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Vocational Empowerment Photovoice

Leader's Guide



Maria E. Restrepo-Toro, Cheryl Gagne, Zlatka Russinova,
Philippe Bloch, Sharon Pritchett, Tracy Woods,
and Debbie Nicolellis



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*For Sasha Bowers,
For your bright light, big ideas, and loving heart.
1970 - 2015*

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Introduction for Group Leaders

Background on the Curriculum

The purpose of the *Vocational Empowerment Photovoice* (VEP) program is to help people think about work and empower them to set a vocational goal. For many people who have a diagnosis of a serious mental illness, it is hard to imagine working. It may seem like there are just too many barriers, and it may be hard to know where to start. This program will invite participants to consider pursuing a meaningful vocational life.

What is Vocational Empowerment?

The word “empowerment” means that a person feels that he or she has a sense of control over his or her situation. It’s not “power” in the sense of controlling other people, but more a sense of having the right and the ability to make decisions about one’s own life.ⁱ Vocational empowerment is about feeling confident in one’s own ability to get and keep a job.

Employment is an important part of feeling active, productive, and like a contributing member of a community. Having something to do during the week, like going to a job where people count on you to show up, gives a structure to a person’s life, along with a sense of importance—that one is valued and needed. Many jobs involve dealing with other people, so working also can provide a social network. What a person does for work provides a sense of identity, too. Of course, a paid job gives a person a regular income, making all sorts of choices and options possible that were out of reach before.

For many people with a diagnosis of a mental illness, working does not seem possible. People may be afraid of losing their benefit check or worried that co-workers might find out about their history of using mental health services. Because of these fears and many practical barriers to working, people may not feel empowered to work. The *Vocational Empowerment Photovoice* program will help build that sense of empowerment.

What is Photovoice?

Photovoiceⁱⁱ is a method by which people identify, represent, and enhance their community by creating photographs and text to “define for themselves and others, including policy-makers, what is worth remembering and what needs to be changed.” It is a way that an individual or a group can capture strengths, problems, or concerns by combining photographs and written text. The writing and the photographs are used with group discussions that help people reflect on themselves and their situations in a positive way that educates and increases their confidence. As described in the Leader’s Guide for *Combating Prejudice and Discrimination*

through Photovoice Empowerment, “Using a camera places the power to represent the world in the hands of people living with a mental illness, freeing them from some of the constraints of other modes of communication.”ⁱⁱⁱ

How to Use the Curriculum

What does the Vocational Empowerment Photovoice Program consist of?

The group is designed as an interactive, dynamic class with several components, to be led by peer leaders well-versed in VEP.

- **Class Sessions:** The curriculum is divided into 10 class sessions. Each session lasts two hours and focuses on a different content area. The Class Sessions are the main component of VEP and the subject of most of this curriculum.
- **Booster Sessions:** Booster Sessions allow the class to connect, review, and share progress, and keep momentum going after the regular Class Sessions are completed. There are three Booster Sessions, scheduled one month apart. The Booster Sessions start one month after completion of the weekly Class Sessions.
- **Individual Sessions:** In order to support participants to work on vocational goals and Personal Action Plans, peer leaders are asked to support people individually starting within a week of the end of the weekly Class Sessions. It is anticipated that Individual Sessions occur weekly, for approximately one hour, as desired by the person. The official end to the Individual Sessions is the third Booster Session, however, leaders may support people to work on their goals, supports, and plans after that.
- **Optional Exhibit:** For many, the culmination of the class and their experience with vocational empowerment is an exhibit of Photovoice creations, in which the Photovoice work that participants have produced in class are hung for all to enjoy, celebrate, and be educated and inspired by. Exhibits may occur in various spaces, including the building where classes are held.

What is in the Curriculum?

The curriculum includes two books: this Leader’s Guide and a Workbook for participants. For each Class Session, there is a detailed lesson for you to follow in the Leader’s Guide, and a section in the Workbook for participants to follow along.

How to Use the VEP Curriculum

- **Before:** *Before your first Class Session*, you will need to schedule dates, times, and a location for classes. Make sure to schedule Booster Sessions and an Exhibit, if you intend to hold one, in advance as well.

Prepare a handout inviting people to participate in the program. The invitation should include a brief description of the program, and the dates, times, and location of the group. Include details about how to sign up and contact information for you, the group leader, in case a participant has questions.

Generally, we suggest recruiting 8-12 people for classes, given the level of interaction in the group. You may want to limit new participants after the second class session, given that the sessions build on the content of the last session.

This class may be best for people who are considering work, but are not yet in the process of getting into jobs or school. As you recruit, prepare for the upcoming class by reading over the *Workbook* and *Leader's Guide* in full, so that you understand the content and method of teaching.

Before each Class Session, we recommend reading over the Background of the upcoming Session, Schedule, and prepare any Materials and Supplies needed. Review in detail the Lesson Plan for each Session, especially the section that you will be teaching. If there is more than one leader co-teaching VEP, split up the Class Session content well before the Session begins so that there is time to prepare. Plan to use only the time allotted in the Lesson Plan, so that co-leaders have a chance to teach their sections.

- **During:** As a group leader, you will follow the script in the *Leader's Guide* to provide information, instructions for activities, and questions to get discussions started. As the leader, it is your job to help participants to share their experiences, participate in discussions with each other, and work on exercises and activities.

Each Class Session is expected to involve a lot of discussion, as past experience shows that those conversations are the key to helping participants to feel empowered. Keep in mind that while you will be following the *Leader's Guide*, the participants will be following along in the *Workbook*.

- **After:** *After each Class Session*, review with co-leaders your experience with the class. Note what went particularly well and what was difficult, confusing, or took a lot of time. Use your learnings to tailor the next Class Session. Plan with co-leaders how you will split the teaching, if necessary, and begin to prepare for the next session.

Support individuals between Class Sessions to complete assignments as needed. Encourage participants to keep coming to the class, and as necessary, explore why a person may not be

coming to class. Use empathy and listening skills to hear the person out, share relevant stories of recovery to inspire hope, and offer to support the person to come back to class.

Using the Workbook

Each participant needs to have a *Workbook* along with a pen or pencil to write during the *Photovoice* sessions. You may want to remind participants to bring the *Workbook* to every session. It is a good idea to bring a few extra blank *Workbooks* to each session, in case a participant forgets his or hers. You also will need your own copy of the *Workbook*.

Using the Leader's Guide

The following sections are included in the *Leader's Guide* for each group session:

1. An overview of the session

For each class session, you will find a brief summary and the goals for that session. This will give you a general idea of what will be covered.

2. A training schedule for each module

Each class is designed to last two hours. A general outline is included for the schedule for each session. Suggested times also are listed in the session plan, but having the whole schedule laid out will give you a better idea of the flow of the session. An optional 10-minute break is scheduled in the middle of each session. Remember, times are approximate. Be sure to start on time and end on time; and let the participants know that they need to come back from the break within the allotted 10 minutes.

3. Background on the session content

Before you lead a session, be sure to read the background section for that session. This will help you be prepared to answer questions and guide discussions. Reference sources and other notes are listed at the end of each session plan, if you would like even more information.

4. A list of materials or supplies needed for that session

Some sessions require cameras. Whether each participant is provided a camera to keep or is loaned a camera will be a decision made by the sponsoring program or agency, as the costs will differ. Ideally, participants will have access to a digital camera, since it will provide immediate

photograph viewing and make it easier to review photos during class. Single-use disposable digital cameras are available, but these often require being returned to the manufacturer for producing the photos. It may be possible to find one that can be processed at a local store. Some single-use cameras are labeled as “digital,” but they really include film that can then be converted to a digital image.

Disposable cameras are not a bargain, and the number of photos that can be taken are limited. If Photovoice becomes a regular offering at your agency, it may be worthwhile investing in regular digital cameras that can be collected and re-used with a new group.

While it is not necessary that all of the cameras are the same, it is important that the cameras are able to connect to whatever you will be using to print or display the photographs.

Some sessions will require access to either a printer or a laptop and projector. Printers will allow leaders to print out photos that participants want to discuss following Photo Mission assignments. Projectors and laptops will allow for viewing by the whole class at once.

Some printers are designed to work with a particular brand of camera; others work through a computer program that can read pictures from any camera. If using a projector, make sure you have the cords and connectors needed to connect both machines. Be sure to check all of your equipment in advance, so you know that it works and you are clear about how to use it.

If you decide to have an exhibit at the end of the 10 weeks, you will need to print and frame the final photo missions created by the participants. You will need:

- A photo printer that will work with the cameras provided
- Cables needed to link the camera to the printer
- Someone to piece together the photos and short narratives into one Photovoice creation
- Paper for printing the photos
- Frames
- Hangers for the final pieces
- Optional: Refreshments for the Exhibit “Opening”

5. Session Plan

The session plan provides a script for you to follow. Every session plan is formatted in a similar way and is designed to fit into two hours. Once you have led a group through the program several times, you may choose to adapt and expand the content to match your presentation style and to best meet the needs and background of the participants. However, when you are leading a group for the first few times, it is best to stick closely to the script.

Short presentations and frequent activities or discussions help you keep the participants' attention, but often present a challenge to you to move along quickly enough and manage the discussion times without getting off track. General times for each presentation, activity, and discussion are included in each session plan. It is a good idea for you to note the actual clock times (like 10:00-10:05) in your session, so you can track your time as you go through the group session. As you lead a session the first few times, you may find it helpful to jot times in the session plan, indicating how much time each part actually takes you. This will be useful to you when you lead the next group.

Each session plan includes prompts for you, the group leader, about what to do with the content. In general, text written in *italics* indicates directions to you and regular text indicates what you will say aloud to the participants. Here is an explanation of each of the prompts:

Orient

The symbol of the key indicates that a good orientation can help unlock participant participation. In order to participate, people have to know what is expected of them. You will orient participants by describing what will be coming up in the session, why it is included, what you want them to do, and what you will do.

Tell

The symbol of the clipboard indicates that you will be providing instruction from the lesson itself. The “tell” points are bits of knowledge that you are sharing with the participants. In general, the information in the “tell” sections is not included in the *Workbook*.

Read

The symbol of a book means you will read aloud, as a class, from the session plan. The content to be read aloud will be contained in the *Workbook*. Invite the participants to read a section aloud, rather than doing it yourself, whenever possible.

Show

The symbol of the pointing hand indicates a time when you need to demonstrate something or show the participants an example. Some examples will be in the *Workbook*, however, if participants seem to be confused or unsure, use the board or your own worksheet to give an example, clarify, or demonstrate how to do it.

Do

The symbol of the writing hand is for times when the participants will do an activity. Often, these will involve preparing written responses to questions in the *Workbook*.

Ask

The question mark symbol indicates that it is time for you to ask a question. Sometimes these questions are looking for short answers; at other times, you will be starting a lengthy discussion.

Discuss

The “back and forth” arrow symbols mean that you should allow time for the participants to discuss a question or experience. As the group leader, you want to encourage exchanges that go from one participant to another.

Review

The “re-do” arrow symbol means that you will be going over material that was already covered. Often, this will happen at the beginning of a session, where you will be reviewing what happened at the previous session.

Summarize

The check-mark symbol indicates that you are finished with one piece of the session and that it is time to wrap up what you covered. This often occurs at the end of a session, when it is accompanied by a preview of the next session (the preview is indicated by “orient”).

Break

The clock symbol will remind you to stick with the schedule and to tell the participants to come back on time from the break. The scheduled break is optional, but recommended.

Tips for Leading the Group

Part of your job as a trainer is to be an inspirational leader. A good leader is honest, forward-looking, inspiring, competent, and credible.^{iv} Credibility comes from your knowledge, your projected confidence, and from treating participants with respect. If there is something you don't know, then say so. Promise to look it up and report back—and then follow through. Honoring your promises, such as starting and ending on time, also helps make you trustworthy and credible.

A good Photovoice group leader will be organized and will deliver a smooth presentation, which comes from preparing carefully. Prepare ahead by reading through the session plan, including the background material.

As the group leader, you need to focus your attention on the participants, not on your notes. When you present, maintain a good pace—not too fast or too slow. In the group session,

demonstrate good “people skills” by involving participants—don’t just rattle on and on. Make eye contact with the participants (this means don’t just read the group leader script). Even if you feel a little anxious, try to concentrate on relaxing your body. If you look relaxed, the participants will feel more comfortable.

Orient participants at the beginning of each session and after each break. Orienting means explaining what you will be doing during that session or during a particular activity, why you will be doing it (the purpose or value of the session content), and who will do what. Explain your role as the group leader and clearly indicate any expectations that you will have for the participants. Each session plan gives you a script to use when you orient.

Because *Vocational Empowerment Photovoice* is about empowerment, be sure to offer choices and acknowledge strengths. It is important for the participants to feel included and appreciated.

Discussion questions are built into each session plan to help you get everyone involved. You will find that discussions flow best when you use open-ended questions—that is, questions that require more than a yes or no answer.

Respect the knowledge and experience of the participants. Inviting them to share what they know will add to the flow of the group. Examples from your own experience also will enrich group members’ learning, but should not replace group discussions. Be careful to limit what you share, so you don’t end up monopolizing the group. Think through what you want to say, how you will say it, and exactly what you hope to accomplish by telling your own story. This will help your story to be relevant.

Summarizing participants’ comments, along with prompt and accurate reflection of their opinions and feelings, will encourage everyone to contribute to group discussions, while clarifying and summarizing the points made. This sort of response takes time, so be sure to allow for it. Highlighting similarities and differences among participants can help create cohesiveness while appreciating diversity. If you have a large group, breaking discussions or activities into pairs or small groups will maximize participation.

Demonstrate a positive and respectful attitude towards participants. Use “person-first” and “human experience” language—not technical terms or psychiatric labels.

Some participants may get off track from time to time. It is important to re-orient or redirect people as needed, so the group stays focused on the session topic and activities. At times, you may need to offer corrective feedback or guidance to a participant. For example, some people speak too much in a group, while others speak too little. You might consider discussing any such issues with individuals outside of the group. In addition, remember to orient the group to your expectations. For example, you might add to the orientation at the beginning of the session by saying something like, “Remember, we want to hear from everyone in the group, so it’s important to speak up, but also to encourage others to participate.”

Research in the field of higher education^v has identified several important components of effective instruction: repetition, variety, application, and evaluation:

Repetition: Key points need to be repeated often to maximize learning. However, you should not go over the same points time and again in exactly the same way. By asking participants to recall key points, you will be able to assess their learning and you will provide some repetition, which will help everyone remember.

Variety: Not everyone learns equally well from a single source or format. Some participants will find the “tells” useful, others will get more out of the “shows” or “dos,” while others will benefit most from the discussions. Varied approaches make the group interesting, but also will help everyone get the most out of each session.

Application: Ultimately, participating in this group should make a difference in the lives of the participants. With this in mind, frequent discussions of personal experiences, feelings, and opinions will be beneficial.

Evaluation: You will want to know how the program was helpful to participants. By encouraging participants to talk about what was helpful, you will give them a voice, which is part of empowerment, and also will get the information you need about how to do even better the next time you offer the program.

Photovoice Exhibit

While an exhibit is not required, it is highly recommended. Organizing a display allows you to invite agency employees as well as people using the agency's services. Many participants will have invested a lot of time and thought in their Photovoice productions and will welcome the opportunity to share their work. In addition, a public display related to vocational empowerment will not only inspire the participants completing the Photovoice program, but will carry an important message of recovery and opportunity to anyone viewing the exhibit.

One of the major goals of Photovoice is to educate the community and to influence policy makers. Your program can decide to display the VEP work within the agency or as a public exhibit. If you do hold an exhibit, plan carefully. It's important to brainstorm with the group about possible places to show the final work.

List some people or organizations who would benefit from, or need to see, the VEP exhibit. Think about:

- How can we get our work to the audiences who need to see it?
- Where should we display our work?

Take into account the needs for space, including the schedule and for how long the exhibit will be posted. There will be costs associated with printing and framing the photographs. With enough advance timing, you may be able to work with agency development staff or local community resources to raise funds or contributions for mounting the exhibit.

Exhibiting the Final Vocational Empowerment Photovoice work

- Check that you have all photograph release forms (if needed) before the picture will be displayed.
- Finalize the selection of VEP pictures.
- Finalize the narratives. Some participants may need to write or edit narratives outside of class.
- Make final decisions about the work you want to show.
- Format the photos and narratives so that they are displayed together as one creative piece.
- Print and frame the work. The participants should decide if or how long they want their names displayed.
- Hang the Photovoice pieces in the desired exhibit area.

Session 1: Introduction to Vocational Empowerment Photovoice

Schedule for Session 1

The session will run for two hours. This schedule gives you an overview of how the session will flow. Times are approximate, and should be adjusted as needed. However, be sure the session starts on time and ends on time.

APPROXIMATE TIME	TOPIC
15 minutes	Welcoming, Introductions, and Orientation
45 minutes	Vocational Empowerment Photovoice
10 minutes	Break
40 minutes	Learning How to Use the Camera
10 minutes	Summary, Assignment, and Preview of Session 2

Background for Session 1

Goals for Session 1: Participants will:

1. Get to know each other
2. Find out about the goals and requirements of the group
3. Be able to describe Photovoice
4. Use the digital cameras
5. Understand the ethical and safety guidelines for Photovoice

Before you lead this session, be sure that you can describe Photovoice, use the digital cameras, and explain the ethical and safety guidelines. Try out taking pictures and reviewing photos using the cameras. Ensure that the camera batteries are charged.

If you have not yet read the Introduction for Group Leaders that explains the curriculum, it is a good idea to go back and read it now.

This session introduces the idea of work. For example, the idea of “general requirements” of work is discussed—workers need to be dependable, reliable, and sociable. Dependable means that the employer can count on the worker to do what is expected and required on the job. Someone who is reliable honors personal commitments and promises. Being sociable is important in most jobs that involve other people—a worker needs to get along with co-workers and supervisors. For some people who have a diagnosis of a mental illness, being dependable, reliable, and sociable may be difficult. This might be due to symptoms, fatigue, poor general health, or lack of experience, opportunity, or skills. Participating in a program like Photovoice

requires people to be dependable, reliable, and sociable. As the group leader, it is important for you to offer supports and acknowledge strengths to help participants succeed.

The final exhibit is optional, so if you will not be mounting an exhibit, you will need to adjust the script.

Materials and supplies needed for Session 1

- A list of the dates of the remaining group sessions
- A couple of extra workbooks
- Pens or pencils for each participant (in case they don't bring their own)
- Extra paper (in case a participant needs scratch paper)
- Newsprint pad and easel, chalkboard, or whiteboard
- An example of a final framed Photovoice display photo and narrative (or poster)
- Cameras to be distributed to each participant
- Blank copies of the Release Form, which is the last page of the Workbook

Lesson Plan 1: Introduction to Vocational Empowerment Photovoice

TIP: Text written in *italics* indicates directions to you, and **regular text** indicates what you will say aloud to the participants.

TIME	LEADER SCRIPT	NOTES
------	---------------	-------

15 min

ORIENTATION

➔ Orient

Today we're going to spend time getting to know each other and learning more about the Photovoice Program.

- You will learn about the group and about your role and responsibilities in the group.
- You will have opportunities to get your questions answered.
- We're going to start by introducing ourselves. I'll go first.

Introduce yourself, as the group leader. Start by talking about your interest in and experiences with Photovoice and your role (what you do besides being the group leader). Add something brief about your work history and experiences.

- I'd like each of you to say your name and something about some work you have done. It doesn't need to have been a paid job. It could be any work you've done, maybe in your own home.

☞ Show

Model the exercise for the participants.

- *For example say, "I'm Cheryl, and once I worked in a busy cafeteria dish room. It was dirty work, but I enjoyed it."*

💡 Ask

Who would like to begin?

- *Be sure everyone gets a chance to speak.*
- *Thank the group when everyone is done and make a positive comment. For example, say, “We have a group with a lot of different work experiences!”*

45 min

VOCATIONAL EMPOWERMENT PHOTOVOICE

➡ Orient

The Photovoice program focuses on your vocational life, so we will be talking about your work and educational experiences.

◆ Ask

What do you already know about Vocational Empowerment Photovoice?

- *Respond to the participants’ comments about their knowledge of Photovoice.*
- *It’s OK if only a few people answer.*

➡ Orient

Hand out the Photovoice workbooks to each participant.

- This is your workbook.
- You may write in this book and put your name on it.
- We’re going to spend some time reading the introduction in this workbook.
- Turn to page 5 in the workbook to read about Photovoice.

📄 Tell

Vocational Empowerment Photovoice provides an opportunity for people to explore their current interest in pursuing a work goal. Many people who experience a mental illness find that working in a chosen career enriches their lives. Others have jobs that provide some pleasure and daily structure, while others still have chosen to not participate in any work activities. The choice is yours. This program will help you in making decisions about your vocational directions.

**Workbook
Page 5**



Read

Who would like to read the Goals of the Program?

- *Thank the volunteer by name.*

Goals of the Program

We will support you to:

1. *Learn about the Photovoice process.*
2. *Explore your motivation and interests related to work.*
3. *Document your thoughts and feelings about your working life using Photovoice.*
4. *Complete two photo missions.*
5. *Connect with others who share your questions about working.*

**Workbook
Page 5**



Read

Who would like to read “Your Commitment to the Photovoice Group”?

- *Thank the volunteer by name.*

Your Commitment to the Photovoice Group

We ask that you:

1. *Attend all sessions of the Photovoice program.*
2. *Complete all assignments.*
3. *Participate in discussions.*
4. *Treat others with kindness and respect.*

**Workbook
Page 5**



Tell

We ask you for these commitments because we want your commitment to the group to be like a commitment to a job.



Read

Who would like to read “The Leader’s Commitment to You?”

- *Thank the volunteer by name.*

The Leader’s Commitment to You

We will work to do the following:

1. *The group leader(s) will treat you with kindness and respect.*

**Workbook
Page 5**

2. *The group leader(s) will assist you in completing any assignment given that you do during the group.*
3. *The group leader(s) will provide you with the support you need to attend and participate in the group.*

 Tell

As the group leader, I want you to be able to count on me, just like I want to be able to count on you. Most jobs require us to be dependable, reliable, and sociable.

 Ask

- What do these three general worker requirements (dependable, reliable, and sociable) mean to you?
- What are your experiences with these requirements?

 Discuss

Respond to the participants' comments.

- *Add a comment, if needed, especially to highlight similarities in what participants say.*

 Tell

Give definitions for each of the three general worker requirements—either as a summary of comments, or to explain what you mean.

- **Dependable** means that you should show up when you're supposed to.
- **Reliable** means that you should do the work you are responsible for.
- **Sociable** means that you should treat co-workers and others well.

People may lose their jobs because of problems with these three general requirements—even if they could do the tasks of their jobs.

 Ask

What has been your experience with these worker requirements?

- *Respond to the participants' comments and questions.*

- *Add additional facts, if necessary.*

 Orient

Now we're going to focus on the name of this course.

- We'll be looking at definitions of each of the terms.
- Turn to page 6 of the Workbook.

 Read

Who would like to read the definition of **"What is Vocation"?**

- *Thank the volunteer by name.*

What is Vocation?

The word "vocation" means a few different things:

- 1. Vocation can mean a particular type of work—an occupation, a business, or a profession, as in, "My vocational goal is to become a teacher."*
- 2. Vocation can mean a strong desire to follow a particular activity or career, even if it does not lead to regular employment for pay. For example "I work as a sales clerk, but my true vocation is as an artist."*
- 3. Vocation sometimes refers to a divine call to spiritual service, as in "My vocation is to serve inner city youth."*

**Workbook
Page 6**

 Read

Who would like to read the definition of **"What is Empowerment"?**

- *Thank the volunteer by name.*

What is Empowerment?

Empowerment is the belief that one has control over one's own life. Empowerment involves taking responsibility for oneself, including one's own health and wellness, and often includes speaking up or advocating for both oneself and other people. In the process of working on their recovery, many people with a mental illness gain a greater sense of empowerment in their lives.

**Workbook
Page 6**

 Read

Who would like to read the definition of **"What is Photovoice"?**

- *Thank the volunteer by name.*

What is Photovoice?

- *Photovoice is a process by which people can identify, represent, and enhance their community through the creation of photographs and narratives designed to capture an important aspect of their community experience.*
- *Photovoice puts cameras into the hands of people living in the community to give them the opportunity to act as agents of change.*
- *Photovoice uses the impact of photographs and narratives to increase awareness of a situation (problem or strength) and to promote needed changes.*
- *“Photovoice is a method that enables people to define for themselves and others, including policy makers, what is worth remembering and what needs to be changed.” (Wang, C. 2006)*
- *For many people, Photovoice gives them a greater sense of belonging in their local communities and support networks.*

**Workbook
Page 6**

 Read

Who would like to read the definition of “**What is Vocational Empowerment Photovoice**” at the top of page 7 in the workbook?

- *Thank the volunteer by name.*

 Tell

Photovoice has a few main goals on page 7:

- *Explain each goal and respond to people’s comments.*

Photovoice has a few main goals:

1. *To help people reflect on strengths, problems, and experiences.*
2. *To promote conversations about important issues about work.*
3. *To give people a greater sense of belonging in their local communities and support networks.*
4. *To educate others about people’s experiences and their community.*

**Workbook
Page 7**

◆ **Ask** What questions or comments do you have about what we have read about Photovoice?

↔ **Discuss** *Respond to the participants' comments and questions.*

- *Add a comment, if needed.*

➡ **Orient** Next, we are going to look at some examples of Vocational Empowerment Photovoice.

- These are creations other people have made during a Photovoice program.

Workbook
Page 8

◆ **Ask** Please turn to page 8.

- What do you see in this picture entitled "Paycheck"?
- Let's just look at the picture first.



↔ **Discuss** *Summarize and respond to participants' reactions to the photograph.*

- *Add a comment, if needed.*

📄 **Tell** This picture may seem very simple and ordinary, but as we keep looking, we may notice details that may not be obvious at first glance.

📖 **Read** Who would like to read the narrative that goes with the picture of the paycheck?

- *Thank the volunteer by name.*

Paycheck

Since I became sick, I wasn't capable of holding down a 40-hour job. I felt bad about myself because I was always able to work before. I got my identity from work – my ego was tied into what I did for a living. As time went on, I started working part-time in 10-hour shifts. I was so ecstatic to be handed this little piece of green paper – my

Workbook
Page 8

first pay stub. I still have setbacks now and need to take a few days off here and there. But, overall, I make it to work each week, encouraged by the connection and courage I get from being in the company of others.

◆ **Ask**

- What is being said in this narrative?
- How does the narrative fit with this picture?
- What does this Photovoice tell us about this person's work experiences?

↔ **Discuss**

Summarize and respond to participants' reactions to the narrative.

- *Add a comment, if needed.*

↔ **Orient**

If time allows, show a second example.

- Now, let's look at a second example.
- Turn to page 9.

**Workbook
Page 9**

◆ **Ask**

What do you see in this picture entitled "My Wheels"?

- Let's look at the picture first.



↔ **Discuss**

Summarize and respond to participants' reactions to the photograph.

- *Add a comment, if needed.*

📄 **Tell**

Again this picture may seem very ordinary, but as we keep looking, we notice a lot of details that may not be obvious at first glance.

📖 **Read**

Who would like to read the narrative that goes with the picture?

- *Thank the volunteer by name.*

My Wheels

This is the bicycle I take to work. I ride it to and from my job. Not only am I working, but my bicycle does the work of giving me exercise as well as transportation. We've been through a lot of elements together – the drizzling rain of spring, the scorching heat of summer, and the icy roads of winter. It reminds me that, even though keeping my job despite the symptoms of my mental illness can be challenging, there are ways that I can stay healthy and active. Every morning I ride to work and take the evening trip home, I have a little challenge that I can overcome with the support of my bicycle.

Ask

- What is being said in this narrative?
- How does the narrative fit with this picture?
- What does this Photovoice example tell us about this person's work experiences?

Discuss

Summarize and respond to participants' reactions to the narrative.

- *Add a comment, if needed.*

Show

Show the group the framed example that you brought to the group.

Tell

So as you can see, taking your own photographs is a big part of Photovoice.

Orient

- If you want, at the end of the class sessions, we can frame your photographs and narratives and display them here or in another location in an exhibit. The exhibit is a chance for us to celebrate your work and educate and inspire others. We can do some planning for the exhibit later on in the class sessions.

If your program will not be mounting an exhibit, you might change this sentence to read, "At the end of the class sessions, you might want to select one or two of your photographs and narratives for framing."

- After the break, you will have a chance to learn to use the cameras and to take some pictures.

10 min

 BREAK

Remind the participants to come back from break on time.

40 min

LEARNING HOW TO USE THE CAMERA

 Orient

Next, you will have a chance to use a camera and to take and review some pictures.

- Turn to page 10 in your Workbook, Taking Pictures.

 Read

Turn to page 10 and read about the fun part of Photovoice, which is “Taking Pictures.”

Taking Pictures

- *One of the most enjoyable parts of Photovoice is taking pictures. No experience with photography is necessary. Beginners and experts alike can capture images that “speak” to them.*
- *We will give you a camera to use, or you may like to use your own camera or phone. If it is digital, make sure to bring the connection cord to each session with your camera, so we can download the digital pictures.*
- ***Bring the camera to EVERY session.*** *If digital, we will download pictures that you want to present and help you turn them into a Photovoice creation.*
- *If you prefer, you can email us your pictures or bring them in a flash drive.*
- *The group leaders will be available to help you learn and practice using the camera.*
- *As part of the group, we may go outside in the neighborhood as a group and practice using the camera by taking pictures of whatever interests you.*
- *It is critical to follow all safety and ethical guidelines while taking pictures for the Photovoice program.*

**Workbook
Page 10**

- ◆ **Ask** What experiences have you had with using a digital camera?
- ↔ **Discuss** *Summarize and respond to their experiences.*
- *Add a comment, if needed.*
- **Orient** Now we'll talk about how to use these cameras.
- *Hand out a camera to each participant.*
 - *Record the camera number and each person's name, if you need to track who has each camera in order to collect them later.*
- 📖 **Read** Let's read on page 11 the instructions for how to use a camera.

How to Use a Camera

1. *Think about the picture you wish to take. You can walk to a nearby site or create a photograph in your home.*
2. *Turn the camera on. The on/off switch may be a small button on the top of the camera.*
3. *Make sure your camera is set to the setting for "taking pictures" and not "viewing pictures."*
4. *Look at the screen on the back of the camera, if there is a screen, or look through the viewfinder. Take your time to frame the picture as you want it.*
5. *Push the big button (usually on the top of the camera) to take the picture.*
6. *On a digital camera, there is no film to wind, so you can take another picture right away. If your camera is disposable, you may need to advance the film.*

**Workbook
Page 11**

- **Orient** We will all practice together. Try out using your cameras now.
- *I will walk around and help you get started.*

- You can take pictures of each other, but only if you have the other person's permission.

 Do

Practice Using the Camera

- *Walk around and practice with participants.*
- *Have participants take pictures of you or an object in the group meeting room.*
- *Go outside (weather permitting) as a group to take a few pictures.*
- *The key is to have all of the participants practice with their cameras.*

 Discuss

Summarize the participants' experiences using the cameras.

 Orient

Bring the participants back together.

Before we wrap up, I would like to talk with you about some ethical and safety guidelines for taking pictures.

 Tell

- Safety guidelines are there so that you won't get hurt while taking pictures.
- Ethical guidelines are there so that you protect the rights of others as you take pictures.
- It is very important to protect the rights of others as you take pictures.

 Orient

The ethical and safety guidelines for taking pictures are listed on page 12.

 Do

Read the guidelines to yourself.

- *Give the participants a few minutes to read over the ethical and safety guidelines.*

- *If there are participants who have difficulty with reading, you might want to read them out loud instead.*

Ethical and Safety Guidelines

There are some basic guidelines to keep you safe and to help you respect others' privacy.

1. *Always **ask permission** if you are taking a photo of a person or a person's possessions, like a tree or a car in someone's yard. It is nice to **introduce yourself by first name** if you are approaching a stranger.*
2. *If you wish to use a photograph of a person in your Photovoice creation, it is important to get a release form signed by the person. The release form is included at the end of the workbook. The group leader will provide extra copies.*
3. *If you want to take a picture of a child who is under age 18, you need to obtain the **consent of the child's parent/guardian** to take the picture. Have the parent or guardian fill out the release form.*
4. *Be sensitive. Remember that most people would **not** want to be photographed in embarrassing situations, like when they are crying, losing their temper, eating, using drugs, panhandling, kissing, or in other intimate moments.*
5. *It's OK to use a "staged" shot to capture a scene, idea, or emotion if you think it would be difficult to obtain the shot "naturally."*
6. ***Pay attention to your environment!** Don't sacrifice your safety for a picture. Make sure to pay attention to your footing when you are setting up a shot so you don't accidentally step off a curb, into a hole, or into traffic. Consider taking someone with you when you are out taking pictures, particularly if you are taking pictures in places or neighborhoods where you could be vulnerable to crime.*
7. *There may be certain places that do not permit you to take photographs of them; for example, federal buildings, gyms, and certain stores. In these places, you will need to find a person who has the authority to give you permission to take a picture.*

**Workbook
Page 12**

◆ **Ask**

What do you think is important about these guidelines?

-  **Discuss** *Summarize and respond to their comments.
Add a comment, if needed.*
-  **Do** We ask that you show your agreement with these guidelines. Please sign if you agree to follow the Safety and Ethical Guidelines. If you have questions, you can ask me now or after class. We may not be able to allow you to take photos as part of this class without your agreement.
-  **Tell** There is a copy of a release form at the end of your workbook.
-  **Read** Let's review the contents of the Release Form.
Hand out extra copies of the form to each participant.
-  **Ask** What questions do you have about the Release Form?
Respond to any questions or comments.
-  **Tell** Use the Release Form when you take pictures of people or businesses. Do not take the picture if the person does not sign the form.
- 10 min **SUMMARY, ASSIGNMENT, AND PREVIEW OF SESSION 2**
-  **Review** This brings us to the end of our 1st session.
- What do you remember about what we covered today?
 - What did you enjoy about today's session?
-  **Discuss** *Summarize and respond to their comments.*
- *Add a comment, if needed.*
-  **Summarize** Today you learned about:
- What Vocational Empowerment Photovoice means

- What a Photovoice picture and narrative look like
- How to take pictures
- Ethical and safety guidelines

➡ **Orient**

You can take the camera with you.

- Please practice taking pictures.
- You can take pictures of anything you like.
- Choose a few pictures to show the class next week.
Give the date, time, and location of the next session.
- *Preview:* The next session will be on “My Working Life.”

Session 2: My Working Life

Schedule for Session 2

This session will run for a total of two hours. This schedule gives you an overview of how the session will flow. Times are approximate, and should be adjusted as needed. However, be sure the session starts on time and ends on time.

APPROXIMATE TIME	TOPIC
15 minutes	Orientation & Review of Session 1
45 minutes	Work Defined & Reasons People Work
10 minutes	Break
40 minutes	Meaningful Work
10 minutes	Summary, Assignment, and Preview of Session 3

Background for Session 2

Goals for Session 2. Participants will:

1. Learn about the definitions of work
2. Discuss the meaning of work
3. Explore the personal meaning of work
4. Get the assignment for the first Photo Mission

This session focuses on what work means to the participants. The idea of a “good” job or meaningful work will vary for different individuals, communities, and cultures. The session begins with some general discussion of work and the meaning of work, and it progresses to talking about the very personal meaning that work might hold for each person in the group.

As the group leader, you will need to guide this session with open-ended questions, and then facilitate a discussion among group members. You will not know in advance what people will bring up, so you will need to listen carefully to what people say. This will be an important time to use your skills in paraphrasing and summarizing. Don’t forget to reflect feelings! Many participants are likely to have strong feelings about work—perhaps fears that working will cause them to lose their benefits or disappointment with past failures. Positive feelings are likely to come up, too, as participants might recall past successes at work and imagine having a rewarding career in the future.

As part of the discussion, you will want to acknowledge contributions and highlight strengths. Participants need to feel safe and appreciated. You are setting the foundation for future group

sessions where participants will be sharing their photographs, and you want them to feel comfortable and confident.

The workbook includes the phrase “Everybody’s working for the weekend” (on page 14). This phrase is from a song that some participants may recognize.^{vi}

The workbook includes several quotes for this session. You will likely recognize some names, like Martin Luther King and Barack Obama. Confucius was a wise Chinese philosopher and teacher—you may have heard of him as well. The other person who is quoted, Harry Roberts, may be a new name to you. His quote can be found in a book entitled, “Work as a Spiritual Practice” by Lewis Richmond, who describes Roberts as an “agronomist, cowboy, woodworker, welder, boxer, gun-sight maker, spiritual teacher in the Native American tradition,” and a dance partner of Ginger Rogers.^{vii}

Materials and supplies needed for Session 2

- A list of the dates of the remaining group sessions
- A few extra copies of the session pages or Workbooks
- Pens or pencils for each participant (in case they don’t bring their own)
- Extra paper (in case a participant needs scratch paper)
- Newsprint pad and easel, chalkboard, or whiteboard
- Copies of release forms (permission to be photographed)
- Additional cameras (in case you get a new participant)

Lesson Plan 2: My Working Life

TIP: Text written in *italics* indicates directions to you, and regular text indicates what you will say aloud to the participants.

TIME	LEADER SCRIPT	NOTES
15 min	ORIENTATION & REVIEW OF SESSION 1 <i>Greet each participant by name as he or she arrives at the group session.</i> ➡ Orient Before we get started with today's topic, let's take a few minutes to talk about Session 1 and about your experience taking pictures last week. 💎 Ask • What do you remember about the first class? • How did you do with practicing using the camera? • What pictures did you take? • Are there any photos that you want to show us? • What went well? • What problems did you run into? ↔ Discuss <i>Summarize experiences and respond to any questions.</i> • <i>Add tips on using the camera or other comments, if needed.</i>	
45 min	WORK DEFINED & REASONS PEOPLE WORK ➡ Orient Today we're going to focus on a working life, the reasons people work, and the personal meaning of work. • We'll do a little reading and then have some discussions. • At the end of today's session, I will give you the first photo mission assignment. 📖 Read We'll start on page 13, which says "Work: Defined."	

Who would like to read the first part of the definition of work (the first sentence and the two bullets)?

- *Thank the volunteer by name.*

Work Defined

Work can mean action or a place.

- *As an action, “work” means to be engaged in physical or mental activity in order to achieve a purpose or result.
Example: “My work is stocking shelves in a department store,” or “I have to work on Saturday.”*
- *As a place, “work” means where the work is done.
Example: “She’s at work right now,” or “I left my glasses at work.”*

**Workbook
Page 13**

 Read

Who would like to read the last part of the definition of work?

- *Thank the volunteer by name.*

Work can be hard to define. One person’s work might be another person’s leisure. Not all work is paid work. Some people do volunteer work, others work in their homes and gardens, and others call exercise “a work-out.”

**Workbook
Page 13**

 Ask

What do you think about these definitions?

 Discuss

Summarize comments after a very brief discussion.

 Do

Answer the question in the workbook:

- What does the word “work” mean to you?

**Workbook
Page 13**

You can write in the book or just think about the question for a few minutes, and then we will discuss it.

 Discuss

- *Explore what work means to each participant.*
- *It may be helpful to write some themes on a pad, chalkboard, or whiteboard.*
- *Be sure to respond to participants and to highlight similarities and differences among responses.*

➡ Orient

We'll read on page 14 "Reasons People Work."

- Some of these reasons might make sense to you, but others might not.
- Because there is a lot to read, we will go around the room, and each person will read a section.
- If you don't want to read, just let us know that you want to pass.

💡 Ask

Who wants to start?

- *Thank the volunteer by name.*

Reasons People Work

1. *Work as a means of basic survival*
2. *Work as a way to improve "quality of life"*
3. *Work as a form of self-expression*
4. *Work as a social status*
5. *Work as a social connection*
6. *Work as structure and purpose*
7. *Work as a reason for leisure*
8. *Work as a spiritual practice*

**Workbook
Page 14**

💡 Ask

Which of these Reasons do you connect with the most?

↔ Discuss

Participant reactions to the reasons.

- *Be sure to respond to participants, and to highlight similarities and differences among responses.*
- *Summarize and reflect any feelings that come up.*

10 min

🕒 BREAK

Remind the participants to come back from break on time.

45 min

MEANINGFUL WORK

 **Orient** We'll continue now with Meaningful Work.

 **Tell** Turn to page 15 in your workbook.
Read out loud the first example of page 15.

Meaningful Work

Most people want to have jobs that provide them with purpose or meaning, where the job has significance or value beyond the tasks, role, or paycheck. What makes a job meaningful differs from person to person. Jobs that meet our values (those things we hold as most important) are more likely to be meaningful to us.

**Workbook
Page 15**

 **Tell** We will have the opportunity to explore what brings meaning to work for different people.

Read out loud the directions and the first example of page 15.

 **Show**

These three people in the restaurant industry describe the meaning they find in their jobs:

"I like the restaurant and my co-workers. We are a family restaurant, and I feel like we're a family. I feel like I belong here. The restaurant is a cozy, welcoming place; and we all get along really well." Deborah, age 52

**Workbook
Page 15**

 **Ask** What do you think gives Deborah meaning?

 **Discuss** *Respond to participants' answers.*

 **Do** Next, you will complete the rest of the activity.

- Read each statement in the workbook to yourself.
- These stories illustrate how different people find different meaning in their work.
- Answer the question after each statement: What gives this person meaning?

**Workbook
Page 15**

- You can write in the book or just think about the question for a few minutes, and then we will discuss it.

 Discuss

Discuss participants' answers.

- **Note:** *If you are running out of time, you can read the statements aloud and invite participants to discuss each one briefly.*
- *If necessary, you can shorten this activity by reading only two of the statements on page 15.*

 Tell

Not everyone finds meaning in a job.

- Some people work for practical reasons, and either don't really need or want a deeply fulfilling job, or have not had access to meaningful work.

 Read

It is possible to have meaningful work even in an environment and role that does not provide much meaning.

**Workbook
Page 16**

 Orient

Take a look at Nathan's statement, on page 16.

 Read

"I figure I have to work, and I might as well make the most of it. I can't say that my job is always rewarding, and I am not fond of the management, but I try to make a little game of it. I set little challenges for myself and sort of race myself to finish a task more quickly. No one else really cares about how I do my job, as long as it gets done; but I feel good, and it does make the time go by."

Nathan, age 45

**Workbook
Page 16**

 Ask

What do you think gives Nathan meaning?

 Discuss

Respond to participants' answers.

Look for answers, such as effectiveness, fast-paced, or results-oriented.

 Do

Next, we will do another activity on page 16.

**Workbook
Page 16**

- Answer the question, "What gives YOU meaning at work?"
- You can write in the workbook on page 16, or just think about the question for a few minutes, and then we will discuss it.

 Discuss

Discuss participants' answers.

- *Be sure to respond to participants, and to highlight similarities and differences among responses.*
- *Summarize and reflect any feelings that come up.*

 Read

Read the quotes on page 16.

Which of the following quotes resonates with you?

1. "All labor that uplifts humanity has dignity and importance and should be undertaken with painstaking excellence."
by Martin Luther King
2. "Choose a job you love, and you'll never work a day in your life."
by Confucius
3. "To find joy in your work is the greatest thing for a human being."
by Harry Roberts
4. "The best way to not feel hopeless is to get up and do something. Don't wait for good things to happen to you. If you go out and make some good things happen, you will fill the world with hope, you will fill yourself with hope."
by Barack Obama

**Workbook
Page 16**

 Ask

What do you think about these quotes?

- Which quotes do you agree with?
- Which quotes do you disagree with?
- Do any of these quotes speak to you?
- If you were going to write a quote about your thoughts and feelings about work, what would it include?

 Discuss

Summarize comments after a very brief discussion

10 min

SUMMARY, ASSIGNMENT, AND PREVIEW OF SESSION 3**🔄 Review**

This brings us to the end of our 2nd session.

- What do you remember about what we covered today?
- What did you enjoy about today's session?

☑ Summarize

Today you learned about:

- Definitions of work and reasons people work
- The meaning of work
- Personal meaning of work for you

ASSIGNMENT: "PICTURING WORK" PHOTO MISSION #1**➡ Orient**

Between now and next week, you will complete your first photo mission, "Picturing Work."

- Next, we're going to spend a few minutes going over how to do this.

📖 Read

Who would like to read the instructions on page 17?

- *Thank the volunteer by name.*
- *You might choose to go around the room and have participants take turns reading each item.*
- *If you are short on time, you might choose to read the instructions yourself.*

Photo Mission #1: Picturing Work

In this mission, you will simply take a picture of work or your ideas or feelings about work.

Photo Mission Instructions

1. Carry your camera around with you.
2. Think about the assignment: **Picturing Work**
3. Take a lot of pictures that might say something about your ideas or feelings about work. You also may choose instead to take a picture of someone performing a job.

**Workbook
Page 17**

4. *Your picture could be abstract or very straight forward. It might capture what you think is important about work or some of your feelings about work.*
 5. *Choose one picture that you would like to share with the rest of the group.*
 6. *Bring the camera with the picture into the next session.*
 7. *Your group leader will print or display your photo for you.*
- Remember**, if you take picture of a person, you need to get a signed release form.

🔍 **Ask**

What are some ideas that you have about pictures that you might take of work?

✍️ **Do**

Turn to page 18.

Take a minute or two to brainstorm ideas that you have for pictures you might take about picturing work, as well as where you might go to take these pictures.

↔️ **Discuss**

Participants' answers and respond.

➡️ **Orient**

Take your camera home with you, and bring it to the group session next week.

- It's okay to take lots of pictures.
- After you have taken them, review them, and choose one (or two at the most) that we'll print or project, and then you will learn how to write a narrative for it.
- If you want to have your photos printed, it would be good if you could come a little early next week so that I can print the picture that you want printed.

🔍 **Ask**

What questions do you have about the Photo Mission?

↔️ **Discuss**

Answer any questions and respond to any concerns.

➔ **Orient**

Give the date, time, and location of the next session.

- *Preview:* The next session will be on “Writing your Photovoice narrative.”

Session 3: Writing your Photovoice Narrative

Schedule for Session 3

The session will run for a total of two hours. This schedule gives you an overview of how the session will flow. Times are approximate and should be adjusted as needed. However, be sure the session starts on time and ends on time.

APPROXIMATE TIME	TOPIC
15 minutes	Orientation and Review Session 2
45 minutes	Photovoice Narratives
10 minutes	Break
40 minutes	Writing your own Photovoice Narrative
10 minutes	Summary, Assignment, and Preview of Session 4

Background for Session 3

Goals for this session. Participants will:

1. Share photos from Photo Mission #1
2. Discuss each photo
3. Learn what goes into a Photovoice narrative
4. Practice writing a Photovoice narrative

This session will introduce participants to writing the Photovoice narrative. Because the focus is on writing, you may find that some participants lack self-confidence or are a bit shy to share. The session includes a warm-up where everyone works together on a narrative. It will be important for you to be encouraging and accepting of whatever participants offer during the session. There are three examples to practice writing narratives. *If time allows, you can have participants practice writing a second narrative using the pictures on pages 22 and 23.*

Because this session requires participants to have their own photos in order to write a personal narrative, you will want to check in with people as they come in to see if they have at least one photo to work with. If there are many participants in the group who did not take pictures, organize some time for the participants to take pictures at the beginning of the session. For example, you might take them around the building or outside to take a photograph for the “picturing work” photo mission. If only one or two participants did not bring a picture, they could take pictures during the break.

The participants may find the questions in the SHOWED acronym^{viii} to be a little confusing. Because Photovoice has its roots in community action, the questions are designed to get

participants thinking about larger issues illustrated in their photographs. For example, the original purposes included reflecting the strengths or concerns of a community or group (how does this relate to our lives?), promote critical dialogue and knowledge about important issues (why does this problem, resource, or situation exist?), and to reach policymakers (how can we educate others and what can we do about the problem?). These questions may seem less relevant for someone exploring the personal and very individual meaning of work. However, there may be photos that indicate a missing resource, lack of services, or other problematic situations that are easily connected to the elements of SHOWED. Please note that participants are not asked to answer every element of SHOWED in their own narratives, only the elements that are relevant to their experiences and message.

Materials and supplies needed for Session 3

- A list of the dates of the remaining group sessions
- A few extra copies of the session pages or workbooks
- Pens or pencils for each participant (in case they don't bring their own)
- Lined paper for participant to use to write their narratives
- Newsprint pad and easel, chalkboard, or whiteboard
- Cameras—a few extra might be needed (in case a participant did not complete the photo mission and also did not bring his or hers)
- Copies of release forms (permission to be photographed)
- Cords to connect cameras to computer for uploading photos
- Laptop or other computer for uploading photos
- Printer and photo paper, if printing photos
- Projector and cords, if projecting photos for class use
- Screen or white wall for a clear background to project photos

Lesson Plan 3: Writing your Photovoice Narrative

TIP: Text written in *italics* indicates directions to you, and regular text indicates what you will say aloud to the participants.

TIME	LEADER SCRIPT	NOTES
15 min	ORIENTATION AND REVIEW OF SESSION 2 <i>Greet each participant by name as he or she arrives at the group session.</i> ➡ Orient Before we get started with today's topic, let's take a few minutes to talk about your experience taking pictures last week. 💡 Ask What was your photo mission like for you? • What were your experiences taking pictures? • What went well? • What problems did you run into? ↔ Discuss <i>Summarize experiences and respond to any questions.</i> • <i>Note: If many participants did not take pictures, organize some time for the participants to take pictures now. Take them around the building or outside to take a photograph for the "picturing work" photo mission.</i> • <i>Add tips on using the camera or other comments, if needed.</i>	
45 min	PHOTOVOICE NARRATIVES ➡ Orient Today we're going to use the pictures that you took to write Photovoice narratives.	

- I will teach you how to begin to write a narrative and then you will have a chance to practice before writing a narrative for the picture that you took.
- Turn to page 19 and look at the example there, entitled “Working Man.”

**Workbook
Page 19**

Ask

What do you see in this picture?

- Let’s look at the picture first.
- Look only at the picture.



Discuss

Summarize and respond to participants’ reactions to the photograph.

- *Add a comment, if needed.*

Tell

Remember, when we keep looking, we may notice details that may not be obvious at first glance.

Read

Who would like to read the narrative that goes with the picture entitled “Working Man”?

- *Thank the volunteer by name.*

Working Man

Whenever I think of work, I think of Elliot. He never stops working. He retired from a career as a bus driver years ago, but he always has one project or another going. Whenever I visit him, he has some chores for me to help him with. I like working with Elliot because he’s relaxed, never in a hurry. Maybe that’s because he is his own boss. Elliot works all the time, and Elliot is a very happy man.

**Workbook
Page 19**

Ask

- What is being said in this narrative?
- How does the narrative fit with this picture?
- What does this Photovoice piece tell us about this person’s work experiences?

-  **Discuss** *Summarize and respond to participants' reactions to the narrative.*
- *Add a comment, if needed.*
-  **Orient** Next, I'm going to teach you how to write a Photovoice narrative.
-  **Tell** To begin to write a narrative, it may be helpful to follow an outline that follows the acronym SHOWED.
-  **Read** Who would like to start reading what "SHOWED" stands for on page 20?
- *Thank the volunteer by name.*
 - *Go around the room, having each participant read for one letter. Allow participants to "pass" if they would prefer not to read aloud.*

S = What do you **SEE** here?

- *What is this photo of?*
- *Where was this photo taken?*
- *What is in the photo?*

H = What's really **HAPPENING** here?

- *What is your interpretation of the photo?*
- *Are there things that are going on in the photo that the casual observer may not see?*
- *What does the photo really represent?*

O = How does this relate to **OUR LIVES**?

- *Why did you take this photo?*
- *Why did you pick this photo to discuss?*
- *How does this photo relate to you or your community's perspectives or attitudes?*

W = **WHY** does this problem, resource, or situation exist?

- *If the photo is of something negative (i.e., a "problem"), will you say something about what contributes to this problem?*
- *If the photo is of something positive (i.e., a "strength" or a "resource"), will you say something about the importance of this resource? Is it overlooked? Do we need more of it?*

Workbook
Page 20

E = How could this **EDUCATE** others, the community, and policy makers?

- What would you like to tell people about this problem, resource, or situation?
- What does the audience need to know/understand about this problem, resource, or situation?

D = What can we **DO** about the problem, resource, or situation?

- What can we do to strengthen this resource?
- What can we do to fix this problem?
- Who else can help fix this problem?

◆ Ask

What questions do you have about SHOWED?

↔ Discuss

Summarize and respond to participants' questions.

☑ Tell

You don't have to follow this outline exactly.

- It can serve as a warm-up to give you some ideas about what to write in your narrative.
- This outline can help to get your ideas flowing.

➡ Orient

Next, we're going to practice writing a narrative together. We will use the picture on page 21 of a woman with a child.

**Workbook
Page 21**

✍ DO

Tell me what you see.

- *Write what the participants say on a newsprint pad, chalkboard, or whiteboard.*
- *When done with all the questions, ask the participants to take a few minutes to write a narrative using SHOWED for this picture based on some of the ideas that are on page 21.*
- *Encourage all of the participants who want to share to read their narratives to the group.*



 DO Optional Practices	<i>If time allows, you can invite participants to practice writing a second narrative using one of the pictures on page 22 "Computer" and page 23 "Fishermen."</i>	Workbook Pages 22-23
 Discuss	<i>Discuss participants' narratives.</i> • <i>Be sure to praise all participants, and to highlight similarities and differences among the narratives.</i> • <i>Acknowledge and thank everyone who presented.</i>	
 Orient	When we come back from break, we will be looking over photos that you took for your first Photo Mission. • We will use a similar process as the one we have been using with the photos in the Workbook. But this time, we will focus on the one photo that each of you chooses to share with the class. • We will ask each one of you to share a photo that you choose. • If you have not decided already, choose a photo that you think is your best photo, or the one that is the most meaningful to you. It should be one that you think helps you to "Picture Work."	
 DO	As we break, please stop by with your camera and show us the photo that you want to work with today. • <i>During the break, upload pictures onto a laptop or other computer.</i> • <i>If you are printing the photos, print enough copies so that the entire class can see and discuss the photo.</i> • <i>If you are projecting the photos, connect the projector before class, and practice projecting the photos before participants return from break.</i>	
10 min	 BREAK <i>Remind the participants to come back from break on time.</i>	

40 min

WRITING YOUR OWN PHOTOVOICE NARRATIVE**➡ Orient**

Next, we're going to continue with practice writing narratives, this time, with your own photos from your first Photo Mission.

- We will discuss each photo as a class, and then you will write your own narrative about that photo.
- We will show the photos that you have chosen, one by one.
- When we get to your photo, we will ask you to describe the photo, keeping in mind:
 - What you **See**
 - What's **Happening** in the photo
 - How it relates to **Our** lives
 - **Why** the situation exists
 - How it could **Educate** others
 - What we can **Do** about the situation
- After you speak about your photo, we will ask the rest of the class to talk about what they see in the photo.
- You may use as much or as little of what your classmates comment on as you like when you write your narrative.

✍ Do

Invite participants, one at a time, to choose a photo they want to discuss with the class.

- *Moderate the discussion, inviting the person to speak first, and then the rest of the class.*
- *People may "pass" on talking about photos; not everyone needs to add to the discussion. However, everyone should be invited to participate.*

↔ Discuss

Discuss participant experiences with the exercise.

- *Be sure to praise participant participation and class cohesion in this exercise.*
- *Acknowledge and thank everyone for presenting.*

➡ **Orient** Next, we're going to continue with the practice, using your own photograph.

✍ **Do**

- Using the guiding questions on page 24 and your own photograph, write your own narrative.
- I will walk around, and will be available to help, if you need any guidance.

Make yourself available, but avoid giving suggestions for what to write. Instead, ask guiding questions, such as, "What were you thinking about when you took this picture?," or "What does your picture say to you about work?," or "What might someone else see when he or she looks at this picture?"

**Workbook
Page 24**

➡ **Orient** You don't have to complete the narrative today.

- I'd like you to take it home with you and work on it between sessions.
- You will bring your picture and your narrative when you come next week.

💎 **Ask** Who would like to share the narrative you wrote?

↔ **Discuss** *Discuss participants' narratives.*

- *Be sure to praise all participants.*
- *Acknowledge and thank everyone who presented.*

📄 **Tell** Writing a Photovoice narrative is a process.

- You may start writing about one thing and then move in a different direction.
- It is common to spend a lot of time editing and rewriting.
- When you are ready, we will help you to combine your photo and narrative into one Photovoice piece that can be framed and exhibited.

Ask What was your experience with writing your narrative?

- What was easy?
- What was difficult?

Discuss *Summarize comments after a very brief discussion.*

10 min **SUMMARY, ASSIGNMENT, AND PREVIEW OF SESSION 4**

Review This brings us to the end of our 3rd session.

- What do you remember about what we covered today?
- What did you enjoy about today's session?

Summarize Today you learned about:

- Writing a Photovoice narrative

Ask What do you think about the program so far?

Discuss *Summarize comments after a very brief discussion.*

Orient Take your camera with you, and bring it to the group session next week.

- You may continue to take pictures, especially as they relate to Picturing Work. It's okay to take lots of pictures.

- If there are any photos that you want to work on, you can email us the pictures, bring them in a flash drive, or just bring the camera and cord into class.

📌 **Ask** What questions do you have about working on your Photovoice narrative for next week?

↔ **Discuss** *Answer any questions and respond to any concerns.*

- *Let participants know how to get in touch with you if they have any questions during the week or want some help with their narratives.*

➡ **Orient** *Give the date, time, and location of the next session.*

- *Preview: The next session will be on “vocational values”—that is the things that are most important to you in any work situation.*

Session 4: My Vocational Values

Schedule for Session 4

The session will run for a total of two hours. This schedule gives you an overview of how the session will flow. Times are approximate, and should be adjusted as needed. However, be sure the session starts on time and ends on time.

<i>APPROXIMATE TIME</i>	<i>TOPIC</i>
15 minutes	Orientation and Review of Session 3
45 minutes	Vocational Values
10 minutes	Break
40 minutes	Your Vocational Values
10 minutes	Summary, Assignment, and Preview of Session 5

Background for Session 4

Goals for this session. Participants will:

1. Learn about vocational values
2. Review past experiences to identify their own vocational values

Please note that sessions 4 and 5 focus on “vocational identity,” which means how you see yourself as a worker. Because this Vocational Empowerment Photovoice Program is designed to help participants see themselves as workers, it is important for you, as the group leader, to have an understanding of vocational identity.

There are at least three components of vocational identity,^{ix} including values, interests, and talents. This session looks at values and also looks at which values are related to interests. Session 5 includes an exploration of strengths and talents.

Interests come into play in this session when participants look at their work experiences by recalling what they liked and disliked about different work situations. For people with limited work experiences, their ideas about their work interests are often vague. Ultimately, people have to try working to discover what their interests really are.^x The Vocational Empowerment Photovoice Program can help participants consider work and may help them develop the commitment and confidence to get a job.

Values are the things a person believes are important, and often serve as guidelines for how that person lives his or her life. These are “big” things, abstract ideas; and they often can’t be explained—people say, “I can’t say why it’s important, it just is!” Usually values are described

with one word. You can find many values lists on the Internet, along with many values clarification activities designed to help people identify their personal values.

Here is a sample list of values:

Achievement	Excitement	Peace	Success
Beauty	Faith	Pleasure	Truth
Comfort	Freedom	Security	Wealth
Equality	Happiness	Status	Wisdom

As part of your preparation for this group session, you might consider printing a longer list of values that you find online, in case participants struggle to come up with the words that describe what is important to them.

Vocational Values often use the same value words, but describe what is important to the person in work, not necessarily what is important to the person overall in life. For example, a person may have a very strong work value of “security,” with a desire to have a job with a steady paycheck, a predictable routine, and consistent co-workers whose style and habits are well known. Outside of work, that same person might be a bit more open to risk—the secure job might be desirable in order to provide support and balance for an unpredictable life filled with adventures.

As you go through this session with the participants, you may see more emotional reactions to the content. You will be asking them to talk about past work experiences, which may include positive and negative experiences. You will be asking them to begin to think about work in the future, which could be exciting but also a little frightening. As the group leader, it is your job to draw out the participants by using encouragement, paraphrasing what they say so they know you understand, reflecting feelings so you can acknowledge the emotional side of their experiences, and affirming their strengths to help build their confidence.

Materials and supplies needed for Session 4

- A list of the dates of the remaining group sessions
- A few extra copies of the session pages or workbooks
- Pens or pencils for each participant (in case they don't bring their own)
- Newsprint pad and easel, chalkboard, or whiteboard
- Cables needed to link the camera to the computer
- Computer
- A few extra copies of release forms (permission to be photographed)

Lesson Plan 4: My Vocation Values

TIP: Text written in *italics* indicates directions to you, and regular text indicates what you will say aloud to the participants.

TIME	LEADER SCRIPT	NOTES
15 min	ORIENTATION AND REVIEW OF SESSION 3 <i>Greet each participant by name as he or she arrives at the group session.</i> ➡ Orient Before we get started with today's topic, let's take a few minutes to talk about your narratives. 💡 Ask For volunteers to show their pictures. • How did you do writing your Photovoice narratives? • What went well? • What problems did you run into? ↔ Discuss • <i>Summarize experiences and respond to any questions.</i> • <i>Add tips on writing narratives or other comments, if needed.</i>	
45 min	VOCATIONAL VALUES ➡ Orient Today we're in Session 4, which is about vocational values. • You will spend some time exploring your own vocational values. 💡 Ask What do you think it means when I say "vocational values"? ↔ Discuss <i>Discuss participants' responses.</i> • <i>Be sure to paraphrase comments.</i> • <i>Highlight any similarities and differences.</i>	

 **Orient** Let's take this in two parts: First, values, and then, vocational values.

 **Tell** *Explain by reading the description of values at the top of page 25:*

 **Read**

What Are Values?

Values are the basic principles that a person uses as a life guide. These are things that are important to you in a big way—so important that it can be hard to explain why they are so important. For example, a person might believe in the value of education, meaning that it is important to that person to be learning new things every day. Another person might believe in the value of kindness to others, and try to do a helpful good deed every day.

**Workbook
Page 25**

 **Read**

Who would like to read the second statement about “What are Values?”

- *Thank the volunteer by name.*

Our values usually come from our experiences. We learn about our values through our likes and dislikes of certain situations, environments, and relationships.

 **Ask** What is an example of one of your own values?

 **Discuss** *Discuss participants' responses.*

- *Possible answers: Education, Kindness, Security, Family, Honesty, Adventure, Peace, Harmony, and Challenge.*

 **Tell** Now that we understand what a value is, let's talk about vocational values.

 **Ask** Who would like to continue reading about vocational values?

- *Thank the volunteer by name.*

 Read**Vocational Values**

Your vocational values are the qualities or characteristics of the work you do that are important to you and will help you feel satisfied in a particular job or career. If you have a job that matches your values, you are likely to be happy in that job. On the other hand, if you are in a job that does not match your values, you are likely to be unhappy in that job.

Workbook**Page 25** Read

Who would like to start reading the example of vocational values described on page 25?

- *Thank the volunteer by name.*
- *Go around the room, having each participant read one of the four descriptions. Allow participants to “pass” if they would prefer not to read aloud.*
- *An alternative approach is to continue going around the room, starting after the last person who read aloud.*

For example:

- *Jason worked in a job where his boss was always close by and criticizing how he did his job. Jason hated this! He learned from this and other experiences that he valued **INDEPENDENCE**. He found out that it was important to him to be able to do things on his own, without someone watching over him every minute.*
- *When Sara was at school, she preferred classes that involved working on the computer. She thought about why this was, and she realized that she liked solving technical problems. She learned that **CHALLENGE** was an important value for her. She wanted to have puzzles to solve as part of her daily work.*
- *Nathan hates getting dressed up for any occasion. that he doesn't like it when people seem to be out-doing each other in the way they dress. **EQUALITY** is another of Nathan's values.*

Workbook**Page 25**

- *Jonathan had a good experience with a supervisor who always made sure that he understood the instructions before he began his workday. Jonathan values **CORRECTNESS**. He wants things to be just right, and he hates making a mistake. When his supervisor assigns clear responsibilities with specific directions, Jonathan is able to do his work in the right way.*

 Tell

Our values usually come from our experiences. We learn about our values through our likes and dislikes of certain situations, environments, and relationships.

 Read

Who would like to start reading about Karen's Vocational Journey on page 26?

- *Thank the volunteer by name.*
- *Go around the room, having each participant read one of the five paragraphs. Allow participants to "pass" if they would prefer not to read aloud.*
- *An alternative approach is to continue going around the room, starting after the last person who read aloud.*

Karen's Vocational Journey: A Tale of Discovery

Since I was a young girl, everyone told me how smart I was, and I liked hearing this. I did well in school and planned to become a doctor. I studied hard in college, but I became ill with bipolar disorder in my junior year. I took a year off from my studies and worked in a lab that performed medical tests. It was a terrible year. I hated the work, but I couldn't tell if I hated the tasks, or if I just felt that way because of my illness. I still thought that I would return to school and eventually go to medical school.

I graduated with a degree in biology and thought that I would take a year or so off before applying to medical school because I still wasn't feeling my best. I kept taking jobs in the medical field, but never felt satisfied. I was miserable. The only time I felt like myself was when I was outside hiking or kayaking. These were the only activities

**Workbook
Page 26**

that I enjoyed. I forced myself to read textbooks on biochemistry and human physiology, but I couldn't concentrate, and I got no pleasure.

After a couple of very unhappy years, I took a summer job at a wilderness camp leading children on backpacking and canoeing trips. I loved every minute of it! I learned that I liked teaching the kids, especially the ones who tried to give me a hard time! After that summer, I took a job as a teacher's aide at a junior high school and found that I liked the work. What a struggle I had accepting the fact that I preferred working with kids in educational settings to studying medicine. My mother had a very hard time with the fact that I wasn't going to go to medical school as I had always dreamed.

Today I work in a wilderness program for teens who have had trouble coping with their family and school. I meet all kinds of kids who present all kinds of challenges. It's hard work sometimes, but this job meets almost all of the values that are most important to me. I am almost grateful for the illness because it forced me to stop and think about what is most important to me in my work life.

◆ Ask

What do you think Karen's vocational values are?

↔ Discuss

Discuss participants' responses.

- *Be sure to paraphrase comments.*
- *Reflect any feelings expressed, if participants connect Karen's experiences to their own.*
- *Possible answers: Teaching others, Adventure, Nature, Emotional connection, and Teamwork.*

10 min

⌚ Break

Remind the participants to come back from break on time.

40 min

YOUR VOCATIONAL VALUES

- ➡ **Orient**
- Next, you are going to have a chance to explore your own vocational values. Turn to the exercise on page 27.

✍ **Do** **Exercise: What Are Your Vocational Values?** **Workbook
Page 27**

- *On the board, do one exercise together as a class.*
- *Invite participants to take a look at the first line, “Fast Pace—Calmness,” and ask them to choose which among those four potential vocational values are the most important to them.*
- *Acknowledge that everyone will have different values, depending on what is important to them.*

- 📋 **Tell**
- Please select any vocational value that best matches what is important to you.
 - Make your choice based on your initial reaction—don’t overthink your options.
 - If you think of other values that are important to you, but are not listed, you can add them at the bottom of the page.
 - *If there are many participants in the group who struggle with reading, you may choose to read the values list aloud.*
 - *Allow enough time for most of the participants to ask questions and to complete this activity before beginning the discussion.*

💡 **Ask** What did you discover about your own vocational values?

- ↔ **Discuss** *Discuss participants’ responses.*
- *Be sure to paraphrase comments.*
 - *Highlight how the values are personalized.*

➡ Orient

Next, you are going to have a chance to explore your experiences and what they tell you about your vocational values. Turn to the exercise on page 28.

📖 Read

Directions: Describe a work experience you have had and then write the value that is important to you, based on that experience. Any type of work experience is fine—it doesn't have to be paid work, and it doesn't have to be a recent experience.

Example: I enjoyed my volunteer job at the library. I liked putting books back where they belonged. I also liked how clean and tidy the library was after I put the books away.

Values: Organization, Clean environment, Predictability

**Workbook
Page 28**

✍ Do**Exercise: Identifying Your Values: Vocational Experiences**

**Workbook
Page 28 & 29**

- Think about your past work experiences, and describe them briefly in the left-hand column.
- Sometimes these experiences will come from paid work experiences, but they also may come from your experiences in other parts of your life.
- After you identify a work experience, think about what you liked and disliked about each experience.
- Think about your likes and dislikes and what they tell you about what might be important to you in a job.
- Write your vocational values in the right-hand column.

Note: If participants are having a difficult time with this activity, it might help to think about the different characteristics of a workplace. For example, you might prompt participants to think about the:

- *People and relationships you had with the people*
- *The place and the details that you liked and disliked*
- *Activities or tasks that you liked or disliked*

- *Do an example with your students, and write students' examples on the whiteboard.*
- *Alternatively, you can use an example from your own experiences and demonstrate how you came up with vocational values.*

 **Ask** What did you discover about your vocational values?

 **Discuss** *Discuss participants' responses.*

- *Write a list of participants' values on a newsprint pad, chalkboard, or whiteboard.*
- *Be sure to paraphrase comments.*
- *Highlight any similarities and differences.*
- *In this activity, participants are likely to express a lot of feelings, so it will be very important for you to reflect those feelings.*
- *Acknowledge strengths and express appreciation for the people who shared their experiences.*

 **Tell** Sometimes, when you hear someone else talk about his or her vocational values, it helps you understand your own.

 **Do** Take a look at the list I have written down and add any values that are important to you. You can write them in your workbook at the bottom of page 28. **Workbook Page 28**

 **Read** *Read the questions listed on page 29.*

Questions:

Think of a job that meets most of your values?

- *What was that experience like for you?*
- *What is one important value that was met by that job?*

Think of a job that did not meet your values?

- *What was that experience like for you?*

**Workbook
Page 29**

- *What is one important value that was not met by that job?*

✍ Do

- The second page of this exercise will help you to add values to your list by helping you consider more experiences.
- Complete the questions on page 29 and answer those questions.
- Add any values that are not on your original list to the bottom of page 28.

**Workbook
Page 29**

Note: If there is not enough time to discuss each of these questions in the group session, you might consider assigning them as homework.

💡 Ask

Ask each of the questions or as many as you have time to discuss.

10 min

**SUMMARY, ASSIGNMENT, AND PREVIEW OF
SESSION 5****🔄 Review**

This brings us to the end of our 4th session.

- What do you remember about what we covered today?
- What did you enjoy about today's session?

☑ Summarize

Today you learned about:

- Vocational values
- Your own vocational values

🗒 Tell

- Values help us make decisions that feel right to us.
- It's important to know your values so that you can choose work that matches what is important to you.

- ➡ **Orient**
- Take your camera with you, and bring it to the group session next week.
 - You may continue to take pictures that are work related.
 - It's okay to take lots of pictures.

You also may encourage participants to write an additional narrative, using a different photograph.

✍ **Do** *Remind people to work on their narratives.*

- If you want to share with the group next week please email us the pictures or narrative.
- Bring it with you on a flash drive, or printed or written out.

💡 **Ask** What questions do you have before we wrap up?

↔ **Discuss** *Answer any questions and respond to any concerns.*

- *Let participants know how to get in touch with you if they have any questions between sessions.*

➡ **Orient** *Give the date, time, and location of the next session.*

- *Preview: The next session will be on your Vocational Identity.*

Session 5: My Vocational Identity

Schedule for Session 5

The session will run for a total of two hours. This schedule gives you an overview of how the session will flow. Times are approximate, and should be adjusted as needed. However, be sure the session starts on time and ends on time.

<i>APPROXIMATE TIME</i>	<i>TOPIC</i>
15 minutes	Orientation and Review of Session 4
45 minutes	My Vocational Identity
10 minutes	Break
40 minutes	Exploring your Vocational Strengths and Limitations
10 minutes	Summary, Assignment, and Preview of Session 6

Background for Session 5

Goals for this Session. Participants will:

1. Explore vocational identity
2. Explore their own vocational strengths and limitations
3. Complete the Vocational Identity Summary
4. Begin to work on the second Photo Mission: My Vocational Identity

This session continues the conversation about vocational identity that was started during the previous session. During this session, the focus is on strengths.

Many people find it difficult to talk about their strengths. They may have been taught not to brag. They may have been “put down” frequently, and now believe that they don’t have strengths. They may be willing to admit to a strength, but downplay it as “nothing much.” As the group leader, you may need to provide support and guidance while encouraging people to recognize and share their strengths and talents. You also may need to role model how to talk about your strengths in a matter-of-fact way.

Participants may find it helpful to hear you tell about how you discovered a strength that you didn’t know you had—especially if you can tell about that in a work-related story. It might be helpful to know that taking a risk, like trying out a job, sometimes can pay off and lead to a positive experience.

Strengths are assets that the person might bring to a job like mental power, force, or vigor. Strengths also might include knowledge and skills that were developed through life experience

or maybe through a past job. Talents are more like in-born capacities—natural gifts like musical ability, a good eye for color, or attention to detail. While talents can be considered a special natural ability, they often need to be developed into strengths. Similarly, strengths do not require natural talents. For example, a person might have a musical gift, but achieving excellence in playing the piano still takes many hours of practice. Many people without a strong natural musical talent also can develop their piano playing skills and can become quite good, even if they never play to an audience in a concert hall.

Having a conversation about strengths also brings up limitations. A limitation is an absent strength, so thinking about one often makes a person think about the other. Most people are much more aware of their limitations than their strengths. As the group leader, you will want to focus more on strengths for that reason. You also might want to point out that skills can be developed, if a person wants to improve something that is now a limitation.

Part of the message from this session is “believe in yourself.” One aspect of vocational identity is “self-efficacy”—a complicated idea that basically means a person believes that he or she can do a skill or a task.^{xi} By talking about strengths, you will be helping the participants believe in the possibility of their success.

Materials and supplies needed for Session 5

- A list of the dates of the remaining group sessions
- A few copies of the session pages or workbooks
- Pens or pencils for each participant (in case they don't bring their own)
- Newsprint pad and easel, chalkboard, or whiteboard
- Cables needed to link cameras to the printer
- Computer/printer
- A few extra copies of release forms (permission to be photographed)

Lesson Plan 5: My Vocational Identity

TIP: Text written in *italics* indicates directions to you, and regular text indicates what you will say aloud to the participants.

TIME	LEADER SCRIPT	NOTES
15 min	ORIENTATION AND REVIEW OF SESSION 4 <i>Greet each participant by name as he or she arrives at the group session.</i> ➡ Orient Before we get started with today's topic, let's take a few minutes to talk about your experience taking pictures last week and writing your narratives. 💡 Ask • What sort of pictures did you take? • Who wants to share the pictures? • What went well? • What problems did you run into? • What about writing the narrative? ↔ Discuss • <i>Summarize experiences and respond to any questions.</i> • <i>Add tips on using the camera or other comments, if needed.</i> 🔄 Review Last week we explored your vocational values. 💡 Ask • What do you remember about vocational values? • Have you had any other thoughts about your vocational values since last week? ↔ Discuss <i>Summarize participant comments.</i> • <i>Provide prompts, if needed, such as suggesting that participants look at their workbooks.</i>	

- *Clarify any points of confusion and answer any questions about vocational values.*

 Tell

It's important to know your values so that you can choose work that matches what is important to you.

45 min

MY VOCATIONAL IDENTITY

 Orient

Today we are going to focus more on vocational identity.

- Our topic for today will be vocational identities and vocational strengths and limitations.
- We will spend some time learning about and discussing vocational identity, and then you will have a chance to explore your own strengths and limitations.
- Finally, you will put it all together in a vocational summary.

 Ask

What does vocational identity mean to you?

 Discuss

Discuss participants' responses.

- *Be sure to paraphrase comments.*
- Highlight any similarities and differences.*

 Read

Let's read the description of vocational identity at the top of page 30.

Vocational identity is how you see yourself as a worker. This identity as a worker is made up of your values, interests, talents, and goals. A person develops a vocational identity through experiences that help uncover values, interests, and talents.

**Workbook
Page 30**

 Read

Let's continue reading the quotes on page 30.
Who would like to read a quote about vocational identity?

- *Thank the volunteer by name.*
- *Go around the room, having each participant read one of the three quotes. Allow participants to “pass” if they would prefer not to read aloud.*

Some quotes of people talking about their vocational identities:

“Who I am as a worker is very much how I am at home and with friends. I tend to be a very ‘take charge’ kind of person. I like to make plans and organize things. It makes sense that I am a manager.”

Cathy, manager of retail pharmacy

“I have always liked helping others. It’s a very important value to me. When I considered what kind of job I would like, I knew I would work in a job where I could help others. Being a home health aide for people with serious disabilities combines my interest in health with my passion for helping others.”

Steven, part-time home health aide

“Since I was a little kid, I’ve been good with numbers. I like to work in a clean, organized environment. I’m really good at details. I notice errors more quickly than most people. Although music is my passion, I do data entry and data management. It’s steady and predictable work and that suits me just fine. I work on my music after hours, and I don’t have to worry about earning an income from my music, which makes it pure pleasure.”

Sandra, research assistant

**Workbook
Page 30**

Ask

What do you notice about these quotes?

Tell

These people are all talking about how their own preferences and traits are related to what they do at work.

Do

Answer the question on page 30:

- What kind of work might you prefer to do, given what you know about yourself?

**Workbook
Page 30**

Discuss

Discuss participants’ responses.

- *Be sure to paraphrase comments.*
- *Highlight any similarities and differences.*

 **Orient** Next we will talk about Vocational Strengths and Limitations.

 **Ask**

- What do you understand about the term, “vocational strengths?”
- What does this term mean to you?

 **Discuss** *Summarize participant comments.*

 **Tell**

Strengths are assets that the person might bring to a job, like mental power, force, or vigor. Strengths are things you do well.

- Vocational strengths are things you do well that make you a good worker.
- Everyone has strengths.
- Different jobs require different strengths.
- Turn to page 31 in your workbook.

 **Read**

Vocational Strengths and Limitations

Everyone has different strengths and limitations. Most people choose jobs or careers that allow them to use their strengths and avoid jobs that require them to do tasks that emphasize their limitations. People often learn about their strengths and limitations through their work experiences.

**Workbook
Page 31**

 **Do**

What kind of strengths do you think are needed to do the tasks show in the pictures?

- *Write all responses on a newsprint pad, chalkboard, or whiteboard.*

Note: If participants are having a difficult time with this activity, it might help them to think about different categories of strengths. For example, you might prompt participants to think about:

- *Physical strengths—like muscle power*
- *Social strengths—like getting along with others*
- *Intellectual strengths—like solving puzzles*

 **Ask** What kinds of jobs might be a good match for some of these strengths?

 **Discuss** *Discuss participants' responses.*

 **Orient** Next, let's read a few stories of strengths and limitations.

 **Read** Who would like to read the first story on page 32?

- *Thank the volunteer by name.*
- *Ask participants to discuss Jessica's strengths and limitations.*

A Few Stories of Strengths and Limitations

"I really wanted to work at Bicycle Bill's because I liked bike riding and because the store was hip, with cute guys, and good music playing. But the boss became frustrated with me because it took me so much longer to change a tire or fix a derailleur than anyone else. I learned that I did not have the finger control or manual dexterity needed to repair bikes for a living."

Jessica, age 23

**Workbook
Page 32**

 **Discuss** *Discuss participants' responses.*

- *Be sure to paraphrase comments.*
- *Reflect any feelings expressed, if participants connect the strengths and limitations to their own.*

 **Do** Read the next three quotes and discuss with a partner what you think the person's strengths and limitations are.

 **Ask** What strengths and limitations did you come up with for John, Sara, and Phil?

 **Discuss** *Discuss participants' responses.
Add any suggestions, if needed.*

Possible answers:

*Jessica: Strengths—Likes bicycle riding, interested in the store.
Limitations—Finger control, manual dexterity, speed in doing manual tasks.*

*John: Strengths—Education, personable, likes working with people, supports choice
Limitations—Did not like forcing people to do things (a limitation for that job)*

*Sara: Strengths—Likes to work alone
Limitations—Shy, wants minimal contact with people (a strength or limitation depending on the job)*

*Phil: Strengths—Likes variety, adventure
Limitations—Restless, gets bored*

10 min  **Break**
Remind the participants to come back from break on time.

40 min **EXPLORING YOUR STRENGTHS AND LIMITATIONS**

 **Orient** Next, you're going to have a chance to explore your own vocational strengths and limitations.

 Do	Exercise: My Vocational Strengths and Talents. - On page 33 read through the list of vocational strengths. - Identify those that you believe are truly strengths for you. - Check the boxes next to each one of the strengths and talents that you believe is true of you. - Answer the two questions at the bottom of the page.	Workbook Page 33
 Ask	What was it like to rate your own strengths? - What was easy about this activity? - What was hard?	
 Discuss	<i>Discuss participants' responses.</i> <i>Be sure to paraphrase comments.</i> <i>This activity is likely to generate feelings. Be sure to reflect any feelings expressed.</i>	
 Tell	Everyone has strengths. - Some people feel shy about talking about their strengths. - Sometimes it's hard to see your own strengths. - People often are more aware of their limitations than their strengths.	
 Ask	What did you discover about your own strengths? - What strengths and talents do you have that might make you a good worker? - How could your strengths help you in a particular job?	
 Discuss	<i>Participants' responses.</i> <i>Be sure to paraphrase comments.</i> <i>This activity is likely to generate feelings. Be sure to reflect any feelings expressed.</i>	

-  **Tell** A talent is a special natural ability to do something.
- It is something that you just happen to have or a talent you were born with.
 - Each of us has different talents.
 - Sometimes your talents are well known to you, while others may stay hidden for some part of your life.
-  **Ask** What are your natural talents?
-  **Discuss** *Discuss participants' responses.*
- *Be sure to paraphrase comments.*
 - *Write responses on a newsprint pad, a chalkboard, or a whiteboard.*
 - *Probe deeply for talents, in a sensitive and encouraging way to get participants talking.*
 - *If participants are reluctant to talk about their talents, share a story of your own to describe a talent that you have discovered (especially one that surprised you at some point in your life).*
 - *This activity is likely to generate feelings. Be sure to reflect any feelings expressed.*
-  **Tell** There is a wide range of talents and abilities in this room.
- Sometimes a person has a strength that is not a natural talent, but is something that person developed with hard work.
-  **Ask** What is an example of something that you do well that is not a natural talent?
- Think of something that you had to work hard to develop.

⇄ Discuss

Discuss participants' responses.

- *Be sure to paraphrase comments.*
- *Write responses on a newsprint pad, a chalkboard, or a whiteboard.*
- *As with the previous discussion, probe deeply for any developed strengths, doing this in a sensitive and encouraging way to get participants talking.*
- *Be sure to reflect any feelings expressed.*

✍ Do

Exercise: My Vocational Identity Summary Worksheet

**Workbook
Page 34**

- The summary on page 34 will be a snapshot of who you are as a worker.
- We talked a lot about strengths today, but not so much about limitations.
- A limitation is simply a strength you don't have yet!
- When you were reading through the checklist of strengths, there probably were some that you did not check, because you thought, "No, that's not me." Any of those unchecked items could be a limitation.
- You also might think of some limitations based on your work experiences, likes, and dislikes that we discussed earlier.

Note: If there is not enough time to do the Vocational Identity Summary worksheet in the group session, you can assign it for homework.

⇄ Discuss

What did you write down?

- What tasks do you prefer?
- What people do you prefer to work with?
- What are your key strengths?
- What are your limitations?

- What are your most important vocational values?

15 min

SUMMARY, ASSIGNMENT, AND PREVIEW OF SESSION 6

Review

This brings us to the end of our 5th session.

- What do you remember about what we covered today?
- What did you enjoy about today's session?

Summarize

Today you learned about:

- Vocational identity
- Vocational strengths and limitations

ASSIGNMENT: "MY VOCATIONAL IDENTITY" PHOTO MISSION #2

Orient

Between now and next week, you will complete your second photo mission, "My Vocational Identity."

- Next, we're going to spend a few minutes going over how to do this.

Read

Who would like to read the instructions on page 35?

- *Thank the volunteer by name.*
- *You might choose to go around the room and have participants take turns reading each item.*
- *If you are short on time, you might choose to read the instructions yourself.*

Photo Mission #2: My Vocational Identity

In this photo mission, you will take a picture that relates specifically to you.

1. *Your assignment is to take a picture that represents how you see yourself as a worker.*
2. *Think about the assignment: **My Vocational Identity.***
3. *The picture can be abstract and represent one of your values or strengths, or it might concretely capture an aspect of something you want to do in your working life, a particular work task or a job goal.*

**Workbook
Page 35**

4. *Carry your camera around with you and take a lot of pictures that might capture: a) who you are as a worker, b) a job you'd love to have, or c) a dream job.*
 5. *Choose one picture and practice writing a narrative.*
 6. *Bring the camera with the picture into the next session.*
 7. *Your group leader(s) will help you print or display the photo you choose to discuss with the rest of the group.*
- Remember:** *If you take a picture of a person, you need to get a signed release form.*

Show

Look at the picture photograph on page 35.



Ask

What do you think it means?

- As it says in the caption, “This picture might represent a job that is fast-paced, exciting, and unpredictable.”
- For some people, that might fit their vocational identity.
- Others might find the idea of a fast-paced job kind of intimidating.

Discuss

Participant reactions to the picture.

Do

Turn to page 36, Ideas for Photo Mission #2.

- Take a minute or two to brainstorm ideas that you use for photos you might take about your vocational identity.
- You might think about your values, interests, goals, and strengths when brainstorming ideas.

**Workbook
Page 36**

Orient

Take your camera with you, and bring it to the group session next week.

- It's okay to take lots of pictures, but part of the assignment is to choose one picture and to write a narrative to share with the group.

- Please email us the picture, bring it in a flash drive, or bring the camera with you to the next session.

◆ **Ask** What questions do you have about the Photo Mission?

↔ **Discuss** *Answer any questions and respond to any concerns.*

↪ **Orient** *Give the date, time, and location of the next session.*

- *Preview:* Next session we will start talking about the costs and benefits of a working life.

Session 6: The Costs and Benefits of a Working Life (Part One)

Schedule for Session 6

The session will run for a total of two hours. This schedule gives you an overview of how the session will flow. Times are approximate, and should be adjusted as needed. However, be sure the session starts on time and ends on time.

<i>APPROXIMATE TIME</i>	<i>TOPIC</i>
30 minutes	Orientation, Review of Session 5, and Overview Costs and Benefits
40 minutes	Costs and Benefits of a Working Life
10 minutes	Break
35 minutes	Personal Costs and Benefits of Work
5 minutes	Summary and Preview of Session 7

Background for Session 6

Goals for this Session: Participants will:

1. Begin to write narratives for My Vocational Identity Photo Mission
2. Start exploring the costs and benefits of a working life
3. Identify their personal costs and benefits of a working life
4. Complete a decision-making matrix for work

Vocational identity is made up of a person's values, interests, talents, and goals. This session continues the exploration of interests and begins the goal setting process by helping participants to consider what they might gain or lose by working.

Setting a goal requires making a commitment. Exploring options, including the option of not working, helps a person make a choice about whether to commit to a job search and, ultimately, whether to commit to applying for and taking a specific job. One way of thinking about this is the phrase "choose, get, keep."^{xii} This phrase describes the importance of all three aspects of employment—choosing a job, getting a job, and keeping a job.

This session includes some discussions of whether to work or not. As the group leader, it is your job to help participants explore their options, not to persuade them of the value of working. You will be encouraging all comments about work—expected advantages and disadvantages, as well as experiences of successes and failures. Use the discussion times to help participants gain a deeper understanding of their vocational values, interests, and talents. Also, keep in mind the importance of building self-efficacy, which is a person's belief in his or her capacity to do something. Vocational self-efficacy, the belief that "I can work," will be an important

contributor to success. Whenever possible, acknowledge strengths and provide affirmation of participants' past decisions and current feelings. Help everyone feel like a person who is in charge of his or her own life and choices.

Participants will explore their own personal costs and benefits of a working life using a tool called a decision matrix, also known as the decisional balance.^{xiii} This tool is a way to compare advantages and disadvantages or pros and cons or costs and benefits of two different options.

For most participants in the *Vocational Empowerment Photovoice* program, getting a job would represent a major life change. Such changes are not made easily. Taking plenty of time to explore the pros and cons of change can be time well spent. Too often, helpers push people to take action before they're ready^{xiv} and that sort of pressure can backfire, making people even less likely to change than they were before. So, as the group leader, work to remain neutral. Don't take sides, but simply reflect what participants share.

At the end of this session, there is a question about confidence, "Given your hopes and worries, how confident are you feeling about succeeding at work right now?" This question makes use of a confidence ruler,^{xv} where participants rate how confident they feel about their ability. This question, and other questions in this session, must be followed by enough time to discuss participants' responses. If there is not time for discussion, save the questions in the workbook for an assignment and discuss them at the beginning of the next session.

It will be especially important for you to reflect feelings. Participants are likely to bring up fears, such as worries about losing their benefits if they start working, and some unhappy experiences, such as being treated badly by co-workers or a past supervisor. Since the *Vocational Empowerment Photovoice* program is designed to be led by a peer, you are a role model. Whether you are leading the group as part of a paid job or as a volunteer, you are working. You can share your own experiences in choosing, getting, and keeping your job (and other jobs). Telling your story will benefit participants, provided that you tell it with the purpose of providing inspiration and support. Keep your story brief and to the point, so as not to side-track the participants' exploration of their own vocational identity.

Materials and supplies needed for Session 6

- A list of the dates of the remaining group sessions
- A few extra copies of the session pages or workbooks
- Pens or pencils for each participant (in case they don't bring their own)
- Newsprint pad and easel, chalkboard, or whiteboard
- Computer/printer and photo paper, if printing photos from the Photo Mission
- Cables needed to link the camera to the printer
- A few extra copies of release forms (permission to be photographed)
- Projector, screen, and cables, if projecting photos from Photo Mission

Lesson Plan 6: Costs and Benefits of a Working Life (Part One)

TIP: Text written in *italics* indicates directions to you and regular text indicates what you will say aloud to the participants.

TIME	LEADER SCRIPT	NOTES
30 min	ORIENTATION AND REVIEW OF SESSION 5 <i>Greet each participant by name as he or she arrives at the group session.</i> ➡ Orient Before we get started with today's topic, let's take a few minutes to talk about your experience taking pictures last week about the photo mission #2: <i>My Vocational Identity</i>. We also will spend a little time today to start writing narratives to accompany your pictures. 💡 Ask What pictures did you take? • What went well? • What problems did you run into? • What thoughts do have about what might go in a narrative to accompany your photograph? ↔ Discuss <i>Summarize experiences and respond to any questions.</i> • <i>Add tips on using the camera, choosing a photograph, or other comments, if needed.</i> • <i>Remember to offer praise and acknowledge strengths.</i> ➡ Orient Last week, you were given the assignment of Photo Mission #2: My Vocational Identify. This week, we will take a few minutes to review the photos as a group, and to begin to write narratives to accompany those photos. • We will ask each of you to share a photo that you choose. If you have not decided already, choose a photo that you think is your best photo, or the one that is the most	

meaningful to you. It should be one that you think shows something about your Vocational Identity.

- Please come to the front of the room (*or where ever the computer is*) with your camera, and show us the photo that you want to work with today.

NOTE: Upload as many photos as possible before class.

- *If you are printing the photos, print enough copies so that the entire class can see and discuss the photo.*
- *If you are projecting the photos, connect the projector and practice showing one photo before class.*

 Do

- We will now invite each of you to talk about the photo that you have chosen to share with the class.
- We will show the photos that you have chosen, one by one.
- When we get to your photo, we will ask you to briefly describe the photo, keeping in mind:
 - What you **See** happening
 - What's **Happening** in the photo
 - How it relates to **Our** lives
 - **Why** the situation exists
 - How it could **Educate** others
 - What we can **Do** about the situation
- After you speak about your photo, we will ask the rest of the class to talk about what they see in the photo. You may use as much or as little of what your classmates comment on as you like when you write your narrative.
- *Invite participants, one at a time, to choose a photo they want to discuss with the class.*
- *Moderate the discussion, inviting the person to speak first, and then the rest of the class.*
- *People may "pass" on talking about photos; not everyone needs to add to the discussion. However, everyone should be invited to participate.*

 Discuss

- *Discuss participants' experiences with the exercise.*
- *Be sure to praise participant participation and class cohesion in this exercise.*
- *Acknowledge and thank everyone for presenting.*

 Orient

- Now that we have talked a bit about each photo, I'm going to give you an opportunity to write a narrative for your photo.
- It's okay if you do not finish your narrative today. You may decide to take it home and work on it during the week.
- *Alternatively, if the discussion was very long, you may assign the actual writing of the narrative as homework, and simply orient people to what is in the worksheet.*

 Read

Please turn to page 37 in your Workbook.

**Workbook
Page 37**

Who would like to read the Directions at the top, including the numbered statements?

- *Thank the volunteer by name.*

Writing your Photovoice Narrative for My Vocational Identity

Directions: Take a look at the picture you chose for Photo Mission #2: My Vocational Identity

1. What do you **SEE** here?
2. What's really **HAPPENING** here?
3. How does this relate to **OUR** work lives?
4. **WHY** does this problem, resource, or situation exist?
5. How could this image **EDUCATE** others, the community, and policy makers?
6. What can we **DO** about the problem, resource, or situation?

 Do

- Now write a narrative for your photo.
- We will take about 5 minutes to do this.
- *Walk around and offer assistance as needed.*

- *Assist anyone who finds it difficult to write or to come up with written statements.*

◆ **Ask**

What was it like to do this exercise?

- Was it easier to write a narrative this time?
- What part of your narrative do you want to keep working on?

⇄ **Discuss**

Summarize experiences and respond to any questions.

- *Offer assistance outside of the classroom if you are able.*
- *Remember to offer praise and acknowledge strengths.*

OVERVIEW: COSTS AND BENEFITS

📖 **Read**

We will now read what Costs and Benefits means.

Who would like to read the top of page 38?

- *Thank the volunteer by name.*

Costs and Benefits of Working (Part One)

In the next two sessions, you will have a chance to explore costs and benefits in your vocational journeys.

Benefits are gains (Pros) associated with any changes we make in our vocational lives. Benefits are advantages of a change. We may “get” certain things from working, like money, something to do, a specific worker role, etc.

Costs are losses (Cons) associated with any changes we make in our lives. Costs are the disadvantages of change. We may lose something by working, like free time or being able to do whatever we want.

**Workbook
Page 38**

◆ **Ask**

What would you add to those definitions?

- What does “Benefits” mean to you?
- What about “Costs”?

⇄ **Discuss**

Summarize their answers and answer any questions.

 Read

Now let's read the Examples of Costs and Benefits, on the second half of page 38.

Who would like to read the first example, by Steven?

- *Thank the volunteer by name.*
- *Invite participants to read one by one, allowing people to pass if they are not willing.*
- *After each example, work with the students to explore what they hear as the costs and benefits described.*
- *Write on the board the different ideas people come up with.*
- *Acknowledge participation, and praise the group as a whole for their thinking.*

Examples of Costs and Benefits

"I work because I need the structure in my life. Work helps me with my recovery. On the other hand, I don't think that I could work full-time or earn enough to support myself. So I work part-time and earn an amount of money that allows me to keep my disability check and health insurance. It's a good balance for me."

Steven, age 47

"I hated being on SSI. I had to report every penny I earned. It drove me crazy. Now I work full-time as a peer specialist at a program for people who have mental health and addiction problems, and I get health insurance through my job. I'll never be rich, but I don't have to deal with the federal bureaucracy anymore."

Marcy, age 36

"I worked for a number of years when I was younger, but now I have a number of health problems in addition to a diagnosis of a serious mental illness. Staying healthy seems to be a full-time job! I do volunteer work at my church thrift shop six hours a week, which works just fine for me."

Nancy, age 58

"Eventually, I want to work full-time, but I am not there yet. I work with an employment specialist who helps me figure out how to keep my benefits while working part-time. I work in a health food store for 20 hours a week. I like my job a lot. I am not sure what my career will be, but I am

**Workbook
Page 38**

happy to have help in planning for my career.”
Nathan, age 23

- ◆ **Ask** What questions do you have about these examples?
- Are there any other costs and benefits you were thinking of, but are not on the board?

↔ **Discuss** *Summarize participant answers and answer any questions.*

40 min

COSTS AND BENEFITS OF A WORKING LIFE

- ↔ **Orient** During the past two sessions, we talked about your vocational identity. We discussed values, strengths, and limitations.
- Today, we are going to shift gears and discuss the costs and benefits of working.
 - The activities that we will do today and next week can be repeated at different points in your life when you're considering the question, "Can I or do I want to work right now?"

- 📋 **Tell** People need to come to their own decision about whether or not to work.
- The choice is yours.
 - Whatever choice you make for today might change later—and that's OK.
 - Making that choice means weighing the costs and benefits of work.
 - You can decide whether to work or not, whether to get paid or volunteer, and what sort of work you might want to do.

- ◆ **Ask** When have you asked yourself the questions:
- Can I work?
 - Do I want to work?
- ↔ **Discuss** *Encourage sharing.*
- *Paraphrase participant responses.*
 - *Be sure to reflect any feelings that come up.*
- 📋 **Tell** Every worker asks himself or herself this question at some point in life.
- If a person is unemployed, the question of “do I want to work?” is likely to come up.
 - Some people with a mental health condition believe they can’t work, or have been told they shouldn’t work.
 - However, many people with a mental health diagnosis and many people with other disabilities are successful at working, once they believe that working is possible.
- 10 min 🕒 **Break**
- Remind the participants to come back from break on time.*
- 35 min **PERSONAL COSTS AND BENEFITS OF WORK**
- ➡ **Orient** Next, you’re going to have a chance to explore your own costs and benefits of a working life, starting with the benefits.
- ✍ **Do** **Exercise: Benefits and Costs of Work**
- You will be completing the exercise on pages 39 and 40. First, look over the list of the examples of potential benefits of working on page 39.

Benefits of Working

- *Earning money and benefits*
- *Doing something I enjoy*
- *Feeling better about myself*
- *Meeting new people and making friends*
- *Feeling like everyone else in society*
- *Learning new skills and ideas*
- *Being respected by others*
- *Reducing symptoms and feeling healthier*

- Check the ones important to you.
- If you think of any other benefits of working that are not listed on the list, you can add them on the lines where it says "other."
- After you go through the list, answer the questions at the bottom of the page.

Ask

- Which did you decide is the *most* important benefit of working for you?
- Which did you decide is the *least* important benefit?

Discuss

Participants' reactions.

- *Paraphrase participant responses and highlight similarities and differences among the responses.*

Do

Now, let's work on the potential cost of working. Please turn to page 40 in the workbook.

Costs of Working

- *Concerns about loss of benefits*
- *Increased stress*
- *Less free time*
- *Less time with friends*
- *Anxiety about job performance*
- *Worry about increased symptoms*
- *Concerns about getting along with my coworkers and my supervisor*
- *Concerns about stigma if I tell anyone about my diagnosis*

- *Conflict with my role in my family*
- *Fear of failure*
- *Fear of success*

- Check which ones are important to you.
- If you think of any other costs of working that are not listed, you can add them on the lines where it says "other."
- After you go through the list, answer the questions at the bottom of the page.

 Ask

- Which did you decide is the *most* important cost to you of working?
- Which did you decide is the *least* important cost?

 Discuss

Participants' reactions.

- *Paraphrase participant responses highlighting similarities and differences among the responses.*

 Read

Example: Sam's Decision-Making Process.

Who would like to start reading on page 41?

- *Thank the volunteer by name.*

Example: Sam's Decision-Making Process

Sam has been unemployed for several years and receiving SSDI. He prepared for a career in computer programming before he was diagnosed with a serious mental illness. He is not satisfied with the way his life is now, but he doesn't know whether he can get and keep a job that he would like.

**Workbook
Page 41**

- *In the decision matrix, have participants each read one of the boxes.*
- *If you are short on time, you might choose to read the instructions yourself.*

 Read

**Workbook
Page 41**

<i>Benefits of Working</i> • <i>Earn money</i> • <i>Have something to do</i> • <i>Meet people</i> • <i>Meet a girlfriend</i> • <i>Have something to say when family members ask, "what are you doing these days?"</i>	<i>Costs of Working</i> • <i>Worried about getting ill again</i> • <i>Worried about the stress of working</i> • <i>Losing my SSDI check</i> • <i>Worried about making friends</i> • <i>Losing my free time</i>
--	---

<i>Benefits of Not Working</i> • <i>Lots of free time to do what I want</i> • <i>Playing video games all day</i> • <i>Sleeping in</i> • <i>Staying up late watching movies</i>	<i>Costs of Not Working</i> • <i>No money to do things</i> • <i>Feeling ashamed about not working</i> • <i>Nothing to do</i> • <i>Nothing to talk about with my family</i> • <i>Feeling like a mental patient</i> • <i>Feeling weak</i> • <i>No possibility of having a girlfriend</i>
--	---

When Sam considered the advantages and disadvantages of working and not working, he decided that the benefits of working outweighed the costs of working. He still did not know what he would want to do or how he would proceed, but he did make the decision to pursue employment.

 Ask

- What did you think of Sam's story?
- What do you think about Sam's decision?
- Do you agree that, for Sam, the benefits of working outweighed the costs? Why or why not?

 Discuss

Discuss participants' reactions.

- *Paraphrase participant responses.*
- *Be sure to reflect any feelings that come up.*

 Do

Exercise: Advantages and Disadvantages of Working

- Please turn to page 42 in the workbook.
- Another way to sort out what pros and cons of working by considering both the pros and cons of working—and of not working.

**Workbook
Page 42**

If students do not know the difference, use you own situation as an example, and write on the board.

- To figure this out, we will use the decision matrix on page 42.

Read the directions to the class.

- Please write in the two top boxes what you think the benefits and costs of working are for you.
- Now, when you are done with that, use the bottom two boxes to write what the benefits and costs to NOT working are for you.

Ask How do the costs and benefits stack up for you?

Do Take a minute to write what you think about working, now that you have done this exercise.

When you look at these costs and benefits all together, what do you think about working? Is it more to your advantage to work or not to work? Will you gain more or lose more? Why?

**Workbook
Page 42**

Discuss *Discuss participants' reactions.*

- *Paraphrase participant responses.*

Be sure to reflect any feelings that come up.

Do **Summary: Benefits & Costs of Working**

If there is enough time for a meaningful discussion, read and complete the benefits/cost work summary on page 43.

- *Note: If time is limited, assign it as homework and review it next week.*

 Read

Summary: Benefits & Costs of Working

1. *Overall, what do you hope will be (or have been) the greatest benefit of working for you?*
2. *Overall, what have been the greatest cost (loss) to you of working?*
3. *Given your hopes and worries, how confident are you feeling about succeeding at work right now?*
4. *Describe two or three things that could increase your confidence about succeeding at work.*

**Workbook
Page 43**

 Do

Write in your answers for each of the four questions.

- *Work with the students to complete this exercise as needed.*

 Discuss

Review the Summary: Costs and Benefits of Working

**Workbook
Page 43**

- What does your summary say about how confident you feel about work right now?
- What are your reactions to this exercise?
- *Summarize participants' responses and answer any questions.*
- *Keep in mind that this exercise may bring up anxieties about work, questions about whether this means that they should be working now, etc.*
- *Attend to concerns and assure the students that this exercise is to help them clarify for themselves how hopeful they are about work, and what, if anything, they want to work on to increase their confidence.*

5 min

SUMMARY AND PREVIEW OF SESSION 7

🔄 Review

This brings us to the end of our 6th session.

- What do you remember about what we covered today?
- What did you enjoy about today's session?

☑ Summarize

Today you learned about:

- Writing your Photo Mission #2 narrative
- The idea of costs and benefits of working
- Your personal costs and benefits
- Advantages and disadvantages of working
- Completed the benefit/cost work summary

📋 Tell

Remember, when it comes to a decision about working, you need to consider what is important to you.

➡ Orient

Take your camera with you, and bring it to the group session next week.

- If you haven't completed your photo mission #2: ***My Vocational Identity***, please keep taking pictures. Remember to keep working on your narratives, too.
- As usual, it's okay to take lots of pictures.
- If you want a picture printed next week, or want to talk about it, it would be good if you could come a little early.
- *If you assigned the decision matrix, or some other worksheet, remind participants now.*

💡 Ask

What questions do you have before we end for today?

↔ Discuss

Answer any questions and respond to any concerns.

➡ Orient

Give the date, time, and location of the next session.

- *Preview:* Next week, we will review the Costs and Benefits of Working.
- In addition, you will be learning how to interview others to gather information about working in general or about a specific kind of work.

Session 7: The Costs and Benefits of a Working Life through Interviewing Others (Part Two)

Schedule for Session 7

The session will run for a total of two hours. This schedule gives you an overview of how the session will flow. Times are approximate and should be adjusted as needed. However, be sure the session starts on time and ends on time.

<i>APPROXIMATE TIME</i>	<i>TOPIC</i>
15 minutes	Orientation and Review of Session 6
45 minutes	Exploring Other People's Work Experiences
10 minutes	Break
40 minutes	Planning for your Informational Interview
10 minutes	Summary, Assignment, and Preview of Session 8

Background for Session 7

Goals for this Session: Participants will:

1. Review the costs and benefits of a working life
2. Understand the purpose and process of an informational interview
3. Learn about the skills needed for an informational interview

This session introduces the idea of using informational interviews to gather information about working in general or about a specific kind of work. An informational interview is just that—a conversation with someone to gain knowledge. This is different from a job interview, where a job applicant is “selling” himself or herself to a potential employer. An informational interview is virtually different from a job interview. In this case, the person interviews the employer or someone who is working there. The person controls the interview, and the purpose of the interview is to gather information, rather than to get a job. However, like a job interview, an informational interview requires preparing in advance, and it requires good interviewing skills.

This session provides some instruction on the skills needed to conduct an informational interview. Learning these skills actually requires a great deal of practice with feedback—more time than this session allows. The instruction in this session is designed to get participants started on building skills, rather than to develop their complete mastery. As you lead this session, it is important to demonstrate all of the skills you are teaching, as the participants will learn as much by watching you as they will from listening to you.

Skills include centering yourself, orienting, asking open-ended questions, and paraphrasing. Each of these skills corresponds to a point in the interview. Centering yourself, which means getting “grounded” and focused, is important before the interview begins. Orienting comes at the beginning of the interview, to give the person being interviewed a brief overview of what you want to know. Of course, any interview involves asking questions, but open-ended questions, those that cannot be answered with just one word, are the best kind for getting a lot of information. As the person being interviewed answers the questions, the interviewer needs to paraphrase, restate, or summarize what was said. This shows interest and attention, while also serving to check understanding. Paraphrasing can help the interviewer remember later what was said in the interview. Practicing all of these skills will help participants improve their ability to conduct an informational interview.

Very importantly, this session will ask you, as the peer leaders, to demonstrate how to conduct an informational interview to get your questions answered. Keep in mind that you are not demonstrating a job interview. Rather, a conversation in which one person asks another about what he or she does for work. To do this demonstration effectively, we recommend that you prepare a demonstration beforehand with your co-leader(s). You may prepare a script and read it, or decide on a topic area and the conversation “live.” Either way, make sure to use the skills of orienting, asking open-ended questions, and paraphrasing, if you are the interviewer. The other peer leader will answer your questions about his or her real-life work.

Materials and supplies needed for Session 7

- A list of the dates of the remaining group sessions
- A few extra copies of the session pages or workbooks
- Pens or pencils for each participant (in case they don't bring their own)
- Newsprint pad and easel, chalkboard, or whiteboard
- Computer/ printer, if printing photos
- A prepared script for demonstrating an informational interview

Lesson Plan 7: Costs and Benefits of a Working Life through Interviewing Others (Part Two)

TIP: Text written in *italics* indicates directions to you and regular text indicates what you will say aloud to the participants.

TIME	LEADER SCRIPT	NOTES
15 min	ORIENTATION AND REVIEW OF SESSION 6 <i>Greet each participant by name as he or she arrives at the group session.</i>	
↔ Orient	Today we will continue with the topic of the costs and benefits of a working life. First, we will review what we did last week, and then you're going to learn how to conduct an informational interview so that you can interview other people to find out how they came to vocational decisions that they have made.	
💡 Ask	What thoughts do you have from last week? • <i>Note: You also might want to ask about how everyone did with the photo mission # 2: My Vocational Identity. Their narratives should be coming along. Remind people that you will help them with their narratives.</i> • <i>If necessary, review the Summary of Costs & Benefits of Working.</i>	
30 min	EXPLORING OTHER PEOPLE'S WORK EXPERIENCES	
📋 Tell	• One way to learn about others' experiences is through talking with others to get your questions answered about work. • Sometimes this is called an Informational Interview. • An informational interview is just what it sounds like—it's you asking questions to gain knowledge about another person's experience and point of view.	

- ◆ **Ask**
- What experience have you had with talking with people about their work experiences?
 - How do you think an Informational Interview is different from a job interview?

↔ **Discuss** *Summarize participants' comments after a brief discussion.*

- 📄 **Tell**
- A job interview is one in which you are seeking a job.
 - Generally, in a job interview, the employer asks you most of the questions to see if you are qualified to do the job.
 - In an informational interview, you are in control of the interview. You ask questions that you want to know, usually about what it's like to work in a particular kind of job.

📖 **Read** Turn to page 44.

Who would like to read the first paragraph?

- *Thank the volunteer by name.*

The choice is yours about whether or not to work. Whatever choice you make today might change later—and that's OK. Making that choice means weighing the costs and benefits of work, and what we name as the pros and cons can change over time. When making decisions about work, there are a variety of choices you make, such as whether to work or not, whether to get paid or volunteer, and what kind of work you might want to do.

**Workbook
Page 44**

- 📖 **Read**
- Who would like to read the next two sections, entitled, "What does Exploring Other People's Work Experiences mean?" and "Why Explore Other People's Work Experiences?"
- *Thank the volunteer by name.*

What does Exploring Other People's Work Experiences mean?

**Workbook
Page 44**

Interviewing people about their work experiences is finding out about what it is like for them to work, what they do for work, how they like their work, and even how they got into that kind of work. Interviewing other people about their work also means that you may find information that you can't find in written resources. Sometimes this is called an Informational Interview.

You can learn a lot by talking with someone who is working, whether the person is working in a job you are interested in or not.

Why Explore Other People's Work Experiences?

If we talk to people who are working, we can gather information that can help us make decisions about whether to work, when to work, and what to do for work.

⇌ Discuss

- *Participant reactions to the introduction to Exploring Other People's Work Experiences.*
- *Keep in mind that Informational Interviewing may be new. Clarify the differences again, if needed, between job interviewing and informational interviewing.*

📖 Read

Example: Deborah

Who would like to read Deborah's statement at the bottom of page 44?

- *Thank the volunteer by name.*

"Years ago, I got really stuck and realized that I had no idea what to do with my life. I was starting to lose hope that I could ever find something that would fit me. I wondered if I could be a worker at all. And then I met someone who worked as an occupational therapist. I didn't know anything about it, but I was curious, so I asked if I could talk with her and find out more about it. It was fascinating to hear what she did, how she got into it, and why she liked it. I didn't end up going into occupational therapy, but I kept talking to people. I had hope again."

Deborah, 37

**Workbook
Page 44**

-  **Ask** What do you think Deborah found out by talking to this person about working?
- You can write your answers down in the space provided if you want.
-  **Discuss** *Summarize participants' comments after a brief discussion.*
- *Possible responses: She found hope again, that it is possible to really enjoy something you do for work, that there are lots of options out there, that she could ask people about what they do in order to find out about options.*
 - *Summarize class discussion.*
-  **Tell**
- Exploring Other People's Work Experiences can help us to learn more about what is possible, and to offer hope for the future.
 - Sometimes talking with other people about their experiences also can give us ideas for what we might want to do for work.
-  **Orient**
- Next, you are going to look at an example of an informational interview.
 - A real interview would be longer than this, but this example will give us the idea.
-  **Read** Please turn to page 45, Example of Exploring Other People's Experiences.
- In this example, Sam is talking with James, who started working after being out of work due to a disability.
 - Who would like to read as "Sam?" You will read all the statements that Sam makes.
Thank the participant by name.

Who would like to read as “James?” You will read all the statements by James.

- *Thank the participant by name.*

 Read

<i>Sam is talking to James, who started working after being out on disability.</i>	
<i>Sam:</i>	<i>James, tell me what you like most about working when you compare it to your life when you were not working.</i>
<i>James:</i>	It’s hard to say what I like most because there’s a lot I like about my work today. I like having more money, that’s for sure. I like having something to do every day. It was awful for me when I didn’t have anything to do. I like the people I work with, and I like the work itself. Of course, there are times when I wish I could sleep in, but mostly I am glad that I have to be somewhere every day.
<i>Sam:</i>	<i>So for you, working gives you a structure and a reason to get out of bed every day. How did you know that you were ready to take on a job?</i>
<i>James:</i>	Well, I didn’t really know I could do it, until I actually did it. I had been working part-time at a job that I felt I had outgrown. I knew I could do more than I was doing, but I wasn’t at all sure that I could work full-time doing this.
<i>Sam:</i>	<i>So until you were actually doing the job, you weren’t all that confident that you could do it. What was it that made it possible for you to take the risk?</i>
<i>James:</i>	Well, I did have a lot of support. I was working with an employment specialist who helped me plan out a strategy for applying for this job. She really helped me a lot. I also figured that if I never took the risk, I would never know what I could do.

Workbook
Page 45

Sam:	<i>You had support from a counselor. Is that something that you would recommend someone else to do if he wanted to return to work after being unemployed?</i>
James:	Definitely. It's hard to make the leap without help. Job counselors or employment specialists, as they're sometimes called, are experts in helping people with disabilities return to work.

 Ask

- What did you think of Sam's questions?
- How could it be helpful for Sam to hear James' answers?
- What do you think Sam is learning from James in this interview?

Alternatively, you could ask people to write their answers in their workbook at the bottom of the example and then discuss.

 Discuss

Summarize participants' comments after a brief discussion. You may write answers on the board, or just have a brief discussion.

Possible responses:

- *Working helps James have more to do, more money, and more confidence.*
- *For James, having support was helpful, as was having a strategy for applying for jobs.*
- *James thought it was worth the risk in the end.*

 Orient

Now that we have seen an example of talking with someone about their work experience, we are going to learn how to conduct an Informational Interview.

 Read

Please turn to page 46.

Who would like to read the top paragraph on this page?

- *Thank the participant by name.*

Conducting an Informational Interview

Exploring other people's experiences with work through an informational interview requires us to do some preparation. We are, after all, interviewing someone about their work experience!

**Workbook
Page 46**

 Tell

We will learn today how to prepare for, and actually have, conversations about working.

 Read

The Informational Interviews involve:

- *Deciding who to interview*
- *Preparing questions*
- *Keeping a conversation going*
- *Closing the interview*

**Workbook
Page 46**

 Ask

- Have you ever shared your experiences with work with other people? What was that like?
- Have you asked other people about their experiences with work? What was that like?
- What is the most important thing you have learned about work from other people?

Give people a few minutes to respond. They may write in the workbook first if they prefer, and then discuss with the group.

 Discuss

Summarize participants' comments after a brief discussion.

 Do

Look at the exercise at the bottom of page 46.

**Workbook
Page 46**

Exercise: What do you want to learn from talking with someone about work experiences?

Write your thoughts about what you are hoping to gain from an informational interview.

⇌ **Discuss**

- What did you write down?
- What do you hope to learn from other people about working?
- *Respond to participant answers.*
- *Summarize what the group, noting similarities and differences.*

➡ **Orient**

Now, we will show another example of an Informational Interview.

- We will demonstrate how to have a conversation about a person's work experience right here in class, live.
- One of us will interview the other. We had to prepare for this, just as you will prepare if you do an informational interview.
- We will do this demonstration for approximately three minutes. It is a short conversation, probably shorter than the interview you will have.
- Keep an eye on what the interviewer does (*point out who is the interviewer*). Afterwards, we will invite you to answer some questions, on page 47. I will orient you to that after we are done.

✍ **Do**

Demonstrate Informational Interview with your co-leader.

- *You may use a script that you created before class, or you may interview the other peer leader "in the moment" with prepared questions.*
- *Make sure to orient the other leader briefly to what you are doing together (for example: "Thank you for meeting with me today. I wanted to hear more about what you are doing as a peer specialist.")*
- *After the person responds to your questions, paraphrase what he or she says before asking another question. (For example: So you're saying that....)*

- *Summarize the conversation after 3-5 minutes.*

 Do

Now that you've seen an example in person, take a few minutes to answer the questions listed on page 47.

1. *What did you see the "interviewer" do to start the conversation?*
2. *What did you see the "interviewer" do to make the other person feel comfortable?*
3. *Did the questions that were asked open up conversation or shut it down? Why?*
4. *What did the interviewer do to keep the conversation going?*
5. *What did the interviewer do to close the conversation?*

**Workbook
Page 47**

- These questions ask what you saw the interviewer do to open the conversation, keep the conversation going, and end the conversation.
- After you are done writing, in about three minutes, we will discuss your answers.

 Discuss

Answers to the questions on page 47.

- *Keep in mind that there are different things that people will respond to.*
- *Point out any skills that you used if nobody mentions them.*

10 min

 Break

Remind the participants to come back from break on time.

40 min

PLANNING FOR YOUR INFORMATIONAL INTERVIEW

 Orient

- Next we will be learning how to prepare for an informational interview, in order to learn more about people's experiences with work.
- We will start with Deciding Who to Interview.



Read

Please turn to page 48.

Who would like to read the first two statements at the top of the page?

- *Thank the volunteer by name.*

Deciding Who to Interview

The person should be someone you want to talk to about work, the kind of work he or she does, or how she or he came to start working again.

You might want to consider criteria for picking that person.

Workbook

Page 48



Read

Who would like to read the Criteria for selecting a person to interview?

- *Thank the volunteer by name.*

Criteria for selecting a person to interview:

- Someone who has a disability and has made a decision to return to work
- Someone who is participating in vocational services
- Someone who has built a life with purpose and meaning
- Someone who might like to talk about his or her experiences

Workbook

Page 48



Ask

- What do you think about these criteria?
- What criteria would you add to this list?



Discuss

Participant responses.

Make sure to acknowledge other criteria that people think of.



Do

Exercise: Deciding Who to Interview

Take a minute to write down for yourself at the bottom of page 48.

- *Who would you ask to talk to about their work experiences?*

Workbook

Page 48

- *What could you say to the person to ask him or her to talk with you?*
- *What kinds of details might you need to set up before the interview?*

- *Walk around the room and help people to think of possibilities.*
- *Attend to any feelings that come up, since this may bring up anxieties about approaching people.*

 Discuss

- *Participants' answers.*
- *Summarize the group's responses.*
- *Acknowledge the effort and thinking it took to do the exercise.*
- *Make sure to acknowledge other criteria that people think of.*

 Orient

Next, we will talk about Questions.

- This may sound kind of simple because we ask questions all the time.
- But you may not know that there are different kinds of questions we can ask that get different kinds of information back.

 Tell

It is helpful to plan ahead by thinking about what questions you will need to ask in order to get the information you need.

 Read

Please turn to page 49 in the workbook.

Who would like to read the first statement on the top of page 49?

- *Thank the volunteer by name.*

Preparing Questions

The questions you ask will have an impact on the information you get back. There are different kinds of questions you can ask that can get you different kinds of information.

**Workbook
Page 49**

 Read

In the table, we can see that there are different types of questions that we can ask.

Who would like to read what it says about Direct Questions and the examples?

- *Thank the volunteer by name.*

Direct Questions gather a specific piece of information, and may get you a one-word, or short, answer.

Examples:

"Do you like your job?"

"Are you working now?"

Workbook
Page 49

 Read

And who would like to read what it says about Open-ended questions and the example?

- *Thank the volunteer by name.*

Open-ended Questions open the door to more information, and often start with What, Why, How, Where?

Example: *"What do you like about working?"*

Workbook
Page 49

 Discuss

What do you think is the difference between the two kinds of questions?

- *Respond to participant answers, clarifying the differences if needed.*

 Read

Who would like to read the list of Examples of Questions about Working?

- *Thank the volunteer by name.*

Examples of Questions about Working:

- *How did you decide to return to work?*
- *What helped you make the decision?*
- *How did you decide to work while on disability benefits?*
- *Who supported your decision to return to work?*
- *Where services did you use?*
- *What do you like about your job?*
- *What do you like about working?*

Workbook
Page 49



Do

Exercise: Preparing Questions

- Take a minute or two to write down questions you may want to ask someone who is working.
- What would you ask?

Exercise: Preparing Questions

What questions do you have that you would like to ask someone who is working now? Think of the people you identified in the previous exercise when creating your questions. You are not limited to 5 questions, you can add more later!

**Workbook
Page 49**

Walk around the room to answer questions, and to help people to brainstorm personalized questions.



Discuss

Participants' answers to the exercise.

- Acknowledge participants by name.
- Appreciate the variety of questions people come up with.



Orient

Next, we will talk a little bit about how to Keep a Conversation going.



Ask

How do you usually keep a conversation going?



Discuss

Participants' responses.



Read

Turn to page 50.

Who would like to read the first paragraph about Keeping the Conversation Going?

- Thank the volunteer by name.

Keeping the Conversation Going

A conversation is more than questions, as you know. Usually, a conversation is made up of talking back and forth. In an interview to learn about a person's experience with

**Workbook
Page 50**

work, you are having more than a casual conversation: You are drawing out the person's experiences and thoughts. One of the most effective ways to do this is to show that you are listening.

 Tell

There are two ways to show that you are listening. One way is with your body, and one way is with your words.

 Ask

- How do you listen using your body?
- What tells someone that you are listening to them?

 Discuss

Participants' responses.

 Read

- Who would like to read the examples under, Showing you are listening with your BODY
Thank the volunteer by name.

NOTE: for some people, any mention of the body may be triggering of trauma. Clarify, if needed, that the skill in general is listening, and that showing that we are listening is the important point here.

Showing you are listening with your BODY:

- *Turn towards the person*
- *Make eye contact*
- *Lean in, if it feels ok to do so*

**Workbook
Page 50**

 Ask

Who would like to read the examples under, Showing you are listening with your WORDS?

- *Acknowledge the volunteer by name.*
- *You may need to show some examples of paraphrasing, or repeating back with different words.*

Showing you are listening with your WORDS:

- *Repeat back interesting points in different words*
- *Ask open-ended questions that start with What? Why? How?*

**Workbook
Page 50**

 Do

- I'm going to ask you to divide into pairs and have a conversation about the weather.
- The point of this exercise is to practice listening.
- Decide who in your pair will do the listening, and who will do the talking.
- If you are the listener, use your body and your words to show you are listening.
- You will do this for 2-3 minutes.

- *Help the class divide up into pairs. If there is an odd number of participants, one person can be a silent observer with one pair, or work with a peer leader on the exercise.*
- *You may need to assist people to decide who will listen, who will talk.*
- *Walk around the room to assist people with questions.*
- *Gently, if necessary, support people to show that they are listening.*

 Discuss

- What was it like to be listened to, with body language, and with words?
- What did you like about that exercise?
- What did you not like?

- *Respond to the answers.*
- *Acknowledge that listening is difficult.*
- *Respond to any feelings that come up. Attending to people in this way is about connecting, which can bring up feelings for all of us.*

 Orient

- Now we are coming to the last segment of preparing to talk with someone about work.
- The last piece is preparing to Close the Interview.

 Tell

Closing the Interview is wrapping up the conversation in a way that leaves the door open for more conversations if you want them.

 Read

Please turn to page 51.

Who would like to read the first paragraph at the top?

- *Thank the volunteer by name.*

Closing the Interview

What does it take to close an interview? Even in conversations in which we are exploring the work experiences of other people, we need to close in a way that wraps things up, ends the conversation, but also leaves the door open for further contact if you want it.

**Workbook
Page 51**

 Read

Who would like to read the four elements of Closing the Interview?

- *Thank the volunteer(s) by name.*

Alternately, you could ask four people to read just one.

1. ***Summarize the conversation:*** “So, the things we talked about today were”
2. ***Let the person know what you got out of the conversation:*** “This conversation really helped me because”
3. ***Thank the person for talking with you:*** “I really appreciate your taking time out with me today...”
4. ***Set up follow-up conversations:*** “Would you be willing to talk with me again if I have any questions?”

**Workbook
Page 51**

 Do

- I’m going to break you into pairs (or small groups) again for this exercise.
- Sit with a neighbor and read the example of Jacquie and Sonya on page 51.
- Then, decide how you would close that interview, if you were Jacquie.

- *Help people break into small groups*
- *Assist anyone who has a difficult time with reading*
- *Walk around and help people brainstorm, if needed.*

Example: *Jacqueline is interviewing Sonya about her new job. Read the following and write how you would close this interview if it were you:*

“Sonya, thank you for meeting with me today! I want to ask you some questions about how you came to start working again. We know each other from the clubhouse, and I’ve always wondered how you did it. How did you decide to go back to work? And do you like it?”

“Jacquie, I’m so glad you asked me! I love being a worker again, even though it’s hard. After I found a medication that worked for me, I always wondered if I could go back. It was actually a peer specialist who approached me one day and said, “Have you ever thought about work?” And that was it! I talked to the vocational counselor there, and she had a volunteer job that I thought I could do. And that sent me on my way. Some days I wonder if it’s worth it, especially when I’m tired, and there are some days when I’m nervous that I can’t do it. But then I go to work and it’s usually better when I get there. Mostly, I have loved being a worker again!”

⇌ **Discuss**

What did you decide to say to close that interview?

- *Acknowledge volunteers by name.*
- *Appreciate that this was a difficult task, as we are not hearing the whole conversation!*

10 min.

**SUMMARY, ASSIGNMENT, AND PREVIEW OF
SESSION 8**

NOTE: if there is not enough time to do this in class, assign this Planning Worksheet as part of the assignment of Exploring Other People’s Work Experiences through Informational Interviewing.

↻ **Review**

- This brings us to the end of Session 7.
- We have three sessions left after this one, plus three booster sessions.

💡 **Ask**

- What do you remember about what we covered today?

- What did you enjoy about today's session?

🔍 **Ask**

- What do you remember about what we covered today?
- What did you enjoy about today's session?

☑ **Summarize**

Today you have learned about:

- What an Informational Interview is
- How to prepare for an Informational Interview

📋 **Tell**

- Remember, when it comes to making a decision about working, it's important to have enough information to make a decision with confidence.
- Talking with others about their work experiences can give us additional information that can help.

➡ **Orient**

- Over the next week, I would like for you to try to have a conversation about work experiences, or an Informational Interview, with at least one person.
- You can use the Planning Worksheet on page 52.
- The Planning worksheet will help you to plan out details, what to say, and who to approach. Use the work you did on other worksheets to fill in some of those answers.
- You also may want to work on your narratives.

**Workbook
Page 52**

🔍 **Ask**

What questions do you have about today's session or about today's assignment(s)?

↔ **Discuss**

Answer any questions and respond to any concerns.

Let participants know how to get in touch with you if they have any questions during the week or if they want assistance with doing the interviews.

➡ **Orient**

Give the date, time, and location of the next session.

Preview: Next week, we'll start by talking about how your interview went.

- The next session will be on vocational supports and services.
- You will get a chance to learn about the variety of vocational services available to you.
- We also will talk about specific supports that might be helpful to you right now, even if you have not yet made the decision to go to work.

Session 8: Vocational Supports and Services

Schedule for Session 8

The session will run for a total of two hours. This schedule gives you an overview of how the session will flow. Times are approximate, and should be adjusted as needed. However, be sure the session starts on time and ends on time.

APPROXIMATE TIME	TOPIC
15 minutes	Orientation and Review of Session 7
45 minutes	Vocational Supports
10 minutes	Break
40 minutes	Local Vocational Services
10 minutes	Summary and Preview of Session 9

Background for Session 8

Goals for this Session: Participants will:

1. Explore their vocational support needs
2. Learn about local resources to support vocational decision making, gather information about benefits, and, if desired, begin the job search process.

Vocational supports are the people, places, things, and activities that help make it possible to work. Everyone needs support to get and keep a job, and a person with a diagnosis of a mental illness may need additional supports.

NOTE: Because this session will include information about local vocational services in your state. As group leader, for this session you may need to do a little homework and prepare a handout listing contact information and a brief description of the local services, or alternatively, brochures and flyers for participants.

Vocational rehabilitation (VR) services are provided through a local state system that also is funded by the federal government. These services are designed to assist people with disabilities get and keep a paying job. If you do not know your local VR office, you can do an online search using the term “vocational rehabilitation” and the name of your state. Your area also may have other vocational services, such as a supported employment program. Your local VR office should be able to tell you about local employment services options. Some options are listed in the workbook, but there may be other local options in your area.

Here are three resources that you might find useful from Boston University's Center for Psychiatric Rehabilitation:

1. Repository of Employment & Vocational Recovery Resources

<http://cpr.bu.edu/resources/employment>

This repository includes resources for employers, for potential and current workers, as well as for providers and administrators. It also includes links to centers and individual studies investigating employment.

2. Career Planning Curriculum

<http://cpr.bu.edu/resources/curricula/career-planning>

The content of the curriculum is derived from the choose-get-keep approach to psychiatric vocational rehabilitation. This approach integrates effective practices of vocational rehabilitation with tested psychiatric rehabilitation principles to help people with psychiatric disabilities to develop the skills, supports, and experiences they need to gain satisfying and successful employment in an occupation of choice.

3. Reasonable Accommodations

<http://cpr.bu.edu/resources/reasonable-accommodations>

There is “information for employees” about how to decide whether to request an accommodation, which requires telling an employer about your disability, and also about types of accommodations.

Materials and supplies needed for Session 8

- A list of the dates of the remaining group sessions.
- A few extra copies of the session pages or workbooks
- Pens or pencils for each participant (in case they don't bring their own)
- Newsprint pad and easel, chalkboard, or whiteboard.
- Computer/printer (if printing photos)
- A list of the Local State Vocational Rehabilitation offices with addresses and phone numbers, which you should be able to get online.
- Contact information for local supported employment programs and other employment support programs and services.
- Local resource information for learning about how working might affect benefits—this should include benefits counselors outside of the Social Security Administration, if possible, as many people find the Social Security Administration offices to be intimidating. Note that many vocational rehabilitation and support employment programs include benefits counseling.

Lesson Plan 8: Vocational Supports and Services

TIP: Text written in *italics* indicates directions to you and regular text indicates what you will say aloud to the participants.

TIME	LEADER SCRIPT	NOTES
15 min	ORIENTATION AND REVIEW OF SESSION 7 <i>Greet each participant by name as he or she arrives at the group session.</i> ➡ Orient Before we get started with today's topic, let's take a few minutes to review last week's topic. 💡 Ask What were your experiences with exploring other people's experiences with work through informational interviews? • Who did you choose to interview? • What did you learn? • What went well? • What problems did you run into? ↔ Discuss • <i>Summarize feelings and respond to any questions.</i> • <i>Add any tips about conducting informational interviews.</i> • <i>Support people who may do the interviews later on.</i> 💡 Ask How are you doing with your narratives? ↔ Discuss • <i>Summarize experiences and respond to any questions.</i> • <i>Note: By now, most of the students should be done with their narratives. Provide additional support, as needed.</i> • <i>If you are going to have an exhibit, make sure that you have the pictures and narratives electronically, so you can start preparing the final materials.</i>	

45 min

VOCATIONAL SUPPORTS**➔ Orient**

For the past few weeks we've been focusing on your values, interests, strengths, and information about a working life. This week we're going to shift our focus and discuss vocational supports.

- We will start by talking about different types of vocational supports and what support needs you might have.
- You're going to learn about local vocational services and about vocational supports that could help you be more successful and satisfied in any goal environment.
- There are a lot of services out there to help you achieve your vocational goals.

📋 Tell

Most people who are effective in achieving their work goals use a wide range of supports to assist them. Vocational supports are the people, things, or activities that help you function better in a job or help you enjoy the job more.

💡 Ask

What is your understanding of vocational supports?

📖 Read

Invite a participant to read the paragraph at the top of page 53.

Vocational Supports

Most people who are effective in achieving their work goals use a wide range of supports to assist them. Vocational supports are the people, places, things, or activities that help you function better in a job or help you enjoy the job more.

**Workbook
Page 53**

↔ Discuss

- *Participant reactions to the introduction to supports.*
- *Clarify that you will get more into detail in this session.*

 Tell

- Supports may be thought of in four categories.
- These categories are People, Places, Things, and Activities.
- Thinking about supports in this way helps us to broaden our thinking about what supports could help us in our work and in our lives.

 Do

- *Have people look at the table on page 53.*
- *Invite students to write down supports that they use in their own life.*
- *You also may want to write their answers on the board.*
- *If you do, work to write them all down, so that people are encouraged to brainstorm.*

 Do

- *Invite a participant to read over the first category, People Supports.*
- *Then ask the participants to name some examples of People supports in their own lives.*
- *Examples might be parents, friends, clergy, peer supporters, therapists, classmates, and pets.*

Vocational Supports	
People Supports help you by doing things for you or with you. People supports can help you by: • Giving you a ride to work • Going to a doctor's appointment with you • Checking in with you • Encouraging you	What are some Examples of People Supports?

**Workbook
Page 53**

 Do

- *Invite a participant to read over the second category, Place Supports.*
- *Then ask the participants to name some examples of Place supports in their own lives.*
- *Examples might be: clubhouse, home, park to walk in, and local café.*

Place Supports are spaces or environments that help you to be more happy or successful at work. Place supports can: • Give you a place to go to get away for a bit • Help you relax • Give you a place to concentrate	What are some Examples of Place Supports?
--	---

Workbook
Page 53

 Do

- Invite a participant to read over the third category, *Thing Supports*.
- Then ask the participants to name some examples of *Thing supports* in their own lives.
- Examples might be: alarm clock, coffeemaker, car, computer, and phone.

Thing Supports are physical items that help you accomplish a task more easily. Thing supports can help you: • Organize your work day • Get to where you need to go • Feel good throughout the day	What are some Examples of Thing Supports?
--	---

Workbook
Page 53

 Do

- Invite a participant to read over the fourth category, *Activity Supports*.
- Then ask the participants to name some examples of *Activity supports* in their own lives.
- Examples might be: going for a walk, sleeping 8 hours, praying, talking with friends, going to therapy, planning healthy meals.

Activity Supports are what you do that help you function better in your life or help you	What are some Examples of Activity Supports?
--	--

Workbook
Page 53

<i>feel better either immediately or at a later time.</i> <i>Activity supports can help you:</i> • <i>Feel more relaxed and less anxious</i> • <i>Get to work on time and ready to go</i> • <i>Feel more hopeful</i> • <i>Clear your mind so you can concentrate</i>	
---	--

 Tell

Identifying your vocational support needs are an important step in being successful in choosing, getting, and keeping work.

- Supports can help you function better or just help you feel better so that you're more able to work with success and satisfaction.
- No two people want or need the exact same supports.
- Support choices are very individualized.

 Orient

Next, we will go through an example on page 54.

 Read

Example: Marcy's Experiences with Vocational Supports and Services

Who would like to start reading?

- *Thank the volunteer by name.*
- *Go around the room, having the next participant read the next paragraph, and so on.*

Example: Marcy's Experiences with Vocational Supports and Services

I've had a lot of jobs and lost a lot of jobs in the past. I had the same pattern. I'd feel better so I would go out and get a job. I've always been good at interviewing, and I like catering so there were always jobs available. I had a pattern. I would work for a while, and then I would start feeling overwhelmed by the job, really anxious and irritable. The longest I kept a job was 2.5

**Workbook
Page 54**

years, but the average was probably six months or so. I didn't know what I was doing wrong, and I was getting tired of always losing my job.

My psychiatrist noticed this pattern and suggested that I go to a vocational program he knew about. I didn't want to go because I thought that people who went there were much worse off than I was. I have been diagnosed with a serious mental illness, but I do manage it well with medication. He told me that some people who went there had a lot of problems, but many were a lot like me.

I figured I didn't have anything to lose, so I went. I met Connie, who became my counselor and coach. She helped me choose a job that could give me a schedule that would have me home early in the evening. She helped me recognize that sometimes my work caused me to have trouble sleeping and, when I don't sleep well, I am more likely to become anxious and irritable.

Connie and I talked a lot about my self-care because when we reviewed my past job losses, many of them started out by me not taking good care of myself. She helped me recognize that sleep, good nutrition, and exercise were all important for me to feel well. We also discovered that, in many of the jobs that I lost, I had problems with co-workers, especially if I was irritable. We talked about strategies I could use on the job when I was feeling bad, so that I wouldn't let it build up and then lash out at people I worked with.

I have been meeting Connie for several years. These days, we only meet once a month, but I can call her anytime I need to. She has been an incredible support. Here is a list of the supports that she and I identified as being important to my success and happiness on the job.

 **Ask** What do you notice in Marcy's story?

 **Discuss** Summarize participant comments.

 **Read** • Who wants to read the chart at the bottom? It lists Marcy's supports.

Thank the volunteer by name.

People Supports	Places/Thing Supports	Activity Supports
• <i>Connie (job coach)</i> • <i>Dr. Weller (psychiatrist)</i> • <i>Dave (supervisor)</i> • <i>Ellie (friend at work)</i> • <i>Stoli (dog)</i>	• <i>Vocational program</i> • <i>Gym membership</i> • <i>Cell phone</i> • <i>Comfortable work clothes</i> • <i>Healthy snacks</i>	• <i>Exercise</i> • <i>8 hours sleep</i> • <i>Relaxation techniques</i> • <i>Long walks with my dog</i>

**Workbook
Page 54**

➔ **Orient**

Next, you are going to think about what vocational supports might be helpful to you.

📋 **Tell**

Different people are able to provide different types of support.

- **Practical support** might include money, a ride to the grocery store, or the loan of a lawn mower.
- **Emotional support** might include encouragement or someone to listen to you.
- **Informational support** is useful if you need advice, guidance, or some specific knowledge.
- **Companionship support**, when someone just keeps you company can help, too.

✍️ **Do**

Take a few minutes now to answer the four questions about “people supports” on page 55 in the workbook.

📖 **Read**

Identifying your Support Needs and People Supports

1. *When you think about your vocational goal, what sorts of support or help do you think you will need to be successful?*
2. *Who are the people supports in your life today?*

**Workbook
Page 55**

3. *What are some examples of how they might give support to help you work?*
4. *What additional people supports are there who might help you work?*

 **Discuss** *Briefly discuss participant responses.*

 **Tell** **Place Supports** are spaces or environments that help you to be more happy or successful at work.

 **Do** Take a few minutes to answer the four questions about “place supports” on page 56 in the workbook.

 **Read**

Identifying your Place Supports

1. *What are the places that support you in your life today?*
2. *What are some examples of how these places support you?*
3. *What places would you like to add to your life that could support you to return to work and be successful at work?
How would these places support you?*
4. *What could you do to help get these places into your life?*

**Workbook
Page 56**

 **Discuss** *Briefly discuss participant responses.*

 **Tell** **Thing Supports** are physical things that help you in some way by doing things for you, by helping you accomplish a task more easily, or just making you feel better.

 **Do** Take a few minutes now to answer the four questions about “things supports” on page 57 in the workbook.

 **Read**

Identifying your Thing Supports

1. *What are the things that support you in your life today?*
2. *What are some examples of how these things support you?*
3. *What things would you like to add to your life that could support you to return to work and be successful at work?
How would these things support you?*

**Workbook
Page 57**

4. *What could you do to help get these things into your life?*

 **Discuss** *Briefly discuss participant responses.*

 **Tell** **Activity supports** are things you *do* that you participate in to help you function better in your life. Activities usually work by helping you feel better either immediately or at a later time.

 **Do** Take a few minutes now to answer the four questions about “activity supports” on page 58 in the workbook.

 **Read**

Identifying your Activity Supports

1. *What are the activities that you do that support you in your life today?*
2. *What are some examples of how these activities support you?*
3. *What activities would you like to add to your life that could support you to return to work and be successful at work? How would these activities support you?*
4. *What could you do to help get these activities into your life?*

**Workbook
Page 58**

 **Discuss** *Briefly summarize participant responses, highlighting similarities.*

- For example, if I have always needed a supervisor who would review my work tasks with me so I can be sure that I understand what is expected of me, then it is likely that I would need this in future jobs.
- Also, I’ve needed frequent bathroom breaks in the past. It is likely that I would need that as a support in the future.

Note: As the group leader, you could substitute your own story here, if you want.

 **Summarize** Identifying your vocational support needs is an important step in being successful in choosing, getting, and keeping work.

- Sometimes, you need to know more about the specific environment where you will be working to know exactly which supports would be helpful.
- Sometimes, you can guess what would help, just by knowing yourself well, and you can imagine what might be helpful in any environment.
- Once you are aware of the supports you need, you can work on arranging them—either on your own or with the help of a vocational service provider.
- Remember, supports are personal.
- What feels like support for one person might not feel like a support to someone else.
- You will need to find the supports that make a difference for you.

If time allows, and you believe it would benefit the group, you might choose to self-disclose about your own use of supports, including people, places, things, and activities.

10 min

⌚ **Break**

Remind the participants to come back from break on time.

40 min

LOCAL VOCATIONAL SERVICES

➡ **Orient**

Next, we will talk about vocational services in your area to help you decide whether you might benefit from their help.

📋 **Tell**

Whether vocational services are helpful may depend on where you are in terms of your vocational needs and decisions.

- For example, if you know what you want to do and you just need a brief training and a little support to accomplish the goal, you may be very happy with the state vocational rehabilitation agency.

- Sometimes the state agency is able to pay for training, if it helps you to go back to work.
- If you are not sure what you want to do and you want to try out a couple of jobs before making any commitment to an occupation, you might like working with a local supported employment program.
- Not all vocational services are the same. It's important to investigate and learn what each has to offer you.

 Read

Turn to page 59. I am going to read the definition of Vocational Services at the top of the page.

Vocational services are a special type of support for work. These services provide help to people who are seeking a job or wanting help with a career. Each state and town has a variety of agencies and people who provide vocational services.

**Workbook
Page 59**

 Tell

Vocational services are a special type of support for work.

- These services provide help to people who are seeking a job or wanting help with a career.
- Each state and town has a variety of agencies and people who provide vocational services.

 Do

- *Read the three questions about Personal Experiences with Vocational Services on page 59.*
- *Invite participants to write in a sentence or two for each question.*

Personal Experiences with Vocational Services

1. Which vocational services have you used in the past?
2. What were those experiences like for you?
3. What can you do to learn more about vocational services that you have not used?

**Workbook
Page 59**

 Discuss

- *Briefly discuss participants' answers.*
- *Summarize the experiences with vocational services, and answer any questions that come up.*
- *Participants may have had negative experiences with services. You can just respond to their experiences; you don't have to advocate for any particular vocational service.*

OPTIONAL **Read**

Note: Read the following session ONLY if it is applicable to your area.

 Tell

One type of vocational service is the State Vocational Rehabilitation Agency.

 Ask

Who would like to start by reading the first paragraph about vocational services on page 60 of the workbook?

- *Thank the volunteer by name.*

 Read**State Vocational Agency**

Every state has a state vocational agency that helps people with disabilities get the services and supports that they need to find work. The state vocational agency usually has several offices that serve people in different parts of the state.

**Workbook
Page 60**

 Tell

Give the contact information for your local VR office, and ask the participants to write it in their workbooks in the space provided on page 60.

 Read

Read the following section ONLY if it is applicable to your area.

Who would like to start reading about other vocational services?

- *Thank the volunteer by name.*

The state vocational agency is not the only game in town.

There are other services that people can access. Here are a few examples of services that help people get jobs:

- **Jewish Vocational Services (JVS):** *Most large urban areas have offices of JVS. One does not have to be Jewish to use*

**Workbook
Page 60**

the services of JVS. The mission of JVS is to empower individuals from diverse community to find employment and build careers, and to partner with employers to hire, develop, and retain productive workers.

- ***Goodwill Industries International:*** *This organization works to eliminate barriers to opportunity, and to help people in need reach their full potential through learning and the power of work. Many Goodwill centers provide on-site training programs, help with job placement, and support for work.*
- ***Career One-Stop Center:*** *All states have Career One-Stop centers that help people explore careers, develop work skills, and find jobs. Most states have offices located throughout the state to serve people in the area. Career One-Stop Centers are often a good place to go to learn about career opportunities in your state and to search for jobs, and have websites that provide helpful information about working.*
- ***Vocational Services offered by Mental Health Agencies:*** *Many mental health service agencies offer vocational services to people who use their services. For example, a mental health agency might have a clubhouse that offers transitional employment and supported employment services; or a community support program that offers housing also might offer vocational services.*
- ***Supported Employment:*** *Supported employment focuses on rapid job search and support. Supported employment has been well researched and is now available throughout the country. Supported employment programs may exist within other services, so ask around to see where they are in your area.*

◆ **Ask**

What questions do you have about these other vocational services?

↔ **Discuss**

Summarize participant responses.

- *Encourage the participants to gather more information.*

✍ **Do**

Summary: Vocational Support Worksheet

Take a few minutes now to complete your Vocational Supports on page 61 in the workbook.

- In the top section, write Supports (People, Places, Things, and Activities) and Services you have right now.
- In the bottom section, write in the Supports and Services you think you will need to work.
- We will come around to help out.

<i>Supports I Currently Use</i>	
<i>Supports</i>	<i>Services</i>
<i>Supports I Need to Return to Work and to Work Well</i>	
<i>Supports</i>	<i>Services</i>

**Workbook
Page 61**

⇌ Discuss

- *Participant responses to the exercise.*
- *Summarize any themes that you hear.*

Note: If you are out of time, you might consider assigning this summary sheet for participants to complete prior to the next session.

10 min

SUMMARY AND PREVIEW OF SESSION 9

🔄 Review

This brings us to the end of our 8th session.

- What do you remember about what we covered today?
- What did you enjoy about today's session?

☑ Summarize

Today you learned about:

- Types of vocational supports
- Your own personal support needs
- Types of vocational services

💡 Ask

What questions do you have before we end?

↔ **Discuss** *Answer any questions and respond to any concerns.*

➡ **Orient** *If you are going to have an exhibit make sure that people get pictures and narratives to you, so you can start preparing the final materials.*

Give the date, time, and location of the next session.

- *Preview: The next session will be on Setting Goals.*

Session 9: Setting Goals

Schedule for Session 9

The session will run for a total of two hours. This schedule gives you an overview of how the session will flow. Times are approximate and should be adjusted as needed. However, be sure the session starts on time and ends on time.

APPROXIMATE TIME	TOPIC
15 minutes	Orientation and Review of Session 8
45 minutes	Setting Vocational Goals
10 minutes	Break
40 minutes	Setting your own Vocational Goal
10 minutes	Summary and Preview of Session 10

Background for Session 9

The goals for this session are that the participants will:

1. Learn about the value of having a goal
2. Be able to describe a “SMART” goal
3. Set a personal vocational goal

Although this session focuses on goal setting, it is not a requirement that participants choose a goal of getting a job. Your role, as the group leader, is to support exploration and informed decision-making, not to persuade people that they need to be working.

Self-determination is part of the definition of empowerment, and it means taking charge of your own life and making important decisions about things that affect you. Self-determination does not mean a person is alone or fully independent of others. Many people find advice, guidance, and support to be beneficial when making life decisions. However, self-determination does mean choice without force.

Motivation that comes from within is the strongest driver of action, especially when there is a need to persevere through challenges. The idea of vocational empowerment has to do with finding what is personally motivating, inspiring, and interesting. It means discussing what might make a certain job more appealing than another. Ideally, the goals that participants choose will be based on their values and interests. If someone is not yet ready to set a goal related to getting a job, you can help by supporting goals for further exploring of interests and options.

The workbook talks about long-term and short-term goals. There are many “levels” or “layers” of goals, ranging from your life vision to what you want to accomplish in the next 15 minutes.

For the purposes of the exercises in this program, a long-term goal might have a target date of at least one year away and a short-term goal might have a target date of a month or two. In Session 9, participants will move to more immediate action steps as they plan out how they might achieve their goals.

Many people find the acronym “SMART” to be a useful way of thinking about goals. Others find that it is difficult to remember all five items in “SMART.” This session combines the letters to make only three criteria for a solid goal:

- **S + M = Specific and Measurable**
This means pinning down a goal to be observable and concrete (not vague and abstract) so that you will really know when it has been accomplished.
- **A + R = Attainable and Relevant/Rewarding**
This means choosing a goal that is personally meaningful and that presents a little bit of a challenge, but overall seems possible to achieve. The person setting the goal has to see it as realistic but also important.
- **T = Time-oriented**
This means including a target date—not a frightening deadline but something to shoot for and a point in time for evaluating progress towards the goal.

Materials and supplies needed for Session 9

- A list of the dates of the remaining group sessions
- A few extra copies of the session pages or workbooks
- Pens or pencils for each participant (in case they don't bring their own)
- Newsprint pad and easel, chalkboard, or whiteboard
- A few extra copies of release forms (permission to be photographed)
- Cables needed to link the camera to the printer
- Paper for printing the photos
- Computer/printer (if you plan to print photos)

Lesson Plan 9: Setting Goals

TIP: Text written in *italics* indicates directions to you and regular text indicates what you will say aloud to the participants.

<i>TIME</i>	<i>LEADER SCRIPT</i>	<i>NOTES</i>
15 min	ORIENTATION AND REVIEW OF SESSION 8 <i>Greet each participant by name as he or she arrives at the group session.</i> ➡ Orient Before we get started with today's topic, let's take a few minutes to talk about vocational supports. 💡 Ask What did you learn about your local vocational services? • Did you identify your support needs? • Who are your people supports? • What are some examples of things that support you? ↔ Discuss <i>Summarize experiences and respond to any questions.</i> 💡 Ask How are your narratives coming along? ↔ Discuss <i>Respond to answers.</i> • By now they may be done or nearly done. • See us after class if you are ready for us to upload photos and prepare them for the exhibit.	
45 min	SETTING VOCATIONAL GOALS ➡ Orient Today we're going to discuss setting goals and learn about the benefits of setting goals. You also will have an opportunity to set a goal for yourself.	

 Ask

What experiences have you had with setting goals?

- What sorts of goals did you set?
- What did you do to work towards your goal?
- What helped you succeed?
- What got in the way of achieving your goal?

 Discuss

- *Summarize experiences and respond to any questions.*
- *Explore whether the goals that participants mention were actually self-determined goals or were goals set by a service provider as part of treatment planning.*
- *Acknowledge both successes and failures, but do not dwell on the challenges and barriers. The point of the discussion is to begin exploring how goals help provide both motivation and direction.*

 Tell

On page 62, it states that goal setting is a powerful process for thinking about your ideal future and for motivating yourself to turn your vision of this future into reality.

**Workbook
Page 62**

 Read

Who would like to read the paragraph on information about goals on page 62 of the workbook?

- *Thank the volunteer by name.*

Information about Goals

Many people feel as if they're adrift in the world. For some, spending time about what they want from life can help set a direction and set the stage for having a purpose and meaningful activity in one's life.

**Workbook
Page 62**

 Tell

Motivation comes from within, and setting a specific goal provides a meaningful and achievable target that can give you the energy and drive to work at it.

 Read

Setting Goals Can:

- *Give you direction*

**Workbook
Page 62**

- *Increase your motivation to do something*
- *Increase your confidence in moving toward something you want*
- *Help you stay on track*
- *Give you something to celebrate*

➡ Orient

Next, I'm going to explain about a particular type of goal, called a SMART goal.

💡 Ask

Have you heard of SMART goals?

📋 Tell

SMART is an acronym, meaning the letters each stand for another word.

SMART Goals

- ***S** = Specific: The goal is clear and well-defined.*
- ***M** = Measureable: The goal statement includes precise actions and amounts or frequencies, so that you can tell if you actually have reached your goal.*
- ***A** = Attainable: The goal is within your reach, something you can accomplish.*
- ***R** = Relevant (or Rewarding): The goal indicates something you want.*
- ***T** = Time-oriented goals have target dates for when you want to achieve them.*

**Workbook
Page 62**

💡 Ask

What makes a goal specific and measurable?

↔ Discuss

Discuss participant responses briefly, praising answers that are accurate.

📋 Tell

A goal that is specific gives you something clear to aim for.

- For example, if you had a goal to walk more, that's kind of vague, and it would be hard to know whether you had achieved it or not.

- But if your goal is to be able to walk two miles without getting winded by the end of six weeks, then you would know exactly what to aim for.

📌 **Ask** What makes a goal attainable (or achievable)?

↔ **Discuss** *Discuss participant responses briefly, praising answers that are accurate.*

📌 **Tell** A goal that is attainable is one that you believe is realistic for you to achieve.

- It's easy to lose motivation if a goal seems too hard.
- A goal that is too easy isn't motivating either, though—it should be a challenge, but one that you see as possible.

📌 **Ask** What makes a goal relevant and rewarding?

↔ **Discuss** *Participant's responses briefly, praising answers that are accurate.*

📌 **Tell** A goal that is relevant and rewarding is personally meaningful to you.

- Setting a goal that is a little bit of a challenge will help make a goal rewarding.
- Working towards an achievement that seems important and significant to you will help keep you focused.

📌 **Ask** How could it be helpful if your goal had a target date?

↔ **Discuss** *Discuss participant responses briefly, praising answers that are accurate.*

**Tell**

A goal that has a clear target date can be more motivating than one that you hope will happen sometime in the future.

- Having a particular date in mind can help you plan the steps you need to achieve the goal.

**Orient**

Next, let's look at some examples of goals.

**Ask**

Examples of SMART goals on page 63.

Who would like to start by reading the first paragraph about Janelle?

- *Thank the volunteer by name.*
- *Go around the room, having the next participant read the goal, and then a third participant read the description after the goal statement.*

**Read****Examples of SMART Goals**

For her New Year's resolution, Janelle decided to set some goals for the coming year. She identified some personal goals to improve her health and to reconnect with old friends, but she also wanted to set a vocational goal.

"I will identify three possible occupations that match my interests and values by next June."

For Janelle, this goal was specific and relevant. By selecting a number (three occupations) and a target date (next June), Janelle was able to make her goal both measureable and time-bound. Finally, she chose a goal that would require some effort, but that she believed would be attainable. Overall, her goal was SMART.

Workbook

Page 63

**Ask**

What do you think of Janelle's goal?

- What questions do you have about this goal or about what makes it SMART?

**Discuss**

Discuss participant responses briefly.

 Tell

Janelle has set a goal that she can measure.

- She set a date for accomplishing the goals.
- The goal isn't huge, but it seems manageable to her and also meaningful.

10 min

 Break

Remind the participants to come back from break on time.

40 min

SETTING YOUR OWN VOCATIONAL GOALS

 Orient

Next, I'm going to walk you through how to set a vocational goal for yourself.

- A vocational goal can be anything related to work—not just getting a job.
- A vocational goal could be learning about a particular type of work, or doing more informational interviews, or spending more time learning about your vocational values.

 Ask

Who would like to read about long-term goals and short-term goals?

- *Thank the volunteer by name.*

 Read

Goals can be long-term or short-term.

- *Long-term goals are generally ones that will take a year or more to accomplish and requires several steps to achieve.*
- *Short-term goals are simpler and easier than long-term goals. They require fewer steps than a long-term goal and are accomplished more quickly—usually in less than a few months. It is ideal to have a least one long-term goal and one or more short-term goals.*

**Workbook
Page 63**

 Ask

Who would like to read the examples of long-term and short-term goals on page 63?

- *Thank the volunteer by name.*

Read

Examples of Long-Term Goals:

- *I will complete my bachelor's degree in biology at UMass Boston by May in four years.*
- *I will launch my own pet-sitting business by next January.*

Examples of Short-Term Goals:

- *I will get a college catalog and application form for UMass Boston with the next two months.*
- *By the end of this month, I will make an appointment with an insurance agent to talk about liability insurance for my pet-sitting business.*

**Workbook
Page 63**

Orient

There is another Example of Goal Setting on page 64.

- *Note: If time allows, you might have participants read the goals out loud.*

**Workbook
Page 64**

Do

Exercise: Setting your own goals

Directions: *Think of some goals that you have in relation to work. These can be goals to learn about career options, to arrange a series of informational interviews, or to start work, either in a paid job or a volunteer position. Choose a goal that is right for you, not something that you think another person might want you to achieve.*

**Workbook
Page 65**

Discuss

Have participants report their long-term and short-term goals to the group.

- *Consider giving feedback about whether the goals are SMART.*
- *If you do give feedback, be sure you do it in a positive way that acknowledges strengths and builds confidence. Rather than critiquing goals that are vague, you might ask guiding questions to explore specifics.*
- *Be sure to reflect any feelings that come up.*

 Orient

After goal setting comes action steps.

- You will find information about Steps Towards the Goal on page 66 of the workbook.

 Ask

Who would like to read the information about the Steps at the top of page 66?

- *Thank the volunteer by name.*

 Read

Steps:

Sometimes, even a short term goal can seem overwhelming. It can be helpful to outline the action steps that you need to take to accomplish that goal. Here's how to do it:

- *Break down long-term goals into smaller, more manageable short-term goals that you know you can achieve. This will help you feel less overwhelmed.*
- *Focus on one goal at a time.*
- *Write down clear action steps that will lead you toward your short-term goal.*
- *Create timelines for yourself. It's good to set a date by which you will accomplish each step. You can change the date, if it does not seem possible.*
- *Remain hopeful, as accomplishing your goals may take time.*
- *Be persistent. It takes most people more than one attempt to achieve a goal.*
- *Try a variety of strategies until you find something that works.*

**Workbook
Page 66**

 Do

On page 66 of the workbook is a worksheet for action steps.

- Select one of your short-term goals.
- Write out some small steps that you will take to accomplish that goal.
- Write how you will evaluate your progress.

Walk around and offer assistance, as needed.

**Workbook
Page 66**

Note: If you don't have enough time to complete this activity, you might assign it to be completed by next week.

- ↔ **Discuss** *Have a few participants report their action steps to the group.*
- *Be sure to reflect any feelings that come up, especially positive feelings about having a goal and action steps.*

10 min

SUMMARY AND PREVIEW OF SESSION 10

- ↻ **Review** This brings us to the end of our 9th session.
- What do you remember about what we covered today?
 - What did you enjoy about today's session?

- ☑ **Summarize** Today you learned about:
- The value of setting goals
 - The idea of a SMART goal
 - Setting a goal for yourself
 - Choosing action steps to achieve your goal

- ↻ **Review** What does SMART stand for?
- *The answer is Specific, Measurable, Attainable, Relevant (or rewarding), and Time-oriented (or target date)*

- ➡ **Orient** Next week is the last regular class.
- If you want to have a Photovoice piece in the exhibit, please make sure your photo and narrative are ready and that we have the right version.

- 💡 **Ask** What questions do you have before we end today?

- ↔ **Discuss** *Answer any questions and respond to any concerns.*
- *Let participants know how to get in touch with you if they have any questions during the week.*

➔ **Orient**

There is one regular session left after today.

- *Give the date, time, and location of the next session.*
- *Preview:* The next session will be on completing the vocational journey.

Session 10: My Vocational Journey

Schedule for Session 10

The session will run for a total of two hours. This schedule gives you an overview of how the session will flow. Times are approximate, and should be adjusted as needed. However, be sure the session starts on time and ends on time.

APPROXIMATE TIME	TOPIC
15 minutes	Orientation and Review of Session 9
40 minutes	Summary and Goal Setting
10 minutes	Break
30 minutes	Evaluation
25 minutes	Summary and Preview of Booster Sessions

Background for Session 10

Goals for this Session: Participants will:

1. Complete their vocational journeys
2. Review their experience in the *Vocational Empowerment Photovoice* program
3. Plan next steps including creating a Personal Action Plan merging goals and supports

Because this is the last weekly session, this is an important time for participants to reflect on their experiences in the program. Since the program is designed to promote vocational empowerment, participants may be feeling prepared to take steps towards further vocational exploration or, for some, to take steps towards actually pursuing work.

Having an exhibit during this session, or during one of the booster sessions, is optional, but recommended. As described in the orientation module of this *Leader's Guide*, an exhibit requires careful planning. Take into account the needs for space, including the schedule for how long the exhibit will be posted, or whether one or two of the Photovoice projects might be used for permanent display. There will be costs associated with preparing the Photovoice display—either framing or poster printing. With enough advance timing, you may be able to work with agency development staff or local community resources to raise funds or contributions for mounting the exhibit. Photovoice exhibits often elicit interest from various constituencies. Keep in mind, as you teach this session, that three monthly Booster Sessions follow, as well as individual sessions to support progress toward goals.

Alternatively, many VEP classes have opted to display their work on the walls of the VEP classroom. Displaying their work in the last weekly session offers participants the opportunity

to celebrate their individual and collective works, and to see them in a display format, whether or not you plan to have an entire exhibit. To do this, leaders should:

- Help participants to finalize their work.
- Format and print individual Photovoice pieces.
- Hang the work, with or without frames, around the classroom.
- Optional: Invite others to join in after participants have celebrated their work.
- Celebrate the Photovoice pieces as part of the Review.

Materials and Supplies needed for Session 10

- Be sure you have arranged for the follow-up “booster” sessions before this session is held, so you can let the participants know in advance.
- Dates and other details about the Booster Sessions
- Information about the exhibit (if you are going to have one)
- A few extra copies of the Session pages or workbooks
- Pens or pencils for each participant (in case they don't bring their own)
- Newsprint pad and easel, chalkboard, or whiteboard
- Computer/printer (if printing photos)
- Cables needed to link the camera to the printer
- Paper for printing the photos
- A few extra copies of release forms (permission to be photographed)
- Blank evaluation forms (optional)—these may be forms that you develop, or you may use copies of the evaluation form in the workbook (on page 71) that you can collect at the end of the session.

Lesson Plan 10: My Vocational Journey

TIP: Text written in *italics* indicates directions to you and regular text indicates what you will say aloud to the participants.

TIME	LEADER SCRIPT	NOTES
15 min	ORIENTATION AND REVIEW OF SESSION 9 <i>Greet each participant by name as he or she arrives at the group session.</i> ➡ Orient Today is the last weekly session of the <i>Vocational Empowerment Photovoice</i> program. • Today, we will be reviewing all of the work you have done over the past nine sessions that we have been together in this Photovoice program. • We also will talk about any next steps you might take. 💡 Ask Let's begin by talking about your experience using the camera. • What have you learned? • How has taking pictures helped you think about work? ↔ Discuss <i>Summarize comments and respond to any questions.</i>	
45 min	SUMMARY AND GOAL SETTING ➡ Orient In the last session, you learned about setting personal vocational goals. • Today, you will have a chance to practice linking goals with supports for achieving those goals.	

 Read

Who would like to start by reading the first paragraph on page 67 of the workbook?

- *Thank the volunteer by name.*

Experience tells us that vocational journeys can be more successful and satisfying when people set goals and use supports. Planning ahead and having the right supports can make the difference between an enjoyable work life and the drudgery of unemployment or unrewarding work.

**Workbook
Page 67**

 Ask

What do you think of the term “vocational journey”?

- What could it mean?
- How does it relate to your experience?

 Discuss

Summarize participant responses.

 Tell

A journey is a trip from one place to another.

- Most often, the term “journey” means a long trip, and usually refers to one with different experiences along the way.
- Most people who work end up working in many different jobs, and some are more pleasant or more successful than others.
- Describing the experience of work as a “journey” can help you remember that you will learn, grow, and change as you try different jobs.

 Ask

What do you think of when you hear the quote, “A journey of a thousand miles begins with a single step”?

- What does it mean to you?
- How does it relate to a vocational journey?

 Discuss

Summarize participant responses.

**Tell**

Participating in this Photovoice program is a step along your vocational journey.

- Part of what we are going to do today is think about your next steps.

**Orient**

To help you think about your next steps, we will start by looking at an example of a vocational goal and plan.

**Read**

Who would like to start by reading the first paragraph of the example on page 67 of the workbook?

- *Thank the volunteer by name.*

Example of Vocational Goals with Supports

Jason's long-term goal is to find a position as a computer systems analyst in a hospital or university within two years. He has been out of work for seven years, but has kept his skills current by taking on-line courses. He is working with a career coach, Julie, through his college alumni association.

**Workbook
Page 67**

**Orient**

Jason's example includes a long-term goal and a short-term goal.

- Jason's Long-Term Goal: To find a position as a computer systems analyst in a hospital or university within two years.

**Read**

Jason's Short-Term Goal: *To learn about five different types of jobs by next June.*

**Workbook
Page 67**

**Tell**

A plan can help a person achieve a goal.

- A plan usually includes steps or tasks and sometimes a timeline.

**Orient**

This example includes steps, but no timeline to achieve these steps.

- Jason came up with six steps to get to his short-term goal.

 Read

Who would like to read the list of steps?

- *Thank the volunteer by name.*

Jason's Steps

1. *Select five different job sites*
2. *List interview questions I need to answer*
3. *Research written information about each of the sites*
4. *Conduct informational interviews with people working in IT at each site*
5. *Summarize information gathered*
6. *Expand list of jobs, if necessary*

**Workbook
Page 67**

 Tell

When a step seems difficult to complete, it can be helpful to have some sort of support for completing that step.

 Orient

In Jason's plan, there is a support for each of the steps.

 Read

Who would like to read the list of supports?

- *Thank the volunteer by name.*

Jason's Supports

1. *Select five different job sites*
 - *Talk with Julie and my brother, Dan*
 - *Use local job search*
2. *List questions I need to answer*
 - *Look up tips for interviewing online*
 - *Ask Julie for ideas*
3. *Research written information about each of the sites*
 - *My computer*
 - *Online research*
 - *Visit HR at each site (ask Julie)*
4. *Conduct informational interviews with IT people*
 - *Call alumni association to identify people*
 - *Practice informational interviewing with Julie*
5. *Summarize information gathered*
 - *Library to give me space to summarize my notes*
 - *Julie will review with me on May 1st*

**Workbook
Page 67**

6. *Expand list of jobs, if necessary*

- *Ask Julie and Don for help*
- *Use local job search resources*



Tell

Sometimes, it is helpful to have a clear way to evaluate progress towards the goal.



Orient

Jason has three tasks to help him evaluate his progress.



Read

Evaluate Progress

- *Check off steps as I complete them.*
- *Schedule regular check-ins with Julie, who said she would work with me on this.*
- *Celebrate each major step when I have finished it. I'm going to the movies!*

**Workbook
Page 67**



Ask

What do you notice about Jason's example?



Discuss

Briefly discuss participants' responses.

- *The participants may take note of the detail of the example, with responses such as:*
 - *The short-term goal is broken into small steps.*
 - *The supports include people (Julie and Dan), things (local job search resources), and activities (computer research).*



Do

As the final step of this class, each of us is going to create a Personal Action Plan for ourselves. Please turn to page 68.

**Workbook
Page 68**

- This will include a long-term goal we have set for ourselves and shorter-term goals designed to help us achieve our long-term goal.
- All these goals will be SMART goals (specific, measurable, attainable, relevant and time-bound).

- We will break the short-term goals down into individual steps and identify the supports you may need to help you complete each step.
- Start by referring back to your long-term SMART goal (on p. 65).
- You may copy your goal here, or change or develop a new goal.
- The exercise asks you to write a short-term goal (on pages 68 and 69) that will help you achieve your recovery goal of working.
- A short-term goal is an intermediate achievement that will show that you are making progress towards the long-term goal.
- Then, add supports for each step. There is a place for the People, Places, Things, and Activities that could support you to take each step. However, you do not need to list one of each.
- List whatever you think you will need, whether you have that support now or not.

Note: If any participant has decided that he or she does not want to have any type of work goal at this point, you can suggest that he or she write a different short-term goal, such as for health or fun or housing.

- *You may want to show how to develop a SMART goal with supports with yourself as an example. Write the example on the board as you talk about it, and ask people to help you brainstorm supports, if relevant.*
- *Go around the room and assist each participant who wants help.*
- *Take your time with this exercise. If a participant finishes the first short-term goal quickly, then he or she can go on to the next.*

- *When a participant gets stuck, return to the example, and have him or her try to follow the example.*

⇌ Discuss

Have a participant volunteer to introduce his or her long-term goal and present his or her short-term goal with steps and supports.

- *Thank the volunteer by name.*
- *Write the long and short-term goals on the newsprint pad, chalkboard, or whiteboard.*
- *Discuss and comment briefly, pointing out strengths and acknowledging the person's efforts.*
- *If other participants want to present their goals, then do as many examples as there are volunteers.*

✍ Do

Next, answer the question on page 68 and 69.

- *Which vocational service(s) will I use?*

**Workbook
Pages 68 & 69**

⇌ Discuss

Have a participant volunteer to present his or her intent to use a vocational service and his or her desired vocational supports.

- *Thank the volunteer by name.*
- *If other participants want to share, then do as many examples as there are volunteers.*

🔄 Review

We are nearly finished with our last weekly session.

- *What did you enjoy about today's session?*

☑ Summarize

Today you learned about:

- *Developing a plan to achieve your vocational goal.*

10 min

🕒 Break

Remind the participants to come back from break on time.

30 min

EVALUATION

Orient

Because this is our last weekly session, we are going to take some time to talk about your experiences with the Vocational Empowerment Photovoice Program.

- *Note: You may choose to make the evaluation session shorter and spend more time on the goal setting and planning.*

Tell

On page 70, there are three questions about your VEP experience.

Read

Review of Your VEP Experience

1. *What did you learn about yourself as a worker?*
2. *What did you learn about your vocational goals and aspirations?*
3. *How did working on Photo Missions and Narrations support your vocational exploration?*

**Workbook
Page 70**

Do

Take a few minutes to write about your experience, and then we will discuss.

Discuss

Discuss participants' responses.

- *Take time to fully explore their experiences.*
- *Reflect feelings and paraphrase comments.*
- *Highlight similarities and differences among participant responses.*

Do

Ask participants to complete the Evaluation Form on page 71 in the workbook (for their own reference) and/or an evaluation form for the program (for you to collect).

**Workbook
Page 71**

Ask

Discuss the following questions, one at a time:

- What was most important to you about participating in the program?
- What did you discover about yourself?
- How has the program changed how you think about working?
- What was the best part of the program?
- What could I change to make the program better?
- Did we meet the goals of the program?
- Did you meet your personal goals for the program?

↔ Discuss *Discuss participant responses.*

- *Acknowledge successes.*

↔ Orient Let's take a few minutes to walk around the room and enjoy the Photovoice work that you have created.

- *Support participants to review the work.*
- *Celebrate their accomplishments with Photovoice.*
- *If relevant, invite others to view with the class, either at this point or after the class is over.*

NOTE: Holding a formal exhibit is optional. If you will not be exhibiting work, please disregard this section and the worksheet on page 72, Displaying our Vocational Empowerment Photovoice Work.

↔ Orient Lastly, we will talk about our preferences for Displaying our Vocational Empowerment Photovoice Work.

📋 Tell

- One of the major goals of VEP is to influence and educate others about vocational identity and vocational empowerment.
- As we prepare for an exhibit, it is important for us to think through ideas about who should see your work, where, when, and how you would like to be involved.

 Do

Please turn to page 72, Displaying our Vocational Empowerment Photovoice Work.

*NOTE: this can be done as an exercise or class discussion.
Write student answers on the board.*

Exercise:

1. **Who** are the people and organizations who should see your Photovoice work?
 - Look for responses, such as other program participants, program leaders and administrators, community stakeholders, policy makers, etc.
2. **Where** do you think our Photovoice work should be displayed?
 - Look for responses, such as in the program, at a larger program site; at a community resource such as a café; public exhibits, such as a town hall or state house, conference, open house.
3. **When** do you think it would be important for our Photovoice work to be exhibited?
 - Consider timing, such as when the people you want to see it will be around, special events, before the next class.
4. **How** would you like to be involved in preparing for or hosting an exhibit?
 - Consider activities, such as helping to shop for frames, framing the items, hosting the event, setting up snacks for an opening.

**Workbook
Page 72**

 Discuss

Summarize responses.

- *Assure people that responses and desire to take part will be taken into consideration in the planning of an exhibit.*

10 min

SUMMARY AND PREVIEW OF BOOSTER SESSIONS

 Orient

Before we end this session, we will first talk about What Happens from Here, so that you have a good sense of what happens next in Vocational Empowerment Photovoice.

**Tell**

Though our weekly group sessions are over, we will continue to meet for the next three months to support you to work on your goals and Personal Action Plans.

**Ask**

Would someone read the Review at the top of page 73?

- *Thank the volunteer by name.*

**Read****Review**

With this Session, we are ending our 10-session Vocational Empowerment Photovoice class. Recognizing ourselves as vocational beings, whatever that means to each one of us, has been a core theme of this class.

We have explored our Vocational Identities, or ourselves as workers, with values, interests, strengths and limitations. We have Pictured Work through Photovoice, taking pictures of what work means to us, and of what we may want to do in the future. We have explored other people's experiences with working again, expanding our own sense of what it's like to go on to work in a particular field, or after experiencing a disability. And we have decided on long-term and shorter-term goals for ourselves, thinking through not only the steps we might take to achieve those goals, but the supports and vocational services we might use along the way.

**Workbook
Page 73**

**Discuss**

Discuss any questions about the review, and summarize.

**Ask**

Who would like to read in the middle of page 73, the Preview section that says, "As a class..."

- *Thank the volunteer by name.*

**Read****Preview**

- *As a class, we will continue to meet three times during the next three months.*
 - *These sessions are called, "**Booster Sessions**," and will allow us to come together as a group to check*

**Workbook
Page 73**

in with each other about what we've been doing with our goals.

- *We will even have the chance to do some more picturing work!*

⇌ Discuss

Participants' understanding of the Booster Sessions.

- *Answer any questions students have about the Boosters*
- *Summarize Booster Sessions/meeting as a class*

◆ Ask

Would someone else like to continue reading in the middle of page 73, the Preview section entitled, "As individuals..."

- *Thank the volunteer by name.*

📖 Read

Preview

- *As individuals, we will have the opportunity to meet one-on-one in "Individual Sessions" with the group leaders to:*
 - *Work on your goals and steps,*
 - *Get connected to vocational services and supports*
 - *Work on Booster session creative assignments*

**Workbook
Page 73**

⇌ Discuss

Participants' understanding of Individual Sessions.

- *Answer any questions students have about the Individual Sessions*
- *Summarize Individual Sessions*

✍ Do

- At the bottom of page 73, you are asked the question, "What are you hoping to get out of the rest of VEP," with a section for what you hope to get out of Booster Sessions, and what you hope to get out of Individual Sessions.
- Take a minute or two to answer these questions in the space provided.

**Workbook
Page 73**

Walk around and support people to brainstorm and write their answers.

- ↔ **Discuss** *Participants' answers and note similarities and themes.*
- ◆ **Ask** What questions do you have before we end?
• *Answer any questions and respond to any concerns.*
- ➔ **Orient** Today was our last weekly session.
- *If you plan to do an exhibition, review the details.*
 - *Preview: Give dates, times, and locations for the three Booster Sessions.*
 - *If you intend to re-use the cameras with another group, you will need to collect them at this last session. If you are planning to hold booster sessions, and you would like the participants to take more photos before the next session, you can either collect the cameras later, or arrange for a sign-out process to loan cameras for short time periods.*

Three Booster Sessions: Follow-Up

Three Booster Sessions are held one month apart, starting four weeks after Session 10. The booster sessions will use a similar format, although the topic for discussion and presentation will vary slightly. Booster sessions are 1-hour sessions.

Schedule for Booster Session

The booster session will run for one hour. This schedule gives you an overview of how the session will flow. Times are approximate, and should be adjusted as needed. However, be sure the session starts on time and ends on time.

APPROXIMATE TIME	TOPIC
5 minutes	Orientation
45 minutes	Check in
10 minutes	Summary and Assignment

Background for Booster Session

Goals for this Session: Participants will:

1. Describe work on Personal Action Plan since the end of the weekly class, focusing on vocational and educational activities.
2. Present their assignments (second booster session only).
3. Discuss and evaluate ongoing supports and networking (at the third booster session).

As the group leader, you will want to remind all participants of the scheduled session at least one week in advance.

This session is scheduled for only one hour. However, if you have a large group or if you are planning an exhibit during one of the booster sessions, you can extend the time. For example, you might schedule the first booster session for 90 minutes, and use the extra half-hour to plan the exhibit to be held during the second booster session.

In the last session, you will want to hand out certificates and celebrate class accomplishments. You may find that not everyone attended all three Booster sessions. Even so, you will want to reach out to everyone who attended and include them in the final Booster session. An example of the certificate is included at the end of the *Leader's Guide* in the Appendix on page A-30.

The booster sessions are the final wrap-up of the program and are an important time to celebrate and acknowledge the time everyone spent together, the learning that occurred, and any significant changes that participants have made. Take the time to acknowledge everyone's contributions and accomplishments. Also, provide information about any future opportunities—either related to photography or to choosing, getting, and keeping work.

In addition to Booster Sessions, we ask that you offer Individual Sessions. Briefly, Individual Sessions are held to support group members as they work on their Personal Action Plans. See the Individual Sessions Guide for more information on page 180 in this Leader's Guide.

Materials and supplies needed for Booster Session

- Dates and other details about the last booster sessions
- Information about the exhibit, if you haven't had it yet, but are going to have one
- Pens or pencils for each participant (in case they don't bring their own)
- Blank paper for participants, if needed
- Newsprint pad and easel, chalkboard, or whiteboard
- Paper for printing the photos
- Evaluation forms (optional)
- Copies of the "future goals" assignment
- A certificate for each participant, signed by the VEP group leaders

Lesson Plan for Booster Session #1

TIP: Text written in *italics* indicates directions to you and regular text indicates what you will say aloud to the participants.

<i>TIME</i>	<i>LEADER SCRIPT</i>	<i>NOTES</i>
-------------	----------------------	--------------

5 min

ORIENTATION

Greet each participant by name as he or she arrives at the group session.

➡ Orient

Today's meeting will involve time to check in with each other to discuss what we have been doing since the last session of the Photovoice program.

📋 Tell

I'd like to hear about what you have been doing since the last session.

- I would especially like to hear about any work-related or education-related activities that you have been doing and how they relate to the Personal Action Plan you developed at the final regular session of the course.
- I also would like to hear about any pictures you have been taking.

✍ Do

- Take a few minutes to reflect and write a few notes about what you have been up to since we last met as a group.
- Use the top half of the Booster #1 Worksheet on page 74.

Progress with Goals and Supports

What do you want to discuss with the class today about where you are with your goals, connecting to vocational services, and using vocational supports?

**Workbook
Page 74**

- Focus particularly on any progress you have made on your Personal Action Plan.
- Then, we will discuss.

Ask

Who would like to start?

Invite participants to share and talk about what they have been working on.

Discuss
45 min

Summarize experiences and respond to any questions.

- *Explore to learn more about vocational and educational activities. Acknowledge successes.*
- Has anyone modified their Personal Action Plan or introduced a new goal or support in their life?
- What are concrete steps that can be taken before the next Booster Session to achieve personal vocational or educational goals?

Tell

Since we last met, we also have started to meet in Individual Sessions. I'd like to hear more about how those are going.

Do

Write your thoughts about the three questions in the second half of the Booster #1 Worksheet on page 74, Review of Individual Sessions.

Review of Individual Sessions

1. *Have you started working with a group leader in a one-on-one Individual Session?*
2. *How have the Individual Sessions been helpful to you?*
3. *What would you like to work on next in the Individual Sessions?*

**Workbook
Page 74**

Ask

Who would like to share how Individual Sessions are going?

- *Thank the volunteer by name.*

↔ **Discuss**

- *Summarize responses.*
- *Offer to brainstorm strategies for issues after class.*

10 min

SUMMARY and ASSIGNMENT

➔ **Orient**

Next, we will talk about an assignment that you can do between now and the second booster session that is scheduled for a month from now.

📖 **Read**

Vocational Empowerment Photovoice Future Goals Assignment for Booster Session 1

1. *You are to create a piece of work that reflects your future vocational goals. Your vocational goals may include paid work or volunteer activities, but may just be a hint about your “calling” in life.*
2. *The piece of work could be in any medium: a photograph, photomontage, collage, drawing, poem, essay, or any other format. There are no constraints on your creativity.*
3. *Use a medium that is both comfortable and pleasant for you.*
4. *The assignment is due at the next booster session.*
5. *You will have an opportunity to present your work and discuss it with the group.*

**Workbook
Page 75**

📋 **Tell**

This is your assignment, your work. You can interpret the assignment as you like—you are free to do as you wish.

- *Provide a preview of the second booster session, giving the date, time, and location.*
- *Explain that participants will have a chance to present their work to the group at the next session.*

➔ **Orient**

Preview: There will be two more booster sessions.

- *Give dates, times, and locations for the next two Booster Sessions.*
- *Encourage students to pursue their personal action plan during the intervening time and to utilize Individual Sessions for support.*

Lesson Plan for Booster Session #2

TIP: Text written in *italics* indicates directions to you and regular text indicates what you will say aloud to the participants.

<i>TIME</i>	<i>LEADER SCRIPT</i>	<i>NOTES</i>
-------------	----------------------	--------------

5 min

ORIENTATION

Greet each participant by name as he or she enters the room.

➡ Orient

- It has been about four weeks since we last met for Booster Session #1.
- Today we will meet to check in with each other to discuss what we have been doing since the last Booster.
- We will also review your experience with the assignment.

💡 Ask

How have you been since we've seen each other last?

↔ Discuss

45 min

Summarize experiences and respond to any questions.

📋 Tell

We will first focus on what you have been doing with your Personal Action Plan.

✍ Do

Turn to page 76, Booster Session #2 Worksheet.

Progress with Goals and Supports

What do you want to discuss with the class today about where you are with your goals, connecting to vocational services, and using vocational supports?

**Workbook
Page 76**

- Write a few notes about what you have been doing in terms of your goals, connecting to vocational services, and using vocational supports.
- We will come around and help you think about that, if you like.

Walk around to support people as needed to brainstorm ideas.

Ask

Who would like to share what they have been doing since we last met?

- *Thank the volunteer by name.*
- *Invite additional participants to share what they have been doing.*

Discuss

Participants' responses.

- *Summarize themes.*
- *Point out similarities and differences between what people are working on.*

Orient

- Next, we will review your assignment from last month.
- Remember, we asked you to create a piece, in any medium that you like, from poetry to photographs, etc., that reflect your future vocational goals.
- We will take a few minutes now to review what you've been working on and share our work with each other.

Do

- Take a moment and write in the space provided in the middle of page 76, Booster Session #2 Worksheet.

Review of Booster Session #1 Assignment

What can you share of your assignment? The assignment was to create a piece of creative work, in any medium that you like, that reflects your future vocational goals.

**Workbook
Page 76**

- If you don't want to write, you can just think about it, and then we will discuss.

Walk around and help participants decide what to write or think about.

- ◆ **Ask** Who would like to talk about their assignment first?
- *Thank the volunteer by name.*
- ↔ **Discuss** *Participants' responses.*
- *Take time to review and celebrate each piece of work, and each idea for the work, that participants produce.*
 - *Support those to think about possible work, if students have not yet begun their assignment.*

10 min

SUMMARY/ASSIGNMENT

- ↔ **Orient** Next, we will take a few minutes to review what we have done today, preview what we will do next time, and give one last Assignment.
- 📄 **Tell**
- Today we have discussed the progress you have made toward your vocational goals.
 - We have looked at how you have been using, or plan to use, vocational supports and services to support your working on a Personal Action Plan.
- ◆ **Ask**
- What do you remember most from our discussion today?
 - What did you like best about today's Booster Session?
- ↔ **Discuss** *Participants' responses.*
- ↔ **Orient**
- You have one last assignment before we go.
 - Please look at the bottom section of page 76, Booster Session #2, where it says, "Last Assignment."

 Ask

Who would like to read that section?

- *Thank the volunteer by name.*

 Read**Last Assignment**

You may do either of the following in preparation for Booster Session #3, one month from now. Check the option below that you plan to work on:

- ***Finish working on*** the piece you have started for this session. Complete this assignment for Booster Session #3.
- ***Start a new piece***, using the guidelines for the Assignment for Booster Session #1.

Workbook**Page 76** **Tell**

- If you have not finished the assignment you are working on now, or never started it, you will have an opportunity to finish it.
- If you would like to do another one, you also may do that.

 Ask

Are there any questions about the Assignment?

 Discuss

Participants' questions.

- *Respond to any concerns about the assignment.*
- *The assignment is not required for completion of the class, but is meant to offer participants many ways to envision a meaningful vocational life for themselves.*
- *Assure concerned students that they should attend Booster Session #3 whether or not they have finished the Assignment(s).*

 Orient

We will meet together again as a group in about four weeks.

- *Give the time, date, and location of next, and last, Booster Session.*
- We will meet for the last time that day.

- We will review your activities and your assignment in that session.
- Bring to that Session the last of your assignment(s), Photovoice pictures and narratives.
- We also will celebrate your accomplishments at that time.

Lesson Plan for Booster Session #3

TIP: Text written in *italics* indicates directions to you and regular text indicates what you will say aloud to the participants.

<i>TIME</i>	<i>LEADER SCRIPT</i>	<i>NOTES</i>
-------------	----------------------	--------------

5 min

ORIENTATION

Greet each participant by name as he or she arrives at the group session.

→ Orient

- Today's meeting will involve time to check-in with each other to discuss what we have been doing since the last session of the program.
- I'd like to hear about what you have been doing since the last session.
- I would especially like to hear about any work-related or education-related activities that you have been doing.
- I also would like to hear about any pictures you have been taking.

✍ Do

Turn to page 77, Booster Session #3 Worksheet.

Progress with Goals and Supports

What do you want to discuss with the class today about where you are with your goals, connecting to vocational services, and using vocational supports?

**Workbook
Page 77**

- Write a few notes about what you have been doing in terms of your goals, connecting to vocational services, and using vocational supports.
- We will come around and help you think about that, if you like.

Walk around to support people as needed to brainstorm ideas.

- ◆ **Ask** Who would like to share what they have been doing since we last met?
- *Thank the volunteer by name.*
 - *Invite additional participants to share what they have been doing.*

- ↔ **Discuss**
45 min *Summarize experiences and respond to any questions.*
- *Explore to learn more about vocational and educational activities.*
 - *Has anyone modified their Personal Action Plan or introduced a new goal or support in their life?*
 - *What are the concrete steps that have been since the last Booster Session to achieve personal vocational or educational goals?*
 - *Acknowledge successes.*

- **Orient** Next, we will discuss any new supports or networking opportunities that may have arisen over the past month or so.

- ↔ **Discuss** Has anyone gained a new vocational support or met a new contact who could help them explore or achieve their vocational goals?
- *Discuss how people can widen their circle of contacts to promote their own vocational growth.*
 - *These can be personal contacts, groups on the Internet or local and community resources, family, friends or professional acquaintances.*
 - *Acknowledge successes and developments.*

➡ **Orient**

- Now let's review any additional work that you have done on your Future Work Assignment.
- Remember, if you were still working on the assignment from Booster Session #1, your assignment was to finish that up.
- Or, you could have started a second project, if that was what you wanted to do.

✍ **Do**

- Take a moment and write in the space provided in the middle of page 77, Booster Session #3 Worksheet.

Review of Booster Session #1 Assignment

What can you share of your assignment? The assignment was to create a piece of creative work, in any medium that you like, that reflects your future vocational goals.

**Workbook
Page 77**

- If you don't want to write, you can just think about it, and then we will discuss.

Walk around and help participants decide what to write or think about.

💡 **Ask**

- Who would like to talk about their assignment first?
- *Thank the volunteer by name.*

↔ **Discuss**

- The creative pieces the participants have presented.*
- *Take time to review and celebrate each piece of work, and each idea for the work, that participants produce.*
 - *Support those to think about possible work, if students have not yet begun their assignment.*

15 min

SUMMARY AND PREVIEW

➡ Orient This will be our final meeting for this course.

Please turn to page 78, Celebrating Our Photovoice Work!

📄 Tell Today is the day we celebrate our work together and individually.

➡ Orient We will take a few minutes to celebrate your accomplishments and what you have gotten out of this class.

✍ Do

- Please take the next few minutes to write about what you are celebrating today.
- In the space below that, write a note or two on page 78 of your workbook about what you got out of the VEP class, including your favorite parts of the class.

*I am celebrating:
My favorite thing(s) about this class was:*

**Workbook
Page 78**

- These things may overlap, or they may be different.
- We will come around and help out, as needed.
- *Walk around and support students to brainstorm ideas to write down.*
- *Alternately, this could be done as a discussion, and write down participant answers on the board.*

↔ Discuss *The responses of the class.*

- *Celebrate the accomplishments of each person, and of the class as a whole.*
- *Acknowledge what people got out of the class.*
- *Acknowledge what people liked out of the class.*

- *Respond to any feelings that come up. The ending of the class may bring up sadness, worry, anxiety, or satisfaction, pride, even relief.*

➡ **Orient**

- We hope the *Vocational Empowerment Photovoice* course has helped you clarify your goals and made you more aware of the supports and services that exist to help you realize a working life.
- Thank you all for your participation.

💡 **Ask**

What questions do you have before we end?

↔ **Discuss**

- *This is the last time you will be meeting with the participants for Vocational Empowerment Photovoice.*
- *If there are other programs, events, or groups that might interest them, such as a group related to getting and keeping a job, this is a good time to provide information about those other opportunities.*
- *Give participants your contact information, in case anyone has questions or would like any help with the assignment.*
- *If you intend to re-use the cameras with another group, and you did not collect them earlier, you will need to collect them at the last booster session.*

Individual Sessions Guide

What are Individual Sessions? Individual sessions are meetings, outside of class, with class participants with the goal of supporting vocational aspirations and to work on the Personal Action Plan. Individual Sessions are an important part of the Vocational Empowerment Photovoice process.

Individual sessions can be used to:

1. Support the person to engage in work, volunteer opportunities, and educational activities.
2. Help the person to connect with and use vocational or employment services.
3. Further develop the person's SMART goal, if needed.
4. Work on homework in between Booster Sessions.

Why provide Individual Sessions? The goal of the Individual Sessions of the Vocational Empowerment Photovoice class is to improve employment activity and vocational services engagement.

In other words, the hope is that by supporting people individually for a period of time after the weekly sessions end, people have a better chance of going after their SMART goals and/or seeking additional assistance from an employment support person, such as an employment specialist, vocational rehabilitation, or vocational peer support, among others.

For how long are Individual Sessions held? We suggest that Individual Sessions consist of weekly, 1-hour meetings, or as desired by the individual participant, for approximately three months after the conclusion of the 10-weekly VEP sessions. Most classes end the Individual Sessions with the last Booster Session. It is not a requirement for VEP students to participate in the Individual VEP Sessions, but it is recommended in order to maximize engagement and movement toward goals.

How To Implement Individual Sessions

Plan for Individual Sessions: Work with your co-leader(s) to decide how the Sessions will be offered.

- ✓ Decide what your schedule can hold. How many meetings can your schedule tolerate? When can you meet with people? What are your "block-out" times?

- ✓ Decide who will work with whom. How will you divide up the class? Below are some ideas:
 - Divide the class, with each of you working with a section of the class. To divide the class without bias, write names on slips of paper, and throw them into a hat to choose.
 - Invite VEP participants to connect with the peer leader they want to work with. If you choose this method, make sure that everyone has someone to work with. You have the responsibility to make sure that everyone has a peer leader/partner.
 - Choose individual participants to work with. Consider:
 - Relationship with the person: Do you connect well?
 - Are there barriers to having a positive, individual working relationship?
 - Will you see them often? Is it easy to contact this person?
 - Do your schedules coincide? Can you meet on a regular basis together?

Offer Individual Sessions: Work with the person to decide on the following:

- ✓ **Schedule:** Time and day: every week or every other week? Regular meetings or will it vary?
- ✓ **What you'll meet about:** Orient to Individual Sessions. An example of how to do this follows:

“One of the benefits of the VEP class is that we can offer you individual support after the class is over. For the next three months, we want to offer you the chance to work on the goals you want to work on in VEP. You might want to go over some things in class that you never understood that will help you make your vocational goals happen. You might want to work on the goals and the Personal Action Plan that you created in class. You might want to look into vocational services. You might even want to work on the Booster Session assignments. When I say these things, which ones sound the best to you? How do you want to use Individual Sessions? I am willing to work with you every week for three months to help you move forward with your vocational goals. I'll plan on working with you as a partner, meaning that if you bring in your ideas, concerns, and enthusiasm, I'll do the same!”

Provide Individual VEP Sessions. Work with the person on his or her Personal Action Plan from class:

- Decide on a direction. What will you be doing together? Where will you focus your attention?
- Offer peer support. You're not expected to be anything that you're not. Just be you, providing individualized support related to the VEP class. Inspire hope for vocational recovery. Support the person to find out more. Introduce the person to local employment supports. Support him or her as he or she tries out volunteer jobs, activities, and work.
- Work on Booster Session Homework and Photovoice Pieces. Help the person with any "outstanding" homework or Booster Session work. Work with the person to start or finish up any Photo Missions or pieces for exhibiting. Help decide on pieces to show, or tighten up narratives.
- Connect the person with resources. Support people to get connected with vocational supports.
 - Introduce people to a variety of vocational supports or to their preferred support.
 - Go with them if desired! It can be intimidating to walk in the door of a new service.
 - Follow up – has the person connected with the service? Are they able to use it?

End VEP Individual Sessions: Individual VEP Sessions do not last forever. As the three months come to a close, acknowledge the work you've done together. Review what the person has done during the five to six months of the VEP class and Individual Sessions. Inspire hope for what is possible beyond VEP. Celebrate the person's successes and plans for the future!

Footnotes

ⁱ Empowerment is a complicated concept that is explained in a lot of detail in a book by Don Linhorst (2006) called, “Empowering people with severe mental illness: A practical guide.” The book is published by Oxford University Press. Linhorst says that empowerment as an outcome includes “changes in one’s self-perceived sense of control, self-esteem, and being valued” as well as having “access to resources, improved social skills, the acquisition of desired employment, and increased decision-making power” (p. 6).

ⁱⁱ Photovoice was developed originally as way of bringing traditionally underrepresented populations together gain a collective voice. People in minority groups, adolescents, people with disabilities, and people living in poverty have been helped by Photovoice to describe their strengths, problems, and concerns. Sometimes, these messages have been used as part of advocacy efforts, at other times, simply to build a greater sense of personal empowerment. A published resource is Wang, C., & Burris, M. A. (1994). Empowerment through Photo Novella: Portraits of participation. *Health Education & Behavior*, 21(2), 171-186. You can learn more online at <http://www.Photovoice.org/> and at http://www.pwhce.ca/Photovoice/pdf/Photovoice_Manual.pdf and at <http://cpr.bu.edu/research/completed/rrtc-2004-2009/Photovoice>.

ⁱⁱⁱ <http://www.bu.edu/cpr/products/curricula/sample-Photovoiceleader.pdf> (p. 9)

^{iv} James Kouzes and Barry Posner have written a lot about leadership, including a book on credibility. You can learn more about their work at <http://www.leadershipchallenge.com>

^v The research on effective instruction is summarized in Halpern, D. F., & Hakel, M. D. (2000). *Applying the science of learning to university teaching and beyond*. San Francisco, CA: Jossey-Bass. [No. 89 in the series *New Directions for Teaching and Learning*] and in Leff, H. S., Leff, J., Chow, C., Cichocki, B., Phillips, D., and Joseph, T. (2007). *Evidence based workforce development strategies for evidence based practices in mental health*. Cambridge, MA: Human Services Research Institute.

^{vi} “Working for the Weekend” is a song by the band Loverboy, which was first released in 1981 on their second album, *Get Lucky*. You can find a few versions of it on YouTube.

^{vii} You can find an excerpt from Lewis Richmond’s book online. The full title is “Work as a Spiritual Practice: A Practical Buddhist Approach to Inner Growth and Satisfaction on the Job.” The website for the excerpt is: http://www.library.wisc.edu/EDVRC/docs/public/pdfs/LIReadings/Work_as_a_Spiritual_Practice.pdf. There’s a little more about Harry Roberts in a book by Mayumi Oda, called “I opened the gate, laughing: An inner journey.”

^{viii} Wang, C., Burris, M. (1997). Photovoice: concept, methodology, and use for participatory needs assessment. *Health, Education, Behavior*, 24, 369–387.

^{ix} The list of the three components of vocational identity (goals, interests, and talents) comes from Gioia, D. (2005). Career development in schizophrenia: A heuristic approach. *Community Mental Health Journal*, 41(3), 307-325.

^x Much of the research on vocational identity has been done with adolescents. The point that “realistic progress toward the achievement of a relatively stable vocational identity requires actual participation in the work force” comes from p. 337 of Vondracek, F. W., & Skorikov, V. B. (1997). Leisure, school, and work activity preferences and their role in vocational identity development. *The Career Development Quarterly*, 45, 322-340.

^{xi} Fabian, E. (2000). Social cognitive theory of careers and individuals with serious mental health disorders: Implications for psychiatric rehabilitation programs. *Psychiatric Rehabilitation Journal*, 23(3), 262-269.

^{xii} The phrase “choose, get, keep” comes from Danley, K. S., Hutchinson, D., & Restrepo-Toro, M. (1998). *Career planning curriculum for people with psychiatric disabilities*. Boston, MA: Boston University Center for Psychiatric Rehabilitation.
<http://cpr.bu.edu/resources/curricula/career-planning>

^{xiii} The decisional balance or decision-making matrix has been used in many forms. One of the earliest sources for this is Janis, I. L., & Mann, L. (1977). *Decision making: A psychological analysis of conflict, choice, commitment*. New York, NY: Free Press. The technique of motivational interviewing also uses a decisional balance (as described in Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing: Preparing people to change addictive behavior*, 2nd edition, New York, NY: The Guilford Press) as does the process of setting an overall rehabilitation goal, as developed at the Boston University Center for Psychiatric Rehabilitation (Cohen, M., Farkas, M., Cohen, B., & Unger, K. (1991). *Psychiatric rehabilitation training technology: Setting an overall rehabilitation goal*. Boston, MA: Boston University Center for Psychiatric Rehabilitation, <http://cpr.bu.edu/resources/curricula/training-technology/setting-an-overall-rehab-goal>

^{xiv} You can learn more about the idea of “readiness” in Farkas, M., Cohen, M., McNamara, S., Nemec, P. B., & Cohen, B. (2000). *Psychiatric Rehabilitation Trainer Technology: Assessing and Developing Readiness*. Boston, MA: Center for Psychiatric Rehabilitation at Boston University, <http://cpr.bu.edu/resources/curricula/training-technology/rehabilitation-readiness>, and also in the book Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Preparing people to change addictive behavior*, 3rd edition, New York, NY: The Guilford Press.

^{xv} Motivational interviewing makes use of “ICR Rulers,” which looks at someone’s readiness to change in terms of the importance of the change and the person’s confidence in his or her

ability to make that change happen. The guidelines for using this sort of ruler are in Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Preparing people to change addictive behavior*, 3rd edition, New York, NY: The Guilford Press, and also online at <http://motivationalinterview.org>



Appendix: Tips for Administrators and Supervisors Implementing Vocational Empowerment Photovoice

Maria E. Restrepo-Toro, Rick Forbess, Marianne Farkas,
Debbie Nicolellis, Zlatka Russinova, and Philippe Bloch



Boston University Center for Psychiatric Rehabilitation



Appendix: Tips for Administrators and Supervisors Implementing Vocational Empowerment Photovoice

Maria E. Restrepo-Toro, Rick Forbess, Marianne Farkas,
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Boston University Center for Psychiatric Rehabilitation

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Appendix: Tips for Administrators and Supervisors Implementing Vocational Empowerment Photovoice

INTRODUCTION

The Vocational Empowerment Photovoice Program (VEP) is a peer-led 10-week group program designed to help individuals develop a better understanding of their vocational lives using Photovoice. Photovoice puts cameras into the hands of people living in the community to give them the chance to take pictures about their experiences and to educate others. Taking pictures is one of the most enjoyable parts of the program. No experience with photography is necessary because it invites people to capture images about their vocational identities that “speak” to them.

Spanish Language Version:

“Empoderamiento vocacional a través de Fotovoz,” (Restrepo-Toro, 2015) was developed to serve individuals from Spanish speaking communities, a culturally-adapted Spanish version of the VEP curriculum. It also includes a Spanish version of the VEP *Leader’s Guide for Peer Teachers* and a *Workbook* for participants.

Who is This Appendix For?

The Appendix: Tips for Administrators and Supervisors is designed as a complement to the VEP *Leader’s Guide for Peer Teachers*. Agency administrators and supervisors may find the content of this Appendix useful in their work to support embedding VEP within an agency.

Why Use It?

The purpose of the VEP is to help people think about work and empower them to discover their vocational aspirations. For many people, with a lived experience of serious mental illness or behavioral health conditions, it is hard to imagine working. They may feel overwhelmed by the many barriers they face, or they may not know where to start. The purpose of these Administrator and Supervisor Tips is to help agencies who are interested in using VEP, not only put the program into regular practice within the structure of their organization or agency, but also to sustain it over time.

When Should the Tips for Implementing VEP Be Used?

- **Before starting the 10-week training:** These Implementation Tips may help organizations develop a clear understanding of the program characteristics needed to offer an effective peer-run program through an assessment of their current status.
- **During training:** Implementation resources, such as the Fidelity Scale, may be useful for supervisors who are supporting peer teachers during delivery of the VEP program, especially when peer staff are learning and practicing new teaching skills, and as the program is developing its capacity to deliver VEP over time.
- **After training:** Photovoice puts cameras into the hands of people living in the community in order to give them the chance to take pictures about their experiences and to educate others. These Implementation Tips will help programs to continue to develop a culture that supports vocational recovery and the capacity of staff to continue teaching VEP.

I. BACKGROUND ON THE VOCATIONAL EMPOWERMENT PHOTOVOICE CURRICULUM

What is Photovoice?

Photovoice¹ is a way for an individual or a group to capture strengths, problems, or concerns by combining photographs and written text. The writing and the photographs are used in conjunction with group discussions that help people reflect on themselves and their situations in a positive way that increases their confidence.

As described in the manual for *Combating Prejudice and Discrimination Through*

¹ Photovoice was originally developed as way of bringing traditionally underrepresented populations together to gain a collective voice. People in minority groups, adolescents, people with disabilities, and people living in poverty have been helped by Photovoice to describe their strengths, problems, and concerns. Sometimes, these messages have been used as part of advocacy efforts, at other times, simply to build a greater sense of personal empowerment. A published resource is Wang, C., & Burris, M. A. (1994). Empowerment through Photo Novella: Portraits of participation. *Health Education & Behavior*, 21(2), 171-186. You can learn more online about Photovoice at: <http://www.Photovoice.org/>; <http://cpr.bu.edu/research/completed/rrtc-2004-2009/Photovoice>

Photovoice Empowerment, (Gagne, Bowers, Russinova, Bloch, P., and McNamara, 2010), “Using a camera places the power to represent the world in the hands of people living with a mental illness, freeing them from some of the constraints of other modes of communication.”²

What is Vocational Empowerment?

The word “empowerment” means that a person feels that he or she has a sense of control over his or her situation. It’s not “power” in the sense of controlling other people, but more a sense of having the right and the ability to make decisions about one’s own life.³

“Vocational Empowerment” is feeling confident in one’s own ability to choose, get, and keep a job. The Vocational Empowerment content in the VEP curriculum has its basis in *Assessing Readiness for Rehabilitation* (Farkas, Cohen, McNamara, Nemec, & Cohen, 2000), part of the Psychiatric Rehabilitation Process Model, an Evidence-Based Process (<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=241>). Vocational Empowerment helps people who want to consider their readiness for employment or employment support. By supporting people to think through their vocational identity, their vocational values, what work looks like and what work means to them, their vocational strengths and the benefits and costs of working, VEP offers the opportunity for people to picture themselves as workers, make informed decisions about working, and decide for themselves how confident they feel about moving forward with their vocational lives. In essence, VEP gives people the chance to creatively think through whether or not work is for them at this point in their lives.

Employment can be a way of shedding the “patient” or “client” role and becoming a capable, valuable, and contributing member of a community. Having something to do during the week, going to a job where people count on you to show up, and doing work that has meaning gives a structure and a sense of importance to a person’s life. Work can help people feel valued and needed. Working can provide a social network and may provide a sense of identity. Of course, a paid job gives a person a regular income, too, making all sorts of choices and options possible that may have been out of reach before.

² <http://www.bu.edu/cpr/products/curricula/sample-Photovoiceleader.pdf> (p. 9)

³ Empowerment is a complicated concept that is explained in a lot of detail in a book by Don Linhorst (2006) called, *Empowering people with severe mental illness: A practical guide*, published by Oxford University Press. Linhorst says that empowerment as an outcome includes “changes in one’s self-perceived sense of control, self-esteem, and being valued” as well as having “access to resources, improved social skills, the acquisition of desired employment, and increased decision-making power” (p. 6).

II. ADMINISTRATOR TIPS: PLANNING TO IMPLEMENT THE VOCATIONAL EMPOWERMENT PHOTOVOICE PROGRAM (VEP)

Introduction

The VEP program is a peer-led 10-week group program designed to help individuals develop a better understanding of their vocational lives using Photovoice. The purpose of the *Vocational Empowerment Photovoice* program is to help people think about work and empower them to set a vocational goal. This program invites participants to think about pursuing a vocational life.

The Goals of the VEP Program are to:

- Increase an overall sense of empowerment.
- Increase hopefulness about capacity to work.
- Increase a sense of vocational identity.
- Increase engagement in employment services.
- Increase job-seeking activities and employment outcomes.
- Decrease self-stigma relevant to vocational recovery.

Before You Start Vocational Empowerment Photovoice (VEP)

The first step is to determine if your program is ready to implement the 10-week peer-led Vocational Empowerment Photovoice program.

Successful Implementation of the VEP Program

Programs contemplating embedding a new intervention often find that they have to make changes in terms of their commitment to certain outcomes and values, organizational culture, and capacity to deliver the intervention (Farkas, Ashcraft, Anthony, 2008).

VEP is most successful when:

1. There is a commitment to design services and create a culture in which people have an opportunity to make decisions about their vocational lives based on an understanding of

their values, interests, strengths, beliefs, feelings about their vocational lives, and have the possibility of pursuing further vocational aspirations. In some organizations creating such a commitment and culture requires a change in the organization.

2. There is a capacity to promote the development and maintenance of peer staff knowledge and skills needed to effectively facilitate an educational group. While having a pair of peer leaders conduct VEP is the most effective type of co-leadership for VEP, and is preferable for the program, VEP also can be co-led effectively by a peer and a non-peer, if necessary. Non-peer co-leaders should have a working knowledge of the skills, values, ethics, and role of peer supporters.
3. There are structures and processes within the organization with the capacity to support the delivery of a quality VEP Program.

Preliminary VEP Agency Questionnaire

The following questions and rating forms are intended to help you determine your program's current commitment to successfully implement VEP and to identify the steps you need to take make implementation successful.

The following questionnaire focuses on each implementation factors described above. Checklists of steps to take to strengthen each factor also are included.

Ready to Implement?	Yes/No	Reasons
• Are you satisfied with the results of your efforts to help members develop a better understanding of their thoughts and feelings about their vocational lives?		
• Are you satisfied with your efforts to help members make personally meaningful choices about vocational directions?		
• Are you aware of any pressure from people or agencies that fund, certify, or evaluate your program to improve how you go about your efforts in these two areas?		
• Do you believe it is important to change how you go about assisting people in your program to make choices about the directions they want to go in vocationally?		
• Do you believe the peer staff has the teaching skills they need to successfully implement VEP?		

Do you believe your program has or could easily gain the support and resources it needs to successfully implement VEP?		
Do you believe the results would be worth the effort required to successfully implement VEP?		

Based on your answers, rate your program's overall commitment to implementing VEP.

Not at all Committed			Very Committed	
1	2	3	4	5

Plan to Enhance VEP Implementation

The following are steps for increasing staff confidence about making organizational changes to implement VEP.

Check each step you want to take in order to develop your organization's commitment to implementing the Vocational Empowerment Photovoice Program (VEP)	
Involve all staff in an exploration of their level of confidence to implement VEP Photovoice.	
Involve peer staff in listing and discussing past efforts and accomplishments in teaching classes that use curricula.	
Involve staff in gaining commitment of support and/or resources from key people or organizations for the implementation of VEP.	
Involve staff in assessing the costs and benefits of implementing VEP including mentoring a supervision of peer staff.	
List any additional steps to increase overall agency confidence and commitment to making changes needed for implementation of VEP:	
○	
○	

○	
○	
○	
○	

Funding VEP

The *Vocational Empowerment Photovoice* program will help build that sense of empowerment. For many people with a diagnosis of a mental illness, working does not seem possible. People may be afraid of losing their benefit check, or worried that co-workers might find out about their history of using mental health services. Because of these fears, and many practical barriers to working, people do not feel empowered to work.

We recommend that you give participants a digital camera to use for the duration of the program. Participants may choose to use their own phone or camera, but the teachers will need to download the digital pictures during class, so it may be important for the Peer Teachers to have people use only one kind of camera for ease of use. If Photovoice will become a regular offering at your agency, it may be worthwhile to invest in purchasing digital cameras that can be collected and re-used with a new group. You can locate many options by searching online for “inexpensive digital cameras.” Some cameras designed for children are priced reasonably.

Ethical and Safety Considerations of Photovoice

As part of the VEP program, people will go outside in the community and practice using the camera by taking pictures of whatever interests them. They may be taking pictures of strangers, including children, so they need to abide by their right to privacy. It is your obligation to protect their confidentiality. Participants will need to obtain written permission to use the image of anyone who is identifiable in any of your images. VEP sessions cover this topic but it may be helpful to add any pertinent guidelines important for your region or organization, to ensure the confidentiality and safety of all.

Celebrate Participants’ Photovoice Pieces

One of the major goals of Photovoice is to educate the community. Your program can decide to display the VEP work within the agency or as a public exhibit.

While an exhibit is not required, it is highly recommended. Hosting a final VEP display allows you to invite agency employees as well as people using the agency's services. Many participants will have invested a lot of time and thought in their Photovoice productions and will welcome the opportunity to share their work. In addition, a public display related to vocational empowerment will not only inspire the participants completing the Photovoice program, but will carry an important message of vocational recovery and opportunity to anyone viewing the exhibit.

If the VEP leaders do hold an exhibit, they will plan carefully. If there are any considerations important to you as an agency or as an administrator, it is helpful to add these considerations to the brainstorming that the group will do in order to identify possible places to show the final work. VEP leader will discuss the following items in brainstorming possible locations:

- People or organizations the group would like see their VEP exhibit.
- Ideas about how they can get their work to the audiences who need to see it.
- Specific places where the group thinks the work should be displayed.
- The needs for space, including for how long the exhibit will be posted.

There will be costs associated with printing and framing the photographs. With enough advance timing, the VEP leaders may be able to work with someone from your management team, agency development staff, or local community resources to raise funds or contributions for mounting the exhibit. Supporting this effort would be helpful to the implementation of VEP.

Whether or not you host a formal exhibit, it is important to celebrate the participants for the work their Photovoice accomplishments. At the end of this Appendix, on page A-30, is a sample of a certificate you could give to participants at the end of the class sessions.

III. TIPS FOR SUPERVISORS

Who Should Supervise VEP-trained Peer Teachers?

Peer support is a specialized, professional field, which carries its own ethical standards, practices, and value set. It is important that supervisors have their own training and experience in peer support, particularly as a peer support specialist, and they are aware of:

- a. The values and value of Peer Support
- b. Recovery from the impact of a psychiatric diagnosis

- c. Role/s of Peer Supporters
- d. Peer Support competencies
- e. Peer Support ethics

Supervision Outline

Supervision of the VEP-trained Peer Teachers is as an ongoing, collaborative, and mutually supportive process. Both supervisor and supervisee can benefit from each other's experience, and both have expertise to bring to the table.

The questions below are a guide for you to use as you support Peer Teachers to feel comfortable as they deliver Vocational Empowerment Photovoice classes. It is important to always orient people before the supervision meeting begins.

Questions for Supervision:

- How did the class go (in general) this week?
- What went really well this week? What is an example?
- What didn't go as well? What problems came up? What is an example?
- Which class are you preparing for next?
- What difficulties do you anticipate coming up next week?
- What are you looking forward to?
- What else do you need from me as you move into the next session?
- If you are co-leading, how is the partnership going? What is going well? Not so well? What supports do you need as you find your way as co-leaders?

Notes for the supervisor on the above questions:

- Feel free to add questions as needed.
- You don't have to ask all of these questions. Most important is to have a conversation.
- Model good listening skills: paraphrase, actively listen, validate what you hear, and connect what the Peer Teachers say to the overall content of the conversation.
- Offer support, skill development, and refresher training, as needed. When supervising a pair, make sure that the pair is working well together as a team. Make sure that feedback is given equally for the two, without either one of the pair dominating the interactions.

Additional Tools for Supervisors

- Supervisors can use the **content fidelity items** to coach around the specific content of the Vocational Empowerment Photovoice program.
- Supervisors also can use the **process fidelity items** to coach around the teaching competences of the peer facilitators.
- It's important for the supervisor to be familiar with group process. Information can be found in the book, *Group Process Guidelines for Leading Groups and Classes*, which is located at: <http://cpr.bu.edu/resources/curricula/group-process-guidelines>. Included in this book is a chapter called, Promoting Peer Leadership.

What is the VEP Fidelity Scale?

A VEP Fidelity Assessment Scale was developed (Center for Psychiatric Rehabilitation, 2009) to assess peer leaders' adherence to the VEP curriculum. During the pilot randomized study, the VEP was delivered at very high fidelity with averaged score of 3.85 for content and 3.91 for process.

Who Can Assess the Fidelity?

Peer-leaders can use the fidelity scale to self-monitor their adherence to the scale. Supervisors can use the scale to reflect on the peer leader's strength and identify areas of improvement.

What Are the Items?

The scale Items are measured on a 4-point Likert scale: 4 = Strongly Agree to 1 = Strongly Disagree. The VEP fidelity scale contains the following items:

- **Content fidelity** items address adherence to the content of each VEP class.

These fidelity scales include feedback sheets for supervisors' use. For the content fidelity items, each session has its own feedback sheet. Supervisors may choose to sit in on training sessions to observe the leaders delivering the VEP sessions, or they may ask the leaders to audiotape or videotape the sessions (with permission on signed release forms).

Observations made in this way form the basis for the ratings indicated on the fidelity scales. For the greatest fidelity, we recommend that you give feedback on each session.

The content fidelity scales are included on pages A-14- A-27 for the VEP sessions.

- **Process fidelity** items address the teaching principles of intervention delivery to persons with psychiatric disabilities.

Supervisors can use the process fidelity items to coach around the teaching competences of the peer facilitators.

The process fidelity scales are included on pages A-28 and A-29.

Fidelity Scale for Vocational Empowerment Photovoice

Date:

Reviewer:

Session One: What is Vocational Empowerment Photovoice?

1a. Trainers facilitated introductions.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

1b. Trainers oriented the students to the goals of the class and to the roles and responsibilities of the students and the class leaders.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

1c. Trainers discussed the main concepts and components of Vocational Empowerment Photovoice.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

1d. Trainers showed two Photovoice examples and discussed the key features of the examples.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

1e. Trainers taught students how to use the digital cameras.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

1f. Trainers reviewed ethical and safety guidelines.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Fidelity Scale for Vocational Empowerment Photovoice

Date:

Reviewer:

Session Two: My Working Life

2a. Trainers presented a general definition about work and the meaning of work.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

2b. Trainers facilitated a discussion of personal reasons people work.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

2c. Trainers presented vignettes about meaningful work.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

2d. Trainers facilitated a discussion about individualizing the meaning of work.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

2e. Trainers presented and discussed quotes about work.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

2f. Trainers presented the first photo mission: "Picturing Work."

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Fidelity Scale for Vocational Empowerment Photovoice

Date:

Reviewer:

Session Three: Writing your Photovoice Narratives

- 3a. Trainers presented an example of Photovoice and discussed the narrative with the students.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 3b. Trainers presented how to write Photovoice narratives using the “SHOWED” acronym.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 3c. Trainers implemented exercises to provide opportunities for students to practice writing Photovoice narratives using the “SHOWED” template.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 3d. Trainers assisted students with writing their own Photovoice narratives using a picture from the Photo Mission.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Fidelity Scale for Vocational Empowerment Photovoice

Date:

Reviewer:

Session Four: My Vocational Values

4a. Trainers presented information about vocational values.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

4b. Trainers presented the example “Karen’s Vocational Journey.”

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

4c. Trainers implemented the vocational values exercise.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

4d. Trainers facilitated the exercise listing vocational values that come from vocational experiences.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

4e. Trainers helped students complete the exercise that identifies jobs that did or did not meet students’ values.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Fidelity Scale for Vocational Empowerment Photovoice

Date: _____

Reviewer: _____

Session Five: My Vocational Identity

- 5a. Trainers presented the concept of vocational identity and reviewed quotes of people talking about their vocational identity.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 5b. Trainers presented the concept of vocational strengths and limitations and presented a few stories of strengths and limitations.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 5c. Trainers reviewed the checklist of vocational strengths and talents.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 5d. Trainers helped students identify strengths and talents that might make them a good worker.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 5e. Trainers help students to complete the vocational identity summary worksheet.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 5f. Trainers presented the second photo mission: "My Vocational Identity."

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Fidelity Scale for Vocational Empowerment Photovoice

Date:

Reviewer:

Session Six: The Costs and Benefits of a Working Life: Part One

6a. Trainers reviewed progress on the second photo mission: “My Vocational Identity.”

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

6b. Trainers presented information and examples about the benefits (pros) and costs (cons) of a working life.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

6c. Trainers facilitated both checklist exercises about the potential benefits and the potential costs of a working life.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

6d. Trainers presented example of Sam’s Decision Making Process about the benefits (pros) and costs (cons) of a working life.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

6e. Trainers facilitated exercise about advantages and disadvantages of working.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

6f. Trainers facilitated students’ completion of the Benefits/Costs of Work Summary, or gave it as an assignment.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Fidelity Scale for Vocational Empowerment Photovoice

Date:

Reviewer:

Session Seven: The Costs and Benefits of a Working Life: Part Two

- 7a. Trainers instructed students on writing narratives for their second Photo Mission, "My Vocational Identity."

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 7b. Trainers taught students about the skills involved in interviewing to learn more about other people's work experiences.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 7c. Trainers presented an example of informational interviewing to learn more about other people's work experiences.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 7d. Trainers presented a demonstration of informational interviews.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 7e. Trainers taught participants how to decide on who to interview.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Session Seven: The Costs and Benefits of a Working Life: Part Two continued

7f. Trainers led students through an exercise on how to prepare questions.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

7g. Trainers taught students how to keep a conversation going.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

7h. Trainers led students through an exercise on closing the interview.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

7i. Trainers helped students to complete the Planning Worksheet or gave it as an assignment.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Fidelity Scale for Vocational Empowerment Photovoice

Date: _____

Reviewer: _____

Session Eight: Vocational Supports and Services

8a. Trainers presented information about vocational supports (people, places, things and activities).

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

8b. Trainers presented Marcy's example with vocational supports and services.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

8c. Trainers facilitated exercises in which students identified their needs for supports, including people, places, things, and activities supports.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

8d. Trainers facilitated a discussion about students' experiences of using vocational services.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

8e. Trainers presented information about vocational services.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

8f. Trainers facilitated the summarized vocational support worksheet.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Fidelity Scale for Vocational Empowerment Photovoice

Date:

Reviewer:

Session Nine: Setting Goals

9a. Trainers presented information about goal setting.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

9b. Trainers presented information about and examples of SMART goals.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

9c. Trainers presented examples of long-term and short-term goals.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

9d. Trainers facilitated the exercise “Setting Your Own Goals,” including setting a long-term goal, short-term goals, and identifying concrete steps toward the goal(s).

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

9e. Trainers facilitated a discussion about planning an upcoming exhibit.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Fidelity Scale for Vocational Empowerment Photovoice

Date:

Reviewer:

Session Ten: My Vocational Journey

10a. Trainers presented Jason's long term goal example.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

10b. Trainers facilitated the exercise "Putting It All Together — My Personal Action Plan."

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

10c. Trainers reviewed the students' experiences with the VEP Program.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

10d. Trainers alerted class to upcoming Booster Sessions and Individual Sessions with Peer Leaders.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

10e. Trainers reviewed students' expectations for the upcoming Booster and Individual Sessions.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Fidelity Scale for Vocational Empowerment Photovoice

Date:

Reviewer:

Booster Session #1

- 1a. Trainers facilitated a review of students' progress with goals and supports since the previous meeting.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 1b. Trainers reviewed students' experiences with the Individual Sessions.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 1c. Trainers explained the assignment for the next Booster Session to the students.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Fidelity Scale for Vocational Empowerment Photovoice

Date:

Reviewer:

Booster Session #2

- 2a. Trainers facilitated a review of students' progress with goals and supports since the previous meeting.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 2b. Trainers facilitated students' presentations of the assignment from Booster Session #1.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 2c. Trainers explained the assignment for the final Booster Session to the students.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Fidelity Scale for Vocational Empowerment Photovoice

Date:

Reviewer:

Booster Session #3

- 3a. Trainers facilitated a review of students' progress with goals and supports since the previous meeting.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 3b. Trainers facilitated students' presentations of the assignment from Booster Session #2.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 3c. Trainers led students through an exercise or discussion to celebrate their accomplishments in VEP and review their experience with VEP.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

- 3d. Trainers invited students to imagine how the work, progress, and aspirational goals of the VEP program could be applied to their future lives.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Photovoice Program Fidelity Scale — Process Items

Date: _____ Reviewer: _____

Teaching Time: _____ Trainer: _____

P 1. Trainer began the class with an orientation to the day's topics and activities.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

P 2. Trainer was knowledgeable about the content of the Vocational Empowerment Photovoice.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

P 3. Trainer organized the content and process of the class in accordance with the Leader's Guide.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

P 4. Trainer reviewed students' experiences with the content being presented.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

P 5. Trainer was skillful in presenting the content to the class.
(organized, smooth presentation, good pace, eye contact with students, relaxed body)

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

P 6. Trainer was skillful in facilitating discussions.
(asked open-ended questions, demonstrated understanding, credited contributions)

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

P 7. Trainer encouraged participation.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

P 8. Trainer demonstrated respect for the thoughts, feelings, and experiences of the students.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

P 9. Trainer managed student participation well.
(used paraphrasing, stayed on topic, limited irrelevant contributions)

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

P 10. Trainer used self-disclosure effectively and appropriately.
(relevant to the topic, for benefit of the students, brief, not excessively personal)

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

P 11. Trainer conveyed warmth and enthusiasm to the students.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

P 12. Effective coordination among trainers.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

P 13. Trainer ended class with a summary of the day's topics and activities.

4	3	2	1
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Certificate of Achievement

This certificate is presented to

Participant's Name

in recognition of your participation in and dedication to

Vocational Empowerment Photovoice

Name of Leader

Name of Leader

Name of Agency or Program

Date

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