

**TVRS 309: Tribal Vocational Rehabilitation Foundations: Medical Aspects**

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: Medical Aspects

**Course Number and Section:** TVRS 309

**Number of Credits:** 3

**Quarter being offered:**

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

**Instructor Information:**

Instructor Name:

Office Hours: By phone appointment

Telephone (Cell):

Telephone (Work):

Email:

**Course Description:**

Provides an overview of the etiology, prognosis, treatment, and vocational implications of major disabling conditions, with an emphasis on physical, sensory, and cognitive impairments. Includes an introduction to culturally-relevant services, therapeutic services, restorative techniques, medical terminology, and assistive technology.

**Course Prerequisite:** None

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

Andrew, J, & Andrew, M. J. (2017). *Disability handbook*. Osage Beach, MO: Aspen Professional Services.

**ISBN: 978-0-9853389-5-4**

Available for purchase from <http://www.aspenprofessionalservices.com/textbooks/disability-handbook/>

Brodwin, M. G., Sui, F. W., Howard, J., Brodwin, E. R., & Du, A. T. (2014). *Medical, psychosocial, and vocational aspects of disability* (4th ed.). Athens, GA: Elliott & Fitzpatrick.

ISBN-13: 978-0985553890

<http://www.elliottfitzpatrick.com/classic-resources.html#disabilityapsects>

*Merck Manual of Medical Information*: available online at [www.merck.com/pubs/mmanual](http://www.merck.com/pubs/mmanual/)

*Taber’s Cyclopedic Medical Dictionary*: available online at <http://www.tabers.com/tabersonline/>

*Dorland’s Illustrated Medical Dictionary*: available for purchase from <http://www.dorlands.com>

**NWIC Institutional Outcomes:**

Upon program completion, a successful student will be able to:

* Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including indigenous theory and methods. (2)
* Exhibit a sense of place. (5)

**Program Outcomes Met Through This Course:**

Upon program completion, a successful student will be able to meet the following:

* Knowledge:
  + Understanding of disability

**Course Outcomes:**

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

1. Define common medical terminology, culturally-relevant services, medical treatments, and procedures
2. Explain medical information related to chronic illness, injury, and other physical, sensory, and cognitive conditions
3. Relate medical information to the resultant functional implications for persons with physical, sensory, and cognitive disabilities
4. Relate medical information to TVR planning
5. Describe the roles of various health care professionals and the process of interdisciplinary health and rehabilitation teamwork
6. Identify the potential benefits of medical treatments, services, and approaches to reduce or accommodate for the functional limitations imposed by physical, sensory, and cognitive health conditions
7. Identify the vocational, social, and independent living implications of various physical, sensory, and cognitive disabilities

**Course Policies:**

Class participation is expected and includes attendance, reviewing class notes and other documents prior to class, and verbal and written participation in class.

Students who have a valid issue that prevents them from attending class need to notify the instructor **prior** to the start of the GoToTraining videoconference class either via telephone or email. Each situation will be evaluated separately to determine if it is an excused or unexcused absence.

Students are urged to attend every class because learning is a cumulative process and the class will build on material covered in previous class sessions. Verbal participation during GoToTraining videoconference classes is fundamental to the overall course experience.

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.

**Overview of Course Activities and Grading:**

This is a 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 presentation to be completed.

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

Participation (1 point per class) 20 points total

Quizzes 20 points total

Discussion Board (3 points per week) 30 points total

Final Place-Based Presentation 30 points total

Total 100 points

Participation (20 points):

Attendance and participation in GoToTraining videoconference portion of class is mandatory. Classes meet twice per week on XXX and XXX from XXX-XXX Pacific 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 within one day after the class in the “Modules” section of Canvas. For an excused absence, you can make up participation points by watching the video recording of the missed class and emailing the instructor within one week.

Quizzes (20 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 XXX and worth 4 points
* Quiz 2: Due XXX and worth 8 points
* Quiz 3: Due XXX and worth 8 points

Discussion Board (30 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 XXX of each week and initial responses will be due by the end of XXX 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 XXX 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 XXX.**
  + 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 or longer.
  + Initial responses are worth 2 points. Partial points will be deducted for initial responses posted after XXX.
* You have the rest of the week (through **XXX at midnight**) to respond to at least one post made by your peers.
  + Responses to your classmate’s posts should be at least 100 words long.
  + Your response to a classmate’s post is worth 1 point. Partial points will be deducted for responses posted after XXX.

**“Netiquette”** *(Netiquette guidelines adapted from* [*https://www.fau.edu/oit/student/netiquette.php*](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 Presentation (30 points):

Students will complete a place-based presentation that will enhance, expand, or modify their understanding of a particular disabling condition using information or skills learned in class. The presentation is intended to be a training tool for others at the TVR agency or tribe. The final presentation needs to address (a) a description of the physical, sensory, or cognitive impairment, including potential functional limitations and vocational implications and (b) culturally-relevant services, medical/psychological treatments, strategies, and accommodations/assistive devices available to reduce the functional and vocational limitations.

Presentation topics can vary depending on students’ interests and each student will determine their topic. Students are required to work solo on this presentation, however, the instructor will be available to discuss and assist with the process and format. A final presentation must be posted to Canvas for review by the instructor and other students. Presentations will also be shared during the last week of classes.

**Proposals** should include at a minimum (a) a brief description of the chosen impairment, (b) the intended audience for the presentation, and (c) an initial list of traditional healing practices, medical/psychological treatment, and work accommodations (or where to find these resources). The Proposal should be posted in the “Proposals Discussion Board for Final Project” in Canvas. Proposals are due by XXX and are worth 5 points. See the “TVRS 309 Final Project Guidelines” document for topic and format ideas.

**Final Presentations** are due posted in Canvas by XXX and are worth 25 points. See the “TVRS 309 Final Project Guidelines” document for a rubric describing how the presentations 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 Presentations. Comments to other students’ Final Projects are due by XXX.

Grading:

The following is the grading scale for this course.

|  |  |  |
| --- | --- | --- |
|  | A = 93-100 points | A- = 90-92 points |
| B+ = 87-89 points | B = 83-86 points | B- = 80-82 points |
| C+ = 77-79 points | C = 73-76 points | C- = 70-72 points |
| D+ = 67-69 points | D = 63-66 points | D- = 60-62 points |
|  | F = 0-59 points |  |

**CEU Requirements**

Students taking the course for CEU credit will receive a Pass/Fail grade. Students are required to participate in classes via GoToTraining and in the weekly discussion boards. The Quizzes and Final Presentation are optional.

**Course Requirements, Assignment, and Assessments:** Students are to read and study the assigned materials before each class, and to complete a final place-based presentation.

**Outline/Schedule of Topics:** List and description of topics covered. Case study scenarios and practice exercises will be a part of most classes.

|  |  |  |
| --- | --- | --- |
| **WEEK** | **TOPICS AND ASSIGNMENTS** | **READINGS** |
| **Week 1** | **Discussion Board 1 Response – Due XXX**  **Discussion Board 1 Reply – Due XXX**   * Overview of materials from TVRS 301 * Medical Terminology * Overview of Body Systems * Quiz 1 Review | * Disability Defined * Common Disabilities in Tribal VR * Disabilities for VR * Medical Terminology * Body Systems |
| **Week 2** | **Discussion Board 2 Response – Due XXX**  **Quiz 1 – Due XXX**  **Discussion Board 2 Reply – Due XXX**   * Medical Rehabilitation * Pharmacology * Alternative/Homeopathic/Integrative Treatment * Culturally-Relevant Services * Reasonable Accommodations and Assistive Technology | * Medical Rehabilitation * Alternative Treatment * Culturally-Relevant Services * Accommodations |
| **Week 3** | **Discussion Board 3 Response – Due XXX**  **Proposal for Final Project – Due XXX**  **Discussion Board 3 Reply – Due XXX**   * Endocrine System Conditions * Obesity * Autoimmune Disorders | * Endocrine * Renal |
| **Week 4** | **Discussion Board 4 Response – Due XXX**  **Discussion Board 4 Reply – Due XXX**   * Spinal Cord Injury * Neuromuscular Conditions * Post-Polio Syndrome and Other Conditions of the Nervous System | * Spinal Cord Injury * Neuromuscular Conditions * Post-Polio * Autoimmune Disorders |
| **Week 5** | **Discussion Board 5 Response – Due XXX**  **Discussion Board 5 Reply – Due XXX**   * Musculoskeletal Conditions * Rheumatic Conditions * Chronic Pain * Quiz 2 Review | * Musculoskeletal Conditions * Rheumatic Conditions * Chronic Pain |
| **Week 6** | **Discussion Board 6 Response – Due XXX**  **Quiz 2 – Due XXX**  **Discussion Board 6 Reply – Due XXX**   * Cardiovascular Conditions * Pulmonary System Conditions * Conditions of the Blood & Immune System * Cancers | * Cardiovascular Conditions * Pulmonary System Conditions * Blood Conditions * Cancers |
| **Week 7** | **Discussion Board 7 Response – Due XXX**  **Discussion Board 7 Reply – Due XXX**   * Traumatic Brain Injury * Stroke * Speech Disorders * Hearing Loss, Deafness, and Related Vestibular Disorders | * TBI * Stroke * Speech Disorders * Hearing Loss & Deafness |
| **Week 8** | **Discussion Board 8 Response – Due XXX**  **Discussion Board 8 Reply – Due XXX**   * Visual Impairments * Burn Injury and Other Conditions of the Skin * Seizure Disorder | * Visual Impairments * Burn Injuries * Seizure Disorder |
| **Week 9** | **Discussion Board 9 Response – Due XXX**  **Final Project – Due XXX**  **Discussion Board 9 Reply – Due XXX**   * Intellectual and Developmental Disabilities * Learning Disabilities * Fetal Alcohol Spectrum Disorder * Autism Spectrum Disorder * Quiz 3 Review | * IDD * LD * Fetal Alcohol * ARC Autism Fact Sheet |
| **Week 10** | **Quiz 3 – Due XXX**  **Final Presentations Discussion Board Responses – Due XXX**   * Final Project Presentations |  |

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.