

**TVRS 304: Tribal Vocational Rehabilitation Foundations:**

**Development of an Individualized Plan for Employment (IPE)**

This document provides an overview of the course foundation, elements, assignments, schedules, and activities. For more information about general Northwest Indian College policies, please see the Northwest Indian College catalog. For questions pertaining to this course, please contact the instructor via the information provided below.

**Course Title: TVR Foundations: IPE Development**

**Course Number and Section: TVRS 304**

**Number of Credits: 3**

**Quarter being offered: TBD**

**Class Meeting Location, Days and Time: TBD**

**Instructor Information:** TBD

**Course Description:**Presents the process for developing an Individualized Plan for Emplyment (IPE), who can write one, the use of informed choice, methods for establishing the targeted employment outcome, and the use of amendments. Introduces strategies for case management, including a grid for planning and tracking services and a database for information for annual Rehabilitation Services Administration (RSA) reporting.

**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=pt34.2.361&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)

**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 10 weeks of the course. During class, each student will describe a place-based project to be completed and emailed to the instructor.

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

Out-of-class preparations 25%

In-class quizzes 25%

In-class presentations and assignments 25%

Report on place-based project 25%

Total 100%

Out-of-class preparations (25%):

Documents will be emailed to each student or uploaded to Canvas prior to each class session, which will include readings for the scheduled topics. 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 (25%):

There will be 2 quizzes in the course. One will be at the end of class 3 and the other at the end of class 6. The quizzes will determine if the students understand the content and can apply the information learned to IPE development.

In-class presentations (25%):

Course presentations will include IPE development. Each presentation will be followed by group discussions. For face-to-face classes, the discussions will take place in small groups and 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.

Report on place-based project (25%):

Students will complete a place-based project that will enhance, expand, or modify practices or services provided by their TVR program using information or skills 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 submitted to the instructor by the final week of the course.

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 | **Pre-test**Course introduction and orientation |  |
| Week 2 | The Individualized Plan for Employment TVR definition of appropriate targeted employment outcomes**Random selection presentations** | 9B. IPE requirements8J. IPE format9A. IPE example9. IPE example9C. Employment definitions |
| Week 3 | Providing assistive services to clients early in the IPE development processTVR services, including traditional healing and other culturally-appropriate modalitiesUsing a VR service grid in the IPERequirements for supported employment**Random selection presentations****Quiz** | 9E. Personal Assistant Services9F. Assistive Technology Services9G. VR Services catalog9J. Procurement methods6C. Standards for facilities and providers9D. Supported employment |
| Week 4 | IPE terms and conditionsComparable Services and Benefits IPE responsibilities of the client, the agency, and other agencies that may contribute to the case**Random selection presentations** | 3. Purpose of the VR program. 7G. Comp. Services &Benefits9a. Motivational Interviewing |
| Week 5 | Criteria for measuring progress towards employmentAnnual review of the IPE is required**Random selection presentations****Place-based project topic due (emailed to instructor)** |  9a. Motivational Interviewing |
| Week 6 | Statement of projected need for post-employment services must be on the IPE; process of post-employment service provision.**Random selection presentations****Quiz** | 9p. Post-employment services. |
| Week 7 | IPE agreement and signatures to cover rights and responsibilities and client commitment.**Random selection presentation** |  |
| Week 8 | IPE data required for RSA reporting | 5a. TVR report dataRSA final report package 2013+ |
| Week 9 | Discussion on the topic of assessment, selecting reasonable choices of targeted employment, and services related to rehabilitation and employmentDiscussion of the role of measuring and managing client progress in the IPE and taking action when progress slows beyond expectation.  | Connecting how we talk with whom we talk and how we present. |
| Week 10 | **Post-test****Place-based project due** |  |