

PSYCHIATRIC VOCATIONAL REHABILITATION SERIES

Center for Psychiatric Rehabilitation
Sargent College of Health and Rehabilitation Sciences
Boston University

CAREER

PLANNING

CURRICULUM

for People with Psychiatric Disabilities

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REFERENCE HANDBOOK

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SAMPLE SKILLS RELATED TO VOCATIONAL EFFECTIVENESS

| Choosing a Job | Getting a Job | Keeping a Job |
|---|---|--|
| Identifying own interests appropriately | Identifying job-related assets | Dressing for work |
| Identifying personal work capabilities | Identifying employment sources | Using public transportation |
| Matching personal traits to job requirements | Using sources of employment information | Reporting to work on time |
| Evaluating employment alternatives based on personal values | Writing a resume | Reporting to work regularly |
| Listing more than one employment alternative | Explaining work history gaps | Interacting positively with supervisor |
| | Presenting self positively | Responding constructively to criticism |
| | Demonstrating understanding of questions and statements | Giving direction to others |
| | Dressing appropriately for interviews | Sustaining work effort |
| | Asking interview questions | Evaluating own work |
| | Explaining career goals to an interviewer | Performing required job tasks (cooking, typing, programming) |
| | Clarifying interviewer comments | |
| | Completing job applications | |



EXAMPLE: PSYCHIATRIC VOCATIONAL REHABILITATION PLAN

Name: Sam
 Vocational Goal: Music Therapist
 Target Date: May 2000

| Vocational Objectives | Rehabilitation Activities | Rehabilitation Goals | Delivery Schedule | |
|---|---|--|--------------------------|-----------------------|
| | | | Projected Start/Complete | Actual Start/Complete |
| To develop the knowledge and skills needed to choose an occupation and establish a vocational goal. | Career development and skill instruction. | To attend career development classes at Boston University's Center for Psychiatric Rehabilitation. | 1/96-6/96 | 1/96-6/96 |
| To acquire and practice skills related to keeping a job. | Work adjustment in a real work setting. | To work in a transitional employment position on the loading dock at CVS drugstore. | 7/96-12/96 | 7/96-12/96 |
| To acquire the technical skills needed to become a music therapist. | Vocational/technical training. | To study at Lesley College for a degree in music therapy. | 1/97-5/01 | 1/97-5/02 |
| To develop the basic knowledge and skills needed to get work. | Skill instruction in getting work. | To participate in the Supported Employment Program at the Center for Psychiatric Rehabilitation. | 1/98-2/99 | 2/98-3/00 |



CHART: MAJOR VOCATIONAL IDENTITY QUESTIONS

| Vocational Roles | Vocational Development Phase | | |
|------------------|--------------------------------------|---|---|
| | Choosing a Job | Getting a Job | Keeping a Job |
| Worker | Can I/Do I want to work? | How can I obtain work? | How can I continue to work? |
| Colleague | Do I want to/can I become a _____? | How can I become a _____? | How can I continue to work as a _____? |
| Employee | Where do I want to/can I be a _____? | How can I obtain employment as a _____? | How can I continue to work as a _____ at _____? |



Name: Sam

Section I: Values

| Value Names | Description | Weight |
|--------------------|---|--------|
| Creativity | Arranging things to look attractive | 3 |
| Respect | Working in an accepting environment | 9 |
| Slow Pace | Working without pressure | 8 |
| Regular Schedule | Knowing my hours in advance | 10 |
| Casual Dress | Working in my own clothes (no uniform) | 4 |
| Salary | Earning a decent wage | 8 |
| Meaningfulness | Helping to improve the world | 4 |
| Teamwork | Working with others toward a common goal | 4 |
| Clean Environment | Working in a dust-free environment | 5 |
| Appreciation | Receiving gratitude from others for my work | 6 |
| Noncompetitive | Working in a noncompetitive environment | 9 |
| Autonomy | Making decisions on my own | 1 |
| Movement | Walking around at work as needed | 8 |
| Similar Co-workers | Working with people who have common interests | 8 |

Section II: Aptitudes

| Aptitude Name | Code | Rating | Proof |
|--------------------------|------|--------|---|
| General Learning Ability | G | 3 | Average grades |
| Verbal Ability | V | 2 | High school English, research job |
| Numerical Aptitude | N | 3 | Cashier job, C's in school |
| Spatial Ability | S | 2 | Building theater sets |
| Form Perception | P | 4 | Eyesight OK, can't see through a microscope |
| Clerical Perception | Q | 3 | Clerical unit at clubhouse |
| Motor Coordination | K | 3 | Tennis, Kentucky Fried Chicken |
| Finger Dexterity | F | 3 | Cashier |
| Manual Dexterity | M | 4 | Kentucky Fried Chicken |
| Eye-hand Coordination | E | 3 | Average tennis player |
| Color Discrimination | C | 3 | Choose my own clothes, painted theater sets |



EXAMPLE: WORKER TRAIT PROFILE

Section III: Abilities

| Ability | Description | Rating | Proof |
|---------------------------------|--------------------------------------|-----------------------------------|--|
| General educational development | Reasoning | 4 | Research job, Greenpeace, school |
| | Math | 3 | Cashier |
| | Language | 2 | Writing classes, English in college |
| Physical demands | Strength | M | Shoveling snow, hiking |
| Temperaments | Directing/Supervising = D | | |
| | Judging based on feelings = F | | |
| | Influencing or persuading others = I | ✓ | People have always told me I'm good with people. |
| | Judging based on experience = J | | |
| | Making decisions based on facts = M | ✓ | Same as above |
| | Working with People = P | | |
| | Doing repetitive work = R | ✓ | Kentucky Fried Chicken |
| Worker function capacity | Working quickly = S | | |
| | Doing precise work = T | | |
| | Changing tasks often = V | | |
| | Data | 3 | Cashier, research job at TAB |
| People | 5 | Cashier, Greenpeace, baby-sitting | |
| Things | 3 | Lawn work, Kentucky Fried Chicken | |



EXAMPLE: WORKER TRAIT PROFILE
Section IV: Worker Summary

| Most Important Values /Weight | Key Strengths | Key Limitations |
|-------------------------------|-------------------------|--------------------------------|
| Regular schedule/10 | Verbal | Form perception |
| Respect /9 | Spatial | Manual dexterity |
| Noncompetitive /9 | Talking/hearing | Working under pressure |
| Slow Pace/8 | Influencing others | Dealing with negative feedback |
| Salary/8 | Using personal judgment | |
| Autonomy/1 | Sense of humor | |

Preparation

Present Level of Education/Training: High school and some college

Chosen Length of Preparation Time: SVP 6 = (1–2 years)

Personal Occupation Code

| SVP | GED (Reasoning /Math /Language) | Aptitudes | Physical Demands | Temperaments | D P T |
|-----|---------------------------------|---------------------|------------------|--------------|-------|
| 6 | 4 3 2 | 3 2 3 2 4 3 3 4 3 3 | M | I M R | 3 5 3 |



Section I: Values

| Value Names | Description | Weight |
|-------------|-------------|--------|
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Section II: Aptitudes

| Aptitude Name | Code | Rating | Proof |
|--------------------------|------|--------|-------|
| General Learning Ability | G | | |
| Verbal Ability | V | | |
| Numerical Aptitude | N | | |
| Spatial Ability | S | | |
| Form Perception | P | | |
| Clerical Perception | Q | | |
| Motor Coordination | K | | |
| Finger Dexterity | F | | |
| Manual Dexterity | M | | |
| Eye-hand Coordination | E | | |
| Color Discrimination | C | | |



EXERCISE: WORKER TRAIT PROFILE

Section III: Abilities

| Ability | Description | Rating | Proof |
|---------------------------------|--------------------------------------|--------|-------|
| General educational development | Reasoning | | |
| | Math | | |
| | Language | | |
| Physical demands | Strength | | |
| Temperaments | Directing/supervising = D | | |
| | Judging based on feelings = F | | |
| | Influencing or persuading others = I | | |
| | Judging based on experience = J | | |
| | Making decisions based on facts = M | | |
| | Working with people = P | | |
| | Doing repetitive work = R | | |
| | Working quickly = S | | |
| | Doing precise work = T | | |
| | Changing tasks often = V | | |
| Worker function capacity | Data | | |
| | People | | |
| | Things | | |



EXERCISE: WORKER TRAIT PROFILE
Section IV: Worker Summary

| Most Important Values | Weight | Key Strengths | Key Limitations |
|-----------------------|--------|---------------|-----------------|
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Preparation

Present Level of Education/Training:

Chosen Length of Preparation Time: SVP =

Personal Occupation Code

| SVP | GED (Reasoning /Math /Language) | Aptitudes | Physical Demands | Temperaments | D P T |
|-----|---------------------------------|-----------|------------------|--------------|-------|
| | | | | | |