

COURSE CREATION

Northwest Indian College Curriculum Committee

Course Title (60 character maximum): Tribal Vocational Rehabilitation Foundations 3
Short title if proposed title is over 25 characters: TVR Foundations 3

Department and Number: TVRS 303 **Credits:** 3

Rationale: NWIC has offered this course as TVRS 388 and plans are underway to offer it again as well as to incorporate it into a potential award of completion in TVR.

Course Catalog Description (50 word maximum): Builds upon Tribal Vocational Rehabilitation (TVR) Foundations 1, the vocational rehabilitation process, and TVR Foundations 2, implementation strategies. Focuses on effective efficiencies for administering TVR programs. Addresses methods for TVR agencies to improve outreach, strengthen community and resources development, and achieve performance goals in the context of grant funding.

Prerequisites, if any: TVRP 302 or permission of instructor

Form of Grading: A-F S/U

Course Type: Lecture only Lab only Lecture and lab Phys. Ed. Internship/Practicum

Allow course to be taught in separate modules? Yes No

Indicate number of credits for each module:

A credits B credits C credits D credits E credits F credits

Designed to meet the following general education and related requirements:

(Basic Skills) (Distribution) (Other) (NWIC)
 CS QS HP HT SS NS NSL TE NE NASD

Designed to meet the following program requirements:

NWIC Requirements Program Core Requirements Electives

Name(s) of the program(s) if the course satisfies program core requirements: _____

For the following type(s) of program (check all that apply):

Program of Study: BS AAS AST AAS-T ATA Certificate

Other Program Type: Award of Completion Training Program

Add course to the published NWIC catalog? Yes No

Required attachments: (Templates for required attachments are available on the Curriculum Committee web site.)

Course Outcomes Form Course Syllabus

Richard Corbridge

Proposed by (type name)

4/23/2014

Date

APPROVAL SIGNATURES

Dean of Academics and Distance Learning – approved to present

Date

Curriculum Committee Chair – approved by Curriculum Committee

Date

Vice President for Instruction and Student Services – approved to implement

Date



Course Outcomes Form

Northwest Indian College

Follow the *Instructions for Completing the Course Outcomes Form*, which is available on the **NWIC Assessment Website** at <http://www.nwic.edu/assessment/course-outcomes>

Please submit this form electronically to the chair of the Curriculum Committee

Assessment/evaluation strategies that are different from the face-to-face class (e.g., “IL: Essay”). It is important to keep the following principles in mind when completing this form:

- Regardless of the mode of learning (i.e., face-to-face, Independent learning, ITV, online, etc.) or the location of a course, only one course outcomes form is to be created for each course.
- Regardless of the mode of learning or the location of a course, the **NWIC outcomes** and the **Course outcomes** must be the same for each course.
- The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please indicate the **Instructional activities** and the

Last date this form was updated or edited	May 10, 2014
Course Number	TVRS 303
Course Name	Tribal Vocational Rehabilitation Foundations 3
List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Richard W. Corbridge, Carleen Anderson, Kathy West-Evans.
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	The syllabus for this course was first written in 1988 and has been continually updated to keep pace with the knowledge and experience of the Tribal VR agencies and staff. The syllabus is a compendium of produced documents based on the Rehabilitation Act of 1973 as amended, the implementing regulations, the OMB Circulars and sub-regulatory policy. It also includes example documents reflecting good practice aligned with the Federal requirements.
	Online medical dictionaries
	Diagnostic and Statistical Manual of Mental Disorders (DSM V)
	Selected references in the Rehabilitation Act and selected Federal regulations.

A. NWIC outcomes: From the *List of NWIC Outcomes*, select the most important outcomes you assess in this course (at least one NWIC outcome must be chosen- **maximum of four**).

Institutional outcome – As a result of this course, students will be able to...	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally	Dialog in large and small groups. Summaries of group sessions.	Student presentations. Student presentations. Sample of HB student work will be emailed to teacher

B. Course outcomes: In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 10).

Other course outcomes: Complete the sentence – As a result of this course, students will be able to...	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Describe methods used to establish a positive understanding of TVR in tribal service communities.	Presentation and dialog in large and small groups.	Student presentations of sectional content.
Analyze a TVR agency's caseload and outcome performances in relationship to its Federal grant award.	Presentation and dialog in large and small groups.	Student presentations of sectional content.
Design effective and efficient options for meeting program goals that fit tribal service communities.	Presentations and dialog in large and small groups. Summaries of group sessions. Example scenarios from home base (HB) with group activity. Summaries of group sessions. Example scenarios from home base with group activity. Summaries of group sessions.	Student presentations
Summarize any necessary corrections of an agency's individualized plan for employment (IPE) format and content.	Example scenarios from home base with group activity. Summaries of group sessions.	Student presentations.
Prepare three examples of criteria for use in the IPE to evaluate progress toward achievement of the employment outcome.	During class we will discuss options based in part on example scenarios for home base.	Student presentations.
Analyze at least one VR service listed under Sec. 103(a) of the Rehabilitation Act.	During class we will discuss each of the 18 VR services. Summaries of group sessions. Dialog in large and small	Student essays.

	groups. Summaries of group sessions.	
Describe the criteria to use when determining time to close both successful and unsuccessful cases after the case has been determined eligible.	Presentation of services to groups. Summaries of group sessions	Sample of HB student work will be emailed to the teacher.
Review an agency's methods for gathering reporting information, considering efficient alternatives.	Group discussions	Student Presentations.

C. List the NWIC outcomes and course outcomes from above on your syllabus.

D. Assess the NWIC outcomes and course outcomes, which are listed above, in your classes.

Tribal Vocational Rehabilitation Foundations 3

Course Number and Section: TVRS 303

Number of Credits: 3

Quarter being offered: TBD

Class Meeting Location, Days and Time: TBD

Instructor Information:

Instructor Name: Richard W. Corbridge
Office Location: 1413 NE 143 Place, Kirkland WA 98034
Office Hours: 8:00 AM – 7:00 PM Pacific Time
Telephone (Cells): 425-466-1373 or 425-941-7585
Fax: 425-821-3231
Email: corbridgerw@aol.com

Course Description:

Builds upon Tribal Vocational Rehabilitation (TVR) Foundations 1, the vocational rehabilitation process, and TVR Foundations 2, implementation strategies. Focuses on effective efficiencies for administering TVR programs. Addresses methods for TVR agencies to improve outreach, strengthen community and resources development, and achieve performance goals in the context of grant funding.

The syllabus for this course was first written in 1988 and has been continually updated to keep pace with the knowledge and experience of the TVR agencies and staff. The syllabus is a compendium of produced documents based on the Rehabilitation Act of 1973 as amended, the implementing regulations, the OMB Circulars and sub-regulatory policy. It also includes example documents reflecting good practice aligned with the Federal requirements.

Prerequisites: TVRS 302 or permission of instructor

Text(s)/Readings/Materials:

Required Text:

34 CFR Part 371 <http://www.ecfr.gov/cgi-bin/text-idx?tpl=%2Findex.tpl>

Optional Texts:

34 CFR Part 361 <http://www.ecfr.gov/cgi-bin/text-idx?tpl=%2Findex.tpl>

Medical Psychosocial and Vocational Aspects of Disability

[Martin G. Brodwin](#) (Author)

ISBN-10: 0945019343

<http://www.amazon.com/Medical-Psychosocial-Vocational-Aspects-Disability/dp/0979878659>

Rehabilitation Counseling : Basics and Beyond - 4th edition

by Randall Parker, Jeanne Boland Patterson and Edna Szymanski

ISBN-10: 0890799873

Edition/Copyright: 4TH 05

<http://www.textbooks.com/Rehabilitation-Counseling-Basics-and-Beyond-4th-Edition/9780890799871/Randall-Parker-Jeanne-Boland-Patterson-and-Edna-Szymanski.php>

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 use of the laptops.

Students who have a valid issue that prevents them from attending class need to notify me **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/unexcused absence.

Regardless of your participation grade, please do your best to attend every function. Learning is a cumulative process and we will build on material covered in previous class sessions. I'll do my best to keep it 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 30 hours toward completion of the course. This time includes home base preparations and projects, reading, plus in-class time.

Course Outcomes:

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

- Effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally (NWIC Institutional Outcome #1)
- Describe methods used to establish a positive understanding of TVR in tribal service communities.
- Analyze a TVR agency's caseload and outcome performances in relationship to its Federal grant award.
- Design effective and efficient options for meeting program goals that fit tribal service communities.

To meet this outcome you will need to:

- critique a TVR agency's outreach and intake strategies.
- include the use of local sources and informed choice by reviewing an agency's methods for gathering medical and psychological data to determine eligibility.
- include the use of informed choice, by investigating the methods used by the agency to obtain and assess vocational and educational information.
- Summarize any necessary corrections of an agency's individualized plan for employment (IPE) format and content. To meet this outcome you will need to critique the agency's IPE format against the required content in Sec. 102(b)(3) of the Rehabilitation Act.
- Prepare three examples of criteria for use in the IPE to evaluate progress toward achievement of the employment outcome – the examples will need to be in accordance with Sec. 102(b)(3)(D) of the Rehabilitation Act.
- Analyze at least one VR service listed under Sec. 103(a) of the Rehabilitation Act. To meet this outcome you will need to categorize it as a core or supportive service, and describe policy issues an agency should consider when authorizing that service.
- Describe the criteria to use when determining time to close for both successful and unsuccessful cases after the case has been determined eligible. To meet this outcome you will need to follow the criteria for documenting that decision.
- Review an agency's methods for gathering reporting information, considering efficient alternatives.

All of the above outcomes will reflect an understanding of VR as it applies to the student's Tribal community and culture.

Overview of Course Activities and Grading:

This is a hybrid course with a significant part of the assignments done before and after the in-class portion, which consists of 3 eight hour days. During the in-class portion each student will describe a home-based project to be completed and emailed to the instructor.

Home-based preparations for in-class	20%
In-class quizzes	20%
In-class presentations	20%
In-class group participations	20%
Report on home-based project, post In-class	<u>20%</u>
Total	100%

Grading Scale:

The following is the grading scale for this course.

A = 90-100
B = 80-90
C = 70-80
D = 60-70
F = Below 60

Home-based preparations for in-class portion (20%):

Registered students will participate in teleconferences for orientation to the goals and objectives of the course. Documents will be emailed to each student with instructions on arranging a usable reference anthology. Each student will gather from their home-base related scenarios and examples for use at the in-class portion. These materials from home-base are essential.

In-class quizzes (20%):

There will be 2 quizzes in class; one at the end of day 1 and the other at the end of day 3. The quizzes will be primarily to determine if the students understand the lecture content and can apply the information to the VR constructs and processes. Quizzes will be announced early in day 1 of the in-class activity.

In-class presentations (20%):

In-class lectures will present constructs of the VR process. Each construct will be followed with small group discussions. One person per group will be randomly selected to summarize the content of that session, as well as individual and group ideas for improvements, streamlining, and experiences.

In-class group participation (20%):

Members of small groups will be shuffled periodically to determine their skills in working with other personalities. TVR Counselors must be flexible as they work with their caseloads of individuals with different disabilities, experiences, and personalities. Their grade in this criterion will be determined by the instructor’s observations.

Report on home-based project, post in-class portion (20%):

Each student will determine and announce their post in-class project. The project can be one they do independently or with other students or with their home-based coworkers. A written report or other evidence of the product must be reported to the instructor within 6 weeks following the last day of the in-class portion.

Outline/Schedule of Topics:

LOCATION, DAYS	TOPICS AND ASSIGNMENTS	READINGS
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AND DELIVERY		
Home-base Pre-in-class Teleconferences Email	Course Introduction; orientation; assembly of anthology; gathering usable scenarios; and selecting examples of local VR documentation for use at campus.	Doc. 2 History DVR Doc. 2a History TVR Doc. 3 Purpose of VR
In-class Day one – 1 hour	Review home-based products and organize them for in class use.	Orientation instructions emailed to each student.
In-class Day one – 2 hours Lecture Group discussion	Histories of VR and TVR; purpose of VR; how to generally assess VR needs in the community and how connect VR to the community and the needs for the people with disabilities. Random selection presentations	Doc. 1 Partnerships with other agencies.
In-class Day one – 2 hours Lecture Group discussion	TVR is not the same in every community. Consider disability types, community acceptance and readiness, employer attitudes, partner agencies, resources near and far, then design a system that might work and continually evaluate. Random selection presentations	Review Tribal VR Proposal Docs. 9k, 9l, 9m, 9n Real work settings
In-class Day one – 3 hours Lecture Group discussion	Caseload building occurs by design and opportunity. Agency performance results from effective and efficient agency practices. Use the Excel tool to assess performance against the agency proposal. Random selection presentations Quiz	Doc. 5b TVR Performance Ref. 34 CFR 371.21(c)
In-class Day two – 1 hour Lecture Group discussion	Outreach and outcome performance are related through agency actions. Compare outreach/outcome relationship and design strategies to meet legal performance requirements. Random selection presentations	Doc. 4c Outreach Ref. 34 CFR 371.21(c)
In-class Day two - 2 hours Lecture Group discussion	VR includes rehabilitation and vocational outcomes. Individual physical and mental conditions must be fully understood and addressed to ensure successful outcomes. Assess and build effective methods for gathering information. Random selection presentations	Doc. 6b Assessment Doc. 7c Confidentiality Doc. HIPAA Doc. 7j1 Disabilities
In-class Day two - 2 hours Lecture Group discussion	Investigate methods used by your agency to gather useful and necessary vocational and educational information; if needed design strategies for more effective methods. Random selection presentations	Docs. 9k, 9l, 9m, 9n Real work settings
On Campus Day two – 3 hours Lecture Group discussion	The IPE is the programs management tool; if used correctly clients will be more successful and the agency more efficient. Critique the agency’s IPE against the requirements of Sec.102(b)(3) of the Act, detail needed corrections. Random selection presentations	Doc. 9b IPE requirements
In-class Day three – 2 hours Lecture Group discussion	Prepare 3 examples of criteria for use in the IPE to evaluate progress of the client or need to amend the plan. Use Sec.102(b)(3)(D) as your guidance. Use the information to evaluate your agency’s practices. Random selection presentations	Doc. 9b IPE requirements
In-class Day 3 – 2 hours Group discussion	Analyze at least one VR service in Sec. 103(a) of the Act, categorize its core or supportive service, determine application of CS&B and describe policy issues you agency should consider when authorizing the service. Random selection presentations	Doc 9g VR Services Doc. 9h Policies for Services
In In-class Day 3 - PM Group discussion	Describe criteria you use when closing a case either successful or unsuccessful after eligibility determination. Follow the criteria in the Act for documentation. Random selection presentations	Doc. 10 Closures in VR Doc. 10a Successful example
Home-base Post in-class portion Teleconferences Email	Students will complete a home-based project that relates to the course. Projects can vary in type from essays, system designs, evaluation and restructuring their agency’s formats, etc. Students can work solo or in partnership with other students of the course or with peers back home. The instructor will be available on phone, email, SKYPE, or other methodologies.	

