

INDIVIDUAL PLACEMENT & SUPPORT

DOING WHAT WORKS:

TRAINING FOR EMPLOYMENT

SPECIALISTS

COURSE MANUAL

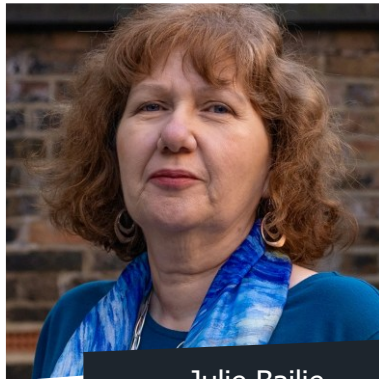
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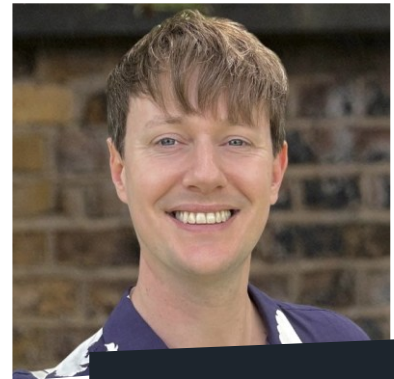
WELCOME



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Zak Palmer
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Centre for Mental Health

Welcome to Centre for Mental Health's Individual Placement and Support training course.

We are delighted you have chosen this course from which you will gain first-hand knowledge of how to deliver an IPS service.

IPS is an approach to supported employment which was developed in the USA in the early 1990s. Through a series of randomised controlled trials, it was established that IPS is around twice as effective in achieving a job outcome as any other stepped "train and place" model of gradual exposure to the demands of real work. IPS services take at face value the employment ambitions of people with mental health conditions or drug and alcohol addition, to help them into the right job quickly, and providing support (for as long as it's needed) to retain that job.

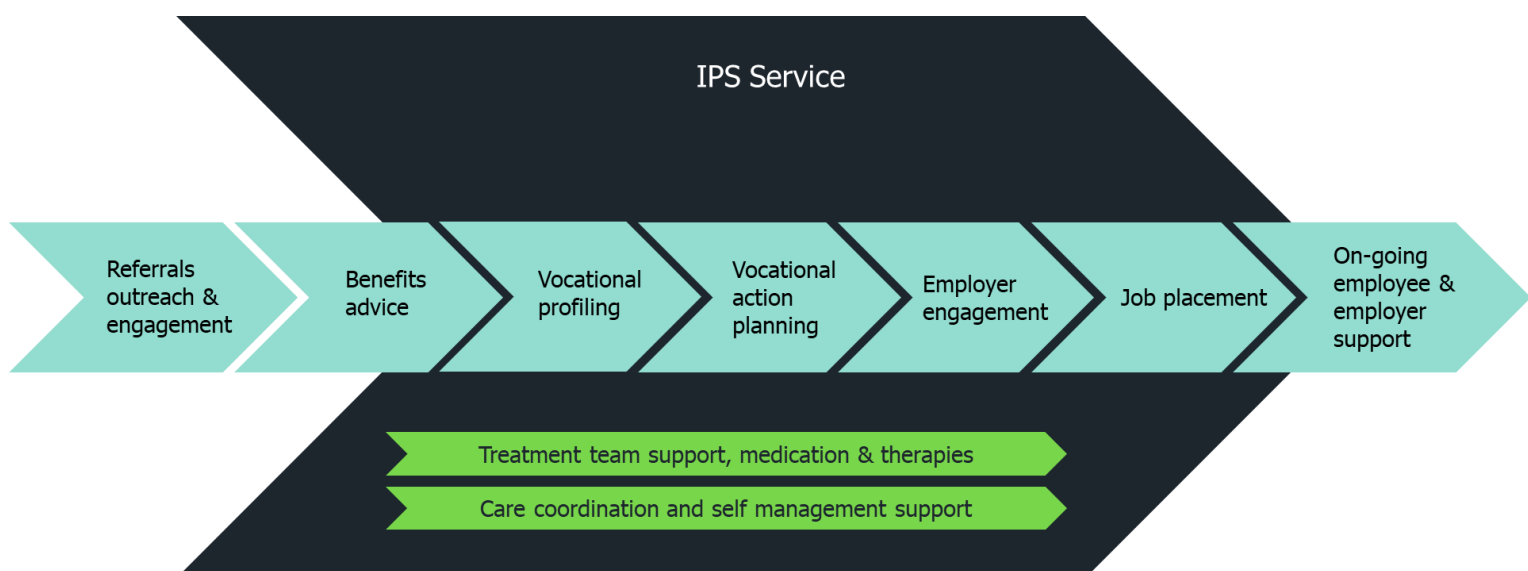
In the UK we have seen a steep increase in the availability of IPS services and Centre for Mental Health has been involved in initiating and supporting much of that growth, particularly in NHS mental health trusts and drug and alcohol services in England. In joining us today you will become better equipped to make employment a reality for people with mental health or additions presents barriers to work.

We hope you will enjoy the course and if we can be of further help in developing your local services, please do get in touch.

Jan Hutchinson
Director of Operations
Centre for Mental Health

IPS PROCESS

Working in the IPS service



PERSONAL ACTION PLAN

Actions you will take after the training:

| Action | Who | When |
|--------|-----|------|
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TEAM ACTION PLAN

Actions your team should take after the training:

| Action | Who | When |
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WHAT IS IPS?

IPS (Individual Placement and Support) supports people with health barriers into employment. It has eight key principles, each of which is needed for the service to work well.

The principles focus on **rapidly** placing someone into a **paid** job that relates to their **personal preferences** and building relationships with local **employers** to do so. **Support** continues once the person gets a job and is provided together with **treatment** care and **welfare benefits advice**. IPS does **not exclude** anyone, meaning anyone who wants to work is eligible for employment support.

The service should be *Individual* to a person's needs and wishes; offer rapid *Placement* in work; and provide ongoing *Support* for as long as it is needed.

1. Competitive employment is the primary goal

The fundamental assumption should be that paid employment (part-time or full-time) is a realistic goal for everyone who wants a job, and the central goal of the service must always be paid employment.

2. Everyone is eligible

There are no 'eligibility criteria' for entry into IPS programmes beyond an expressed motivation to 'give it a try'. This should be irrespective of issues such as job readiness, symptoms, substance misuse, social skills or a history of violent behaviour.

3. Job search is consistent with individual preferences

Working closely with someone's personal interests and experience significantly increases the chances of them enjoying and retaining a job.

4. Job search is rapid

The job search should be started early (normally within one month) to get people into work quickly whilst they are motivated and interested in working.

5. Integration of employment specialists and treatment teams

One of the most crucial aspects of the IPS approach is the quality of joint working between employment specialists and the treatment teams. Employment specialists should be integrated and actively take part in assessment meetings.

6. Support is time-unlimited and individualised to both the employer and employee

The IPS approach is 'place-then-train', rather than 'train-then-place', and works to get an individual into work quickly, and then consider training needs once they are in post.

7. Welfare benefits counselling supports the person through the transition from benefits to work

Many IPS clients will be on some form of benefits, therefore it is essential to understand how working could affect an individual's current financial situation.

8. Employer engagement

High performing employment specialists build relationships with local employers, face to face, to make an ideal job match.

Adapted from the full paper "Briefing 37: Doing what works" by Centre for Mental Health.

HARRY'S STORY

Harry's employment history

Harry has asked for help with getting a job as soon as possible. Working and income are both important to Harry. In fact, Harry has tried to work throughout his adult life. He has had approximately 20 or so different jobs over the years, with each lasting between two days and fourteen months. The jobs included: landscaping, basic carpentry and roofing, light construction, road paving, fence installation, tree services, snow removal, cemetery maintenance and framing houses.

Harry had found out about each of these jobs by word of mouth from people that he knew in his neighbourhood and sometimes by looking in the paper for days. He was often hired on the spot for jobs, as he would present with a strong desire to work hard and enthusiasm for physical labour.

Harry quickly demonstrated to his co-workers and boss that he was very capable in terms of strength and willingness to get the job done. Sometimes, however, Harry ended up in arguments with his co-workers. For example, Harry lost his last job due to a disagreement. One evening, at a bar, Harry got into a physical fight with one of his co-workers and spent the night in a prison cell. The fight was serious enough so that the employer felt he had no choice but to fire Harry.

Harry does have his own car, an older but reliable vehicle.

Harry's education history

Harry played football in high school where he earned a reputation for being a very aggressive and physical player. He focused more on sports in high school than course work. Harry was able to complete training through a "vocational program" which included a significant amount of hands-on work training, such as caretaking work and landscaping.

Harry's history of mental illness

Harry's first symptoms of a mental illness appeared when he was about 16 years old. Harry grew up wanting to be a professional football player. When playing football, he suffered several concussions.

He is currently receiving mental health services for symptoms of a bipolar disorder. His current mental health services include individual counselling, medication management and case management services. Harry's current medication regimen includes lithium and Prozac, which he takes rather inconsistently.

Harry's substance use history

Harry started drinking alcohol and using marijuana in secondary school. He has continued to use both of these substances quite regularly throughout his life. Harry stated, "When I am out drinking, I usually polish off about 6 or 8 beers, but that is not a problem for a hard-working man like me." When Harry is drinking more actively, he tends to have less tolerance for others in disagreement or what appear to be minor conflicts. He is also much more likely to end up in arguments or sometimes altercations during these times.

Harry's social history

Harry is currently divorced and lives alone in an apartment. He does have a relationship with his mother and goes to her house for dinner once a week or so. Harry's insight regarding his interactions with others is limited. For example, Harry sometimes sounds abrasive and then is surprised that other people are put off by his manner.

Exercise A

In your role as Harry's employment specialist:

- What specific strengths does Harry have that may be helpful with employment?
- What challenges does he have and where may he benefit from your assistance?

| Strengths | Challenges |
|-----------|------------|
| | |

Exercise B

During Harry's meeting with Meka at the café...

| What worked? | What didn't? |
|--------------|--------------|
| | |

UK IPS FIDELITY SCALE

This fidelity scale is intended for use during our IPS training courses and uses generic wording to cater to mental health services, drug & alcohol services, and primary care. You can download the fidelity scale relevant to your sector via our [website](#).

| | |
|-----------------|--------------|
| Exemplary score | 115 – 125 |
| Good fidelity | 100 – 114 |
| Fair fidelity | 74 – 99 |
| Not IPS | 73 and below |

- 1 Number on caseload
- 2 Employment services staff
- 3 Vocational generalists
- 4 Integration through team assignment
- 5 Integration through frequent team member contact
- 6 Collaboration between employment specialists and JC+/WP
- 7 Vocational unit
- 8 Role of employment supervisor
- 9 Zero exclusion criteria
- 10 Provider focus on competitive employment
- 11 Executive team support
- 12 Work incentives planning
- 13 Disclosure
- 14 Ongoing, work-based vocational assessment
- 15 Rapid search for competitive job
- 16 Individualised job search
- 17 Job development – frequent employer contact
- 18 Job development – quality of employer contacts
- 19 Diversity of job types
- 20 Diversity of employers
- 21 Competitive jobs
- 22 Individualised follow-along supports
- 23 Time-unlimited follow-along supports
- 24 Community-based services
- 25 Assertive engagement and outreach by integrated team

References:

This UK scale is a slight adaption of The Dartmouth Supported Employment Fidelity Scale. Becker, D. R., Swanson, S. J., Bond, G. R., Carlson, L., Flint, L., Smith, G., et al. (2008). Supported Employment Fidelity Scale. Lebanon, NH: Dartmouth Psychiatric Research Center.

FIDELITY ITEM 1

Caseload size

Employment specialists have individual employment caseloads. The maximum active caseload for any full-time employment specialist is 20 or fewer active clients. See the fidelity review manual for a definition of active clients.

| | |
|----------|--|
| 1 Point | Ratio of 41 or more clients per employment specialist |
| 2 Points | Ratio of 31-40 clients per employment specialist |
| 3 Points | Ratio of 26-30 clients per employment specialist |
| 4 Points | Ratio of 21-25 clients per employment specialist |
| 5 Points | Ratio of 20 or fewer clients per employment specialist |

FIDELITY ITEM 2

Employment services staff

Employment specialists provide only employment services and do not provide other case management services. However, employment specialists may also assist clients to solve a range of employment related personal problems that may be barriers to employment.

| | |
|----------|--|
| 1 Point | Employment specialists provide employment services less than 60% of the time |
| 2 Points | Employment specialists provide employment services 60 – 74% of the time |
| 3 Points | Employment specialists provide employment services 75 - 89% of the time |
| 4 Points | Employment specialists provide employment services 90 – 95% of the time |
| 5 Points | Employment specialists provide employment services 96% of the time |

FIDELITY ITEM 3

Vocational generalists

Each employment specialist carries out all phases of employment service, including intake, engagement, assessment, job placement, job coaching, and follow-along support before stepping down to less intensive employment support from another MH practitioner and/or peer support. Note: It is not expected that each employment specialist will provide benefits counselling to their clients. Referrals to highly trained benefits counsellors are in keeping with high fidelity (see Item 12).

| | |
|----------|---|
| 1 Point | Employment specialist only provides vocational referral service to vendors and other programs |
| 2 Points | Employment specialist maintains caseload but refers clients to other programmes for vocational services |
| 3 Points | Employment specialist provides one to four phases of the employment service (e.g. intake, engagement, assessment, job development, job placement, job coaching, and following along supports) |
| 4 Points | Employment specialist provides five phases of employment service but not the entire service |
| 5 Points | Employment specialist carries out all six phases of employment service (e.g. programme intake, engagement, assessment, job development/job placement, job coaching, and follow-along support) |

FIDELITY ITEM 4

Integration through team assignment

Employment specialists are part of up to 2 treatment teams from which at least 90% of the employment specialist's caseload is comprised.

| | |
|----------|--|
| 1 Point | Employment specialists are part of a vocational programme that functions separately from the treatment |
| 2 Points | Employment specialists are attached to three or more treatment teams. OR clients are served by individual practitioners who are not organised into teams OR employment specialists are attached to one or two teams from which less than 50% off the employment specialist's caseload is comprised |
| 3 Points | Employment specialists are attached to one or two treatment teams, from which at least 50–74% of the employment specialist's caseload is comprised |
| 4 Points | Employment specialists are attached to one or two treatment teams, from which at least 75 – 89% of the employment specialist's caseload is comprised |
| 5 Points | Employment specialists are attached to one or two treatment teams, from which at least 90 – 100% of the employment specialist's caseload is comprised |

FIDELITY ITEM 5

Integration through frequent team member contact

Employment specialists actively participate in weekly “client focused” meetings with the treatment team, (not replaced by administrative meetings), that discuss individual clients and their employment goals with shared decision-making. Employment specialist’s office is in close proximity to (or shared with) their treatment team members. Documentation of treatment and employment services is integrated in a single client record. Employment specialists help the team think about employment for people who haven’t yet been referred to supported employment services.

| | | |
|----------|------------------------|--|
| 1 Point | One or none is present | <ul style="list-style-type: none">• Employment specialist attends weekly client focused meetings with the treatment team.• Employment specialist participates actively in the team meetings with shared decision-making.• Employment services documentation (vocational assessment/profile, employment plan, progress notes) is integrated into the client’s record.• Employment specialist’s office is in close proximity to (or shared with) the team members.• Employment specialist helps the team think about employment for people who haven’t yet been referred to supported employment services. |
| 2 Points | Two are present | |
| 3 Points | Three are present | |
| 4 Points | Four are present | |
| 5 Points | Five are present | |

FIDELITY ITEM 6

Collaboration between employment specialists and key staff members in Government DWP programs and their contractors

Liaison is important to promote sufficient referrals and to obtain assistance with Benefits and other return to work assistance. For instance in the UK this will be Job Centre Plus and Work Programme/Work Choice Providers. The employment specialists and Government funded programme staff have frequent contact for the purposes of identifying potential referrals, discussing shared clients, and obtaining additional assistance.

| | |
|----------|--|
| 1 Point | Employment specialists and Government funded programme staff have client-related contacts (phone, e-mail, in person) less than quarterly to discuss shared clients and referrals. OR employment specialists and related programme staff do not communicate |
| 2 Points | Employment specialists and Government funded programme staff have client-related contacts (phone, e-mail, in person) at least quarterly to discuss shared clients and referrals |
| 3 Points | Employment specialists and Government funded programme staff have client-related contacts (phone, e-mail, in person) monthly to discuss shared clients and referrals |
| 4 Points | Employment specialists and Government funded programme staff have scheduled, face-to-face meetings at least quarterly, OR have client-related contacts (phone, e-mail, in person) weekly to discuss shared clients and referrals |
| 5 Points | Employment specialists and Government funded programme staff have scheduled, face-to-face meetings at least monthly and have client-related contacts (phone, e-mail, in person) weekly to discuss shared clients and referrals |

FIDELITY ITEM 7

Vocational unit

At least 2 full-time employment specialists and a team leader comprise the employment unit. They have weekly client-based group supervision following the supported employment model in which strategies are identified and job leads are shared. They provide coverage for each other's caseload when needed.

| | |
|----------|---|
| 1 Point | Employment specialists are not part of a vocational unit |
| 2 Points | Employment specialists have the same supervisor but do not meet as a group. They do not provide back-up services for each other's caseload |
| 3 Points | Employment specialists have the same supervisor and discuss clients between each other on a weekly basis. They provide back-up services for each other's caseloads as needed OR, if a supported employment service is in a rural area where employment specialists are geographically separate with one employment specialist at each site, the employment specialists meet 2-3 times monthly with their supervisor by teleconference |
| 4 Points | At least 2 employment specialists and a team leader form an employment unit with 2-3 regularly scheduled meetings per month for client-based group supervision in which strategies are identified and job leads are shared and clients discussed between each other. They provide coverage for each other's caseloads when needed OR, if a supported employment service is in a rural area where employment specialists are geographically separate with one employment specialist at each site, the employment specialists meet 2-3 times per month with their supervisor in person or by teleconference and practitioners are available to help the employment specialist with activities such as taking someone to work or picking up job applications |
| 5 Points | At least 2 full-time employment specialists and a team leader form an employment unit with weekly client-based group supervision based on the supported employment model in which strategies are identified and job leads are shared. They provide coverage for each other's caseloads when needed |

FIDELITY ITEM 8

Role of employment supervisor

Supported employment unit is led by a supported employment team leader. Employment specialists' skills are developed and improved through outcome-based supervision. All five key roles of the employment supervisor are present.

| | | |
|----------|------------------------|---|
| 1 Point | One or none is present | <ul style="list-style-type: none"> One full-time equivalent (FTE) supervisor is responsible for no more than 10 employment specialists. The supervisor does not have other supervisory responsibilities. (Supported employment leaders supervising fewer than ten employment specialists, may spend a percentage of time on other supervisory activities on a prorated basis. For example, an employment supervisor responsible for 4 employment specialists may be devoted to supported employment supervision half time). Supervisor conducts weekly supported employment supervision designed to review client situations and identify new strategies and ideas to help clients in their work lives. Supervisor communicates with treatment team leaders to ensure that services are integrated, to problem solve programmatic issues (such as referral process, or transfer of follow- along to health workers) and to be a champion for the value of work. Attends a meeting for each treatment team on a quarterly basis. Supervisor accompanies employment specialists, who are new or having difficulty with job development, in the field monthly to improve skills by observing, modelling, and giving feedback on skills, e.g., meeting employers for job development. Supervisor reviews current client outcomes with employment specialists and sets goals to improve the supported employment service performance at least quarterly |
| 2 Points | Two are present | |
| 3 Points | Three are present | |
| 4 Points | Four are present | |
| 5 Points | Five are present | |

FIDELITY ITEM 9

Zero exclusion criteria

All clients interested in working have access to supported employment services, regardless of job readiness factors, substance abuse, symptoms, history of violent behaviour, cognitive impairments, treatment non-adherence, and personal presentation. These apply during supported employment services too. Employment specialists offer to help with another job when one has ended, regardless of the reason that the job ended or number of jobs held. Clients are not screened out formally or informally. See the fidelity review manual for how to score this item when the employment specialist caseload is full and no places are currently available.

| | |
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| 1 Point | There is a formal policy to exclude clients due to lack of job readiness (e.g. substance abuse, history of violence, low level of functioning, etc.) by employment staff, case managers, or other practitioners. |
| 2 Points | Most clients are unable to access supported employment services due to perceived lack of job readiness (e.g., substance abuse, history of violence, low level of functioning, etc.) |
| 3 Points | Some clients are unable to access supported employment services due to perceived lack of job readiness (e.g., substance abuse, history of violence, low level of functioning, etc.). |
| 4 Points | No evidence of exclusion, formal or informal. Referrals are not solicited by a wide variety of sources. Employment specialists offer to help with another job when one has ended, regardless of the reason that the job ended or number of jobs held. |
| 5 Points | All clients interested in working have access to supported employment services. Health practitioners encourage clients to consider employment, and referrals for supported employment are solicited by many sources. Employment specialists offer to help with another job when one has ended, regardless of the reason that the job ended or number of jobs held. |

FIDELITY ITEM 10

The provider demonstrates a focus on competitive employment

The provider promotes competitive work through multiple strategies. The initial assessment includes questions about interest in employment. The health service displays written postings (e.g., brochures, bulletin boards, posters) about employment and supported employment services. The focus should be with the provider's services for people with a health condition. The health service supports ways for clients to share work stories with other clients and staff. The health service measures rate of competitive employment and shares this information with Trust leadership and staff.

| | | |
|----------|------------------------|---|
| 1 Point | One or none is present | <ul style="list-style-type: none"> Health service intake includes questions about interest in employment. Health service includes questions about interest in employment on all annual (or semi-annual assessment or treatment plan reviews. Health service displays written postings (e.g., brochures, bulletin boards, posters) about working and supported employment services, in lobby and other waiting areas. Health service supports ways for clients to share work stories with other clients and staff (e.g., Trust-wide employment recognition events, in-service training, peer support groups, Trust newsletter articles, invited speakers at client treatment groups, etc.) at least twice a year. Health service measures rate of competitive employment on at least a quarterly basis and shares outcomes with Trust leadership and staff. |
| 2 Points | Two are present | |
| 3 Points | Three are present | |
| 4 Points | Four are present | |
| 5 Points | Five are present | |

FIDELITY ITEM 11

Executive team support for supported employment

NHS Trust executive team members (e.g. CEO/ executive director, chief operating officer, QA director, chief financial officer, clinical director, medical director, human resource director) assist with supported employment implementation and sustainability. All five key components of executive team support must be present for a score of 5.

| | | |
|----------|------------------------|---|
| 1 Point | One or none is present | <ul style="list-style-type: none"> Executive director and clinical director demonstrate knowledge regarding the principles of evidence-based supported employment Trust quality assurance process includes an explicit review of the supported employment programme, or components of the programme, at least every 6 months through the use of the supported employment fidelity scale or until achieving high fidelity, and at least yearly thereafter. Trust quality assurance process uses the results of the fidelity assessment to improve supported employment implementation and sustainability. At least one member of the executive team actively participates at supported employment leadership team meetings (steering committee meetings) that occur at least every six months for high fidelity programmes and at least quarterly for programmes that have not yet achieved high fidelity. Steering committee is defined as a diverse group of stakeholders charged with reviewing fidelity, programme implementation and the service delivery system. Committee develops written action plans aimed at developing or sustaining high fidelity services. The Trust CEO/executive director communicates how supported employment services support the mission of the Trust and articulates clear and specific goals for supported employment and/or competitive employment to all Trust staff during the first six months and at least annually (i.e., supported employment kick-off, all-Trust meetings, Trust newsletters, etc). This item is not delegated to another administrator. The IPS service leader shares information about IPS evidence based barriers (difficulties) and facilitators (successes) with the Trust executive team (including the CEO) at least twice each year. The executive team helps the service leader identify and implement solutions to barriers. |
| 2 Points | Two are present | |
| 3 Points | Three are present | |
| 4 Points | Four are present | |
| 5 Points | Five are present | |

FIDELITY ITEM 12

Work incentives planning

All clients are offered assistance in obtaining comprehensive individualised work incentives planning before starting a new job and assistance accessing work incentives planning thereafter when making decisions about changes in work hours and pay. Work incentives planning includes the impact on all sources of income and fringe benefits (Personal independence payments, travel concession, DLA, Working Tax Credits, Universal Credit etc.) and all costs associated with commencing or changing employment. Clients are provided information and assistance about reporting earnings to any other programme that needs to know the new income details (e.g. Housing, Council Tax, HMRC etc).

| | |
|----------|---|
| 1 Point | Work incentives planning is not readily available or easily accessible to most clients served by the IPS service. |
| 2 Points | Employment specialist gives client contact information about where to access information about work incentives planning. |
| 3 Points | Employment specialist discusses with each client changes in benefits based on work status. |
| 4 Points | Employment specialist or other MH practitioner offers clients assistance in obtaining comprehensive, individualised work incentives planning by a person trained in work incentives planning prior to client starting a job. |
| 5 Points | Employment specialist or other MH practitioner offer clients assistance in obtaining comprehensive, individualised work incentives planning by a specially trained work incentives planner prior to starting a job. They also facilitate access to work incentives planning when clients need to make decisions about changes in work hours and pay. Clients are provided information and assistance about reporting earnings to DWP, housing programmes, etc., depending on the person's benefits. |

FIDELITY ITEM 13

Disclosure

Employment specialists provide clients with accurate information and assist with evaluating their choices to make an informed decision regarding what is revealed to the employer about having a disability.

| | | |
|----------|-------------------|--|
| 1 Point | None are present | <ul style="list-style-type: none">• Employment specialists do not require all clients to disclose their psychiatric disability at the work site in order to receive services.• Employment specialists offer to discuss with clients the possible costs and benefits (pros and cons) of disclosure at the work site in advance of clients disclosing at the work site. Employment specialists describe how disclosure relates to requesting accommodations and the employment specialist's role communicating with the employer.• Employment specialists discuss specific information to be disclosed (e.g. disclose receiving treatment, or presence of a psychiatric disability, or difficulty with anxiety, or unemployed for a period of time, etc.) and offers examples of what could be said to employers.• Employment specialists discuss disclosure on more than one occasion (e.g. if clients have not found employment after two months or if clients report difficulties on the job.) |
| 2 Points | One is present | |
| 3 Points | Two are present | |
| 4 Points | Three are present | |
| 5 Points | Four are present | |

FIDELITY ITEM 14

Ongoing, work-based vocational assessment

Initial vocational assessment occurs over 2-3 sessions and is updated with information from work experiences in competitive jobs. A vocational profile form that includes information about preferences, experiences, skills, current adjustment, strengths, personal contacts, etc., is upgraded with each new job experience. Aims at problem solving using environmental assessments and consideration of reasonable accommodations. Sources of information include the client, treatment team, clinical records and with the client's permission, information from family members and previous employers.

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| 1 Point | Vocational evaluation is conducted prior to job placement with emphasis on office-based assessments, standardised tests, intelligence tests, work samples. |
| 2 Points | Vocational assessment may occur through a stepwise approach that includes: revocational work experiences (e.g., work units in a day programme), volunteer jobs, or set aside jobs (e.g. Trust-run businesses, sheltered workshop jobs, affirmative businesses, enclaves). |
| 3 Points | Employment specialists assist clients in finding competitive jobs directly without systematically reviewing interests, experiences, strengths etc. and do not routinely analyse job loss (or job problems) for lessons learned. |
| 4 Points | Initial vocational assessment occurs over 2-3 sessions in which interests and strengths are explored. Employment specialists help clients learn from each job experience and also work with the treatment team to analyse job loss, job problems and job successes. They do not document these lessons learned in the vocational profile, OR the vocational profile is not updated on a regular basis. |
| 5 Points | Initial vocational assessment occurs over 2-3 sessions and information is documented on a vocational profile form that includes preferences, experiences, skills, current adjustment, strengths, personal contacts, etc. The vocational profile form is used to identify job types and work environments. It is updated with each new job experience. Aims at problem solving using environmental assessments and consideration of reasonable accommodations. Sources of information include the client, treatment team, clinical records, and with the client's permission, from family members and previous employers. Employment specialists help clients learn from each job experience and also work with the treatment team to analyse job loss, job problems and job successes. |

FIDELITY ITEM 15

Rapid job search for competitive job

Initial employment assessment and first face-to-face employer contact by the client or the employment specialist about a competitive job occurs within 30 days (one month) after programme entry.

| | |
|----------|---|
| 1 Point | First face-to-face contact with an employer by the client or the employment specialist about a competitive job is on average 271 days or more (>9months) after programme entry. |
| 2 Points | First face-to-face contact with an employer by the client or the employment specialist about a competitive job is on average 151 and 270 days (5-9 months) after programme entry. |
| 3 Points | First face-to-face contact with an employer by the client or the employment specialist about a competitive job is on average between 61 and 150 days (2-5 months) after a programme entry. |
| 4 Points | First face to face contact with an employer by the client or the employment specialist about a competitive job is on average between 31 and 60 days (1-2 months) after programme entry. |
| 5 Points | The programme tracks employer contacts and the first face-to-face contact with an employer by the client or the employment specialist about a competitive job is on average within 30 days (one month) after programme entry. |

FIDELITY ITEM 16

Individualised job search

Employment specialists make employer contacts aimed at making a good job match based on client's preferences (relating to what each person enjoys and their personal goals) and needs (including experience, ability, symptoms, health, etc) rather than the job market (i.e., those jobs that are readily available). An individualised job search plan is developed and updated with information from the vocational assessment/profile form and new job/educational experiences.

| | |
|----------|---|
| 1 Point | Less than 25% of employer contacts by the employment specialist are based on job choices which reflect client's preferences, strengths, symptoms, etc. rather than the job market. |
| 2 Points | 25-49% of employer contacts by the employment specialist are based on job choices which reflect client's preferences, strengths, symptoms, etc. rather than the job market. |
| 3 Points | 50-74% of employer contacts by the employment specialist are based on job choices which reflect client's preferences, strengths, symptoms, etc., rather than the job market. |
| 4 Points | 75-89% of employer contacts by the employment specialist are based on job choices which reflect client's preferences, strengths, symptoms, etc., rather than the job market and are consistent with the current employment plan. |
| 5 Points | Employment specialists makes employer contacts based on job choices which reflect client's preferences, strengths, symptoms, lessons learned from previous jobs etc., 90-100% of the time rather than the job market and are consistent with the current employment/job search plan. When clients have limited work experience, employment specialists provide information about a range of job options in the community. |

FIDELITY ITEM 17

Job development - frequent employer contact

Each employment specialist makes at least 6 face-to-face employer contacts per week on behalf of clients looking for work (rate for each week then calculate average and use the closest scale point). An employer contact is counted even when an employment specialist meets the same employer more than one time in a week, and when the client is present or not present. Client-specific and generic contacts are included. Employment specialists use a weekly tracking form to document employer contacts.

| | |
|----------|---|
| 1 Point | Employment specialist makes less than 2 face-to-face employer contacts that are client-specific per week. |
| 2 Points | Employment specialist makes 2 face-to-face employer contacts per week that are client-specific; OR does not have a process for tracking. |
| 3 Points | Employment specialist makes 4 face-to-face employer contacts per week that are client-specific, and uses a tracking form that is reviewed by the supported employment supervisor on a monthly basis. |
| 4 Points | Employment specialist makes 5 face-to-face employer contacts per week that are client-specific, and uses a tracking form that is reviewed by the supported employment supervisor on a weekly basis. |
| 5 Points | Employment specialist makes 6 or more face-to-face employer contacts per week that are client specific, or 2 employer contacts times the number of people looking for work when there are less than 3 people looking for work on their caseload (e.g., new programme). In addition, employment specialist keeps records that can be reviewed by a supervisor on a weekly basis. |

FIDELITY ITEM 18

Job development - quality of employer contact

Employment specialists build relationships with employers through multiple visits in person that are planned to learn the needs of the employer, convey what the supported employment programme offers to the employer, describe client strengths that are a good match for the employer (rate for each employment specialist, then calculate average and use the closest scale point).

| | |
|----------|---|
| 1 Point | Employment specialist meets employer when helping client to turn in job applications, OR employment specialist rarely makes employer contacts. |
| 2 Points | Employment specialists contacts employer to ask about job openings and then shares these "leads" with clients. |
| 3 Points | Employment specialist follows up on advertised job openings by introducing self, describing programme, and asking employer to interview client. |
| 4 Points | Employment specialist meets with employers in person whether or not there is a job opening, advocates for clients by describing strengths and asks employers to interview clients. |
| 5 Points | Employment specialist builds relationships with employers through multiple visits in person that are planned to learn the needs of the employer, convey what the supported employment programme offers to the employer, describe client strengths that are a good match for the employer. |

FIDELITY ITEM 19

Diversity of job types

Employment specialists assist clients in obtaining different types of jobs.

| | |
|----------|--|
| 1 Point | Employment specialists assist clients to obtain different types of jobs less than 50% of the time. |
| 2 Points | Employment specialists assist clients to obtain different types of jobs 50-59% of the time. |
| 3 Points | Employment specialists assist clients to obtain different types of jobs 60-69% of the time. |
| 4 Points | Employment specialists assist clients to obtain different types of jobs 70-84% of the time. |
| 5 Points | Employment specialists assist clients to obtain different types of jobs 85-100% of the time. |

FIDELITY ITEM 20

Diversity of employers

Employment specialists assist clients in obtaining jobs with different employers.

| | |
|----------|--|
| 1 Point | Employment specialists assist clients to obtain jobs with different employers less than 50% of the time. |
| 2 Points | Employment specialists assist clients to obtain jobs with the same employers 50-59% of the time. |
| 3 Points | Employment specialists assist clients to obtain jobs with different employers 60-69% of the time. |
| 4 Points | Employment specialists assist clients to obtain jobs with different employers 70-84% of the time. |
| 5 Points | Employment specialists assist clients to obtain jobs with different employers 85-100% of the time. |

FIDELITY ITEM 21

Competitive jobs

Employment specialists provide competitive job options that have permanent status rather than temporary or time-limited status, e.g. transitional employment positions. Competitive jobs pay at least the minimum wage, are jobs that anyone can apply for and are not set aside for people with disabilities. (seasonal jobs and jobs from temporary agencies that other community members use are counted as competitive jobs)

| | |
|----------|--|
| 1 Point | Employment specialists provide options for permanent, competitive jobs less than 64% of the time, OR there are fewer than 10 current jobs. |
| 2 Points | Employment specialists provide options for permanent, competitive jobs about 65-74% of the time. |
| 3 Points | Employment specialists provide options for permanent competitive jobs about 75-84% of the time. |
| 4 Points | Employment specialists provide options for permanent competitive jobs about 85-94% of the time. |
| 5 Points | 95% or more competitive jobs held by clients are permanent. |

FIDELITY ITEM 22

Individualised follow-along support

Clients receive different types of in-work support that are based on the job, client preferences, work history, needs, etc. Supports are provided by a variety of people, including treatment team members (e.g. medication changes, social skills training, encouragement), family, friends, co-workers (i.e. natural supports), and employment specialist. Employment specialist also provides employer support (e.g. educational information, job accommodations) at client's request. Employment specialist offers help with career development, i.e. assistance with education, a more desirable job, or more preferred job duties.

| | |
|----------|--|
| 1 Point | Most clients do not receive supports after starting a job. |
| 2 Points | About half of the working clients receive a narrow range of supports provided primarily by the employment specialist. |
| 3 Points | Most working clients receive a narrow range of supports that are provided primarily by the employment specialist. |
| 4 Points | Clients receive different types of support for working a job that are based on the job, client preferences, work history, needs, etc. Employment specialists provide employer supports at the client's request. |
| 5 Points | Clients receive different types of support for working a job that are based on the job, client preferences, work history, needs, etc. Employment specialist also provides employer support (e.g., educational information, job accommodations) at client's request. The employment specialist helps people move onto more preferable jobs and also helps people with education or certified training programmes. The site provides examples of different types of support including enhanced supports by treatment team members. |

FIDELITY ITEM 23

Time-unlimited follow-along supports

Employment specialists have face-to-face contact within 1 week before starting a job, within 3 days after starting a job, weekly for the first month, and at least monthly for a year or more, on average, after working steadily and as desired by clients. Clients are transitioned to step down job supports from a health worker following steady employment. Employment specialists contact clients within 3 days of learning about the job loss

| | |
|----------|---|
| 1 Point | Employment specialist does not meet face-to-face with the client after the first month of starting a job. |
| 2 Points | Employment specialist has face-to-face contact with less than half of the working clients for at least 4 months after starting a job. |
| 3 Points | Employment specialist has face-to-face contact with at least half of the working clients for at least 4 months after starting a job. |
| 4 Points | Employment specialist has face-to-face contact with working clients weekly for the first month after starting a job, and at least monthly for a year or more, on average, after working steadily, and as desired by clients. |
| 5 Points | Employment specialist has face-to-face contact within 1 week before starting a job, within 3 days after starting a job, weekly for the first month, and at least monthly for a year or more, on average, after working steadily and as desired by clients. Clients may be transitioned to intermittent support, or regular monitoring, following steady employment. Employment specialist contacts clients within 3 days of hearing about the job loss. |

FIDELITY ITEM 24

Community-based services

Employment services such as client engagement, job finding and follow-along supports are provided in natural community settings by all employment specialists. (Rate each employment specialist based upon their total weekly scheduled work hours, then calculate the average and use the closest scale point).

| | |
|----------|---|
| 1 Point | Employment specialist spends 30% time or less in the scheduled work hours in the community. |
| 2 Points | Employment specialist spends 30-39% time of total scheduled work hours in the community. |
| 3 Points | Employment specialist spends 40-49% of total scheduled work hours in the community. |
| 4 Points | Employment specialist spends 50-64 % of total scheduled work hours in the community. |
| 5 Points | Employment specialist spends 65% or more of total scheduled work hours in the community. |

FIDELITY ITEM 25

Assertive engagement and outreach by integrated treatment team

Service termination is not based on missed appointments or fixed time limits. There is systematic documentation of outreach attempts. Engagement and outreach attempts are made by integrated team members. Multiple home/community visits. Coordinated visits by employment specialist with integrated team member. Connect with family, when applicable. Once it is clear that the client no longer wants to work or continue supported employment services, the team stops outreach.

| | | |
|----------|--|--|
| 1 Point | Evidence that 2 or less strategies for engagement and outreach are used. | <ul style="list-style-type: none"> • Service termination is not based on missed appointments or fixed time limits. • Systematic documentation of outreach attempts. • Engagement and outreach attempts made by integrated team members. • Multiple home/community visits. • Coordinated visits by employment specialist with integrated team member. • Connect with family, when applicable. |
| 2 Points | Evidence that 3 strategies for engagement and outreach are used. | |
| 3 Points | Evidence that 4 strategies for engagement and outreach is used. | |
| 4 Points | Evidence that all 5 strategies for engagement and outreach is used. | |
| 5 Points | Evidence that all 6 strategies for engagement and outreach are used. | |

SCORE SUMMARY

| Element | | Last fidelity review | This fidelity review | Change in score |
|-------------------|---|----------------------|----------------------|-----------------|
| Staffing | | | | |
| 1 | Number on caseload | | | |
| 2 | Employment services staff | | | |
| 3 | Vocational generalists | | | |
| Organisation | | | | |
| 4 | Integration through team assignment | | | |
| 5 | Integration through frequent contact | | | |
| 6 | Collaboration between employment specialists and JC+/WP | | | |
| 7 | Vocational unit | | | |
| 8 | Role of employment supervisor | | | |
| 9 | Zero exclusion criteria | | | |
| 10 | Service provider focus on competitive employment | | | |
| 11 | Executive team support | | | |
| Services | | | | |
| 12 | Work incentives planning | | | |
| 13 | Disclosure | | | |
| 14 | Ongoing, work-based vocational assessment | | | |
| 15 | Rapid search for competitive job | | | |
| 16 | Individualised job search | | | |
| 17 | Job development – frequent employer contact | | | |
| 18 | Job development – quality of employer contacts | | | |
| 19 | Diversity of job types | | | |
| 20 | Diversity of employers | | | |
| 21 | Competitive jobs | | | |
| 22 | Individualised follow-along supports | | | |
| 23 | Time-unlimited follow-along supports | | | |
| 24 | Community-based services | | | |
| 25 | Assertive engagement and outreach by integrated team | | | |
| Total score | | | | |
| Maximum IPS score | | | | |

JOHN'S BACKGROUND

John is 30 years old and has suffered with paranoid schizophrenia since his early 20s. A maternal uncle has also suffered with mental illness. John's dad left home shortly after he was hospitalised for the first time, unable to accept that his son could have a mental illness.

John now lives with his mum, two brothers and a sister. He claims Employment and Support Allowance (ESA) and Disability Living Allowance (DLA). His mother is his carer and is paid carer's allowance. John gets on well with his sister but his two brothers have been ridiculed by friends because of John's condition so have nothing to do with him.

John went to university in his late teens when his symptoms started to develop and affect his course work. He failed to attend class and hand in assignments and it was recommended that he drop out. John had 2 brief hospitalisations in his early 20s that were precipitated by: anger at his course tutors, depression, and voices in his head. He found the hospital stays unhelpful. He was treated with haloperidol, which gave him muscle cramps; he was then treated with olanzapine, gained 20 pounds and developed diabetes mellitus.

John doesn't sleep very well and often stays up very late and wakes up late in the morning (11am-ish). He is very aware that stress exacerbates his symptoms. John smokes marijuana and tobacco frequently to calm himself; he also drinks vodka. He was arrested 5 years ago for being drunk and disorderly.

John sees a psychiatrist for 15 minutes every 2 months but sometimes misses his appointment. His psychiatrist has told him that he will probably never work because he wouldn't want him to relapse now that he is relatively stable. He has a social worker whom he sees often and has a good relationship with.

Apart from a few part-time jobs he did as a teenager he has never worked. John hasn't looked for work since university because he is convinced he is a failure and that employers won't want him when they find out his diagnosis. He has never been offered support to return to work and wouldn't know where to start.

His social worker has started to discuss the possibility of finding employment with him. He is not convinced that he will be able to sustain employment because his symptoms fluctuate and he doesn't really want to stack shelves in a supermarket which is all his mum feels he might be capable of doing.

John has recently had a letter from the Department of Work and Pensions asking him to attend a Work Capability Assessment.

John's barriers to work:

Notes:

DECISION BALANCE TABLE

| | Advantages | Disadvantages |
|-----------------------|------------|---------------|
| Returning to work | | |
| Not returning to work | | |

EMPLOYMENT SUPPORT EXAMPLE REFERRAL FORM

| | | | | | | |
|---|-------------------------------|------------------------------|----------------------------------|---|-----------------------------|---------------------------------|
| Client name: John | | | | | | |
| Client Address: A flat, in the city, London | | | | | | |
| Postcode: AB12C345 | | | | Telephone: 0123456789 | | |
| Date of Birth: 1/1/1970 | | | | Email: John@home.com | | |
| Unemployed Y/N Volunteering Y/N | | | | If yes length of time: No volunteering – currently unemployed | | |
| Meeting arranged | | Time: 09:00 | | Date: Next week | | Venue: meeting room 1 |
| Other details requests for attendance at meeting: e.g. advocate, access, communicator etc. John would prefer his social worker Jane to attend the first meeting. John prefers to be contacted by email to arrange meetings. He finds social interactions stressful. John will not answer the phone but will return calls in his own time. | | | | | | |
| Referral source | <input type="checkbox"/> self | <input type="checkbox"/> DEA | <input type="checkbox"/> care co | <input type="checkbox"/> MH prof | <input type="checkbox"/> OT | <input type="checkbox"/> other |
| Name: Jane | | | | | | |
| Organisation: CMHT - Jane is his primary mental health worker (social worker) and has good contact with him Date of Referral: Last week | | | | | | |
| Reason for referral (tick as many as relevant): <input type="checkbox"/> Return to paid employment <input type="checkbox"/> Help looking into on-the-job training <input type="checkbox"/> Help exploring work training options <input type="checkbox"/> Practice interviewing/ CV writing <input type="checkbox"/> Help contacting employers/job leads <input type="checkbox"/> Benefits advice to support job search | | | | | | |

Summary of current situation:

John is not working and hasn't worked for a long time. John would like to gain some independence from his family. He has an ambition to leave home.

What are your hopes regarding employment, do you have any ideas about work options?

John has a strong aptitude for computers and is very numerical / logical. He has no other ideas about what to do. John is keen to start part-time only. You will need to explore his interests as he is unsure of what job would be suitable for him.

What are your concerns about working?

John is very anxious about work. He is currently managing his symptoms well and has learned not to let the voices affect his behaviour. His main concern is his social anxiety.

What prevents your current search for employment e.g. skills gap, qualifications, work history?

Negative experiences, told to avoid work by psychiatrist, no qualifications, poor work history, managing anxiety. Low self esteem.

How do you currently spend your time?

Watching TV – going to Mind – playing around with the computer.

What supports do you have to do the things you want to do?

Mind caseworker Jodie and Jan social worker and mum.

Plan of action (to be completed by employment specialist):

Employment specialist to complete vocational profile Yes/No

If no refer back to:

- ☒ care coordinator
- ☐ vocational lead
- ☐ occupational therapist

Team: CMHT

Name: Jane

Date referred: 2 weeks ago

VOCATIONAL PROFILE (VP)

This form is to be completed by the employment specialist during the first few weeks of meeting with a new client.

Sources of information include the client, the treatment team, client records, and with permission, family members and previous employers.

The profile should be updated with each new job experience. The client and clinicians should have access to this document.

A copy of each vocational action plan, benefits analysis, disclosure discussion and employer engagement should be attached to this record.

Example vocational profile on the next page.

PERSONAL DETAILS

Pronouns: He/Him **First Name:** John **Surname:** **Home Address:** A flat, in London

Home Telephone Number: 123457890

Mobile Number : 23987543

Preferred Number for Contact: Mobile – but please email or text before calling

National Insurance number: NY123124D **Email Address:** John@home.com

Preferred method of communication:

Mobile – but please email or text before calling so he knows to answer

Do you need any help or support when communication with other people?

I suffer from anxiety and do not like answering phone or mail when unwell.

Religion:

Christian Jewish Muslim Hindu Sikh Buddhist no religion other

Who should we contact if we are struggling to get in touch with you? Please provide their contact details:

Please contact my social worker Jane 01234 56789 if you can't get hold of me or my mum 3456 123456.

NEEDS IN RELATION TO WORK

Salary expectations: Enough to become independent and leave home

Hours: Less than 16 but building up

Sector: ?

Location: Doesn't mind

Travel: Within cycling or walking distance

Environment (e.g. large / small team or working on own): Working alone

Interested in Temporary or Permanent work: Doesn't mind – but doesn't like change

Dislikes in relation to work: Public facing

MOTIVATION AND ASPIRATIONS

Why are you looking for work?

John wants to move out of home and get away from his brothers

What are your aspirations? What would your ideal job be?

When he was younger he wanted to be a famous scientist – like Albert Einstein. Doesn't know what to do now.

Why would you want to do that kind of job?

He wanted to be a scientist because he was very clever and was very good at problem solving and looking at things in different ways to other people. He was good at maths and engineering.

What type of job do you know that you don't want?

Nothing outside, nothing with lots of human interaction. No heavy physical work, no shift work or night work. Nothing that has a messy environment.

What kind of jobs do your friends and family have?

They all work in jobs where they have to spend time with other people – mums a care worker, his close friends don't work, he knows health professionals and mental health charity workers at Mind.

Do you have any worries about going to work?

Psychiatrist says it will make him ill.

EDUCATION AND QUALIFICATIONS

Schools/college /university courses /attended

1. A school
2. Another school
3. A University

How did you do in school/university? Did you enjoy it?

John enjoyed the subjects he studied at school and had a few close friends. He finds learning easy. He avoided sports and social activities. He associates university with becoming unwell.

What qualifications or certificates have you gained or are working towards?

John's highest qualifications were A levels Maths, Physics and Chemistry. He was studying for a Maths degree when he became unwell. He has no other vocational qualifications.

Would you ever like to return to education?

Not sure. At the moment, John just wants to get a job.

BASIC SKILLS

Are you able to read? Yes

Are you able to write? Yes

What is your first Language? English

VOCATIONAL TRAINING AND INFORMATION TECHNOLOGY

Any Previous Vocational Training? No

Do you have experience of using computers? Yes

Do you have any IT qualifications? No

Would you like more information on local courses? No

Do you have any concerns about technology and information? No, John is quite good with technology. He likes them because they are logical.

WORK HISTORY

Job Title: Washer upper

Employer: A coffee shop

Job duties: Was waiting to start off but moved to washing up

Hours per week: 15

What did you like about the job: Not much

What did you dislike? Being polite to customers and taking payment for their meals

Reasons for leaving job: Going to university

Start and end dates: 10 years ago

Job Title: Paper round

Employer: The newsagents

Job duties: Delivering newspapers

Hours per week: 10

What did you like about the job: Being out the house. Having his own company. Having the time to work at his own pace

What did you dislike: Carrying lots of papers at the start of the round

Reasons for leaving job: Spend more time on studies

Start and end dates: 15 years ago

HOPES AND INTERESTS FOR EMPLOYMENT

How soon would you like to return to work? As soon as possible

How would you like your employment specialist to support you in getting back to work?

Using a computer to job search NO

General job searching YES

Writing applications NO

Writing letters NO

Cold calling YES

Interviews YES

Specific job-related skills YES

CV YES

Help learning the job roles NO

Support once job has been got YES

What specific job-related skills do you need to develop?

How to show potential employers the projects I have done as I don't have a good work history.

Other:

Are you prepared to do some formal training to become qualified or more competitive for your job goal?

Yes, if I have to – but would prefer not to

Do you have access to a computer / internet / telephone for job searching? Yes

EMPLOYMENT SUPPORT

Preferred work choice:

Days you would like to work: Don't mind

Preferred hours: less than 16 hours a week

Times E.G. mornings, afternoons, evenings: John finds it hard to get up in the mornings, would not like shift work

Skills you would like to develop or learn: None

Interpersonal skills: Does not like being with lots of other people or have pressure put on him. He can enjoy the company of people who have the same interests as him – computers and old movies
He would not like to work with the public. He likes computers because they don't argue back and are predictable.

Work felt suitable by family and/support network: Shelf stacking, cleaning

Who do you spend time with? Sister, a few friends at Mind (Jack and Kev) who he meets on a daily basis when well.

What significant people are available to help you or are involved with finding and retaining employment? (e.g. Family, Friends, Support worker, DEA): Jodie his keyworker at Mind. Maybe Jack as he is into computers too. Jane the social worker.

Information from family, previous employers, school or others: None approached yet

Details of current job search and does anyone support you with this?: John has not started looking for a job

Do you have any training or experience to support your job choice?: Don't know yet

FINANCIAL

Do you have a bank account? No

Are you aware that going to work may affect your benefits? Yes

Current benefits:

☐ UC ☐ ESA ☐ CTR ☐ PIP ☐ No benefits

☐ Other:

In work benefits calculation needed: yes/no

Financial stability: yes/no

Housing stability: yes/no

Dates of benefits analysis: none done yet

SOCIAL AND HOBBIES

What hobbies or interests do you have?

Computers – teaching himself how they work and how to write code. Making and watching old films. Has made his own films using a camera and computers. Reading.

Are you prepared for work to come before social activities and classes?

Not attending any classes

SUMMARY OF SOCIAL AND DOMESTIC SKILLS

Describe your daily activities from the time you get up to the time you go to bed?

Morning: TV or Xbox every morning except Sat and Sunday down the pub

Afternoon: Mind twice a week. Out with Kev in the afternoons or at home with him playing on Xbox

Evening: Not much, nothing specific

What are your typical sleep hours?

Does not sleep well, very broken sleep, cat naps throughout the day.

What home maintenance skills do you have (DIY, Painting, Decorating, Car maintenance, computers)

Computers

Do you belong to any clubs, groups, church etc.?

Mind

TRANSPORT

Do you have a current driving licence? No

Do you have a HGV or other vehicle licence? No

Do you own a vehicle? No

Do you have access to using transport? Yes – bus, trains

Can you use public transport? No, crowded public transport makes him anxious

If not how will you get to work? Walk or cycle

GETTING READY FOR A JOB

Do you own your own home? No

Are you in rented accommodation? Local authority / private local authority

Do you live alone or do you have others living with you? Yes lives with mum, sister and brothers

Do you have a place to bathe? Yes

Do you have clothes for interviews? No only casual jeans

Do you understand that your employer may have a dress code? Yes

Do you have an alarm clock? No mum wakes him up

Do you have two forms of ID? Passport and National Insurance card

What facilities are there locally to you for shops, buses, community services?
Lives in London with all the normal facilities

PERSONAL DETAILS

Do you know what your mental health diagnosis is?

Schizophrenia

Symptoms you experience

Fatigue, anxiety, anger, fluctuating depression, voices, last relapse

Please give details of how whether and how your mental health condition/symptoms affect your work and day to day activities.

What are the signs of a flare up?

Irritability, feeling pressurised, struggle to sleep

Are you taking any medication? Yes

If yes, please give details and any possible side effects your experience.

Drowsy in the mornings. Difficulties with memory sometimes.

Do you need any extra help or support to manage your health care?

Yes – sleep and anxiety

If so what type of support do you feel would be helpful?

Don't know

Are there any coping mechanisms you use that enable you to get through difficulties which can be used in your employment support plan?

Talking to himself

Telling himself he is not bad Trying to sleep

Use marijuana Drink alcohol

Substance use

A bottle of vodka each weekend – spends time in pub. Smokes marijuana every day.

Do you have any other health conditions?

Diabetes

How does this affect your day to day activities?

He gets fatigued by physical movement. Does not like physical work.

Cognitive problems and or abilities

Memory - when depressed his memory ability can become erratic

Concentration and attention

Very focused when he is interested in a subject. Can learn things easily when well. Struggles to concentrate when depressed.

Problem solving

Excellent

Psychomotor speed

Fine unless experiencing negative symptoms

FORENSIC HISTORY**Have you been arrested?**

Yes, for being drunk and disorderly

Have you been convicted of a crime? Type, year, circumstances, spent date

No

DISCUSSIONS ON MANAGING PERSONAL INFORMATION AND OUTCOME**Still to be discussed:****Pros:****Cons:****Can the advisor make contact with employers (you can change your mind at any time)?**

Yes maybe

What should your advisor not discuss with an employer?

His schizophrenia diagnosis

JOHN'S PREFERENCES, ACADEMIC AND WORK HISTORY

What jobs might be worth considering?

- John is interested in paid employment and wants to leave home and be more independent. He is worried about working though and thinks he should start off part-time initially.
- At University John studied pure maths – but he dropped out because of the stress in his life at the time. He doesn't believe that he could go back to study because of the traumatic time he had. He does however enjoy logic and problem solving.
- John is not interested in working with a team or a group of co-workers. He finds social interaction very stressful. He would rather be given his work instructions and then work alone.
- John does not like high pressure situations.
- John is not interested in a job where he has to handle money or a cash register.
- John has a habit of obsessively collecting things. He likes the world around him to be organised and predictable; it helps reduce his stress. John likes to keep things in order.
- John enjoys watching videos, especially videos of old movies at home. He has made a short black and white film about what it feels like to have schizophrenia for his family.
- John is very computer literate and taught himself a number of programmes and can write websites. He enjoys being alone with the computer.
- John likes collecting books and is an avid reader.
- John had a paper round as a youngster – which he enjoyed because it got him out of the house but he didn't have much interaction with people.
- John also waited on tables in a café for a while but ended up in the kitchens doing the washing up because of his lack of social skills with the customers.
- John does not like lots of physical activity as he easily gets fatigued. John is not interested in late evening work.

The ideal job for John

Identify some possible job roles worth exploring

- Focus on strengths and opportunities
- See all experiences in a positive light
- Reflect on what John can do rather than what he can't

JOHN'S "PERSONAL INFORMATION" STATEMENT

What personal / health information should John share with an employer?

John is 30 years old and has suffered with schizophrenia since his early 20s.

He lives with his Mum and two brothers and a sister. John's mother supports him financially. John's Dad left home shortly before he was hospitalised for the first time. He gets on well with his sister, but his two brothers are angry and frightened of him and have nothing to do with him. They are particularly upset by his lack of interest in the outside world. A maternal uncle has also been diagnosed with schizophrenia.

John had 2 brief hospitalisations in his early 20s that were precipitated by: anger at his course tutors, depression, and voices in his head. He found the hospital stays unhelpful. He was treated with haloperidol, which gave him muscle cramps, he was then treated with olanzapine, gained 20 pounds and developed diabetes mellitus.

John smokes marijuana and tobacco frequently to calm himself; he also drinks vodka.

John sees a psychiatrist for 15 minutes every 2 months but sometimes misses his appointment. He has a social worker whom he sees often.

He went to university in his late teens but dropped out because of his symptoms. Apart from a few part-time jobs he did as a teenager he has never worked.

| Advantages of sharing | Disadvantages of sharing |
|-----------------------|--------------------------|
| | |

SHARING PERSONAL INFORMATION

Draft a statement that John could use about his health condition. John could use this statement in an interview if he's asked about his gaps in employment or lack of work history. John does not want his diagnosis revealed.

Tip: Shorter the better.

VOCATIONAL ACTION PLAN

| | |
|--|--|
| Vocational action plan | Date: Today |
| Name: John | Name of service: IPS service |
| Job goal: John would like a 15 hour a week job in either web design or computer hardware re- pairs. Eventually he would like to work fulltime hours so he can earn enough money to live away from home. | Name of employment specialist: Me |

| Objective | Actions/strategies | Responsible | Completion date |
|-----------|--------------------|-------------|-----------------|
| | | | |

INTRODUCING YOURSELF TO EMPLOYERS

How might you introduce yourself to an employer? What wording would you use?

Essential elements of a good introduction:

- **Short:** Your introduction should take no longer than 30 seconds
- **Clear:** Use language that everyone understands to avoid confusing people
- **Key words:** Use words like "free service" "NHS"
- **No pressure:** Don't ask about jobs yet, you can ask that later once you know more about their business
- **Get to the point:** You would like to arrange a time to come back so you can ask more questions and get to know them

Examples:

"Hi, my name is Sam and I work for Job Opportunities in town. I am an employment specialist, and I help people who have been out of work to re-engage in the workforce. Part of my job is to learn from employers about their businesses and hiring preferences. Would it be possible to schedule a 10-minute appointment to come back and learn more about (name of business)?"

"Hello. My name is Sam and I work for Job Opportunities in town. I am an employment specialist, and my job is to introduce employers to people who have the skills those employers need. Although I am not looking for a position for anyone, one of my responsibilities is to learn about local businesses. Would it be possible to schedule a 15-minute appointment with you to learn more about what you do and the type of person who is a successful employee at your business?"

Draft your own introduction:

PREPARING FOR AN INTERVIEW

What can you, John, his family, his friends and the treatment team do to prepare him for the big day?

You:

John's family:

John's friends:

The treatment team:

How might you support your service user to help them prepare for their first day at work?

What types of in-work support might an employment specialist provide?

To the service user?

To the employer?

A WORK HEALTH AND WELLBEING PROMOTION PLAN

‘Prevention is better than cure’

| The things I need to do every day or week to keep feeling on top of things | The things that my manager can do to help me stay on an even keel at work |
|--|---|
| | |

IN-WORK SUPPORT: CASE SCENARIOS

6 months later:

John's current situation:

John has been working at a computer repair shop for the past six months. His role involves running a diagnostic software check on PCs that are brought in for repair. If the issue is straightforward, John is usually able to fix it himself. For more complex problems, he refers the case to either the manager or a colleague - both of whom are experienced IT technicians. John works from 1-4pm, Tuesday to Friday. His living situation and support network remain the same as described in his original profile.

Medication and support:

Two months ago, John switched from receiving fortnightly antipsychotic injections to taking oral medication. At a recent treatment team meeting, there was a discussion about whether John could now be discharged from the Community Mental Health Team (CMHT) and transferred back to Primary Care (his GP). You mentioned that before making this decision, you would like to have a review meeting with both John and his employer to assess how things are going at work, and whether any additional support is needed. Around the same time, you also reduced your own contact with John to once every four weeks.

You have scheduled a joint meeting with John and his employer. You've also arranged to meet with John individually one week before that meeting.

Consider:

- What might you say to John/his employer immediately when told of the issues?
- How might the issues be best handled in your review meeting with John and his employer?
- What are you going to report back to the team regarding future support for John and his readiness to be discharged from services?
- How might John's wider support network be involved?

Scenarios:

1. John says he enjoys the work, but is not earning enough to leave home, which he really wants to do. He would like to work more hours and extend the range of I.T problems he is able to solve, but has not discussed this with his manager.
2. John's employer catches you for a word when you are on your way out. He is generally happy with John's work, but says that John sometimes tries to solve things on his own, rather than sticking to his role or checking. On one recent occasion this led to a significant amount of data being lost on one PC that was in for repair. He wants John to make sure he asks when encountering any areas of uncertainty, but does not want John to feel put down.
3. John would like to do a part time course at college which would give him a technical qualification and might help him progress to higher level duties. He says he asked his manager if a qualification might help him, but was told he was getting on fine with his work and they did not need him to widen this or become qualified.
4. John's employer catches you for a word when you are on your way out. He says that John is getting on okay, but he was a bit worried when he recently noticed him grimacing and muttering to himself while looking at the CCTV monitor showing the reception area.

5. John arrives at 13:00 and is expected to get on with his work immediately. He knows other staff often sit eating lunch together in the kitchen at this time or sometimes go around the local shops. While he was glad not to have to socialise initially, he feels he is not really seen as part of the team and would like to be more included, though is still nervous about this.
6. John does not work on Mondays. When he comes in on Tuesday's he sees a large number of PCs that need attention and he feels very stressed by this. He wants to catch up with the work and not get behind but is aware he makes more mistakes on Tuesdays and is worried about this.
7. John has been working under Permitted Work rules and has been in the Support Group under ESA. He has just been notified that he has to attend a Work Capability Assessment. He is worried about being transferred to Universal Credit.
8. John is paid on the last Thursday of each month. His employer has noticed a pattern: John has called in sick on the Friday following payday for the past three months. When you ask John about this, he openly admits that he has been spending most of his wages on a big night out with friends, which leaves him unable to attend work the next day.

Notes:

EMPLOYMENT SPECIALIST SELF-DEVELOPMENT TOOL

Use this tool to identify areas that you need to develop in: training; field mentoring or more experience.

| Characteristic, skill or competency | True | Kind of | False/ don't know |
|---|------|---------|----------------------|
| Initiative | | | |
| I take the initiative to contact my service users | | | |
| I am able to think quickly on my feet to come up with solutions to challenges | | | |
| I come up with creative ways of finding jobs | | | |
| I enjoy meeting new employers | | | |
| I work hard at developing relationships with new employers | | | |
| Outreach | | | |
| I find it easy to develop close and trusting relationships with employers | | | |
| I find it easy to develop close and trusting with service users | | | |
| I spend most of my time in the community | | | |
| If a client misses an appointment I telephone them | | | |
| If a client misses an appointment I visit them | | | |
| I have/would visit clients in hospital | | | |
| I visit clients at their home | | | |
| Persistence and perseverance | | | |
| I am able to reframe rejection for clients to make it a learning experience | | | |
| I do not give up on a client unless they make the decision that they no longer want to work | | | |
| I am persistent in making contact with potential employers | | | |
| I am able to remain positive when dealing with the negative attitudes of clinicians | | | |
| I consider a client losing a job as a positive learning experience | | | |
| I am able to remain positive when my client gives up on a job | | | |
| Hardiness | | | |
| I am fairly thick skinned; I do not take rejection personally | | | |
| Negative experiences get to me | | | |
| I am known for my high morale and positivity | | | |
| I believe that people with mental illnesses can work | | | |
| If my client disengages I work hard with them to ensure that it is for the right reason | | | |
| I never lose optimism that I can find someone a job | | | |
| Empathy | | | |

| | | | |
|--|--|--|--|
| I am good at listening to what my client wants | | | |
| I do not impose my own opinions on my client | | | |
| I am good at gaining my clients trust | | | |
| I understand the emotional vulnerabilities of my clients | | | |
| I understand the cognitive difficulties of my client | | | |
| I do not judge my clients | | | |
| Passion | | | |
| I am passionate about helping people with mental illness into employment | | | |
| My passion is evident to service users and clinicians | | | |
| My passion helps me and my clients overcome negative experiences | | | |
| I believe that employment helps improve recovery from mental illness | | | |
| I find it easy to give my clients a sense of hope | | | |
| I believe that I can find a job for anyone who wants to find a job | | | |
| Team orientation | | | |
| I share leads and ideas with other employment specialists | | | |
| I am vocal about employment in clinical team meetings | | | |
| I am comfortable working with clinicians | | | |
| I am able to communicate effectively | | | |
| Professionalism | | | |
| I encourage constructive criticism from my clients | | | |
| Employers find me professional | | | |
| I present myself professionally to my client | | | |
| Conscientious | | | |
| I am committed to ensuring that my client is placed in the right job | | | |
| I am committed to helping my client to stay in that job for as long as they need my support | | | |
| I do not let my client, employers or clinicians down | | | |
| Self-efficacy | | | |
| I am confident in my own ability to support someone into employment | | | |
| I am not afraid of working to targets | | | |
| I enjoy the challenge of being the only employment specialist in a clinical team | | | |
| Strong communicator | | | |
| I am good at listening to my clients | | | |
| I find it easy to tease out what clients want to get from employment | | | |
| I am good at active listening, using open-ended questions, reflecting back, re-framing and emphasising strengths | | | |
| I am good at giving feedback to my clients | | | |

| | | | |
|---|--|--|--|
| I am good at writing CVs, letters and reports | | | |
| I am good at developing on-going relationships | | | |
| Capacity to learn | | | |
| I am able to learn from events that go wrong | | | |
| I am aware of my strengths and weaknesses in relation to supported employment. | | | |
| Employment specialist competencies: | | | |
| I am effectively integrated into the clinical team | | | |
| I educate the clinical team around the importance of access to employment and education and how it can be achieved | | | |
| My clinical team believe supported employment is beneficial to their clients | | | |
| I know the IPS principals and practice | | | |
| I know about my local labour market | | | |
| I know what employers look for in a CV | | | |
| I know what employers look for at an interview | | | |
| I am able to help my client make cold and warm contacts for employment. | | | |
| I am able to develop vocational action plans which identify specific objectives, time-lines and who is responsible for what. | | | |
| I have a good understanding of the benefits system and process involved in supporting someone to make the transition from benefits to paid employment. | | | |
| I am able to assess the service users functioning in relation to work on an on-going basis (in consultation with treating professionals and employers) and put strategies in place to address any issues that may arise. | | | |
| I am able to analyse a job role and identify the physical, cognitive requirements of the role as well as the technical skills and social interactions required. | | | |
| I am able to provide individualised job development and find jobs that aren't available on the open market | | | |
| I provide effective and structured job search support. | | | |
| I find it easy to identify in work supports required for work role demands, work life balance, travel to work, managing self at work, social demands of the workplace, managing symptoms at work, money management, managing addictions issues and performance management | | | |
| I feel able to support a service user in work when they were struggling | | | |
| I have the ability to support a service user to move into another job after a previous job was not a good job match or is temporary. | | | |
| I am able to work holistically with service users to identify physical health issues that may also need to be taken into account when planning the return to work. | | | |

| | | | |
|--|--|--|--|
| I have a knowledge of health and safety in the workplace, and how to manage risks in relation to supporting a service user to return to work or education (in consultation with clinical staff). | | | |
| I am able to support the employer e.g. providing education, addressing issues that have arisen, negotiating adjustments etc. | | | |
| I know how to work towards creating natural supports e.g. in the workplace, from family/friends etc | | | |
| I have knowledge of the Equality Act and an ability to creatively negotiate reasonable adjustments. | | | |
| I have the necessary knowledge to provide supported education. | | | |
| I have an understanding of mental health conditions and or addictions issues, their impact and how they can be managed. | | | |
| I have an understanding of how criminal history may impact on the individuals work options, and how this can be managed effectively in the recruitment process. | | | |
| I have good understanding of the employment system on a local and national level, and the ability to develop relationships with local agencies e.g. JCP, Welfare to Work Providers, Voluntary Sector providers etc. | | | |
| I can competently support someone with a forensic history into employment | | | |
| I am able to impartially guide clients on how to manage their personal information during the return to work process | | | |
| Job retention issues | | | |
| I have an ability to identify any issues in the workplace that may have contributed to the job retention issue. | | | |
| I have an ability to identify any personal/health issues which are impacting on the individual's ability to perform effectively in their work role. | | | |
| I have the ability to mediate between the service user and employer and/or refer to the appropriate sources for mediation support. | | | |
| I have knowledge of relevant legislation e.g. Equality Act and how to refer to other sources if more complex legal advice is required. | | | |
| I have the ability to effectively negotiate with the employer regarding a return to work plan or alternative duties if their previous role is unsuitable. | | | |
| I have the ability to assess the previous workplace and ensure a safe return to work plan is put in place e.g. a graded return to work, job modifications etc in consultation with all relevant parties e.g. relevant stakeholders within the employer e.g. managers, HR, co-workers, clinical staff, the union if involved, GP etc. | | | |
| I have the ability to provide proactive on-going support to the individual and employer throughout the return to work process in consultation with treating professionals. | | | |

EXAMPLES OF SHARING PERSONAL INFORMATION

Past health experiences have affected my wellbeing, but I have used the last two years to focus on my recovery, studying, volunteering. I am now ready to work.

I have some health issues, but I have learnt to overcome the difficulties and I am now capable of and ready for work

I am pleased to say that I've learnt about and grown as an individual resulting from having had some health issues. These are now resolved.

I have personal experience of mental health issues, which I feel has helped me to grow as a person and empathise with other disadvantaged people

During that period, I was going through a difficult time in my life, but I am now fully recovered and hopeful of a positive future.

My period of mental ill health has helped me learn how to manage my health, taught me coping mechanisms and given me more empathy and depth.

When I was younger I had a health condition that disrupted my education, however during my recovery I have been doing...

My health challenges have given me a unique opportunity to re-evaluate what really mattered to me in life, and to make the right choices workwise. (This is how I decided to redirect my career in social care).

I am dyslexic and have been aware of this for three years. In this time I have been able to enhance my ways of working.

I was suffering from depression over that period of time and am aware of my triggers and have solutions to address them with outside support.

When I was younger, I had a period which affected my health. I have learnt to overcome and understand, this has made me a better individual, who is capable of success.

I experienced anxiety, which has given me a better understanding of myself and more empathy for others who may experience difficult situations.

I sometimes get anxious but I have a good understanding of how to manage my anxiety so it does not interfere with my work and social life.

I received intense treatment for a severe mental illness and have been able to overcome my illness and regain my independence.

I had to leave my previous job due to mental health issues that have significantly improved with the help of various agencies. I have coping strategies and support in place and I'm ready to return to work.

I had some time off due to ill health. I am now well and have learned how to manage stress, which I feel is now an asset.

EXAMPLE COMPLETED VOCATIONAL ACTION PLAN

| | |
|--|--|
| Vocational action plan | Date: Today |
| Name: John | Name of service: IPS service |
| Job goal: John would like a 15 hour a week job in either web design or computer hardware re- pairs. Eventually he would like to work fulltime hours so he can earn enough money to live away from home. | Name of employment specialist: Me |

| Objective | Actions/strategies | Responsible | Completion date |
|---|---|-----------------------------------|-----------------|
| John needs to find out about working in hardware repairs | John to research organisations who provide that service locally. John to find job descriptions for the role on the internet. Review what aspects of the job description John might find difficult. Arrange a job trial with a local hardware repairs employer. | John John John and ES ES | |
| John needs to get better sleep | Get mother to wake him up every morning. Speak to Psychiatrist about sleep medication or adjusting medication times. | John/Mum/ Psychiatrist | |
| John would like to see behind the scenes at an IT department or web design company | Arrange a visit to some local IT companies/departments. Ask Jodie (Mind) if he could work shadow the person who designs their website. | ES | |
| John needs to make sure he has the minimal job entry qualifications required for web design and/or hardware repairs | Research necessary job qualifications on the web. Investigate funding for necessary courses with DEA and with PHB manager. | Jack and John ES | |
| John's CV needs to be updated. John requires two references for web design or hardware repairs. | Update CV to reflect the IT websites/projects John has produced in his spare time. Speak to Jodie about being a referee and to identify one other person and ask them. | ES John | |
| John needs clothing for interview | Ask JC+ DEA if there are funds available for interview clothing | ES | |
| John needs to be able to demonstrate the websites he has produced at interview | Practice demonstrating two of Johns websites to Jack and Jodie and prepare a script ready for interview. | John | |

Clients name_____

Signature_____

IPS QUIZ

1. Employment specialists:

- A. Work completely independently of the mental health team
- B. Function independently of the mental health team and attend team meetings on an as-needed basis
- C. Provide consultancy to mental health teams on employment and occasionally provide input in team meetings
- D. Are full members of the mental health team and attend all of the team meetings

2. The team leaders and employment specialists should meet as a group at least:

- A. Once a week
- B. Once a month
- C. Once a quarter
- D. Once a year

3. Employment specialists:

- A. Should only provide employment services
- B. Should provide both employment and general welfare rights support
- C. May have a small caseload they care coordinate in addition to their employment duties
- D. May provide other services (e.g. assisting with a recovery group) in addition to employment services, depending on the needs of the team

4. Susan was recently sacked by her employer for repeatedly showing up late. According to the IPS model, this:

- A. Indicates that Susan is not ready to go back to work yet
- B. Demonstrates Susan's unwillingness to return to work
- C. Is viewed as a positive learning experience
- D. Is a good time to refer Susan to a training scheme that will teach her the skills she needs to succeed in the future before she starts looking for work again

5. As a general rule of thumb, employment specialists should have:

- A. No more than 15% of their clients employed in the same type of job
- B. No more than 30% of their clients employed in the same type of job
- C. Over 50% of their clients employed in the same type of job
- D. None of the above, the percentage depends on the job market

6. Employment specialists conduct job searches primarily by:

- A. Searching on the internet and in newspapers because this is an efficient way to find a variety of jobs

- B. Going out in the community and meeting employers to develop a large job network so there are available jobs for clients
- C. Meeting face to face with employers to learn about jobs in the community that reflect the individual preferences of clients
- D. Employment specialists usually do not conduct job searches, the NHS trust or employment service creates jobs for them

7. Which of the following best characterises an early employment service goal? The client is:

- A. Regularly attending skills training lessons
- B. Working in a competitive job
- C. Working in a sheltered workshop
- D. Volunteering

8. In the IPS programme, a vocational profile:

- A. Occurs prior to job placement and consists of a wide variety of assessments
- B. Is conducted by watching the client perform various simulated job tasks
- C. Is a graded process that includes standardised tests, followed by volunteering
- D. Occurs over a few initial appointments and is updated with information from competitive job experiences

9. Mark was sacked for drinking alcohol at work. His employment specialist should:

- A. With support from the team, help him identify ways to prevent alcohol use from interfering with future jobs and help him to find another job
- B. Help him identify ways to prevent alcohol use from interfering with future jobs and tell him that they will help him obtain another job after a reasonable period of abstinence, such as 90 days
- C. Notify the mental health team that the employment specialist can no longer work with Mark because of his alcohol use, which precipitated the job termination
- D. Refer Mark to the substance misuse service and continue working with him when he finishes treatment and is sober

10. Of the following, which is the best way for benefits advisors to provide clients with information?

- A. Give clients a link to an informational website in order to foster their autonomy
- B. Hold group meetings so that clients have the opportunity to learn from questions asked by others in the group
- C. Post clients written information about their benefits so that they always have something to refer back to
- D. Meet clients individually because each person has an unique situation

11. Once a client successfully finds employment, they should continue to receive support:

- A. For as long as they want and need the support
- B. Until they are established and feels comfortable in the role
- C. For about 90 days, with occasional phone calls thereafter

D. For up to six months or until they are is stable on the job, depending on which occurs first

12. Ideally, employment specialists should be out of the office and in the community:

- A. Less than 15% of the time
- B. 15 - 40% of the time
- C. 41 - 64% of the time
- D. 65% or more of the time

13. Which of the following is an example of competitive employment?

- A. Working for a mental health team in a position that is reserved for clients receiving services from the team
- B. A temporary job as a sales person that pays £12.00 an hour and is set as short-term work experience
- C. Working indefinitely as a cleaner for the minimum wage
- D. Occasionally babysitting for one's family and friends

14. If a client misses several appointments with the employment specialist, the employment specialist should:

- A. Recommend that the client is re-referred when they are ready to keep appointments and be an active participant
- B. Continue to try to engage the client
- C. Contact the care coordinator and recommend that a re-referral is made when the client demonstrates an interest in work
- D. Recommend that the client attend a prevocational training course to become work ready

15. Given the following scenario, please select the best answer from below:

Paul would like to get a job as a cook at a café that is within walking distance of his home. He is happy about the location and feels comfortable in the cafe having eaten there frequently. However, when Paul and his employment specialist meet with the employer, they learn that in addition to cooking, the position consists of taking customers' orders and clearing tables. Knowing that Paul is very uncomfortable interacting with strangers, the employment specialist should:

- A. Talk to the client about looking for another job because the job at the cafe turned out to be a bad fit
- B. Talk to the client about trying the job in spite of his discomfort because jobs are hard to find and the location of this job will be really hard to beat
- C. Talk to the client and employer about the possibility of another staff member taking the orders and cleaning tables in return for different duties with which the client is more comfortable
- D. Get the client to go on a training course so that they can build customer service skills



DOING WHAT WORKS: TRAINING FOR EMPLOYMENT SPECIALISTS COURSE MANUAL

Visit our website for more IPS information and resources.

www.centreformentalhealth.org.uk

© Centre for Mental Health, 2023
Some items adapted from Dartmouth Psychiatric Research Center,
New Hampshire, USA.