

SEE - Employment Slides

Career and Education Inventory

Rationale

- Comprehensive, can take 2 to 3 sessions
- Get a good idea of ideal positions (dream jobs). If they are not immediately accessible, what are some other possible jobs which share critical similarities with dream job?
- Begin to collect data on strengths and challenges of consumer
- Begin thinking about successful job or school match

Career and Education (C&E) Inventory

- Goal: understand the world through patient's eyes and **develop an alliance**
- Routinely updated as patient goes through program
- Include families and key supporters
- Review all items on the inventory:
 - Career goals for education and employment
 - Work history
 - Education background
 - Mental and physical health
 - Substance use
 - Legal history
 - Interests
 - Supports
 - Residential Arrangements

Career and Education Inventory

Developing the Inventory

- People receive brief explanation of C&E Inventory during SEE Orientation
- Individuals and SEE specialist work on Inventory shortly after Orientation

Effectively Using the Inventory

- Share the inventory:
 - During development to clarify areas and identify critical themes
 - When complete, to enhance teams' understanding of each individual and their goals in SEE
 - To have *other services* work on challenges related to career goals
 - *At recovery or treatment planning and review meetings*
- Continue to amend/update inventory with the person and share updates at team meetings

Disability Benefits

Talking with patients about the impact of work or school on benefits

- **Find an expert** to help you at your agency or at the ODSP office – it is best if you do NOT have the responsibility of helping manage disability decisions.
- Since this is a first episode program, many patients will not be receiving benefits when they enter and the issue will more likely be *should they apply?*
- Period of flux with changes in ODSP/OW – have to educate self continually.
- Since a core tenet of NAVIGATE is that *participants can recover*, we do NOT routinely encourage individuals to apply for income benefits because this requires accepting the notion of longer-term disability, which is often premature – done on a case by case basis.

Talking with patients about the impact of work or school on benefits

- Need to decide with NAVIGATE team how benefits counselling will be handled
- Can also use the *Disability Benefits worksheet* and *Work Incentive Program worksheet*
- Types of assistance – make list of ones in your area

Disclosure Decisions

Disclosure

- In SEE, disclosure means: **the patient's willingness to inform employer or school about his/her psychiatric problems.**
 - often referred to as “job searchers” or “students”

The questions are:

- What is the patient willing to let you tell potential employers or schools about their illness and circumstances?
- What does the patient themselves want to share about their illness and circumstances?
- Disclosure may be useful to help employer or school make accommodations and to permit sharing of information among patient, employment specialist, and employer/school.
- Is typically negotiated at the time of the initial *Career and Education Inventory* and then reviewed as time goes on (people change their minds).

Disclosure

- **Can consider increasing levels of disclosure depending on needs and preferences of consumer:**
 - Part of a back to work program (least)
 - Dealing with some personal issues
 - Receiving treatment for depression or anxiety
 - Has a psychiatric disability (most)
- **Ways to facilitate discussion:** pro and con list, demonstration of what employment specialist would say to potential employers
 - All described in more detail in the *Disclosure worksheet*
- May be appropriate in some settings for some jobs and not in others

Disclosure

- May involve patient signing release of information forms for agency
- SEE specialist can demonstrate how *they* would present disclosure to help patient see the different levels of disclosure
- SEE specialist should be prepared for patient disclosing more than what had been agreed upon in interview

Follow Along Job Supports

Starting the Job

- Directions to the job
- Learning start time
- Is a ride needed on first day?
- Where to clock in
- Specialists check on experiences of first day
- Did patient enjoy the day?
- Were there any obstacles or challenges?
- Reporting income to social security, if getting benefits

Learning the Job

- Tasks
- Supervisor relations
- Sick procedures
- Pay procedures
- Managing money (saving and checking account, reporting to Social Security, etc)
- Providing job supports
- Good handout in manual: *Coping Difficulties at work or school*”

Follow Along Supports

- Individual job supports consider many aspects of job success – hard (job tasks) and soft (social) skills
- Many people do not lose jobs because of performance deficits, but because they are not socialized to work or have poor soft skills
- Think about ways to support the employers
- Determine appropriate intensity of services – start with daily contact, then weekly – back off slowly

Follow Along Supports cont'd

- Use *Follow-Along Supports for Employment Checklist* from the manual
- Develop a formal plan
- Continuous job supports until person is well-integrated into job – often 6 months to a year
- Think about career development strategies

Leaving the Job

- Leaving a job positively is better
- Finding another job first is best
- Giving sufficient notice (i.e. 2 weeks is common in many jobs, but it varies)
- Last day – finding out about the last check, handing in materials, saying goodbye to colleagues and supervisors.

Job Development

Job Development

- You are working for the patient (often referred to as “job searchers”)
- Your primary goal as a job developer is **meeting the employer’s needs**. It is all about the relationships.
- Employers hire individuals to solve problems and do work that needs to be done, not to be charitable.
- What you are offering the employer:
 - Identifying employer needs
 - Pre-screened candidate, often with flexible schedule and desire for PT work
 - Your ongoing support of the consumer and the employer

Job Development Continued

- General job development efforts and those specific to a patient are both important.
- Need to develop plans to **include consumers in job development** vs. working behind the scenes.
- **Identify job openings wherever you can** (on the internet, help wanted signs, networking, seasonal work).
- Keep your eyes open when you are out shopping, banking, at a sporting event, at the vet, at the doctor's office, eating out – what jobs are there?
- Work to **build long-term relationships with employers** – can use the “three cups of team” model – increasing collaboration with planned series of interactions with employers.

Job Development Continued

- Always being on the look-out for jobs – telling EVERYONE what you do (parties, at the dry cleaners).
- Being prepared to talk articulately about your program
 - 30 second elevator speech – see page 92 of SEE manual
 - 5 min description of program and consumer
 - Setting up follow up appointments
- Creating jobs that are not advertised – **job carving**
- May consider joining local business fellowships
- Begin to review *Follow-Along Supports for Employment Checklist*