Workplace Inclusion & Sustainable Employment
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Ethical Principles of a Vocational Goal

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Ethical Principles of a Vocational Goal

Objectives:

Upon completion of this webinar, participants will be able to:

Describe the key elements involved in selecting a vocational goal.

Examine the role of the Vocational Rehabilitation Counselor and the employment professional in the goal selection process.

Identify strategies to ensure application of the ethical principles when supporting a participant's decision making process.

Ethical Principles of a Vocational Goal

How did you know what you wanted to do?

Some know at a very young age, others drift for awhile before they find their niche.

Some complete school only to discover they do not like the field of study they have chosen.

Some seek guidance from counselors, family, teachers

Some never find their niche.

Ethical Principles of a Vocational Goal

Why is a good job match so important?

Positives for both employers/employees

- Job retention
- Job satisfaction
- Saves time and money

Relationship with the Employment Specialist

Ethical Principles of a Vocational Goal

What happens when there is not a good job match?

- High turnover
- Loss of confidence by the job seeker
- Depth of job search is reduced

Relationship with the Employment Specialist

Ethical Principles of a Vocational Goal

Describe the key elements involved in selecting a vocational goal.

Ethical Principles of a Vocational Goal

How do you get to know the job seekers skills and competencies?

"Honeymoon" period…everyone is on their best behavior in the beginning (job seekers and employers)

Spending time with the job seeker

Asking questions

Establishing likes/dislikes

Previous work history

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Homework – assigning work to a job seeker tends to show how dedicated they are to the search

Schedule meetings – allows the opportunity to evaluate the ability to keep appointments

Getting to know them is important to learning who they are and what they are looking for.

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Employment Conditions – for VR services these are established at the planning meeting

- Minimum/maximum hours per week
- Minimum/maximum hours per shift
- Days available to work (include weekends)
- Earnings –minimum or maximum: must make at least minimum wage. SSA benefits consideration

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Employment Conditions (con't)

- Distance and time willing to travel
- Transportation – probably one of the biggest barriers associated with finding someone a job. Verify what/who/where/when in regards to the transportation.
- Accommodations: Days off, holidays, breaks, computer training, scheduled work breaks, Assistive technology, safety features, child/elder care, religious observances.

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Ask for clarification for all employment conditions established.

Ask what types of employment the person is interested in.

Ask where they do not want to work.

Ask what is a “deal breaker” is for them.

Ask if anyone has to be consulted about where they will work.

Ensure to include their legal guardian if they have one.

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Job Analysis is critical for a successful placement!

- Systematically studying and recording the tasks, interactions, and methods of performing the job.
  - Includes any equipment needed to complete the job, safety requirements, special training/education requirements.
  - Often includes critical components of the job

Analyzing supports and corporate culture

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Job Descriptions vs Job Tasks

- Administrative assistant, manager, administrator

- Answering multiple phone lines, filing documentation into virtual and non-virtual systems, coordinating office meetings, responsible for company credit cards, creates and modifies documents using Microsoft Word, receiving and directing visitors.

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Matching the job seeker to a description works the same way.

- Janitor = Knowledge, Skills, Abilities
- Baker = KSA's
- Accountant = KSA's

Entry level vs Experience

Training available

Working independently vs Working crew

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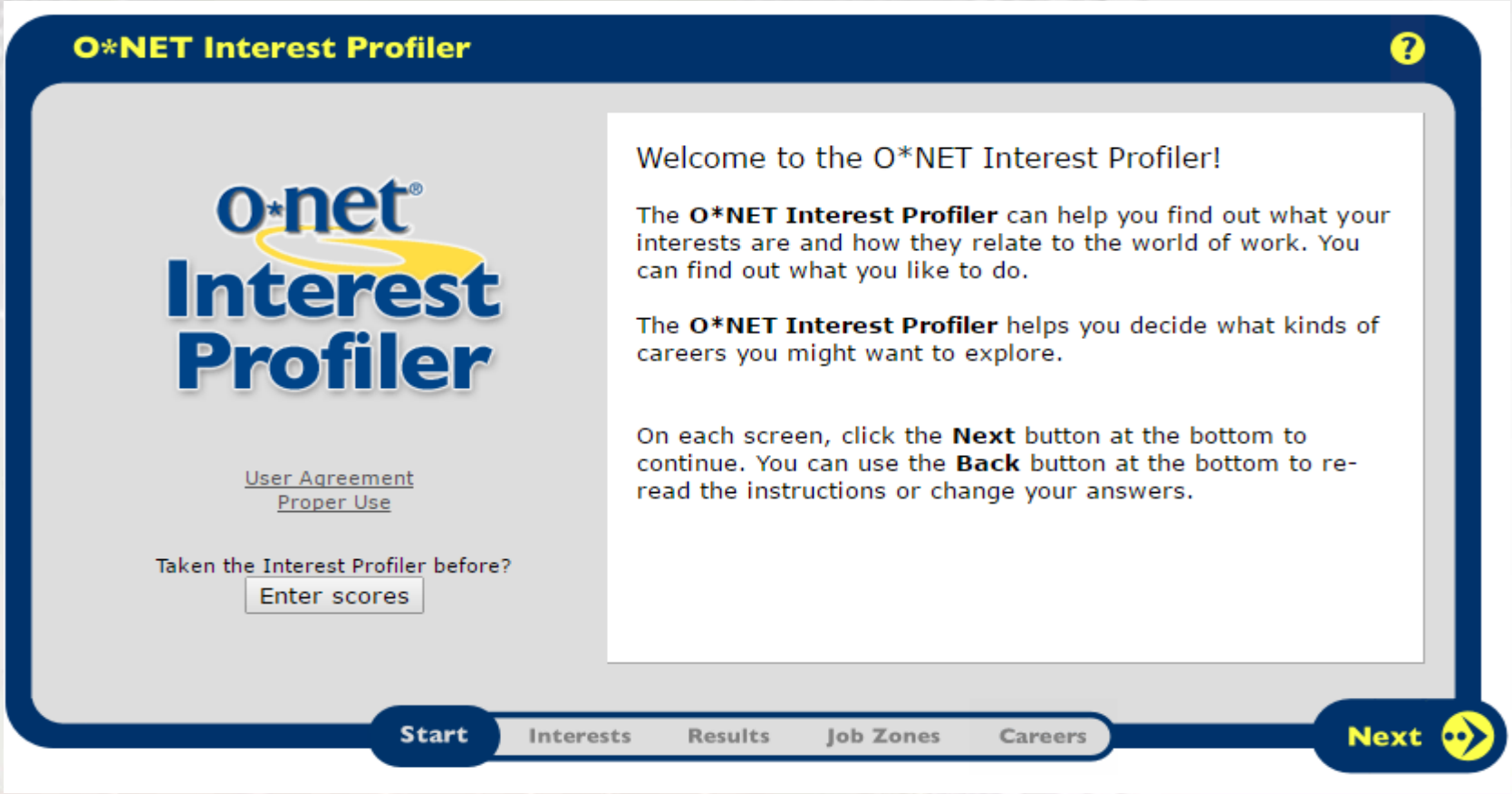
Identify tools and assessments to help an individual find a potential job match.

There are many “surveys” available, no one is better than another.

One that provides information about the person’s likes/dislikes can provide a guide.

O*NET Interest Profiler

https://www.mynextmove.org/explore/ip



O*NET Interest Profiler

How it works:

The **O*NET Interest Profiler** has 60 questions about work activities that some people do on their jobs.

Read each question carefully and decide how you would feel about doing each type of work:

- = **Strongly Dislike**
- = **Dislike**
- = **Unsure**
- = **Like**
- = **Strongly Like**

Try **NOT** to think about:

- If you have enough **education or training** to do the work; or
- How much **money** you would make doing the work.

Just think about if you would like or dislike doing the work.

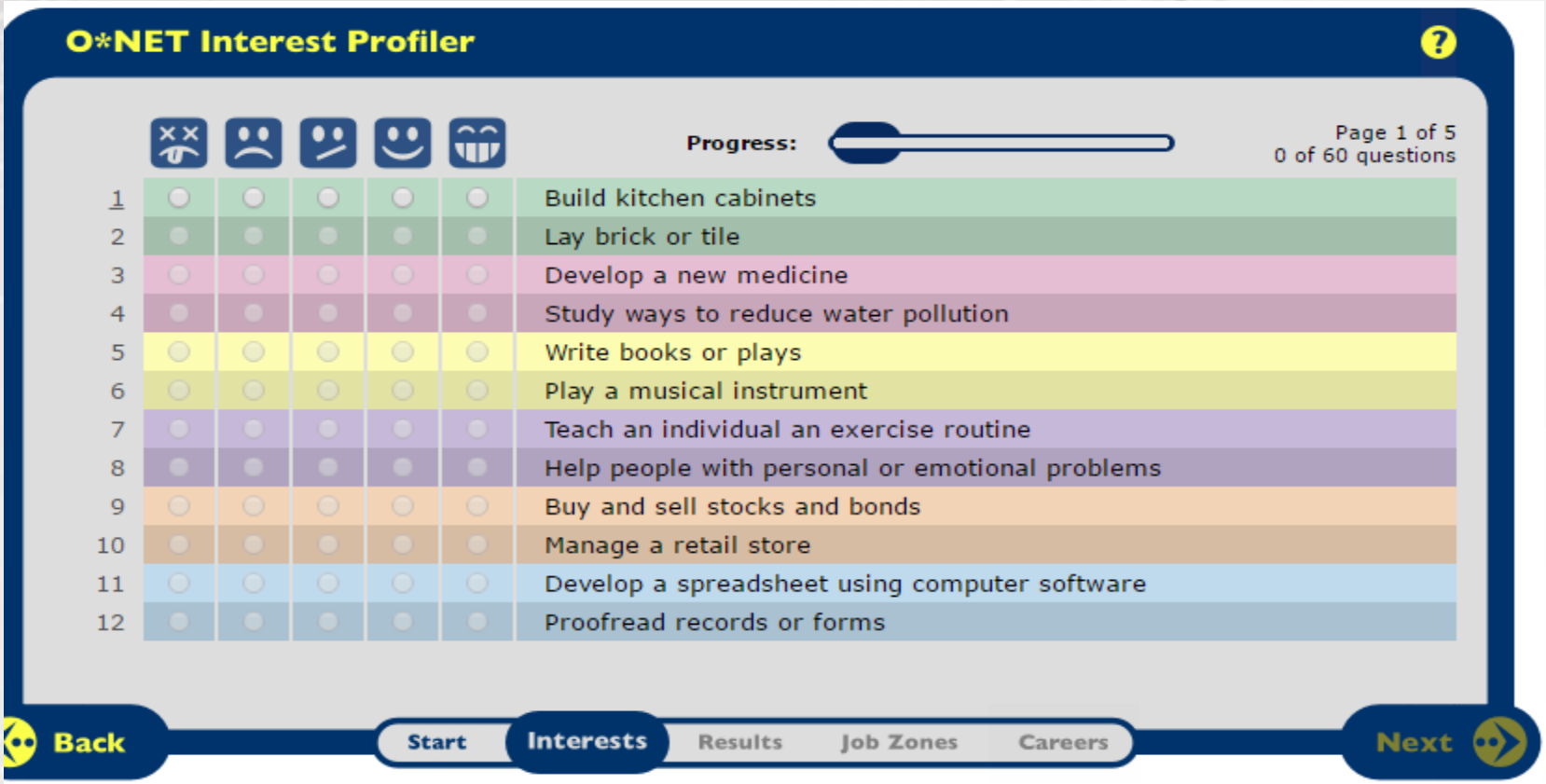
There are no right or wrong answers!

Please take your time answering the questions. There is no need to rush!

You are learning about your interests, so that you can explore work you might like and find rewarding!

O*NET Interest Profiler

Tasks are identified and the job seeker “rates” them.



Job Match for Success!

O*Net Interest Profiler

Interests

Preferences for work environments and outcomes.

Realistic — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

Investigative — Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.

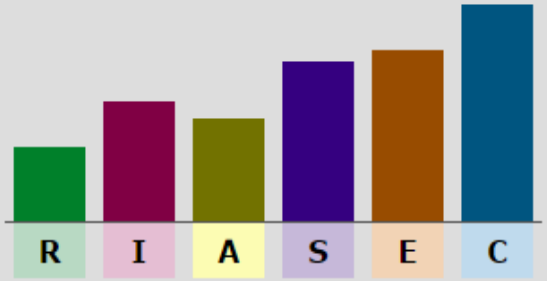
Artistic — Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.

Social — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

Enterprising — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.

Conventional — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

O*NET Interest Profiler



Realistic	13
Investigative	21
Artistic	18
Social	**28**
Enterprising	**30**
Conventional	**38**

Here are your Interest Profiler results!

Think of your interests as work you like to do.

Your interests can help you find careers you might like to explore. The more a career meets your interests, the more likely it will be satisfying and rewarding to you.

You can click on any interest below to learn more. When you're ready, click **Next** to continue.

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional

Print

Back | Start | Interests | Results | Job Zones | Careers | Next

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O*NET Interest Profiler

Scores from the Interest Profiler

Assumptions

The highest score relates to the area where the person should seek employment.

The lowest score relates to areas a person should never seek employment.

Ethical Principles of a Vocational Goal

Examine the role of the Vocational Rehabilitation Counselor and the Employment Professional in the goal selection process.

Ethical Principles of a Vocational Goal

Employment placement plan - established by the VRC after interviewing, assessing the customer

The employment goal is written based on this plan.

The placement meeting is usually the first time the Employment Professional is brought in.

Ethical Principles of a Vocational Goal

CRC Values & Ethical Principles

Autonomy: To respect the rights of clients to be self-governing within their social and cultural framework.

Beneficence: To do good to others; to promote the well-being of clients.

Fidelity: To be faithful; to keep promises and honor the trust placed in rehabilitation counselors.

Ethical Principles of a Vocational Goal

CRC Ethical principles (cont.)

Justice: To be fair in the treatment of all clients; to provide appropriate services to all.

Nonmaleficence: To do no harm to others.

Veracity: To be honest.

https://www.crccertification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf

Ethical Principles of a Vocational Goal

National Organization for Human Services (NOHS)

Ethical Standards Subjects

Responsibility to the Public & Society
Responsibility to Clients
Responsibility to Employers
Responsibility to Colleagues
Responsibility to Self
Responsibility to the Profession
Responsibility to Students

http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals

Ethical Principles of a Vocational Goal

Responsibility to Clients

STANDARD 1 Human service professionals recognize and build on client and community strengths.

STANDARD 2 Human service professionals obtain informed consent to provide services to clients at the beginning of the helping relationship

STANDARD 3 Human service professionals protect the client's right to privacy and confidentiality

STANDARD 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals.

STANDARD 5 Human service professionals recognize that multiple relationships may increase the risk of harm to or exploitation of clients and may impair their professional judgment.

Ethical Principles of a Vocational Goal

Responsibility to Clients (cont)

STANDARD 6 Sexual or romantic relationships with current clients are prohibited. Before engaging in sexual or romantic relationships with former clients, friends, or family members of former clients, human service professionals carefully evaluate potential exploitation or harm and refrain from entering into such a relationship.

STANDARD 7 Human service professionals ensure that their values or biases are not imposed upon their clients.

STANDARD 8 Human service professionals protect the integrity, safety, and security of client records.

STANDARD 9 When providing services through the use of technology, human service professionals take precautions to ensure and maintain confidentiality and comply with all relevant laws and requirements regarding storing, transmitting, and retrieving data.

APSE – Ethical Guidelines for Professionals in Supported Employment

Individuality
Choice
Respect
Participation
Competence
Social Inclusion

Community Settings with Minimal Intrusion
Employment
Career Planning
Job Development
Job Acquisition

Work Support
Life support
Career Advancement
Staff Training

http://www.apse.org/wp-content/uploads/2014/01/APSE-Ethical-Guidelines2.pdf

Ethical Principles of a Vocational Goal

Identify strategies to ensure application of the ethical principles when supporting a participant's decision making process.

Ethical Principles of a Vocational Goal

Your internal ethical “compass”.

Personal Beliefs/Morals - good/bad action, right/wrong of an action

Culture - What is important to us and why?; of value

Influenced by our cultural beliefs, background, experiences

Religion – need to be aware of this

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Compass Impacts:

Customers
Co-workers
Employers
Friends
Family

Pretty much all interactions with everyone

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People First Language

Say this	Not this
People with Disabilities	the handicapped/disabled
Person who has Down Syndrome	Downs person, mongoloid
Person who has autism	Autistic
Person with physical disability	Crippled
Little person	Dwarf, midget
Person with visual impairment	the blind
Person with a learning disability	learning disabled
Person with a cognitive/intellectual	Mentally retarded, retarded

Using the words: struggling with, confined to, bound to, or putting the condition first instead of the person should be avoided.

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Using People First Language

Sign of Respect

Avoids labels

Reduces Barriers

Avoids negative stereotypes

Acknowledges what the person has and recognizes that a person **is not** a disability.

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Employer Objections – comments, concerns, objections raised by employers to deter a person with a disability applying for or seeking out a certain job. Some statements may be:

"They can't work (keep up, have the stamina, etc.) because they are disabled."

"what is wrong with her?" or

"are you sure she can do that?“

The employment professional needs to be ready to counter here, keep their cool and start a conversation.

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Feel-Felt-Found

	What is said	Why it is said
Employer:	"I don't think he can keep up."	States Objection.
You:	"I know how you **feel**."	Acknowledges the fear or concern.
You:	"Other employers I've worked with have **felt** that way."	Generalized fear to other employers.
You:	"What they **found** was quite the opposite."	Shares the reality.

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Keys to the Feel-Felt-Found

"Feel" – Empathize with them. Let them know you understand how they feel.

"Felt"– Let them know others have felt the same way. They are not the only ones.

"Found" – Let them know what the others found afterwards. It wasn't so bad.

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More Strategies

Maintaining confidentiality

Having honest, direct conversations about what, if anything they want disclosed and to whom.

Exploring accommodations - https://askjan.org/

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Barriers you can assist with – educating other employees, flexible scheduling, time off for appointments, transportation issues, accessibility, child care, training

Barriers that may require more time/resources – education, lack of employment history, lack of transportation to work, $$, improve living environment

Ethical Principles of a Vocational Goal Case Study

Wayne is 26 year old

He was been diagnosed with Major Depression at the age of 19 during his first year of college.

He completed his AA degree in computer science, while going to school part-time.

He has 4 years of previous work experience in retail, fast food and a small computer repair business.

He has indicated that he prefers a small vs large work environment.

Ethical Principles of a Vocational Goal Case Study

Wayne (con't)

Stress management is very important, when stressed he acknowledges he tends to isolate, which has lead to negative behaviors in the past.

He uses an organizer on his smart phone to keep track of his Dr. appointments, medications and daily "to-do" lists.

He enjoys the "routine" of work and is looking forward obtaining stable work.

Wants to be able to live independently. (move from parents house)

Ethical Principles of a Vocational Goal

Wayne completes the O*NET Interest Profiler.

The interest profiler is able to generate job zones using little to no job preparation up to and including extensive job preparation.

Each category is clearly defined to allow the participant the opportunity to match the zone to their current experience, education and what they may have in the future

The results for **Best fit** follow:

Careers that fit your interests and preparation level:

Best fit Great fit

	Bright Outlook	green	Registered Apprenticeship
Administrative Services Managers			✓
Bookkeeping, Accounting, & Auditing Clerks	✓		✓
Brokerage Clerks			
Court Reporters			
Credit Authorizers			
Customs Brokers	✓		
Eligibility Interviewers, Government Programs			
Executive Secretaries & Executive Administrative Assistants			
First-Line Supervisors of Office & Administrative Support Workers	✓		
Funeral Service Managers			
Human Resources Assistants			✓
Insurance Adjusters, Examiners, & Investigators			
Insurance Claims Clerks			
Legal Secretaries			✓

Ethical Principles of a Vocational Goal Case Study

Once this information is gathered and the employment conditions are established it is time to start to narrow down what Wayne is looking for in relationship to work.

Your supervisor has told you that a major retailer contacted them about a stoker position and you need to have Wayne apply.

Thinking about ethical principles what is your next step (s)?

Do you have Wayne apply? Not apply?

What principles apply here?

Ethical Principles of a Vocational Goal Case Study

Wayne cont'

Wayne's employment goal is:

43-3031.00 - Bookkeeping, Accounting, and Auditing Clerks

He is very interested in the auditing clerk.

He wants to start applying at all administrative offices in your town, you know that not every employer has a need for this position.

Thinking about ethical principles what is your next step (s)?

Do you have Wayne apply? Not apply?

What principles apply here?

Ethical Principles of a Vocational Goal Case Study

Wayne cont'

Wayne had an interview with local bookkeeping agency.

He is scheduled to return for a second interview.

Wayne does not want to disclose his disability. He is asking your advice about what to do.

Thinking about ethical principles what is your next step (s)?

Do you tell Wayne to disclose? Not disclose?

What principles apply here?

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Describe the key elements involved in selecting a vocational goal.

Examine the role of the Vocational Rehabilitation Counselor and the employment professional in the goal selection process.

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Questions???

Comments??

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