
CourseBooks Series

Vocational Supports CourseBook

2nd Edition Version 2.0

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with Wendy S. Warren, M.S., C.R.C. and Steven Crate, M.P.A., C.R.C.

The m-Learning Initiative

The multi-touch book that you have has been designed to house the content for a college course titled MHT 124: Psychosocial Rehabilitation at Kennebec Valley Community College. The course is part of KVCC's Mental Health Program which leads students to the attainment of the State of Maine's Mental Health Rehabilitation Technician / Community certification.

KVCC's Mental Health Program staff created the **m-Learning Initiative** and developed a 1:1 Apple iPad program. Curricula in the program has been geared to take advantage of the hardware and software tools of the iPad to:

- Enhance in-class teaching methods.
- Elevate assessment and evaluation of authentic artifacts that demonstrate student learning.
- Increase student-to-student interaction and student-to-teacher interaction.
- Prepare students for the mobile-computing based workplace emerging in Community Mental Health.

CourseBooks

The CourseBook series is a creation of Dr. Mark Kavanaugh. Dr. Kavanaugh created the Mental Health degree program at KVCC in 2006 and has taught in the program ever since.

This eBook series has been developed to enhance the delivery of course content across the entire program and take advantage of the tools within Apple's ecosystem in order to deliver more engaging course materials with embedded interactions, video, and links to apps and web content that support teaching and learning.

The content of these CourseBooks have been developed by the authors and represents independent scholarly activity on the part of each author who has contributed to the development of each CourseBook.

How to use this CourseBook

For the students within the Mental Health Program, the content of this CourseBook aligns with activities, expectations, and assignments that are found in the KVCC Learning Management System (LMS).

Students are expected to read and absorb the information in the CourseBook, review the Assessment expectations outlined

in each Chapter, and participate in the expectations set by the Instructor of the course in the LMS.

Chapter Organization

Each (content) Chapter in the CourseBooks has been organized using the Instructional Design Method developed by Dr. Kavanaugh. This design model provides an outline of course materials that adheres to long-standing instructional design theory for adult learners. Namely, the model is greatly influenced by [Gagne's Nine Events of Instruction](#).

ALOTA

The ID Method is called ALOTA.

ALOTA is an acronym for the four essential parts of a lesson plan (or, in this case, chapter).

Attention
Learning Outcomes
Teaching
Assessment

Each Chapter in the CourseBooks series is organized in this manner in order to guide students through the material they are expected to learn.

Here are brief descriptions of what you may find in each of these sections.

- **Attention**

- Images, videos, and text that bring the reader into the focus of the lesson.

- **Learning Outcomes**

- Adhering to the language of Blooms Taxonomy of Learning Objectives, this section outlines the performance-based learning outcomes for the lesson. These align with the Assessment section of each lesson.

- **Teaching**

- This section can contain any variety of resources including text, lectures, recordings, videos, and links that provide a pathway through material to assist students in readying themselves for the Assessments.

- **Assessments**

- This section outlines assignments for the student to engage in to demonstrate their learning.

Apps in the CourseBook

Because one of the central goals in the Mental Health Program is to develop advanced digital skills on mobile devices, we have included links to specific apps that students use in the context of their learning experiences.

These apps have been selected to enhance understanding of the material, to provide additional resources and information, and/or to challenge students to demonstrate their learning in innovative and creative ways.

In addition to direct links to the apps, there are additional links that have been included in the CourseBook that connect students to another resource in the CourseBook series.



When students encounter this button in a CourseBook...

...selecting it will open a corresponding chapter in a book titled **iOS and App Tutorials CourseBook**. This CourseBook has been designed to provide detailed introductions to and tutorials on all of the apps that have been integrated into the CourseBooks.

When you select this button for the first time you will be asked to download the **iOS and App Tutorials CourseBook** to your device.

Subsequent selections of the button will open the CourseBook to the corresponding chapter.

Download this book now by clicking the image of the CourseBook.



[Text Link](#)

Mental Health Core Content CourseBook

In order to remain consistent with some of the core content related to the courses in the Mental Health program, we have created an additional resources.

This CourseBook contains references to core concepts, material, practices, principles, standards, etc. that are used across every CourseBook and course in the program. Content in this reference will be accessed from within each CourseBook in a similar way you would access tutorials to apps in the iOS and App Tutorial CourseBook.

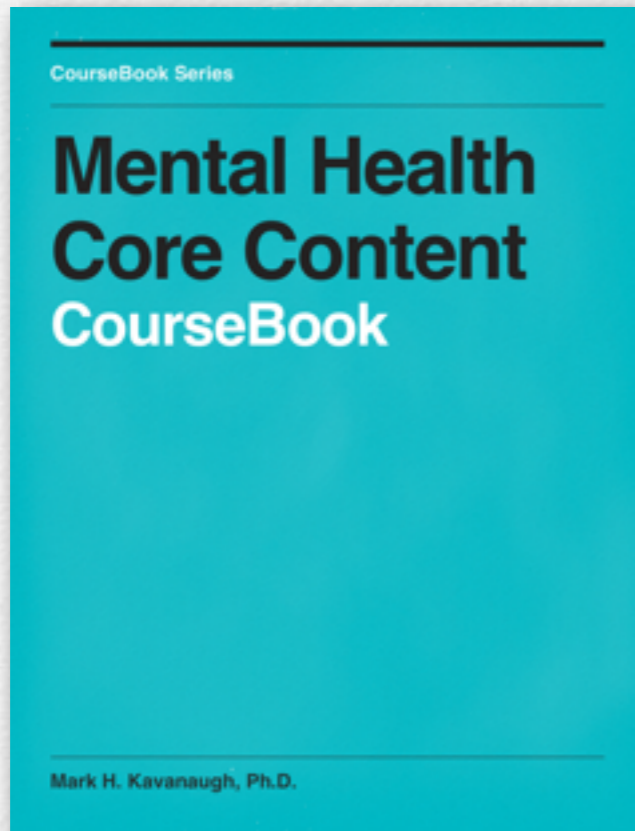
Look for this link when you are being guided toward looking at core content.



When you select this button for the first time you will be asked to download the **Mental Health Core Content CourseBook** to your device.

Subsequent selections of the button will open the CourseBook to the corresponding chapter.

Download this book now by clicking the image of the Course-Book.



[Text Link](#)

State of Maine MHRT/C Learning Outcome Guidelines

The content of this course is developed in line with the competency requirements for the State of Maine Mental Health Rehabilitation Technician / Community certification.

Below you will find a list of each of the Learning Outcomes associates with the competency and indication of the content and assessments related to those specific Learning Outcomes.

Competency - Vocational Aspects of Disability

Learning Outcomes and Content/Assessment Map

1. Has working knowledge of the National Consensus Statement on Mental Health Recovery and the 10 fundamental components of recovery as they relate to employment (www.samhsa.gov).

- *Chapter 4: Fundamental Components of Recovery*
- *Chapter 4 Discussion*
- *Chapter 4 Assignment*
- *Chapter 10: Vocational Factors Impacted by Drug and Alcohol Use*

2. Understands that research shows that most people with psychiatric disabilities want to pursue employment opportunities

and that a consumer can be successful in competitive employment regardless of diagnosis, symptoms, disability status, prior hospitalizations, or co-occurring substance use.

- *Chapter 4: Fundamental Components of Recovery*
- *Chapter 8: Employer Relations*
- *Chapter 8 Assignment*
- *Chapter 11: Vocational Factors Impacted by Psychiatric Conditions*

3. Familiarity with resources and roles or people involved in the employment support system for consumers with psychiatric disabilities, including job developers, job coaches, and community work incentives coordinators.

- *Chapter 5: Supported Employment*
- *Chapter 5 Assignment*
- *Chapter 6: Informal Vocational Assessment*
- *Chapter 7: Job Development*
- *Chapter 12: Vocational Factors Impacted by Physical and Other Disabilities*
- *Chapter 12 Assignment*
- *Signature Assignments: Lifelong Learning*

4. Understands the role of a MHRT/C in supporting an individual pursuing a vocational goal

- *Chapter 2: Rehabilitation: A Case Study Approach*

- *Chapter 5: Supported Employment*
- *Chapter 5 Discussion*
- *Chapter 7: Job Development*
- *Chapter 9: Community Resources*
- *Chapter 9 Discussion*
- *Chapter 10: Vocational Factors Impacted by Drug and Alcohol Use*

5. Knowledgeable about the current and evolving research regarding evidence-based practices in employment of individuals with psychiatric disabilities, including supported employment.

- *Chapter 1: Workforce Development*
- *Chapter 5: Supported Employment*
- *Chapter 5 Discussion*
- *Chapter 7: Job Development*
- *Chapter 8: Employer Relations*
- *Chapter 8 Discussion*
- *Chapter 10: Vocational Factors Impacted by Drug and Alcohol Use*
- *Chapter 11: Vocational Factors Impacted by Psychiatric Conditions*
- *Chapter 12: Vocational Factors Impacted by Physical and Other Disabilities*
- *Signature Assignments: Lifelong Learning*

6. Working knowledge of engagement and motivation techniques to assist consumers in pursuing employment

- *Chapter 2: Rehabilitation: A Case Study Approach*
- *Chapter 10: Vocational Factors Impacted by Drug and Alcohol Use*
- *Chapter 14: Change Theory*

Future MHRT/C Competency - Vocational Support

Learning Outcomes and Content/Assessment Map

1. Acknowledge the importance of work as part of self-concept/identity, and describe its role in mental health treatment and recovery.
2. Understand that the paths to mental health recovery and employment are both varied and non-linear, give examples of successful employment outcomes for consumers of behavioral healthcare.
3. Recognize and describe common myths and misconceptions regarding individuals with psychiatric disabilities and their ability to be successful in the workplace
4. Understand the role of the MHRT/C in supporting a consumer to pursue a vocational goal, the importance of ongoing support in maintaining successful employment, and how it is reflected in the individual's plan of care.

5. Engage the consumer in meaningful, ongoing conversations about finding work and/or the possibility of work in the future, including job seeking/retention strategies
6. Be able to practice engagement and motivation techniques to encourage and empower consumers to make progress along the employment continuum
7. Identify and know how to access resources for consumer advocacy related to employment, including the use of natural supports to help individuals obtain and maintain a job
8. Identify and refer consumers to support and employment advocacy services that will reduce or eliminate perceived barriers to continued successful employment
9. Give examples of career development resources, including career exploration and labor market information available in the community
10. Discover the diverse services and roles of people involved in the employment support system for consumers with psychiatric disabilities, and explain how the MHRT/C collaborates with others in the employment support system without duplicating the roles of these providers
11. Identify online and local resources to access federal and state regulations and policy relating to employment

-
12. Give examples of current and evolving research regarding evidence-based practices in employment of consumers with psychiatric disabilities, including Individual Placement Support
 13. Demonstrate awareness of reasonable accommodation and disclosure of disability in the context of mental health and employment
 14. Identify federal and state disability benefits, the availability of work incentives, and how to consult with Community Work Incentives Coordinators
 15. Describe the role of the Department of Labor, Division of Vocational Rehabilitation as partners, how to refer, and collaborate around work goals

Mark H. Kavanaugh, Ph.D.

Mark Kavanaugh has been writing, teaching, and integrating technology into instruction for decades. He holds a Masters in Counseling, Masters in Instructional and Performance Technology, and a Ph.D. in Educational Psychology.

Mark lives in Maine with his wife Katie.



[Visit Mark's Website](#)

Two individuals have been instrumental in the development of the material contained in this CourseBook. They are truly the authors of this content and have shared decades of experience in vocational services through this process.

Wendy S. Warren, M.S., C.R.C.

(Picture TBA)

Stephen Crate, M.P.A., C.R.C.



MHK Creations

The publisher is interested in your feedback on this product.

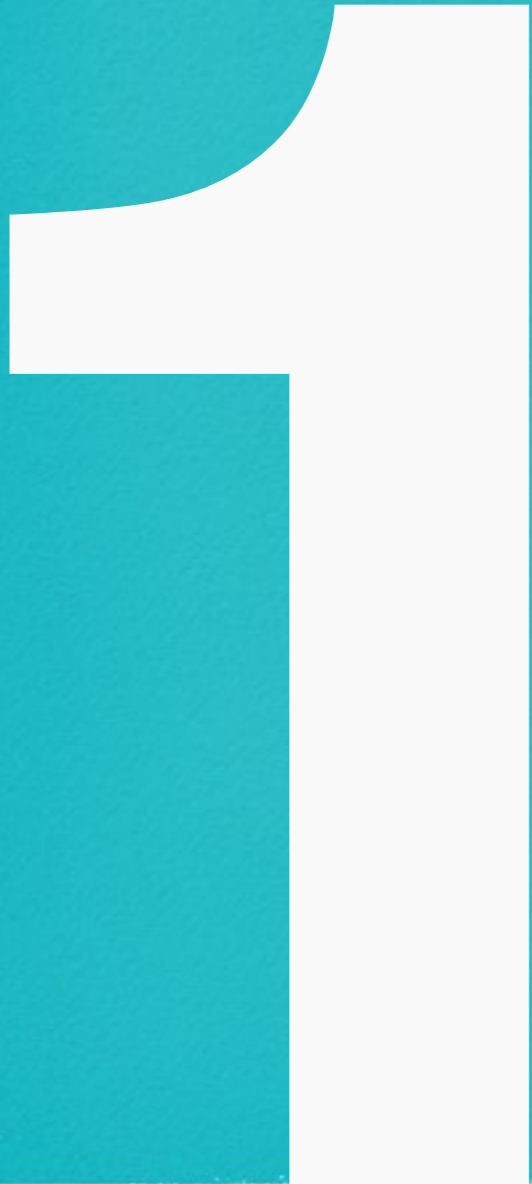
Please take the time to connect with us by taking our survey...just click this box!

SurveyMonkey

A rectangular survey box with a thin red border. At the top left is the MHK Creations logo, which consists of a stylized orange nautilus shell icon followed by the text "MHK Creations" in a bold, sans-serif font. Below the logo, the text "The publisher is interested in your feedback on this product." is centered. Underneath that, the text "Please take the time to connect with us by taking our survey...just click this box!" is also centered. At the bottom center is the SurveyMonkey logo, which features a green monkey head icon above the text "SurveyMonkey" in a bold, sans-serif font.

[Text Link](#)

Workforce Development



Attention



Workforce Development is
important business...
nationwide!



Workforce Development

Agencies and services are available all over the country to assist people with getting to work.

The graphic on the left shows you just a sampling of all the diversity of these services.

Learning Outcomes

**Upon completion of this Chapter,
students will be able to:**

1. Identify the systems, resources and roles of people involved in finding and obtaining employment for consumers with psychiatric and other disabilities.

Teaching

Systems We Work With

In the field of mental health we use the word system. A system means any set of interacting or interdependent component parts forming a complex/intricate whole. (from <https://en.wikipedia.org/wiki/System>)

An important concept to frame our discussion that will contribute to a better understanding of this topic is people in the world who enjoy living have learned this balance and while at times they may need the intervention of a professional they for the most part enjoy life. Those persons who function as a healthy balanced individual in society and thrive when understanding and interacting with the systems that support their existence. This concept is called Systems Theory.

All people... live in, cooperate with, support and adapt to multiple systems on a daily basis. Some systems we are conscious of, others operate behind the scenes. People are healthy when

they naturally adapt to the systems that provide support, nurturing and sustenance. Babies adapt to their nurturing mothers and families. Plants adapt to environments with sun, water and suitable nutrients.

You, as a student in this class are adapting to the class online structure, the policies and expectations of the class objectives and the social aspect of introducing yourself and interacting with other students in our discussion board. Some of you may have identified disabilities and others not. You are in the process of learning how to adapt to the systems you interact with on a daily basis. It is important for you to get in touch with your own adaptability as this will give you insight into how individuals with severe disabilities learn to adapt.

The reality is that a significant number of individuals with disabilities have full access to our society without the aid of community based services. They have learned to adapt to and integrate into the systems they need to survive. The Americans with Disability Act (<http://www.ada.gov>) passed in 1992 provides a solid basis for this integration and our continued commitment as a society to removing societal [system] barriers for individuals with disabilities. There are persons with severe disabilities who have a more difficult time adapting to the various systems they must access to meet their needs. Such as, community parks and walkways, public buildings, public services or em-

ployment with an organization in the community being accessible.

Here are a couple cool videos about the Americans with Disabilities Act. Check them out!



ADA
ADA National Network

[Text Link](#)



ADA and the Workplace

[Text Link](#)

For these individuals, community rehabilitation professionals are there to provide the guidance and information to overcome those barriers and obtain full access. The role of a rehabilitation professional working in the employment sector is to help each consumer find and adapt to a job within their interests, skills and functional capacity. Understanding vocational aspects of disabilities provides the knowledge required to assist person in being successful on the job. They do this by understanding

the consumers vocational profile, teaching them the rules, tasks and roles of the various employer systems, provide support as needed to maintain the position when found and recognizing what accommodations may be helpful.



What are the workforce development systems that currently contribute to the process of people with disabilities getting employed? There are four major systems:

- State Vocational Rehabilitation
- Community Psychosocial Rehabilitation

-
- Supported Employment
 - General Education/Training K-12.

Each of these systems complement another although they use different approaches that complement each other. It is important for rehab professionals working as case managers, employment specialists, job coaches or related positions to understand the structure and purpose of each of these systems. This will help with understanding the vocational profile of the individual with disabilities including the systems they have experience with and those they are learning to adapt to.

State Vocational Rehabilitation

Is a service within the Maine Department called The [Division of Vocational Rehabilitation](#), also known as "VR, ". It is a Department of Labor program that helps people who have disabilities to find and keep a job. VR helps people who have physical, mental, or emotional disabilities.

Psychosocial Rehabilitation

[Psychosocial Rehabilitation](#) (PSR) is a program structure and theory that when understood facilitates adults and children who have experienced problems in living and functioning on a day-to-day basis with emotional, physical, congenital and psychiatric disabilities. Psychosocial Rehabilitation is the process of facilitating an individual's restoration and recovery to an optimal

level of independent functioning in the community. While the nature of the process and the methods used differ in different settings, psychosocial rehabilitation invariably encourages people to participate actively with others in the attainment of mental health and social competence goals. The process emphasizes the wholeness and wellness of the individual and seeks a comprehensive approach to the provision of vocational, residential, social/recreational, educational and personal adjustment services

Supported Employment

Supported employment is the process of offering on the job or off the job supports to traditional sheltered as well as competitive employment approaches. It is an attempt to meet the specific needs of individuals with severe disabilities and is based on fundamentally different principles and assumptions. The supported work model assumes that all individuals, regardless of the nature or extent of their disabilities, should have the opportunity and support to work in the community. There are no prerequisite skills needed for community job success.

K-12

The K-12 public school systems the primary goal of public education is to teach academic skills including math, reading, science, physical education and language. In high school we begin to focus on work by choosing a course of study that involves

pre college or general. You may have taken a course called Career and Tech and/or Life and Work. Then we graduate and go onto college, the military and/or a job. This where most citizens experience and learn the stages of employability development which is outlined briefly below.

Socialization to Work – Learned in the home, K-12 Educational system and general public.

- Work Role Orientation
- Value Work as an activity
- View Self as Worker
- Expects to succeed in the World of Work

Acquisition of Work – Starts with a first job and learn how to maintain the job.

Career Decision Making Process

- Self Assessment – What am I good at.
- Knowledge/preliminary indication of work conformance expectations
- Knowledge of Labor Market Information
- Knowledge of Occupational Information

- Career Exploration and decision making

Meeting Entry Level Requirements

- Skills (including soft skills and ability to complete tasks)
- Knowledge
- Attitudes
- Certifications

Job Getting

- Locating openings
- Presentation
- Writing applications, resume
- Interviewing

Maintenance of Work – Maintaining a job until it is time to move on.

Conformance to Work Rules

- Attendance punctuality
- Appearance, behavior language

-
- Attitude to supervisor, co-workers, job coaches, customers, etc.

Performance

- Follow instructions, ask questions, keep busy
- Work independently to the level capable
- Satisfactory technical skills

Satisfaction

- Satisfactory interpersonal relationships
- Skilled performance
- Satisfaction with job

Adaptation to the Labor Market

- Orientation to Change
- Acquisition of new position
- Identify goal and meet requirements
- Get new position

For students with severe disabilities, special education services are provided through elementary and high school. These services offer specific individualized programming through the IEP

process or Individual Education Plan and then bridge to community living and employment through Transition Rehabilitation Counselors.

The [Workforce Development Comparison Chart](#) provides an overview of these systems. In reviewing the chart pay particular attention to the four systems described in the each column. Following down the column you will see the process for developing work skills and knowledge that eventually lead to employment in the last row of each column. This is not designed to be an exhaustive presentation on all the possible systems for preparing individuals with disabilities for employment but it does represent the major categories.

Assessment

Chapter 1 Discussion A

After reading the first lesson what do you think this class is going to be about and what are you going to learn?

Chapter 1 Discussion B

Review the bullet point list in the Teaching section starting with Socialization to Work. Of the items on this list which are YOU concerned about in terms of your ability to navigate the world of work once you graduate? How might this concern make you a better mental health worker when you are dealing with your clients?

Chapter 1 Assignment

Workforce Systems

Please write a paper, including title page, that addresses the following two statements:

1. List and describe, in detail, each of the systems that currently contribute to the process of people with disabilities getting employed.
2. Describe the role, in detail, that rehabilitation professionals perform as they interact with these systems and persons with disabilities.

[Grading Rubric for Chapter 1 Assignment](#)

Use the icon below to review resources on writing papers in the iOS and App Tutorial CourseBook.

Look up in iOS and App
Tutorial CourseBook

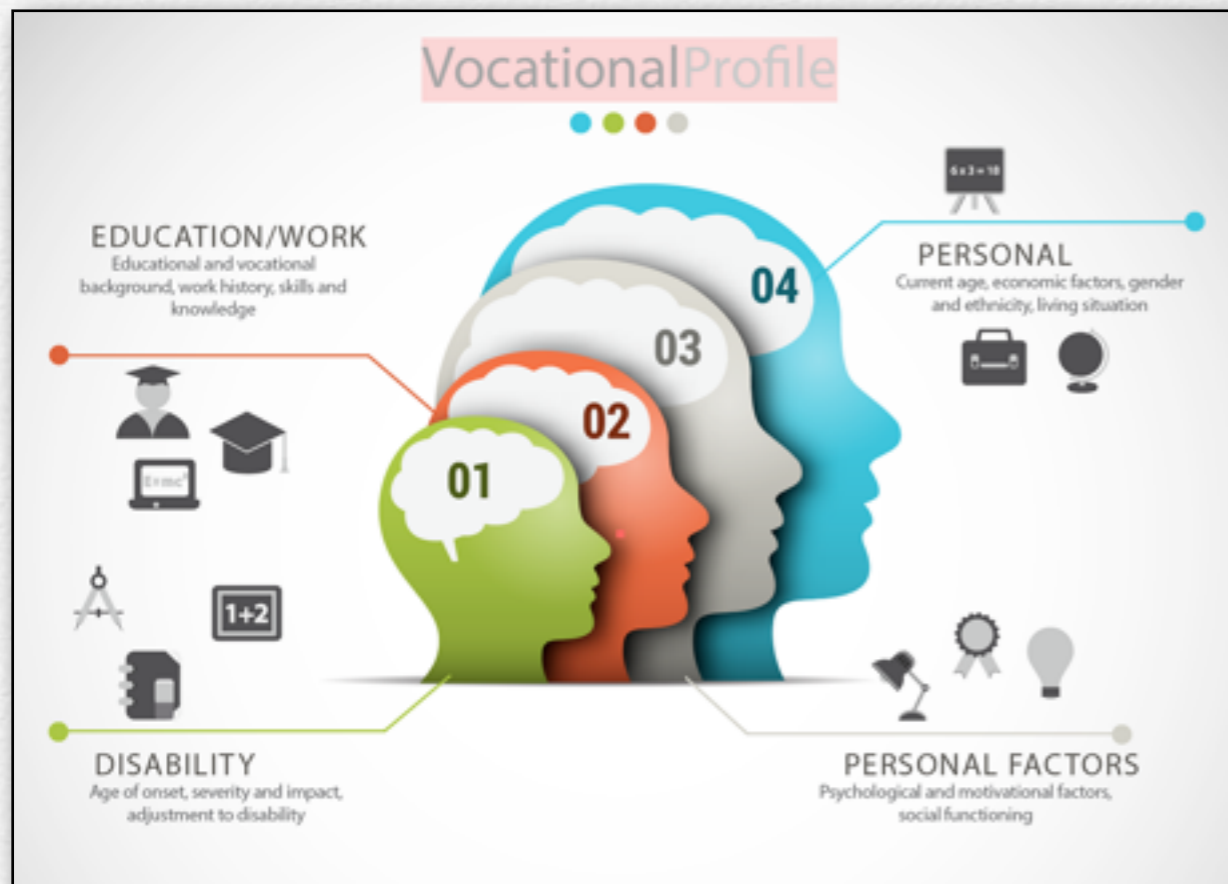


[Text Link](#)

Rehabilitation: A Case Study Approach



Attention



Meeting your Client where they are...

Our clients do not arrive to see us with empty hands. We best serve them when we understand all of their strengths and skills.

We perform a comprehensive Vocational Profile to develop a deep understanding of where someone is at in the development of their vocational identity.

Learning Outcomes

Upon completion of this Chapter, students will be able to:

1. Identify the components of a Vocational Profile.
2. Comprehend how each component provides information that impacts an individual with disabilities in an employment setting.

Teaching

Vocational Disabilities

The key to understanding vocational aspects of disabilities, is understanding the consumers "Vocational Profile" or Comprehensive Assessment of Rehabilitation Needs. In the Vocational Rehabilitation (VR) world, we refer to this as CARNS - the Comprehensive Assessment of Rehabilitative Needs. The Vocational Profile components that we review include:

- Age at onset of disabling condition
- Current age
- Economic factors - including source of income from wages earned as well as other sources such as Supplemental Security Income/SSI, Social Security Disability Income/SSDI, Unemployment Insurance/UI, & family.
- Severity of disability including impact on function and limitations

- Gender and ethnicity
- Education and vocational background
- Psychological and motivational factors
- Work History
- Skills and knowledge
- Psychosocial adjustment to disability
- Living situation
- Social functioning
- Disability

Vocational Aspects of Disabilities are learned in the context of this vocational profile and how this profile fits with the employment systems in the community. Community based employment services are provided based on an understanding of this profile. Each individual vocational profile comes from the experience and history of that individual within the workforce development systems discussed last week.

It is important that you, as a MHRT/C be responsible for understanding the Vocational Profile as it relates to the consumers employment service plan, and any work you do with that consumer supporting them in finding employment.

This vocational profile or case study approach is one part of the holistic approaches to providing effective and sustainable rehabilitation services to individuals with disabilities. This is one of the **10 components of Recovery** that will be discussed later in the class.

Studying case information about consumers who are seeking an employment outcome gives a practical experience to learning how to assist individuals with disabilities entering the workforce. You will find vocational analysis material in the [Dictionary of Occupational Titles](#) including job descriptions and corresponding tasks, aptitudes and functions. This system of job analysis and categorization has been used by The Social Security Administration and the rehabilitation profession since the Rehab Act of 1973.

The United States Department of Labor has replaced this job categorization with [O*Net](#) which is updated on a regular basis. O*Net has labor market information for identifying emerging careers and industries and is a good resource for understanding occupations. The "Your Next Move" section is a good tool for identifying a person's Holland Codes to assist in discovery appropriate career paths.

It is important to become familiar with the O*Net system as this is the current system used by the Department of Labor for labor market research which you will use in the job development function in this course and in the community. In any event, as a

case manager the consumer you work with will be looking at work. The better you understand how this assessment is done the better you can educate the consumer and others who are responsible for job development.

Click [HERE](#) to visit the O*Net Resource Center Interest Profiler Short Form

Reading Assignments and/or Document/Internet Web site Review:

- Briefly review the content of the Dictionary of Occupational Titles at the O*Net site
- [Working on Purpose: 6 Steps to Employment and a Framework for Planning](#)
- [Road to Recovery - Employment and Mental Illness \(NAMI\)](#)

Assessment

Chapter 2 Discussion

Share your Thoughts about the Road to Recovery Document written by NAMI. What insights did this document provide for you? How will it influence your approach to future vocational work with clients?

Chapter 2 Assignment

Vocational Profiles

Please write a paper, including title page, that addresses the following three prompts:

1. List the components of a vocational profile (found in this lesson) and describe how understanding each component will impact the work you do with this client to obtain employment and maintain employment.

2. Complete the O*Net Interest Profiler Short Form for yourself and write a brief summary of your results and your reaction to your results. Were you surprised by the outcome? Explain why or why not.
3. Compose an essay about the reasons why it is important to gather CARNS information as part of developing a thorough vocational profile prior to developing vocational goals and plans. Write your document as if you were explaining this process to client. Your explanation should be clear and provide enough information for the client to make an informed decision on the process. It must reflect a deep knowledge on your part of the importance of this information in vocational planning.

[Grading Rubric for Chapter 2 Assignment](#)

Use the icon below to review resources on writing papers in the iOS and App Tutorial CourseBook.

Look up in iOS and App
Tutorial CourseBook



[Text Link](#)

Disability Identification and Categorization

3

Attention

WHAT IS SECTION 504?

Section 504 of the Rehabilitation Act of 1973 requires Social Security to provide accommodations to qualified individuals with disabilities, ensuring access to our programs and services.

www.socialsecurity.gov/accessibility/504_overview.html

Disability According to Section 504

Without some way to categorize individuals with disabilities it would be very difficult to decide how to help them. Disability is a term used to describe an individual who has a medically determined condition that reduces the individual's function.

The definition of disability under Section 504 of the Rehabilitation Act of 1973 states that a person with a disability includes any person who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment. Major life activities include walking, sitting, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

Learning Outcomes

Upon completion of this Chapter, students will be able to:

1. Identify specific research and reference tools where psychiatric disability is classified, measured, and described
2. Describe the stigma of mental illness and learn strategies for combating this stigma
3. Identify the Employment section (Title I) of the Americans with Disabilities act

Teaching

Mental Disorders

Mental disorders are sometimes referred to as hidden disabilities because there is not always an observable disability such as an inability to walk, or blindness or other physical disabilities.

This course is for Mental Health Rehabilitation Technicians working in the community; however, many times consumers will have more than one diagnosis in combination with their mental health diagnosis. Finding information about these disabilities and their impact on function and access to employment is important to providing case management and other services in the community.

Using your access to EBSCO through the library, find and read the article below:

Ben-Zeev, D., Young, M.A., & Corrigan, P.W. (2010). DSM-V and the stigma of mental illness. *Journal of Mental Health*. 19(4). 318-327.

Click [HERE](#) to review a great website about Hidden Disabilities.

Click [HERE](#) to review and bookmark the information about the American with Disabilities Act

Again, using EBSCO, look up the article: *The Same, but Different?* an article by Goldman on the Disability Discrimination Act of 1995.

Use the link below to look up how to use EBSCO services in the MH Core Content CourseBook

Look up in Mental Health
Core Content CourseBook



[Text Link](#)

It is very important to understand that diagnosis of a psychiatric disability describes a category of patterns of observable behavior. Individuals are not their disability. Physical disabilities are also observable but in many cases have measurable medical evidence.

Specific diagnosis for individuals with psychiatric disorders is done only by professionals who have studied this process extensively and who are licensed to diagnose. However your role as a community rehabilitation provider is to understand the labels and help the consumer adapt to the systems they are working in such as activities of daily living, work adjustment training, one on one teaching, case management and communication. The DSM-5 is a reference tool that you need to be familiar with. We will be referencing this book often as we work our way through the course.

These Diagnostic labels are assigned only by credentialed professionals to provide a common ground for treatment discussion.

DSM-5

If you have not heard of it before, the DSM is the Diagnostic and Statistical Manual of Mental Health Disorders and is used to categorize all sorts of mental disorders and mental illnesses.

The DSM-5 is published by the American Psychiatric Association (this is a different organization than the American Psychological Association - APA). This organization maintains an excellent, resource-filled, website about the ongoing development of the DSM. Here are some links to resources:

- [DSM-5 Home Page](#)
- [DSM-5 Fact Sheets](#) (this is an AMAZING resource related to the changes made in DSM-5 from previous versions, the history and process of how the DSM is created, and specific fact sheets on diagnoses that were changed in this edition.)

Of course, there is nothing like being able to access the actual DSM-5 itself. Copies are maintained in most libraries. The DSM-5 itself is rather expensive. Visit [HERE](#) to learn about getting the DSM-5 in iBooks.



In addition to the DSM 5, you may also encounter another resource known as the ICD-10-CM Codes, which is the diagnostic coding source for medical conditions. Changes in the DSM have brought about changes in the ICD as well.

Visit [HERE](#) to learn more about these changes.

Understanding Work Environments

Before going any deeper into how we use diagnoses in our work, it is important to understand that the focus of our work in Vocational Supports is the workplace environment.

As you may know, work environments are very diverse. Some work places are fast-paced while others are slow-paced. Some are very formal and others are laid back. Some environments have a high tolerance for different kinds of behaviors while some are very strict in how employees are supposed to act.

Each of these factors plays a role in how we match our clients with work environments.

Formal and Informal Work Culture

These difference comprise the specific work environment's "culture". Culture effectively means the norms (specifics regarding the knowledge and behavior of people in the workplace and the physical space), values (what is deemed important by the workplace), and expectations (how people are expected to interact and behave in the workplace).

Work Culture is essentially the term we used to describe all of the beliefs, attitudes, policies, and principles of the workplace. However, there are usually two kinds of work cultures at every organization

Formal Work Culture

When you get a new job, or even when you became a student at KVCC, you were given an "orientation" as to "how things work" and what to expect.



This orientation is usually filled with a lot of information related to the roles of different people, how to accomplish certain tasks, and the "rules and policies" that are written in various manuals (such as an employee manual or even the Student Code of Conduct at KVCC.)

This "formal" set of expectations represents the Formal Work Culture of the organization. It is usually taught in the orientation and we sometimes receive written copies of it.

Informal Work Culture

In every organization there is also an “informal” work culture. This is the “insider” information as to how things “really work” at the job or in the company.



This information can be very important for someone to survive and thrive in the workplace, but it is hardly every included in the official orientation!

People learn the informal work culture through social connections in the workplace. These are the water cooler conversations where important information is passed on from employee to employee. When you make social connections at work, you open the opportunity to be exposed and taught the informal work culture through an informal process!

Challenges to our Clients

The challenge that this presents to our clients is that they are not always invited into these social circles in which this kind of

“education” is taking place. Being able to “make friends” and to have conversations with your colleagues is the only way to access some of this information. Someone has to see that it is important for you to know this information before they will tell you it. Having these social connections will make fellow employees more likely to help you.



Because of the stigma of mental illness and the relatively poor social skills of some of our clients, this can be a challenge.

It is important to help our clients understand that these two cultures co-exist in every workplace and that making “small talk” and making friends with coworkers is the doorway to access this information.

In a way...Diagnoses do not Matter!

Our clients are qualified to receive services from us because they have a diagnosis. That is simply the way that services are paid for. However, our focus, and the focus of much of the work

in Vocational Supports, is on the barriers that are created by the diagnosis, not so much the diagnosis itself.

Let me explain...

A diagnosis describes a set of criteria that a person has to meet to be given that diagnosis. (This is what is outlined in the DSM). These are **SYMPTOMS** that the person displays that meet the criteria.

These **SYMPTOMS**, however, are not as meaningful until they manifest in a specific **ENVIRONMENT**. So, when we understand the typical **SYMPTOMS** that a client has, we can picture how these may manifest in a work **ENVIRONMENT**.

It is important to consider the **ENVIRONMENT** because different places will be differently impacted by the manifestation of the **SYMPTOMS**.

When we consider the **SYMPTOMS** and how they manifest in a specific **ENVIRONMENT** we are better able to identify the **BARRIERS** that are created.

Example: A person has depression and has a symptom of repeating self-defeating statements to himself. In a work environment where the client works alone, these self-defeating statements may not be a barrier. However, if the client is working with customers, these self-defeating statements may make customers uncomfortable.

If you were working with a client like this you would likely not have to create a plan on how to deal with the symptoms if the client was working alone, where as you would need to work on a plan for the self-defeating statements if they were going to be working with customers.

So, as you can see, diagnosis and symptoms are not enough. We need to understand how the diagnosis/symptoms, in a specific environment, create barriers that we then decide to address with our planning!

You can see how this manifests in the Treatment Planning Process outlined in this graphic.

Treatment Planning Process



Assessment

Chapter 3 Discussion

Review the documents which are made available in this weeks lesson plan as it relates to the changes that have been made in DSM 5. Discuss these changes in general and then speculate how they may impact vocational services.

Chapter 3 Assignment

Work Environments

Please write a paper, including title page, that addresses the following four prompts:

1. In relation to different work cultures, what may be the significance for a client between having a hidden disability vs. a non-hidden disability?
2. How might you work with a client to assist them in accessing the Informal Work Culture of their work environment?

3. Summarize the description of the Employment Section (Title I) of the Americans with Disabilities Act.

[Grading Rubric for Chapter 3 Assignment](#)

Use the icon below to review resources on writing papers in the iOS and App Tutorial CourseBook.

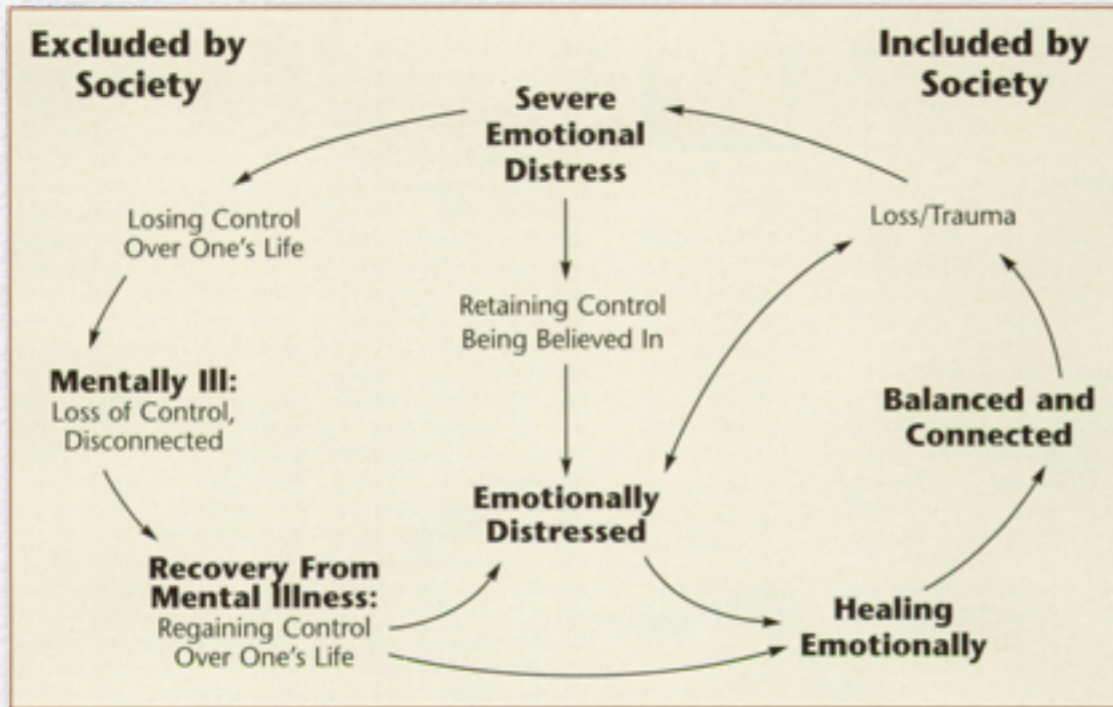


[Text Link](#)

Fundamental Components of Recovery

4

Attention



Recovery

Recovery is a process that has many different meanings in our society.

The process that is outlined in the graphic here is the Empowerment Model of Recovery developed by Dr. Daniel Fisher.

In this model we see the relationship between control over personal behavior and differing levels of control are either included or excluded by society. I really like the term “Balanced and Connected” as a key result of this process.

For each individual, the journey to recovery is a unique one. Supporting a person where they are in this process is key to moving them to the next place.

Learning Outcomes

**Upon completion of this Chapter,
students will be able to:**

1. Explain the National Consensus Statement on Mental Health Recovery
2. List and analyze the importance of the ten fundamental components of recovery as they relate to employment.

Teaching

Mental Illness

Consensus Statement of Mental Health Recovery

Review the [Olmstead Decision](#) and watch the video included in this lesson. Consider how the Olmstead decision assists person with disabilities feel included within their communities.

The Federal government issued the National Consensus Statement on Mental Health Recovery which is based on significant research demonstrating the importance of this philosophy for direct care providers to facilitate success for the consumer.

The statement poses ten fundamental components of recovery as they relate to employment. While these have been specifically issued for individuals with Mental Health disabilities, they also cover Co-occurring Disorders (formerly dual diagnosis) which commonly include a mental health DSM diagnosis combined with Alcoholism or Drug Abuse.

10 Components of Recovery

Self-Direction:

Consumers lead, control, exercise choice over, and determine their own path of recovery by optimizing autonomy, independence, and control of resources to achieve a self-determined life. By definition, the recovery process must be self-directed by the individual, who defines his or her own life goals and designs a unique path towards those goals.

Individualized and Person-Centered:

There are multiple pathways to recovery based on an individual's unique strengths and resiliencies as well as his or her needs, preferences, experiences (including past trauma), and cultural background in all of its diverse representations. Individuals also identify recovery as being an ongoing journey and an end result as well as an overall paradigm for achieving wellness and optimal mental health.

Empowerment:

Consumers have the authority to choose from a range of options and to participate in all decisions—including the allocation of resources—that will affect their lives, and are educated and supported in so doing. They have the ability to join with other consumers to collectively and effectively speak for themselves about their needs, wants, desires, and aspirations. Through empowerment, an individual gains control of his or her own destiny and influences the organizational and societal structures in his or her life.

Holistic:

Recovery encompasses an individual's whole life, including mind, body, spirit, and community. Recovery embraces all aspects of life, including housing, employment, education, mental health and healthcare treatment and services, complementary and naturalistic services, addictions treatment, spirituality, creativity, social networks, community participation, and family supports as determined by the person. Families, pro-

viders, organizations, systems, communities, and society play crucial roles in creating and maintaining meaningful opportunities for consumer access to these supports.

Non-Linear:

Recovery is not a step-by-step process but one based on continual growth, occasional setbacks, and learning from experience. Recovery begins with an initial stage of awareness in which a person recognizes that positive change is possible. This awareness enables the consumer to move on to fully engage in the work of recovery.

Strengths-Based:

Recovery focuses on valuing and building on the multiple capacities, resiliencies, talents, coping abilities, and inherent worth of individuals. By building on these strengths, consumers leave stymied life roles behind and engage in new life roles (e.g., partner, caregiver, friend, student, employee). The process of recovery moves forward through interaction with others in supportive, trust-based relationships.

Peer Support:

Mutual support—including the sharing of experiential knowledge and skills and social learning—plays an invaluable role in recovery. Consumers encourage and engage other consumers in recovery and provide each other with a sense of belonging, supportive relationships, valued roles, and community.

Respect:

Community, systems, and societal acceptance and appreciation of consumers —including protecting their rights and eliminating discrimination and stigma—are crucial in achieving recovery. Self-acceptance and regaining belief in one’s self are particularly vital. Respect ensures the inclusion and full participation of consumers in all aspects of their lives.

Responsibility:

Consumers have a personal responsibility for their own self-care and journeys of recovery. Taking steps towards their goals may require great courage. Consumers

must strive to understand and give meaning to their experiences and identify coping strategies and healing processes to promote their own wellness.

Hope:

Recovery provides the essential and motivating message of a better future— that people can and do overcome the barriers and obstacles that confront them. Hope is internalized; but can be fostered by peers, families, friends, providers, and others. Hope is the catalyst of the recovery process. Mental health recovery not only benefits individuals with mental health disabilities by focusing on their abilities to live, work, learn, and fully participate in our society, but also enriches the texture of American community life. America reaps the benefits of the contributions individuals with mental disabilities can make, ultimately becoming a stronger and healthier Nation.

Successful community based programming has evolved to a community based individual recovery process or model from an institutional model. This transition started after the Olmstead Decision required treatment professionals to adapt their methods to a more community oriented approach. The ideal of this approach promotes giving the individual consumer more choices and increases their responsibility to make those choices. In institutional settings individual choice was almost non-existent.



Olmstead
Community Support

[Text Link](#)

However, in the community, this system of treatment adds significant responsibility to the individual consumer. Unless the client makes a conscious choice to recover, it probably will not happen.

While there still may be a need for medication and other medical treatment when biomedical imbalance exists, this new process transcends the medical model with a significant paradigm shift. It adds a spiritual dimension to the healing process.

The spiritual dimension adds the awareness that some consciousness exists beyond one's ego and body. The consumer accepts where they are, becomes present in the moment and does what needs to be done. This is spiritual in that it relies on faith in something yet unseen. Some people choose to relate this to a higher power.

Others consider it a function of the mind, in any event the belief that a better situation is possible must be held by the consumer before adaptation to the community occurs.

This way of thinking can be encouraged and nurtured by the community rehabilitation professional but ultimately the consumer must make this attitude their own. Recovery will not begin to happen until the client believes it is possible and the awakened consciousness of this possibility is present.

Community rehabilitation professionals (e.g., case managers, employment specialists, job coaches, and other community support staff) certainly have a significant role to play in encouraging consumers to recover, but ultimately it is the responsibility of the consumer.



Assessment

Chapter 4 Discussion

Share stories in regard to your own process of recovery or achievement. Achievement can follow the same sort of process as recovery.

Chapter 4 Assignment

Components of Recovery

For this assignment you are going to create a personal slideshow video using Adobe Spark Video.

Your slideshow must include appropriate text and graphics to support your recorded narration.

Review the 10 Components of Recovery across the various resources in the Lesson Plan. Select **three** and explain how each component would be important in relation to employment. Be sure that your explanation of the three components includes the

name of the component, an explanation of what the component is, how it relates to work, and an EXAMPLE (you can make one up if you do not have a real-world example.)

[Grading Rubric for Chapter 4 Assignment](#)

Click the app icon below to get this app!



[Text Link](#)

Use the icon below to review resources on writing papers in the iOS and App Tutorial CourseBook.

Look up in iOS and App
Tutorial CourseBook



[Text Link](#)

Supported Employment

5

Attention



Help...on the job

Sometimes people with disabilities need help learning and maintaining acceptable performance levels on the job in order to keep the job. We all need help with some things sometimes.

Learning Outcomes

Upon completion of this Chapter, students will be able to:

1. Identify and describe the current and evolving research regarding evidence-based practices in employment of individuals with psychiatric disabilities, including supported employment.
2. Identify the potential benefits of supported employment to the employer

Teaching

Mental Illness

Read the following article:

Wehman, P. & Bricout, J. (N.D.). [Supported employment: Critical issues and new directions](#). Retrieved on January 4, 2018 from www.worksupport.com.

There are multiple sources for information about evidence based practice. Evidence based practice essentially is a scientific method of effectively using the best research evidence available and integrating it with clinical expertise, cultural competence and the values of the persons receiving the services. This approach should have consistent scientific evidence showing improved outcomes for consumers. Non evidence practices rely on other sources for decision making and while these methods may bring immediate gratification to the consumer or program, in the long run evidence based programming demonstrates more stability and transformational change in consum-

ers. For the purposes of this course evidence based practice refers to the documented success with Supported Employment helping individuals identified with mental health problems (including co-occurring disorders and substance abuse), as the best approach to helping consumers reach their full potential including employment. The US Department of Labor, Office of Disability Employment Policy website (<http://www.dol.gov/odep/>) describes supported employment as follows.

What is Supported Employment?

Supported employment facilitates competitive work in integrated work settings for individuals with the most severe disabilities (i.e. psychiatric, mental retardation, learning disabilities, traumatic brain injury) for whom competitive employment has not traditionally occurred, and who, because of the nature and severity of their disability, need ongoing support services in order to perform their job. Supported employment provides the use of job coaches, transportation, assisted technology, specialized job training, and/or individually tailored supervision.

Supported employment is a way to move people from dependence on a service delivery system to independence via competitive employment. Recent studies indicate that the provision of on-going support services for people with severe disabilities significantly increases their rates for employment retention. Sup-

ported employment encourages people to work within their communities and increases self-efficacy, social interaction, and integration.

Definitions

The following is a list of terms and concepts related to Supported Employment.

Job Coach

A job coach is a person who is hired by the placement agency to provide specialized on-site training to assist the employee with a disability in learning and performing the job and adjusting to the work environment.

Natural Supports

Natural supports arise from supervisors and co-workers, such as mentoring, friendships, socializing at breaks and/or after work, providing feedback on job performance, or learning a new skill together at the invitation of a supervisor or co-workers. These natural supports are particularly effective because they enhance the social integration between the employee with a disability and his/her co-workers and supervisor. In addition, natural supports may be more permanent, consistently and readily available, thereby facilitating long-term job-retention.

Basic Components

Supported employment services should achieve the following outcomes: opportunity to earn equitable wages and other employment-related benefits, development of new skills, increased community participation, enhanced self-esteem, increased consumer empowerment, and quality of life. The types of supported employment services used depend on the needs of individual consumers. The following are the basic components of supported employment:

Paid Employment

Wages are a major outcome of supported employment. Work performed must be compensated with the same benefits and wages as other workers in similar jobs. This includes sick leave, vacation time, health benefits, bonuses, training opportunities, and other benefits.

Integrated Work Sites

Integration is one of the essential features of supported employment. Individuals with disabilities should have the same opportunities to participate in all activities in which other employees participate and to work alongside other employees who do not have disabilities.

Ongoing Support

A key characteristic which distinguishes supported employment from other employment programs is the provision of ongoing support for individuals with severe disabilities to maintain employment.

Supported Employment Models

Several supported employment models are being used to provide the benefits of work for people with severe disabilities. They are listed below.

Find the following article:

Henry, A.D., Petkauskos, K., Stanislawzyk, J., & Vogt, J. (2014). Employer-recommended strategies to increase opportunities for people with disabilities. *Journal of Vocational Rehabilitation*. 41(3). 237-248

Use the link below to look up how to use EBSCO services in the MH Core Content CourseBook

Look up in Mental Health
Core Content CourseBook



[Text Link](#)

Individual Placement Model

A person with a disability is placed in a job which best suits his/her abilities and preferences. Training is provided on the job site in job skills and work related behaviors, including social skills, by a job coach. As the employee gains skills and confidence, the job coach gradually spends less time at the work site. Support may or may not be completely removed. The private or public vocational rehabilitation agency furnishing the job coach is always available to the employer for retraining for new assignments, assisting in dealing with challenging behaviors, supplying periodic consultations with co-workers and employer, giving orientation and training for co-workers. Off-site job coaching is also available. This is where the employee and job coach meet off site (away from the work site) to discuss how work is going. It is during these meetings that a job coach may pick up on issues that may be going on such as interpersonal difficulties with co-workers or probable issues developing. These off site meetings may be followed up with an on site meeting with the employer.

Enclave Model

A small group of people with disabilities (generally 5-8) is trained and supervised among employees who are not disabled at the host company's work site. Persons in the enclave work as a team at a single work site in a community business or industry. Initial training, supervision, and support are provided by

a specially trained on-site supervisor, who may work for the host company or the placement agency. Another variation of the enclave approach is called the "dispersed enclave." This model is used in service industries (e.g., universities, restaurants, and hotels). Each person works on a separate job, and the group is dispersed throughout the company.

Mobile Work Crew

A small crew of persons with disabilities (up to 6) works as a distinct unit and operates as a self-contained business that generates employment for their crew members by selling a service. The crew works at several locations within the community, under the supervision of a job coach. An example of this work could be within janitorial or grounds keeping positions. People with disabilities work with people who do not have disabilities in a variety of settings, such as offices and apartment buildings.

Small Business Model

Within a small business, there may be up to six employees with disabilities, but not more than the number of employees without disabilities. The small business operates like any business, generating work and paying employees from revenues received. The small business is located within the community.

Assessment

Chapter 5 Discussion

Discuss the ways in which you might approach an employer regarding the benefits of hiring your client. (Watch the video included in this lesson).

In addition, discuss the role(s) of the MHRT/C as a community based rehabilitation professional in the delivery of an evidence-based supported employment program.

Chapter 5 Assignment

Convince Me!

For this assignment I want you to role play that you are a Job Developer and you are presenting to an employer (who has never hired individuals with disabilities in their workplace before.)

The employer says to you: "You have two minutes to convince me that I should hire individuals with disabilities."

Record your speech (audio only) to answer this question to the employer.

[Grading Rubric for Chapter 5 Assignment](#)

Look up the options for recording audio on your iPad by exploring the iOS and Tutorials Course Book.

Look up in iOS and App
Tutorial CourseBook



[Text Link](#)

Informal Vocational Assessment

6

Attention



Assessment

We use the term “informal” at this point because we are really talking about conducting fact-finding interviews and checklists rather than formal standardized assessments.

All of these, however, are important in not only developing a vocational plan, but on building relationships with our clients.

Learning Outcomes

Upon completion of this Chapter, students will be able to:

1. Students will apply knowledge and information collected from the vocational profile to determine job readiness of a consumer and to match interest, abilities, and capabilities of consumers with jobs that exist in the labor market.
2. Students will utilize the Job Readiness Checklist and compare characteristics of the consumer with the amount of support required to successfully perform in each category.

Teaching

Extending the Profile

In this chapter, we are going to extend that profile to an informal vocational assessment and job ready checklist, a process that identifies specific teaching moments where information can be easily provided to the consumer to increase his or her ability to adapt to the specific employment environment [system] they will be working in. This occurs throughout the entire rehabilitation process; it can be the function of a case manager, community support person, residential staff, VR counselor, job developer, etc.

If done correctly it will not feel like some formal test the consumer is undergoing but rather a conversation about what works and what doesn't work in a place of work. Ultimately the consumer will learn to self assess in these areas, just like they check the mirror for smudges on their face or a collar up or some other factor which may make a poor impression. At times this self check is not easily achieved by a consumer. However,

when the self assessment is completed by the consumer as a routine habit, employment success is more often achieved and sustained. The consumer you are working with may or may not have had a formal vocational assessment sponsored by Vocational Rehabilitation Services or another vocational program, but as an ACT Team member, employment specialist or job coach part of your role is to understand the ongoing vocational issues of the consumer and promote continuous improvement.

Recognizing our transferable skills is crucial in deciding upon a career path. This is done through person-centered planning. The essence of a person-centered planning approach is to help a person identify personal desires and start taking steps to achieve his or her desires and dreams through employment. Check out this link to see a self assessment to assist in recognizing skills.

[Transferable Skills Self-Assessment](#)

Now that we have looked at transferable skills analysis and vocational profiles as initial tools for intake and getting to know a consumer you will be providing employment services to. This information is collected during a comprehensive psychosocial interview that most agencies conduct with new referrals. This process will have identified some basic information about the consumer that will promote them to move toward permanent employment.

[Job Readiness Checklist Definitions](#)

[Job Readiness Checklist](#)

Click [HERE](#) to review a sample Job Readiness Checklist

Assessment

Chapter 6 Discussion

Review the Job Readiness Definitions, the Checklist, and the sample. Identify a specific mental illness of your choice, identify a single symptom, and describe how that symptom may impact (create a BARRIER) at least one of the areas assessed in this form. Remember, BARRIERS are specific to the ENVIRONMENTS in which those BEHAVIORS need to happen.

**You are NOT discussing the example of Robert L.
Make up your own case.**

For your reply post, suggest a way that you might go about removing the BARRIER (not the symptom) that your peers have identified.

Example: Robert L. has Schizophrenia that is pretty well managed by medications but he can become easily overwhelmed with details. Since his plan (see sample) involves getting training first, my intervention would be to work with the school that provides the training on Dog Grooming to develop a modified curriculum which would allow Robert to work alone on small steps of each aspect of the training. We would

likely have shorter classes and each class would cover only a small part of the job training.

As you can see, this addresses the BARRIER, not the symptom, in the ENVIRONMENT (Dog Grooming Training Class) that could facilitate Robert's success in this plan.

Chapter 6 Assignment

Job Readiness Checklist

Review the Job Readiness Checklist Sample (Robert L.) found in the Chapter. Summarize the findings in about two paragraphs and develop a plan as to what YOU would do with this person. This should reflect the setting of priorities and a very brief treatment plan.

[Grading Rubric for Chapter 6 Assignment](#)

Use the icon below to review resources on writing papers in the iOS and App Tutorial CourseBook.

Look up in iOS and App
Tutorial CourseBook



[Text Link](#)

Job Development



Attention



Getting to the job...

JOBS, JOBS, JOBS, where are they? An interesting fact is that when there is 10 % unemployment, there is still 90 % employment. That is a pretty good statistic.

Most survey's return somewhere between 15 and 30 %. More than 50% of marriages end in divorce and the percent of unemployed people with disabilities compared to the 10 % currently unemployed is more than 40 %.

So how do we get jobs for individuals with disabilities? We develop them by meeting employers needs for good, loyal and productive employees.

Learning Outcomes

Upon completion of this Chapter, students will be able to:

1. Understand the role of a MHRT/C in supporting an individual pursuing a vocational goal.
2. Identify job development tools and the informational vocational assessment process in order to collaborate with the process.

Teaching

Dealing with Employers

Your job description as a staff person with a MHRT/C certification may vary depending on the agency you are working with, how your agency is paid for your service and specifically the target group of consumers you are assigned to work with. Case management of mental health consumers is a common job that individuals with this certification obtain.

Many case managers are not job developers, job coaches or employment support staff. But because many of your clients may have another agency working with them in one of these capacities it is important for you to understand the role of an employment specialist. One of the primary responsibilities of an Employment Specialist is job development.

Job development, simply put, is finding, developing and supporting a job for a consumer that matches their vocational profile and will result in a permanent placement. Job development

combines a marketing/sales component with case management, employment counseling and supported employment.



Networking with individuals is a skill that can be developed in ourselves and in our clients. Being able to connect with others in order to access both formal and informal cultures in the work place are vital to success.

Finding or Creating Job Openings

There are basically two ways to identify labor market opportunities. The public market and the private market. The public market includes:

- [Maine Jobs Monster](#)
- [Indeed.com](#) (or use the [app!](#))
- [Monster.com](#)
- [USA Jobs in the Federal Government](#)

- [Maine Department of Labor Jobs and Training](#)



The private market includes more than 50 % of available jobs in what is commonly called the hidden market. These are jobs that are not publicized and are obtained through personal contact with the company hiring officials or networking with industrial trade groups or professional associations. These jobs are discovered through neighbors, family members and friends or other networking. They also can be created through a process called the "employment proposal" which is a suggestion made directly to a company owner or other hiring authority that a new product or service would result in new profits if a particular job was created for the consumer you are working with.

Matching the Employer needs

The final step is matching the employer needs with the skills of the consumer you are working with. This includes know what accommodations are required for the individual to successfully perform the essential functions of the job. This involves employer relations – Human Resources how does an employer see employees. What is the hiring process of employers? It is the same at every employer? How can the employer benefit from hiring the consumer? What are some of the objections that an employer might raise?

The following article gives detailed information about a Labor Market Survey.

Van de Bittner, S., Toyofuku, M., & Mohebbi, A. (2012). [Labor market survey methodology and application](#). *The Rehabilitation Professional*. 20(2). 119-136.

The following video relates some of the important perspectives related to working with potential employers. Denise Bissonnette, the narrator, focuses on the “example of job seekers with disabilities, explains her conviction that job developers should engage employers in a "partnership" relationship.”



Working with Employers

[Text Link](#)

Review the Document “[Dealing with Employer Objections](#)”.

Once a Job is Developed

Once a job is found, employment supports if required, may need to be put in place. These supports may be on the work site, on-call during the work time, in the home or community. These supports may be natural, such as a friend, family member, or co-worker or paid long term support provided by a **Community Rehabilitation Provider**.

The community rehabilitation service provider may work as part of a team developing a permanent sustainable job for a consumer. Job Coaching and related long term support services are also an integral part of keeping a consumer on the job. If you are working in the supported employment role of the consumers world of work, it is important for you to understand how job development is successfully done.

The job development function in a community rehabilitation agency is more than checking the news paper and other pub-

licly advertised openings. It involves both identifying openings through published media (e.g., Newspapers, Internet, other), contacting potential employers with something called an employment proposal and providing necessary support to assist the consumer in maintaining the job.

Job development includes many sub categories of function depending on the organizational structure and the role that a community rehabilitation staff person may be assigned. These may include:

- Job Placement
- Job Coaching
- Job Carving
- Employment Proposals
- Long term support

The agency setting can be in a state agency, a private non-profit agency, an ACT team or in an employment agency. Throughout the United States there are multiple organizations that may provide these services in both public and private settings.

In Maine, there are a number of organizations that either provide funding for job development services or provide services

directly through grant or per unit billable time service agreement.

The exact setting or job title is not as important as understanding the role of a community rehabilitation employment service provider. The focus of this section of the course is to help community rehabilitation service providers learn specific direct care strategies and tools so they can successfully facilitate an employment outcome for the consumers they are working with.

The ultimate goal of job development services is for the consumer to become permanently employed. This employment may be in supported employment with natural, onsite or off site supports from staff at community rehabilitation agencies, or at completely independent employment. There are three basic components of successful job development:

Vocational Profile and Work Capacity

Understanding a consumers vocational profile including their work capacity is a very important. When working with a State Vocational Rehabilitation Program the consumers vocational profile will be identified by the Vocational Rehabilitation Counselor (VRC) in the Individualized Plan for Employment (IPE). In some agencies job development may be a job function without the expertise of a Vocational Rehabilitation Counselor.

Click [HERE](#) to visit the State of Maine Department of Labor: Bureau of Rehabilitation Services

Good job development can still be done without the extensive analysis done by VR counselors, because in many cases a consumer will know what they can and want to do. But in cases where your client is not eligible for VR or is on a wait list, you or an Employment Specialist in your agency may need to complete the vocational profile as discussed previously in this course.

An important part of this profile is that the functional capacities related to behavior sometimes change. Meaning... the vocational profile changes, depending on the specific diagnosis and adaptability. A good way to approach this is to have a clear understanding of a “good” day and a “bad” day and work with that criterion. Learning and keeping in mind these informal vocational assessment technique's such as the employability development stages or the job readiness checklist will help you be effective if this role is assigned to you by your employer. Remembering these tools when informal conversational teaching moments arise is the key.

If you are a case manager, understand the fluidity of the job development process is important as you manage and facilitate the daily living situation of the assigned consumer.

Your job with a community rehabilitation provider, if assigned an employment support role, is to facilitate the job search of the consumer providing feedback and observations (informal vocational assessment) of where the consumer may be stray from the job readiness behavior. It is important to understand the kinds of jobs the consumer is suited for which includes their skill set and functional capacity and the necessary amount and type of support required for the client to sustain this capacity and to keep the consumer focused on jobs that fit.

Assessment

Chapter 7 Discussion

Review the list of potential employer objections. Discuss any of these that you feel might be difficult to resolve. Place yourself in the position of the EMPLOYER and consider your own thoughts and biases about employing individuals with a mental illness.

Employer Relations



Attention



Healthy Workplaces

The United States of America and much of the world practices capitalism as an economic reality. The basis for capitalism is that a product or service is offered and customers purchase it for a monetary amount less than it costs to produce.

Employees of these business make the product or provide the service. When employees work efficiently, provide good customer service and maintain a sense of urgency usually the business thrives. When the cost of production increases to a sum larger than sales income a company goes under, fails and ceases to exist.

Employees are a key to a profitable business. People with disabilities can become excellent and productive employees when they do the work assigned within the established standards set by management.

Understanding all the concerns of a business and linking those concerns with your goals for your client, can be a good strategy for an ongoing positive relationship with the employer.

Learning Outcomes

Upon completion of this Chapter, students will be able to:

1. Describe the employer perspective in terms of profit, production, human resource function and overall efficiency.
2. Identify external influences in a business cycle and describe some of the barriers to these uncontrollable variables.

Teaching

Understanding the Business World

There are many college degrees, books, and far more detailed explanations about business operations than this week's topic will present. The objective of this lesson is to provide some basic understanding of the world of business.

Without some basic understanding of business you may have difficulty communicating with business owners about why they should hire individuals with disabilities and how it will benefit their product sales, service and customer satisfaction.

This is a starting point. If you have some business experience, this will remind you of some of the challenges; if you have no experience with business, your understanding begins with this Chapter's topic.

As you do this work you will gain insights about human resources, business operations and the overall concept that indi-

viduals with disabilities can and do benefit employers in many important ways.

Business Processes and Cycles

At the beginning of this Chapter, there was a graphic representing some of the areas of concern for managers in a business.



Consider each of these issues as co-existing within the managers mind at all times. Each of these issues is important in establishing and continuing the existence of the business.

Depending on the size of the business and the leadership, these processes can be either very formal or very informal. Understanding the mindset of the business manager is going to be critical in order for you to really understand all the industries into which you may help your clients find work.

Business Cycles

Every business you encounter will exist within an economic context. The economy of the country/state/region that you are working in.

Business processes follow cycles related to other businesses, economic health, wealth, income, employment, and any number of other factors that come into play.

Select [HERE](#) to view a website on Business Cycles for some great information about the interaction between all of these factors.

Example: Why does this matter? Well, consider this. Let's say that you are working with an individual to help them find work in lawn care and landscaping. For one, depending on where you live, this may be seasonal work. In Maine, many of the landscaping companies either close for the winter or diversify into snow removal services.

In addition, weather will play a role. If the weather has been good for growing in the Spring, then there will be more opportunities to mow lawns and do other forms of landscaping. There is going to be an increase in the demand for landscaping work which could open up more jobs.

However, the regions degree of unemployment may also play a role. There may be plenty of landscaping jobs available, but if there are lots of people seeking these jobs, your clients are going to have to compete with others for the work.

Finally, ups and downs in other businesses and in the general economy may impact whether or not someone HIRES a company to do the landscaping or simply decides to do it themselves. There are always landscaping jobs for some people such as at businesses and parks...but the household landscaping opportunities may vary.

So, as you can see, being aware of environmental and economic factors can inform your strategy when working with a client.



Disability Awareness

Some businesses you encounter may have very little knowledge about disabilities or disability rights and services. They may even be discriminating and not even know it! It view of

keeping a positive relationship with employers, we want to help them and educate them on these issues.

Review the free online course on Work Support.com called [Disability Awareness HR Management Online Seminar](#)

You will not be tested on the specific content of this online seminar. But you should gain an employer perspective that will increase your effectiveness in communicating with employers around hiring individuals with disabilities.)

This page is full of information and easy to navigate. One area of this page I think you will find helpful is within the link "my story." It will take you to a Web board on the VCU website.

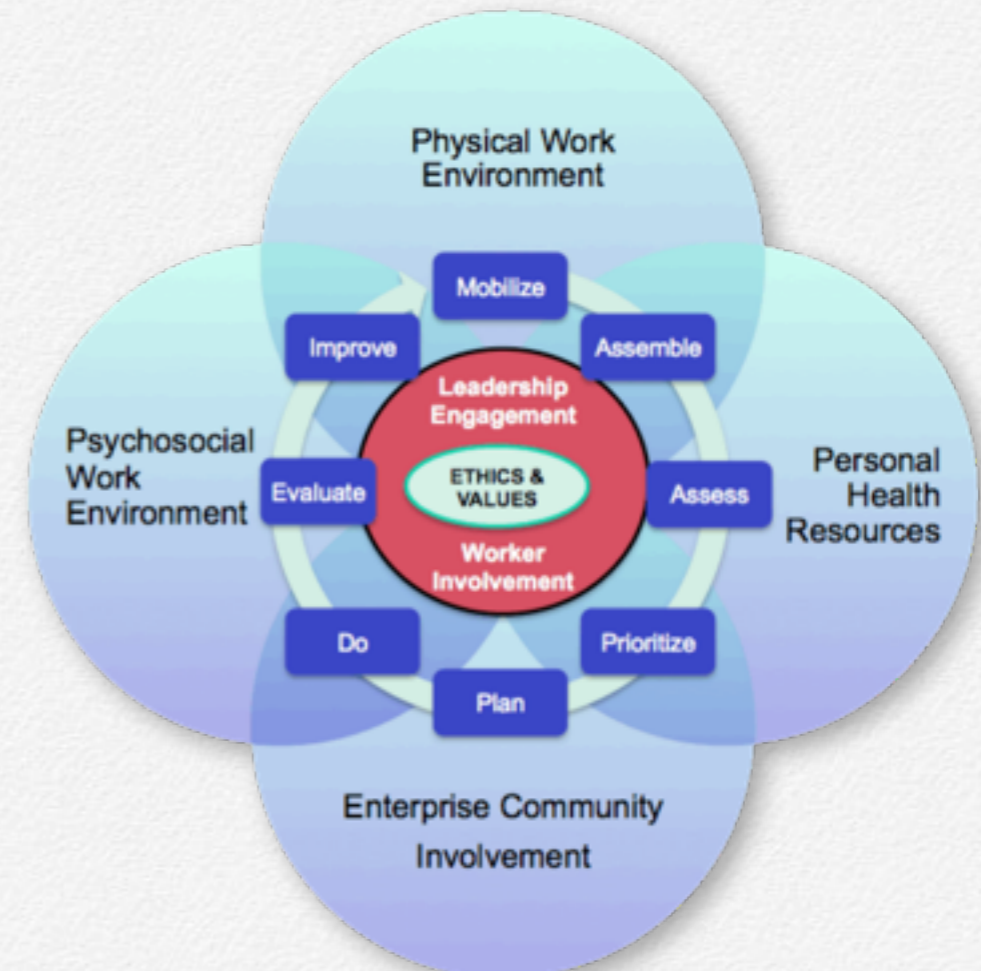
Healthy Workplaces

Some organizations are more “healthy” than others. We might hear of some places being “toxic” or difficult to work at. It is important that we evaluate our own workplace as well as those that we encounter with our clients to ensure that they are “healthy”.

The World Health Organization has developed some standards in this regard. The following graphic portrays the factors associated with a healthy workplace.

You can see that the model embraces 4 environments (Physical, Psychosocial, Enterprise, and Personal) and is lead by engaged and involved leadership and workers.

Workplaces that embrace this model are not only better places to work, but have been shown to be more successful. A workplace like this would provide a number of avenues to engage with both leadership and workers to establish and maintain good working relationships.



Assessment

Chapter 8 Discussion

Share any thoughts or experiences you may have about dealing with people with different personalities in the workplace. What was done well? What could have been improved?

Be sure to incorporate some of the information you learned from the Disability Awareness HR Management Online Seminar

Chapter 8 Assignment

Article Annotation

In this assignment you are going to learn how to access our on-line database of peer-reviewed articles, find a specific article (see below), and then utilize Liquid Text (an app) to annotate the PDF of the article. Rather than take notes, this app allows you to open up the PDF and add notes, highlight, and even copy sections of the article into a workplace as "notes".

Getting the Article

For this assignment you will need to utilize the KVCC library EBSCO services.

Use the link below to learn how to use our KVCC Library Services.

Look up in Mental Health
Core Content CourseBook



[Text Link](#)

Once you are in EBSCO, search for the following article and download it to your iPad:

Hartnett, H., Stuart, H., Thurman, H., Loy, B., & Batiste, L.c. (2011) Employers' perceptions of the benefits of workplace accommodations: Reasons to hire, retain, and promote people with disabilities. *Journal of Vocational Rehabilitation*. 34(1). 17-23.

Annotating the Article

Once you have downloaded the article in PDF format to your iPad...you are ready to use the app!

Using **Liquid Text** find the answers to the following questions and create notes (highlighting the text in the PDF and dragging the text block to the workspace to create a note...be sure to write a comment indicating which question the selected text block is answering - this will make more sense once you start using the app!) Here are the questions (remember, you need to answer each of these questions by creating a block of text from the PDF):

1. What serves as the nation's most comprehensive resource on workplace accommodations?
2. Who agreed to participate in this project and who do they represent?
3. What are the key goals for rehabilitation professionals and social workers?
4. In a study conducted by the US Chamber of Commerce, employees with disabilities are said to be _____ and _____.
5. What is a "third party benefit"?
6. How many employers participated in the research study?
7. How was data collected for this study?
8. What did the participating employers in this study report as the most common accommodation solutions?

Submitting the Assignment

When you have completed the annotations to the PDF using Liquid Text, you can submit the file to the corresponding drop box in Blackboard.

Part of this assignment is simply to introduce you to a powerful tool for doing research and annotating articles!

[Grading Rubric for Chapter 8 Assignment](#)

Click on the icon below to download Liquid Text to your device.



[Text Link](#)

Click on the icon below to access a tutorial on how to use Liquid Text in the iOS and Tutorials CourseBook.

Look up in iOS and App
Tutorial CourseBook

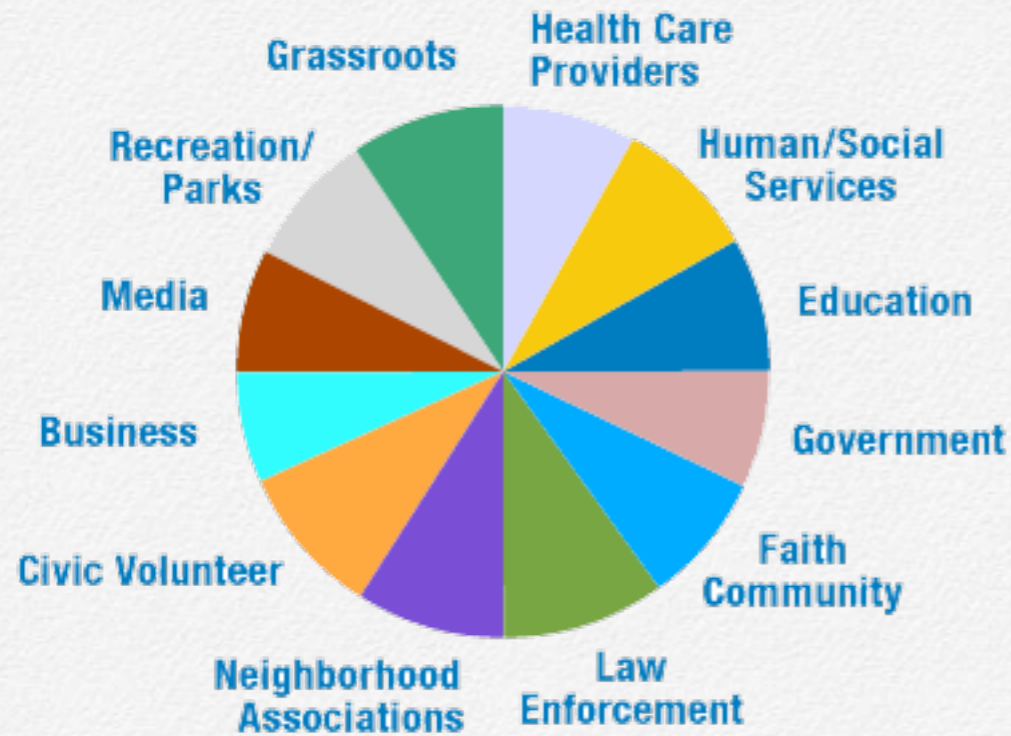


[Text Link](#)

Community Resources



Attention



The Community Wheel

www.MarinInstitute.org

Community

There are many resources in the community that consumers must access and interact with to recover and develop self sustainability. Keeping track of them all in an organized way will make your job be much easier. They will be at your fingertips so that you are able to refer your clients as they are appropriate.

Developing a resource file will also assist you in collaboration with those on your team as the resources you bring to the table may just be the glue that allows the process for your client to continue towards success.

Learning Outcomes

Upon completion of this Chapter, students will be able to:

1. Develop a plan to organize and quickly access community contacts (e.g., other agencies, recreational facilities, hospitals, schools, Internet sites, etc) that you will need to contact each day to provide good service to the consumers you are working with.
2. Develop the knowledge and application of the American with Disabilities Act by determining the accommodations that may be required for an individual with disabilities to successfully obtain and sustain employment.

Teaching

Knowing what is out there

In a holistic therapeutic environment, community rehabilitation staff need to interact with many different agencies and resources to provide the support consumers require to live and work in the community. These include state agencies, hospitals, doctors, private non profit agencies, physical therapy, specialty centers such as those which focus on brain injury, family members, clergy, educators and many others.

Additionally, internet sites (use the bookmark function on you web browser) can provide a very quick reference to problem solving for particular consumer service. You should have all these resources made readily available.

The systems that a consumer must interact with to obtain and sustain employment include the Career Center, on line services such as Indeed.com, employers, Maine Job Bank and others. Professional rehabilitation providers need to have a readily

available resource list of contacts and other resources so that when they need assistance they can easily make contact. Time spent looking up agency names and addresses is wasted time that could be spent with the consumer or completing necessary documentation. You and your clients will benefit from you setting up a file or list in your computer contacts.

Web Resources

In addition, being aware of the provisions of the American with Disabilities Act is an important resource for community rehabilitation service providers. You are an ambassador of sorts for individuals with disabilities and having a clear understanding of the ADA, it's application and context in the community is an important part of the professional knowledge base of a community rehabilitation provider.

Follow these links for information which will be very applicable to the work you do in the future.

<http://www.employmentforme.org/providers/legal.html>

<http://www.ada.gov/>

<http://askjan.org/>

These resources are all “National”...consider how many LOCAL resources there are in your community and in the State of Maine!

One popular community-based resource for vocational support are the Clubhouses.

Clubhouses in Maine

Kennebec Behavioral Health is on the forefront of supporting Clubhouse Model facilities in Maine. They operate three of them right now.



[Text Link](#)



[Text Link](#)



[Text Link](#)

Penobscot Community Healthcare operates a Clubhouse in Bangor called Unlimited Solutions Clubhouse



[Text Link](#)

Click on the logos to visit each Clubhouse!

Each of these facilities is built around and promotes the Clubhouse Model that is delineated by [Clubhouse International](#).

Visit Clubhouse International to learn about the expectations and structure of ALL Clubhouses around the world!

To learn a bit more about how these Clubhouses work, check out the video below from High Hopes!



[Text Link](#)

Assessment

Chapter 9 Discussion

Take some time this week to seek out resources in your community that you didn't know about. These can be resources specifically available to persons with disabilities or available to serve the general public. However, given the topic of our course I am hoping you will seek out those resources that could benefit you as you enter the field as an MHRT/C and that sharing these will help each other in the future.

Do some additional searches in the App Store and see if you can locate an app that will allow you to organize your resource lists. A sort of “black book” of addresses and contacts that you could use. Share your ideas about how your iPad could be an invaluable tool to store these resources.

Chapter 9 Assignment

Community Resources

Please write a paper, including title page, that addresses the following two prompts:

1. Write a brief description of your plan to keep track of all the various community resources you might need to contact to assist your client with employment related services. Include the sources you will use to access the American with Disabilities Act.
2. List three links related to American with Disabilities Act (ADA) law that you think you might want to keep handy and why. Be sure to include the actual links in the answer.

[Grading Rubric for Chapter 9 Assignment](#)

Use the icon below to review resources on writing papers in the iOS and App Tutorial CourseBook.



[Text Link](#)

Vocational Factors Impacted by Drug and Alcohol Use

10

Attention



Impact of Substance Use

According to SAMHSA's [National Survey on Drug Use and Health \(NSDUH\) – 2014 \(PDF | 3.4 MB\)](#), about two-thirds (66.6%) of people aged 12 or older reported in 2014 that they drank alcohol in the past 12 months, with 6.4% meeting criteria for an alcohol use disorder.

Also among Americans aged 12 or older, the use of illicit drugs has increased over the last decade from 8.3% of the population using illicit drugs in the past month in 2002 to 10.2% (27 million people) in 2014. Of those, 7.1 million people met criteria for an illicit drug use disorder in the past year.

The misuse of prescription drugs is second only to marijuana as the nation's most common drug problem after alcohol and tobacco, leading to troubling increases in opioid overdoses in the past decade.

These statistics are just the tip of the iceberg identifying the potential problem of Drug and Alcohol abuse. In many cases this abuse is combined with a mental illness diagnosis. As community rehabilitation providers you will find that individuals with these concerns make up a large number of the consumers you work with.

Learning Outcomes

Upon completion of this Chapter, students will be able to:

1. Understand the role of a MHRT/C in supporting an individual with a diagnosis of Drug and Alcohol abuse in pursuing a vocational goal.
2. Identify the specific factors in the vocational profile that will require accommodation and strategic service planning.
3. Apply the use of the vocational profile of an individual diagnosed with substance abuse to develop and or facilitate a supported employment plan.

Teaching

Impact of Substances

Now we have reviewed a number of theoretical models for serving the vocational needs of individuals with disabilities. We have discussed some tools and techniques for providing services. The practical implementation of these theories is when we take action and apply this knowledge in a practical manner. This involves motivation and engagement directly with the consumer in the development of the vocational profile and accommodations required to be successful in the workplace.

Motivation is best described as a client's willingness to take the necessary action to develop and sustain a change strategy. There are a variety of treatment programs available to assist individuals in making change.

All people are motivated in some way. But not all are motivated to take the action required to obtain a job. You can't motivate anyone, but what you can do is assist the consumer in develop-

ing this change strategy that will result in employment. When you help them understand their own vocational profile and how it impacts their access to competitive employment, the clients develop hope and begin to work. They first work at changing their own attitudes and then they work for an employer.

Review the following documents.

[Alcohol Related Disorders](#)

[Review this Table](#) that describes different treatment options.

Assessment

Chapter 10 Assignment

Alcohol Use

Please write a paper, including title page, that addresses the following two prompts:

1. Review the Case Study in the reading (Alcohol Related Disorders - p. 442). Identify three vocational profile factors that impact Sally's ability to obtain and maintain employment. Support your answers with content from the reading.
2. What kind of employment support system would be most beneficial for Sally? Support your answers with content from the reading.

[Grading Rubric for Chapter 10 Assignment](#)

Use the icon below to review resources on writing papers in the iOS and App Tutorial CourseBook.

Look up in iOS and App
Tutorial CourseBook

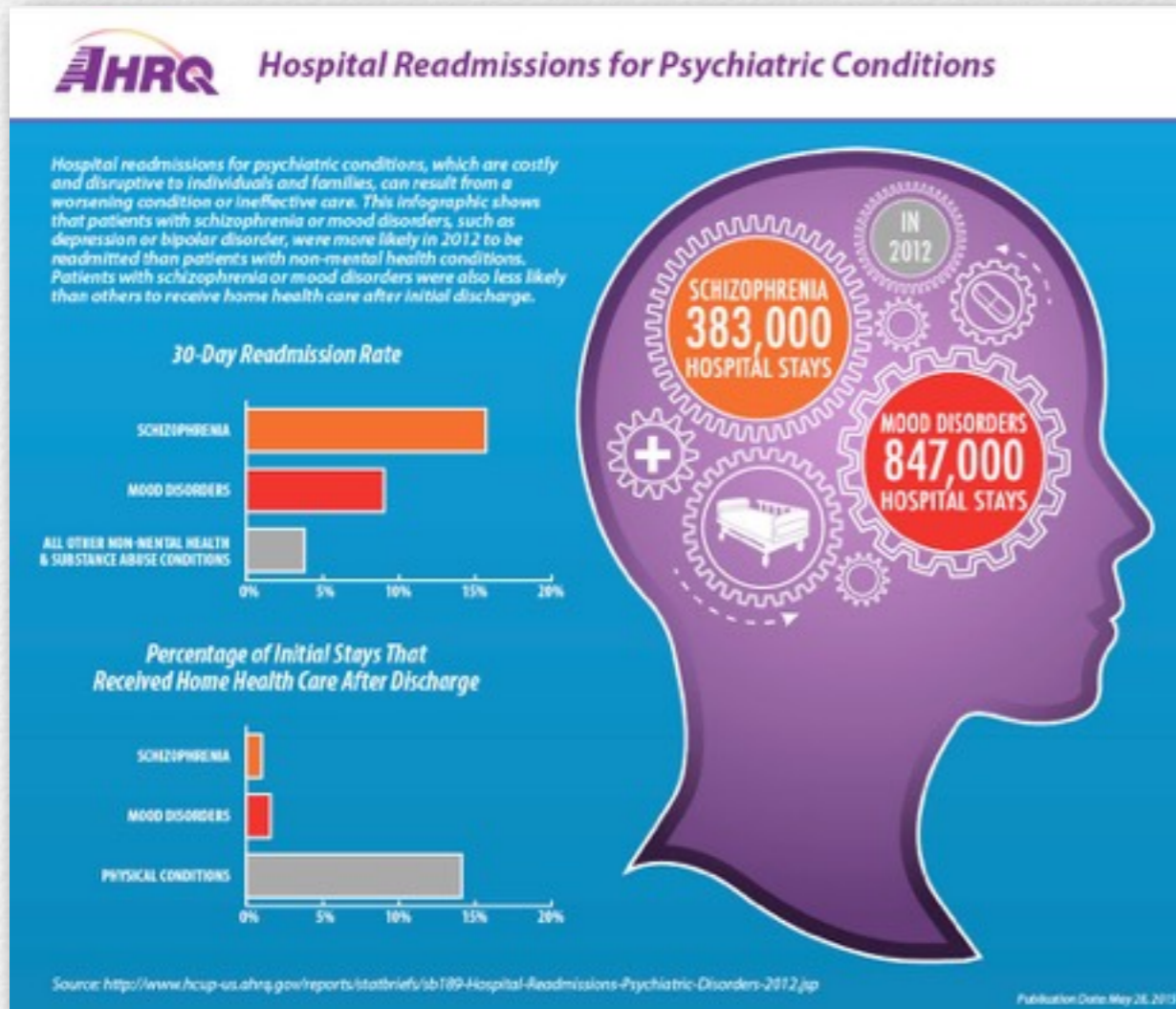


[Text Link](#)

Vocational Factors Impacted by Psychiatric Conditions



Attention



Hospitalizations

Consider for a moment the impact of the statistics in the infographic.

Hospitalizations are certainly necessary but the cyclical nature of many persons' symptoms cause a great deal of challenge to holding a job.

Not many employers are willing to keep someone on when they have that many hospitalizations.

Learning Outcomes

Upon completion of this Chapter, students will be able to:

1. Understand and apply the research that shows that most people with psychiatric disabilities want to pursue employment opportunities and that a consumer can be successful in competitive employment regardless of diagnosis, symptoms, disability status, prior hospitalizations, or co-occurring substance abuse.
2. Present on the presence of potential reactions to Stigma in the workplace and solutions.

Teaching

Mental Illness and Work

FACTS ABOUT MENTAL ILLNESS AND WORK

Most people with serious mental illness live in our communities. They are our family members, neighbors, co-workers, and friends. More than 5 million people in the United States are diagnosed with a serious and persistent mental illness. With treatment and rehabilitation, many people are on the road to recovery and are leading productive and satisfying lives. For practitioners, consumers and family members, understanding mental illness can be a fundamental step on the road back to a normal life.

Some of the more prevalent characteristics of serious mental illnesses may include: a feeling of worthlessness, a limited tolerance for stress, lack of assertiveness in routine interactions, lack of spontaneity, withdrawn and avoidant social behavior, in-

ability to form and sustain intimate relationships, vulnerability to exploitation, and poor judgment.



Fact #1: There are 3 million working-age adults with severe mental illness in the nation's communities, of whom 70%-90% --- about 2 million people --- are unemployed.

The National Institute of Mental Health estimates that there are a little over 3 million adults ages 18-69 who have a serious mental illness. Estimates of unemployment among this group are startling: between 70% and 90% are unemployed, a rate higher than for any other group of people with disabilities in the nation.

Fact #2: A diagnosis of serious mental illness is not a reliable indicator that someone cannot work: indeed, many

people are able to work successfully despite their symptoms.

Several years of study report only a small relationship between diagnosis and work capacity, or between psychiatric symptoms and work capacity. While it is true that some of the symptoms of mental illness---its often unpredictable nature and its impact on both cognitive and interpersonal functioning---make work a real challenge, these symptoms vary from person to person.

Fact #3: On-the-job accommodations that make it possible for people with serious mental illness to succeed at work are proving relatively straight-forward and inexpensive: most job accommodations involve flexible scheduling and job description modifications.

Recent surveys indicate that job accommodations for people with disabilities of all kinds are not difficult or costly to implement: 68% of all accommodations cost less than \$500. The changes at work that people with serious mental illness request most often---alterations in work schedules, or modifications in job descriptions, clear communication patterns or additional training for supervisors---are generally low-cost or no-cost to employers.

Fact #4: Researchers stress that successful careers for people with serious mental illness, which depend in part upon a good match between an individual's work skills and

the specific requirements of the job, also reduce the use of costly mental health services and hospitalizations.

Many of those people with mental illness who do work---often those with milder symptoms, stronger self esteem, more independent functioning skills, and less need for emergency hospitalizations---are able to continue at work because personal capacities and interests fit well with those demanded by their job. Recent studies suggest that those involved in innovative supported employment programs make less use of the most expensive mental health services.

Fact #5: Innovative rehabilitation programs that help people with the most serious mental illnesses are placing more than 50% of their clients into paid employment.

A number of innovative programs that move clients into 'real jobs for real pay' as quickly as possible and then provide extensive supports for them either on-the-job or off-the-job, are reporting considerable success. An in depth analysis of Supported Employment outcomes, for instance, found 52% of people still working after a year. Intensive case management and individual placement and support models that emphasize employment regularly report significant increases in wages, hours worked, work tenure, and career advancement.

Fact #6: People with serious mental illness work at all kinds of jobs in the labor market, although nearly 75% of

job placements are in entry-level positions, the rest are in technical and professional roles.

People who go to work through transitional and supported employment programs can be found in all sectors of the economy (e.g. manufacturing, service industry, rehabilitation programs, etc.) And in both low-pay and low-benefit positions, but an increasing effort is being made to open more responsible and better paying opportunities.

Fact #7: Employers who have hired persons with serious mental illness in the past are generally very positive about their experiences.

Many employers throughout the country have hired people with serious mental illness, and for a variety of profit-based and altruistic motives: over 70% of these employers report their willingness to continue working with rehabilitation programs that place and support people with serious mental illness. Employers who are involved with rehabilitation programs are less likely to share the public's concerns and fears about people with mental illness, particularly with regard to violent behavior. In fact, a recent study of "mental disorder and violent behavior" reported only a modest relationship between the two: 90% of people with mental illness are not violent, and, the study reported that "having experienced psychotic symptoms in the past bears no direct relationship to violence" in the future.

Reprinted from material completed by the Research and Training Center on Mental Illness & Work at the Matrix Research Institute and the University of Pennsylvania.

Success CAN Happen

Despite the challenges of mental illness, successful transition to employment can happen. It is, however, a journey. The video below documents Kevin's journey.

Thank you to Kevin and to Valerie Lambert for sharing this story!

Click [HERE](#) to view this story in Spark Video.

Employment First Initiative

The link below is a pdf which discusses the employment first initiative. This initiative is a policy put into place that states all persons with disabilities can work. And therefore initiatives have been developed and services made available to persons with disabilities to assist them in developing the skills needed to work and to offer them the support needed to maintain employment.

[Employment First Resource List](#)

Employment First in Maine

The Employment First initiatives in Maine embrace the notion that all persons with disabilities can work and can benefit from specific services to help them work.

Below are two links to Maine Policy and Law related to Employment First.

[Employment Policy for Individuals Served \(Maine\)](#)

[Employment First Maine Act](#)

In the Employment First Maine Act, the **Employment First Maine Coalition** is recognized.

According to their [2016 Final Report](#), of all the working people in Maine, 9.88% are working-age Social Security Administration recipients. **Maine is ranked #6 in the nation!**

Pages 21-27 of this report outline the 27 recommendations by the Coalition to the State of Maine.

Assessment

Chapter 11 Discussion

Review the 7 Facts outlined in this Chapter, and the recommendations put forth in the 2016 Final Report of the Employment First Maine Coalition.

Discuss any of this information that seems surprising or challenging to you. Do you think the recommendations would be effective in dealing with some of the realities of unemployment among this population? Have you seen some of these initiatives in place?

Chapter 11 Assignment

Public Service Announcement

One of the challenging aspects of applying for a job is whether or not to disclose to the employer if you have a mental illness. Disclosure may result in discrimination and you might not get the job, but failing to report it could be grounds for dismissal.

The following article is a review of the literature regarding disclosure of mental illness in the workplace.

Based on this article and your experience, produce a short public service announcement video that discusses the prevalent issues related to disclosure.

Keep in mind that the audience would be clients, employers, and other employees. Relate any information any of these groups should know about this challenging question.

Select [HERE](#) to download the following article:

Jones, A.M. (2011). Disclosure of mental illness in the workplace: A literature review. *American Journal of Psychiatric Rehabilitation*. 14(3). 212-229.

[Grading Rubric for Chapter 11 Assignment](#)

To do this presentation you are going to use Adobe Spark Video. Keep in mind that your graphics should be minimal (not a lot of words on the screen) that support your audio.

Click the app icon below to get this app!



[Text Link](#)

Use the link below to access the tutorial on how to use this app in the iOS and App Tutorial CourseBook.



[Text Link](#)

Vocational Factors Impacted by Physical and Other Disabilities

12

Attention



Physical and Mobility Disabilities

Check out this website...[Disability Statistics: Online Resources for U.S. Disability Statistics](#)

You can retrieve a report for the [US](#) or for any state, including [Maine!](#)

Learning Outcomes

Upon completion of this Chapter, students will be able to:

1. Identify the specific factors in the vocational profile that will require accommodation and strategic service planning.
2. Apply the use of the vocational profile of an individual diagnosed with other disabilities to develop and or facilitate a supported employment plan.

Teaching

Disability

This course has focused primarily on psychiatric disabilities. The cause of the disability is not as important as learning strategies for teaching consumers to adapt to living and working in our society, specifically in the workplace.

The Americans with Disability Act has removed many barriers to individuals with disabilities providing more access to public facilities and employment. Individuals with physical and/or cognitive disabilities have a wide range of adaptation needs that can be very different from those with “hidden” disabilities.

Physical Disabilities and Mobility

There are a number of conditions that can restrict someone’s mobility (the ability to move around the environment independently.) Individuals may have a spinal cord injury that results in the loss of some limb functionality.

They may also have had a stroke which impacts their mobility.

There are also many other conditions that impact mobility such as diabetes, circulatory issues, COPD and other respiratory conditions, neurological damage, and amputations.

Click [HERE](#) to visit a page that describes different kinds of amputations.

Click [HERE](#) to read on article titled "Return to Work after Lower Limb Amputation"



**Amputee
Firefighter**

[Text Link](#)

Sensory Disabilities

Another set of conditions that may impact an individual are sensory disabilities. These include any conditions that impact how someone experiences their senses.

The most common ones you may encounter impact hearing and vision.

Hearing Impairment

Any loss of hearing makes communication and connecting with others difficult. Hearing loss is considered a potentially very disabling condition because not only does it interfere with experiencing sound in the world, it also can isolate the person from other.

Click [HERE](#) to visit the Hearing Loss Association of America. This website is absolutely full of great resources to understand hearing loss and deafness.

Click [HERE](#) to visit Hear It, another organization for the hard of hearing and deaf. On this site you can take an online hearing test!

Click [HERE](#) to visit the Decibels Foundation ensuring access to sound for children.

Vision Impairment

Like hearing impairment, vision impairment can have a devastating impact on someone's life. Being able to recognize people and objects in our world is vital to our being able to live and work in the world.

Luckily, there are many resources available to persons with vision impairment.

Click [HERE](#) to visit the American Foundation for the Blind.

Other Sensory Impairment

Although the other senses that we have (touch, pain, taste, and smell) don't get as much press, there are conditions that can impact these senses and have a tremendous impact on the person's life.

Consider the following possible scenarios:

1. Due to a spinal cord injury, stroke, or diabetic neuropathy, an individual could lose sensation in parts of their body. They could spill hot liquids or food on themselves and not notice.
2. Again, due to spinal cord injury, stroke, or neuropathy a person may experience numbness or lack of sensation in their hands making picking things up and holding them very difficult.
3. Anosmia is the term for a loss in sense of smell. Our sense of taste and smell are closely linked and impact our diet. A person with loss in these areas may be challenged with eating and maintaining weight.

Click [HERE](#) to download a fact sheet titled "Teaching Students with Sensory Impairment" developed for Faculty who are teaching individuals with sensory impairments. The methods are very interesting!

Cognitive and Learning Disabilities

Another area of concern for some of our clients may be the presence of cognitive or learning disabilities.

One thing to understand is that cognitive and learning disabilities are very specific and are not a form of developmental disability or “mental retardation” (as it used to be called.)

Cognitive and learning disabilities are specific to particular brain functions related to perception, information/sensory processing, memory formation/recall, attention, and expression. Since the brain structures involved in these areas are complex and we have very little knowledge about how the brain works, these types of disabilities are difficult to pinpoint and treat.

Here is a small, and certainly non-exhaustive, list of these types of challenges that our clients may face.

- [ADD - Attention Deficit Disorder](#)
- [Sensory processing disorder](#)
- [Dyscalculia](#)
- [Dyslexia](#)
- [Aphasia](#)
- [Memory loss](#)

- [Alzheimer's Disease and other Dementias](#)

Sometimes the symptoms of a mental illness can mimic these cognitive and learning disabilities. Should you suspect that someone has one of these things going on, a referral to a psychologist for testing would be a great idea. Working with ancillary services such as Occupational Therapy can be a fantastic way to address some of these issues.

Independent Living Services

One of the most important community resources for all disabilities is the presence of Independent Living Centers around the country. Founded on the Independent Living Movement, these Centers provide services to persons with any disability. For the most part, individuals who have a disability help those who have the same disability. This philosophy of service validates the lived experience of a disability to be key in understanding the experience of another with the same disability.



Alpha One is the Independent Living Center for the State of Maine. Tap the logo above and visit their website to explore the

amazing diversity of services they provide all over the State of Maine!

Developmental Disabilities

Developmental disabilities encompass a wide range of disorders that disrupt the natural sequence of cognitive, social, intellectual, and physical maturation. They are separated historically from other disabilities because of the ways in which funding for services has been set in our country. However, it is quite possible for someone to have a multitude of disabilities. In fact, at one time in my career I worked at a residential facility that housed individuals with mental illness, developmental disabilities (mental retardation), and deafness!

Autism Spectrum Disorders

According to the Autism Society (www.autism-society.org)

“Autism spectrum disorder (ASD) is a complex developmental disability; signs typically appear during early childhood and affect a person’s ability to communicate, and interact with others. ASD is defined by a certain set of behaviors and is a “spectrum condition” that affects individuals differently and to varying degrees. There is no known single cause of autism, but increased awareness and early diagnosis/intervention and access to appropriate services/supports lead to significantly improved outcomes. Some of the behaviors associated with autism include

delayed learning of language; difficulty making eye contact or holding a conversation; difficulty with executive functioning, which relates to reasoning and planning; narrow, intense interests; poor motor skills’ and sensory sensitivities. Again, a person on the spectrum might follow many of these behaviors or just a few, or many others besides. The diagnosis of autism spectrum disorder is applied based on analysis of all behaviors and their severity.”

Childhood and Developmental Disorders

[PsychCentral](#) posts a good deal of information on a variety of disabilities from Attachment Disorder to Oppositional Defiant Disorder to Stuttering.

Visit the site to learn more about these disabilities.

The Apple iPad and Disabilities

When we initiated the m-Learning program we recognized that one of the many advantages of the use of the iPad are the many resources and apps available on the iPad to address issues related to learning and other disabilities.

Click [HERE](#) for a Complete Guide to Education and Special Needs Apps.

The iPad (and all other Apple products) are designed specifically to be accessible to persons with disabilities. The concept

of accessibility is considered right at the beginning of every design strategy.

Apple maintains a website that explores the accessibility features that are built into their hardware (Macs and iOS devices) and their software.

Click [HERE](#) to visit this page.

Click [HERE](#) to visit the page on accessibility specific to the iPad. The accessible features are so cool that persons who do not NEED them often use them!

Features outlined on this website specifically address vision, hearing, physical and motor skills, and learning and literacy.

You truly are holding an amazing device in your hands!



Assessment

Chapter 12 Discussion

The iPad that you are holding in your hand has been designed from the ground up to be adapted to persons with disabilities. Primarily this focus has been on sensory and physical disabilities, but many of the features can be used to assist others.

I would like each of you to explore Apple's website on Accessibility. Try a few of the settings on your own device and write/reflect about your experiences.

Look up at least one app that has been specifically designed to be used by a person with a disability and comment on that as well. If you can download the app and try it out that would be even better.

Each of you can take the information that is generated in this discussion and add it to your resources for future reference.

Chapter 12 Assignment

Planning for Disabilities

Please write a paper, including title page, that addresses the following two prompts. Consider your responses from the viewpoint of being a Case Manager, job developer, or support staff working with a VR client.

1. Select one of the disabilities that have been covered in this Chapter and describe the symptoms, the functional limitations of the symptoms, and psychosocial implication related to school, work and social activities.
2. What other complexities or concerns can you see might need additional research or information gathering to help you as the community rehabilitation professional help the consumer make an informed choice about their employment future?

[Grading Rubric for Chapter 12 Assignment](#)

Use the icon below to review resources on writing papers in the iOS and App Tutorial CourseBook.



[Text Link](#)

Collaborating with State Vocational Rehabilitation Services

13

Attention



Maine Department of Labor

Mission

The Maine Department of Labor is committed to serving Maine workers and businesses:

- Helping employers recruit and train a talented workforce;
- Providing workers with the skills they need to be competitive in the economy;
- Assisting individuals when jobs are lost;
- Ensuring safe and fair workplaces for people on the job;
- Researching and analyzing employment data to support job growth

Statistics

The 12 million people with disabilities who work full-time earn less on average than their colleagues without disabilities: median 1999 income of \$28,803 vs. \$33,970, respectively.

About 9 million people age 15 and over had disabilities so severe that they required personal assistance to carry out everyday activities; slightly more than 4 million of these persons were

under age 65. About 80 percent of the people who took on the role of primary helper were relatives and nearly half of these primary helpers lived with the disabled person.

Learning Outcomes

Upon completion of this Chapter, students will be able to:

1. Identify the historical context and general goals of the Vocational Rehabilitation Program
2. Describe how the Vocational Rehabilitation program works in Maine and how to contact the local office.

Teaching

Can people with disabilities work?

The Myth

A 2003 study by Rutgers University found one-third of the employers surveyed said that people with disabilities cannot effectively perform the required job tasks.

The second most common reason given for not hiring the disabled was the fear of costly special facilities. Yes, people with disabilities can be productive employees

A U.S. survey of employers conducted in 2003 found that the cost of accommodations was only \$500 or less; 73 per cent of employers reported that their employees did not require special facilities at all.

Companies report that employees with disabilities have better retention rates, reducing the high cost of turnover, says a 2002 U.S. study. Other American surveys reveal that after one year

of employment, the retention rate of persons with disabilities is 85 per cent.

Thousands of people with disabilities have been successful as small business owners, according to the U.S. Department of Labor. The 1990 national census revealed that people with disabilities have a higher rate of self-employment and small business experience (12.2 per cent) than people without disabilities (7.8 per cent).

The Public VR Program's success is demonstrated in the numbers *

Individuals who completed their VR service plans in FY 2006 and went to work earned approximately \$3.6 billion in wages during their first year of work.

During that year, these new wage earners paid approximately \$331 million in Federal taxes; \$97 million in State income taxes; and \$537 million in Social Security and Medicare taxes (self and employer). Return on this investment in the cost of their rehabilitation services, through taxes, is just two to four years.

Many of these individuals will generate savings to the Federal Treasury and the Social Security Trust Fund in an amount of \$7 for every VR dollar spent, totaling approximately \$754 million in future savings. * These savings were generated by SSI/SSDI beneficiaries who exited the VR Program with jobs in 2004 and

2005, and who no longer are eligible for Social Security benefits.

THE BASICS ABOUT VOCATIONAL REHABILITATION

Vocational Rehabilitation Services (VR) assists people with significant disabilities in making informed career choices and utilizing available support services to prepare for, obtain, and retain competitive employment in an integrated environment

A person who is eligible for VR works with a counselor to select a vocational goal, based on his or her interests and abilities, and to identify the services that will be needed to achieve the goal. He or she has the right to be involved in planning a program of rehabilitation, including making informed choices about vocational goals and services.

There is generally no cost to those persons found eligible for services. But individuals are encouraged to participate financially if possible. Tuition assistance to colleges and universities is determined based on financial need if the counselor agrees to support the employment goal following the education requirements. It must be demonstrated that the education will result in employment. Accommodations or modifications at a postsecondary school are provided at no cost. All students applying to colleges must complete the Free Application for Federal Student Aid (FAFSA).

Money invested in the Public VR Program is money invested in the future of America. Throughout the decades, Public VR has more than paid for itself by helping persons with disabilities become taxpayers and fill both the Federal and State treasuries. In a given year, graduates of the VR Program in the working world pay up to \$1 billion in taxes of various kinds.

In their first full year of work, new wage earners with disabilities paid:

- \$330 million in Federal taxes
- \$96 million in State income taxes
- \$595 million in Social Security and Medicare taxes (self and employer)

The Division of Vocational Rehabilitation is state agency that assists individuals with disabilities to prepare for, find, and keep a job

Click [HERE](#) to visit the Maine Bureau of Rehabilitation Services

How does someone become involved with VR?

- Attend Orientation, either online or in person.
- Completely fill out an application, signing the paperwork is crucial, as well as completing a health checklist (both sides) and submit it the the regional agency nearest you. A

counselor will then be assigned and schedule an intake interview.

- During the intake interview releases will be signed to gather medical information and other records to determine your eligibility for VR services.

What are the eligibility requirements for VR Services?

The policy states that a person is eligible for services if she or he:

- has a physical or mental impairment which results in a substantial impediment to employment and
- requires Vocational Rehabilitation Services services to prepare for, secure, retain or regain employment.

When eligibility is determined an appointment is made to begin the Comprehensive Assessment of Rehabilitation Needs leading to the creation of an Individualized Plan for Employment (IPE). This may involve attendance at a Career Exploration Workshop (CEW), and/or completion of a Community Based Situational Assessment (CBSA).

This is where an individual has the chance to try out a job. They will work with 1:1 job coaching for about 20 hours and receive wages. The job coach completes an assessment form which is submitted to the VR Counselor.

A meeting is then scheduled to review the results of this CBSA. The goal of the CBSA is to learn more about the client in an actual work situation and hopefully be closer to developing an employment goal and completing the Individualized Plan for Employment (IPE).

Making an Individualized Plan for Employment

You and your Counselor will work together to identify an employment goal based on: your interests, skills, abilities and labor market conditions

- An Individualized Plan for Employment will be developed outlining the steps to achieve your chosen Work Goal:
- the Plan will include specific services, training, and supplies you need to achieve your chosen work goal
- the Plan will be reviewed by you and your counselor and changed as needed
- your case will be closed after you have successfully achieved your work goal and maintained your job for at least 90 days

What services are available at VR?

- Vocational guidance and counseling
- Individualized Assessment and plan development

- Diagnostic services for VR purposes
- Job Shadowing
- Trial Work Assessment
- Job coaching
- Job training and education
- Job placement
- Follow up services
- Support services
- Self Employment
- TTW & PASS Plans

What if more training or education?

Following skill assessments, training options will be only considered if it is necessary to achieve your vocational goal. The following conditions must be met:

- To apply for and maintain eligibility for financial aid assistance
- To apply to a program and be accepted

- Financial Assistance for public or private, in-state or out of state institutions will be provided as cost effectively as possible following the guidelines of Maine DVR policy for Community College Programs and Bachelors Degree program

How are VR Client Services Funded?

- Client services will only be funded if they are pre-authorized by your VR Counselor and are in your Individualize Plan for Employment
- Your counselor will discuss available comparable benefits
- Services must be provided as cost effectively as possible
- If you are able you may be asked to participate financially

What are Client Responsibilities?

be an active participant in the rehabilitation process; take ownership of decisions and follow through with plans

- discuss your strengths and barriers with your VR Counselor
- identify supports that will help you overcome those barriers
- be open to different vocations
- advocate for yourself

- make informed choices about the provider agency you choose to work with you
- recognize that VR has limits and sometimes your Counselor needs to say “no”

What are your rights? You have the right to...

- Confidentiality
- be treated with respect
- individualized planning and assessment
- move within the State of Maine and continue services

Appeal decisions regarding your case with free representation by the Client Assistance Program (CAP) 1 800 773-7055

Assessment

Chapter 13 Discussion

Contact a local branch office of VR or Career Center. Acquire some literature and ask what one would need to do in order to set up an appointment and what qualifies someone to get services from VR. Share your adventure in this discussion!

Change Theory

14

Attention



Change

Disability from a Global Perspective

Disability affects hundreds of millions of families in developing countries. Currently around 10 percent of the total world's population, or roughly 650 million people live with a disability.

World Wide Statistics

As community rehabilitation professionals we cannot facilitate individual change in most of these locations, but we can in our own community. It starts with each client you work with or are responsible to facilitate recovery for.

Facilitating change one person at a time will begin a momentum that can and will send hope to the world eventually. If we in this country and state begin to set an example of what can be achieved, we can have an impact on this world wide phenomenon.

Learning Outcomes

Upon completion of this Chapter, students will be able to:

1. Explore and demonstrate knowledge of various engagement and motivation techniques specific to encouraging the development of vocational goals.

Teaching

Change

Stages of Change Model

One basic model of change that is used throughout this program is the Stages of Change Model.

Click the MH Core Content link below to explore this model.



[Text Link](#)

How People Change

The key factor in understanding vocational aspects of disability, and all rehabilitation work for that matter, is learning to facilitate change and encouraging motivation in the client by assisting

them in moving towards job readiness with a goal of employment in an integrated competitive environment.

Change occurs when people learn new information that moves them to action. Sometimes they learn new information the hard way like getting arrested, losing a friend or loved one because of poor choices. These instances cause trauma and in most cases they will need more than you can provide as a community rehabilitation professional.

This is a time when referral is important. However, many of the individuals you work with are simply frozen in time because of ambiguity. They have no idea what to do or how to do it. Your job then is to facilitate their learning.

Inaction breeds complacency and we can't do it for them. We must encourage, teach, facilitate and instill belief at them until they have enough information to create hope and belief in their own future to take action. There is an old adage that says; "sometimes we are our own worst enemies". This can be particularly true with consumers diagnosed with mental illness who have come to believe they cannot work. Changing this self-belief using the components of recovery combined with vocational profile development and change theory is the overall focus of the work done in community rehabilitation setting.

- Change is hard for everyone.
- How we operate, no matter how it appears to others, has meaning and function for us. We are more comfortable with what we know than what we have not tried or experienced.
- Not only are we ambivalent about changing, we resist harder when others push us in the direction of change before we are ready [have addressed our ambivalence].
- Ambivalence about change is to be expected; does not reflect “denial” or pathology.
- Ambivalence is reflected as resistance when change is pushed on people by outside forces/parties, sometimes before counseling begins from family, members, court, employer, etc; sometimes during counseling by counselor and/or program practices.
- Resistance may be manifested by negative communications (anger, silence, etc) and/or expressions and signs of ambivalence.

Sometimes there is a “right” or “correct” answer that is NOT debatable or negotiable. Mathematical processes are not subject to our opinion or rationale. One plus One is Two (1+1=2). Period. This is not debatable unless you change the rules of math.

Some laws are administered like that. If you drink and drive (and get caught) you will lose your license. This is not debatable. Other evidence based responses that are based on reality are not negotiable. This is a change that many of the clients may be very resistant to accept. As long as a response is debatable, no real decision has been made.

We will go with the flow. This creates ambiguity and promotes a lack of confidence in our daily lives and the lives of the clients we work with. Sometimes rhetoric suffices in our work and other times finite correct answers are required and expected.

Discerning which professional response has some fudge room and which must be done correctly is a critical skill to learn in the rehab business. Sometimes you do not get second chances. Helping our clients with this process, discerning what is negotiable and what has clear non negotiable consequences is part of our job as community rehabilitation professionals.

The major action that facilitates change is to assist the consumer in Resolving Ambivalence about their work capabilities.

READY, WILLING, AND ABLE to Change?

ASSESS READINESS:

What are people’s perspectives toward their PROBLEM, (identified by someone else) and CHANGE? When you develop an accurate vocational profile that the consumer clearly under-

stands, hope is introduced and clarity of a positive future begins to formulate in the consumers mind.

WHAT IS THE PERSONS LEVEL OF MOTIVATION TO CHANGE?

Change begins when individuals recognize that there is significant DISCREPANCY, causing ambivalence between their intrinsic values and important life goals and their current circumstances and/or actions, impeding the pursuit of these values or achievement of their goals.

WILLING:

Address Discrepancy: difference between what one wants and what one has.

IS THE ISSUE PERCEIVED BY THE PERSON AS AN IMPORTANT ENOUGH PROBLEM TO CHANGE?

How important?

ABLE:

Facilitate Self-Efficacy: sustained confidence and accomplishment

DO I HAVE CONFIDENCE ENOUGH TO CHANGE THE PROBLEM?

How much?

Change occurs when:

1. people recognize the importance and feasibility of change (ARE MOTIVATED).
2. understand they HAVE THE ASSETS AND RESOURCES TO CHANGE
3. ARE WILLING TO TAKE CONCRETE STEPS TO CHANGE (ACHIEVE SELF-EFFICACY)

Motivational Interviewing

Motivational Interviewing is the technique most often recommended to assist in helping someone making change.

Click the MH Core Content link below to look at our resources on Motivational Interviewing

Look up in Mental Health
Core Content CourseBook



[Text Link](#)

Assessment

Chapter 14 Discussion

Discuss personal changes that you have had to make and analyze them using the change model and information in the lesson.

What techniques discussed in this Chapter would have helped you along the way? What did you learn from your experiences that you can pass on in relation to understanding the challenges of change?

Signature Assignments

15

Signature Assignments

Signature Assignments and General Education Learning Outcomes

This section of the CourseBook provides guides and instructions for the completion of a set of assignments referred to collectively as “Signature Assignments.”

According to the Association of American Colleges and Universities:

Signature assignments require students to demonstrate and apply their proficiency in one or more key learning outcomes. This often means synthesizing, analyzing, and applying cumulative knowledge and skills through problem- or inquiry-based assignments or projects. Signature assignments may also follow a theme across curricular and co-curricular experiences tied to the institutional mission or features of the surrounding community, allowing students to apply their growing knowledge and

abilities to meaningful questions over time. At some institutions, all signature assignments must include specific components, such as a “real-world” application, reflective writing, or collaborative work.

The most distinctive feature of signature assignments is the way programs integrate them across the educational pathway to help students demonstrate their growth, make connections across the curriculum and co-curriculum, and apply their knowledge to real world problems.

[AAC&U, Retrieved June 14, 2017](#)



The AAC&U has defined what it feels is essential knowledge and skills for undergraduate education and defines them through their VALUE Rubrics (Value Added Learning in Undergraduate Education.)

These outcomes outline important expectations for higher education.

Click [HERE](#) to visit the AAC&U website that outlines each of these areas.

KVCC and the Educated Person (Essential Learning Outcomes)

Kennebec Valley Community College has adopted a number of recognized general education learning outcomes (aligned closely with the VALUE Rubrics) to provide an operational definition of the outcomes we ensure all students have upon graduation from any program.

Here is a summary of the KVCC Essential Learning Outcomes

Critical Thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. (AAC&U)

Problem Solving is the process of defining the problem, designing, evaluating and implementing a strategy to answer a question, achieve a desired goal, or reach a solution. (AAC&U modified)

Quantitative Reasoning also known as Numeracy or Quantitative Literacy (QL) - is a habit of mind characterized as competency in working with numerical data. Individuals with QR skills possess the ability to reason and solve quantitative problems

from a wide array of contexts. They understand and can create reasonable sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate). (AAC&U modified)

Effective Communication is the transactional process of sending and receiving verbal, nonverbal, and visual symbols to create and share meanings based on form and purpose.

Students will demonstrate effective communication in written communication.

Written Communication is the development and expression of ideas and information in writing. Written communication involves learning to work in many genres and styles. Written communication abilities develop through iterative experiences across the curriculum. (AAC&U modified)

And students will demonstrate effective communication in one or more of the following ways:

- **Oral Communication** is a prepared and delivered purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, emotions, values, beliefs, or behaviors. (AAC&U modified)

-
- **Interpersonal Communication** is the process of message transaction between two or more people for developing and maintaining professional and personal relationships. (West & Turner; University Nebraska Lincoln)
 - **Teamwork** consists of the behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team process) to achieve mutual goals. (AAC&U modified)

What you will see...

To address this aspect of your education, we have designed a variety of assignments that engage students in higher-order thinking targeting a number of specific learning outcomes and contextualized within the course material.

You will find assignments throughout this program (in the CourseBooks) that align with teaching and learning of EVERY one of the VALUE Rubrics and the KVCC ELOs. We feel it is essential that we address each of these across the curriculum to ensure that all of our graduates not only leave KVCC with the skills specific to their field, but the general abilities and knowledge that they need to be successful at anything they want to do.

It is hoped that most of these assignments could be categorized as “high-impact” activities. “High impact” activities may be defined as those that require a higher degree of creativity, engagement, attention, and an ability to integrate information and skills.

In addition...

You might, on occasion, see other types of assignments in this section. Assignments that are important to the course but are not necessarily identified as “Signature Assignments” or aligned with a specific general education learning outcome.

These assignment will still be high impact and engaging.

Integrative Learning

Bringing it Together



Learning Outcomes

Upon completion of this assignment, students will be able to:

1. Conduct an effective market survey for a job.
2. Communicate with employers regarding the development of a job for a person with a disability.
3. Reflect on the barriers to conducting a market survey.
4. Reflect on the utility of market surveys when working with clients.
5. Assess personal levels of skill at conducting a market survey and treatment plan.

Teaching

In this assignment you are going to integrate a number of concepts from this course and develop a fictitious vocational plan for a client.

Go back to Chapter 6 and locate the Job Readiness Checklist for Robert L. (For this assignment you are going to ignore Robert's desire to be a Dog Groomer, we would not really do this if this was real, of course!)

Each of you will be assigned a job that Robert would like to get and a location in Maine where he wants to work. Based on that information, Robert's Job Readiness Checklist from Chapter 6, and the information you learned about Market Surveys in Chapter 7, you are going to complete this assignment.

Step 1: Conduct your Market Survey

Using some of the tools described in the Van de Bittner, et al. article (see Chapter 7), conduct a Labor Market survey for the job you have been assigned in the area it is to be located.

In your paper be sure to state what the job title is that you chose and the demographic location this survey covers. Utilize the resources listed in the lesson as well as contacting 2-3 employers. List the job description, pay and location for each job discovered for four jobs within the field you chose.

After this, write a reflective essay that covers the following points:

- What barriers did you encounter through this process?
- How might a Labor Market Survey assist you when working with your client?
- Given the job you chose, is this a viable career choice within the demographic area you chose? Please back up your response with information collected during the survey.

- What is your role in communicating this information to the client? (Considering that this job choice may have been determined feasible or not feasible for your client).

Step 2: Create a Plan for Robert

Based on the details of the Job Readiness Checklist, create a plan for Robert to attain this job. Be sure to address all the specific barriers that are indicated in the Job Readiness Checklist in your plan.

The plan should be as realistic as possible, with real resources, referrals, time frames, and activities that would REALLY happen if this were a real client.

The plan should have the following components:

- A brief case history of Robert.
- Goals written in S.M.A.R.T. format.
- Barriers identified for each goal.
- Steps with projected dates of completion to address the barriers. (These steps are where you identify specific activities. Activities can be of three types...activities that Robert is going to do, activities that the Case Manager is going to do, and any referrals. Be sure that these steps address the barriers that have been identified for each goal.)

Note: These parts are grouped together in the document, so the goal, barriers, and steps for each goal are together...then the next set of goal, barriers, and steps is written out.

[Grading Rubric for Integrative Learning Assignment](#)

Use the icon below to review resources on writing papers in the iOS and App Tutorial CourseBook.



[Text Link](#)