

EPI SET – Job Development

September 24th, 2019

camh



Objectives:

1. To describe job development in supported employment and education, its advantages and limitations
2. To review the job development process, including obtaining consent and understanding preferences around disclosure
3. To understand the complexities of job development through a few case examples

What Does Job Development Look Like?

For clients who agree to some level of disclosure the SEE specialist can play a more active role in helping clients find work

This is done through the SEE specialist building connections with prospective employers in the community

In the evidence-based practice model of supported employment, developing employer networks, and thereby developing relationships with employers, is viewed as the most effective way to create job opportunities for clients (Becker & Drake, 2003)

Benefits of Job Development

- SEE specialist can find roles that fit job seeker's interests and work goals
- SEE specialist may be able to “sell” the job seeker's strengths to an employer more effectively
- Accessing jobs that may not otherwise be posted
- Job development process resulted in establishing a strong relationship between the employer and their employee with a psychiatric disability (Randall & Buys, 2006)
- Individuals who received job development were almost five times more likely to obtain competitive employment than individuals who did not receive job development (Leff et al., 2005)

Common Barriers to Job Development

Case load demands

- Blocking off designated days to complete job development
- Discussions with team if you have more than one SEE specialist to share the job development tasks
- Consistency in SEE worker interactions with employer is challenging

Disclosure

- Client has to consent to at least low level disclosure. Discuss this ahead of time
- Work with your client to develop script that you will share with potential employer

Location

- Number of employers in a given area
- Distance for job seeker to travel to work and means to transportation

Assisting job seekers in identifying their work preferences

Engage job seeker in discussion around work preferences

Use information from Career and Education Inventory (page 164 in SEE binder)

Strengths Assessment from IRT (page

Discuss job seeker's perceived skills and abilities along with challenge areas

Job Features to Consider in Matching a Client to a Job

- Job tasks involved
- Level of contact with other employees and customers
- Hours of the job and length of shifts
- Level of physical effort required
- Distance to the job and how the client will get there
- Manager's attitude

Obtaining Consent and Navigating Disclosure

Some level of disclosure needed

- Prepare script with the job seeker of what you will say to employer (page 92 in SEE binder)
- “I am a supported employment specialist at CAMH who assists young people who face various barriers to employment find work”

Discuss the benefits and risks of disclosure

- Benefit could be accommodations in the workplace, finding a role that meets their needs
- Stigma still exists in many work places unfortunately

Introducing Self to Potential Employer

- We want to get an understanding of the employer's needs and hiring processes
- Using language carefully, job seeker instead of client
- Consider if the goal is to match a specific job seeker to this position or is it about making a connection to bring future job seekers forward
- For a large store you can ask if they hire for each department or are employees cross trained
- "If I have a job seeker who I think would be a good fit can I send along their resume?"

Follow-Along Supports

With job seeker's consent ensure that employer knows that you will continue to support the employee and that you do not discontinue services once they have a position

This could be checking in with employer occasionally to get feedback on things that are going well and any concerns they may have

References

The SEE and IRT binders...

Becker, D. R., & Drake, R. E. (2003). *A working life for people with severe mental illness*. Oxford University Press.

Carlson, L., Smith, G., & Rapp, C. A. (2008). Evaluation of Conceptual Selling® as a job development planning process. *Psychiatric Rehabilitation Journal*, 31(3), 219.

Leff, H. S., Cook, J. A., Gold, P. B., Toprac, M., Blyler, C., Goldberg, R. W., ... & Raab, B. (2005). Effects of job development and job support on competitive employment of persons with severe mental illness. *Psychiatric Services*, 56(10), 1237-1244.

Randall, C., & Buys, N. (2006). Entrepreneurial job development: A case study with a person with schizophrenia. *Journal of Vocational Rehabilitation*, 24(1), 11-22.

Thank You

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