### Tribal Vocational Rehabilitation Institute

### Summary of 2016-2017 Course Surveys

During the fall of 2016 and the winter, spring and summer quarters of 2017, the Tribal Vocational Rehabilitation Institute (TVRI) taught the full seven courses required for a program certificate. The survey sought students views on satisfaction with and expectations for the course, the value of course to their work, ways in which they shared their learning at work, the clarity of various course elements, challenges and ways to improve the course. This report summarizes the finding of the final survey that was administered after each of the courses. The first section includes tables that summarize the questions involving a scaled set of choices. The second section summarizes how well the courses met their specific learning objectives. The final section summarizes open-ended questions from the survey.

All the surveys were administered through an on-line format. Across the seven courses, seventy-eight surveys were begun; however, in a few courses, some of the students did not complete the entire survey. Everyone responded to the first question regarding satisfaction with the course. In each of the following table the symbol “# “represents the number of students who responded to the survey question. Although some courses were taught over three or two quarters, the survey responses were combined for each course to get the overall ratings for the all the courses. This allowed an analysis for the series of courses.

The seven courses include:

* 301 TVR Foundations – History of TVR
* 302 TVR Foundations – Communications
* 303 TVR Foundations – Access/Eligibility
* 304 TVR Foundations – IEP Development
* 305 TVR Foundations – Case Record and Management
* 306 TVR Foundations – Job Search and Employment
* 307 TVR Foundations – Resource Management

Overall, the students in all of the courses rated the courses highly. In one case, one of the students was very critical of the course instructor and gave the course low ratings. However, other students in the same course were not critical of the instructor. Most of the students included responses to the open-ended questions. Most were general statements; however, in the summary, the responses that described specific examples in response to the questions were listed.

#### Survey Tables

The following tables combine all the surveys for each time the course was taught in the 2016-17 academic year. As noted above, the tables illustrate the number of students who responded to the question and the percentages of responses.

**Table 1 Satisfaction with the Course**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **#** | **Extremely dissatisfied** | **Moderately dissatisfied** | **Slightly dissatisfied** | **Neither satisfied/ dissatisfied** | **Slightly satisficed** | **Moderately satisfied** | **Extremely satisfied** |
| 301 | 19 | 5% | 5% |  | 5% |  | 11% | 74% |
| 302 | 12 | 8% | 8% |  | 8% |  | 8% | 50% |
| 303 | 13 | 15% | 8% |  |  |  | 31% | 46% |
| 304 | 15 | 7% | 7% | 7% |  | 6% | 13% | 60% |
| 305 | 3 |  |  |  |  |  |  | 100% |
| 306 | 12 |  | 8% |  | 8% |  | 17% | 67% |
| 307 | 4 |  |  |  | 25% |  | 25% | 50% |

In general, students were extremely to moderately satisfied with the courses. The course on Communications (302) had some mixed reviews, but the majority were satisfied with the course. The course on Access/Eligibility also had a few students who were dissatisfied.

Almost all the students currently work in tribal vocational rehabilitation (TVR)programs. Only 2 indicated they did not; however, the number of missing values for those who did not complete the survey may influence this number. A large majority believe that the courses improved their effectiveness as a TVR employee.

**Table 2 Improved Effectiveness as a TVR Employee**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course** | **#** | **Not well at all** | **Not well** | **Moderately well** | **Very well** | **Extremely well** |
| 301 | 17 |  |  | 12% | 38% | 50% |
| 302 | 12 |  |  | 17% | 50% | 33% |
| 303 | 13 |  | 11% |  | 44% | 45% |
| 304 | 13 |  | 8% | 15% | 38% | 39% |
| 305 | 3 |  |  |  | 67% | 33% |
| 306 | 9 |  |  | 11% | 44% | 45% |
| 307 | 4 |  |  | 25% | 50% | 25% |

Students were asked how each of the courses met their expectations in terms of organization, materials, and the course instructor. Again, the ratings are high as noted in the following three tables.

**Table 3 Met Expectations for Course Organization**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course** | **#** | **Far short of expectations** | **Short of expectations** | **Equals expectations** | **Exceeds expectations** | **Far exceeds expectations** |
| 301 | 16 |  |  | 12% | 69% | 19% |
| 302 | 12 |  | 8% | 17% | 58% | 17% |
| 303 | 9 |  | 11% | 11% | 45% | 33% |
| 304 | 15 |  | 15% |  | 62% | 23% |
| 305 | 3 |  |  |  | 67% | 33% |
| 306 | 9 |  | 11% | 11% | 33% | 45% |
| 307 | 4 |  |  |  | 50% | 50% |

**Table 4 Met Expectations for Course Materials**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course** | **#** | **Far short of expectations** | **Short of expectations** | **Equals expectations** | **Exceeds expectations** | **Far exceeds expectations** |
| 301 | 16 |  |  | 12% | 69% | 19% |
| 302 | 12 |  | 8% | 17% | 58% | 17% |
| 303 | 9 |  | 11% | 11% | 45% | 33% |
| 304 | 15 |  | 15% |  | 62% | 23% |
| 305 | 3 |  |  |  | 67% | 33% |
| 306 | 9 |  | 11% | 11% | 33% | 45% |
| 307 | 4 |  |  |  | 50% | 50% |

**Table 5 Met Expectations for Course Instructor**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course** | **#** | **Far short of expectations** | **Short of expectations** | **Equals expectations** | **Exceeds expectations** | **Far exceeds expectations** |
| 301 | 17 |  | 6% |  | 35% | 59% |
| 302 | 12 |  | 8% | 17% | 42% | 33% |
| 303 | 9 | 11% |  | 11% | 44% | 33% |
| 304 | 13 | 7% | 8% | 23% | 23% | 39% |
| 305 | 3 |  |  |  | 33% | 67% |
| 306 | 9 |  | 11% |  | 44% | 45% |
| 307 | 4 |  |  |  | 25% | 75% |

Students were asked to rate the degree to which the documents shared in the course related to their work. In general, they responded that it related to their work always to most of the time.

**Table 6 Content of Document Related to My Work**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course** | **#** | **Never** | **Sometime** | **About half of the time** | **Most of the time** | **Always** |
| 301 | 17 |  |  | 6% | 29% | 65% |
| 302 | 12 |  |  | 8% | 33% | 59% |
| 303 | 9 |  |  | 11% | 22% | 67% |
| 304 | 13 |  |  | 7% | 31% | 62% |
| 305 | 3 |  |  |  | 33% | 67% |
| 306 | 9 |  |  |  | 56% | 44% |
| 307 | 4 |  |  |  | 75% | 25% |

Similar ratings were given to the degree the documents related to the students’ educational interests but a few students noted that this happened only sometimes in the 301 and 302 course.

**Table 7 Documents Related to My Educational Interests**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course** | **#** | **Never** | **Sometime** | **About half of the time** | **Most of the time** | **Always** |
| 301 | 17 |  | 12% | 6% | 29% | 53% |
| 302 | 12 |  | 8% | 8% | 25% | 59% |
| 303 | 9 |  |  | 11% | 11% | 78% |
| 304 | 13 |  |  |  | 38% | 62% |
| 305 | 3 |  |  |  |  | 100% |
| 306 | 9 |  |  | 11% | 44% | 45% |
| 307 | 4 |  |  | 25% | 50% | 25% |

Students found the documents easy to understand.

**Table 8 Ease of Understanding Documents**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course** | **#** | **Never** | **Sometime** | **About half of the time** | **Most of the time** | **Always** |
| 301 | 17 |  |  |  | 35% | 65% |
| 302 | 12 |  |  | 8% | 25% | 67% |
| 303 | 9 |  | 11% | 11% | 22% | 56% |
| 304 | 13 |  |  |  | 38% | 62% |
| 305 | 3 |  |  |  |  | 100% |
| 306 | 9 |  |  |  | 44% | 56% |
| 307 | 4 |  |  |  | 75% | 25% |

Students rated the clarity of aspects of the course on a five-point scale ranging from extremely clear, somewhat clear, neither clear or unclear, somewhat unclear, and extremely unclear. The courses were rated highly on all aspects, with only a few students finding some unclear. The following four tables summarize the ratings for clarity of course requirements, course materials, GoToTraining sessions, and discussion sessions.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 8 Course Requirements** | **301** | **302** | **303** | **304** | **305** | **306** | **307** |
| Extremely to Somewhat Clear | 94% | 92% | 89% | 100% | 100% | 100% | 100% |
| Neither clear or unclear | 6% | 8% | 11% |  |  |  |  |
| Extremely to Somewhat Unclear |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 9 Course Materials** | **301** | **302** | **303** | **304** | **305** | **306** | **307** |
| Extremely to Somewhat Clear | 94% | 92% | 89% | 92% | 100% | 100% | 100% |
| Neither clear or unclear | 6% | 8% |  |  |  |  |  |
| Extremely to Somewhat Unclear |  |  | 11% | 8% |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 10 GoToTraining Sessions** | **301** | **302** | **303** | **304** | **305** | **306** | **307** |
| Extremely to Somewhat Clear | 100% | 92% | 100% | 92% | 100% | 100% | 100% |
| Neither clear or unclear |  | 8% |  | 8% |  |  |  |
| Extremely to Somewhat Unclear |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 11 Discussion Sessions** | **301** | **302** | **303** | **304** | **305** | **306** | **307** |
| Extremely to Somewhat Clear | 94% | 92% | 89% | 100% | 100% | 100% | 100% |
| Neither clear or unclear |  |  |  |  |  |  |  |
| Extremely to Somewhat Unclear | 6% | 8% | 11% |  |  |  |  |

Students could choose from a list of suggestions on ways to improve the courses. By far the most popular suggestion was the addition of more case studies and examples, followed by more visual material.

**Table 12 Suggestions for Improving Courses**

| **Improvement Suggestions** | **301** | **302** | **303** | **304** | **305** | **306** | **307** | **Totals** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| More training on how to use Canvas before the start of the course. | 6 | 2 | 1 | 1 | 3 | 2 |  | **15** |
| More training on how to use GoToTraining before the start of the course. |  |  | 1 | 1 |  | 1 |  | **3** |
| More visual material like videos or pictures. | 4 | 4 | 3 | 5 | 2 | 2 |  | **20** |
| Simplified materials presented during class time (e.g., a PowerPoint presentation). | 3 | 3 |  | 3 | 1 | 2 |  | **12** |
| More case studies or examples. | 9 | 9 | 5 | 11 | 2 | 2 | 2 | **40** |
| Getting to know my classmates better. | 4 |  | 1 | 3 |  | 3 | 1 | **12** |
| Better organization of course materials. | 2 | 2 | 2 | 1 |  |  |  | **7** |

The students could choose challenges they faced from a pre-determined list. As noted in Table 13, making sure they were on track with assignments and knowing how to get technical assistance were mentioned the most, followed by communicating during GoToTraining sessions and understanding course materials.

**Table 13 Challenges**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Challenges** | **301** | **302** | **303** | **304** | **305** | **306** | **307** | **Totals** |
| Making sure I was on track with all my assignments. |  |  | 6 | 8 | 3 | 6 |  | **23** |
| Communicating during GoToTraining sessions (chat box, phone, mic). | 4 |  | 2 | 3 |  |  |  | **9** |
| Accessing course materials. |  |  | 1 | 1 |  | 2 |  | **4** |
| Understanding the instructor's lectures. |  |  | 3 | 3 | 1 | 1 | 1 | **9** |
| Understanding course materials. |  |  | 1 |  |  |  | 1 | **2** |
| Posting on the discussion board in Canvas. |  |  | 3 | 2 | 1 |  | 1 | **7** |
| Using the Canvas email. |  |  |  | 1 | 1 |  |  | **2** |
| Knowing how to get technical support. | 10 |  | 2 | 2 |  |  |  | **14** |

#### Learning Objectives

Each course had a set of specific learning objectives. A retrospective measure was used to assess the students sense of their own learning for each objective. They were asked to rate their level of knowledge of the objective before the course and then to rate their knowledge at the end of the course. The non-parametric Wilcoxon test was used to test the changes in the rankings before and after the course. The changes in knowledge were viewed as statistically significant if the Wilcoxon test was *p*≤.05 or less.

Students report significant knowledge gains for most of the courses. The most problematic were 306 and 307. For 306 Job Search and Employment, only one of the before and after ratings were significant. Tables 14 and 15 describe the mean and standard deviation for the before and after ratings and the Wilcoxon statistic.

**Table 14 Change in Knowledge for Course 306 Job Search and Employment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning Objectives for 306 TVR Foundations Job Search & Emplymt** | **Before Course** | | **After Course** | | **Wilcoxon 2-tailed significance** |
| Mean | Std. Deviation | Mean | Std. Deviation |
| Describing how rehabilitation, culture, and employment are linked in TVR. | 3.67 | 0.707 | 4.22 | 0.667 | 0.059 |
| Describing the relationship between eligibility determination and employment options. | 3.67 | 0.500 | 4.11 | 0.601 | 0.102 |
| Describing the purposes of a trial work plan for an individual with a significant disability. | 3.22 | 0.833 | 3.89 | 0.601 | 0.124 |
| Describing the expectations of an employer when using real work settings. | 3.44 | 0.726 | 3.89 | 0.333 | 0.157 |
| Describing the situation when it is necessary to discuss reasonable accommodations and assistive technology with an employer. | 3.33 | 0.707 | 4.11 | 0.601 | 0.035 |
| Identifying when it is necessary to consider supporting a client interested in self-employment. | 3.56 | 0.726 | 4.00 | 0.707 | 0.102 |
| Describing the pros and cons of using CRPs for client vocational assessment. | 3.22 | 0.972 | 3.67 | 0.707 | 0.248 |
| Describing when it is time to assist the client in preparing a job resume. | 3.78 | 0.833 | 4.33 | 0.707 | 0.132 |
| Summarizing the requirements for providing post-employment services. | 3.33 | 0.707 | 4.00 | 0.707 | 0.124 |

For 307 Resource Management, three of the nine objectives were significant but the other six were not.

**Table 15 Change in Knowledge for Course 307 Resource Management**

| **Learning Objectives for 307 TVR Foundations Resource Mngmt** | **Before Course** | | **After Course** | | **Wilcoxon 2-tailed sig** |
| --- | --- | --- | --- | --- | --- |
| Mean | Std. Deviation | Mean | Std. Deviation |
| Describing methods used to establish a positive understanding of TVR in Tribal service communities. | 2.75 | 0.500 | 3.75 | 0.500 | 0.046 |
| Identifying (in a funded TVR proposal) the described resources that require a management system. | 2.50 | 1.000 | 3.50 | 1.000 | 0.046 |
| Describing the management system used by your TVR agency that tracks and reports grant expenditures, draw downs, match and indirect costs. | 2.75 | 0.500 | 3.50 | 1.000 | 0.083 |
| Describing a TVR agency management system essential to provide and maintain case records. | 3.00 | 0.000 | 3.75 | 0.500 | 0.083 |
| Identifying the contents of a TVR cuff account (refer in part to ED 524A&B). | 2.50 | 1.000 | 3.25 | 1.500 | 0.083 |
| Describing the gathering of TVR annual performance data required for RSA reporting. | 2.75 | 0.500 | 3.50 | 1.000 | 0.083 |
| Describing key elements in building and maintaining an effective team in a TVR agency. | 3.00 | 0.000 | 3.75 | 0.500 | 0.083 |
| Defining effective ways of building and maintaining positive organizational awareness in the TVR program and the greater community. | 3.00 | 0.000 | 3.75 | 0.500 | 0.083 |
| Identifying methods used to develop and maintain an effective relationship with the agency’s Governing Body. | 2.50 | 1.000 | 3.50 | 1.000 | 0.046 |

However, the significance is based on a two-tailed test. With the assumption of movement towards more knowledge, or a one-tailed test, all the objectives in 307 would be significant, and some of the objectives in 306 would approach significance. It could be that some of the material in these last two courses reviews information taught in early courses. Whatever the reason, it may be useful to visit the curriculum of these courses.

All the other before and after tables reported significant changes in knowledge. The tables are in the appendix to this report.

#### Summary of Open-ended Questions

There were four open-ended questions on the survey and a opportunity for students to add “other” information that was not listed on the questions listing ways to improve the course or challenges they faced during the course. Reponses to these questions are summarized in this section.

**In what ways has this course influenced your work or studies so far?**

*301 History of TVR*

Seventeen of nineteen persons in the course responded. The following offer specific examples:

* *I feel more secure in my knowledge of legal and ethical issues regarding VR services. I am a program director and I am just about to hire two new staff. I feel like I'm ready to hire and help train new people.*
* *This course has given me a quality understanding of Tribal VR programs in general, the regulations behind them, and how to better improve the program I work for.*
* *I felt like it gave reasons to why we do some of the things we do, not just saying do this and do that.*
* *The message boards have allowed our program staff to ask questions and learn from other TVR programs. The weekly topics have been helpful in training new staff and provided new information to experienced staff as well.*
* *Made me* pay more attention to the CFR.

*302 Communications*

Ten of the students enrolled in the three courses responded to this question. Most of the responses were general statements regarding the usefulness of the course, noting that they got new ideas and information. Specific comments on influence included:

* *The final project for this course has greatly helped my work by introducing an opportunity to add an orientation to our TVR program*.
* *I've been influenced to review our forms, what and how we represent our program to individuals and our respective communities*.
* *We need to continue to update all of the items listed on their Individual Plan of Employment, Informed Choices, be more specific on our notes of services & recheck after talking with a person who is applying.*
* *It's made me more aware of formal counseling techniques. It was also good to discuss various issues that we counselors are dealing with in regards to client's services. I think is it helpful to bring those to the table so that we can work as a team to come up with helpful solutions. It would be great to continues this throughout the series.*
* *There is a lot of work to do with developing partnerships and agreements within our tribal government programs. Stronger partnerships with service programs in our various counties.*

There was a strong criticism of the instructor’s approach, but this was not echoed by other respondents’: “*Unfortunately, a portion of the rest of the course felt like busy work or an instructor reading word-for-word off of document that could have easily been done in a different, more productive format. This aspect made the class feel more burdensome to my work rather than positive.*

*303 Access and Eligibility*

There were eight responses to this question. Most were positive; however, one student was very critical of the instructor noting that instructor did not do well covering the material. The person was offended by the instructor’s manner, and informality in address female classmates. The comments suggest that the student notified the TVRI of these concerns. Other comments included:

* *It makes me more mindful of the rules and regulations required by RSA but also reminds me of the human aspect of what we do for our tribal communities. This can be a struggle when you are trying to provide appropriate services and in the back of your mind you have to remember how many successful closures you must have as identified in the goals of your grant.*
* *I have a better understanding of the Federal Regulations and how to strengthen our program*

*304 IPE Development*

Thirteen students responded to the questions. The following are examples of the ways students believe it influenced their work.

* *Showed me the correct way to fill out an IPE*
* *It’s been great to have a review of the requirements as I did need a refresher. It also helps to discuss the various types of services.*
* *I am more aware of the intentions behind the program and how it was intended to work.*
* *This course has given me the knowledge of comparable benefits, a very comprehensive list of VR services, and a long list of do's and don'ts of client services. I feel that our program will be managed successfully, if the staff here fully implement the suggested changes.*
* *I somewhat understood what needed to be in the IPE. I now understand that our consumers should have employment within 60 to 90 days of applying for services and on the program now more than a year with successful employment.*

*305 Case Record and Management*

Three responses from the course participants describe the following influences:

* *It has helped me with documenting my case notes in detail and how to keep my case management on track and up to date.*
* *The course has influenced my work in the areas of organization and has given me much knowledge to understand the general administration of services to individuals with disabilities*
* *It had some impact on me as a counselor. I need that extra help with time management and just making sure I'm doing everything correctly.*

*306 Job Search and Employment*

Eight students responded to this course. The following were specific to this course, or suggested overall strengthening of the program.

* *This course has opened my eyes to the importance of working directly with employers and the benefits that could have with our clients.*
* *A new appreciation for job development and all that is required to be a successful job developer. As a VR counselor and taking the course 306, our program should have a full-time job developer.*
* *Understanding the new terms used in TVR programs need to know. I feel we are making process of making our TVR programs strong in our field of work. I feel that we are ready to make a difference in our presentations to our Council people. I feel that we need to have a stronger stand in what we can accomplish in providing services to our disability people who want to work.*

*307 Resource Management*

Four students responded. Highlights of specific examples include:

* *Well I know that my customer service has gotten better. I see now that I was lacking in that area.*
* *It really opened my eyes on how I need to be as a counselor*

**Please describe how this course was relevant to your work or your educational goals**:

*301 History of TVR*

There were 17 comments, the following provide examples of the course’s relevancy.

* *As stated, I am a new program director. Though I had reviewed the CFRs prior to the course, and though I had some training in VR services, I didn't feel secure in what I knew. Now I feel like I can speak with some confidence. As a director, staff seek guidance from me on a daily basis. Lots of times a staff person will ask me something and my response will be, "Funny you should ask. We just covered that issue in my class."*
* *We barely have anyone come and work with us on training in TVR, so this class open my eyes to the program*
* *It helped me to consider new services to offer.*
* *This gave me more information and insight into what a counselor can do for the consumer, as well as the kind of authority they have to provide services. As for education, it fulfilled my goal for this year for my own employment.*
* *Extremely relevant to Tribal VR. Real world examples were most helpful.*

*302 Communications*

Eleven students responded to this question. All were positive statements. Two indicated a desire to continue their schooling beyond the certificate. Those with specific examples of relevancy include the following.

* *I am looking to further my education, however this course has made me realize VR is the program for me and I would like to continue working toward a bachelors*.
* *I'm learning new phrases that are being used.*
* *This course was very relevant to my work as a VR Counselor. It focuses on what we do on a daily basis as oppose to taking traditional college courses. These series of courses are in line with our TVR programs*. *After the series is over I still want to continue being a student of NWIC and will need guidance as to my next steps.*
* *I became more knowledgeable in working with Public Schools and transition students. The importance of a positive working relationships with the SVR and other entities that will assist in better serving our consumer’s needs*.
* *Although, I am not a VR case worker, I do at times, substitute for staff that are absent. I have understood eligibility determination, Informed choice, confidentiality, and generally ethics and case management. I believe this course has some degree of rel evancy to my job as a VR worker.*

*303 Access and Eligibility*

Seven responded, most were general statements. One continued to criticize the faculty member’s limitations. The following two comments were specific to the relevancy of the course to their work.

* *I feel that I can use most of the material I learned in this class for daily duties at work. I'm not so good on keeping track of case notes. I use another form to help keep me on track and I think I can create one form to use that will help with all.*
* *It is extremely relevant as a VRC. I must be mindful to stay in compliant with the regulations while still being able to provide quality VR services.*

*304 IPE Development*

Ten people responded to the question. Highlights of some of the responses include:

* *I always had questions on what we can and can't do with our IEPs and this course has helped me see a bigger picture of what is actually allowed and what can be on a plan and what really isn't necessary*.
* *Many times, I substitute for staff that are absent from work. Although, I understand the "ropes" of their job, it’s the behind the scenes knowledge that I did not know. I have now an understanding of policies and intentions of a vocational rehabilitation program. I believe that these courses are relevant to any VR staff, whatever their job entails, to be aware of the general overall services and ethics involved to give services to those individuals with disabilities.*
* *It is extremely relevant as I have found that I have been able to use the information provided in class to develop better more effective IPE's and have found that it has also improved my case management skills. We are in the process of updating our policy manual, so this class has help me so much to improve our manual.*
* *I can better fill out the IPE with the consumers informed choice and refer them to other services that may benefit them. These courses are a requirement for my position in order to keep my job. I have gained so much knowledge from taking 301 - 304 and have a better understanding of the services TVR can provide.*

*305 Case Record and Management*

Two of the three responses noted this course as others were relevant. The most specific comment related to case notes.

* *I work on my case management daily when meeting with the consumer. Therefore, this course has helped me with documenting meeting case notes and what should be filed behind each tab.*

*306 Job Search and Employment*

Nine students responded; three had specific examples.

* *I learned the importance of a trial work plan, how to determine the expectations of an employer, and summarizing the requirements for providing post-employment services. These three topics are bound to come up in my career sometime but not yet. When they do I will have an idea of what to do.*
* *It gave me a better understanding of how DRS works with all the different divisions.*
* *As a TVR employee, the course is relevant in my role as Work Adjustment Skills Trainer. The knowledge that I have gained will certainly be used in the service of those individuals with disabilities*.

*307 Resource Management*

Two examples of the four responses include the following:

* *I am our Tribal Vocational Rehabilitation office assistant, so the course was very helpful to start learning the processes to better help my team.*
* *This course is relevant in my work as an employee with TVR. I can do my job with related ease knowing that I know what to do and what not to do.*

**How do you plan on applying to what you've learned in this course to your job?**

*301 History of TVR*

The following are good examples of applications from the sixteen total responses.

* *I want to make changes in all what we can do. We need to work on our Policy and Procedures, intake forms, our medical information, our own Release of Information, have more say in our local newspaper and think about providing a Certificate of working with our agency.*
* *When I first started the course, I imagined that it would help me build a program comprehensive self- review. And though I have actively worked on a self-review, influenced by the course, the real issue I figured out was how to build a training curriculum. And since I am about to hire two new VR counselors, this course will be immensely helpful in training them.*
* *I will be finalizing policy and procedures documents for my program in the near future. This course will be very influential on how that is completed.*
* *This class has helped our TVR program network with other programs and learn how the VR process varies from state to state and also the similarities across Indian country.*
* *I'll be looking at impairment and impediment more in depth.*

*302 Communications*

There were eleven responses to this question. One respondent complained that she gets little information from her administrators, so the course has been very helpful. Many students shared general statements; however, the following were more specific.

* *I plan on utilizing the orientation process that was developed as a final project in this course.*
* *As a counselor associate, I feel more confident in helping consumers after taking the class.*
* using the concepts and counseling techniques I learned in this course.
* *I plan on using this new knowledge in every aspect of my work day. I have printed materials that I felt I needed to work on and I will refer to them. I love these classes.*
* *This will help me to improve how I complete the intake interview, it will help me be more involved with my Director with the determination of eligibility and of course service delivery and better my case management skills. My IPE's are improving! I have put my tool box together with all the handouts that I can reference when needed. I am looking forward to the next series.*
* *I want to implement much of what I have learned through these classes in my daily working with clients. I am still working on an agreement for our tribal programs to work together to better serve the same client(s) we may be working with*.
* *I plan to apply what I have learned in this course in the initial interview through to the development of an IPE and all other servicing requirements to manage consumer case to the best of my knowledge and abilities.*

*303 Access and Eligibility*

Of the nine responses, those that were specific include:

* *I apply what I learn everyday as I am working on a review of our entire program to look for ways to improve our policy and procedures, to have good case files and to deliver quality services.*
* *Implementing all the federal regulations at apply to this program and involve the consumer more with their decisions in developing their IPE. Get the families and communities involved.*
* *I am more knowledgeable in all facets of VR staff duties, now. I would like to put the knowledge into action and get experience as a VR counselor*

*304 IPE Development*

Thirteen students responded to this question. All noted they would be applying the information with some noting that they are applying everything learned in each of the four courses. Few specific examples were shared.

* *I already do. Just with the intake and seeing how more focused the IEP needs to be.*
* *I have already applied the IPE form to what was in the class and tweaked it a little so that it fits for our VR program.*
* *We have redeveloped our IPE and have a clear and concise policy and procedure regarding the IPE now.*
* *I will improve the written terminology of and IPE and fully encourage the consumer to have an informed choice in their employment outcome and/or educational outcome.*

*305 Case Record and Management*

Three students commented. The following describe specific applications.

* *Ensuring my case files are managed and up to date. DAILY!!*
* *I have created a schedule system to help with time and making sure our week is better planned out.*

*306 Job Search and Employment*

Three of the nine responses provided specific examples:

* *Print out some of the information and put it my clients’ orientation folders, go back to information when needed for clients.*
* *I plan on using the lessons learned in this course to improve our relations with employers.*
* *Spend more time in job development by reaching out to employers and assisting consumer with more hands on when job searching.*

*307 Resource Management*

The four students responded that they applied their learning from this course as well the other courses, although, none described specific examples.

**Please describe who you are able to share info from the course with and how it is shared (ex. with co-workers at a staff meeting):**

*301 History of TVR*

Fifteen students responded. Some were general statements; the following are more specific examples:

* *We are in the beginning phase of our relationship with the local state DVR. This information will help make for an effective partnership.*
* *Usually with staff one-on-one seeking guidance from me.*
* *We’re having TVR people coming from all over Alaska and we are doing the presentation to them this morning*
* *Shared with coworkers in casual work related conversations and during staff meetings.*
* *Two program staff are currently enrolled in this course and our other staff member is enrolled to take the course this summer. We have worked together on our final project, which our program will be able to use as a guide for determining eligibility and ensure continuity.*

*302 Communications*

Students described different ways they shared their knowledge with co-workers.

* *I have shared my knowledge attained from the courses with co-workers through VR business conversations and staff training staff events with our department.*
* *I share with other coworkers during our monthly meetings any and all information that sparked my interest.*
* *Shared with coworkers in a passing.*
* *We have a staff meeting every Friday and sometimes a situation comes up and I can reference the training and share.*
* *I have shared it with all of my co-workers. With my Director - I have developed a form that she reviews that assists her with the determination of eligibility which includes all pertinent information as well as my recommendation on next steps. With my Job-Developer - I have gotten him to be more cognizant of the importance of documentation and how it is key to good case management. His skills have really improved. With my Rehab Tech- Program Assistant - I have taught her how to gather the pertinent documentation needed and she has learned how to complete the eligibility forms once our Director has determined eligibility. So overall, I have seen a lot of improvement with our program.*
* *I share with other coworkers during our monthly meetings any and all information that sparked my interest*.

*303 Access and Eligibility*

Five students responded to this question. Specific comments included:

* *During case reviews and with day to day dialog with the staff, I mention what I learn in class and how it applies to our day to day operation of the program. Our staff is always open to ways of improving our program as a whole.*
* *I share at staff meeting and with the other TVR Specialist. I am training a front office staff employee who wants to start taking the TVR courses. Its important that we start training the younger tribal members to take over the program. The employee I am training is a current consumer*.

*304 IPE Development*

Thirteen students responded to this question. Most noted that they share with their colleagues, with some specifically mentioning their supervisor.

* *I will share what I have learned on an ongoing basis with the staff as well as when we meet to work on our policy manual, staff meetings and case reviews.*
* *I share the information on an ongoing basis with the [name of program] staff during case reviews and staff meetings.*
* *I have shared the information with the director and other VRC. I have given them what they need to train any incoming staff on IPE development.*
* *I have shared with co-worker, the specialist/counselor who has worked in [name of program] years before I was hired. This has helped us both bring the files, IPE into compliance.*

*305 Case Record and Management*

Three commented with two noting that they share with colleagues and supervisors. One described a presentation at the CANAR conference.

* *I have actually done a presentation on the history of VR at one of the CANAR conferences and I hope to do more presentations in the future*

*306 Job Search and Employment*

Nine students responded; most mention colleagues and supervisors. The following three provide examples.

* *There are several co-workers in my department who are taking the course. We collaborate with homework.*
* *Coworkers, during daily conversations and staff meetings. Consumers during the initial interview or when we refer them to DRS.*
* *Our program is in the process of working with the [name of the program] based at Northern Arizona University so I am able to share what I have learned with the team which is helping to better our program overall*.

*307 Resource Management*

Most noted sharing informally with colleagues and supervisors, one student gave specific information to a coworker.

* *I have shared certain information that I have learned with coworker in explaining extended evaluations and assessing for eligibility*

**Which of the following would improve your experience with the course? Please check all that apply: - Other (please explain): - Text**

*301 History of TVR*

* *Less reading the power point. It was not very engaging.*
* *Written information on the power points not just pictures.*

*302 Communications*

No suggestions were made.

*303 Access and Eligibility*

The following were noted for improvements

* *goToTRAINING was glitching this time around*
* *New instructor*
* *Need courses developed into books*

*304 IPE Development*

A few improvements were noted; although they are not suggestions for course improvements.

* *I feel it is a little tougher on-line. I am used to class discussion on issues*
* *GOToTRAINING was glitching this time around*

*305 Case Record and Management*

Only one comment was made regarding glitches in GoToTraining.

*306 Job Search and Employment*

* *Less technical difficulty*
* *More interaction with students*

*307 Resource Management*

* *Maybe try something besides GoToTraining. In one of my other classes they used a different online class software.*

**Which of the following did you find challenging? Please check all that apply: - Other (please explain): - Text**

*301 History of TVR*

* *Not enough classmates with discussion points to respond to*
* *Paying attention to the lectures.*

*302 Communications*

A couple students describe additional challenges in taking the course.

* *Instructor had issues with technology, making for a challenge in viewing and discussing class materials and presentations*
* *Time management for myself, between work and school it was difficult to stay on track.*

*303 Access and Eligibility*

*304 IPE Development*

*305 Case Record and Management*

*306 Job Search and Employment*

*307 Resource Management*

No comments

### Appendix

Before and After Tables for Courses

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning Objectives for 301 TVR Foundations History** | **Before Course** | | **After Course** | | **Wilcoxon 2-tailed significance** |
| Mean | Std. Deviation | Mean | Std. Deviation |
| Points of history for VR and TVR | 2.53 | 0.800 | 4.13 | 0.500 | 0.000 |
| The relationship between the State VR agencies and the TVR program | 2.94 | 0.827 | 3.81 | 0.750 | 0.018 |
| Concepts required in a written agreement between State and Tribal VR | 2.71 | 0.920 | 4.06 | 0.574 | 0.001 |
| Differences between a "qualified VR counselor" and an essential TVR counselor | 2.53 | 1.068 | 3.88 | 0.957 | 0.001 |
| Sole authorities of the TVR counselor | 2.94 | 0.659 | 4.00 | 0.632 | 0.001 |
| Characteristics used to determine whether a VR applicant/client meets the definition of having a significant disability | 2.94 | 0.748 | 4.19 | 0.544 | 0.001 |
| Appellate rights of VR consumers | 2.94 | 0.659 | 4.13 | 0.500 | 0.001 |
| Roles of consumers in the VR process | 3.18 | 0.728 | 4.25 | 0.577 | 0.001 |
| Issues VR needs to address in preparing a client for employment | 3.06 | 0.748 | 4.06 | 0.574 | 0.002 |

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| --- | --- | --- | --- | --- | --- |
| **Learning Objectives for 302 TVR Foundations Communications** | **Before Course** | | **After Course** | | **Wilcoxon 2-tailed significance** |
| Mean | Std. Deviation | Mean | Std. Deviation |
| Defining why an application form for VR should be a comprehensive document. | 3.75 | 0.754 | 4.33 | 0.651 | 0.020 |
| Key purposes for an intake interview as well as the kind of information that should not be included. | 3.50 | 0.674 | 4.17 | 0.718 | 0.011 |
| Characteristics of motivational interviewing and its use within the VR process. | 3.00 | 0.953 | 4.42 | 0.669 | 0.002 |
| Points in the VR process when a client should be notified of their rights and responsibilities. | 4.00 | 0.739 | 4.50 | 0.522 | 0.014 |
| Purpose and value of "informed choice" in the VR process. | 3.83 | 0.937 | 4.50 | 0.522 | 0.011 |
| Effectiveness and practice of confidentiality policies in a TVR agency. | 4.08 | 0.793 | 4.75 | 0.452 | 0.011 |
| Options an applicant or participant has in selecting the administrative review process. | 3.58 | 0.793 | 4.25 | 0.622 | 0.011 |
| Key roles the Governing Body (e.g., Tribal Council) has related to the VR grant. | 3.33 | 0.651 | 4.17 | 0.718 | 0.004 |
| Essential partnerships your TVR agency has within your community. | 3.42 | 0.793 | 4.42 | 0.669 | 0.005 |

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| --- | --- | --- | --- | --- | --- |
| **Learning Objectives for 303 TVR Foundations Access/Eligibility** | **Before Course** | | **After Course** | | **Wilcoxon 2-tailed significance** |
| Mean | Std. Deviation | Mean | Std. Deviation |
| Identifying several sources for gathering information essential for determining eligibility. | 3.29 | 0.951 | 4.11 | 0.928 | 0.059 |
| Describing methods to use to gather additional detail needed for eligibility. | 3.14 | 0.900 | 4.11 | 0.928 | 0.034 |
| Describing how to verify where the person lives for the residency requirement. | 3.57 | 0.976 | 4.11 | 0.782 | 0.180 |
| Describing three (3) types of disability impairments and the licensed medical/ psychological/ treatment provider needed to assess the reported impairments. | 3.29 | 0.756 | 4.11 | 0.928 | 0.096 |
| Before the Course - Describing Describe the methods to use to determine if the impairments would provide substantial impediments to employment. | 3.14 | 0.900 | 4.11 | 0.928 | 0.034 |
| Identifying the factors and issues to consider when determining if a client can benefit from VR services in terms of achieving an employment outcome | 3.29 | 0.756 | 4.33 | 0.707 | 0.020 |
| Describing why a person who met all other eligibility criteria would not meet the criteria of requiring VR services. | 2.86 | 1.069 | 4.00 | 1.225 | 0.020 |
| Listing the options a client has for getting help in drafting their IPE. | 3.00 | 0.577 | 4.22 | 0.667 | 0.023 |

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| --- | --- | --- | --- | --- | --- |
| **Learning Objectives for 304 TVR Foundations IPE Development** | **Before Course** | | **After Course** | | **Wilcoxon 2-tailed significance** |
| Mean | Std. Deviation | Mean | Std. Deviation |
| Identifying the required elements of the IPE. | 3.00 | 0.577 | 4.15 | 0.376 | 0.002 |
| Identifying the definitions of appropriate VR employment outcomes. | 3.00 | 0.707 | 4.00 | 0.408 | 0.004 |
| Describing how to determine the need and purpose for up-front assistive services. | 2.85 | 0.987 | 3.77 | 0.439 | 0.005 |
| Describing the types of services that a VRC could not provide with agency funds before fully considering the availability of comparable services and benefits. | 2.69 | 0.630 | 3.77 | 1.013 | 0.006 |
| Identifying the six (6) "exempt” services that do not require full consideration for comparable services and benefits. | 2.54 | 0.776 | 3.85 | 0.555 | 0.002 |
| Describing the procedure for providing traditional healing or other culturally-appropriate services. | 2.92 | 0.641 | 3.85 | 0.555 | 0.003 |
| Describing why "terms and conditions" are required elements of the IPE. | 2.77 | 0.832 | 4.08 | 0.494 | 0.002 |
| Describing the types of entities that require a list of responsibilities related to the IPE. | 2.62 | 0.870 | 3.69 | 0.947 | 0.002 |
| Describing how to measure a client’s progress in the IPE towards employment. | 2.92 | 0.641 | 4.15 | 0.555 | 0.003 |
| Describing the conditions and characteristics of post-employment services. | 2.69 | 0.751 | 3.85 | 0.801 | 0.002 |

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| --- | --- | --- | --- | --- | --- |
| **Learning Objectives for 305 TVR Foundations Case Record & Mngmt\*** | **Before Course** | | **After Course** | | **Wilcoxon 2-tailed significance** |
| Mean | Std. Deviation | Mean | Std. Deviation |
| Listing the required contents of a case record. | 3.00 | 0.000 | 4.33 | 0.577 | 0.102 |
| Describing the follow-up on a case that is determined “incapable of benefiting." | 3.00 | 0.000 | 4.00 | 0.000 | 0.083 |
| Describing the follow-up on a case that closed due to severity of disability. | 2.67 | 0.577 | 4.33 | 0.577 | 0.102 |
| Listing the criteria required to close a case where an employment outcome is successfully achieved. | 3.00 | 0.000 | 4.33 | 0.577 | 0.102 |
| Describing why it is important to have a single case record format for a TVR agency. | 3.00 | 0.000 | 4.33 | 0.577 | 0.102 |
| Describing your agency's strategy for ensuring that case records meet agency and legal standards, including confidentiality. | 3.00 | 0.000 | 4.33 | 0.577 | 0.102 |
| Describing the agency's methods for gathering and reporting the case record data to RSA. | 3.00 | 0.000 | 4.00 | 0.000 | 0.083 |
| Describing your agency's methods for ensuring client services are deliverable and follow the design of the case record when the assigned VRC is absent. | 3.00 | 0.000 | 4.00 | 0.000 | 0.083 |
| Describing how a counselor would prioritize caseload duties such as progress notes, paperwork and client contacts. | 3.00 | 0.000 | 4.33 | 0.577 | 0.102 |
| Describing the legal requirements for retaining closed case records. | 3.33 | 0.577 | 4.33 | 0.577 | 0.089 |

\*The before/after ratings are not significant, but only 3 persons took the course, so it may not be enough to find significant results.