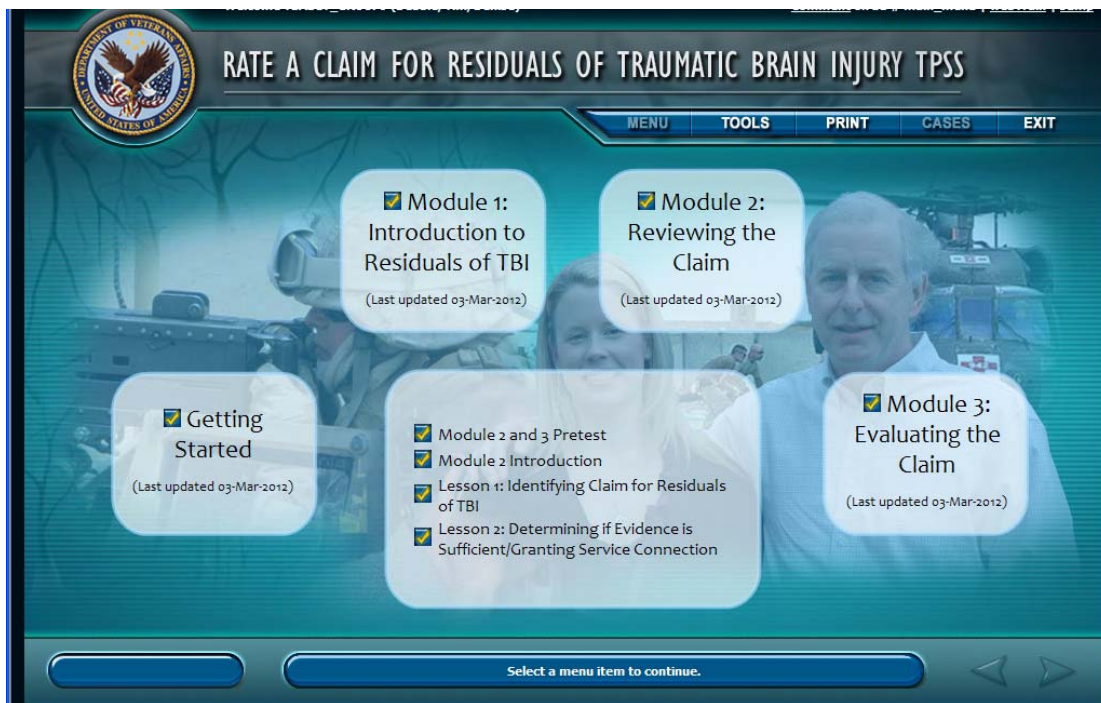


# Training Coordinator's Module Guide for Rate a Claim for Residuals of Traumatic Brain Injury (TBI)



August 5, 2013

**For Training Purposes Only**

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For Training Purposes Only

## Section 1 - Introduction

### Introduction

Welcome to the *Rate a Claim for Residuals of Traumatic Brain Injury* Training and Performance Support System (TPSS). Due to the length of the module title, future references may be shortened to *TBI TPSS Course*. Please read this Module Guide in its entirety.

Within these pages, you will find the information you need to set up and implement this course successfully.

**Section 1** includes an introduction to this module, including Course Overview and Course Map, and a list of the specific resources required to support this training course.

**Section 2** contains the Module Master Planning Chart, which is designed to provide you with the information you need to effectively plan the scheduling for the module. Notes and tips are also provided to let you know key instructional events and activities.

**Remember:** To evaluate student performance and answer any student questions, you must either:

- (1) Be thoroughly familiar with the task – rating claims for residuals of TBI, or
- (2) Identify the Subject Matter Expert (SME) to whom you may refer any specific technical or task-related questions. Ensure this person is available to provide any one-on-one training and/or feedback as necessary.

### Course Overview

This course is entitled *Rate a Claim for Residuals of Traumatic Brain Injury, or TBI*. It consists of three modules with an instructional “e-case” and other real-life scenarios that allow for decision-making practice. It also has three very short video segments that support a storyline about a Veteran named Sara Clark who has filed a claim for residuals of TBI.

### Who Will Take This Course?

The target population is experienced RVSRs who have had experience rating cases.

All students selected to take this course must first take the Module 1 Pretest. If the students pass the Module 1

Pretest, they can move on to either the Module 2/3 Pretest (optional) or Module 2/3 lessons.

All students selected to take this course should take each lesson, from start to finish in sequence, to ensure that he/she has (or gains) a comprehensive understanding of rating for residuals of TBI from start to finish.

## **TPSS Materials**

Everything that your students need to complete the TBI TPSS Course is available to them within the course on the computer. Once you provide the students with a proper briefing, your role, other than monitoring their progress throughout and conducting test briefings, will be to score the test answer sheets that they print from the system and give them feedback.

You can access the test scoring instructions and answer keys from the VBA Learning Catalog, where you found this Module Guide. Search for TMS Item #3724075.

## **TPSS Equipment**

The computers should be set up with dual monitors so that the students can open the online cases and look at other reference material during the training and testing.

In the Module Introduction, the students are provided with the following information about opening instructional cases with or without dual monitors:

### ***Dual Monitors***



“As you work your way through the lessons, you will use online cases that are based on actual Veterans' cases which have been altered for training purposes and to protect the privacy of the individuals involved with the claim.

You will access these online cases by clicking the Cases button in the upper part of the screen.

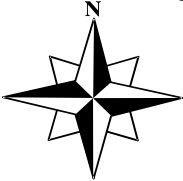
- If you have dual monitors, when you select a case using the button, it will open in a new window. You may move it to the other monitor and expand it to fit the entire screen.
- If you do not have dual monitors, when you select a case using the button, it will open in a new window, and you must toggle between the case and the courseware.

Note: The cases have bookmarks for each form, letter, etc., within the case. You may select a bookmark to advance to that document within the case. Or you may scroll up and down throughout the case by using the scrollbar on the right-hand side of the window.

Throughout this module, you will be prompted when to open a given case and when to close it.”

You may want to reinforce this information during your briefing and make sure when they come to their first online case, they understand what to do with it.

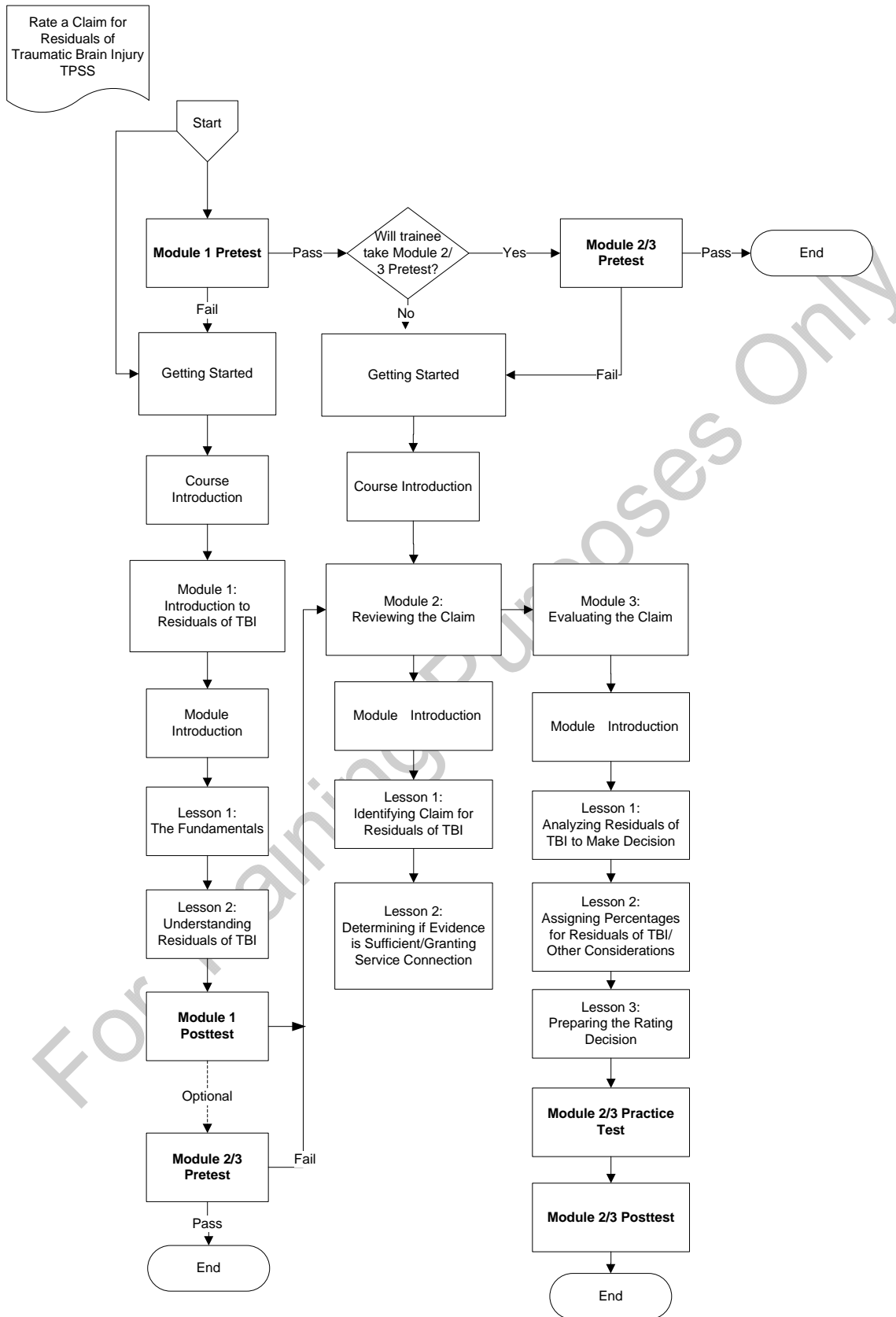
### Course Map



To get an overview of how this module is laid out, take a look at the Course Map that follows.

As you can see, the TBI TPSS Course is comprised of three modules. The students must take the modules in the order they are presented.

Training Coordinator's Module Guide for  
*Rate a Claim for Residuals of TBI*



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**Module 1 Pretest and Posttest – Computer-graded**

The Module 1 Pretest is required. If a student passes the pretest, he/she can opt out of taking the module.

The Module 1 Pretest is comprised of ten questions. The directions are presented by the computer. When students complete the test, the computer will present feedback on their results. The Module 1 Posttest is also comprised of ten questions and delivered and scored online.

Students will be required to pass the Module 1 Pretest, Module 1 Posttest or variant(s) before moving on to Module 2 (*Reviewing the Claim*).

**Module 2/3 Pretest and Practice Test**

Taking the Module 2/3 Pretest is optional. A student may choose to take the test to determine if he or she can opt out of taking the module, or they may choose to go directly to the modules.

The Module 2/3 Pretest / Practice Test is comprised of two scenarios/DBQs and two cases with claims for residuals of TBI, among other things. Instructions for administering the test and the passing criteria are provided in the Test Directions/Answer Keys found in the VBA Learning Catalog. Search for TMS Item #3724075.

While you do need to administer the module 2/3 pretest, you do not need to enter the test scores. After you score the pretest answer sheets and provide feedback to the students, you will email the test scores to the TPSS Help Desk ([CDSHelpDesk@va.gov](mailto:CDSHelpDesk@va.gov)). You can email the scores for multiple students at the same time. The email must include the following information for each student: student's TMS student identifier/TMS user name, module name, test score and P or F, date, amount of time.

**Module 2/3 Posttest – Graded by Training Coordinator**

When administering the module test you will assign test variants to the students. There are two variants of the Module 2/3 Posttest. Instruct the students to take Variant 1 first and then Variant 2, if needed.

The format of both of the module posttest variants is the same as the module pretest. The cases in the module posttest are designed to assess the student's ability to

### **Compensation Rating Template and TPSS Rating Text**

apply what they have learned in the TBI TPSS Course.

While you do need to administer the module test, you do not need to enter the test scores. After you score the test answer sheets and provide feedback to the students, you will email the test scores to the TPSS Help Desk ([CDSHelpDesk@va.gov](mailto:CDSHelpDesk@va.gov)). You can email the scores for multiple students at the same time. The email must include the following information for each student: student's TMS student identifier/TMS user name, module name, test score and P or F, date, amount of time.

During the Module 3 cooperative exercise, the Module 2/3 Practice Test, and the module tests (pretest and both posttest variants), students will prepare rating decisions using the Compensation Rating Template to show they can perform the task.

The *Compensation Rating Template* is an electronic file that is formatted to look like a rating decision. It has fields in which students must enter specific information about the claim. Students are to complete the Compensation Rating Template by typing in the necessary information for each field after they have reviewed and evaluated the case.

Students may use the *TPSS Rating Text* to copy and paste the appropriate wording for each issue into the Reasons for Decision section of the Rating Template. Or they may choose to use the Evaluation Builder.

Both the Compensation Rating Template and the TPSS Rating Text are available from Job Aids under the Tools button within the course.

Students must demonstrate they can perform the task of rating a claim for residuals of TBI by preparing a rating decision—they just won't be using RBA2000 to do it. **It will be up to the Stations to provide training after TPSS to teach and practice actual generation of the rating document using RBA2000.**

**Be sure to collect ALL completed rating decisions (both paper-based and electronic) from the students after discussion.**



## Reference Materials

Ensure that students have access to compensation-relevant reference materials, such as:

- M21-1MR
- 38 CFR, Parts III and IV
- VBA Circulars, "Fast Letters," Training Letters, and Policy Letters
- Medical EPSS
- Diagnostic and Statistical Manual of Mental Disorders (DSM) - latest edition

## If you have Problems with the Courseware

To report problems with the computer courseware:



- Contact your local IRM support.

If your local IRM support is not available or does not know how to troubleshoot the problem,



- Contact the VBA TPSS Help Desk!

Email: [CDSHelpDesk@vba.va.gov](mailto:CDSHelpDesk@vba.va.gov)



- Access the Comments Database webform.

There are two ways to access the comments database webform:

1. In the courseware, select the Comment link in the upper right corner of the screen.
2. Go to the Compensation Service Home Page (<http://cptraining.vba.va.gov>). From here, select the "Submit a Comment" link on the left side of the screen.



**Section 3 – Lesson Summaries**  
Training Coordinator’s Module Guide for  
*Rate a Claim for Residuals of TBI*

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## Section 2 - Module Master Planning Chart

### Rate a Claim for Residuals of Traumatic Brain Injury (TBI)

The Module Master Planning Chart is designed to provide you with the information you need to effectively plan the scheduling and resource requirements for this course.

**Note:** The estimated range of time required to complete the online content, including cooperative exercises and the Module 2/3 Practice Test, ranged from 12.5 hours to 15 hours. The Module Posttest times (including both Module 1 and Module 2/3) ranged from 3.5 hours to 7.5 hours. The estimated total student course time ranges from 16 hours to 22.5 hours.

This Module Master Planning Chart is based on the average time that students required during the validation of this course. Be aware that the actual times for students may be more or less than the time listed here.

- Estimated average total Student time for online course and a single version of the Module Posttests: **19 hours**
- Estimated average total Student time for Module (aka, total “seat” time): **22.5 hours**  
(**Note:** The estimated total “seat” time for the course includes module orientation, the online courseware and cooperative exercises, the Module 2/3 Practice Test and Training Coordinator feedback, and a single version of the Module Posttests and feedback.)
- Estimated total Training Coordinator Time for administrative duties: **2.5 hours**  
(**Note:** This total includes the additional time required by the TC to perform briefings, feedback, and any administrative duties such as grading tests, i.e., those shaded line items that are specifically TC times only. Total time accounts for administration of a single version of the Module Posttest. Module Pretest preparation and grading is not included in the total. The TC does not have to be present for the entire time the students are working in a lesson or taking a test. The TC may be working with other students or even performing other duties while students are working in TPSS. The TC needs to be available to answer questions as needed. That time will vary depending on how familiar with TPSS the students are.)

**Section 3 – Lesson Summaries**  
 Training Coordinator’s Module Guide for  
*Rate a Claim for Residuals of TBI*

Duration			
hrs	min	Activity	Notes/Tips
	30	<b>Administrative Functions</b>	Includes assigning student privileges, notifying students of course schedule, and preparing a briefing.
	10	<b>Orientation/Briefing</b>	Ensure students understand logging into the course on the computer, understand how to navigate though the course using the buttons and prompts, and understand what online “Tools” are available to help. Explain the overall objective of the course.
	05	<b>Getting Started</b>	Getting Started provides students with information about the following features: <ul style="list-style-type: none"> <li>• Structure</li> <li>• Screen layout</li> <li>• Navigation</li> </ul>
<b>Module 1 – Introduction to Residuals of TBI</b>			
	05	<b>Module 1 Pretest, if applicable</b>	Conducted sometime prior to Day 1 of the training.
	02	<b>Module 1 Introduction</b>	<ul style="list-style-type: none"> <li>• Review the objectives for Module 1.</li> </ul>
	25	<b>Lesson 1</b>	Lesson 1: The Fundamentals discusses essential information about Traumatic Brain Injury (TBI), including: <ul style="list-style-type: none"> <li>• Difference between TBI and Residuals of TBI</li> <li>• Different categories of TBI</li> <li>• Common causes of TBI</li> </ul>
	35	<b>Lesson 2</b>	Lesson 2: Understanding Residuals of TBI discusses the following: <ul style="list-style-type: none"> <li>• The delayed effects of TBI</li> <li>• The signs and symptoms within each category of TBI</li> <li>• Classifications of TBI by severity</li> <li>• TBI recovery periods</li> <li>• Some other physical and mental injuries that can accompany residuals of TBI</li> </ul>
	07	<b>Module 1 Posttest</b>	Students access the test online. The computer scores the test and gives feedback. Students retake it until they can pass.

**Section 3 – Lesson Summaries**  
 Training Coordinator’s Module Guide for  
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Duration		Activity	Notes/Tips
hrs	min		
<b>Module 2 – Reviewing the Claim</b>			
5	00	<b>Module 2/3 Pretest, if applicable</b>	The Module 2/3 Pretest is optional. If students take it and pass, they are considered proficient in the task. If they take it and fail, they qualify for the training. Do not discuss their results with them because they will be seeing the same scenarios and cases when they take the Module 2/3 Practice Test at the end of Module 3.
	05	<b>Module 2 Introduction</b>	Reviews the objectives for Modules 2 and 3, introduces the mentor, the Veteran named Sara Clark whose story is told throughout Modules 2 and 3.
	10	<b>Lesson 1</b>	In Lesson 1: Identifying Claim for TBI, students will review the ways in which a claim for residuals for TBI might be submitted.
2	00	<b>Lesson 2</b>	Lesson 2, Determining if Evidence is Sufficient, involves a thorough review of the claim to determine if the evidence is sufficient for rating purposes.  Students will also learn how to determine whether you can grant or deny the claim for residuals of TBI based on the evidence.  DBQs and SMC-T are also briefly addressed in this lesson.
<b>Module 3 – Evaluating the Claim</b>			
	02	<b>Module 3 Introduction</b>	Transitions students from the review of the claim to the evaluation of the claim and discusses the practice test.
1	30	<b>Lesson 1</b>	In Lesson 1: Analyzing Residuals of TBI to Make Decision, students will learn how to look at the evidence to determine whether the claim for Residuals of TBI should be awarded, denied, or continued.
2	30	<b>Lesson 2</b>	In Lesson 2: Assigning Percentages for Residuals of TBI and Other Conditions, students will learn how to look at the evidence to make an evaluation of the level of disability. Students will also learn how to address other rating considerations when making the decision.
2	30	<b>Lesson 3</b>	In Lesson 3: Preparing the Rating Decision, students will learn how to prepare a Rating Decision in response to a claim for residuals of TBI.

**Section 3 – Lesson Summaries**  
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Duration			
hrs	min	Activity	Notes/Tips
			Students will see an example of a Rating Decision for Sara Clark's claim, and will have opportunities to prepare Rating Decisions for another instructional case using a template created to replicate the RBA2000 format.
5	00	<b>Module 2/3 Practice Test</b>	Students work to evaluate two scenarios and two claims for residuals of TBI and other issues.
	30	<b>Module 2/3 Practice Test Grading</b>	Scoring instructions and answer keys can be accessed in the VBA Learning Catalog.
	15	<b>Module 2/3 Practice Test Feedback</b>	<b>Note:</b> Feedback times will vary depending on the number of items a student missed. Review items the students got correct and what they missed. Reinforce their learning from the course. If a student fails the Practice Test, you must provide remediation with the student until he/she feels confident enough to move on to the Module Posttest.
7	00	<b>Module 2/3 Posttest</b>	Students will access the test from the computer. .
	30	<b>Module 2/3 Posttest Grading</b>	Scoring instructions and answer keys can be accessed in the VBA Learning Catalog.
	15	<b>Module 2/3 Posttest Feedback</b>	<b>Note:</b> Feedback times will vary depending on the number of items a student missed. Review items the students got correct and what they missed. Reinforce their learning from the course. If a student fails the Module 2/3 Posttest, work with him or her on the areas missed until he or she is ready to take the variant of the test.
	15	<b>Emailing TPSS Help Desk Based on Module 2/3 Posttest Results</b>	