

**TVRS 305: Tribal Vocational Rehabilitation Foundations:**

**Case Record and Management**

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: Case Record and Management **Course Number and Section:**  TVRS 305

**Number of Credits:**  3

**Quarter being offered: Spring 2017**

**Class Meeting Location, Days and Time:** Wednesdays & Thursdays, 4:00pm-5:00pm PST

**Instructor Information:**

**Instructor Name:**

**Office Hours:**

**Telephone (Cell):**

**Email:**

**Course Description:**

Presents the requirements for case record documentation, case records retention, and effective ways to organize case records. Introduces the concept and importance of the team approach in agencies to ensure that client needs are addressed and that case organization and team management produces higher-quality client employment outcomes.

**Course Prerequisite:**

TVRS 301

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

Required Text:

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=pt34.2.371&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. 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:
  + Demonstrate cultural cognition
  + 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. List the required contents of a case record;
2. Describe the follow-up on a case that is determined “incapable of benefiting”;
3. Describe the follow-up on a case that closed due to severity of disability;
4. List the criteria required to close a case where an employment outcome is successfully achieved;
5. Describe why it is important to have a single case record format for a TVR agency;
6. Describe your agency's strategy for ensuring that case records meet agency and legal standards, including confidentiality;
7. Describe the agency's methods for gathering and reporting the case record data to RSA;
8. Describe your agency's methods for ensuring client services are deliverable and follow the design of the case record when the assigned VRC is absent;
9. Describe how a counselor would prioritize caseload duties such as progress notes, paperwork and client contacts.
10. Describe the legal requirements for retaining closed case records.

**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 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 (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 the GoToTraining video-conference portion of class is mandatory. Classes meet twice per week on Wednesdays and Thursdays from 4:00pm-5:00pm 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 4/12 and worth 5 points.
  + Quiz 2: Due 5/3 and worth 10 points.
  + Quiz 3: Due 6/14 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 Wednesday and initial responses will be due by Friday 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 Tuesday 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 Friday.**
* 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 Tuesday 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 4/19 and are worth 5 points. See the “305 Final Project Guidelines” document for topic and format ideas.

**Final Projects** are due posted in Canvas by 6/7 and are worth 25 points. See the “305 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: 4/5/17  Class: 4/6/17 | **Discussion Board 1 – Due 4/7 & 4/11**  **Quiz 1 – Due 4/12**  Course introduction and orientation  Overview of case management  History of case management | * Case Management Overview * History of Case Management |
| **Week 2**  April 10 – April 14  Class: 4/12/17  Class: 4/13/17 | **Discussion Board 2 – Due 4/14 & 4/18**  **Proposal for Final Project – Due 4/19**  Required contents in VR case records, organizing case files and the importance of a uniform record keeping format  Order of Selection, evaluating functional capacities, and documenting severity of disabilities | * VR Case Records * Case Record Content * Documenting Severity of Disability * Functional Loss In-Depth * Functional Loss Definitions |
| **Week 3**  April 17 – April 21  Class: 4/19/17  Class: 4/20/17 | **Discussion Board 3 – Due 4/21 & 4/25**  Requirements for records retention  Review guides for auditing VR case files  Confidentiality and case files | * VR Records Retention * Auditing Case Files * Confidentiality |
| **Week 4**  April 24 – April 28  Class: 4/26/17  Class: 4/27/17 | **Discussion Board 4 – Due 4/28 & 5/2**  Continuity of services to consumers with staff absences or turnover  Caseload tracking and data collection for ease in reporting performance to RSA, including TVR reporting systems | * Continuity of Services * Reporting Systems |
| **Week 5**  May 1 – May 5  Class: 5/3/17  Class: 5/4/17 | **Quiz 2 – Due 5/3**  **Discussion Board 5 – Due 5/5 & 5/9**  Types of closures and common terminology  Documenting a successful employment outcome closure using the required six criteria  Process and documentation for cases determined “not eligible”  Process and documentation for cases determined “not eligible” based on “the applicant is incapable of benefitting in terms of employment outcome” | * Closure Status Overview * Rules from CFR Regarding Eligibility * Ineligibile or No Longer Eligible |
| **Week 6**  May 8 – May 12  Class: 5/10/17  Class: 5/11/17 | **Discussion Board 6 – Due 5/12 & 5/16**  Case management philosophy and guiding principles  Caseload management  Ethics and professionalism in TVR case management | * Case Management In-Depth * Caseload Management * Ethics and Professionalism |
| **Week 7**  May 15 – May19  Class: 5/17/17  Class: 5/18/17 | **Discussion Board 7 – Due 5/19 & 5/23**  The working alliance of consumer and counselor  Time management, prioritizing tasks, and staying organized | * Working Alliance * Prioritizing Duties |
| **Week 8**  May 22 – May 26  Class: 5/24/17  Class: 5/25/17 | **Discussion Board 8 – Due 5/26 & 5/30**  Techniques for writing case notes  Team approach to address client needs  Arrangements of VR programs | * Case Notes * Team Approach |
| **Week 9**  May 29 – June 2  Class: 5/31/17  Class: 6/1/17 | Identifying and creating resources for consumers | * Community Resource Development |
| **Week 10**  June 5 – June 9  Class: 6/7/17  Class: 6/8/17 | **Final Project Due – 6/7**  **Quiz 3 – Due 6/14**  Review for Quiz 3  Final Project Debrief  Case studies related to case management and record keeping | * Case Studies |
| **Finals Week**  June 12 – June 16  No class this week | **Final Project Discussion Board – 3 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 Friday, April 7 at 12midnight:** Initial post for Discussion Board 1

**□ Due Tuesday, April 11 at 12midnight:** Reply to at least one post in Discussion Board 1

**□ Due Wednesday, April 12 at 12midnight:** Quiz 1

**□ Due Friday, April 14 at 12midnight:** Initial post for Discussion Board 2

**□ Due Tuesday, April 18 at 12midnight:** Reply to at least one post in Discussion Board 2

**□ Due Wednesday, April 19 at 12midnight:** Proposal for Final Project in Discussion Board

**□ Due Friday, April 21 at 12midnight:** Initial post for Discussion Board 3

**□ Due Tuesday, April 25 at 12midnight:** Reply to at least one post in Discussion Board 3

**□ Due Friday, April 28 at 12midnight:** Initial post for Discussion Board 4

**□ Due Tuesday, May 2 at 12midnight:** Reply to at least one post in Discussion Board 4

**□ Due Wednesday, May 3 at 12midnight:** Quiz 2

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

**□ Due Tuesday, May 9 at 12midnight:** Reply to at least one post in Discussion Board 5

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

**□ Due Tuesday, May 16 at 12midnight:** Reply to at least one post in Discussion Board 6

**□ Due Friday, May 19 at 12midnight:** Initial post for Discussion Board 7

**□ Due Tuesday, May 23 at 12midnight:** Reply to at least one post in Discussion Board 7

**□ Due Friday, May 26 at 12midnight:** Initial post for Discussion Board 8

**□ Due Tuesday, May 30 at 12midnight:** Reply to at least one post in Discussion Board 8

**□ Due Wednesday, June 7 at 12midnight:** Final Project posted in Discussion Board

**□ Due Wednesday, June 14 at 12midnight:** Quiz 3

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