

**TVRS 310: Tribal Vocational Rehabilitation Foundations: Psychiatric Disabilities**

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: Psychiatric Disabilities

**Course Number and Section:** TVRS 310

**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 major psychiatric disorders, including diagnosis, assessment, and treatment and explores behavioral health and culturally-relevant services. Examines the role of the TVR counselor as an integral part of the treatment team.

**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>

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: Author.

<https://www.amazon.com/Diagnostic-Statistical-Manual-Mental-Disorders/dp/0890425558>

Pratt, C. W., Gill, K. J., Barrett, N. M., & Roberts, M. M. (2013). *Psychiatric rehabilitation* (3rd ed.)*.* London, England: Academic Press.

<https://www.amazon.com/Psychiatric-Rehabilitation-Third-Carlos-Pratt/dp/0128099909>

**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. Demonstrate familiarity with categories of psychiatric diagnoses.
2. Describe both Tribal and nontribal types of treatment for psychiatric disabilities.
3. Devise strategies for creating and maintaining relationships with behavioral health treatment practitioners.
4. Demonstrate competence to provide TVR services to participant reporting psychiatric disabilities, including screening, eligibility, referral, determination, plan development, and service provision.
5. Demonstrate awareness of implications and best practices for TVR counselors providing services to participants reporting psychiatric conditions.
6. Educate and coach all TVR participants in precursors to good mental health.

**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 2 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 10 points
* Quiz 2: Due XXX and worth 10 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 mental health 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 psychiatric condition, 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 psychiatric condition, (b) the intended audience for the presentation, and (c) an initial list of traditional healing practices, medical/psychological treatments, 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 310 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 310 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, READINGS, AND ASSIGNMENTS** |
| **Week 1** | **Discussion Board 1 Response – Due XXX****Discussion Board 1 Reply – Due XXX*** Introduction and Weekly Instructions
* Overview of materials from TVRS 301
 |
| **Week 2** | **Discussion Board 2 Response – Due XXX****Discussion Board 2 Reply – Due XXX*** Eclectic Approach and Neuroscience
* Twelve rules of brain function. Watch 2-3 minute videos.

<http://brainrules.net/about-brain-rules>* Behavioral Health (just this page, you don’t need to follow any links—how to promote good mental health)

<https://www.elementsbehavioralhealth.com/mental-health/how-to-promote-good-mental-health/>Recommended movie* Rivera, J. (Producer), Docter, P. & Del Carmen, R. (Directors). (2015). *Inside Out* (Motion Picture). USA: Disney/Pixar.
 |
| **Week 3** | **Discussion Board 3 Response – Due XXX****Proposal for Final Project – Due XXX****Discussion Board 3 Reply – Due XXX*** Emotional Intelligence and Mental Health
* Review the five components of emotional intelligence. <https://web.sonoma.edu/users/s/swijtink/teaching/philosophy_101/paper1/goleman.htm>
* The following direct links emphasize aspects of healthy minds.
	+ Center for Well-Being, University of Wisconsin-Madison. Introduction to their focus by Dr. Richard Davidson (2.5 minutes). <https://centerhealthyminds.org/about/founder-richard-davidson>
	+ Learning to be happy is no different than learning to play the violin. Happiness as a skill!! Dr. Richard Davidson. 10:34 minutes. Direct link to HuffPost interview (also on the UW Madison site). <https://www.huffingtonpost.com/2015/01/23/richard-davidson-davos_n_6529652.html>
	+ You Tube videos… <https://centerhealthyminds.org/about/founder-richard-davidson>
	+ Well-being is a skill, Dr. Richard Davidson. 25 minutes. YouTube. <https://www.youtube.com/watch?v=EPGJU7W0N0I>
	+ The Science of a Happy Mind. Part 1. 14.17 minutes. Dr. Richard Davidson on National Geographic Live. <https://www.youtube.com/watch?v=ELLeIMFIWy0>
	+ The Science of a Happy Mind. Part 2. 13.54 minutes. Dr. Richard Davidson on National Geographic Live. <https://www.youtube.com/watch?v=tKxD4G--amw>
* Also, take a few minutes to complete the Emotional Styles questionnaire and receive tips for a healthy mind. It only takes about 15 minutes, and you can have the results emailed to you. <https://uwmadison.co1.qualtrics.com/jfe/form/SV_3I8Lg9l4CSnsmjj>
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| **Week 4** | **Discussion Board 4 Response – Due XXX****Discussion Board 4 Reply – Due XXX*** DSM Categories
* If your agency has a copy of the DSM-5, spend an hour or so familiarizing yourself with it.
* Do a quick review of the Research Domain Criteria of the National Institute of Mental Health, which provides a framework for better understanding specific mental illnesses. Their goal is not to replace or compete with the DSM, but to explore more facets of human behavior. <https://www.nimh.nih.gov/index.shtml>
 |
| **Week 5** | **Discussion Board 5 Response – Due XXX****Discussion Board 5 Reply – Due XXX*** American Indians/Alaska Natives and Mental Health
* American Psychiatric Association. (2017). *Mental health disparities: American Indians and Alaska Natives*. Retrieved from <https://www.psychiatry.org/home/search-results?k=Mental-Health-Facts-for-American-Indian-Alaska-Natives>
* Mental Health America. (2018). *Native American communities and mental health*. Retrieved from <http://www.mentalhealthamerica.net/issues/native-american-communities-and-mental-health>
* The Office of Minority Health, U.S. Department of Health and Human Services (2017). *Mental health and American Indians/Alaska Natives*. Retrieved from <https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=4&lvlid=39>
* Quiz 1 Review
 |
| **Week 6** | **Discussion Board 6 Response – Due XXX****Quiz 1 – Due XXX** **Discussion Board 6 Reply – Due XXX*** Recognize, Screen, and Refer
* Familiarize yourself with the following resource sites for free screening tools:
	+ SAMSHA (Substance Abuse and Mental Health Administration). U.S. Department of Health and Human Services. (n.d./2018). *Screening tools*.

<https://www.integration.samhsa.gov/clinical-practice/screening-tools> * + American Psychiatry Association. (2018). *Online assessment measures*.

<https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures#Disorder>* + Behavioral Health Evolution. (2016). *Screening tools*.

<http://www.bhevolution.org/public/screening_tools.page> |
| **Week 7** | **Discussion Board 7 Response – Due XXX****Discussion Board 7 Reply – Due XXX*** Best Practices in TVR
* Read the article by Fleming, Del Valle, Muwoong, & Leahy available at <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.838.1883&rep=rep1&type=pdf>
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| **Week 8** | **Discussion Board 8 Response – Due XXX****Discussion Board 8 Reply – Due XXX*** Creating and maintaining relationships with behavioral health treatment practitioners (both tribal and nontribal)
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| **Week 9** | **Discussion Board 9 Response – Due XXX****Final Project – Due XXX****Discussion Board 9 Reply – Due XXX*** Synthesis
* Quiz 2 Review
 |
| **Week 10** | **Quiz 2 – Due XXX****Final Presentations Discussion Board Responses – Due XXX*** Final Project Presentations
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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.

**References**

American Psychiatric Association. (2017). *Mental health disparities: American Indians and Alaska Natives*. Retrieved from <https://www.psychiatry.org/home/search-results?k=Mental-Health-Facts-for-American-Indian-Alaska-Natives>

American Psychiatric Association. (2013, 2017). *Diagnostic and statistical manual of mental disorders* (5th ed., Special Edition). Daryagarj, New Delhi.

Davidson, R. (2018) *Center for healthy minds*. University of Wisconsin-Madison. Retrieved from <https://centerhealthyminds.org/join-the-movement/whats-your-emotional-style>

Eliot, L. (1999). *What’s going on in there?* New York, NY: Bantam.

Fleming, A. R., Del Valle, R., Muwoong, K., & Leahy, M. J. (2012) Best practice models of effective vocational rehabilitation service delivery in the public rehabilitation program: A review and synthesis of empirical literature. *Rehabilitation Counseling Bulletin*, *56*, 146-159.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York, NY: Bantam.

Medina, J. (2008). *Brain rules*. Seattle, WA: Pear Press.

Mental Health America. (2018). *Native American communities and mental health*. Retrieved from <http://www.mentalhealthamerica.net/issues/native-american-communities-and-mental-health>

National Institute for Mental Health. (n.d./2018) *Research domain criteria*. <https://www.nimh.nih.gov/index.shtml>

Office of Minority Health, U.S. Department of Health and Human Services. (2017). *Mental health and American Indians/Alaska Natives*. Retrieved from <https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=4&lvlid=39>

Swinomish Tribal Mental Health Project (2002). *A gathering of wisdoms: Tribal mental health: A cultural perspective (2nd Ed)*. La Conner, WA: Swinomish Tribal Community.

**Recommended Movie**

Rivera, Jonas (Producer), Docter, P. & Del Carmen, R. (Directors). (2015). *Inside Out* (Motion Picture). USA: Disney/Pixar.

**Additional Resources: Screening Tools**

* SAMSHA (Substance Abuse and Mental Health Administration). U.S. Department of Health and Human Services. (n.d./2018). *Screening tools*.

<https://www.integration.samhsa.gov/clinical-practice/screening-tools>

* American Psychiatry Association. (2018). *Online assessment measures*.

<https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures#Disorder>

* Behavioral Health Evolution. (2016). *Screening tools*.

<http://www.bhevolution.org/public/screening_tools.page>