

PSYCHIATRIC VOCATIONAL REHABILITATION SERIES

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

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# CAREER

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# PLANNING

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# CURRICULUM

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for People with Psychiatric Disabilities

Karen Danley  
Dori Hutchinson  
Maria Restrepo-Toro

REFERENCE HANDBOOK

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Center for Psychiatric Rehabilitation  
Sargent College of Health and Rehabilitation Sciences  
Boston University  
930 Commonwealth Avenue  
Boston, MA 02215

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**SAMPLE SKILLS RELATED TO VOCATIONAL EFFECTIVENESS**

<b>Choosing a Job</b>	<b>Getting a Job</b>	<b>Keeping a Job</b>
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





**EXERCISE: WORKER TRAIT PROFILE**

**Section III: Abilities**

Ability	Description	Rating	Proof
General educational development	Reasoning		
	Math		
Physical demands	Language		
	Strength		
	Directing/supervising = D		
Temperaments	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			

