

7.	Don't see things through.	1 Very Inaccurate	2 Moderately Inaccurate	3 Neither Inaccurate nor Accurate	4 Moderately Accurate	5 Very Accurate
8.	Shirk my duties.	1 Very Inaccurate	2 Moderately Inaccurate	3 Neither Inaccurate nor Accurate	4 Moderately Accurate	5 Very Accurate
9.	Pay attention to details.	1 Very Inaccurate	2 Moderately Inaccurate	3 Neither Inaccurate nor Accurate	4 Moderately Accurate	5 Very Accurate
10.	Get chores done right away.	1 Very Inaccurate	2 Moderately Inaccurate	3 Neither Inaccurate nor Accurate	4 Moderately Accurate	5 Very Accurate

Appendix G. Individual Placement and Support Quiz
IPS-Q

Directions: The Individual Placement and Support (IPS) model of supported employment is a program that provides employment services to persons with a mental illness. For each question, please select the answer that is most consistent with the practices and principles of IPS. If you are unfamiliar with the IPS model that's OK, please answer each question based on your knowledge of how employment services should be provided.

- 1. Employment specialists may have caseloads:**
 - A. Of up to 50 clients
 - B. Of up to 20 clients
 - C. Of up to 10 clients
 - D. Of any size; it will vary depending on how much service the different clients on the caseload need

- 2. Employment specialists:**
 - A. Should only provide employment services
 - B. Should provide both employment and case management services
 - C. May have a small case management caseload in addition to their employment duties
 - D. May provide other services (e.g., assisting with an illness management and recovery group) in addition to employment services, depending on the needs of the agency

- 3. In the IPS model, benefits counseling is considered:**
 - A. An integral part of employment services that should be provided to every client
 - B. A supplemental service that should be provided to clients who request it
 - C. Important, but beyond the scope of services provided by the employment program
 - D. Important only for clients who are working

- 4. Employment specialists:**
 - A. Should specialize in one or two specific employment program areas, such as job developing or job coaching
 - B. Should not specialize in a particular employment area, but instead should provide all phases of employment services
 - C. Are hired to carry out several job functions, but do not necessarily do the entire employment process
 - D. Will have varying responsibilities depending on the structure of the agency

- 5. Susan was recently fired from her job for repeatedly showing up late. According to the IPS model, this:**
 - A. Indicates that Susan is not ready to go back to work yet

- B. Demonstrates Susan's unwillingness to return to work
- C. Is viewed as a positive learning experience
- D. Is a good time to refer Susan to a training program that will teach her the skills she needs to succeed in the future

6. Employment specialists:

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

7. Clients who have co-occurring disorders (a mental illness and substance use disorder):

- A. Are eligible for employment services if they show some willingness to be abstinent
- B. Are eligible after 90 days of abstinence
- C. Are eligible for employment services even if they are unwilling to be abstinent
- D. Are not eligible for employment services

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

April is a 42-year old woman with bipolar disorder who hasn't worked for several years. She was recently referred to an employment program and says that she would like to try working as a flight attendant, even though all of her previous job experience has been as a mechanic. Her employment specialist should:

- A. Help her find a job as a flight attendant because that is what she wants to do
- B. Encourage her to look for a job as a mechanic because of her prior work history
- C. Get her a job in the local factory because several clients have already been successfully placed there
- D. Start her out in a transitional job to help her get back into the workforce

9. Research has found that approximately what percentage of people with a mental illness say that they want to work?

- A. Less than 25%
- B. 25%-50%
- C. 51% -75%
- D. 76%-100%

10. A vocational profile can be helpful in finding a good job match for the client.

Which of the following best describes the initial vocational profile process?

- A. A simple battery of paper and pencil tests along with information from the clinical chart

- B. Placing the client in a sheltered setting or in a volunteer job for a brief period of time to find out about their work habits
 - C. Gathering information from the client, the clinical chart, previous employers, and other staff
 - D. It is best to skip an initial assessment and get the client working because the first job is likely to be brief
- 11. As a general rule of thumb, employment specialists should have:**
- A. No more than 15% of their clients employed in the same type of job
 - B. No more than 30% of their clients employed in the same type of job
 - C. Over 50% of their clients employed in the same type of job
 - D. None of the above, the percentage depends on the job market
- 12. Employment specialists help clients begin a job search:**
- A. Within one month of starting the employment program, after gathering initial assessment information
 - B. After the client's psychiatrist or other mental health providers decide that a client can work
 - C. After a thorough assessment has been completed, using both standardized instruments and work samples
 - D. After VR provides authorization
- 13. Employment specialists conduct job searches primarily by:**
- A. Searching on the internet and in newspapers because this is an efficient way to find a variety of jobs
 - B. Going out in the community and meeting employers to develop a large job network so there are available jobs for clients
 - C. Meeting face to face with employers to learn about jobs in the community that reflect the individual preferences of clients
 - D. Employment specialists usually do not conduct job searches, the agency supplies the jobs
- 14. Which of the following best characterizes an early employment program goal? The client is:**
- A. Regularly attending skills training classes
 - B. Working in a competitive job placement
 - C. In a transitional job placement
 - D. Working in a volunteer job
- 15. In the employment program:**
- A. If a client has difficulty finding a job opening, the employment specialist should wait patiently until the client is able to locate one in order to give the client a sense of empowerment when a job is finally secured

- B. Employment specialists should take as much of the lead in the job search as is necessary to help the client secure a job
 - C. Employment specialists should play a supportive role as clients carry out the different steps of getting employed (e.g., finding job openings, contacting employers, submitting resumes, filling out applications, going to job interviews, and negotiating employment)
 - D. Employment specialists should provide clients with job leads, but then it is up to the client to take the initiative and contact employers
- 16. In the IPS program, a vocational evaluation:**
- A. Occurs prior to job placement and consists of a wide variety of assessment batteries
 - B. Is conducted by watching the client perform various simulated job tasks
 - C. Is a stepwise process that includes standardized testing, followed by transitional employment
 - D. Occurs over a few initial appointments and is updated with information from competitive job experiences
- 17. Tyrone was fired for using alcohol on the job. His employment specialist should:**
- A. Help him identify ways to prevent alcohol use from interfering with future jobs and help him to find another job
 - B. Help him identify ways to prevent alcohol use from interfering with future jobs and tell him that they will help him obtain another job after a reasonable period of sobriety, such as 90 days
 - C. Notify the referring agency and let them know that the employment program can no longer work with Tyrone because of his alcohol use, which precipitated the job termination
 - D. Refer Tyrone to a chemical dependency/substance abuse program and resume work with him after he completes the program and is sober
- 18. Of the following, which is the best way for benefits counselors to provide beneficiaries with information?**
- A. Give beneficiaries a link to an informational website in order to foster their autonomy
 - B. Hold group meetings so that beneficiaries have the opportunity to learn from questions asked by others in the group
 - C. Mail beneficiaries a package of information about their benefits so that they always have something to refer back to
 - D. Meet with beneficiaries individually because each person has a unique situation
- 19. After a client secures a job, s/he should continue to receive support:**
- A. For as long as s/he wants
 - B. Until s/he is stable on the job
 - C. For about 90 days, with occasional phone calls thereafter

- D. For up to six months or until s/he is stable on the job, depending on which occurs first
- 20. Ideally, employment specialists should be out of the office and in the community:**
- Less than 15% of the time
 - 15 - 40% of the time
 - 41 - 65% of the time
 - More than 65% of the time
- 21. If a client misses several appointments with the employment specialist, the employment specialist should:**
- Recommend that the client return to the employment program when s/he is ready to keep appointments and be an active participant
 - Continue to try to engage the client
 - Contact the case manager and ask that a referral be resubmitted when the client demonstrates an interest in work
 - Recommend that the client attend a prevocational program to become work ready
- 22. Given the following scenario, please select the best answer from below:**
 Jackie has worked as a courtesy clerk in a local grocery store for several months. She had a very tough time adjusting to the job, but she is now doing quite well. Last week, Jackie noticed that another grocery store a few miles away is looking to hire a cashier, and she would like to apply for the position. Her employment specialist should:
- Tell Jackie that this isn't a good idea, and that it would be better for her to continue her job as a courtesy clerk because she is finally stable and doing well
 - Make a referral to Jackie's psychiatrist because he will need to determine if she is ready to make such a change
 - Congratulate Jackie because this demonstrates that she is now ready to graduate from the program
 - Support Jackie's interest in applying for the new job, and encourage her to continue working at her current job until she learns more about the cashier position
- 23. A primary purpose of vocational unit team meetings is to:**
- Take care of administrative business
 - Share job leads
 - Discuss program development
 - Update clients' treatment plans
- 24. Which of the following is an example of competitive employment?**
- Working for a mental health agency in a position that is reserved for people receiving services from the agency
 - A temporary job as a sales clerk that pays \$12.00 an hour and is set up by an agency as a short-term work experience

- C. Working indefinitely as a janitor making minimum wage
 - D. Occasionally babysitting for one's family and friends
- 25. The IPS coordinator and employment specialists from the agency meet as a group at least:**
- A. Once a week
 - B. Once a month
 - C. Once a quarter
 - D. Once a year
- 26. Given the following scenario, please select the best answer from below:**
Marco would like to get a job as a cook at a diner located just a few blocks from his home. He is happy about the location and feels comfortable in the diner having eaten there frequently. However, when Marco and his employment specialist meet with the employer, they learn that in addition to cooking, the position consists of taking customers' orders and waiting on tables. Knowing that Marco is very uncomfortable interacting with strangers, the employment specialist should:
- A. Talk to the client about looking for another job because the job at the diner turned out to be a bad fit
 - B. Talk to the client about trying the job in spite of his discomfort because jobs are hard to find and the location of this job will be tough to beat
 - C. Talk to the client and employer about the possibility of shifting the customer service responsibilities to another position in exchange for duties with which the client is more comfortable
 - D. Ask VR to pay for a work adjustment program so that the client can build customer service skills
- 27. Which of the following is NOT an employment specialist responsibility?**
- A. Ensuring that a client has information about his/her benefits
 - B. Helping a client apply for housing assistance
 - C. Assisting a client with filling out a financial aid application for college
 - D. Communicating with the client's treatment team
- 28. In the IPS model, assessment is best thought of as:**
- A. A task that is completed when a client first enters the program, and is referred back to in order to determine if the client is achieving his/her goals
 - B. A battery of several vocational interest inventories that help the client determine what kind of work s/he wants to do
 - C. An unnecessary step that wastes both the client's and employment specialist's time
 - D. An ongoing process based on the client's employment successes and failures

29. At a minimum, an employment specialist should meet with the client's other providers (e.g., case managers, nurses, clinicians):

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

30. It's best for employment specialists to:

- A. Place several clients with a single employer because this is most time efficient
- B. Place several clients at the same job site so that they can provide support for one another
- C. Make decisions about what employers to contact based on client preferences
- D. Establish a strong working relationship with the major employers in the community so that clients will be able to choose between a few different job options

Appendix H. Employment Process Measure

- 1. Thinking back over the past month, please indicate what percentage of your total scheduled work hours you have spent out in the community away from the office (e.g., job developing, meeting with clients, meeting with employers, etc.). (you may want to use your planner to help you recall) _____%**
- 2. How many contacts (face-to-face or phone) have you had with employers during the past month? (you may want to use your planner to help you recall) _____ contacts**
- 3. How many contacts (face-to-face or phone) have you had with clients on your caseload during the past month? (you may want to use your planner to help you recall) _____ contacts**
- 4. How many clients on your caseload (who were officially enrolled in employment services) have dropped out (i.e., decided to quit pursuing employment and are no longer on your caseload) over the past three months? _____ clients**
- 5. Thinking back over the past three months, how many clients on your caseload have been Vocational Rehabilitation (VR) clients?**
 - a. Of only those VR clients you've worked with for the past three months, how many have been deemed by Vocational Rehabilitation to be successful VR closures (i.e., Status 26)? _____ clients**
- 6. Of only the Non-VR clients you've worked with for the past three months, how many have been successfully employed for at least 90 consecutive days?**

Appendix I. Consumer Caseload Demographics Measure

	Consumer 1	Consumer 2	Consumer 3	Consumer 4	Consumer 5
Consumer ID Number					
Consumer's age					
Male/Female					
Race					
Married (yes/no)					
Highest Level of Education Completed					
Does this consumer have a primary diagnosis of a schizophrenia spectrum disorder based on the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)? (yes/no)					
Does this consumer have a substance abuse disorder based on the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)? Caffeine and nicotine use are not included. (yes/no)					
Has this consumer been involved in the criminal justice system (spent time in jails, prisons, or other criminal justice lock-ups, even if incarceration does not result in formal arrest, indictment, or conviction) over the past six months? (yes/no)					
Has this consumer been homeless (lacked fixed, regular, and adequate nighttime residence) over the past six months (including stays in emergency shelters or brief stays with relatives)? (yes/no)					
Has this consumer been hospitalized in either a private or state institution for either a psychiatric or substance use disorder over the past six months? (yes/no)					
Is this consumer currently employed in a competitive job (defined as work settings integrated in a community's economy, where any person can apply for the job, and paying at least minimum wage) as of today? (yes/no)					

Appendix J. Kansas Employment Specialist Job Performance Evaluation

Competency Area	Evidenced By	Rating
A. Values		
1. Belief that the clients they work with can work.	<input type="checkbox"/> Convey excitement about their work <input type="checkbox"/> View obstacles as challenges rather than blaming the clients. <input type="checkbox"/> Convey a positive attitude toward clients' goals for employment as evidenced by their words and actions.	1 2 3 4 5
2. Belief that no person with a psychiatric disability should be excluded from employment services based on job readiness, substance abuse, history of violent behavior, intellectual functioning, or symptoms.	<input type="checkbox"/> Conveys positive attitude toward referrals. <input type="checkbox"/> Encourages referrals in CM team meetings for clients who have significant challenges. <input type="checkbox"/> Conveys a positive attitude toward working with people who have significant challenges.	1 2 3 4 5
B. Engagement		
3. Makes multiple, ongoing attempts to engage or reengage with clients referred and there are difficulties in connecting with the client.	<input type="checkbox"/> Uses multiple strategies for engaging including phone calls, home visits, and contacting case manager. <input type="checkbox"/> Contacts clients multiple time per month	1 2 3 4 5
4. Ability to effectively build rapport and trust and ability to relate to a wide variety of people.	<input type="checkbox"/> Projects warmth and interest <input type="checkbox"/> Changes their engagement style depending on the nature of the person they are working with <input type="checkbox"/> Tolerant of different levels of readiness to work using gentle encouragement when a client appears unsure of working	1 2 3 4 5
Competency Area	Evidenced By	Rating
C. Assessment/Vocational Profile/Planning		
5. The ES is able to use a vocational profile to gather relevant information about the client in order to begin identifying a good job match.	<input type="checkbox"/> The information in the VP is thorough, detailed and specific <input type="checkbox"/> ES gathers info over 2-3 weeks <input type="checkbox"/> ES uses VP as a tool to engage and get to know the client <input type="checkbox"/> ES adds information through time, when the client obtains a job and new information is learned	1 2 3 4 5

6. Ability to take information obtained in the assessment and assists client in finding employment situations in the community that match the desires and needs of the program participant.	<input type="checkbox"/> Clients' job preferences, needs, experience, ability, symptoms, etc. match jobs applied for or discussed. <input type="checkbox"/> Clients' job preferences, etc. match job development contacts on behalf of client.	1	2	3	4	5
7. The ES clearly identifies an employment goal and job options that include clients' needs and preferences.	<input type="checkbox"/> Employment goal is written down in records. <input type="checkbox"/> Employment goal logically follows the information obtained in the vocational profile.	1	2	3	4	5
8. The ES discusses disclosure with the client.	<input type="checkbox"/> Talks about pros and cons with the consumer. <input type="checkbox"/> Discusses specific information to be disclosed or not to be disclosed – degree of information rather than all or nothing. <input type="checkbox"/> Discusses on more than one occasion. <input type="checkbox"/> Does not require disclosure, but talks about it as a choice.	1	2	3	4	5
Competency Area	Evidenced By	Rating				
D. Integration of Rehabilitation Mental Health Treatment						
9. ES regularly attends treatment team meetings.	<input type="checkbox"/> Attends their assigned team meeting every week <input type="checkbox"/> Attends the whole meeting	1	2	3	4	5
10. The ES is an active participant in team meetings, participating throughout the whole meeting.	<input type="checkbox"/> Updates team on client progress, including identifying client goals and ES interventions/tasks toward those goals <input type="checkbox"/> Discusses challenges, asks for ideas, and comes up with shared plan of action. <input type="checkbox"/> Brings up possibility of work for clients who are not on ES case load.	1	2	3	4	5
11. The ES meets with case managers and other treatment providers regularly regarding needed services to assist clients' achieve their employment goals.	<input type="checkbox"/> Has frequent contact with case managers or other providers <input type="checkbox"/> Discusses updates, barriers, and plans for assisting clients to achieve their employment goals.	1	2	3	4	5
E. Job Development:						
12. The ES is able to introduce themselves stating clearly:	<input type="checkbox"/> who they are, <input type="checkbox"/> what they do, and <input type="checkbox"/> what they want from the employer.	1	2	3	4	5

13. The ES is able to obtain critical information about the employer's business.	Information includes: <input type="checkbox"/> General info about the company <input type="checkbox"/> Positions hired for and details of the job(s) <input type="checkbox"/> Hiring process <input type="checkbox"/> Qualities of good, qualified applicants	1 2 3 4 5
Competency Area	Evidenced By	Rating
E. Job Development (continued):		
14. The ES is able to present information to the employer about the program or client that matches the information obtained from the employer about their needs and desires.	<input type="checkbox"/> the benefits of the agency's supported employment program <input type="checkbox"/> a potential job candidate describing how the job candidate meets the needs of the employer, their motivation, and their potential accommodation and support needs in order to be a successful employee.	1 2 3 4 5
15. The ES is able to end the job development call with clearly stating the next steps or getting commitment from the employer to move the process forward.	1. There is a clear next step for the ES and/or employer that is measurable, specific and unambiguous.	1 2 3 4 5
F. Follow-Along Supports:		
16. Meets regularly with clients who are working to assess how the client is doing (work performance and job satisfaction) in the job.	2. Able to ask questions of the client and probe areas that elicit areas of strengths and problem in work performance. 3. Identifies and implements strategies to improve work performance/satisfaction. 4. Provides tangible supports or assists clients in accessing resources to be able to work (e.g. childcare resources, transportation, work clothes, etc.)	1 2 3 4 5
Competency Area	Evidenced By	Rating
F. Follow-Along Supports:		
17. Is able to individualize types and frequency of supports depending on the needs of the client and the newness of the job.	5. Provides more intensive supports more frequently with clients who have just started jobs/have changes in their jobs and/or have more challenges working 6. Provides less intensive supports less frequently with clients who have been stable in their job or have fewer challenges working	1 2 3 4 5

	7. Decreases frequency and intensiveness of supports through time as client's performance meets expectations consistently and client is comfortable with the job.	
18. Ability to provide individual follow-along supports to the employer. (When client is OK with disclosure)	8. Identifies with employer areas of strengths, weaknesses, and barriers in good work performance 9. Identifies and implements with the employer strategies to improving work performance/satisfaction such as accommodations, changes or modifications in work environment to enhance performance. 10. Education and guidance about symptoms that relate to work performance.	1 2 3 4 5

Appendix K. Employment Specialist Efficacy Scale (Supervisor-Rated)
Employment Specialist Efficacy Scale

This is a survey of your beliefs regarding the ability of employment specialists to perform certain aspects of their job. First, please identify the employment specialist you are rating by entering their name in the "Employment Specialist Name" box. Then, read each statement describing the various job functions of an employment specialist while thinking of the identified employment specialist and decide if you are highly confident, mostly confident, moderately confident, somewhat confident, or not confident at all in their ability to perform the stated function. It is important that you answer these based on YOUR current belief and opinion. The information you provide is strictly confidential and employment specialists will not have access to your individual data.

	Not Confident	Somewhat Confident	Moderately Confident	Mostly Confident	Highly Confident
1. Able to actively engage clients in vocational services.	1 Not Confident	2 Somewhat Confident	3 Moderately Confident	4 Mostly Confident	5 Highly Confident
2. Understand the supported employment vocational model.	1 Not Confident	2 Somewhat Confident	3 Moderately Confident	4 Mostly Confident	5 Highly Confident
3. Understand the major mental illnesses such as mood disorders, psychotic disorders, personality disorders, anxiety disorders, and alcohol and drug use disorders.	1 Not Confident	2 Somewhat Confident	3 Moderately Confident	4 Mostly Confident	5 Highly Confident
4. Conduct an individualized vocational assessment tailored to the needs and preferences of each individual client.	1 Not Confident	2 Somewhat Confident	3 Moderately Confident	4 Mostly Confident	5 Highly Confident

5.	Develop meaningful relationships and partnerships in the community with local businesses in an effort to create employment opportunities for clients.	1 Not Confident	2 Somewhat Confident	3 Moderately Confident	4 Mostly Confident	5 Highly Confident
6.	Find clients jobs that match their preferences.	1 Not Confident	2 Somewhat Confident	3 Moderately Confident	4 Mostly Confident	5 Highly Confident
7.	Find solutions to problems that arise once a consumer is employed.	1 Not Confident	2 Somewhat Confident	3 Moderately Confident	4 Mostly Confident	5 Highly Confident
8.	Negotiate job accommodations for clients so that both client and employer are satisfied.	1 Not Confident	2 Somewhat Confident	3 Moderately Confident	4 Mostly Confident	5 Highly Confident
9.	Maintain open and ongoing communication with employers once a consumer has been placed in a job.	1 Not Confident	2 Somewhat Confident	3 Moderately Confident	4 Mostly Confident	5 Highly Confident
10.	Understand disability benefits enough to accurately assist clients in determining how employment will affect their benefits.	1 Not Confident	2 Somewhat Confident	3 Moderately Confident	4 Mostly Confident	5 Highly Confident

VITA

VITA

Amanda Christine Taylor

EDUCATION

- August-2010 **Doctor of Philosophy**
 Clinical Rehabilitation Psychology (APA Accredited)
 Indiana University Purdue University Indianapolis (IUPUI)
- Dissertation:** Employment Specialists' Competencies as Predictors of Employment Outcomes
- December-2007 **Master of Science**
 Clinical Rehabilitation Psychology
 Indiana University Purdue University Indianapolis (IUPUI)
- Thesis:** Exploratory Study of Consumer Perceptions of Two Employment Models for People with Severe Mental Illness
- May-2002 **Bachelor of Science**
 Psychology
 University of Illinois, Urbana-Champaign

CLINICAL EXPERIENCE

- Position:** **Pre-doctoral Psychology Intern**
- Site:** Jesse Brown VA Medical Center, Chicago, IL
- Dates:** July 2009-June 2010
- Supervisors:** Eric Van Denburg, Ph.D.; Mark Zerwic, Ph.D.; Mark Schneider, Ph.D.; Sarah Catanese, Ph.D.; Susan Payvar, Ph.D.; Jeff Albaugh, R.N., Ph.D.; Leah Paskar, Ph.D.; Joseph Yount, Ph.D.
- Experience:** Responsible for providing individual and group cognitive-behavioral and psycho-educational psychotherapy to veterans with a wide range of psychiatric diagnoses; Rotations include: Psychosocial Rehabilitation and Recovery Center, Outpatient Mental Health, Health Psychology, Mental

Dates: August 2000-May 2002
 Duties: Advised and mentored undergraduate psychology students in course planning and preparation.

PROFESSIONAL HONORS AND AWARDS

Dissertation Scholarship Award, IUPUI	2010
Todd E. Husted Dissertation Award, American Psychological Foundation	2008
Educational Enhancement Grant for Dissertation Research, IUPUI	2008
Graduate Student Assistantship, IUPUI	2004-2009
National Dean's List, University of Illinois	2000-2002
Dean's List, University of Illinois	2000-2002
Psi-Chi, National Psychology Honor Society	2000-2002

PROFESSIONAL MEMEBERSHIPS

American Psychological Association	2002-Present
Indiana Psychological Association	2008-Present