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.**
  o 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:
  o Part of a back to work program (least)
  o Dealing with some personal issues
  o Receiving treatment for depression or anxiety
  o Has a psychiatric disability (most)

• Ways to facilitate discussion: pro and con list, demonstration of what employment specialist would say to potential employers
  o 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:
  o Identifying employer needs
  o Pre-screened candidate, often with flexible schedule and desire for PT work
  o Your ongoing support of the consumer and the employer
• 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
  o 30 second elevator speech – see page 92 of SEE manual
  o 5 min description of program and consumer
  o 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