

**TVRS 312: Tribal Vocational Rehabilitation Foundations: Advanced Techniques**

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: Advanced Techniques

**Course Number and Section:** TVRS 312

**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 continued development and refinement of communication and counseling skills in a Tribal Vocational Rehabilitation setting, including motivational interviewing and mindfulness. Includes an emphasis on using techniques in a culturally-relevant manner and understanding participant behavior from cultural perspective.

**Course Prerequisite:** TVRS302

**Required Readings/Materials:**

Vanner, K. L., & Tafoya, N. (2006). *Native American motivational interviewing: Weaving Native American and Western practices. A manual for counselors in Native American communities.* Albuquerque, NM: Authors *(*Available for download in the Canvas course)

Additional resources (e.g., articles, websites, videos) will be required reading throughout the quarter and you will be provided a link to these resources in the Canvas website.

**NWIC Institutional Outcomes:**

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

* Effectively communicate in diverse situations, from receiving to expressing information, both verbally and nonverbally. (1)
* 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:
  + Demonstrate cultural cognition during community interactions and interview processes while adhering to federal, state and tribal regulations, standards and practices for vocational rehabilitation.

**Course Outcomes:**

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

1. Demonstrate familiarity with motivational interviewing and its use within the TVR process.
2. Describe elements of a therapeutic relationship using key concepts of informed choice, self-determination, collaboration, goal setting, and shared decision-making.
3. Demonstrate core interviewing skills including questioning, active listening, reflection, and summarizing.
4. Explain the concept of ambivalence and the stages of change.
5. Demonstrate awareness of how to communicate and counsel in a culturally-relevant manner, including the use of metaphor and storytelling.
6. Describe contemporary issues related to participant identify, including loss and grief, competing cultural values, discrimination and stereotypes.
7. Demonstrate familiarity with mindfulness and its use within the TVR process.

**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. See the assignment checklist for a convenient means of keeping track of due dates. Grading is not based on effort or improvement; it is based on quality of output.

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

Attendance & Participation (1 point per class) 20 points total

Quizzes (4 quizzes) 20 points total

Discussion Board (3 points per week) 30 points total

Metaphor Storytelling Presentation 15 points total

Counselor Growth & Competency Plan 15 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. Participation includes at least one substantial contribution to in-class discussions. If a student needs to miss a class, s/he should inform the instructor as soon as possible about the absence. Excused absences include events such as community activities, medical appointments, childcare, sickness, etc.

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 posting a response to the video in the “Attendance/Participation Make-Up” assignment within one week after returning to class.

Quizzes (20 points):

There will be 4 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 5 points
* Quiz 2: Due XXX and worth 5 points
* Quiz 3: Due XXX and worth 5 points
* Quiz 4: Due XXX and worth 5 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.

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 **midnight on XXX**) 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.
9. Be open-minded.

Metaphor Storytelling Presentation (15 points):

Students will find (or create) and share a story based in metaphor to explain a concept related to TVR. Stories should be culturally-relevant and, ideally, used to help participants understand a difficult idea. Examples of concepts that might be explored include disability (or being “differently abled”), self-advocacy, internal locus of control, grief, a particular impairment (e.g., diabetes or PTSD). Additional ideas, storytelling guidance, and examples of stories is provided in the Metaphor Storytelling Presentation Guidelines.

Students are required to work solo on this presentation; however, the instructor will be available to discuss and assist with the process and format. Stories will be shared orally during week 5 of classes. It will be optional for students to share stories in the storytelling discussion board for review by the instructor and other students. Stories are due at the start of class on XXX.

Counselor Growth & Competency Plan (15 points):

Students will reflect on their professional identity and then set goals for continued growth and competency. Plans and goals will be shared with other students via a discussion board and shared orally during the final week of classes. Elements included in the Counselor Growth & Competency Plan include:

1. Internal Evaluation: Strengths-focused self-identification of values, areas of strengths, areas of interest, self-care, etc.
2. External Evaluation: Strengths-focused evaluation by an individual of your choosing to identify strengths, skills, successes, etc.
3. Opportunities for development: Brainstorm a list of possible trainings, activities, resources, classes, people, etc. that could support your growth and competency as a TVR professional, regardless of timing or expense.
4. Write five S.M.A.R.T. goals.
5. Detail steps involved in achieving at least one of the five S.M.A.R.T. goals.

Grading:

The following is the grading scale for this course.

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| --- | --- | --- |
|  | 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.

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| --- | --- | --- |
| **WEEK** | **TOPICS AND ASSIGNMENTS** | **READINGS** |
| **Week 1** | **Discussion Board 1 Response – Due XXX**  **Discussion Board 1 Reply – Due XXX**   * Course introduction and orientation * Review of relevant 301 & 302 concepts * Awareness of how to communicate and counsel in a culturally-relevant manner, including the use of metaphor and storytelling | * Review for TVRS 312 * Communication with Metaphor and Storytelling |
| **Week 2** | **Discussion Board 2 Response – Due XXX**  **Quiz 1 – Due XXX**  **Discussion Board 2 Reply – Due XXX**   * Elements of a therapeutic relationship, including informed choice, self-determination, collaboration and shared decision-making * Understanding use of Motivational Interviewing (MI) in TVR, including conversations about change, the spirit of MI, using prayer to describe MI to participants and the 4 principles of MI | * Therapeutic Relationships * Introduction to Motivational Interviewing * Vanner & Tafoya (2006): pages 9-19 |

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| **Week 3** | **Discussion Board 3 Response – Due XXX**  **Discussion Board 3 Reply – Due XXX**   * Review and practice of core interviewing skills including questioning, active listening, reflection, and summarizing * Using our communication skills to decrease resistance and increase change talk   + Communication   + Reflective listening: A key MI skill   + OARS: 4 key MI skills | * Advanced Interviewing Skills * Vanner & Tafoya (2006): pages 24-29 |
| **Week 4** | **Discussion Board 4 Response – Due XXX**  **Quiz 2 – Due XXX**  **Discussion Board 4 Reply – Due XXX**   * Understanding the concept of ambivalence and the stages of change * Using our communication skills to decrease resistance and increase change talk   + When clients put on the brakes   + Responding to non-change behavior   + Traps to avoid   + Importance of increasing change talk   + Helping clients move toward harmony | * Ambivalence and Stages of Change * Vanner & Tafoya (2006): pages 30-37 |
| **Week 5** | **Discussion Board 5 Response – Due XXX**  **Storytelling Presentation – Due XXX**  **Discussion Board 5 Reply – Due XXX**   * Strategies: Phase 1: Developing motivation to change   + Developing a working relationship   + Deciding on a topic   + Exploring pros and cons to elicit change talk   + Pros and cons: The decisional balance | * Motivation to Change Phase 1 * Vanner & Tafoya (2006): pages 38-45 |
| **Week 6** | **Discussion Board 6 Response – Due XXX**  **Quiz 3 – Due XXX**  **Discussion Board 6 Reply – Due XXX**   * Strategies: Phase 2: Developing motivation to change   + Assessing importance, confidence, and readiness   + Using rulers to measure importance of change   + Exploring meaning and values   + Specific Native American values   + Affirming clients | * Motivation to Change Phase 2 * Vanner & Tafoya (2006): pages 46-54 |
| **Week 7** | **Discussion Board 7 Response – Due XXX**  **Discussion Board 7 Reply – Due XXX**   * Strategies: Phase 3: Strengthening commitment to change   + Creating an action plan   + Action plan worksheet   + MI strategies overview | * Commitment to Change * Vanner & Tafoya (2006): pages 55-62 |
| **Week 8** | **Discussion Board 8 Response – Due XXX**  **Quiz 4 – Due XXX**  **Discussion Board 8 Reply – Due XXX**   * Describe contemporary issues related to participant identify, including loss and grief, competing cultural values, discrimination and stereotypes. | * Participant Identity |
| **Week 9** | **Discussion Board 9 Response – Due XXX**  **Discussion Board 9 Reply – Due XXX**   * Mindfulness | * Mindfulness |
| **Week 10** | **Discussion Board 10 Response – Due XXX**  **Discussion Board 10 Reply – Due XXX**  **Counselor Growth & Competency Plan – 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.