

**TVRS 304: Tribal Vocational Rehabilitation Foundations:** Individualized Plan for Employment (IPE) Development

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: IPE Development

**Course Number and Section:**  TVRS 304

**Number of Credits:**  3

**Quarter being offered:** Spring 2017

**Class Meeting Location, Days and Time:** Tuesdays & Thursdays, 10:00am-11:30am PST**,** online, April 4 – May 12, 2017 (5-week course)

**Instructor Information:**

Instructor Name:

Office Location:

Office Hours:

Telephone (Cells):

Fax:

Email:

**Course Description:**
Presents the process for the qualified individual to develop an Individualized Plan for Employment (IPE), including informed choice, methods for establishing the targeted employment outcome, and using amendments. Introduces strategies for case management, including a grid for planning and tracking services and a database for information for annual reporting.

**Course Prerequisite:**

TVRS 301

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

Required Text (available for free online via the link below):

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 (available for free online via the link below):

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>

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](http://www.amazon.com/Rehabilitation-Counseling-Randall-M-Parker/dp/1416404953/ref%3Dsr_1_3?s=books&ie=UTF8&qid=1454692325&sr=1-3&keywords=parker+and+patterson)

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:

* 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 the required elements of the IPE;
2. Identify the definitions of appropriate VR employment outcomes;
3. Describe how to determine the need and purpose for up-front assistive services;
4. Describe the types of services that a VRC could not provide with agency funds before fully considering the availability of comparable services and benefits;
5. Identify the six (6) "exempt” services that do not require full consideration for comparable services and benefits;
6. Describe the procedure for providing traditional healing or other culturally-appropriate services;
7. Describe why "terms and conditions" are required elements of the IPE;
8. Describe the types of entities that require a list of responsibilities related to the IPE;
9. Describe how to measure a client’s progress in the IPE towards employment;
10. Describe the conditions and characteristics of 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 5 weeks of the course. During class, each student will describe and submit a place-based project to be completed and posted in Canvas.

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

Participation (2 points per class) 20 points total

Quizzes 25 points total

Discussion Board (5 points per week) 25 points total

Final Place-Based Project 30 points total

Total 100 points

Participation (20 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 4/11/17 and worth 5 points.
	+ Quiz 2: Due 4/25/17 and worth 10 points.
	+ Quiz 3: Due 5/9/17 and worth 10 points.

Discussion Board (25 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 3 points that is at least 250 words long. Questions will be posted by Tuesday and initial responses will be due by Thursday 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 Monday of the following week.

The guidelines are for the Canvas discussion board postings are:

* Follow proper “netiquette” when participating in the discussion board (detailed below).
* 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**, if not 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.

 **“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 Tuesday, April 18 and are worth 5 points. See the “304 Final Project Guidelines” document for topic and format ideas.

**Final Projects** are due posted in Canvas by Tuesday, May 2 and are worth 25 points. See the “304 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 (5) will be given for responding to at least five students Final Place-Based Project.

Grading:

The following is the grading scale for this course.

|  |
| --- |
| 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.

|  |  |  |
| --- | --- | --- |
| **WEEK** | **TOPICS AND ASSIGNMENTS** | **READINGS** |
| **Week 1**April 3 – April 7Class: April 4Class: April 6 | **Discussion Board 1 – Due 4/6 & 4/10****Quiz 1 – Due 4/11**Course introduction and orientationIPE OverviewRehab Act and Regs relating to the IPEFormat of IPE and IPE examplesThe Employment Outcome  | * Nature of Work
* IPE Overview
* Rehab Act Sec. 102
* 34 CFR 361 & 34 CFR 371
* IPE Options and Procedures
* Required Elements of an IPE
* Employment Outcome
 |
| **Week 2**April 10 – April 14Class: April 11Class: April 13 | **Discussion Board 2 – Due 4/13 & 4/17****Proposal for Final Project – Due 4/18**TVR Services OverviewFlexible Procurement MethodsComparable ServicesInformed ChoiceVR Service In-Depth: AssessmentVR Service In-Depth: Counseling & Guidance | * Vocational Rehabilitation Services
* Comparable Services
* Flexible Procurement methods
* Informed Choice
* Assessment
* Counseling & Guidance
 |
| **Week 3**April 17 – April 21Class: April 18Class: April 20 | **Discussion Board 3 – Due 4/20 & 4/24**VR Service In-Depth: Referral ServicesVR Service In-Depth: Job-Related ServicesVR Service In-Depth: Rehab TechnologyVR Service In-Depth: Vocational TrainingVR Service In-Depth: Diagnosis & TreatmentVR Service In-Depth: Personal Assistance VR Service In-Depth: MaintenanceVR Service In-Depth: TransportationVR Service In-Depth: Personal AssistanceVR Service In-Depth: Interpreter & Reader VR Service In-Depth: Rehab TeachingVR Service In-Depth: Occupational Expenses | * Referral
* Job-Related Services
* Rehab Technology
* Vocational Training
* Diagnosis & Treatment
* Maintenance
* Transportation
* Personal Assistance
* Interpreter Reader
* Rehab Teaching
* Occupational Expenses
 |
| **Week 4**April 24 – April 28Class: April 25Class: April 27 | **Discussion Board 4 – Due 4/27 & 5/1****Quiz 2 – Due 4/25**VR Service In-Depth: Transition ServicesVR Service In-Depth: Rehab Teaching VR Service In-Depth: Technical AssistanceVR Service In-Depth: Services to FamilyVR Service In-Depth: Advanced TrainingVR Service In-Depth: Supported & Customized EmploymentVR Service In-Depth: Culturally Specific VR Service In-Depth: Post-Employment Services | * Transition Services
* Rehab Teaching
* Technical Assistance
* Services to Family
* Advanced Training
* Supported Customized Employment
* Culturally Specific
* Post-Employment Services
 |
| **Week 5**May 1 – May 5Class: May 2Class: May 4 | **Final Project Due – 5/2**Services for Groups In-Depth: TA for BusinessServices for Groups In-Depth: Community Rehabilitation Programs Criteria for measuring progress towards employmentIPE terms and conditions IPE responsibilities of the client, the agency, and other agencies that may contribute to the caseIPE agreement and signatures to cover rights and responsibilities and client commitmentAnnual review of the IPE is requiredIPE data required for RSA reportingCase ScenariosFinal Project Debrief | * Services for Groups In-Depth: TA for Business
* Services for Groups In-Depth: Community Rehabilitation Programs
* Measuring Progress
* IPE Terms and Conditions
* Responsibilities
* RSA Reporting
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| **Finals Week**May 8 – May 12No class this week | **Quiz 3 – Due 5/9****Final Project Discussion Board – five responses – Due 5/12** |  |

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 Tuesday, April 25 14 at 12midnight:** Quiz 2

**□ 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 Tuesday, May 2 at 12midnight:** Final Project posted in Discussion Board

**□ Due Tuesday, May 9 at 12midnight:** Quiz 3

**□ Due Friday, May 12 at 12midnight:** Reply to at least 5 Final Projects of other students