

# Supported Employment - The Principles

## Module 2

### 1.1 Title Slide




#### Notes:

Supported Employment – The Principles  
Northeast and Caribbean MHTTC at Rutgers University  
2022

## 1.2 About


### About These Modules

Supported Employment



These modules consist of five one hour sessions with interactive exercises and assessments.

- 1 A Missing Piece to Recovery
- 2 Principles of Supported Employment
- 3 Selecting an Occupation: Values, Interests, & Skills
- 4 Job Development
- 5 Accommodations & Disclosure

Use headset for best audio experience 

Northeast and Caribbean (NHS Region 2)  
**MHTTC** Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

### Notes:

Welcome to the second module in a series of five on Supported Employment. I am glad you could join us as we talk about this important topic.


Each module in this series takes approximately one hour to complete. Modules contain content focusing on different topics for consideration, along with resources, multimedia, reflective opportunities, and assessments.

Progressing through the modules is straightforward. There are links at the top of your screen for resources and a transcript. You can pause the audio at any time.

## 1.3 Objectives

**Module Objectives**

At the completion of this module you will be able to:



The image shows four hexagonal tiles arranged in a vertical cluster. The tiles are numbered 01, 02, 03, and 04. Tile 01 is dark grey, 02 is light blue, 03 is light grey, and 04 is red. They are arranged in a staggered pattern: 01 is at the top, 02 is to its right, 03 is below 01, and 04 is below 02.

**Notes:**

Click on the tiles to review the objectives for this self-paced module.

At the completion of this module, you will be able to:

Identify the eight principles of Supported Employment

Explain how the principles can be adapted for multidisciplinary teams

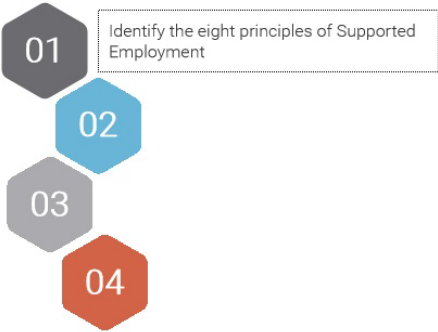
Apply the principles of Supported Employment to your own treatment setting

Explore how your current practice can integrate with SE Principles

## 01 Objective (Slide Layer)

Module Objectives

At the completion of this module you will be able to:



01 Identify the eight principles of Supported Employment

02

03

04

## 03 Objective (Slide Layer)

Module Objectives

At the completion of this module you will be able to:



01

02

03 Apply the principles of Supported Employment to your own treatment setting

04

## 04 Objective (Slide Layer)

Module Objectives

At the completion of this module you will be able to:

Explore how your current practice can integrate with SE principles

## 02 Objective (Slide Layer)


Module Objectives

At the completion of this module you will be able to:

Explain how the principles can be adapted for multidisciplinary teams

## 1.4 Your Guide


### Your Guide



**Amy Banko, MS, CPRP**  
Lecturer  
Rutgers-School of Health Professions of  
Psychiatric Rehabilitation and Counseling  
Programs

*Passionate about supporting career parity for people with mental health conditions.*

- Provides Supported Education and Supported Employment instruction
- Lead trainer and consultant at the Integrated Employment Institute of Rutgers University
- Coauthor of a best practices manual for providing career services to transition age youth
- Co-Principal Investigator and Co-Investigator on two qualitative studies
- Utilizes knowledge and competencies from lived experience of a mental health condition to inform practices and instruction

 **MHTTC** Northeast and Caribbean (NHS Region 2)  
Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

### Notes:

Amy Banko is a Lecturer in the Department of Psychiatric Rehabilitation and Counseling Professions at Rutgers University since 2017. In addition to providing Supported Education and Supported Employment course instruction, Ms. Banko serves as a lead trainer and consultant at the Integrated Employment Institute of Rutgers.


Within this role, Ms. Banko facilitates Supported Employment and Supported Education training and technical assistance to enhance practitioner competencies and program outcomes throughout New York and New Jersey. Previously, Ms. Banko was a clinical contributor on three federally-funded Supported Education and Supported Employment research studies. Additionally, she is coauthor of a best practices manual for providing career services to transition age youth. Currently, Ms. Banko serves as Co-Principal Investigator and Co-Investigator, respectively, on two qualitative studies exploring: postsecondary academic success for students with mental health conditions and barriers to job tenure for individuals with mental health conditions.

Ms. Banko obtained her bachelor's degree in Psychiatric Rehabilitation and her master's degree in Rehabilitation Counseling from Rutgers University. She is currently completing her doctoral studies in Education Counseling and Supervision with a focus on the treatment of trauma at Kean University. Ms. Banko also utilizes her knowledge and competencies from her lived experience of a mental health condition to inform her practices and instruction.

## 1.5 Words Have Power

Throughout this course module we will be using the term **“mental health condition”** in lieu of “severe mental illness” or “serious mental illness”.

This change in language aims to reduce stigma and the development of illness identity.



**WORDS  
HAVE  
POWER**

Northeast and Caribbean (HHS Region 2)  
**MHTTC** Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

### Notes:

Throughout this course module we will be using the term **mental health condition** in lieu of “severe mental illness” or “serious mental illness”. This change in language aims to reduce stigma and the development of illness identity.

We encourage you to consider adapting your language in ways that reduce the development of illness identity for the people participating in your services.

## 1.6 IPS



### Notes:

Welcome to module two of our Supported Employment series! In our first module we emphasized the rich and rewarding benefits that employment offers people, including people with mental health conditions.

In this second module, we will be focusing on the evidenced-based approach to supported employment services, called Individual Placement and Support, or as it is commonly referred to, IPS. Throughout this module, you will learn about the principles of IPS so that you have the contextual knowledge and framework needed to understand the provision of vocational services and more importantly how to integrate a vocational focus into your existing services or program modalities.



## 1.7 Leading Approach



### Notes:

Individual Placement and Support was developed by the New Hampshire-Dartmouth Psychiatric Research Center and is the leading approach to vocational services for people with mental health conditions.

IPS has been extensively studied and when compared to other modalities of vocational services, research has demonstrated that IPS results in superior employment outcomes. People engaged in IPS services are more likely to obtain competitive employment, work more hours, and have higher wages compared to people in other vocational programs. It is important to note that the best outcomes have been found in IPS programs that have high fidelity to model.

## 1.8 8 Principles



### Notes:

High fidelity IPS simply means that the program and its vocational specialists adhere closely to the principles of IPS. Therefore, it is important to understand these IPS principles as well as have the ability to apply them in your current mental health service setting if you want to have the best employment outcomes. Let's take a closer look at these eight principles.

## 1.9 1 - Zero Exclusion



### Notes:

The first IPS principle defines who can and cannot engage in employment services or work towards employment goals. IPS's stance on access to employment services is very simple, every person who states that they want to work is eligible to receive employment services.

No one should be denied access to employment services because they are “not ready” and services are provided without having to meet any prerequisites. A person seeking the opportunity to work should be eligible for employment services regardless of their diagnosis, symptoms, work history, adherence to medications, substance use, or cognitive impairments. This principle ensures that everyone can gain the supports necessary to access the benefits of employment.

What does the Principle of Zero Exclusion look like in your work setting? Reflect on the next slide.

## 1.10 Zero Reflection

*(Pick Many, 0 points, 1 attempt permitted)*

## Applying the IPS Principles

In your work setting, to what extent are you applying the Principle of Zero Exclusion?



People are encouraged to obtain employment even when they ...  
(Click ALL that apply)

- are using substances
- are not taking their medication
- have a mental health condition that disrupts the ways in which they function
- I do not encourage people to obtain employment under any of these circumstances

### Notes:

#### Applying the IPS Principles

In your work setting, to what extent are you applying the Principle of Zero Exclusion?

**People are encouraged to obtain employment even when they ...**

**(Click ALL that apply)**

are using substances

are not taking their medication

have a mental health condition that disrupts the ways in which they function

I do not encourage people to obtain employment under any of these circumstances

#### Feedback for Answers 1-3

Congrats! For every item you check, the more you and your program are practicing the IPS Principle of Zero Exclusion.

#### Feedback for Answer 4


Zero exclusion requires that employment goals are encouraged regardless of

other circumstances. You can speak with your team and supervisor to determine how to practice zero exclusion for employment goals.

### Feedback – Selection 4

## Applying the IPS Principles

In your work setting, to what extent are you applying the Principle of Zero Exclusion?



People are encouraged to obtain employment even when they ...  
(Click ALL that apply)

are using substances

are not taking their medication

**Feedback**


[Continue](#)

Zero exclusion requires that employment goals are encouraged regardless of other circumstances. You can speak with your team and supervisor to determine how to practice zero exclusion for employment goals.

### Feedback – Selection 1-3

## Applying the IPS Principles

In your work setting, to what extent are you applying the Principle of Zero Exclusion?



People are encouraged to obtain employment even when they ...  
(Click ALL that apply)

are using substances

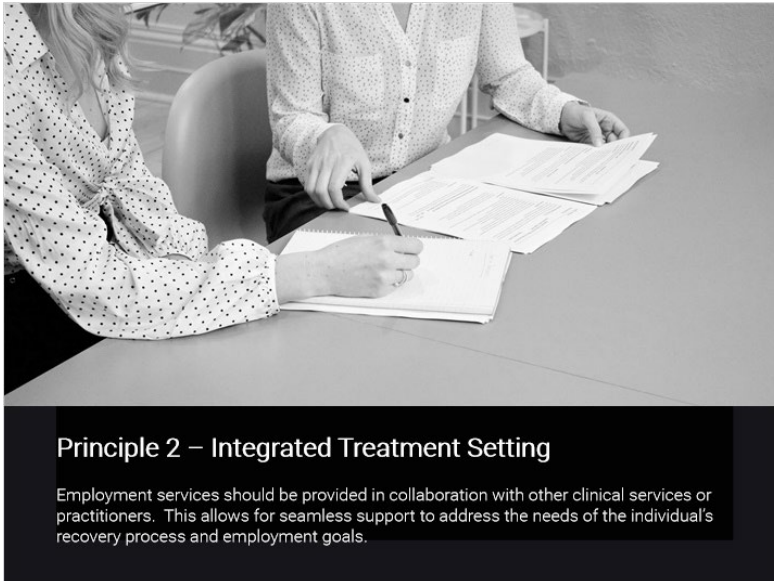
are not taking their medication

**Feedback**

[Continue](#)

Congrats! For every item you check, the more you and your program are practicing the IPS Principle of Zero Exclusion.

## 1.11 2 - Integrated Treatment



### Notes:

The second IPS Principle states that employment services should be provided in collaboration with other treating clinical services and practitioners.

The integration of employment and clinical services allows for supports to operate in tandem with each other to address the service needs and barriers to the individual's recovery and employment goals. Areas of collaboration can include but are not limited to: discussions about symptoms and strategies for symptom management, medication side effects and potential changes to current medications, executive functioning skills and other skills or resource needs. This principle ensures that all treatment practitioners are working in support of the person's employment goals and are cooperating as a team to address any needs or barriers that may arise.

How do you currently collaborate with other practitioners? Reflect on the next slide.

## 1.12 Integrated Reflection

Applying the IPS Principles

 **Principle 2 – Integrated Treatment Setting**  
How do you currently collaborate with other providers on employment goals?

I emphasize collaboration when consent is provided

I don't make an effort to collaborate even when consent is given

I am unsure of how I am collaborating with other practitioners

Sometimes I collaborate but not always

**Submit**

Correct	Choice
X	I emphasize collaboration when consent is provided
	I don't make an effort to collaborate even when consent is given
	I am unsure of how I am collaborating with other practitioners
	Sometimes I collaborate but not always

### Notes:

#### Principle 2 – Integrated Treatment Setting

How do you currently collaborate with other providers on employment goals?

I emphasize collaboration when consent is provided

I don't make an effort to collaborate even when consent is given

I am unsure of how I am collaborating with other practitioners  
Sometimes I collaborate but not always

(Note: There is no right or wrong answer. This question is reflective.)

Congrats!

Congratulations on your efforts to provide wrap around supports for the people you serve! Increased collaboration can enhance outcomes!

Thanks for Sharing

Carving out time for collaboration with other treating providers can prove challenging but remember that collaboration with other providers enhances service outcomes.


### Thanks for Sharing! (Slide Layer)

The screenshot shows a presentation slide with a light gray background. At the top, the title "Applying the IPS Principles" is displayed in a dark gray font. Below the title is a red circular icon containing three white human figures. To the right of the icon, the text reads "Principle 2 – Integrated Treatment Setting" followed by the question "How do you currently collaborate with other providers on employment goals?". There are four radio button options listed below the question. The first option, "I emphasize collaboration when consent is provided", is selected with a blue dot. The other three options are "I don't make an effort to collaborate even when consent is given", "I am unsure of how I am collaborating with other practitioners", and "Sometimes I collaborate but not always". At the bottom of the slide, there is a dark gray footer area. On the left, it says "Thanks for Sharing!" above a "Continue" button. On the right, there is a short paragraph: "Carving out time for collaboration with other treating providers can prove challenging but remember that collaboration with other providers enhances service outcomes."



## Congrats! (Slide Layer)

Applying the IPS Principles

 **Principle 2 – Integrated Treatment Setting**  
How do you currently collaborate with other providers on employment goals?

I emphasize collaboration when consent is provided

I don't make an effort to collaborate even when consent is given

I am unsure of how I am collaborating with other practitioners

Sometimes I collaborate but not always

**Congrats!**

[Continue](#)

Congratulations on your efforts to provide wrap around supports for the people you serve!  
Increased collaboration can enhance outcomes!

### 1.13 3 - Competitive Employment



**Principle 3 – Competitive Employment**

This principle defines competitive employment as jobs that exist in the open labor market, pay at least minimum wage and can be obtained by a person with or without a mental health condition.

#### Notes:


The third IPS Principle emphasizes that employment is defined solely as

competitive employment.

Competitive employment jobs exist in the open labor market, pay at least minimum wage, and can be obtained by a person with or without a mental health condition. Competitive employment positions are valued for their parity in compensation, support of community integration, and the positive influence on a person's identity and self-esteem. According to IPS, volunteering, unpaid internships, clubhouse work, and sheltered workshops are not competitive employment positions and therefore are not considered employment placements.

### 1.14 Competitive Reflection

Applying the IPS Principles

 **Principle 3 – Competitive Employment**  
Which of the below is a competitive employment position?

A minimum wage position as a cashier at the local mall

Volunteering at a real-estate agency

Working unpaid in the clerical unit at the partial hospital program

Unpaid internship as a religious education instructor

**Submit**

Correct	Choice	Feedback
X	A minimum wage position as a cashier at the local mall	
	Volunteering at a real-estate agency	
	Working unpaid in the clerical unit at the partial hospital program	
	Unpaid internship as a religious	

education instructor

**Notes:**

Principle 3 – Competitive Employment

Which of the below is a competitive employment position?

A minimum wage position as a cashier at the local mall (correct)

Volunteering at a real-estate agency

Working unpaid in the clerical unit at the partial hospital program

Unpaid internship as a religious education instructor

Correct:

Correct! A paid position, earning minimum wage that is open to all job candidates (regardless of disability status) is competitive employment.

Incorrect:

Remember that volunteering is unpaid work and, therefore, does not meet the standards of competitive employment. Unpaid work does not meet the standards of competitive employment.

## Unpaid internship as a religious education instructor (Slide Layer)

Applying the IPS Principles

 **Principle 3 – Competitive Employment**  
Which of the below is a competitive employment position?

A minimum wage position as a cashier at the local mall

Volunteering at a real-estate agency

Working unpaid in the clerical unit at the partial hospital program

Unpaid internship as a religious education instructor


**Incorrect**

**Continue**

Remember that unpaid work does not meet the standards of competitive employment.

## Working unpaid in the clerical unit at the partial hospital program (Slide Layer)

Applying the IPS Principles

 **Principle 3 – Competitive Employment**  
Which of the below is a competitive employment position?

A minimum wage position as a cashier at the local mall

Volunteering at a real-estate agency

Working unpaid in the clerical unit at the partial hospital program

Unpaid internship as a religious education instructor

**Incorrect**

**Continue**

Remember that unpaid work does not meet the standards of competitive employment. Additionally, work on a clerical unit of a partial hospitalization program is only open to people with a mental health condition.

## Volunteering at a real-estate agency (Slide Layer)

Applying the IPS Principles

 **Principle 3 – Competitive Employment**  
Which of the below is a competitive employment position?

A minimum wage position as a cashier at the local mall

Volunteering at a real-estate agency

Working unpaid in the clerical unit at the partial hospital program

Unpaid internship as a religious education instructor

**Incorrect**

**Continue**

Remember that volunteering is unpaid work and, therefore, does not meet the standards of competitive employment.

## A minimum wage position as a cashier at the local mall (Slide Layer)

Applying the IPS Principles

 **Principle 3 – Competitive Employment**  
Which of the below is a competitive employment position?

A minimum wage position as a cashier at the local mall

Volunteering at a real-estate agency

Working unpaid in the clerical unit at the partial hospital program

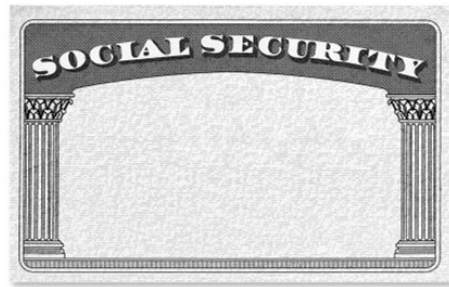
Unpaid internship as a religious education instructor

**Correct**

**Continue**

Correct! A paid position, earning minimum wage that is open to all job candidates (regardless of disability status) is competitive employment.

## 1.15 4 - Personalized Benefits



### Principle 4 – Personalized Benefits Counseling

Accurate information about social security work incentive programs, along with how the individual's benefits and finances will be impacted by earned income is vital. Collaboration with social security representatives or benefits planning is helpful.

#### Notes:

The fourth IPS Principle is personalized benefits counseling which addresses a commonly cited barrier to accessing competitive employment.

Fear of losing social security benefits is a frequently reported concern for people with mental health conditions when re-entering the world of work. The potential disruption or loss of monetary and/or medical benefits can prevent people from beginning their employment recovery goals altogether. Sadly, much of the information people have about employment and benefits is inaccurate and does not reflect how a person's finances or medical benefits will be altered when returning to work.

It is imperative that people have access to accurate information on social security work incentive programs, how their benefits and finances will be impacted by earned income, and how they can develop a financial plan to ensure success. It is impossible for every mental health practitioner to be an expert on all the intricacies of social security benefits planning and work incentives programs, therefore collaboration with social security representatives or benefits planning programs ensures the most accurate and up-to-date information.

You can greatly reduce this barrier to employment by providing each person seeking employment with linkage and follow up support to social security benefits experts. Do you know who can provide benefits counseling in your service area?

## 1.16 Reflection - Benefits



Applying the IPS Principles  
Using your web browser, find two benefits counseling supports in your area. You can try searching the following terms to aid in your search for local benefits counseling: social security office, vocational rehabilitation office, or One stop services. List them below.

Type your research here

*Please note your thoughts are confidential and will not be saved.*

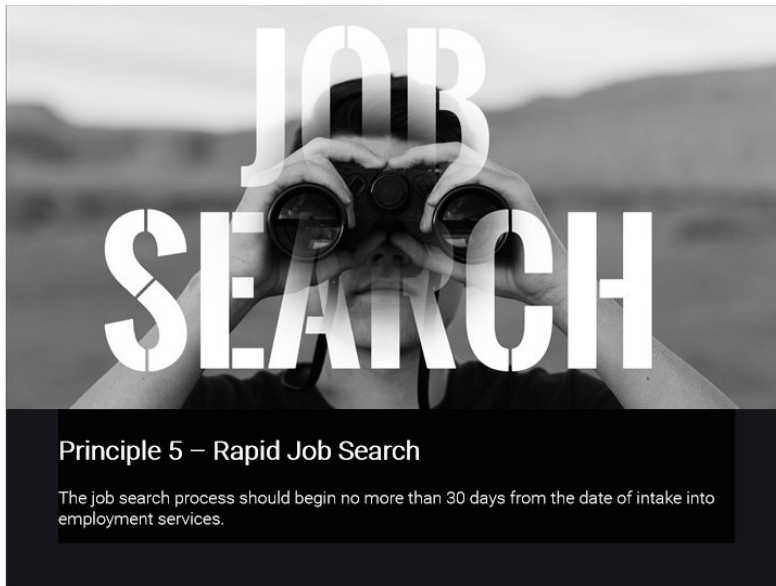
### Notes:

#### Applying the IPS Principles

Using your web browser, find two benefits counseling supports in your area. You can try searching the following terms to aid in your search for local benefits counseling: social security office, vocational rehabilitation office, or One stop services. List them below. Type your research here.

Please note your thoughts are confidential and will not be saved.

## 1.17 5- Job Search



### Notes:

The fifth IPS Principle Rapid Job search refers to the quick commencement of the job search process.


This is defined as beginning the job search no more than 30 days from the date of intake into employment services. This principle ensures that people do not have a protracted waiting or assessment period before engaging in their employment goals. Rapid job search seeks to capitalize on a person's intrinsic motivation to enter the world of work and aims to prevent delays in employment services which would only reduce a person's motivation and urgency to obtain employment.

Rapid job search also safeguards a person from the well-intentioned but uninformed practitioners who develop prerequisites for program participants to meet prior to obtaining employment.



## 1.18 Job Search Reflection

Applying the IPS Principles

 **Principle 5 – Job Search**  
On average, how long do people in your services wait to begin a job search after they identify an employment goal?

1-3 months  
 4-6 months  
 6 months to a year  
 More than a year

**Submit**

Correct	Choice	Feedback
X	1-3 months	
	4-6 months	
	6 months to a year	
	More than a year	

### Notes:

#### Principle 5 – Job Search

On average, how long do people in your services wait to begin a job search after they identify an employment goals?

1-3 months

4-6 months

6 months to a year

More than a year

(There is no right or wrong answer. This question is reflective.)

Thanks for Sharing

Great job! Starting a job search early on will allow a job seeker to capitalize on their motivation.

Remember, waiting to begin a job search after a person expresses an interest in obtaining employment will decrease a job seekers motivation and likelihood of obtaining employment.


### 1-3 months (Slide Layer)

The screenshot shows a presentation slide with the following content:

- Title:** Applying the IPS Principles
- Section:** Principle 5 – Job Search
- Question:** On average, how long do people in your services wait to begin a job search after they identify an employment goal?
- Options:**
  - 1-3 months
  - 4-6 months
  - 6 months to a year
- Feedback:** Thanks for Sharing
- Message:** Great job! Starting a job search early on will allow a job seeker to capitalize on their motivation.
- Button:** Continue

## 4-6 months (Slide Layer)

Applying the IPS Principles

 **Principle 5 – Job Search**  
On average, how long do people in your services wait to begin a job search after they identify an employment goal?

1-3 months  
 4-6 months  
 6 months to a year  
 More than a year


Thanks for Sharing

**Continue**

Remember, waiting to begin a job search after a person expresses an interest in obtaining employment will decrease a job seekers motivation and likelihood of obtaining employment.

## 6 months to a year (Slide Layer)

Applying the IPS Principles

 **Principle 5 – Job Search**  
On average, how long do people in your services wait to begin a job search after they identify an employment goal?

1-3 months  
 4-6 months  
 6 months to a year  
 More than a year


Thanks for Sharing

**Continue**

Remember, waiting to begin a job search after a person expresses an interest in obtaining employment will decrease a job seekers motivation and likelihood of obtaining employment.

## More than a year (Slide Layer)

Applying the IPS Principles

 **Principle 5 – Job Search**  
On average, how long do people in your services wait to begin a job search after they identify an employment goal?

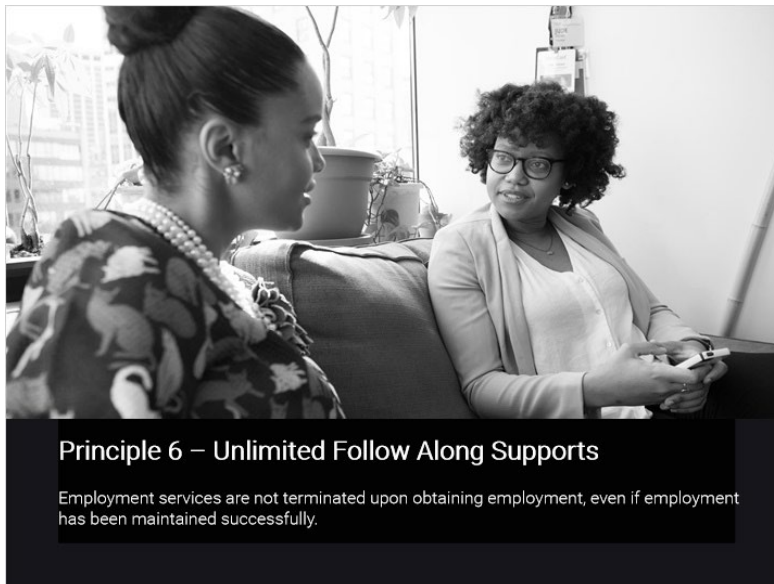
1-3 months  
 4-6 months  
 6 months to a year  
 More than a year

Thanks for Sharing

**Continue**

Remember, waiting to begin a job search after a person expresses an interest in obtaining employment will decrease a job seekers motivation and likelihood of obtaining employment.

## 1.19 6 - Unlimited Support



### Notes:

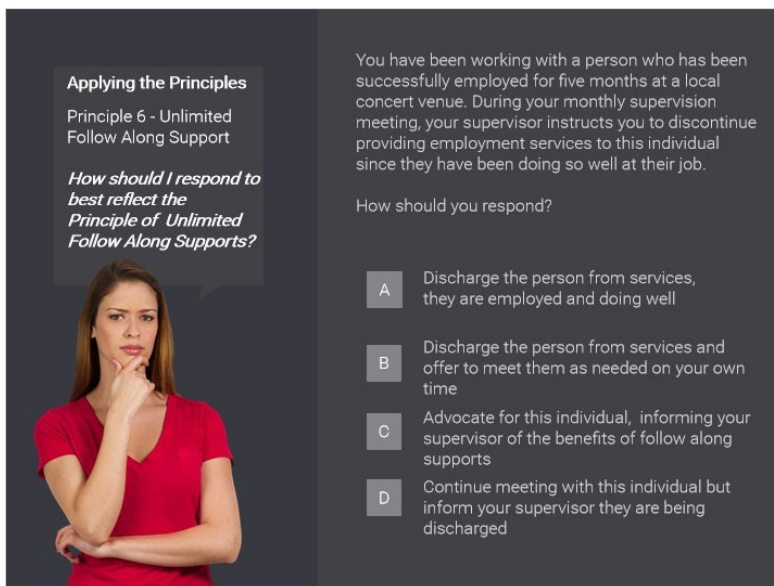
The sixth IPS Principle Unlimited Follow Along Supports stipulates that employment services are not to be terminated when an individual obtains

employment or even after employment has been maintained successfully.

The Unlimited Follow Along Support principle acknowledges that a successful job placement may not mean that a person no longer needs support or assistance. Instead, you should engage the program participant in a conversation and ask if they want to increase or decrease services to meet their current service utilization needs. This principle recognizes the cyclical nature of mental health conditions and that discharge from services should occur only when a person requests to terminate services.

Unlimited follow along supports safeguards services so that the individual can feel confident knowing that after they enter the world of work, their practitioner will assist them in successfully keeping their position and will not leave them discharged and unsupported in maintaining their employment goals.

## 1.20 Case Study for Principle 6



**Applying the Principles**  
Principle 6 - Unlimited Follow Along Support

*How should I respond to best reflect the Principle of Unlimited Follow Along Supports?*

You have been working with a person who has been successfully employed for five months at a local concert venue. During your monthly supervision meeting, your supervisor instructs you to discontinue providing employment services to this individual since they have been doing so well at their job.

How should you respond?

- A Discharge the person from services, they are employed and doing well
- B Discharge the person from services and offer to meet them as needed on your own time
- C Advocate for this individual, informing your supervisor of the benefits of follow along supports
- D Continue meeting with this individual but inform your supervisor they are being discharged

### Notes:

Applying the Principles

Principle 6 – Unlimited Follow Along Support

You have been working with a person who has been successfully employed for five months at a local concert venue. During your monthly supervision meeting, your supervisor instructs you to discontinue providing employment services to this individual since they have been doing so well at their job.

How should you respond?

- a) Discharge the person from services, they are employed and doing well
- b) Discharge the person from services and offer to meet them as needed on your own time
- c) Advocate for this individual, informing your supervisor of the benefits of follow along supports
- d) Continue meeting with this individual but inform your supervisor they are being discharged

Answers

*A. Remember from our module that it is important that people are offered continuous support and services to safeguard their employment success. Note that these services can and should be titrated as per the worker, based on their preferences, and needs which can change due to the cyclical nature of mental health conditions.*


*B. Remember from our module that it is important that people are offered continuous support and services to safeguard their employment success, and this should be done through official channels. Note that these services can and should be titrated as per the worker, based on their preferences, and needs which can change due to the cyclical nature of mental health conditions.*

*C. Correct! It is important that people are offered continuous support and services to safeguard their employment success. Note that these services can and should be titrated as per the worker, based on their preferences and needs which can change due to the cyclical nature of mental health conditions.*

*D. Remember from our module that it is important that people are offered continuous support and services to safeguard their employment success. Note that these services can and should be titrated as per the worker based on their preferences and needs which can change due to the cyclical nature of mental health conditions.*

## Consequence 01 (Slide Layer)

**Feedback**  
*I will have to rethink my recommendation!*




You have been working with a person who has been successfully employed for five months at a local concert venue. During your monthly supervision meeting, your supervisor instructs you to discontinue providing employment services to this individual since they have been doing so well at their job.

How should you respond?

**Answer:**  
*Remember from our module that it is important that people are offered continuous support and services to safeguard their employment success. Note that these services can and should be titrated as per the worker, based on their preferences and needs which can change due to the cyclical nature of mental health conditions.*

## Consequence 02 (Slide Layer)

**Feedback**  
*I will have to rethink my recommendation!*




You have been working with a person who has been successfully employed for five months at a local concert venue. During your monthly supervision meeting, your supervisor instructs you to discontinue providing employment services to this individual since they have been doing so well at their job.

How should you respond?

**Answer:**  
*Remember from our module that it is important that people are offered continuous support and services to safeguard their employment success and this should be done through official channels. Note that these services can and should be titrated as per the worker, based on their preferences and needs which can change due to the cyclical nature of mental health conditions.*

### Consequence 03 (Slide Layer)

**Feedback**  
*I really feel this individual should have continued support.*




You have been working with a person who has been successfully employed for five months at a local concert venue. During your monthly supervision meeting, your supervisor instructs you to discontinue providing employment services to this individual since they have been doing so well at their job.

How should you respond?

**Answer:**  
*Correct! It is important that people are offered continuous support and services to safeguard their employment success. Note that these services can and should be titrated as per the worker, based on their preferences and needs which can change due to the cyclical nature of mental health conditions.*

### Consequence 04 (Slide Layer)

**Feedback**  
*I will have to rethink my recommendations!*



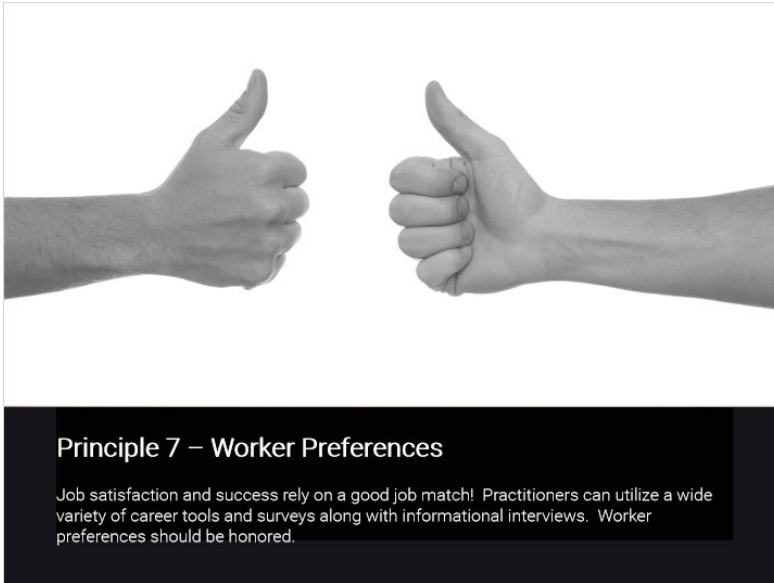
You have been working with a person who has been successfully employed for five months at a local concert venue. During your monthly supervision meeting, your supervisor instructs you to discontinue providing employment services to this individual since they have been doing so well at their job.

How should you respond?

**Answer:**  
*Remember from our module that it is important that people are offered continuous support and services to safeguard their employment success. Note that these services can and should be titrated as per the worker based on their preferences and needs which can change due to the cyclical nature of mental health conditions.*



## 1.21 7 - Worker Preferences



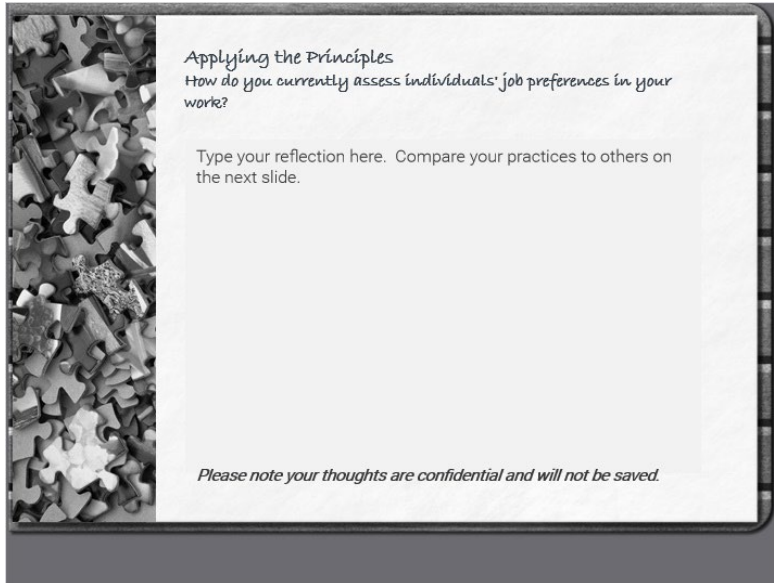
### Notes:

The seventh IPS Principle speaks to the importance of practitioners exploring and identifying each individual's unique vocational skills, values, interests, and overall preferences.

Job satisfaction and success strongly rely on a good job match. A good job match occurs when a person's interests, values, skills, knowledge, and preferences overlap with the requirements, culture, and expectations of a job title or position. Practitioners can utilize career or vocational profiles, interest and values assessments, resumes, labor market surveys, job sampling, job shadowing, and informational interviews to explore a person's job preferences.

These preferences should be honored not only in the projection of their vocational goals but in all ways that services are provided; this will ensure a strong therapeutic alliance.

## 1.22 Reflection - Preferences



*Applying the Principles*  
How do you currently assess individuals' job preferences in your work?

Type your reflection here. Compare your practices to others on the next slide.

*Please note your thoughts are confidential and will not be saved.*

### Notes:

Applying the Principles

How do you currently assess individuals' job preferences in your work?

Type your reflection here. Compare your practices to others on the next slide.

Please note your thoughts are confidential and will not be saved.

## 1.23 Employment Can Provide

### Compare ...

YOUR ANSWER	OUR SUGGESTIONS
TextEntry3	<ul style="list-style-type: none"><li>• Review of employment and educational history in intake paperwork</li><li>• Review of employment and educational history in annual paperwork</li><li>• Exploration of employment and educational goals in goal planning process</li><li>• Values clarification card sort</li><li>• Self-Directed Search (SDS) by John Holland</li><li>• The Career Exploration Inventory (CEI)</li><li>• O*NET (Occupational Information Network)</li><li>• Job shadowing</li><li>• Informational Interviews</li></ul> <p><i>For more information on this topic and these resources please refer to Supported Employment Module 3.</i></p>

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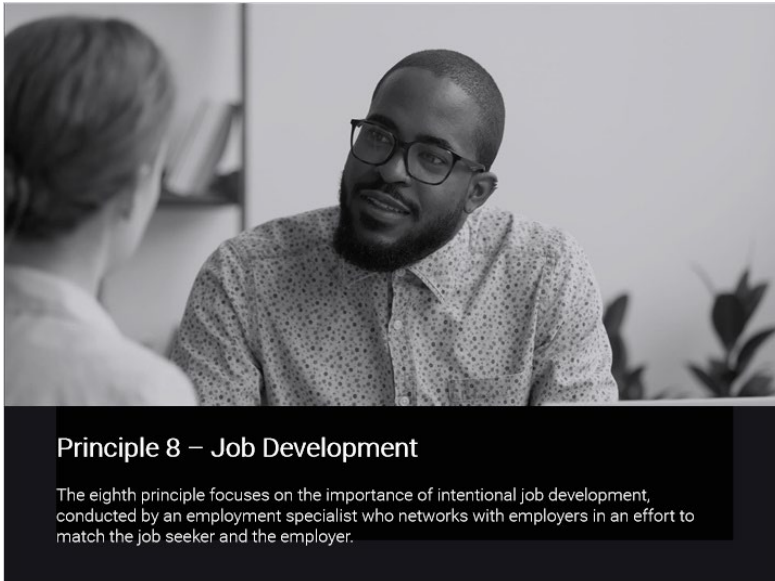
### Notes:

Great job identifying how to assess personal employment preferences. In your response, shown here, you may have some of the following suggestions:

Review of employment and educational history in intake paperwork  
Review of employment and educational history in annual paperwork  
Exploration of employment and educational goals in goal planning process  
Values clarification card sort  
Self-Directed Search (SDS) by John Holland  
The Career Exploration Inventory (CEI)  
O\*NET (Occupational Information Network  
Job shadowing; and  
Informational Interviews

You will learn more about how to assess a worker's values, interests, and skills in Module 3 of this course.

## 1.24 8 Job Development




### Notes:

The eighth and final IPS Principle emphasizes the importance of intentional community job development. Job development is conducted by the employment specialist and refers to the act of networking with employers in an effort to match the values, skills, and interests of the job seeker with community-based employment opportunities. Job developers actively engage with employers, often meeting face to face to build rapport and learn about an employer's needs, with the aim of making a good job match. Job development has been shown to be effective in supporting people with mental health conditions in obtaining employment. This is covered in more detail in the remaining modules in this series.

These preferences should be honored not only in the projection of their vocational goals but in all ways that services are provided; this will ensure a strong therapeutic alliance.

## 1.25 In Closing

<p><b>SUMMARY</b></p> <h3>In Closing</h3> <p><b>Point 1</b> IPS most studied and widely utilized mode of vocational service for those with mental health conditions.</p> <p><b>Point 2</b> Better employment outcomes result when the eight IPS principles are utilized.</p> <p><b>Point 3</b> Incorporate employment supports and IPS principles into your practice TODAY!</p>	<p><b>SUMMARY</b></p> 
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### Notes:

Thank you for completing the second Supported Employment module.

As noted earlier, Individual Placement and Support is the most studied and widely utilized mode of vocational services for people with mental health conditions. This model of service is correlated with better employment outcomes when the seven IPS principles are utilized. Regardless of the mental health service setting in which you work, you can incorporate employment supports and the IPS principles into your practice.

## 1.26 Exit


### Moving On



Thank you for taking *Supported Employment – The Principles*, Module 2 in the series.

Our next section focuses on how to support a job seeker in selecting an occupation. Join us!

*Citation list can be found under Resources.*



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### Notes:

Thank you for taking part in the second module of *Supported Employment - The Principles*. Our next module will focus on how to support a job seeker in selecting an occupation. Join us!