnight:** Initial post for Discussion Board 1

**□ Due Friday, April 7 at 12midnight:** Reply to at least one post in Discussion Board 1

**□ Due Monday, April 10 at 12midnight:** Quiz 1

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

**□ Due Friday, April 14 at 12midnight:** Reply to at least one post in Discussion Board 2

**□ Due Monday, April 17 at 12midnight:** Proposal for Final Project in Discussion Board

**□ Due Wednesday, April 19 at 12midnight:** Initial post for Discussion Board 3

**□ Due Friday, April 21 at 12midnight:** Reply to at least one post in Discussion Board 3

**□ Due Monday, April 24 at 12midnight:** Project Power Point 20 min. presentation ready

**□ Due Wednesday, April 26 at 12midnight:** Initial post for Discussion Board 4

**□ Due Friday, April 28 at 12midnight:** Reply to at least one post in Discussion Board 4

**□ Due Wednesday, May 3 at 12midnight:** Initial post for Discussion Board 5

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

**□ Due Monday, May 8 at 12midnight:** Quiz 2

**□ Due Wednesday, May 10 at 12midnight:** Initial post for Discussion Board 6

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

**□ Due Wednesday, May 17 at 12midnight:** Initial post for Discussion Board 7

**□ Due Friday, May 19 at 12midnight:** Reply to at least one post in Discussion Board 7

**□ Due Wednesday, May 24 at 12midnight:** Initial post for Discussion Board 8

**□ Due Friday, May 26 at 12midnight:** Reply to at least one post in Discussion Board 8

**□ Due Monday, June 5 at 12midnight:** Final Project posted in Discussion Board

**□ Due Monday, June 12 at 12midnight:** Quiz 3

**□ Due Wednesday, June 14 at 12midnight:** Reply to at least 3 Final Projects of other students