

Toolkit for Employing Individuals with Lived Experience Within the Public Mental Health Workforce



Working Well Together
Training and Technical Assistance Center



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Working Well Together (WWT)

The WWT Training and Technical Assistance Center is a collaborative composed of the California Association of Mental Health Peer Run Organizations-Peers Envisioning and Engaging in Recovery Services (CAMHPRO-PEERS), NAMI California, United Advocates for Children and Families (UACF), and the California Institute for Mental Health (CiMH).

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Introduction to the Tool Kit

This toolkit is intended to assist and strengthen the employment of persons with mental health challenges, family members of adults with mental health needs, and family members of children and youth served by the system as representatives of lived experience. Sometimes called Parent Partners, Peer Providers, Family Support Specialists, Consumer Advocates, Peer Specialists, Senior Mentors, and others; these positions are emerging as a profession as are opportunities for public mental health programs to take advantage of the lived experiences as the populations they serve continues to grow.

But, establishing a position, recruiting just the right person, hiring the best candidate, and retaining a successful employee are purposeful and strategic endeavors. Persons with lived experience and programs struggle to develop a pathway to success, even as the body of resources surrounding the practice continues to grow.

The purpose of the toolkit is to develop and disseminate resources, information, and tools for recruiting, hiring, training, supporting and retaining employees with lived experience in the public mental health systems, across both traditional employment and supported employment environments. Each section features tools, including templates, samples, and models that can be adjusted to meet individual program need. This toolkit pulls together much of that information; sorting it into palatable bites and organizing it so that resources and tools are ready available.

The target audience includes Mental Health Directors, Human Resource personnel, Supervisory Clinicians, Supervisory Case Managers, county contracted providers, and Supervisors of employees in designated positions and with lived experience as consumers, clients, parents Volunteer Coordinators and staff, Employment/Supported Employment providers, individuals with lived experience in the community and caregivers.

How to use this Tool Kit

As with any toolkit, this is intended to serve a variety of audiences on specific and targeted components within the development of positions, hiring persons with lived experience, and promoting a sustainable employee who has the expertise and support to become successful. Each individual opening the kit will have a different purpose, need, and likely draw value in a very diverse manner. For these reasons, the kit is arranged by section with topics and resources or tools to provide information or guidance in developing or strengthening that area within a public mental health setting. Each section is introduced and topics follow with simple and clear discussions around what their meaning, relevance to the lived experience workforce practices, general resources for more information, and suggested tools for implementation.

For the purpose of a common language base, the following definitions apply in this toolkit.

Behavioral Health Challenges - mental health or emotional challenges that may include the following co-occurring issues: substance use, intellectual challenges, dementia or trauma.

Consumer - a person, who has applied for, is eligible for, or who has received behavioral health services. For a child or youth whose parents or legal guardians are involved in the treatment plan, the definition of consumer includes parents or legal guardians. (From Washington State)

“The kit is arranged by section with topics and resources or tools to provide information or guidance in developing or strengthening that area within a public mental health setting.”

Family Member to Adult - an adult, or older adult with lived experience of having or caring for an adult relative with behavioral health challenges.

Parent/Caregiver - a person who is parenting or has parented a child, youth, or young adult with behavioral health challenges. This person may be a birth parent, adoptive parent, family member standing in for an absent parent or a person chosen by the family or youth to function in the role of a parent.

Peer - a person of similar lived experience.

Peer Specialist - Based upon the fundamental principles of recovery and resiliency Peer Support services are therapeutic interactions conducted by self-identified current or former consumers of behavioral health services, family members/caregivers to adults with behavioral health challenges, or parents/caregivers to children, youth or young adults with behavioral health challenges. Peer Specialists are trained and become certified to offer support to others in their recovery and/or resiliency process and in their community integration process. Peer support is intended to inspire hope in individuals, parents, family members and caregivers that recovery and/or resiliency is

not only possible, but also probable. Peer support services are designed to promote empowerment, self-determination, understanding, wellness skills, and resiliency through mentoring and service coordination supports that allow individuals with behavioral health challenges to achieve personal wellness, or to their family members, parents, or caregivers, to support building resilience to stressors and barriers encountered.

Certified Peer Specialist - person with lived experience who is trained in core content areas, passed the certification exam, is able to articulate their lived experience to support a peer of similar lived experience in a variety of settings, AND who:

- as a consumer with lived experience of behavioral health challenges, is actively pursuing their own wellness, recovery, and/or resiliency (Peer Support Specialist); or
- as a youth/young adult with lived experience of behavioral health challenges, is actively pursuing their own wellness and development (Youth Peer Support Specialist); or
- as a family member of an adult/older adult with behavioral health challenges, supports a family member in their recovery (Family Member Peer Support Specialist); or
- As a parent/caregiver of a child/youth involved in multiple systems including behavioral health, has supported and advocated for the child/youth in building

resiliency (Parent Partner Peer Support Specialist, Family Support Partner).

Peer Support Services - facilitate the development of recovery and/or resiliency skills, are multi-faceted and include, but are not limited to, individual advocacy, crisis management support, asset building, and skills training. Peer support is a system of giving and receiving help founded on key principles of respect, shared responsibility, and mutual agreement of what is helpful. Peer support is not based on psychiatric models and diagnostic criteria. It is about understanding another's situation empathically through the shared experience of emotional and psychological pain. When people find affiliation with others whom they feel are "like" them, they feel a connection. This connection, or affiliation, is a deep, holistic understanding based on mutual experience where people are able to "be" with each other without the constraints of traditional (expert/patient) relationships. Further, as trust in the relationship builds, both people are able to respectfully challenge each other when they find themselves re-enacting old roles. This allows members of the peer community to try out new behaviors with one another and move beyond previously held self-limiting beliefs and concepts built on disability, diagnosis, and a trauma worldview. It is important that certified peer support specialists have common experiences with the people they work with. Certified peer support specialists whose experience is as a parent, family member, or caregiver should work with other parents, family members, caregivers as they

share similar experiences. Peer Specialists value the principles of wellness, recovery and resiliency as defined:

Wellness - the conscious and deliberate process of creating and adapting patterns of behavior that lead to improved health in the following wellness dimensions: Emotional, Financial, Social, Spiritual, Educational/Occupational, Physical, Intellectual, Environmental.

Recovery - a process of change through which individuals improve their health and wellness, live a self-directed life, and strive to reach their full potential. Each individual may define recovery differently.

Resiliency - an inner capacity that when nurtured, facilitated, and supported by others— empowers individuals and communities to successfully meet life's challenges with a sense of self-determination, mastery and hope.

Components of Tool Kit

Developing and implementing a successful lived experience position within the public mental health workplace is a strategic process. The following components have been addressed within the Toolkit to ensure the process is not linear and that the public mental health program can continuously cycle back to improve their outcomes.

Setting the Stage

- Developing a Healthy Work Environment
- Understanding State and Federal Laws
- Workplace Communication
- Etiquette
- Bypassing Stigma
- Cultural Competency
- Workplace Support Assessments

Recruiting Employees

- Creating Positions
- Developing Job Descriptions
- Developing Positions and Job Classifications
- Developing Job Announcements
- Planning and Developing Benefits
- Applying Outreach Practices
- Recruitment Regulations
- Evaluating Recruiting Outcomes

Hiring Employees

- Reviewing Resumes and Applications
- Interviewing Protocol and Process
- Selecting Qualified Applicants
- Making an Offer
- Evaluating Hiring Outcomes

Retaining Employees

- Position and Program Orientation
- Supervision
- Career Pathways
- Personal Development
- Program Quality Improvement
- Evaluating Employee Retention and Program

Building the Capacity of Individuals

- Employee Self-Confidence
- Handling Disclosure
- Responding to a Relapse for Individuals and their Families
- Supervision and Evaluation as Capacity Building Tools
- Job Coaching and Similar Supports

NOTE: For Administrators or Program Directors, Service Providers, or Other Management Professionals:

Individuals that are responsible for a program with a lived experience position will find that the toolkit offers information and resources that are practical at every juncture of planning, development, implementation, and evaluation. For planning or program improvement, each topic and its associated resources and tools can facilitate a program that is staying abreast of best practices and industry standards. The toolkit should be used to analyze, improve, and develop necessary supports and resources built upon nationally recognized contributions.

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Although many of the cited resources are not directly related to lived experience positions, they are adaptable and can be used as a foundation for edits, revisions, and remodeling that results in a tool that will work for the targeted position and program. When using a resource that was not developed specifically for the lived experience position, be sure you utilize the following to gather input, provide a reality check on application, and to ensure a family or consumer driven base.

Prior to adaptation ask others in a lived experience position or program if the resource or materials are:

- Appropriate
- Family or youth driven
- Culturally competent
- Based upon recovery models
- Consistent with the ethics or competencies of certification programs
- Adaptable
- Discovery oriented
- Built upon resiliency
- Using language that is acceptable to all individuals with lived experience, despite age or culture

Once adapted, go back to a seasoned lived experience representative and supervisor and have them review the changes to ensure it is:

- In line with current industry trends
- Complete with few or no gaps that would compromise its use
- Family or youth driven
- Culturally competent
- Based upon the recovery model
- Consistent with the ethics or competencies of certification programs

NOTE: For Persons with Mental Health Lived Experience, Youth, Families of an Adult with Mental Health Needs, and Families of Children and Youth with Mental Health Needs:

The toolkit offers those who have been hired, are looking to be hired, or would like to work collaboratively with programs to develop a lived experience position or program information that is organized by topic. The resources and tools further supplant the information necessary to help promote positions that are consistent, youth and family driven, and capable of promoting recovery and resiliency in families and persons with mental health lived experience. This information and

resources can offer a “heads up” on emerging practices and encourage excellence in employees with lived experience by helping them understand the evolution of the position, potential for support, and guide them in what to expect or request within their employment. In addition, the toolkit can be used as an advocacy tool to promote the application of best practices in establishing a lived experience position within public mental health settings.

Setting the Stage for Successful Employment in the Public Mental Health Workplace

Successful employment of an individual with lived experience into the public mental health workforce takes strategic effort and planning. The receiving workplace must be stigma and discrimination free and have an environment of wellness that supports the mental health needs of all employees, including those with mental health challenges. It is wise to create a healthy work environment before hiring an individual with lived experience rather than hire someone

and have he/she fail because the workplace was not prepared to support the position and the person in a manner that would produce positive outcomes. Preparing the workplace to be receptive and supportive can prevent position failure and facilitate the confidence of both the program and the individual hired for their lived experience.

Developing a Healthy Work Environment

The workplace is one of the key environments that can affect our mental wellbeing and health. There is growing awareness of the role of work in promoting or hindering mental wellness. It makes sense that the workplace, no matter the setting, is critical in ongoing recovery and mental health.

A healthy work environment is important for the overall health of all employees including those hired for their lived experience. Public mental health work environments are no different than other work environments in terms of the need

for a focused attention on making it safe, productive, and empowering. Healthy work environments have been linked with employee engagement and organizational commitment. These environments are characterized by a high level of trust between management and employees; by employees who treat each other in a respectful manner; by an organizational culture that supports skilled communication and collaboration; and by a climate in which employees feel emotionally and physically safe (Shirey, 2006).

The National Quality Institute in Canada reports that there are three factors which influence the health or wellness of the organization and its employees (Health Canada, 1992 & National Quality Institute, 1998). These include:

Health & Safety: The environment in which people work is a major influence on employee health.

Culture & Social Environment: Basic human needs such as sense of belonging, purpose and mission, sense of control and freedom from harassment. Some of these related issues might include:

- Balance between work and family
- Staff involvement in decision making
- Flex time
- Peer communication

- Employee training and development
- Employee satisfaction
- Positive supervisor communication and feedback
- Staff morale
- Employee recognition
- Social atmosphere

Lifestyle Practices of Employees: Workplaces that support health practices encourage healthy behaviors/coping skills such as smoking cessation, personal health, stress management, and alcohol and drug use.

Healthy work environment practices include research from professions and arenas outside of the public mental health workplace. But, much of this research has provided sound practices toward providing a supportive and nurturing

Creating mentally healthy workplaces will require strategies that:

- Promotes well-being for all staff, especially those with lived experience;
- Addresses work-related mental health problems;
- Creates a safe environment for sharing mental health needs; and
- Supports staff that experience mental health issues or needs.

workplace for all persons and would be essential to those with lived experience.

Healthy environments within the public mental health workplace cannot be overlooked as important for employees with lived experience as they are often living the same challenges as the peers they assist. A strong and safe work environment will contribute to their overall wellbeing and offer them an opportunity to grow and develop within an emerging professional workforce.

A mentally healthy workplace is not a special promotion for those hired with lived experience. To be authentic in intent and effort, a mentally healthy workplace should be a basic benefit for all employees.

Healthy Work Environment Resources

Mentally Healthy Workplaces Online Course - For Employees

This is for anyone who wants to learn more about mental health, whether it is how to look after your own health or advice on supporting a colleague. It will take about one to two hours to complete and can help your organization in working towards their HWL Award. To complete the course you will need to register on Health Scotland's VLE, this will only take a few minutes. Follow this link and instructions.

<http://www.healthyworkinglives.com/documents/4908.aspx>

The Cardiff Work Environment Research Centre (CWERC)

This is a center of excellence for research, undertakes research in the areas of the work environment, health and safety, work and well-being, and related subjects; providing an authoritative source of expert advice on these topics, and contributing to the future of policy development in the UK and further afield.

<http://www.cf.ac.uk/cwerc/index.html>

Flexible schedules and results-oriented work environments

News release regarding new U of M research finding that flexible schedules and results-oriented work environments reduce work-family conflict and turnover, written by Tessa Eagan, College of Liberal Arts, University of MN.

http://www1.umn.edu/news/news-releases/2011/UR_CONTENT_316944.html

Healthy Work Environment Tools

Mental Health Friendly Workplace Indicators

Some observable indicators found in Mental Health-Friendly Workplaces are described below. Some businesses will recognize many of the indicators as descriptors of their own organizations; others will read them as a list of desirable options or components for building a Mental Health-Friendly Workplace. Any business that thinks of itself as being mental health-friendly will have a number of these elements in place. Think of your own organization as you scan the list.

- Welcomes all qualified job applicants; diversity is valued;
- Includes health care that treats mental illnesses with the same urgency as physical illnesses;
- Has programs and/or practices that promote and support employee health-wellness and/or work-life balance;
- Provides training for managers and front-line supervisors in mental health workplace issues;
- Safeguards the confidentiality of employee health information;
- Provides an Employee Assistance Program (EAP) or other appropriate referral resources to assist managers and employees;
- Supports employees who seek treatment or who require hospitalization and disability leave, including planning for return to work;
- Ensures exit with dignity as a priority, should it become essential for an employee to leave his or her employment; and
- Provides all-employee communication regarding equal opportunity employment, the reasonable accommodations policy of the Americans with Disabilities Act, health and wellness programs, and similar topics that promote an accepting, anti-stigmatizing, anti-discriminating climate in the workplace.

Scanning Workplace Mental Wellness

Use the following questions to assess the workplace attention to the mental wellness of all employees.

WORKPLACE CULTURE

- Do workplace values reflect concern for well-being of employees?
- Is there a strategic process in place to monitor employee morale on a regular basis?
- Do communication practices encourage open communication about all issues that could impact employee performance?
- Are several approaches to gathering feedback available at all levels of the organization?
- Does the workplace view mental health promotion in the workplace as an investment in a stable and productive work?
- Is there a formal and consistent process to examine workplace culture and the products and services and their potential impact on mental wellness?
- Does the workplace have a no tolerance policy regarding prejudice about mental health?
- Does the workplace process consider how behaviors negatively impact mental health?
- What (specifically) does the workplace do to promote mental health and wellness?

POLICIES AND PRACTICES Mental Health Benefits

- Are mental health benefits offered?
- Have these been reviewed for adequacy, accessibility, and affordability?
- Are they covered at the same level as other physical disorders?
- Do they respond to the chronic nature of mental disorders?
- Does the workplace allow for medical leave for a mental health crisis?
- Upon return, is there a policy for:
 - Post-treatment support
 - Return-to-work assistance
- Is there a no tolerance policy for stigma, bullying, and discrimination in the workplace?
- Are policies relative to stigma, bullying, and discrimination a required component of employee orientation?

MAXIMIZING RESOURCES

- Is the workplace aware of general local resources (e.g., toll free referral numbers or websites) or employee assistance programs in case a referral for mental health treatment is needed?
- Are these referrals low cost (or free) and without a lot of pre-authorizations or referral requirements?
- How does your workplace re-integrate an employee who has been on mental health leave for a mental health crisis?
- Is there a process for partnering with community providers beyond the services population; i.e. staff and their families?

ACCOMMODATIONS

- Does the workplace understand their responsibilities relative to “reasonable accommodations” for individuals who would otherwise be fully qualified to overcome the challenges they face as the result of a mental disability?
- Are these disability management efforts coordinated by a disability manager?
- For small businesses or organizations without a Human Resources Department, is there another person designated to be responsible?

TRAINING

- Does the workplace routinely have educational programs on mental health topics (beyond stress and conflict resolution)?
- Is this training for all employees, but especially for supervisors and managers, in order to create a workplace culture that has a full understanding of mental health issues and that values individuals who might struggle with mental disorders?
- Does training exist specifically for suicide prevention?
- Are all trainings and trainers competent in the cultural, ethnic, racial, and linguistic representations of the workplace?
- Are trainings offered in several modalities to facilitate participation?

SOCIAL MARKETING

- Does the workplace distribute printed material (brochures/posters/fact sheets) promoting

mental health or educating employees about mental disorders?

- Are mental health screening days (e.g. depression, anxiety, and alcohol abuse) promoted in the workplace, encouraging employees to take a confidential self-assessment?
- Does the workplace ensure that it cares about the mental wellness of its employees as well as those it serves in its materials, resources, and promotions?

(Adapted from: Working Minds, How Healthy is your Workplaces? www.workingminds.org)

Tips to Create a Mentally Healthy Workplace

The emotional well-being of all employees is important and sets the tone for addressing mental health issues in the workplace. It should not be saved for persons with lived experience and should be an integrated component of the overall work environment. Below are several tips to assist in developing a mentally healthy work environment.

- **Be proactive.** Examine culture, norms, policies and expectations to find out what you can change to create an environment that's conducive to promoting mental health.
- **Make mental and emotional health a priority.** Mental health is an issue that is often overlooked by employers but it is a very real concern, as a growing number of employees find themselves overwhelmed by the pressures of their jobs, families and the economy.
- **Be inclusive.** Make sure that wellness support is extended to all employees and offer technology supported resources such as an on-demand video training modules where employees and their family members have access whenever and wherever they need it whether they are at work, at home or on the go on their mobile device.
- **Provide resources in a variety of formats.** Provide all staff with credible sources of information on mental health topics that is easy to read and offers them choices in how they learn, such as video, recording, eLearning, etc.
- **Practice a holistic view of mental health.** Mental health is not just about diagnosed illnesses. It can also be about many factors that improve a person's well-being including nutrition, fitness, and good sleep habits.
- **Consider challenges beyond the workplace that can strain mental and emotional wellness.** Personal finances, work-life balance, parenting and elder care are all things that staff may cope with in their daily lives. Be sure to look at what resources can be offered to help them meet their personal as well as workplace challenges.
- **Break down stigma barriers.** An employer can play an important role in reducing the stigma associated with mental illness. This is critical to the infusion of positions for persons with lived experience. Employers should set a no-tolerance rule relative to stigma and discrimination in the workplace.
- **Make emotional and mental wellness an obvious priority.** Make sure all levels of management are actively involved with mental health messaging.
- **Be openly accepting and understanding.** All employees should feel confident that management is able to recognize and understand the challenges they face, and

that there is an open door of support for them.

- **Prepare all staff to be competent in dealing with mental health issues.** Train all levels of management on mental health matters and mental health first aid.
- **Make mental illness a comfortable topic.** Foster an environment where people are comfortable discussing wellness concerns and listen to their feedback.

- **Stay current.** Workplace issues can shift from year to year as can mental health issues, treatment, and resources. Make sure that programs are revisited at least annually so the content stays relevant.

(Adapted from: Ten Ways to Create a Mentally Healthy Workplace, Aimee Israel and Michael Held, Published Monday, Nov. 07 2011, 6:00 AM EST; Last updated Thursday, Sep. 06 2012, 11:13 AM EDT)

SAMHSA'S WELLNESS INITIATIVE

Eight Dimensions of Wellness



Communication among mental health consumers, professionals, and primary care providers about health information is essential to overall wellness.

Through its Wellness Initiative, SAMHSA pledges to promote wellness for people with mental and substance use disorders by motivating individuals, organizations, and communities to take action and work toward improved quality of life, cardiovascular health, and decreased early mortality rates.

To learn more and sign the Pledge for Wellness, visit <http://www.samhsa.gov/wellness>.

For information, contact: SAMHSA's Wellness Initiative
1 Choke Cherry Road
Rockville, MD 20857
E-mail: wellness@samhsa.hhs.gov

*Szasz, Szeberick, et al. (2006). A wellness approach. *Psychiatric Rehabilitation Journal*, 29(4), 321-324.



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Understanding State and Federal Laws Relative to Persons with Mental Health Challenges

When recruiting, hiring, and employing individuals with lived experience, it is important to have an understanding of current state and federal laws that may influence not only that process but also their behaviors within the workplace. Laws and regulations must be well

understood and applied throughout the recruiting and hiring process. In addition, these laws and regulations must also be ingrained into the workplace by both the employee and the employer.

In general, there are state and federal laws that apply to the:

Employer

- Mandating workplace accommodations for person's with eligible disabilities
- Standards of confidentiality and protection of personal information for all persons, including family members of a person with mental illness
- Equality within the recruiting, hiring, and employment arenas

Employee

- Adherence to program state and federal laws
- HIPAA (Health Insurance Portability and Accountability Act)
- Mandated reporter of abuse and neglect

Mental disability includes any mental or psychological disorder, such as developmental disabilities, organic brain syndrome, emotional or mental illness, and specific learning disabilities that limit a major life activity, or having a history of such impairment or being regarded as having or having had such an

impairment. Mental disability includes any mental or psychological disorder or condition that requires special education or related services. (Gov. Code, ' 12926, subd. (i).) Mental disability does not include sexual behavior disorders, compulsive gambling, kleptomania, pyromania or current unlawful drug use.

There are several important federal laws that protect individuals with disabilities from

discrimination in employment and the job application process:

- The Americans with Disabilities Act
- The Rehabilitation Act
- The Workforce Investment Act
- The Vietnam Era Veterans' Readjustment Assistance Act
- The Civil Service Reform Act

Although many employers and individuals have a basic understanding of the ADA, the nondiscrimination policies of the other laws may be less familiar. Below is a short summary of each law and information on where employers can access additional information and compliance resources.

The **Americans with Disabilities Act (ADA)** prohibits discrimination against people with disabilities and guarantees equal opportunities for individuals with disabilities in employment, transportation, public accommodations, state and local government services, and telecommunications. Specifically, the ADA prohibits discrimination against people with disabilities and guarantees equal opportunities for individuals with disabilities in employment, transportation, public accommodations, state and local government services, and telecommunications.

- **Title I: Employment** prohibits covered employers from discriminating against people with disabilities in all employment-related activities, including hiring, pay, benefits, firing and promotions. Covered employers include private businesses, educational institutions, employment agencies, labor organizations, and state

and local government entities with 15 or more employees.

- **Title II: State and Local Governments** protects people with disabilities from discrimination in state and local government services, programs and activities. It prohibits *all* state and local government entities, regardless of how many people they employ or whether they receive federal financial assistance, from discriminating against qualified individuals with disabilities in employment.

The **Rehabilitation Act** authorizes funding for various disability-related purposes and activities, including state vocational rehabilitation (VR) programs, independent living programs, training and research, and the work of the National Council on Disability. It also includes three sections that prohibit discrimination against individuals with disabilities by specific types of employers: federal agencies, employers/businesses contracting with federal agencies and programs receiving federal financial assistance.

- **Section 501** of the Rehabilitation Act prohibits federal employers from discriminating against qualified individuals with disabilities and requires them to take affirmative action to employ and advance in employment qualified individuals with disabilities.
- **Section 503** of the Rehabilitation Act prohibits employment discrimination based on disability and requires affirmative action in the hiring, placement and advancement of people with

disabilities by federal contractors or subcontractors who have federal contracts or subcontracts in excess of \$10,000.

- **Section 504** of the Rehabilitation Act prohibits discrimination against qualified individuals with disabilities by federal agencies, or by programs or activities that receive federal financial assistance or are conducted by a federal agency.

The Workforce Investment Act (WIA) consolidates federal job training and employment programs, bringing together a wide range of employment services, vocational rehabilitation, adult education, welfare-to-work and vocational education activities into a nationwide system of One-Stop Career Centers. WIA's **Section 188** prohibits discrimination against individuals with disabilities who apply for, participate in or are employees of any program or organization that receives federal financial assistance under WIA or that provides programs/activities as part of the One-Stop system.

The **Vietnam Era Veterans' Readjustment Assistance Act (VEVRAA)** requires employers that have federal contracts or subcontracts entered into before December 1, 2003 of \$25,000 or more and/or federal contracts or subcontracts entered into on or after December 1, 2003 of \$100,000 or more to provide equal employment opportunities for certain veterans with disabilities. VEVRAA's **Section 4212** specifically prohibits discrimination against covered veterans with disabilities in the full range of employment activities.

The **Civil Service Reform Act (CSRA)**, which covers most federal agencies, contains several rules designed to promote fairness in federal personnel actions and prohibit discrimination against applicants and employees with disabilities.

Under the laws enforced by the **Equal Employment Opportunity Commission (EEOC)** it is illegal to discriminate against someone (applicant or employee) because of that person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. It is also illegal to retaliate against a person because he or she complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law forbids discrimination in every aspect of employment.

- The laws prohibit an employer or other covered entity from using employment policies and practices that have a disproportionately negative effect on applicants or employees of a particular race, color, religion, sex (including pregnancy), or national origin, or on an individual with a disability or class of individuals with disabilities, if the policies or practices at issue are not job-related and necessary to the operation of the business.
- The laws enforced by EEOC also prohibit an employer from using employment policies and practices that have a disproportionately negative impact on applicants or employees age 40 or older, if the policies or practices at issue are not

based on a reasonable factor other than age.

- It is illegal for an employer to discriminate against a job applicant because of his or her race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information.
- An employer may not base hiring decisions on stereotypes and assumptions about a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information.
- If an employer requires job applicants to take a test, the test must be necessary and related to the job and the employer may not exclude people of a particular race, color, religion, sex (including pregnancy), national origin, or individuals with disabilities. In addition, the employer may not use a test that excludes applicants age 40 or older if the test is not based on a reasonable factor other than age.
- If a job applicant with a disability needs an accommodation (such as a sign language interpreter) to apply for a job, the employer is required to provide the accommodation, so long as the accommodation does not cause the employer significant difficulty or expense.

Health Insurance Portability and Accountability Act – HIPAA provides federal protections for personal health information held by covered entities and gives individuals an array of rights with respect to that information. This includes health and mental health information about an individual with lived experience and their family members. At the same time, the Privacy Rule is

balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes. The Security Rule specifies a series of administrative, physical, and technical safeguards for covered entities to use to assure the confidentiality, integrity, and availability of protected health information. Entities that must follow the HIPAA regulations *covered entities*. Covered entities include:

- Health Plans, including health insurance companies, HMOs, company health plans, and certain government programs that pay for health care, such as Medicare and Medicaid.
- Most Health Care Providers—those that conduct certain business electronically, such as electronically billing your health insurance—including most doctors, clinics, hospitals, psychologists, chiropractors, nursing homes, pharmacies, and dentists.
- Health Care Clearinghouses—entities that process nonstandard health information they receive from another entity into a standard (i.e., standard electronic format or data content), or vice versa.

The Privacy Rule sets rules and limits on who can look at and receive an individual's health information, including:

- Information that doctors, nurses, and other health care providers put in a person's medical record
- Conversations a doctor has about care or treatment with nurses and others

- Information about a person with lived experience that might be in health insurer's computer system
- Billing information about you at your clinic
- Most other health information about you held by those who must follow these

To make sure that health information is protected in a way that does not interfere with health care, information can be used and shared:

- For treatment and care coordination
- To pay doctors and hospitals for health care and to help run their businesses
- With only family, relatives, friends, or others identified by the individual
- To make sure doctors give good care and nursing homes are clean and safe
- To protect the public's health, such as by reporting when the flu is in the area
- To make required reports to the police, such as reporting gunshot wounds

Health information cannot be used or shared without written permission unless this law allows it. For example, without authorization, a provider generally cannot:

- Give health information to your employer
- Use or share your information for marketing or advertising purposes
- Share private notes about an individual's health care

Sometimes an individual with lived experience is working for the same entity as they receive services. That employer, as a "covered entity" cannot share protected health information, including mental health information, with others in the work place, unless it is in relation to the services provided or as outlined above.

In addition, another covered entity that provides the person with lived experience or their family member services an employer that associates with cannot share any protected information with the employer.

State Laws

In 1974, California passed its first law intended to ensure that individuals with disabilities are protected in the workplace. Since then, California has been at the forefront of guaranteeing that persons with disabilities have equal access to employment.

California employment discrimination law covers nearly all employers. An "employer" for purposes of the Fair Employment and Housing Act (FEHA) includes anyone regularly employing five or more persons, whether full or part-time; any person acting as an agent of an employer, directly or indirectly; state and local governments; employment agencies; and labor organizations. (Gov. Code, ' 12926, subd. (d)). For purposes of harassment, an employer includes anyone regularly employing one or more persons. In comparison, federal law requires employment of 15 or more employees before an employer will be covered, whether the disability is physical or mental.

California disability laws are intended to allow persons with disabilities the opportunity for employment. To meet this goal, California's laws have historically offered greater protection to employees than federal law. Yet, because most news coverage focuses on actions taken by the U.S. Congress and court decisions interpreting the federal Americans with Disabilities Act (ADA), many employees and employers in California are not aware that California's laws are broader in many aspects. For example, the ADA defines disability as "a physical or mental impairment that substantially limits one or more major life activities." However, under California law, disability is defined as an impairment that makes performance of a major life activity "difficult." Thus, under California law, persons with a wide variety of diseases, disorders or conditions would be deemed to have a disability that, under the definitions set forth in the ADA and the United States Supreme Court's narrow interpretations of that statute, might not be considered "disabled" and therefore denied protection.

The Fair Employment and Housing Act (FEHA) protect the rights of individuals to seek, obtain, and hold employment without discrimination on the basis of physical or mental disability or medical condition. It also prohibits retaliation against a person who has opposed unlawful discriminatory practices under the FEHA or participated in an investigation into unlawful employment practices.

In addition to the FEHA, there are a number of other California laws that protect disabled employees. State agencies must make

reasonable accommodations for an otherwise qualified individual's physical or mental limitations, unless such accommodations would impose a hardship on the agency's operations. (Gov. Code, ' 19230 et seq.) Also, any program or activity funded by the state must not discriminate against persons with disabilities. (Gov. Code, ' 11135 et seq.)

- Employers must make reasonable accommodations for applicants and employees with disabilities, unless the accommodation would impose an undue hardship on the employer. Examples of reasonable accommodations include making facilities accessible and restructuring jobs, which might include reassigning or transferring an employee, developing part-time or modified work schedules, acquiring or modifying equipment, minor restructuring of the work site, and providing readers or interpreters. (Cal. Code Regs., tit. 2, ' 7293.9.)
- Employers must give equal consideration to individuals with disabilities in recruitment activities and are required to make reasonable accommodations during the recruitment process. Specific questions about an applicant's present physical or mental fitness, medical condition, physical condition or medical history are permissible only if they are directly related to the job in question.
- An employer may only make an inquiry or conduct an examination after an offer of

employment has been made, provided that it is job-related and consistent with business necessity, and that all entering employees in similar positions are subjected to the same inquiry or exam. An individual who would be disqualified from employment as a result of a physical exam must be allowed to submit independent medical opinions for consideration before

a final determination is made. The exam results are confidential; however, supervisors may be informed of restrictions on or accommodations with respect to an individual's duties. (Gov. Code, ' 12940, subs. (d), (e), and (f); Cal. Code Regs., tit. 2, ' 7294.0.)

State and Federal Laws Relative to Persons with Mental Health Challenges

Resources

Mental Health Benefits: State Laws Mandating or Regulating

49 states and D.C. currently have some type of enacted law but these laws vary considerably and can be divided roughly into three categories. This site explores the state mandates and implications for employers.

<http://www.ncsl.org/issues-research/health/mental-health-benefits-state-laws-mandating-or-re.aspx>

Description of Department of Labor Laws

A brief description of many of Department of Labor principal statutes most commonly applicable to businesses, job seekers, workers, retirees, contractors and grantees, intended to acquaint persons with the major labor laws and not to offer a detailed exposition.

<http://www.dol.gov/opa/aboutdol/lawsprog.htm>

Workplace Safety & Health

The Occupational Safety and Health (OSH) Act is administered by the Occupational Safety and Health Administration (OSHA). Employers also have a general duty under the OSH Act to provide their employees with work and a workplace free from recognized, serious hazards. OSHA enforces the Act through workplace inspections and investigations. Compliance assistance and other cooperative programs are also available.

<http://www.osha.gov/>

The Family and Medical Leave Act

Administered by the Wage and Hour Division, the Family and Medical Leave Act (FMLA) requires employers of 50 or more employees to give up to 12 weeks of unpaid, job-protected leave to eligible employees for the birth or adoption of a child or for the serious illness of the employee or a spouse, child or parent.

<http://www.dol.gov/whd/>

Division of Labor Standards Enforcement (DLSE)

The Division of Labor Standards Enforcement and the Office of the Labor Commissioner were established to adjudicate wage claims, investigate discrimination and public works complaints, and enforce Labor Code statutes and Industrial Welfare Commission orders.

<http://www.dir.ca.gov/dlse/>

Positive Changes for Employers on Americans with Disabilities Act in 2013

CalChamber News segment highlights SB 1186, a bill designed to protect business owners from predatory or frivolous lawsuits under the Americans with Disability Act (ADA).

<http://calchamber.typepad.com/hrwatchdog/2013/01/positive-changes-for-employers-on-americans-with-disabilities-act-in-2013.html>

California Chamber of Commerce

California Chamber of Commerce (CalChamber) is a not-for-profit organization committed to helping California businesses comply with complex laws and regulations.

<http://www.calchamber.com/AboutUs/Pages/Default.aspx>

<http://calchamber.typepad.com/hrwatchdog/>

American with Disabilities Act

This is the main site for the Americans with Disabilities Act (ADA) including the law, interpretations and application, as well as resources and guidance for compliance.

<http://www.ada.gov/>

Mental Health Employment Law

Individuals with mental illnesses face a difficult situation when seeking employment. For those with a mental illness, it is important to know their legal rights during the hiring process and as an employee. Several federal laws to protect people with mental illnesses from discriminatory employment practices are discussed.

http://www.ehow.com/about_6708123_mental-health-employment-law.html

Equal Employment Opportunity Commission

The U.S. Equal Employment Opportunity Commission (EEOC) official website with information regarding enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information, and discrimination against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

<http://www.eeoc.gov/>

Pre-Employment Inquiries and Citizenship

The Immigration Reform and Control Act of 1986 (IRCA) makes it illegal for employers to discriminate with respect to hiring, firing, or recruitment or referral for a fee, based on an individual's citizenship or immigration status.

http://www.eeoc.gov/laws/practices/inquiries_citizenship.cfm

Consideration of Arrest and Conviction Records in Employment Decisions/EEOC

Discussion and resources on how to handle arrest and conviction records in the employment process as detailed under the Title VII of the Civil Rights Act of 1964

http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm

Uniform Guidelines on Employee Selection Procedures

These guidelines provide a framework for the proper use of tests and other selection procedures to assist employers, labor organizations, employment agencies, and licensing and certification boards to comply with Federal law prohibiting employment practices which discriminate.

<http://www.uniformguidelines.com/uniformguidelines.html>

Labor Laws and Regulations

This report highlights 477 selected key laws directly affecting wages, hours, working conditions, benefits, and special labor relations affecting private and public sector workers and California employers.

<http://www.labor.ca.gov/pdf/lwdalaborlaw99-03.pdf>

New ADA Amendment Regulations Protecting People with Mental Health Issues

Discusses the new ADA Amendment Regulations protecting people with mental health issues that are often subtle they may be overlooked.

http://www.hrresource.com/articles/view.php?article_id=6779

Employment Law 101

Employment law covers all rights and obligations within the employer-employee

relationship -- between employers and current employees, job applicants, or former employees.

<http://smallbusiness.findlaw.com/employment-law-and-human-resources/employment-law-101.html>

Health Information Privacy

The Office for Civil Rights enforces the HIPAA Privacy Rule, which protects the privacy of

individually identifiable health information; the HIPAA Security Rule, which sets national standards for the security of electronic protected health information; and the confidentiality provisions of the Patient Safety Rule, which protect identifiable information being used to analyze patient safety events and improve patient safety.

<http://www.hhs.gov/ocr/privacy/>

State and Federal Laws Relative to Persons with Mental Health Challenges Tools

Workplace Laws Every Employer Needs to Know

Programs and employers have to follow a host of state and federal laws that regulate their relationship with your employees. They are responsible for following these laws and abiding by regulations at every juncture of program development, recruiting, hiring, and supporting individuals with lived experience within the public mental health work place.

- Proper hiring practices, including how to conduct interviews and investigate job applicants without invading their privacy. (See Nolo's [Hiring Employees](#) area.)
- Rules on hiring and working with independent contractors, including tips on how to avoid misclassification problems. (See Nolo's [Using Independent Contractors & Freelancers](#) area.)
- Wage and hour laws, including those governing the minimum wage, overtime, and compensatory time. (See Nolo's [Compensation & Benefits for Your Employees](#) area.)
- How to avoid harassment and discrimination based on a variety of characteristics, including gender, age, race, pregnancy, sexual orientation, disability, and national origin. (See Nolo's [Preventing Workplace Discrimination & Harassment](#) area.)
- The minimum requirements for sick, vacation, parental, and other types of employee leave. (See Nolo's [Time Off & Leave for Your Employees](#) area.)
- How to write an employee handbook, conduct performance reviews, and discipline employees. (See Nolo's [Performance Management & Employee Evaluation](#) area.)
- OSHA and other workplace health and safety laws, including health care reform, workers' compensation, and rules on employee alcohol and drug use. (See Nolo's [Your Employees' Health & Safety](#) area.)
- How to fire an employee without trampling on his or her legal rights. (See Nolo's [Firing Employees & Employee Resignations](#) area.)
- How to protect your business and respect employees' rights when they leave. (See Nolo's [Firing Employees & Employee Resignations](#) area.)
- What the law allows if you want to run a background check, do a workplace search, or monitor employee conduct. (See Nolo's [Your Employees' Right to Privacy](#) area.)

Adapted from: NOLO Law for All at <http://www.nolo.com/legal-encyclopedia/workplace-employment-laws-employer-29957.html>

Health Insurance Portability and Accountability Act – HIPAA at a Glance

One purpose of HIPAA is to improve the security of health care information:

- By establishing standards for electronic transmission of health information.
- By establishing standards to protect the privacy of individuals' medical records and other protected health information.
- By ensuring the security of health care information.

How is this done?

- HIPAA establishes safeguards to protect the privacy of health care information.
- HIPAA sets boundaries on the use and release of health records.
- HIPAA holds people accountable if they violate patient rights (civil and criminal penalties) .

What is Personal Health Information (PHI)?

- Individually identifiable health information, including mental health diagnosis.
- Transmitted or maintained in any electronic, written, or spoken format.
- For example, e-mail, fax, on-line databases, voice mail, video/audio recordings, or conversations.
- HIPAA calls protected health information *PHI*.

What does HIPAA Do?

The *Privacy Rule* prohibits use or disclosure of protected health information unless:

- It is used to provide treatment, payment, or health care operations, or
- It's use is authorized by the individual, or
- Not sharing the information would present a risk to public health or safety. (Example: Disease reporting as required by statute, bioterrorism activities).

The *Privacy Rule* prohibits use or disclosure of protected health information unless:

- It is used to provide treatment, payment, or health care operations, or

- It's use is authorized by the client, or
- Not sharing the information would present a risk to public health or safety. (Example: Disease reporting as required by statute, bioterrorism activities).

Persons with Lived Experience have a right to:

- Inspect and copy their PHI – as documented.
- Request that improper uses are corrected.
- Obtain a report of disclosures of their PHI.
- File a grievance or complaint.

Understanding Accommodations that can Enhance Position Success

Many employers are familiar with accommodations for people with disabilities, but they may be less aware of the potential accommodations for employees with psychiatric disabilities.

Under the Americans with Disabilities Act (ADA) and other nondiscrimination laws, employers must provide "reasonable accommodations" to qualified employees with disabilities. Reasonable accommodations are adjustments

to a work setting that make it possible for qualified employees with disabilities to perform the essential functions of their jobs. The majority of accommodations can be made for minimal (if any) cost and a small investment of time and planning. Moreover, effective accommodations can be good for business. They help employees return to work more quickly after disability or medical leave, eliminate costs due to lost productivity and can be key to recruiting and retaining qualified employees.

The following are examples of types of accommodations that might apply to someone with a psychiatric disability.

- Restructuring jobs by aligning the workload with a fluctuating capacity.
- Adjusting work schedules for time off for therapy appointments or allowing them to start later because of morning drowsiness due to medications.
- Flexible leave through the use of sick leave for mental health reasons or extended leave without pay due to hospitalization.
- Specialized equipment & assistive devices such as the use of e-mail to deliver daily instructions.
- Modifying work sites by installing wall partitions around workstation to minimize distractions or other structural adjustments.
- Providing special transportation such as an assigned parking space closer to building to manage panic condition.
- Providing human assistance such as a job coach or mentor.

Accommodation needs should vary and not all employees with psychiatric disabilities need accommodations to perform their jobs. For those who do, it is important to remember that the process of developing and implementing accommodations is individualized and should begin with input from the employee.

(What Accommodations Work on the Job?

<http://www.bu.edu/cpr/reasaccom/employ-accom.html>)

Accommodations Resources

Job Accommodation Network (JAN)

The Job Accommodation Network (JAN) is the leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues. This site focuses on practical solutions that benefit both employer and employee and helps people with disabilities enhance their employability, and helps employers capitalize on the value and talent that people with disabilities add to the workplace. JAN uses trusted consultants to offer one-on-one guidance on workplace accommodations, the Americans with Disabilities Act (ADA) and related legislation, and self-employment and entrepreneurship options for people with disabilities via over the phone and online. JAN is one of several services provided by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP). Its development has been achieved through the collaborative efforts of ODEP, West Virginia University, and private industry throughout North America.

<http://askjan.org/links/about.htm>

Employment Toolkit

This toolkit provides tips, options, and practical information and resources to aid professionals working with individuals with disabilities who are currently employed, or interested in employment. The toolkit was created by Employment Resources Inc. through the Centers for Medicare and Medicaid, Medicaid Infrastructure Grant, and the Wisconsin Department of Health Services/Pathways to Independence.

<http://www.eri-wi.org/work.htm>

Center for Psychiatric Rehabilitation: What Accommodations Work on the Job?

This site includes a checklist of potential accommodations for persons with a psychiatric disorder and sample scenarios for better application of aligning job accommodations and specific needs.

<http://www.bu.edu/cpr/reasaccom/employ-accom.html>

Accommodations Tools

Assessing Necessary Accommodations

People with mental health impairments may develop some of the limitations discussed below, but seldom develop all of them. Also, the degree of limitation will vary among individuals. Be aware that not all people with mental health impairments will need accommodations to

perform their jobs and many others may only need a few accommodations. The following is only a sample of the possibilities available. Numerous other accommodation solutions may exist.

Questions to Consider:

- What limitations is the employee with mental health impairment experiencing?
- How do these limitations affect the employee and the employee's job performance?
- What specific job tasks are problematic as a result of these limitations?
- What accommodations are available to reduce or eliminate these problems? Are all possible resources being used to determine possible accommodations?
- Has the employee with mental health impairment been consulted regarding possible accommodations?
- Once accommodations are in place, would it be useful to meet with the employee with a mental health impairment to evaluate the effectiveness of the accommodations and to determine whether additional accommodations are needed?
- Do supervisory personnel and employees need training regarding mental health impairments?

Sample Accommodations

Below are examples of accommodations that may assist individuals with lived experience to more effectively performing their jobs. The list below does not include all possible accommodations, but it is a good starting point and provides some of the most effective and frequently used workplace accommodations.

Attendance:

Allow flexible work environment:

- Flexible scheduling
- Modified break schedule
- Leave for counseling
- Leaving for meeting and appointments for child/youth
- Work from home/Flexi-place

Concentration:

Reduce distractions in the work area:

- Provide space enclosures, sound absorption panels, or a private office
- Allow for use of white noise or environmental sound machines
- Allow the employee to play soothing music using an ear bud and computer or music player
- Plan for uninterrupted work time
- Purchase organizers to reduce clutter
- Increase natural lighting or provide full spectrum lighting

Allow flexible work environment:

- Flexible scheduling
- Modified break schedule
- Leave for counseling
- Work from home/Flexi-place
- Divide large assignments into smaller tasks and goals
- Use auditory or written cues as appropriate

- Restructure job to include only essential functions
- Provide memory aids such as schedulers, organizers, or email applications

Emotions:

- Encourage the use of stress management techniques to deal with frustration
- Allow the presence of a support animal
- Allow telephone calls during work hours to doctors and others for needed support
- Allow flexible breaks
- Refer to employee assistance program (EAP)

Fatigue:

Allow flexible work environment:

- Flexible scheduling
- Modified break schedule
- Leave for counseling
- Work from home/Flexi-place
- Provide a goal-oriented workload
- Reduce or eliminate physical exertion and workplace stress
- Implement ergonomic workstation design

Memory:

- Allow use of job coach
- Provide mentor
- Provide minutes of meetings and trainings
- Use auditory or written cues as appropriate
- Allow additional training time
- Provide written checklists
- Use a color coding scheme to prioritize tasks
- Use notebooks, planners, or sticky notes to record information
- Provide labels or bulletin board cues to assist in location of items

Organization:

- Use daily, weekly, and monthly task lists
- Use calendar with automated reminders to highlight meetings and deadlines
- Use electronic organizers or mobile devices
- Divide large assignments into smaller tasks and goals
- Use a color coding scheme to prioritize tasks

Panic Attacks:

- Allow the employee to take a break and go to a place where s/he feels comfortable to use relaxation techniques or contact a support person
- Identify and remove environmental triggers such as particular smells or noises
- Allow the presence of a support animal

Sleep Disturbances:

- Allow for a flexible start time
- Combine regularly scheduled short breaks into one longer break
- Provide a place for the employee to rest during break
- Allow the employee to work one consistent schedule
- Provide a device such as a Doze Alert or other alarms to keep the employee alert
- Provide work areas with sunlight or other natural lighting

Stress:

- Refer to counseling and EAP
- Allow telephone calls during work hours to doctors and others for needed support
- Allow the presence of a support animal

Allow flexible work environment:

- Flexible scheduling
- Modified break schedule
- Leave for counseling
- Work from home/Flexi-place

Coworker Interaction:

- Encourage the employee to walk away from frustrating situations and confrontations
- Provide partitions or closed doors to allow for privacy
- Provide disability awareness training to coworkers and supervisors

Adapted from: Accommodation Ideas for Depression, <http://askjan.org/media/depr.htm>

Questions to Ask About Accommodations and Supports

Below are several questions you might ask a person with lived experience to encourage a discussion and exploration of accommodations and supports that might be necessary to help them be successful in their position. This should be done in a private, one on one, with someone who is sensitive to issues related to employment for persons with mental health issues.

Remember, they may be hesitant to discuss these issues for fear of being fired or not getting a promotion or position. It is the responsibility of the program to ensure this is a safe place for persons with lived experience to talk about how those experiences can and will impact their work and what can be done to help them be successful.

General

- What limitations do you feel you might experience in the workplace?
- How might these limitations affect your job performance?
- What specific job tasks are problematic as a result of these limitations?
- What accommodations do you feel would reduce or eliminate these problems?
- Are there other support resources being used that we should be aware of?
- Do you feel that supervisory personnel and other employees need training regarding mental health impairments?

Flexibility

- Do you anticipate any problems with the work hours you have been assigned?
- Is it possible that you would have difficulties performing your job under the current arrangement?
- Do you anticipate a need to miss work regularly due to appointments, meetings at schools, or other activities related to you or your child?

Physical Space

- Is there anything we can do to make your work environment more productive? (Such as less lighting, less sound, private space for work, etc.)
- Is there anything you will need to assist you in using the equipment and software in the office?

Supervision

- What type of supervision is most helpful to you?
- What do you expect of a supervisor?
- How often do you think you will need to meet with your supervisor?
- How can we make supervision a place of support for you?

Emotional Well-being

- What can we do to best support your mental and emotional needs in the workplace?
- What should we watch for that might indicate that you are having difficulties within the work setting?
- How should we respond and what types of support do you feel would assist you?

Benefits

- Have you compared the health care and other benefits of this program with that you currently receive?
- Do you anticipate a serious loss in benefits due to the change?
- Are you aware of any way to offset that loss?

Workplace Communication

Communication is defined as the imparting or exchanging of information and the sharing of ideas or feelings. It entails the process of creating meaning and communication includes all the processes by which people influence one another. The perception of the message, from the receiver end is dependent upon individual interpretation and is influenced by experiences, culture, language, and other factors. (Workplace Communication.com <http://www.workplace-communication.com/definition-communication.html#ixzz2GfG6Emuy>)

Communication during the recruitment, hiring, and employment of persons with lived experience is essential in the public mental health workforce and includes gathering and disseminating information and building relationships of trust and commitment that are relevant and responsive. Good communication practices are at the heart of every successful program and without effective communication, lived experience employees would be forced to work in their own silos with no clear direction, vague goals and little opportunity for improvement.

There are four levels of communication within most programs and each require attention and balance.

- Program or organization wide communication that involves all employees, supervisors, and managers;
- Departmental communication that is specific to one department or unit;

- Team communication within and across one cohesive team or group; and
- Individual communication that is specific to one employee at any one time.

(BP Business Performance.

http://www.businessperform.com/workplace-communication/workplace_communication.html)

The methods and approaches to communicating on each of these levels may be different from one another. Within each work environment there is a communication “culture” that will drive how communication is delivered and received. The public mental health workplace will need to ensure that their communication culture does not interfere with their lived experience position success.

Multiple barriers have also been identified and are considered to contribute to poor communication in the workplace. Some of these might include:

- Poor listening habits from either or all parties;
- Assumptions or biased beliefs;
- Negative body language;
- Ineffective or ambiguous questions and directions;
- Providing too much information at one time;
- Communicating while there are distractions or interruptions;
- Inconsistent and conflicting messages;

- Physical barriers such as deafness or visual problems;
- Individual perceptions and interpretation;
- Cultural influences; and
- Language differences.

(Employee-Motivation-Skills.com. Effective Communication in the Workplace for Motivation, Solutions And Success.

<http://www.employee-motivation-skills.com/communication-in-the-workplace.html>)

Communication in the public mental health setting between employees and employers and between team members will continue to be a work in progress. Each individual will present with their own style, preferences, and capacity to communicate. It will require targeted and strategic planning to measure, monitor, and improve public mental health efforts to effectively communicate with all employees, including those with lived mental health experience.

Workplace Communication Resources

8 Tips to Improving Your Workplace Communication Style - And Keeping Your Job

This resource will help employees get along with co-workers and effectively communicate with colleagues. It encourages employment of simple, yet effective strategies to enhance the quality of life at work.

<http://www.examiner.com/article/8-tips-to-improving-your-workplace-communication-style-and-keeping-your-job>

7 Tips for Better Workplace Communication

This resource discusses the 70% non-verbal communication that is often overlooked or ignored, including body language including movements, eyes and even hands that say things more often and louder than the mouth. It stresses the ability to communicate with clarity and effectiveness as an imperative skill for organizational leaders, making communication more productive and effective.

<http://www.smallbusinessforum.com.au/7-tips-for-better-workplace-communication/>

How a Woman Can Improve Gender Workplace Communication

Among the many differences between males and females, different processing affects both learning and communication. Along with these biological differences, there are cultural differences between men and

women. This resource highlights how workplace exchanges are often more miscommunication than communication.

<http://work.chron.com/woman-can-improve-gender-workplace-communication-6587.html>

Effective Communication in the Workplace

Effective communication is so important for organizational success that not only managers, but also their employees must be effective communicators. This resource focuses on all members of a team, department, or organization and their ability to communicate effectively with each other and with people outside their group as a component of overall partner capacity development.

<http://www.fmlink.com/article.cgi?type=How%20To&title=Effective%20Communication%20in%20the%20Workplace&pub=BOMI%20International&id=31179&mode=source>

Workplace Communication Regional Australian Workforce Development “Driven By Local Industry & Community”

Skills and knowledge development to ensure the ability to communicate effectively in the workplace. Resources and activities provided are designed to develop your skills and provide formative assessments to monitor progress.

<http://www.regionalskillstraining.com/sites/default/files/content/WC%20Book%201.pdf>

Workplace Communication Tools

Starting Right Tips and Suggestions

Setting a sound communication practices should begin at position conception, with a careful emphasis on clarity, respect, and mutual dialog. Use the following to set the tone for workplace communication with and around lived experience positions.

- Establish a shared vision of the position with a clearly defined goal, objective or mission
- Align expectations to these goals
- Establish a predictable and routine method of communicating for:
 - Administrations and program decision makers
 - Other staff, team members, and partners
 - Persons hired for lived experience positions
- Use a variety of communication options such as telephone, video conferences/audio conferences, real-time chat, texting, social media, and others
- Maintaining personal contact with all involved and considered essential in the position's success
- Develop networks for peer support for persons with lived experience
- Communicate with courtesy and respect
- Communicate in a manner that is interesting and relevant to the program, position, and person
- Respecting cultural differences in communication styles
- Ensure communication is understood despite linguistic variances
- Develop and utilize a variety of communication styles to ensure understanding;
- Listen more than you talk to the employee with lived experience
- Listening to what others say regarding the program.

Adapted from: (<http://product-ivity.com/communication-in-the-workplace/>)

Etiquette

Workplace etiquette refers to behavior in the workplace that makes the environment where people are polite, respectful, and pleasant. This etiquette differs between environments, and public mental health programs may have specific guides to workplace etiquette that they expect from their employees. (<http://www.wisegeek.com/what-is-workplace-etiquette.htm>)

There is no universal agreement about standard work etiquette within the public mental health setting and they may vary from one program or geographic location to another. Often, work etiquette is embedded within an employee manual or a component of the orientation process. Many programs have both formal etiquette rules such as those in the Personnel Manual, and informal or unwritten etiquette rules such as turning cell phone on vibrate in the office or not leaving leftovers in the refrigerator. In general, workplace etiquette is based on respect for others. Treating others kindly, politely, and with respect is one of the single most important aspects of any kind of etiquette, not just at work.

Workplace professional etiquette is not only showing respect and courtesy to co-workers and managers; it is learning how to work efficiently as part of the team. Etiquette techniques enable

all staff to work well with almost any employee, regardless of differences in experiences, values, and cultures. Using etiquette can make the work easier and promote better outcomes within the public mental health arena for employees and the persons they serve.

([Workplace Professional Etiquette | eHow.com](http://www.ehow.com/info_7743068_workplace-professional-etiquette.html#ixzz2GfVStAww)
http://www.ehow.com/info_7743068_workplace-professional-etiquette.html#ixzz2GfVStAww)

Depending upon their culture, beliefs, experiences, and previous work history, an individual hired for their lived work experience may have a different understanding of expected workplace etiquette.

When developing a successful lived experience position for a public mental health program, it is essential to ensure the etiquette rules and assumptions are well documented, reviewed upon a regular basis, and understood for all potential and existing lived experience staff. This is especially important in this environment since most persons with lived experience will come to the public mental health workplace from a variety of work experiences. Each person will present with a different base of knowledge about behaviors in the workplace. Their experiences, cultures, and training will come as the base for developing etiquette that matches the program.

Some areas for consideration in developing formal etiquette guidelines for all staff might include:

- Computer use
- Cell phone use
- Office phone use
- Visitors
- Noise level in office
- Acceptable office language
- Dress
- Office space
- Borrowing or loaning out office supplies and equipment

Etiquette Resources

School of Manners and Common Sense – Office Etiquette

Office Etiquette or Office Manners shares information on conducting yourself respectfully and courteously in the office or workplace.

<http://www.a-to-z-of-manners-and-etiquette.com/office-etiquette.html>

The Sideroad – Practical Advice Straight From the Experts

Workplace Etiquette: How to Avoid Conflict in the Workplace offers 11 ways for good workplace etiquette.

http://www.sideroad.com/Business_Etiquette/workplace-etiquette.html

Workplace Etiquette – A Small Guideline to Workplace Etiquette

This site features proper workplace etiquette practices that not only make the workplace a pleasant place to be in, but also ensures that the work that needs to get done, gets done, and gets done well.

<http://www.workplaceetiquette.net/>

Suite 101 –Workplace Etiquette

This resource offers tips to stay clear of trouble and reap unexpected benefits by maintaining good behavior in the workplace.

<http://suite101.com/article/workplace-etiquette-a114875>

LIVESTRONG – Workplace Social Etiquette

This site offers information and resources for workplaces that are full of interactions with co-workers, bosses and others. Proper etiquette is stressed as important in workplace social situations because it impacts how you deal with others and how they perceive you. Workplace social etiquette is fairly simple and rules center around being respectful of others. Website includes how to handle dress, personal calls as well as social relationships.

<http://www.livestrong.com/article/62678-workplace-social-etiquette/>

Business Etiquette for Dummies

This friendly, authoritative guide shows you how to develop good etiquette on the job and navigate today's diverse and complex business environment with great success. You'll get savvy tips for dressing the part, making polite conversation, minding your manners at meetings and meals, behaving at off-site events, handling ethical dilemmas, and conducting international business. You'll find out how to behave gracefully during tense negotiations, improve your communication skills, and overcome all sorts of work-related challenges.

http://www.amazon.com/Business-Etiquette-Dummies-Sue-Fox/dp/0470147091/ref=sr_1_1?s=books&ie=UTF8&qid=1358191727&sr=1-1&keywords=workplace+etiquette

Etiquette Tools

Addressing Workplace Etiquette Checklist

Establishing clear workplace etiquette is the first step to creating a friendly and productive work environment. Never assume that staff, especially new positions, understand or know your written and unwritten “rules”. Gather your staff and draft office etiquette. These rules can be a tip to staff on what is acceptable and what behaviors are considered taboo. Below are some areas to consider when developing a way of work for employees.

Dress and Work Attire

- Is there a dress code?
- Are there exceptions?
- Do certain meetings or places require different attire?
- Is there a casual day?
- What is casual?
- What is totally unacceptable?

Sound

- Are there “sound free zones”?
- Are there quiet areas?
- Do you need signs for quiet areas?
- Where and when is staff allowed to talk openly and freely?

Personal Workspace

- Are there rules for keeping desk and workspace areas tidy?
- Are there posted or designated clean up days?
- When and how is trash gathered?
- Are there rules or regulations regarding items on the floor?
- Are there rules or regulations regarding personal items brought from home?
- Are there rules or regulations regarding things put on the walls or doors?

Relationships

- Are social and personal relationships allowed between staff?
- Are demonstrations of affection allowed in the workplace?
- Is staff encouraged to gather for non-work social events?

Personal Behaviors

- Are cell phones allowed in the workplace?
- Can staff use office phones for personal calls?

- Is staff allowed to leave cell phones on?
- When may they not have the cell phone on?
- Is texting allowed in the workplace?
- Is staff allowed to use work computers for social networking?
- Can staff print or copy personal items while at work?
- Are visitors allowed at work?
- Are children allowed in the workplace?

Break Room

- Can staff bring food into the workplace?
- Is there a “rule” on keeping the kitchen area clean?
- Are there assignments for cleaning the break area?
- How long are items allowed in the refrigerator?
- Are visitors allowed in the break room?

Adapted from: Buzzle: <http://www.buzzle.com/articles/workplace-etiquette.html>

Bypassing Stigma

Stigma is a sign of social unacceptability: the shame or disgrace attached to something regarded as socially unacceptable. Discrimination is the treatment of people differently through prejudice; an unfair treatment of one person or group (www.wikopedia.com)

In 1999 the U.S. Surgeon General's Report on Mental Health, 1999 stated "For our Nation to reduce the burden of mental illness, to improve access to care, and to achieve urgently needed knowledge about the brain, mind and behavior, STIGMA must no longer be tolerated". This was a clear message that stigma must be eradicated as a component of addressing mental health issues in America.

Stigma in the workplace is not just using the wrong word or action. Stigma is about disrespect. It is the use of negative labels to identify a person living with mental illness. Stigma is a barrier. Fear of stigma, and the resulting discrimination, discourages individuals and their families from getting help, jobs, promotions, friends, and others. Stigma about mental illness creates a climate in which someone who has a problem or needs help may not seek help for fear of being labeled. Many employers and employees hold false beliefs and fears about people who have a mental illness, even within the public mental health setting. People may assume that they are likely to be unproductive, unreliable, violent or unable to handle workplace pressures. Such beliefs are

false and are examples of stigmatization that can greatly interfere with the goals and objectives of hiring persons with lived experience in the mental health arena

(Australian Government, Job Access

http://jobaccess.gov.au/Jobseekers/Getting_work/How_to_disclose_disability_to_an_employer/Pages/Managing_stigma_in_the_workplace.aspx).

This country has a history of dealing with stigma and discrimination. America is a country of differences where the tolerance of differences varies widely. As a result, we have developed laws to protect those that are different within the workplace based upon:

- Race
- Ethnicity
- Socioeconomic level
- Disability (including mental illness)
- Sexual orientation

Because staff carry their own values and beliefs regarding mental illness, it is not wise to assume that because they work in a public mental health setting or have experienced mental illness themselves that they will not contribute toward the stigma felt by others. Cultural competency training, mental health first aid, and other trainings can assist in equalizing attitudes and providing a safe and nurturing workplace for those with lived experience.

Stigma Resources

Create a Stigma-Free Workplace

Many Innovative employers have learned that addressing their employees mental health needs makes good economic sense. This resource promotes program recognition of the role that they play in their employee's mental health not only by offering adequate insurance coverage for mental health care, but also by creating an environment that supports people who need help.

http://www.wicps.org/uploads/1/8/1/4/1814011/stigma_free_workplace.pdf

Stigma and Discrimination

Canada based effort to enhance the capacity of organizations that are committed to the mental health of their employees are proactive in implementing policies and programs that promote the positive mental health of employees and support early identification, treatment and recovery of employees experiencing mental illness.

<http://wmhp.cmhaontario.ca/workplace-mental-health-core-concepts-issues/issues-in-the-workplace-that-affect-employee-mental-health/stigma-and-discrimination>

Fact Sheet on Stigma Related to Mental Illness

This fact sheet provides quick reference points on stigma, prevention, coping and resources.

http://www.pathwaysup.org/Fact_Sheet_Stigma.pdf

1 in 5: Overcoming the Stigma of Mental Illness

This workbook and resource guide was developed as a companion to the documentary entitled "One in Five: Overcoming the Stigma of Mental Illness." It is intended as a tool to fight stigma.

http://www.sccmha.org/Anti-Stigma/SCCMHA%20in5_WBRG.pdf

Overcome Mental Health Stigma and Provide Positive Strategies

Many employers and workers continue to collude unwittingly in sweeping mental health under the carpet, forcing people living with mental health problems to hide behind a 'happy face' for fear of being stigmatized. This article offers ideas on how to prevent and overcome stigmatization.

<http://www.workplaceohs.com.au/hazards/work-health/overcome-mental-health-stigma-and-provide-positive-strategies>

Stigma Tools

Quick Planning to Address Stigma in the Workplace

Use the chart below to develop a plan to address and prevent stigma in the workplace.

SMART	AIMS, OBJECTIVES & ACTIVITIES
SPECIFIC	<ul style="list-style-type: none"> • What objectives do you want to achieve i.e. increase understanding of mental health, challenge stigma and discrimination; develop a no-tolerance policy in the workplace? • What specific activities or strategies will you use to achieve your objectives? • Who will be involved in helping you in these activities and to meet your objectives? Who will take the lead? • What reliable resources will you use in the planning and implementation process? • What is your target population? A team? The entire staff and program? The community? • Where will the activities occur?
MEASURABLE	<ul style="list-style-type: none"> • How will you measure and evaluate if you have achieved your objectives? Questionnaires? Surveys? Evaluations? • Who will lead the measuring and evaluation? • With whom will this information be shared? • How will you use the information to make meaningful change in your workplace?
ACHIEVABLE	<ul style="list-style-type: none"> • Are your objectives achievable? • What opportunities and challenges exist that can help or hinder your efforts? • What actions, people and resources are required to maximize the opportunities and overcome the challenges to make objectives achievable?
REALISTIC	<ul style="list-style-type: none"> • Are the short term and long-term objectives realistic, possible and positive? • Will your administration, funders, and other staff believe in them?
TIMED	<ul style="list-style-type: none"> • Have you established reasonable time-frames for each objective? • Have you set checkup dates to examine progress and make necessary adjustments?

Adapted from: 'see me' Quick Planning Tool

<http://www.seemescotland.org/getinvolved/takeaction/linkstoolkit/resources/planning-tool/quick-planning-tool>

De-stigmatizing the Workplace

Mental health stigma and discrimination will impact the success and sustainability of the lived experience position in the public mental health workplace. Do not assume that because the program serves individuals with mental health issues and their families that it is bias and stigma free. Use the following tips to create and strengthen the environment of the workplace.

- Make up to date information on mental illness and disorders available and easily accessible for all staff, not just the mental health professional teams. This would include administrative and accounting staff as well.
- Update staff on a regular basis on changes, advances, and new treatments in the mental health field.
- Make discussions regarding mental illness routine and natural within the workplace.
- Encourage positive outlooks on mental illness and its impact on people and communities.
- Share success stories of persons that have overcome the challenges of mental illness.
- Make training on the impact of mental illness on individuals and families mandatory for all staff.
- Routinely survey staff to better understand their level of knowledge and comfort regarding mental illness in the workplace.
- Encourage supervisors to watch for stigmatizing behaviors and have a process in place to address them before harm is done.
- Eliminate hurtful words and descriptions from the work place.
- Establish a no tolerance policy with clear consequences for bullying, stigma, and disseminating behaviors for any and all staff.
- Make all rules and policies regarding stigma, discrimination, and bullying a formal component of the personnel manual and orientation.

Cultural Competency

Persons hired to fill lived experience positions are not only a representative of a population of people, but they should also represent the cultures served within the community. This will require that public mental health programs practice strategic cultural competence and train, prepare, monitor, and improve their capacity to be culturally competent on all levels; not only to those with lived experience, but also for those who may represent other cultures, races, or ethnicities.

Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations. (Cross et al, 1989) Within the scope of lived experience, this means that it should include the cultures represented within the community, as well as the cultures surrounding lived experience itself. People with lived experience have a group identity. They share a common history of stigma and a common bond of resilience. Disability culture is a set of artifacts, beliefs, and expressions created by persons with disabilities to describe life experiences. (Steven E. Brown, Ph.D., Institute on Disability Culture, 2001)

The word culture is used because it includes the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. The word competence is used because it implies having

the capacity to function effectively. Cultural competence should be an underpinning for all employees within the workplace, including the cultures of lived experience.

Cultural competence is a developmental process that evolves over an extended period. Individuals, programs and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum. Cultural competence requires that the workplace:

- Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
- Have the capacity to value diversity, conduct self-assessment, manage the dynamics of difference, acquire and institutionalize cultural knowledge and adapt to diversity and the cultural contexts of the communities they serve.
- Incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

Linguistic Competence is the capacity of a program or organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, individuals with disabilities, and those who are

deaf or hard of hearing. Linguistic competency requires program or organizational and provider capacity to respond effectively to the health and mental health literacy needs of populations. There are basic cultural differences which can also cause communication issues across multicultural teams whether they are all located in the one spot or working from different locations. The importance of communication in

served. The organization must have policy, structures, practices, procedures, and dedicated resources to support this capacity.

the workplace becomes even more critical in these circumstances as you need to carefully consider how culture should affect communications and team processes.

Cultural Competency Resources

Developing Cultural Competency at Work:

Penn Behavioral Health Corporate Services How organizations can benefit from opportunities provided by a multi-cultural staff

www.pennbehavioralhealth.org/documents/cultural_competency.pdf

Cultural Competence: Establishing a Knowledge Structure

Developing cultural competence takes work and education, but is well worth the investment. Sondra Theiederman, author of Bridging Cultural Barriers for Corporate Success writes that learning about cross-cultural management is important because it will "allow you to maximize the chances that your multicultural workplace will be productive, efficient, and harmonious. It will also enable you to attract and retain high-quality workers of diverse ethnic or cultural backgrounds."

<http://www.businessweek.com/adsections/diversity/diversecompet.htm>

Making Cultural Competency - Efforts Come Alive in the Workplace

Multi-Nomah County discusses approaches to developing a cultural competency roadmap to help overcome some of the challenges facing community justice programs; identifies simple ways to help staff gain cultural competency other than just taking classes; develops concrete

ways of asking the hard questions and holding each other and ourselves accountable; and discusses the process of preparing managers for a changing workforce.

http://web.multco.us/sites/default/files/dcj/documents/appa_presentation.pdf

Cultural Competency - Basic Concepts & Definitions

This guide from the University of Michigan Health System covers basic concepts and definitions and is critical before delving into additional concepts, tools, and resources related to cultural competency. Knowing what cultural competency is, where one is at on the cultural competence continuum, and having an understanding of basic terminology will be helpful in developing awareness, knowledge, and skill in providing culturally competent care.

www.med.umich.edu/Multicultural/ccp/basic.htm

Foundations of Cultural and Linguistic Competence - Conceptual Frameworks / Models, Guiding Values and Principles

The National Center for Cultural Competence (NCCC) embraces a conceptual framework and model for achieving cultural and linguistic competence based on the work of Cross et al. (1989). The NCCC uses this framework and model to underpin all activities.

<http://www11.georgetown.edu/research/gucchd/nccc/foundations/frameworks.html#ccdefinition>

Organizational Inclusiveness Assessment

From the Denver Foundation, this worksheet is designed to assess the best approach for an organization to become more inclusive and whether the organization is ready for the commitment to the process.

www.nonprofitinclusiveness.org/node/55

TIPS for Building an Inclusive Workplace

A booklet of tips for building an inclusive workplace provides a basic foundation of cultural awareness by exploring and explaining the ways diversity and culture impact individual interactions. It may be used to reinforce what has been learned in a diversity training workshop or as a guide for managers and employees within organizations working to create and sustain culturally competent organizations.

www.nmci.org/store/manuals.htm

TOOLS for Building an Inclusive Workplace

A booklet designed as a handy, desktop reference for managers and employees working to create and sustain an inclusive workplace environment. It may be used as a resource in follow-up to a diversity training workshop or as a guide to help organizations increase cultural competence in the workplace.

www.nmci.org/store/manuals.htm

Measuring Racial-Ethnic Diversity in California's Nonprofit Sector

DeVita, Carol J., Roeger, Katie L. This November 2009 report by the Urban Institute examines whether California's nonprofit organizations reflect the shifting demographic trends pointing to a "minority majority." Researchers in the Urban Institute's Center on Nonprofits and Philanthropy conducted a statewide, representative survey to assess the diversity of nonprofit boards, executive directors, and staff in California's nonprofit sector. The study provides valuable baseline information on how racially and ethnically diverse California's nonprofit sector is in terms of leadership and staffing Multiculturalism, Cultural Competency, Diversity and Inclusiveness www.urban.org/uploadedpdf/411977_CA_Diversity.pdf

Straight Talk About Gays in the Workplace, Third Edition: Creating an Inclusive, Productive Environment for Everyone in Your Organization

This book presents a frank discussion about all the relevant aspects of sexual orientation and gender identity in the workplace. This newest edition of the National Library Award-winning book adds new and updated information on transgender issues.

www.amazon.ca/Straight-Talk-About-Workplace-Third/dp/1560235470

Designing and Implementing a Diversity Initiative: A Guide for Organizational Culture Change

This manual details the National Multicultural Institute's (NMCI's) unique, comprehensive and time-tested framework for implementing organizational culture change. It provides the tools needed to conceptualize the most effective strategies for infusing diversity and inclusion into an organization.

www.nmci.org/store/manuals.htm

Diversity: Who Should Sit At Your Table?

Explore what diversity means when it comes to board composition. Diversity: Who Should Sit At Your Table? a Special Edition of Board Member® magazine, shows nonprofits how to recruit and retain a diverse board — and how to make it work for the overall effectiveness of the board. Offering a broad range of perspectives on the meaning of diversity and on new ways to achieve it on nonprofit boards, this special edition also contains interviews with nationally recognized experts and leaders from Girl Scouts-USA, United Way of America, and American Red Cross who reveal strategies that have helped them create diverse and successful boards.

www.boardsource.org/Bookstore.asp?Item=153

Cultural Competency Tools

Culturally Competent and Language Access Guiding Values & Principles

For Programs and Organizations

- Systems, programs and organizations must sanction, and in some cases mandate the incorporation of cultural knowledge into policy making, infrastructure and practice.
- Cultural competence embraces the principles of equal access and non-discriminatory practices in service delivery.

For Practice & Service Design

- Cultural competence is achieved by identifying and understanding the needs and help-seeking behaviors of individuals and families.
- Culturally competent organizations and programs design and implement services that are tailored or matched to the unique needs of the individuals, children, families, youth, organizations and communities served.
- Practice is driven in service delivery systems by client preferred choices, not by culturally blind or culturally free interventions.
- Culturally competent programs and organizations have a service delivery model that recognizes mental health as an integral and inseparable aspect of primary health care.

For Community Engagement

- Cultural competence extends the concept of self-determination to the community.
- Cultural competence involves working in conjunction with natural, informal support and helping networks within culturally diverse communities (e.g. neighborhood, civic and advocacy associations; local/neighborhood merchants and alliance groups; ethnic, social, and religious organizations; and spiritual leaders and healers).
- Communities determine their own needs.
- Community members are full partners in decision making.
- Communities should economically benefit from collaboration.
- Community engagement should result in the reciprocal transfer of knowledge and skills among all collaborators and partners.

For Individuals

- Family is defined by and through culture.
- Cultures often identify primary systems of support and preferred intervention.

- The ultimate decision makers for services and supports for children, youth, and individuals may vary between families, communities, and cultures. It is a personal and individual decision.

GUIDING VALUES AND PRINCIPLES FOR LANGUAGE ACCESS

- Services and supports are delivered in the preferred language and/or mode of delivery of the population served.
- Written materials are translated, adapted, and/or provided in alternative formats based on the needs and preferences of the populations served.
- Interpretation and translation services comply with all relevant Federal, state, and local mandates governing language access.
- Consumers are engaged in evaluation of language access and other communication services to ensure for quality and satisfaction.

(Adapted from Cross, T. et al, 1989; Goode & Jones (modified 2009). National Center for Cultural Competence, Georgetown University Center for Child & Human Development; "Other Guiding Values and Principles for Community Engagement" and "Family & Consumers" are excerpts from the work of Taylor, T., & Brown, M., 1997, Georgetown University Child Development Center, (GUCDC) University Affiliated Program; and "Promoting Cultural Diversity and Cultural Competency- Self Assessment Checklist for Personnel Providing Services and Supports to Children with Disabilities & Special Health Care Needs Goode, T., 2002, NCCC, GUCDC).

Georgetown University National Center for Cultural Competence - Self-Assessments

Numerous self-assessments that can lead to the development of a strategic organizational plan with clearly defined short-term and long-term goals, measurable objectives, identified fiscal and personnel resources, and enhanced consumer and community partnerships. Self-assessment can also provide a vehicle to measure outcomes for personnel, organizations, population groups and the community at large. It offers organizations and their personnel the opportunity to assess individual and collective progress over time.

<http://www11.georgetown.edu/research/gucchd/nccc/resources/assessments.html>

Online Resources

[Rationale for Self-Assessment](#)

Online Assessments

[Cultural Competence Health Practitioner Assessment \(CCHPA\)](#)

Selected PDF Assessment Tools and Documents

- [Cultural and Linguistic Competence Assessment for Disability Organizations \(CLCADO\): Assessment and Guide](#)
- [Cultural and Linguistic Competence Family Organization Assessment \(CLCFOA\) | Guide for Using the CLCFOA](#)
- [Cultural and Linguistic Competence Policy Assessment \(CLCPA\)](#)
- [Curricula Enhancement Module Series: Cultural Self-Assessment](#)
- [A Guide to Planning and Implementing Cultural Competence Organizational Self-Assessment](#)
- [Promoting Cultural Diversity and Cultural Competency: Self-Assessment Checklist for Personnel Providing Behavioral Health Services and Supports to Children, Youth and Their Families](#)
- [The Role of Self-Assessment in Achieving Cultural Competence](#)

National Standards on Culturally and Linguistically Appropriate Services (CLAS)

The CLAS standards are primarily directed at health care organizations; however, individual providers are also encouraged to use the standards to make their practices more culturally and linguistically accessible. The principles and activities of culturally and linguistically appropriate services should be integrated throughout an organization and undertaken in partnership with the communities

being served. The 14 standards are organized by themes: Culturally Competent Care (Standards 1-3), Language Access Services (Standards 4-7), and Organizational Supports for Cultural Competence (Standards 8-14). Within this framework, there are three types of standards of varying stringency: mandates, guidelines, and recommendations as follows:

- **Standard 1**
Health care organizations should ensure that patients/consumers receive from all staff member's effective, understandable, and respectful care that is provided in a manner compatible with their cultural health beliefs and practices and preferred language.
- **Standard 2**
Health care organizations should implement strategies to recruit, retain, and promote at all levels of the organization a diverse staff and leadership that are representative of the demographic characteristics of the service area.
- **Standard 3**
Health care organizations should ensure that staff at all levels and across all disciplines receive ongoing education and training in culturally and linguistically appropriate service delivery.
- **Standard 4**
Health care organizations must offer and provide language assistance services, including bilingual staff and interpreter services, at no cost to each patient/consumer with limited English proficiency at all points of contact, in a timely manner during all hours of operation.
- **Standard 5**
Health care organizations must provide to patients/consumers in their preferred language both verbal offers and written notices informing them of their right to receive language assistance services.
- **Standard 6**
Health care organizations must assure the competence of language assistance provided to limited English proficient patients/consumers by interpreters and bilingual staff. Family and friends should not be used to provide interpretation services (except on request by the patient/consumer).

- **Standard 7**
Health care organizations must make available easily understood patient-related materials and post signage in the languages of the commonly encountered groups and/or groups represented in the service area.
- **Standard 8**
Health care organizations should develop, implement, and promote a written strategic plan that outlines clear goals, policies, operational plans, and management accountability/oversight mechanisms to provide culturally and linguistically appropriate services.
- **Standard 9**
Health care organizations should conduct initial and ongoing organizational self-assessments of CLAS-related activities and are encouraged to integrate cultural and linguistic competence-related measures into their internal audits, performance improvement programs, patient satisfaction assessments, and outcomes-based evaluations.
- **Standard 10**
Health care organizations should ensure that data on the individual patient's/consumer's race, ethnicity, and spoken and written language are collected in health records, integrated into the organization's management information systems, and periodically updated.
- **Standard 11**
Health care organizations should maintain a current demographic, cultural, and epidemiological profile of the community as well as a needs assessment to accurately plan for and implement services that respond to the cultural and linguistic characteristics of the service area.
- **Standard 12**
Health care organizations should develop participatory, collaborative partnerships with communities and utilize a variety of formal and informal mechanisms to facilitate community and patient/consumer involvement in designing and implementing CLAS-related activities.
- **Standard 13**
Health care organizations should ensure that conflict and grievance resolution processes are culturally and linguistically sensitive and capable of identifying, preventing, and resolving cross-cultural conflicts or complaints by patients/consumers.
- **Standard 14**
Health care organizations are encouraged to regularly make available to the public information about their progress and successful innovations in implementing the CLAS standards and to provide public notice in their communities about the availability of this information.

For more information, visit:

- [National Standards on Culturally and Linguistically Appropriate Services \(CLAS\) in Health Care \(Final Report\)](#)
- [National Standards for Culturally and Linguistically Appropriate Services in Health Care \(Executive Summary\)](#)
- [Normas nacionales para servicios cultural y lingüísticamente apropiados en la atención sanitaria \(Resumen ejecutivo\)](#)
- [Cultural Competency Site](#)

Workplace Support Assessments

Most employers and employees are familiar with work place assessments as they relate to persons with disabilities. Support assessments, unlike other assessments that might look at physical conditions of the workplace, focus on the supports that might be necessary to ensure employee success. For persons with lived experience in the mental health arena this could include looking at what types of supports or accommodations they will need to ensure the sustainability of their employment and the position. This includes looking at the accommodations needed by the individual and measuring and monitoring the program's response in meeting these needs. Assessing the workplace supports necessary for individuals with lived experience working in the public mental health arena might include the following areas of focus:

- Consumer and family driven practices
- Physical workplace

- Work policies and procedures
- Accommodations

There are a variety of assessments and approaches to measuring and monitoring workplace support for persons with lived experience. This must always be a collaborative process that includes the employee, their supervisor, and any other support or resource that might be requested by the employee. The employee should contribute to developing or choosing the right assessment that would assist in helping them as a team identify when a mental health concern warranted support. This would also be an excellent time to identify the “red flags” or functional missteps that the employee and their supervisor might see that should trigger a conversation and possible re-assessment for further accommodations.

Workplace Support Assessments Resources

Workplace Health Promotion Assessment

This assessment and discussion examines how to set a comprehensive employee workplace health program, or making improvements to an existing one, based upon an understanding of what impacts the health of employees at the worksite.

<http://www.cdc.gov/workplacehealthpromotion/assessment/index.html>

Mental Health - Health at Work

Facilitates the capacity of programs to recognize a mental health problem early and provide support that does not cost a lot as an investment in current employees.

<http://www.healthatwork.org.uk/workplace/topic.asp?p=21>

Needs Assessment - SAMHSA's Workplace Resource Center

A needs assessment assists programs examine the needs of their organizations and take steps to ensure that the programs they design will work well in their workplaces.

<http://workplace.samhsa.gov/pdf/workplac-e-kit.pdf>

Workplace Support Assessments Tools

Assessing the Workplace

Assessing the workplace supports necessary for individuals with lived experience working in the public mental health arena might include the following areas of focus:

Application of recovery principles throughout the work experience

- Health - overcoming or managing one's disease(s) or symptoms
- Home - a stable and safe place to live
- Purpose - meaningful work activities
- Community - relationships and social networks that provide support within the workplace

Physical Workplace

- Noise
- Light and noise levels
- Work station location

Work Policies and Procedures

- Flexibility
- Sick days
- Work schedule
- Use of time off
- Creative pay arrangements
- Careful review of benefits and their impact upon current services, such as SSDI or Medicaid
- Policies and procedures in a language most individuals can understand

Accommodations

- Review of legal obligations under ADA
- More frequent supervision
- Face to face check-ins
- Work at home arrangements/telecommuting
- Flexible work times
- Additional support on any required overnight travel/training
- Transportation for work related activities

Examining Consumer/Family Driven Practices

In a *Consumer and Family-Driven System*, individuals are active managers in identifying and addressing their recovery goals and services. Clinicians support an individual's treatment decisions rather than direct the treatment process. For children, care is family and youth centered and recognizes the partnership of parents in the treatment/recovery process. These principles can be used in the public mental health setting to facilitate a consumer and family driven approach for the lived experience position.

Part One:

	YES	NO
<ul style="list-style-type: none"> Lived experience staff is given accurate, understandable, and complete information necessary to set goals and to make choices for improved planning. 		
<ul style="list-style-type: none"> Program administrators and supervisors demonstrate the concept of sharing decision-making and responsibility for outcomes with lived experience staff. 		
<ul style="list-style-type: none"> Lived experience staff are supported to engage in peer support activities to reduce isolation, gather and disseminate accurate information, and strengthen the peer voice. 		
<ul style="list-style-type: none"> Lived experience staff receives support to participate in discussions that impact funding for services, treatments, and supports within the public mental health setting. 		
<ul style="list-style-type: none"> Public mental health programs demonstrate the initiative to make a paradigm shift from provider-driven to consumer and family-driven. 		
<ul style="list-style-type: none"> There is a strategic plan to facilitate community attitude change efforts that focus on removing barriers and discrimination created by stigma. 		
<ul style="list-style-type: none"> The work environment is assessed on practices that embrace, value, and celebrate the diverse cultures of staff. 		
<ul style="list-style-type: none"> There are targeted training to ensure that everyone who connects with lived experience staff and the persons served by the program continually advances their own cultural and linguistic responsiveness. 		
<ul style="list-style-type: none"> The voice of families and consumers served by the program steers discussions about all aspects of the lived experience position and program from design, implementation, and evaluation through their experiences, visions and goals. 		
<ul style="list-style-type: none"> Staff and team encounters happen in culturally and linguistically competent environments where the lived experience voice is heard and valued, everyone is respected and trusted, and it is safe for everyone to speak honestly. 		
<ul style="list-style-type: none"> Administrators and staff actively demonstrate their support of the lived experience position. 		
<ul style="list-style-type: none"> Lived experience staff has access to useful, usable, and understandable information and data, as well as sound professional expertise so they have good information to make decisions. 		

Part Two - Recommendations to Strengthen Program:

AREA	RECOMMENDATIONS	RESOURCES
Position Development		
Program Environment		
Information and Knowledge Sharing		
Decision Making Capacity of Position		
Position Support		
Cultural and Linguistic Competency		
Sustainability		
Other:		

Developed by the Axis Group I, LLC 2013

Evaluating Workplace Readiness for a Lived Experience Position

Most programs have standardized tools for evaluating progress, strategic planning review, and developing an accountable pattern of preventing and addressing negative consequences in the workplace. This chart will assist in maintaining a regular and consistent focus on Workplace Readiness for a Lived Experience Position.

Setting the Stage for Successful Employment in the Public Mental Health Workplace				
AREA	Monitoring or Evaluation Tool and Date	Positive Outcomes	Challenges	QI Action Steps
Developing a Healthy Work Environment				
Understanding State and Federal Laws Relative to Persons with Mental Health Challenges and their Families				
Understanding Accommodations that can Enhance Position Success				

Workplace Communication				
Etiquette				
Bypassing Stigma				
Cultural Competency				
Workplace Support Assessments				

Developed by the Axis Group I, LLC 2013

Recruiting Employees with Lived Experience into the Public Mental Health Workforce

Successful hiring of an individual is a process that starts well before the job is advertised and the handshake with the final applicant occurs. The success of a position is largely dependent upon an ongoing process that documents and provides direction for each step. Presenting a cohesive and organized position within a program should be a goal from initial contact (advertising) until the end of the process, whether it leads to employment or not. Recruiting potential employees with lived experience is a form of outreach and serves as a reflection of the value the public mental health agency puts on lived experience positions. A

poor impression of an organization can only translate to a negative perception with peers, whom are potential employees, family members who might use the agency's services or possibly even a future donor to the program. A positive impression allows the candidate to talk about the experience, even if it did not lead to a position. And, even if the position was not a match, the process can contribute to the development of self-confidence and interviewing skills that will lead to employment at a later date or through another program.

For purposes of this toolkit, the following are considered components of the recruiting process.

- 1) Position development
 - a) Creating the position
 - b) Developing a job description
 - c) Position and Job Classifications
 - d) Planning and developing benefits
- 2) Marketing
 - a) Advertising the position
 - b) Targeting populations
- 3) Monitoring Approach and Outcomes
 - a) Recruitment regulations
 - b) Evaluating outcomes

Recruitment is an ongoing process. This process may result in a Recruitment Packet that may include:

- A recruitment plan
- An outreach plan

- A recruitment PowerPoint presentation
- A standard recruitment speech
- A recruitment mailing list
- Sample recruitment press releases
- Sample recruitment public services announcements
- A good word-of-mouth recruitment network
- Recruitment brochures, flyers and posters
- Recruitment statements to be included in newsletters and other regular publications
- An application packet

Adapted from: A Handbook Framework to Forming a Parent Partner Network, MN Department of Human Services http://www.ncsacw.samhsa.gov/files/MN_ParentPartnerHandbook.pdf

Creating Positions

Positions for persons who represent service populations should be carefully developed. Thoughtful and collaborative planning will increase stability for the position, employee, and employer and can make the difference

between success and failure. The mission of the public mental health program and the expectations of contribution to the team should drive the development of the position. Creating a position should be a team effort.

Team members can include:

- Persons served by the program;
- Person's previously served by the program;
- Supervisors;
- Human resource staff;
- Mental health providers;
- Lived experience staff from another program;
- Administrators; and
- Fiscal representatives

In a consumer and family driven arena, the voice of lived experience should shape the position, its potential, and expectations. Persons who have received services and those currently receiving services should be consulted and encouraged to assist in developing the position.

Suggested approaches and considerations:

- Before creating a lived representative position share ideas with a focus group of representatives and gather feedback on their impressions.
- Accept from the start that accommodations will likely be needed and are a necessary component for success. Build the position around that premise.

- Develop a list of skills/gifts those with lived experience can bring to the position so that their expertise and experience are ingrained into the position from creation to implementation.
- Analyze the organizational chart for the program and ensure the position is inserted where it can:
 - 1) Have impact;
 - 2) Be well supported; and
 - 3) Integrate itself into the team and have an authentic role in service outcomes.

Discuss accommodation and payment allowances to ensure the position and person can be fully supported and accommodated within the scope of the program.

Creating Positions Resources

Supported employment-A guide for mental health planning + advisory councils

For many people, employment is an important source of dignity, purpose, and identity. For individuals with a psychiatric disability, employment can be a step toward recovery. This guide spans the entire scope of supported employment and models examples of making it successful.

<http://www.namhpac.org/PDFs/SE.pdf>

Workshop: Making Employment within Mental Health Services a Reality for People who Have Themselves Experienced Mental Health Problems

This training encourages the development of purposeful employment of individuals with lived experience.

www.agrp-sm.org/colloque/.../xve/07_xve-workshop-ppt-eng.pdf

Employing Persons with Serious Mental Illness

This resource examines data from various national surveys that finds approximately half the population with mental disorders is gainfully employed across the entire range of occupations; such persons have an employment rate of about two-thirds that of the general population. It promotes necessary educational attainment as the strongest predictor of employment in high-ranking occupations among both the general population and persons with mental disorders.

<http://content.healthaffairs.org/content/21/5/242.full>

Facts about Mental Illness and Work

This factsheet examines and discusses the seven facts about mental illness at work from the National Alliance on Mental Illness-NAMI and NAMI of Greater Chicago.

<http://www.namigc.org/content/factsheets/generalinfo/Impacts/facts%20about%20work%20and%20mi%200304.htm>

How to Create New Job Positions

This resource discusses how to create new positions within a program and how to convince an employer that it would benefit the company.

http://www.ehow.com/how_6591844_create-new-job-positions.html

Creating Jobs Initiative

The Creating Jobs Initiative is a strategic plan partnering with Tennessee communities to increase employment opportunities for persons with mental illness across the state. CJi is administered and executed by the director of employment planning and development, who educates, advocates, and provides training regarding employment issues as well as assists in increasing financial resources to develop local employment prospects. The resource is focused upon the vision of the Creating Jobs Initiative is for every Tennessean with a mental illness or co-occurring disorder who wants to work, to have the opportunity to choose, obtain, keep, and advance in a job. Its resources and models are replicable in other states and communities.

<http://tn.gov/mental/recovery/cji2.html>

Create a Job: How to Create a Position Just for You

This resource offers three ways to create a job and discusses the necessary components necessary in a new position as well as the advocacy necessary to make it a reality.

<http://www.workforcecentralflorida.com/job-seeker/job-seeker-research-resource-center/tips-strategies/job-search/create-job-for-you.stml>

Creating Positions Tools

Strategically Planning a Lived Experience Position

There are several steps within the process of developing a lived experience position within the public mental health setting. These would address both employee positions as well as temporary or contracted positions and might include:

STEPS	PROGRAM'S PLANNED ACTION
<p>Step 1: Create a vision by clearly articulating the position principles and goals. Designate a staff person to oversee your development of the position and determine if the position will be for an employee, contracted position, and the duration of intent.</p>	
<p>Step 2: Form an advisory group made up of persons served by the program, staff, and other partners to build support, plan, and provide feedback for the position. Or, use other approaches to gather the ideas and suggestions of other stakeholders.</p>	
<p>Step 3: Establish position standards that support implementation, including the type of work (i.e. employment, contracted, temporary, etc.). Make adherence to those standards, including supervision and administration, part of the success criteria.</p>	
<p>Step 4: Address financial issues and align incentives to support implementation.</p>	

Step 5: Develop a training structure tailored to the needs of different stakeholders and the type of employment.	
Step 6: Monitor position or contract fidelity and outcomes to maintain and sustain program effectiveness.	

Adapted from: Substance Abuse and Mental Health Services Administration. *Supported Employment: Building Your Program*, 2009.

Workplace Contract Readiness Checklist

Before contracting with a person with lived experience for services, workplaces have the responsibility of ensuring that the individual can succeed in a contracted situation. Because of IRS rules and regulations, contracted persons can be left with responsibilities and little to no support. Below are some things to consider before and during the contract development process.

Does the individual with lived experience have:
Does the individual have experience working under a contract?
Will they need additional support and training to understand contracting and their roles and responsibilities?
How will you advise them or direct them to resources that will prepare them for their legal role in contracting?
Will you provide an outline of how this will impact benefits and a comparison of potential negative consequences of an employee vs. a contractor?
Do you have the ability to modify boilerplate language in contracts
Can you alter the language to apply to an individual, non-incorporated contract?
Do you have the authority to alter or modify the boilerplate language?
Are the financial procedures associated with the contract realistic for an individual contract?
Have you reviewed the process with another individual with similar expectations to make necessary adjustments?
Who will serve as the point person for all financial related questions?
Will you provide training for contract managers on family and youth driven, recovery and resiliency approaches to contracting
Will you provide a contract manager that can guide them through the process?
Who will do this?
Will this be done prior to contract negotiation?
Do you have the ability to execute different types of contracts with adaptable payment options?
Can you write deliverable, fixed price contracts?
Do you have a review process to introduce new types of contracting and payment options

Do you have experience in executing contracts for support positions within your program?
Will you seek outside training and consulting to ensure your expertise in lived experience contract management?
Do you have the ability to provide upfront funds?
Will you review options and approval process to ensure the individual have the necessary funds, especially if asked to travel or put out personal cash and wait for reimbursement?
Are your monitoring or audit tools sensitive and relevant to the work?
Can the tools be adapted so they are relevant and sensitive?
Will you review these with the individual prior to contract execution?
What system in control of contract and payment?
Will you be able to manage the timing of payments on the contract so the individual is not waiting for extensive periods between payments?
What is the system history of timely payment?
Is it regular and predictable?
What is the documentation required for reimbursement and payment?
Is it realistic and relevant to the work?

Adapted from Contracting for Systems Checklist, Axis Group I, LLC 2012

Approaches to Gather Feedback from Targeted Population for Position Development

Public Mental Health Programs should develop a process to gather the input and solicit involvement of family and consumer representatives in development of the position. These approaches can 1) ensure that the position is based upon the real needs of those served and 2) engage them as part owners in the process and its outcomes. Below are some suggested ways of gathering the feedback of others with lived experience to ensure authentic family and consumer involvement.

- Establish an Advisory Committee for the position development. The committee should include representation from the population served, other staff, supervisors and administration, external partners, and possibly an individual serving in a lived experience position from another program. Meetings can be done by teleconference to facilitate participation.
- Set up small discussion groups that are led by peer leaders to examine the intent and possibilities of a lived experience position.
- Host focus groups to discuss the positions, the purpose, and to learn what qualities and activities should be included.
- Hire a peer led organization to gather feedback and present a position proposal based upon lived experience voice.
- Disseminate a survey that can gather the impressions and measure the importance of potential job duties and the qualities necessary for a lived experience position.
- Research other programs and interview the staff and individuals serving in the lived experience position.

****NOTE:** All of the above methods of gathering input and direction on position development can also be used to monitor and evaluate the progress and success of the position at a variety of stages.

Sample Survey

The following questions can serve as a basic approach to gather the impressions of persons within the targeted population regarding lived experience positions within the public mental health setting. A simple 10 question survey can give a flavor of the needs and expectations of the lived experience population but should not take the place of including them in the broader development and planning for the lived experience program. Please note that this is an example and would need to be fine-tuned to be relative to the position and your program.

We would like to gather ideas from you on how we can improve the services and supports we offer by hiring an individual who is a peer and has received our services in the past. We will call this position a [insert name of position]. Please share with us how we can create this position to help us be more responsive to your needs in the future.

- 1. Have you received services from the [insert name of your program] within the past two years?**
 - a. Yes
 - b. No
- 2. What types of services have you received? (Please check all that apply)**
 - a. [list services offered so they can choose the ones they received]
- 3. Do you feel that hiring someone who has shared similar experiences to you is a good idea?**
 - a. Yes
 - b. No
- 4. What do you feel that a person in this position should do?**
 - a. Serve on the treatment team
 - b. Advocate for me
 - c. Help me access services and supports
 - d. Teach me to advocate for myself
 - e. Other [list]

- 5. What type of skills or qualifications do you feel they should have?**
- a. High School Diploma
 - b. College degree
 - c. Previous mental health work
 - d. The ability to listen
 - e. The ability to speak well
 - f. The ability to write notes
 - g. Knowledge of the mental health system
 - h. Knowledge of other community resources
 - i. [List others]
- 6. In what ways do you feel that this would improve our ability to serve others such as yourself?**
- 7. Would you have any concerns about having someone such as this on your treatment team?
Why?**
- 8. What could we do to ensure that the position was a positive addition that avoided those concerns?**
- 9. Would you be interested in applying for this position?**
- a. Yes
 - b. No
- 10. Please share any other thoughts you have about the position and our program's attempt to serve you better.**

Developing Job Descriptions

The most important factor in determining success for an employee hired for a lived experience position will be the clarity of the job description (Matthew Chinman, Alison Hamilton, Brittany Butler, Ed Knight, Shannon Murray, and Alexander Young. Mental Health Consumer Providers A Guide for Clinical Staff. RAND. 2008). The job description serves as the platform for advertising the position, recruiting candidates, hiring for the position, and evaluating the work of an individual once they are on the job. A job description is what applicants, selection team, and other staff base their expectations on. It is a bad idea to have expectations of the position that are not outlined in the job description.

The job description needs to communicate clearly and concisely what responsibilities and tasks the job entails and indicate the key qualifications and basic requirements of the job (Judith Lindenberger. How to Write a Job Description.

<http://www.businessknowhow.com/manage/jobdesc.htm>).

- An analysis of what the job will and should entail
- Identification of duties
- Key qualifications that will be necessary
- The types of experiences necessary to complete the duties
- How experiences can replace formal training

- The skills necessary to do the work
- Discussion on who will supervise and how that will be done
- Potential accommodations needed to make the position effective
- Other expectations such as travel
- Salary structure

The steps leading to a clear and accurate job description will include at a minimum:

When developing positions within public mental health programs, it is critical to ensure that the job description follows program policies and procedures for specification and title. One of the problems many programs face is making the position and job description “fit” into their existing Human Resource policies and procedures.

Several overarching questions should be used to clarify and develop a lived experience job description. These might include:

- What are the organization’s goals in hiring a person with lived experience?
- What are the specific job duties that would contribute to these goals?
- What skills would be specific to this position?
- How can this be written so it is acceptable within the hiring requirements of the public mental health program?

Developing Job Descriptions Resources

Guidelines for Writing Job Descriptions in the Aurora University Format

Aurora University offers their format as an example of a job description (commonly called a JD) that describes the purpose, duties, responsibilities, tasks, and relationships of a particular job.

<http://www.aurora.edu/hr/forms/job-descr-manual-AU.pdf>

Accommodation and Compliance Series: Job Descriptions

Developing job descriptions is an issue that many employers deliberate. Initially, some employers may be daunted by what they perceive to be a lengthy and complicated process. Yet, with constructive tools such as job analysis, sample job descriptions, and on-line resources like Career Onestop from the U.S. Department of Labor, informed employers are able to obtain valuable information about their organizations. This publication addresses relevant background information, which includes the role of the Americans with Disabilities Act of 1990 (ADA) in developing job descriptions, how to formulate job descriptions, special features of Career Onestop that assist with the development process, and relationship to the accommodation process.

<http://askjan.org/media/jobdescriptions.html>

Developing Job Descriptions in Ontario's Community Literacy Agencies

Each position in an organization, whether paid or volunteer, should have a written job description that clearly states the responsibilities and key expectations. Ontario's Community Literacy Agencies offer another sample of developing a sound job description.

http://www.nald.ca/clo/resource/developing_job_descriptions.pdf

Peer Specialist Job Description Template

A fill in form for the development of a standard peer specialist job description is offered by Magellan.

<http://www.magellanhealth.com/training/peersupport/magellanmodule1/graphics/job.pdf>

New Job Analysis Questionnaire

The purpose of this questionnaire is to help incumbents describe their jobs and the conditions under which they carry it out so it may be analyzed. The questionnaire is also used by Managers and Supervisors to describe a new job.

<http://www.hamilton.ca/NR/rdonlyres/5171500-BE85-4DD6-8DF0-70F962CFDCD5/0/ATU107JAQ.pdf>

Developing Effective Job Descriptions for Small Businesses and Farms

This resource portrays a well-developed job description that identifies the position's essential tasks and how combining these tasks with performance standards can provide criteria useful in reviewing an employee's performance.

<http://www.extension.purdue.edu/extmedia/EC/EC-728.pdf>

Developing Job Descriptions Tools

Job Description Checklist

A job description should be practical, clear and simple to effectively communicate your needs and your expectations. Good job descriptions typically begin with a careful analysis of the important facts about a job such as:

Individual tasks involved

- Specific job duties

The methods used to complete the tasks

- Team
- Individual
- Face to face

The purpose and responsibilities of the job

- Roles and expectations
- Reporting
- Data collection
- Meetings

The relationship of the job to other jobs

- How it functions with other positions
- Role in developing care or treatment plans

Qualifications needed for the job

- Definition of lived experience
- Qualifications beyond experiences
- Degree

Job descriptions typically include:

- Job title-what you will call them
- Reporting hierarchy-who they report to
- Job objective or overall purpose statement-why the position is critical to the work of the program

- Summary of the general nature and level of the job-how the job would be described to the general public
- Description of the broad function and scope of the position-details on the function of the position and how it fits into the work of the program; generally more specific than previous descriptions and more technical in nature
- List of duties or tasks and key functional and relational responsibilities in order of significance-bulleted list of duties that begin with the most essential duties first
- Job specifications, standards, and requirements- expected skills, capacities and required knowledge
- Job location where the work will be performed-clarify where they will work; office, field, telecommuniting
- Equipment to be used in the performance of the job-necessary equipment such as access to transportation, phone service, internet
- Salary range-expected pay range

(Adapted from: Small Business Administration. Writing Effective Job Descriptions.
<http://www.sba.gov/content/writing-effective-job-descriptions>)

Job Descriptions

Below are some examples of Job Description components for a lived experience position.

<p>Title of Position:</p>	<ul style="list-style-type: none"> ● Consumer Liaison ● Consumer Peer Partner ● Consumer Support Specialist ● Consumer Supporter ● Elder Supporter ● Senior Mentor ● Family Liaison ● Family Navigator ● Family Support Partner ● Family Support Specialist ● Parent Advocate ● Parent Partner ● Peer Partner ● Service Extender
<p>Duties</p>	<ul style="list-style-type: none"> ● Engage appropriately with persons enrolled to support them in identifying strengths, existing supports, and community resources. ● Support those enrolled in obtaining individualized goals through building and strengthening of linkages with community resources. ● Use of recovery and resiliency care. ● Support of self-directed wellness and whole health care. ● Act as an integral member of the Recovery and Support Team. ● Provide a role model for persons enrolled seeking services, other staff members, and service providers ● Share personal experiences of recovery to build a sense of hope in the recovery ● Assist in the development of a culture of recovery and peer support by engaging in and supporting peer relationships

- Work with persons served to assist them in the development and implementation of an individualized and integrated Support Service plan.
- Meeting with persons served within 3 working days of receiving referral.
- Develop written plan with each person served that will meet their needs and goals.
- Obtain person receiving services signature on plan.
- Inform persons receiving care of available programs and services and assist in referrals to other agencies/community partners that will assist in meeting his/her goals.
- Meet with individuals in their own homes, at designated offices and by phone as need to ensure continued satisfaction and progress towards the plan goal
- Ensure that consumers have full and unbiased access to a variety of services and service providers to meet their specific needs
- Assist individuals receiving care in carrying out each objective of their plan.
- Timely (within 7 days) and accurate database entries reporting work completed.
- Weekly verbal status reports.
- Abide by reporting of abuse, neglect, exploitation and fiduciary abuse to Adult Protective Services.
- Maintain appropriate positive, professional interpersonal relationships with staff, peers, individuals receiving services, volunteers and other stakeholders.
- Attend and participate in trainings.
- Develop and maintain meaningful, productive relationships with families or those identified by the person receiving services as significant in their lives.
- Recruit and enroll families or persons in need of services into the program.
- Conduct periodic home visits to assess resources and needs.
- Refer and link children and parents to needed services.

- Maintain enrollment throughout the program year through various recruitment strategies.
- Work in collaboration with other staff and consultants to monitor, track and coordinate services.
- Assist families and significant others with understanding and implementing the plans in order to encourage and promote their overall development including achievement of self-sufficiency as well as positive developmental outcomes.
- Collaborate with staff to facilitate transitions.
- Assist in planning activities, encourage participation in program activities and obtain feedback regarding the level of satisfaction with the services they receive.
- Collaborate with appropriate staff to ensure health and nutrition needs are addressed.
- Communicate with education and care staff regarding in the classroom or school, when relevant.
- In collaboration with the staff, implement protocols to follow up on absenteeism.
- Maintain records and document services in a timely manner.
- Enter service data into management information system.
- Participate in the evaluation of services, and ensure compliance with Performance Standards.
- Attend support team meetings, staff meetings, staff trainings, collaborations and planning meetings.
- Identify and document in-kind to the program.
- Promote overall involvement and participation in program governance.
- Facilitate meetings in collaboration with appropriate staff.
- Promote involvement in center-based services, home-based services and other program activities.
- Facilitate community Involvement.
- Develop relationships with other community-based service providers targeting service populations and their families or significant others.

	<ul style="list-style-type: none"> • Identify services currently available and those needed by those enrolled in the program. • Participate in recruiting volunteers from the community.
Description of Responsibilities:	<ul style="list-style-type: none"> • Evaluate needs, increase skills, complete intake functions, provide education and support, facilitate communication and complete documentation. • Provide advocacy, support and referral service to those persons assigned to their caseload. • Provide advocacy and liaison services, as well as in-home support services, to individuals in program to ensure that they are properly supported through the process. • Work directly with persons in need and their families or others in the community in order to promote, strengthen and to prevent harm. • Assist and empower persons receiving services by identifying a main concern, developing strength based independent living plans that includes a measurable goal and objectives, and carrying out the independent living plans. • Provide support services; serves as an advocate; provide information and support in a variety of settings; performs a wide range of tasks to support living own lives and directing own recovery and wellness process. • Serve as a role model and educate persons receiving services about self-help techniques and self-help group process; teach them effective coping strategies, sometimes based on personal experience; assist them in clarifying their goals for rehabilitation and recovery; and help them to develop support systems.
Qualifications Required:	<ul style="list-style-type: none"> • Proficiency in Microsoft Word and Excel. • Valid driver’s license, proof of insurance and reliable transportation. • Satisfy required background check and clearances. • Within the last three years have 12 months (not necessarily consecutive) full or part-time paid or volunteer work experience: one year of college or other educational experience (within the last three years) can be substituted for work experience. • Able to articulate the lived experience and perspective.

	<ul style="list-style-type: none"> • Must be familiar with services and programs for persons with mental illness and their families or significant others. • Demonstrate understanding of mental illness. • Must have a high school diploma or general equivalency degree (GED). • Within the past three years, must have maintained a job or volunteer position for 12 months, or must have earned 24 post-secondary education credits. • Must complete and pass certification training.
<p>Reports to:</p>	<ul style="list-style-type: none"> • Program Director • Peer Specialist Coordinator • Lead Parent Partner • Division Chief • Team Coordinator
<p>Skills and Knowledge Required:</p>	<ul style="list-style-type: none"> • Must have good written, verbal, communication and organizational skills. • Must become knowledgeable about program guidelines, including the rules and regulations affecting the individuals served. • Must be able to manually operate a computer and other office equipment. • Knowledge of the recovery process and the ability to facilitate recovery using established standardized mental health processes. • Knowledge and skill to teach and engage in basic problem solving strategies to support individuals in self-directed recovery. • Knowledge of the signs and symptoms of mental illness (i.e. auditory and visual hallucinations, aggressive talk and behavior, thoughts of self-harm or harm towards others, isolation) and the ability to assist in addressing symptoms using strategies such as positive self-talk. • Knowledge and skill sufficient to use community resources necessary for independent living and ability to teach those skills to other individuals with mental illness. • Knowledge of how to establish and sustain self-help (mutual support) and educational groups.

<p>Prior Experience Needed:</p>	<ul style="list-style-type: none"> ● Parent of a child or youth served by the public mental health system ● Family member of an adult with mental health needs. ● Previous personal/professional experiences working effectively with adults parenting children/teens with mental health/emotional issues ● Must be someone who has received mental health services for a serious mental illness. ● Personal experience with recovery from a psychiatric condition required. ● Experience as a peer advocate or peer specialist preferred.
<p>Personal Qualities Needed:</p>	<ul style="list-style-type: none"> ● Applicants must have completed the state approved training and be Certified Peer Specialist. ● A self-identified current or former user of mental health or co-occurring services who can relate to others who are now using these services. ● A parent, family member, or significant other who has experience providing care for a child, youth, or adult with mental health service needs. ● Demonstrate an understanding of the recovery model. ● Have a High School diploma or GED. ● A commitment to recovery, choice, empowerment, and the ability of people with serious mental illness and/or co-occurring disorders to find meaningful lives in the community. ● Ability to establish a trusting relationship with peers, including excellent interpersonal skills. ● Detail oriented with good writing and organizational abilities. ● Ability to network within the community and work with diverse populations. ● Person with mental health needs who has a strong desire for employment. ● Self-starter who enjoys working independently ● Views persons in need of mental health service needs as a high priority. ● Experience that demonstrates organization and planning abilities.

	<ul style="list-style-type: none"> ● Experience that demonstrates strong desire to help others. ● Maintain standards of confidentiality. ● Maintain positive work relationships in a respectful and collaborative manner. ● Maintain good communication to ensure others have necessary information. ● Sensitivity to working with culturally diverse populations. ● Ability to utilize reflective supervision. ● Ability to work within an interdisciplinary team as a cooperative and supportive team member. ● Ability to manage work in an environment that can be interrupted by disorganization or chaos. ● Knowledge of community resources and capacity to develop community cooperation to ensure that persons served receive comprehensive services. ● Good verbal and written communication skills. ● Excellent interpersonal skills and team player concepts.
Travel or Special Conditions Required:	<ul style="list-style-type: none"> ● Must be able to travel within the community, may require climbing stairs. ● Must be available and able to attend two statewide trainings per year that include an overnight stay. ● Must participate in one annual 3 day training.
Salary Range:	
Hours per Day or Week:	<p>1 FTE</p> <p>.5 FTE</p> <p>Specified number of hours per week</p>

Developing Designated and Non-Designated Positions and Job Classifications

There have been many approaches to ensure the input and involvement of persons with lived experience within a public mental health setting. These have included:

- Establishing a designated position, complete with its own Job Description that details the roles and responsibilities of the position and the program;
- Expanding another position (such as a social worker or administrative assistant) so that an individual within that position and who has lived experience can be utilized to provide population representation;
- Utilizing a “lived experience consultant” to provide input and assistance when necessary; and
- Creating an advisory body made up of lived experience representatives to offer guidance and advice on serving their peers.

Some programs may feel that they are not ready to tackle the work necessary to develop and implement a designated position or they do not have the interagency support to ensure its success. When developing an approach and making decisions regarding designated and non-designated positions, the public mental health program must consider multiple components such as:

- What message does a non-designated or non-permanent position send to the populations served?

- Is the program developmentally ready for a formal commitment to a family and consumer driven approach to care?
- Does the program believe in the capacity and contributions of a lived experienced employee?
- Is the program willing to contribute the time and effort necessary to make the position formal, effective, and successful?

Job classifications have always been a challenge for public programs as they shift the workforce and add designated positions. Some program positions are regulated by agencies of government that are not directly involved with the services. Often, there is an oversight entity that makes position and funding decisions. Developing a designated position must address all of the factors that will control how the job is designated and the manner in which it is supported. This will require that advocates of a lived experience position must meet with and influence the capacity of those controlling the program to better understand and accept changes in their employment infrastructure.

If a public mental health program does not feel ready for the work and commitment, then they should develop a strategic plan that will move them to a developmental level that can support formal roles and responsibilities for family members and consumers with lived experience in designated positions within their workforce.

Designated and Non-Designated Positions and Job Classifications Resources

Classification and Compensation

Strategies, Prof. Chang-hyun Cho, This is an informative analysis of the types of consideration that must be undertaken by the public sector in developing job classifications. While emerging from outside of the United States, it raises considerations and ideas to more accurately classify jobs by duties rather than title.

<http://unpan1.un.org/intradoc/groups/public/documents/APCITY/UNPAN014203.pdf>

Designated and Non- Designated Positions and Job Classifications Tools

Decision Process Guide

Use the following as a guide to assist you in determining whether you can and desire a non-designated position or whether the program is set up to fully accommodate a designated position.

<ul style="list-style-type: none"> Do you or are you allowed an option between setting a designated or non-designated position?
<ul style="list-style-type: none"> What would you have to do to get clearance for a position variance to create or adjust an existing position to create a lived experience position?
Considerations for designated positions
<ul style="list-style-type: none"> Can you get appropriate resources to ensure the position is sustainable?
<ul style="list-style-type: none"> Do you have a team and staff that is prepared to partner with an individual with lived experience as a staff person?
<ul style="list-style-type: none"> Can you designate the position within the scope of the public mental health system?
<ul style="list-style-type: none"> Can you pay a competitive salary within the restraints of public system job classification?
<ul style="list-style-type: none"> Can you appropriately support and pay for the position even though the individual may not have a professional diploma?
<ul style="list-style-type: none"> Do you have plans to create a lived experience career ladder?
Considerations for Non-Designated Positions
<ul style="list-style-type: none"> How would you separate the duties that are lived experience based and other job duties?
<ul style="list-style-type: none"> How would you know when the individual was representing a lived experience and not?
<ul style="list-style-type: none"> Would the opportunity to represent lived experiences be controversial in regular job functioning?
<ul style="list-style-type: none"> How would you justify necessary accommodations for the lived experience individual?
<ul style="list-style-type: none"> Will job requirements interfere with lived experience advocacy?
<ul style="list-style-type: none"> Would an individual with a non-designated position be allowed to separate duties and wear different hats?
<ul style="list-style-type: none"> Would the individual be respected and accepted as a full team member?
<ul style="list-style-type: none"> Will the lived experience be a representation of mental health needs or utilizations of the public mental health program?

Process for Successfully Developing and Implementing a Classification and Pay System

In addition to following program protocol for the development of a new job classification, the follow process may assist in gaining the support and acceptance of the newly proposed position among those with a decision-making power who may not fully understand the vision and potential for a lived experience position.

- Hold orientation meetings with public officials and employees to explain position intent, anticipated duties, and impact it can have on population outcomes.
- Demonstrate a proposed organizational chart of how the position “fits” within the current system.
- Share job duties and responsibilities (essential functions) that were determined through research of like positions, on-site interviews, position analysis questionnaires, or work logs.
- Share the resulting draft and final job descriptions.
- Share the pay grades developed on the basis of an objective evaluation system relative to the degree of knowledge and duties performed.
- Establish salary schedule(s) using comparative salary data.
- Provide a plan for maintaining and updating the position classification and compensation.

(Adapted from Classification and Compensation Strategies, Prof. Chang-hyun Cho, Chairperson
<http://unpan1.un.org/intradoc/groups/public/documents/APCITY/UNPAN014203.pdf>)

Planning and Developing Benefits for Potential Employees and their Family

As the state begins to focus more on health care changes and requirements in benefits for employees the benefits offered to those with lived experience must be carefully aligned with requirements, program standards, and potential employee needs. Many public mental health programs do not have flexibility in designing customized benefit plans for their employees. It is essential that they focus on the following to ensure the lived experience employee understands their benefits and their potential impact on services and supports they are currently receiving.

Fear of losing benefits (e.g., Social Security and health insurance) is a major reason that persons with lived experience may not seek employment. For this reason, it is vital that applicants who are interested in the position obtain accurate information to guide their decisions about work. Many persons with lived experience are dependent upon the system or another employee for their benefits. If they were a part of the public mental health service population, then they are or have received public support for their needs. Getting a job or changing their access to benefits may result in a loss of those benefits. Changing benefits can:

- Create anxiety and concern over how to continue paying for services;
- Cause a change in service providers or network of services;
- Result in a loss of disability payments; or
- Make the individual ineligible for the current supports they receive.

But, employee benefits have advantages as well. Often the individual will not be aware of employee benefits and what it can mean to their independence and quality of life. For example, they may need Family Medical Leave or sick time in the future. As an employee they have a right to certain benefits, but if they choose to be a contractor instead of an employee or work less time, they can lose out on them.

Employers of persons with lived experience have a responsibility to ensure they have adequately explained benefits and discussed their impact on potential supports and services as well as the many ways employee benefits can help. Ensuring that the applicant understands the payment schedule and benefits should be done and documented prior to hiring. This will allow them to make an informed decision regarding taking a position and any changes it might cause in their current services and supports. This can be reinforced by discussing benefits, offering written documentation for their future reference, and answering questions they may have regarding the package and your understanding of any adjustments that are possible.

Some programs are able to make the following adjustments in their pay and benefit package to accommodate the individual needs of an individual so that they do not lose critical supports and services.

- Hire the individual as a contractor;

- Payment for services on a different schedule, such as once a month or twice a month rather than bi-weekly;
- Allowing them to use vacation days as sick days should the need arise; or
- Allowing them to opt out of other perks such as disability insurance.

Planning and Developing Benefits Resources

Working Well Together White Paper

“4 Key Elements to Successfully Employ People with Lived Experience - as Consumers, Youth, Family Members, Parents and Caregivers – within Public Mental Health”, a white paper discussing recommendations to guide the employer on key strategies for meeting challenges and strengthening support in the recruitment, hiring, training, support and retention of employees with lived experience, as well as serves as a guide for employees with lived experience to be hired, receive entitlements and support, and to succeed on the job.
www.workingwelltogether.org

How to Create Effective Employee Benefit Programs

This resource features the steps necessary to create an effective employee benefit program that will provide financial protection for employees and their families in the event of illness, disability, death, or unemployment and promote positive employee morale and support the productivity of the company as a whole.
<http://smallbusiness.chron.com/create-effective-employee-benefit-programs-1172.html>

Employee Benefits Security

Administration

The Employee Benefits Security Administration, a division of the United States Department of Labor, assures the security of the retirement, health and other workplace related benefits of America's workers and their families by developing effective regulations; assisting and educating workers, plan sponsors, fiduciaries and service providers; and vigorously enforcing the law. Their FAQ section includes the answers to the most common questions concerning employee and employer benefit laws and protections, including new health care requirements as a result of the Affordable Care Act.

<http://www.dol.gov/ebsa/>

Improved Mental Health Benefits; Improved Productivity; Healthy Employees

This resource serves as a roadmap for employers to navigate both mental health benefits and related internal programs.
www.nebgh.org/publications/MentalHealthGuide.pdf

Family Benefits and Medical Leave

This resource offers insight into the Family Medical Leave Act and medical leave for employees.

<http://employeebenefits.about.com/>

Hire and Retain Employees

This guide helps employers understand what they need to do to supply employee benefits required by law; including the two types of employee benefits must provide by law those the employer must provide by law and those the employer offers as an option to compensate employees. Both require feature optional benefits that have legal and tax implications for the employer.

<http://www.sba.gov/content/required-employee-benefits>

HR Council for the Nonprofit Sector

This resource discusses the types of benefits may include group insurance (health, dental, vision, life etc.), disability income protection, retirement benefits, daycare, tuition reimbursement, sick leave, vacation (paid and non-paid),

funding of education, as well as flexible and alternative work arrangements.

<http://hrcouncil.ca/hr-toolkit/compensation-employee.cfm>

Benefits of Health Promotion Programs

Often not considered a “benefit”, workplace health programs have many potential benefits for both employers and employees and a workplace health program that combines both individual and organizational strategies may produce benefits both for individual employees and their families as well as the organization as a whole. This resource looks at the ways a workplace health program can serve as an attractive benefit for employees.

<http://www.cdc.gov/workplacehealthpromotion/businesscase/benefits/index.html>

Planning and Developing Benefits Tools

Top Three Things Small Businesses Should Know About the Affordable Care Act

PLEASE NOTE: The Affordable Care Act (ACA) continues to evolve and change. It is critical that use of information and tools be cross checked with the current status of the program at: <https://www.healthcare.gov>

The Affordable Care Act will help small businesses by lowering premium cost growth and increasing access to quality, affordable health insurance. Depending on whether you're a small employer or a larger employer, different provisions of the Affordable Care Act may apply to you as described below.

Businesses with Fewer than 25 Employees- Small Business Tax Credits

The Affordable Care Act does not require that businesses provide health insurance, but it offers tax credits for eligible small businesses that choose to provide insurance to their employees. To qualify for a small business tax credit of up to 35% (up to 25% for non-profits), you must have:

- Fewer than 25 full-time equivalent employees
- Pay average annual wages below \$50,000
- Contribute 50% or more toward employee health insurance premiums

Beginning in 2014, this tax credit goes up to 50% (35% for non-profits) and is available to qualified small businesses who participate in the Small Business Health Options Program (SHOP) Exchanges.

Businesses with 50 or Fewer Employees- Affordable Insurance Marketplaces

The Affordable Care Act does not require that businesses provide health insurance, but beginning in 2014, small businesses with generally 50 or fewer employees will be able to purchase coverage through SHOP, competitive marketplaces where small employers can go to find health coverage from a selection of providers.

Businesses with 50 or More Employees- Employer Shared Responsibility Provisions

Under the Affordable Care Act, the Federal government, State governments, insurers, employers, and individuals share the responsibility to reform and improve the availability, quality, and affordability of health insurance coverage in the United States. Employers are not required to provide coverage to their employees under the Affordable Care Act. However, beginning in 2014, businesses with 50 or more full-time employees (or full-time equivalents) that do not offer affordable health insurance that provides a minimum level of coverage to substantially all of their full-time employees (and their dependents) may be subject to an employer shared responsibility payment if at least one of their full-time employees receives a premium tax credit to purchase coverage in an insurance Marketplace. A full-time employee is generally one who is employed an average of 30 or more hours per week.

If you meet or are close to this threshold level of full-time employees, it's important to understand how these rules may apply to you and how the employer shared responsibility payments could be triggered. For more guidance on the employer shared responsibility payments, refer to this FAQ from the IRS.

From Meredith Olafson, Community Moderator for the Small Business Administration; This Factsheet is provided by the Small Business Administration and can be found at:

<http://www.sba.gov/community/blogs/community-blogs/health-care/top-three-things-small-businesses-should-know-about-affo>

SSI Income Reporting Requirements

If you, your child, or youth receive Supplemental Security Income (SSI) you are required to report any and all earnings. This may or may not effect eligibility or the amount of SSI you receive each month. When determining what, when, and how to report, see the information below or consult your SSA Representative or Office.

What Things Must You Report To Social Security?

- You must report any of the changes listed below to us, because they may affect your eligibility for SSI and your benefit amount:
- Change of address;
- Change in living arrangements;
- Change in earned and unearned income, including a change in wages or net earnings from self-employment, including your spouse's income if you are married and living together, and parents income if applying for a child;
- Change in resources including your spouse's resources, if you are married and living together, and parents resources if applying for a child;
- Death of spouse or anyone in your household;
- Change in marital status;
- Change in citizenship or immigration status;
- Change in help with living expenses from friends or relatives;
- Eligibility for other benefits or payments;
- Admission to or discharge from an institution (such as a hospital, nursing home, or a correctional institution such as prison, jail, detention center, boot camp, etc.);
- Change in school attendance, if you are under age 22;
- Change in legal alien status;
- Leaving the U.S. for a full calendar month or for 30 consecutive days or more;
- A warrant for a felony crime or for violating a condition of parole or probation is issued for your arrest. However, effective March 18, 2001, we no longer suspend or deny payments based solely on an outstanding warrant for a violation of probation or parole.

What Is Income?

- Earned Income is wages, net earnings from self–employment, certain royalties and honoraria, stipends, and sheltered workshop payments.
- Unearned Income is all income that is not earned, such as Social Security benefits, pensions, State disability payments, unemployment benefits, interest income, and cash from friends and relatives.
- In–Kind Income is food or shelter that you get for free or less than its fair market value.
- Deemed Income is the part of the income of your spouse with whom you live, your parent(s) with whom you live, or your sponsor (if you are an alien), which we use to compute your SSI benefit amount.

Why Is My Income Important In The SSI Program?

Generally, the more income you have, the less your SSI benefit will be. If your countable income is over the allowable limit, you cannot receive SSI benefits. Some of your income may not count as income for the SSI program.

What Income Does Not Count For SSI?

Examples of payments or services we do not count as income for the SSI program include but are not limited to:

- The first \$20 of most income received in a month;
- The first \$65 of earnings and one–half of earnings over \$65 received in a month;
- The value of food stamps;
- Income tax refunds;
- Home energy assistance;
- Assistance based on need funded by a State or local government;
- Small amounts of income received irregularly or infrequently;
- Interest or dividends earned on countable resources or resources excluded under other Federal laws;
- Grants, scholarships, fellowships or gifts used for tuition and educational expenses;
- Food or shelter based on need provided by nonprofit agencies;

- Loans to you (cash or in-kind) that you have to repay;
- Money someone else spends to pay your expenses for items other than food or shelter (for example, someone pays your telephone or medical bills);
- Income set aside under a Plan to Achieve Self-Support (PASS);
- Earnings up to \$1,700 per month to a maximum of \$6,840 per year (effective January 2012) for a student under age 22;
- The cost of impairment-related work expenses for items or services that a disabled person needs in order to work;
- The cost of work expenses that a blind person incurs in order to work;
- Disaster assistance;
- The first \$2,000 of compensation received per calendar year for participating in certain clinical trials;
- Federal tax refunds and advanced tax credits received on or after January 1, 2010; and
- Certain exclusions on Indian trust fund payments paid to American Indians who are members of a federally recognized tribe.

How Do I Report Earnings?

This information must be reported no later than the 10th day of the month after the month of change. For example, if you get SSI and start working on May 22, then you must report this information no later than June 10. You must continually report your earnings by the 10th day of the month following the month of earnings.

You may call us at 1-800-772-1213. Or you may call, visit, or write your local Social Security office. Social Security also offers a toll-free automated wage reporting telephone system. Ask Social Security how you can report wages using the automated telephone system.

Benefit Comparison Chart

Use this chart to compare the benefits that are currently received with those that will be provided through the lived experience position.

HEALTH CARE		
Plan Provisions	Current Plan	New Plan
Cost		
Dependent child coverage		
Family Coverage		
Annual Deductible		
Annual Co-payment maximum		
Co-payment amount		
Lifetime Maximum		
Current providers in network		
PREVENTIVE CARE SERVICES	Current Plan	New Plan
Physical exam (office visit)		
Preventive screening services: Mammography, Pap Smear, PSA Test		
Well child care visit		
Childhood Immunizations		
Adult Immunizations		
Laboratory		
OUTPATIENT & OTHER SERVICES	Current Plan	New Plan
Counseling		
Therapy		
X-Ray		
Non-routine lab		
Medications Covered?		

MATERNITY SERVICES	Current Plan	New Plan
Maternity care		
Birthing room		
Newborn nursery		
DISEASE MANAGEMENT PROGRAMS	Current Plan	New Plan
Smoking cessation		
Nutrition counseling		
Disease education		
PHYSICIAN SERVICES	Current Plan	New Plan
Physician office visit		
Specialist Referral		
Mental Health provider visit		
HOSPITAL SERVICES	Current Plan	New Plan
Room & Board (semi-private room)		
Ancillary Inpatient Services		
Mental health Inpatient		
Laboratory & pathology (inpatient)		
EMERGENCY SERVICES	Current Plan	New Plan
Emergency Room Services		
Ambulance Services – Ground/Air		
OTHER SERVICES - List	Current Plan	New Plan
Alternative medicine		

Chiropractor		

Other Employee Benefits

Type of Benefit	Current Plan	New Plan
Life Insurance/Amount		
Retirement		
401k		
Disability Insurance		
Vacation		
Sick Days		
Other: List		

Developing Job Announcements

A job announcement both describes a job and sells it (and the company) to potential applicants. Well-written announcements not only encourage their readers to apply but practically inspire them to do so. They communicate what is best about the company and how the available position plays a role in the program's commitment to family and consumer driven systems of care. Written and used by human resource recruiters and general managers alike, they can be as detailed or as vague and as short or as long, as desired. (How to Write a Job Announcement | eHow.com http://www.ehow.com/how_5074910_write-job-announcement.html#ixzz2HPe3ORbQ)

Employment advertising includes everything from a "help wanted" sign in the window, to print ads in local newspapers or specialized publications like trade magazines, to classified ads on cable television or the Internet (Reference for Business; Recruiting <http://www.referenceforbusiness.com/small/Qu-Sm/Recruiting.html#ixzz2HW2qsrDL>). The purpose remains the same but the space and approach may vary according to whether it is a help wanted ad, a one page announcement, or a featured article in a paper or newsletter.

Advertising or promoting the lived experience job opening is paramount to gaining access to a pool of qualified applicants. Job announcements must accurately reflect the position, required experiences and competencies, and the expectations once hired. If there are gaps or discrepancies, applicants and the review team

may have inappropriate or misleading assumptions. There are also potential legal consequences to false advertising or promises through job announcements. To eliminate this, job announcements should incorporate the following suggestions.

- Programs must be sure that their position announcement complies with equal opportunity employment laws and do not expose the company to charges of discriminatory hiring practices.
- Job Announcements should concentrate on the skills and responsibilities of the position, rather than on the traits of applicants.
- It is important to avoid nuances that suggest a certain gender or age of applicant is preferred.
- The position description should reflect people first language and model family and consumer driven principles.
- Persons with lived experience should review the description to ensure there are no hidden stigmatizing or offensive components.

Traditional approaches to recruiting applicants may not be effective in hiring consumer and family employees. Developing an effective job announcement that will attract potential candidates who truly represent the population served by the program will require creativity and persistence.

The announcement must reflect:

- The targeted audience;
 - The value of the position;
 - Excitement for the opportunity; and
- Clear directions to know what to do with the information (such as qualifications, expectations, or how to apply).

Job Announcements Resources

How to Write a Job Announcement

A job announcement both describes a job and sells it (and the company) to potential applicants. Well-written announcements not only encourage their readers to apply but practically inspire them to do so. They communicate what is best about the company and how the available position plays a role in the company's ongoing success. Written and used by human resource recruiters and general managers alike, they can be as detailed or as vague and as short or as long, as desired. This resource provides a base of information for the development of job announcements.

http://www.ehow.com/how_5074910_write-job-announcement.html

How to Write a Job Announcement

A job announcement is the first point of contact that a new employee makes with your organization. As such, you shouldn't treat a job announcement lightly. This resource helps programs use their

announcement to attract the best applicants possible by including the most important information for the position.

<http://work.chron.com/write-job-announcement-9385.html>

5 Ways to Create Inspiring Job Announcements

This resource shares the five principles for creating inspiring job announcements: arouse emotion, stress strengths, emphasize opportunity, be optimistic, and keep it short.

<http://www.ere.net/2008/01/09/5-ways-to-create-inspiring-job-announcements/>

How To: Write a Standout Job Description

Provides top tips for writing job descriptions that effectively communicate positions and the requirements for applicants with examples of well-written job listings.

<http://mashable.com/2011/06/03/how-to-write-job-description/>

Job Announcements Tools

Differences between a Job Description and a Job Announcement

	Job Description	Job Announcement
Purpose	The job description serves as the platform for advertising the position, recruiting candidates, hiring for the position, and evaluating the work of an individual once they are on the job.	A job announcement both describes a job and sells it (and the company) to potential applicants. It can be a one page announcement or an ad, such as what one might see in the Help Wanted section.
Detail	<p>The job description will include detail on the following:</p> <ul style="list-style-type: none"> • An analysis of what the job will and should entail; • Identification of duties; • Key qualifications that will be necessary; • The types of experiences necessary to complete the duties; • How experiences can replace formal training; • The skills necessary to do the work; • Discussion on who will supervise and how that will be done; • Potential accommodations needed to make the position effective; • Other expectations such as travel; and • Salary structure. 	<p>The job announcement only includes a brief amount of information on the following:</p> <ul style="list-style-type: none"> • Information regarding the program, such as purpose, accomplishments, who it serves, etc. • Opportunities available to the applicant who is offered the position such as joining a top-quality team of professionals, adding to the company's success, enjoying a competitive salary and great benefits; • Job title and the tasks it involves; using terms such as duties, responsibilities, and roles; • Qualifications necessary using words such as require, must, necessary and vital. • Details such as the geographic location of the job, the hours expected of the hired candidate, a potential start date and a salary range; and

		<ul style="list-style-type: none"> • What to do next such as what to send (resume, CV, cover letter, letters of recommendation, samples, references), where to send it (physical address, e-mail, fax), when to send it (by a certain date), and what to expect from you if the reader follows the directions.
Uses	The job description can be used as a positions development tool, to create training on the position, to set competencies for measuring applicants, to establish performance measures, and for use as a guide for supervisors in supporting and building the competency of the individual.	The primary goal of the job announcement is to advertise and invite potential applicants to apply for the position.
Implications	The job description must be inclusive and staff should not be held accountable for duties not outlined or included.	The announcement is critical in promoting the position and getting the most qualifies applicants possible.

Job Announcement Tip Sheet

Arousing interest in both the program and the position should lead off the announcement. The announcement can be good advertising for those who may not be qualified or interested but who may know of someone who is. The announcement can also stress the strengths of both the position and the program. It can also reinforce the family and consumer driven vision of the program to the public. You can do this through such statement as:

- The ABC Public Mental Health Program is excited to announce a unique opportunity for visionary persons with lived experience.
- The ABC Public Mental Health Program has a history of investment in promoting the role of the family and consumer voice.
- The ACB Public Mental Health Program believes in the value of listening to those it serves.

Emphasize Opportunity in the Announcement

Use the announcement to emphasize the opportunities for not only typical professional staff, but for the populations they serve as well. Use such statements as:

- The ACB Public Mental Health Program, an industry leader in promoting the voices of those they serve...
- The ACB Public Mental Health Program offers this opportunity to persons with lived experience...
- The ACB Public Mental Health Program believes this is the beginning of systems change that is responsive to the people it serves.

Be Visionary

Readers should be able to see the vision on the program through the announcement. There should be optimism and excitement through the announcement itself. These kinds of statements will help portray the expectation of the position for the work done.

- The ACB Public Mental Health Program has done it again. We are offering the people we serve to join our team...
- The ACB Public Mental Health Program continues to be the industry leader in family and consumer driven care through our newly designed program that features positions on our team for persons served through the mental health system.

- Have you ever thought you could do better? The ACB Public Mental Health Program agrees with you. We are offering an opportunity for the right person who has experienced the mental health system of care as a recipient of services...

Keep it short and to the point

The job announcement is a tickler...a way to get folks interested in a position or to recognize the effort you are putting into making the voice and choice of those served a priority. Use the announcement as an introduction and follow it with an invitation such as:

- Are you who we are looking for? If so, please call us right away at...
- There is too much to describe. Please visit our website for more information.
- Do you want to know more? Please contact our office with questions at...

Job Announcement

The Parent Partners are a committed group of parent advocates who have successfully navigated the system and now work in partnership with DCFS to provide parents with information, empowerment, and hope. We provide support, information, and mentorship to parents who have recently lost custody of their children as well as parents whose children are in the foster care system without permanency. We assist parents and families by providing:

- ***Support to Parents and Families awaiting services in the lobbies of DCFS offices throughout the County;***
- ***A Warm Line to provide Parents and Families with support and resources via telephone;***
- ***Parent Orientations that inform Parents and Families with DCFS cases of their rights and responsibilities;***
- ***Parent Support Groups that give Parents and Families a place to find support and be heard;***
- ***Support to Parents and Families who are participating in Team Decision Making (TDM) Meetings with DCFS.***

We are currently seeking qualified applicants to join our team. We offer a competitive salary range, comprehensive training, and ongoing mentorship and support to our team members. Qualified applicants need to possess the following:

- ***A valid California driver's license number;***
- ***Proof of your ability to seek employment in the United States;***
- ***A prior open case with DCFS or another public child welfare agency – applicants must have their child welfare case(s) closed for at least one year before applying;***
- ***The ability and desire to advocate for parents, to provide hope, to empower others, and be a part of a team;***
- ***Bilingual (Spanish) is a plus. Prior work experience preferred.***

Please contact us at the phone number below for more information and application materials!
202-111-2222

Parents in Partnership is an Equal Opportunity Employer

Sample Job Ad

PEER SPECIALIST: ABC County Community Mental Health has three part-time openings (Two - 10 hours per week and one - 20 hours per week) for culturally diverse minded peer case managers. The desired candidates would be individuals with mental illness who are currently receiving services, or have received mental health services and are in recovery. Responsibilities include assisting other consumers with social security benefit issues, DHS problem-solving, housing, community supports, leading WRAP and other peer led support and treatment groups, and some transportation. High school diploma and valid Michigan driver's license required. This individual would work with the Community Support Services team. Send cover letter and resume to Jon Smith, ABC County Community Mental Health, PO Drawer 130, ABC, MI 49010. Deadline: March 19, 2009.

FAMILY SUPPORT SPECIALIST: Join the leader in behavioral health celebrating 100 years nationwide! Be part of a rewarding team that truly impacts the lives of children. We are re-recruiting for a full-time FAMILY SUPPORT SPECIALIST with experience with intake assessments based out of our Outpatient office in ABC. Schedule: Monday-Friday, 8:00am-5:00pm (flexible hours), with availability to work evenings and/or weekends when needed. The Family Support Specialist will often be the first contact with new clients and works as a liaison with the Regional Health Behavioral Authority. They offer support in assisting the family in preparing for the intake process and formulate treatment plans. Further, they make decisions regarding access to care and complete intake assessments. One (1) year experience in behavioral health working with children and families required. –Must be flexible with hours to meet the needs of clients/families. - Solid computer and typing skills required. - Experience with CFT process and strengths-based approaches preferred. Physical Requirements: Normal (or corrected to normal) hearing and vision. Travels regularly in ABC County (must have reliable transportation, mileage reimbursement available). Salary/Wage: medium Location: ABC Source: <http://www.jobs2careers.com>

Adapting the Application for Employment

Many companies require that prospective employees seeking a job fill out an employment application. Each employment application differs depending on the company giving it out. However, most applications ask job seekers to offer information about their professional and educational backgrounds, as well as other information that the company would find useful in determining whether the candidate would be a good person to fill the job. Some companies ask for applications in combination with a resume, while others want one in lieu of it. ([What Is the Purpose of an Employment Application? | eHow.com](http://www.ehow.com/info_7766257_purpose-employment-application.html#ixzz2Qg3sni00)
http://www.ehow.com/info_7766257_purpose-employment-application.html#ixzz2Qg3sni00)

Most employers are interested in evaluating the judgment, trustworthiness, character, and stability of their potential employees; they may use an applicant's social security number to check his or her credit history, criminal history or both. It is important to note that while background checks are a common practice in a traditional application process, they are not conducted by all employers. ([Purpose of a Job Application | eHow.com](http://www.ehow.com/facts_5062720_purpose-of-a-job-application.html#ixzz2Qg2zSUnT)
http://www.ehow.com/facts_5062720_purpose-of-a-job-application.html#ixzz2Qg2zSUnT)

Most employment applications are generic to ALL positions within the program or they are designed to capture professional educations, licenses, and experience. To make the

application relevant to potential lived experience employees, it should be adjusted or components should be deleted or added to fully capture the information necessary to select applicants for an interview. The application should be crafted to ensure that the information gathered facilitates the screening and ultimately selecting the best candidates for an interview. A lived experience application might include:

- An area to specifically describe lived experience;
- A section within the Previous and Current Employment section that requests information regarding volunteer services;
- Questions and prompts that encourage a sharing of skills, knowledge, and expertise that are generally acquired through a lived experience; and
- A privacy protection statement that describes how the information will be used, who will see it, and how confidentiality will be maintained.

Not all programs ask for an application. Instead, they request a cover letter expressing interest, or answering specific questions. Others ask for a cover letter and a resume. Whatever the approach, the application process must be tailored to the lived experience population that is targeted for the position.

Adapting the Application for Employment Resources

Developing the Job Application Form

This site provides background and information regarding the development of applications for employment that are targeted and consistent with labor laws. While developed in Washington, much of the information is helpful.

<http://www.lni.wa.gov/Safety/Basics/SmallBusiness/General/DevelopingJobAppForm.asp>

Common Job Application Questions & Answers

Provides an overview of common questions often asked on an application.

http://www.ehow.com/list_6121665_common-job-application-questions-answers.html#ixzz2Qg7diGtk

Key Components of a Job Application Form

This article offers a discussion around traditional components of a job application and an explanation of what they entail or include.

<http://www.businessihub.com/key-components-of-job-application-form/>

Adapting the Application for Employment Tools

Sample Narrative Job Application Form

APPLICANT'S DETAILS

Title:	First Name:	Last Name

Home address:
Post Code:

Telephone No's: (please include area code)
Home Tel:
Mobile Tel:
Work Tel:
<i>**Please specify your preferred contact number</i>
Email:

INTEREST AND EXPERIENCE

Please explain your interest and experience in mental health and this program and why you are interested in being a Peer Specialist, using no more than 500 words.

SUITABILITY FOR THE ROLE

- a) Please refer to the Job Description as (Attached). Please demonstrate how you meet as many of the Skills and Experiences listed as you can, giving examples from your paid or voluntary work, life experiences or training.

REFERENCES:

Please give the name, address and position of two referees. References will only be taken up for successful candidates. One reference from a friend and relative is acceptable.

Name:	
Position held:	
Organization:	
Address:	
Telephone No:	
Email Address:	

Name:	
Position held:	
Organization:	
Address:	
Telephone No:	
Email Address:	

DECLARATION:

I have read and understood the role description and I confirm that the information I have given is true and correct. I confirm that if selected, I will fulfil the obligations laid down to the best of my ability.

Signed:
Date:

Please return completed forms to:

Sample ~ Application for Parent Consultant

County or Agency policy and federal law prohibit discrimination based on race, creed, sex, religion, mental or physical disabilities, age or marital status. Questions of this nature are asked for general background purposes only. *You are not obligated to supply this information. If you do not answer these questions it will not affect consideration given to your application.

Contact information:

Name: _____

Address: _____

Home Phone: _____ Work Phone: _____

Email: _____

*Male ____ *Female ____ *Birth date: _____

Person to notify in case of emergency: _____

Home Phone: _____

Work Phone: _____

Background:

Have you or your child or youth ever received services for a mental, emotional, or behavioral challenge? Yes No

If yes, please share your experiences:

Why do you want to become a Parent Consultant?

What other work related, volunteer and life experiences, skills and expertise will you bring to the Parent Consultant position?

In order to promote the integrity of the program, to ensure confidentiality is maintained, to protect the safety of the Parent Consultant and those families you may be in contact with, we use many methods of screening. Are you willing to sign this application and affirm the information you have provided is complete and truthful?

Yes No Will you sign an agreement to maintain confidentiality? Yes No

I submit the statements on this application are true, complete and correct to the best of my knowledge. I understand that falsification on this application can disqualify me from consideration or can result in dismissal at a later time.

Signature: _____ Date: _____

Thank you for taking the time to fill out this application. Return completed application:

Applying Outreach Practices to Targeted Populations and Program Representatives

Traditional approaches for recruiting applicants may not be effective in hiring consumer and family employees. Reaching out to potential candidates who truly represent the population served by the program will require creativity and persistence. Often there are not typical avenues for outreach to potential candidates as there might be with other professions such as training programs with rosters of graduates or trade publications for ease of advertising.

Effective outreach to lived experience population will include at least the following:

- Clear, specific, culturally and linguistically competent outreach materials detailing the roles and responsibilities of the position, as well as required and preferred experiences, and skills;
- Expansive advertising through a variety of modalities such as minority newspapers and consumer or family newsletters; on listservs for families and consumers; through community recruitment; at Laundromats; through the faith community; at supermarkets; on the radio; and in languages other than English (i.e. in Spanish newspapers, radio);
- Regular conversations and feedback with lived experience representatives to gather their feedback on the best approaches to solicit applicants;
- Clearly defined and applied definitions of terms such as “consumer”, family member, and lived experience;

- Collaboration with other programs serving persons with lived experience for shared advertising and promotion;
- Strategic and targeted sensitivity to cultural, socio-economic, and ethnic issues.
- Designated staff to answer calls about the position. These individuals should be culturally competent and very familiar with the position and the accommodations that may be offered;
- Distribution to disability organizations or employment services that specialize in recruiting employees with disabilities; and
- Offering the announcement in alternate formats such as email or large print.

Technologies, such as the Internet, laptops and smartphones, have dramatically changed the workplace landscape. Employees and employers use these types of digital tools to complete daily business, communicate with each other and even for recruitment purposes. Social media websites, including both personal and professional websites, are a prominent location for job seekers to look for new positions, as well as for employers to post open jobs and search for the most qualified candidates.

(Facts About Using Social Media for Job Recruitment, Denise Brandenburg, eHow Contributor

http://www.ehow.com/info_8391458_using-social-media-job-recruitment.html#ixzz2HWJisEd4)

Outreach Practices Resources

Using Outreach to Increase Access

This resource uses outreach practices to enhance program capacity to serve the "hard-to-reach". The intent is to promote a new approach that can reach those that have not been responsive to traditional methods.

http://ctb.ku.edu/en/tablecontents/subsection_main_1876.aspx

Reaching Out to Diverse Populations: Opportunities and Challenges

With the growing diversity of the U.S. population, this resource challenges practitioners to make their services more widely available in racially and ethnically diverse localities.

<http://www.apapracticecentral.org/ce/courses/diverse-populations.aspx>

Outreach Strategies Training

This presentation promotes the basic underlining principle of outreach and to start where the populations served are; on the streets and in the community.

www.cdc.gov/outreach/.../OutreachOverviewPresentation.ppt

Effective Education to Target Populations

This section describes and presents information gathered on the delivery of outreach programs to target populations relevant to NEHEP. While the targeted populations are not generally seen as persons with lived mental health experiences, the approaches are easily adaptive to there under represented populations.

http://www.nei.nih.gov/nehep/research/Effective_Education_to_Target_Populations.pdf

Mental Health Outreach: Promising Practices in Rural Areas

The importance of outreach services connecting rural persons to appropriate mental health care has long been recognized. This resource addresses the many challenges of delivering mental health care in rural areas often relegate outreach services to a secondary status, particularly given the lack of on-going funding for outreach.

http://www.narmh.org/publications/archives/REVISED_OUTREACH_PAPER.pdf

Outreach Practices Tools

Outreach Planning Best Practice

Target Population	
• Who are you trying to reach?	
• Who would make an idea candidate for a lived experience position?	
Culture, Values and Beliefs	
• Do they have a culture by virtue of their lived experience?	
• Does the population served have differing cultures, values, and beliefs?	
• What are the demographics of the targeted population?	
• Do they have distinct values and beliefs?	
• How might they differ from other position applicants?	
Language	
• Is there language variations among the populations served?	
• Does the population have its own language nuances by virtue of their lived experiences?	
• Will a variety of languages be necessary for authentic outreach?	
Common Environments	
• Are there any common areas where you can expect to see potential applicants?	
• Do they have a preference in communication modalities?	
• Social networking	
• Newsletters	
• Poster boards	
• Texting	
• Phone	
• Are they more likely to put value in one modality over another?	

Partner Programs

- | | |
|--|--|
| • Are there other programs that serve a similar population? | |
| • Are there organizations that represent the lived experience populations? | |
| • Are there community leaders that have access and trust from the targeted population? | |

Evaluating Recruitment Outcomes

The recruitment and selection process is critical to the success of any organization. If not effective, organizations will hire many individuals destined to fail and in many cases through no fault of their own. Poor hiring decisions also result in an excessive burden on managers and supervisors who have to cope with the result of those decisions.

A recent survey (Carlson) indicates that the majority of organizations do not formally evaluate their recruitment outcomes, even though it is considered to be one of the factors that affect the annual profits and profit growth. A suggested framework for integrating the outcomes of the three stages of recruitment includes:

- How well the recruiting approach attracted appropriate and qualified applicants;
- How many applicants remained interested and followed through with the hiring process; and,

- How many qualified applicants were actually hired?

It is critical for programs to evaluate the effectiveness of each recruitment phase in order to identify specific causes of recruitment successes and failures since the recruitment of a lived experience position may require new techniques and approaches. Much like any quality improvement strategy, the program can improve its recruitment process by knowing where to direct improvement efforts.

Those responsible for recruitment should assess the effectiveness of their recruitment and selection methods by the quality of applications and resumes they receive in response to each job listing. (How to Evaluate the Recruitment & Selection Process of a Job Listing, Ruth Mayhew, eHow Contributor

http://www.ehow.com/how_7944170_evaluate-selection-process-job-listing.html)

Evaluating Recruitment Outcomes Resources

Evaluating Your Program

Evaluating Your Program shows quality assurance team members how to evaluate the effectiveness of a Supported Employment program. It includes the following: A readiness assessment; The Supported Employment Fidelity Scale; The General Organizational Index; and Outcome measures specific to the program. You will also find instructions for conducting assessments and tips on how to use the data to improve your program.

<http://store.samhsa.gov/shin/content/SM08-4365/EvaluatingYourProgram-SE.pdf>

Supported Employment-A Guide for Mental Health Planning + Advisory Councils

For many people, employment is an important source of dignity, purpose, and identity. For individuals with a psychiatric disability, employment can be a step toward recovery. This resource provides guidance for mental health planning and evaluating outcomes of targeted efforts.

<http://www.namhpac.org/PDFs/SE.pdf>

Evaluating Recruitment Outcomes Tools

Evaluating Recruitment Outcomes

Most programs has standardize tools for evaluating progress, strategic planning review, and developing an accountable pattern of preventing and addressing negative consequences in the workplace. This chart will assist in maintaining a regular and consistent focus on Recruiting for a Lived Experience Position.

Recruiting Employees with Lived Experience into the Public Mental Health Workforce				
AREA	Monitoring or Evaluation Tool and Date	Positive Outcomes	Challenges	QI Action Steps
Creating Positions				
Developing Job Descriptions				
Developing Designated and Non-Designated Positions and Job Classifications				
Planning and Developing Benefits for Potential Employees and their Family				
Developing Job Announcements				
Applying Outreach Practices to Targeted Populations and Program Representatives				
Evaluating Recruitment Outcomes				

Axis Group I, LLC 2013

Hiring Employees with Lived Experience into the Public Mental Health Workforce

Introduction to Hiring Employees with Lived Experience into the Public Mental Health Workforce

Hiring the appropriate employee with lived experience is next in the process chain. Once a public mental health program has a pool of qualified applicants they must be sorted, reviewed, interviewed, and eventually hired into the position. If the development of the position and recruitment went well, this stage of the process will allow the program to identify the right applicant and fit for the work environment.

Hiring the best lived experience employee is dependent upon a variety of factors, including:

- Review of resumes in search of appropriate candidates;
- Development of a consistent interview tool and process;
- Selection of the most qualified applicant;
- Making an offer; and
- Evaluation and hiring improvement.

Resume and Application Review Process

A major aspect in the hiring process, no matter how many individuals have applied, is the resume or application review. While this is time consuming, the process helps to effectively identify the most qualified candidates. Some companies and programs have software that will review resumes or applications, looking for key words, spelling errors, or other preset parameters.

When reviewing resumes or applications from a lived experience population, typical resume review processes will not always be successful in identifying the best candidates. Depending upon the ability to express those experiences on paper, some individuals with extensive expertise in working with their peers through their lived experience could be missed. The review process should be driven by a plan to identify the best candidates for an interview. This might include:

- Establish what is most important on the application or resume and give weighted scores in those areas.
- Look through the resume or application for signs of lived experiences that will help

fulfill the desired skills and qualities as outlined in the job description.

- Use a team approach in reviewing resumes and applications. This will help ensure multiple views of the application and the strengths and skills of the lived experience applicant.
- Use individuals from the populations to be served, such as the parent of an adult with mental health service needs, or a youth receiving services as a part of the review team. If there are none, borrow one from another similar program.
- View and score organizational affiliations as a professional affiliation.
- Count lived experience as a work experience.
- Count volunteer experience as work history.

Flexibility is the key for using an application or resume review process if the intent is to identify the candidates for interviews out of a pool or applications.

Resume and Application Review Resources

Employer Review of Resumes, Cover Letters, Job Applications

This site has multiple resources and links to information regarding general resume and application review process.

<http://humanresources.about.com/od/job-application-review/job-application-review.htm>

Application Review Process - How to Speed It Up, Nathan Shackles

This article explores several approaches to setting up an application process that result in more efficient methods of reviewing applications in search of interview candidates.

<http://ezinearticles.com/?Application-Review-Process---How-to-Speed-It-Up&id=6430200>

Resume and Application Review Tools

Resume or Application Review Sheet

Applicant is a:	
<ul style="list-style-type: none"> • Parent of a child or youth served by the public mental health system 	
<ul style="list-style-type: none"> • Family member of an adult with mental health needs. 	
<ul style="list-style-type: none"> • Someone who has received mental health services for a serious mental illness. 	
<ul style="list-style-type: none"> • Person with a personal experience with recovery from a psychiatric condition required 	
Experience indicates:	
<ul style="list-style-type: none"> • Knowledge about program guidelines, including the rules and regulations affecting the individuals served 	
<ul style="list-style-type: none"> • Knowledge of the recovery process and the ability to facilitate recovery using established standardized mental health processes 	
<ul style="list-style-type: none"> • Knowledge and skill to teach and engage in basic problem solving strategies to support individuals in self-directed recovery 	
<ul style="list-style-type: none"> • Knowledge of the signs and symptoms of mental illness and the ability to assist in addressing symptoms using strategies such as positive self-talk 	
<ul style="list-style-type: none"> • Knowledge and skill sufficient to use community resources necessary for independent living and ability to teach those skills to other individuals with mental illness 	
<ul style="list-style-type: none"> • Knowledge of how to establish and sustain self-help (mutual support) and educational groups 	
<ul style="list-style-type: none"> • Ability to evaluate needs, increase skills, complete intake functions, provide education and support, facilitate communication and complete documentation 	
<ul style="list-style-type: none"> • Ability to provide advocacy, support and referral service to those persons assigned to their caseload 	
<ul style="list-style-type: none"> • Ability to provide advocacy and liaison services, as well as in-home support services, to individuals in program to ensure that they are properly supported through the process 	
<ul style="list-style-type: none"> • Ability to work directly with persons in need and their families or others in the community in order to promote, strengthen and to prevent harm. 	

<ul style="list-style-type: none"> Ability to assist and empower persons receiving services by identifying a main concern, developing strength based independent living plans that includes a measurable goal and objectives, and carrying out the independent living plans 	
<ul style="list-style-type: none"> Ability to provide support services; serves as an advocate; provide information and support in a variety of settings; performs a wide range of tasks to support living own lives and directing own recovery and wellness process 	
<ul style="list-style-type: none"> Ability to serve as a role model to peers 	
<ul style="list-style-type: none"> Ability to educate persons receiving services about self-help techniques and self-help group process 	
<ul style="list-style-type: none"> Ability to teach peers effective coping strategies, sometimes based on personal experience 	
<ul style="list-style-type: none"> Ability to assist peers in clarifying goals for rehabilitation and recovery 	
<ul style="list-style-type: none"> Ability to help persons with a similar lived experience to develop support systems 	
Lived Experience related Certifications (List):	
<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> 	
Score	
Comments:	
Reviewer:	
Date:	
Signature:	

Developing Interviewing Protocol and Process

Finding the right employees is critical to the success of the public mental health lived experience program and the interview process is a critical component within the process. There are areas that should be covered in an interview, skills that should be considered, and standard

questions that should be asked to find out if a candidate is suitable. In essence, the interview process is critical in screening candidates and hiring the individual that will best meet the needs of the program.

Several things should occur prior to the actual interviews.

- Ensure that the application and interviewing procedures comply with the Americans with Disabilities Act (ADA), which prohibits asking disability-related questions before a job offer is made.
- Confirm that application forms, employment offices and interviewing locations are accessible to persons with a variety of disabilities.
- Be willing to make appropriate and reasonable accommodations to enable an applicant with a disability to participate in the interview.
- Make sure candidates to be interviewed understand ahead of time what is involved in the process.
- Develop a set of questions that will solicit responses to highlight the candidate skills and abilities.
- Develop a uniform and consistent way to conduct the interview.
- Create an interview committee (this can be the Resume Review Committee) to serve as the interviewers.

The interview protocol should be well documented prior to the start of the first interview process and this protocol should be used consistently. It is important to follow the protocol as a manner of implementing and documenting a fair and equitable hiring process.

- The interview questions should closely match the job description.
- People receiving services and those with lived experience should be included in the interview process.
- Encourage the potential employee to open about their need for accommodations, such as not having to be at the office by 8 am due to medication side effects or needing to care for family members with serious health conditions.
- Provide a job description prior to interview that is clearly in line with the job announcement.
- Ensure that those who conduct the interviews and select the employee are up to date on cultural issues, such as nuances regarding handshakes, eye contact, or language variations that could impact the

interview and the scope of duties for the position. Provide these individuals with resources to maximize their knowledge base.

- Revisit the issue of accommodations with each applicant and ensure a complete understanding of their needs and limitations and how the program can facilitate their success.

- Request references from other persons with lived experience, service providers, community partners, or friends.
- You should also reassure candidates that the information that employees disclose to you is confidential, and that confidentiality extends to the interview process.

It might also be helpful to require a hand or computer written paragraph. If the position requires note taking, documentation in client files, letter writing, or basic computer skills this will offer an example of creativity, thinking and writing skills.

Interviewing Protocol and Process Resources

Job Interview Protocol: Examples of Interviewing Protocol

This resource provides examples of the basic traits and items a prospective employer will look for before considering to hire an employee and offers approaches to improve, including possible questions, building confidence by role-playing an interview with friends or family and how to prepare a few key questions for the employer that would be beneficial to increasing their interest in you as a prospective player on their team.

<http://www.job-interview-site.com/job-interview-protocol-example-of-interviewing-protocol.html>

Fordham University: Interview Guidelines for On & Off Campus Employers

In order to facilitate the fair and objective evaluation of applicants, the Career Planning Center offers employers adaptable guidelines in formulating interview inquiries as obtained from the New York State Division on Human Rights.

<http://law.fordham.edu/career-planning/2738.htm>

Interview Guidelines

The information on this page presents How to Find the Best Person For Your Job; Before You Interview; Responsibilities of the Selection Committee; and The Ten-Step Interview Process.

http://www.hr.ucdavis.edu/supervisor/recruitments/selection-process/Interview_guidelines

How to Conduct a Job Interview

Wasting time during an interview can cost you more money than you might think. Use this guide to improve your interviewing technique and avoid making hiring mistakes.

<http://www.inc.com/guides/2010/04/conducting-job-interviews.html>

Standardized Interview Protocols

Although some interviewers might feel more comfortable and relaxed in an informal interview, the U.S. Office of Personnel Management in Washington, D.C., says structured interviews are more reliable and can withstand legal challenges. This resource provides information so employers can make an objective comparison between prospective employees when they are all asked the same questions, and in the same manner.

<http://work.chron.com/standardized-interview-protocols-13497.html>

Good Interview Practices: Employers Perspective

Making a good hire depends, in part, on having positive interview experiences with preferred candidates. This resource reminds employers that they often underestimate the impact of a well-

planned interview/interview process and provides guidance on developing practices that will lead to selection of the best candidate.

http://www.execsearches.com/non-profit-jobs/recruiter_Articles/Good-Interview-Practices.asp

Successful Interviewing Guide - Iowa Workforce Development-PDF

This inclusive guide features each component of application and interviewing process, including writing a job description; advertising the job; avoiding discrimination during the hiring process; summary for pre-employment; questions and a sample employment application.

www.iowaworkforce.org/70-0006.pdf

Job Interviews

This resource offers job interviews tips and techniques, sample interview questions and answers, sample interviews

letters and templates for the employer in search of the perfect applicant.

<http://www.businessballs.com/interviews.htm>

Conducting Employment Interviews – Hiring How To

This is a leadership guide featuring step-by-step how-to's, Wall Street Journal stories and video interviews with CEOs.

<http://guides.wsj.com/management/recruiting-hiring-and-firing/how-to-conduct-interviews/>

Candidate Assessment Tool

This site explores a candidate assessment tool that is designed to record notes and create a scoring system to help minimize the "gut feel" mistakes that happen when interviewing potential employee candidates.

<http://www.staffing-and-recruiting-essentials.com/Candidate-Assessment-Tool.html>

Interviewing Protocol and Process Tools

Potential Interview Questions

- Tell me about yourself.
- What are your strengths?
- What are your weaknesses?
- What do you feel about the potential of this job?
- Why do you want this job?
- What's your ideal working environment?
- What attracted you to this position?
- Why should we hire you?
- What experiences do you have that would make you an ideal candidate for the job?
- What did you like least about your last job?
- When were you most satisfied in your job?
- What can you do for us that other candidates can't?
- What were the responsibilities of your last position?
- Why are you leaving your present job?
- What do you know about family driven/youth driven care?
- What do you know about mental health recovery and resiliency?
- Describe how you would support others in their wellness?
- What do you know about our program?
- What do you think/feel are the most positive and negative aspects of the public mental health system?
- Do you have any questions for me?
- What was the last project you headed up, and what was its outcome?
- Give me an example of a time that you felt you went above the call of duty at work.
- Can you describe a time when your work was criticized?
- Have you ever been on a team where someone was not pulling their own weight? How did you handle it?

<ul style="list-style-type: none"> • Tell me about a time when you had to give someone difficult feedback. How did you handle it?
<ul style="list-style-type: none"> • What is your greatest failure, and what did you learn from it?
<ul style="list-style-type: none"> • Do you consider yourself a self-starter or self-motivated??
<ul style="list-style-type: none"> • If I were your supervisor and asked you to do something that you disagreed with, what would you do?
<ul style="list-style-type: none"> • Give me an example of a time you did something wrong. How did you handle it?
<ul style="list-style-type: none"> • What about this position do you feel will be your biggest challenge?
<ul style="list-style-type: none"> • How are you prepared, through your experiences, to face that challenge?
<ul style="list-style-type: none"> • Tell me about a time where you had to deal with conflict on the job.
<ul style="list-style-type: none"> • Have you ever had an assignment was too difficult for you, and how did you resolve the issue?
<ul style="list-style-type: none"> • What's the most difficult decision you've made in the last two years and how did you come to that decision?
<ul style="list-style-type: none"> • Describe how you would handle a situation if you were required to finish multiple tasks by the end of the day, and there was no conceivable way that you could finish them.
<ul style="list-style-type: none"> • What salary are you seeking?
<ul style="list-style-type: none"> • What's your salary history?
<ul style="list-style-type: none"> • If I were to give you this salary you requested but let you write your job description for the next year, what would it say?
<ul style="list-style-type: none"> • What are you looking for in terms of career development?
<ul style="list-style-type: none"> • What do you want to improve yourself in the next year?
<ul style="list-style-type: none"> • What would you like to see in this position, as it grows?
<ul style="list-style-type: none"> • What kind of goals would you have in mind if you got this job?
<ul style="list-style-type: none"> • If I were to ask your last supervisor to provide you additional training or exposure, what would she suggest?
<ul style="list-style-type: none"> • How do you feel others will perceive this position?
<ul style="list-style-type: none"> • How would you go about establishing your credibility quickly with the team?
<ul style="list-style-type: none"> • What do you see yourself doing within the first 30 days of this job?
<ul style="list-style-type: none"> • If selected for this position, can you describe your strategy for the first 90 days?

• How would you describe your work style?
• What would be your ideal working environment?
• Give examples of ideas you've had or implemented.
• What techniques and tools do you use to keep yourself organized?
• Tell me about your proudest achievement.
• Was there a person in your career or life who really made a difference?
• What kind of personality do you work best with and why?
• What are your lifelong dreams?
• What do you see as your biggest challenge in meeting that dream?
• What three character traits would your friends use to describe you?
• What are three positive character traits you don't have?
• If you were interviewing someone for this position, what would you look for?
• List five words that describe your character.
• What is your biggest regret and why?
• What are the qualities of a good leader? A bad leader?
• Do you think a leader should be feared or liked?
• What approach do you feel would best allow you to represent the lived experience?
• Tell us about a time when you had to advocate for an individual with mental health needs/parent of a child or youth with emotional, behavioral, or mental health needs.
• How do you feel about taking no for an answer?
• How would you feel about working for someone who knows less than you?
• Tell me the difference between a good and exceptional mental health outcome.
• Who are your heroes?
• What do you do in your spare time?
• What is the most important thing I should remember about this conversation?

Adapted from: <http://career-advice.monster.com/job-interview/Interview-Questions/100-Potential-Interview-Questions/article.aspx> 100 Potential Interview Questions, Thad Peterson, Monster Staff Writer

Sample Job Interview Score Sheet
(To be completed by the interviewer)

Name of Applicant: _____

Position: _____

GENERAL QUESTIONS

#	Questions	Excellent	Good	Average	Below Ave.	Poor	No Answer	Comments
		5	4	3	2	1	0	
1	What do you believe are your key skills and qualifications?	5	4	3	2	1	0	
2	Describe why you think you would be fit for this job.	5	4	3	2	1	0	
3	Describe your strengths and weaknesses.	5	4	3	2	1	0	
4	What do you believe is your biggest accomplishment to date (can be personal or work related)?	5	4	3	2	1	0	
5	List some challenges you faced in your work experience and how you resolved such challenges.	5	4	3	2	1	0	
6	What did you like most in your previous job?	5	4	3	2	1	0	
7	What did you dislike most in your previous job?	5	4	3	2	1	0	
8	What do you expect from your supervisor?	5	4	3	2	1	0	
9	Where do you expect yourself to be five / ten years down the lane?	5	4	3	2	1	0	
10	When faced with choice of a tight deadlines and company policy imposing restrictions, what would you do?	5	4	3	2	1	0	
11	Any other question	5	4	3	2	1	0	
12	Any other question	5	4	3	2	1	0	
13	Any other question	5	4	3	2	1	0	
	TOTAL (Add up the points)							

SPECIFIC QUESTIONS

#	Questions (Insert the specific technical questions in the relevant rows)	Excellent	Good	Average	Below	Poor	No Answer	Comments
1	Explain a critical job situation and elicit how the candidate would react.	5	4	3	2	1	0	
2	Ask a basic subject question related to the job profile.	5	4	3	2	1	0	
3	Ask an advanced subject question related to the job profile.	5	4	3	2	1	0	
4	Ask questions DIRECTLY related to the job announcement and job description. List those below:	5	4	3	2	1	0	
5		5	4	3	2	1	0	
6		5	4	3	2	1	0	
7		5	4	3	2	1	0	
8		5	4	3	2	1	0	
9		5	4	3	2	1	0	
10		5	4	3	2	1	0	
11								
12								
13								
14								
15								
16								
	TOTAL (add up the points)							

COMPATABILITY QUESTIONS

#	Questions	Excellent	Good	Average	Below	Poor	No Answer	Comments
		5	4	3	2	1	0	
1	Salary Expectation	5	4	3	2	1	0	
2	Flexible hours	5	4	3	2	1	0	
3	Time Required to Join	5	4	3	2	1	0	
4	Other:							
5	Other:							
	TOTAL (Add up the Points)							

	Total Score	Weightage	Total
Total for General Questions		X 1	=
Total for Technical Questions		X 2	=
Total for Compatibility Issues		X 1	=
Overall TOTAL			

Overall Summary Comments:

Signature of Interviewer:

Name of Interviewer:

Date & Time:

Location:

Adapted from: Sample of a Job Interview Score Sheet, N Nayab & Jean Scheid, 2011
<http://www.brighthub.com/office/human-resources/articles/110122.aspx>

Selecting Qualified Applicants for Employment

The hiring of a consumer or family member with lived experience is as critical to the program as any other position. The same amount of careful planning and “hiring etiquette” should go into filling this position as in filling a high level administrative position.

Selecting the most qualified individual for the position should be based upon the job expectations and the capacity of the individual to fill those responsibilities. Having lived experience should not be the only qualification and should always be tied to the essential job duties and skills. Program and agency policies should drive the hiring and selection process but there should also be an expectation that these candidates may present themselves differently as lived experience may have replaced education.

When selecting a qualified applicant, the following should be included as a component of the overall hiring process;

- Level of experience-some individuals will have more experience than others;
- Capacity to represent the population served;
- Skills and competencies as they directly relate to job duties; and
- Interview outcomes that would indicate not only capacity but a good fit with your team.

Non-lived experience candidates often present themselves with a resume folder full of educational expertise and degrees. The lived experience applicant may have little degree oriented education and their experiences may not have been in paid positions. Often, their mental health needs or that of a family member resulted in a redirection in their professional aspirations. Opposite of some of their professional counterparts, the lived experience applicant received their experience prior to their formal education.

Measuring and assigning value to lived experience will require a careful analysis of the experiences of the individual and a crosswalk with the expectations of the position. If they will be assisting families in navigating the juvenile justice system, then they should have demonstrated experience in the Juvenile Justice system. Similarly, if they will be assisting consumers to transition from hospital or facility to community, they should have experience in making that transition themselves.

To effectively assess candidates for a lived experience position, the skills, experience, knowledge, and competencies that are important and necessary for success in the position must be defined. It is recommended that public mental health programs must create a competency profile for the position and use it to help screen potential new hires.

Once you've determined the competency profile of the position, formulate screening questions that will draw from candidates' information that

can be fairly evaluated against your selection criteria.

When little attention is given to the skills, knowledge, and potential contributions of the individual to the overall mission and success of the public health program, then one can assume

that the position is simply a token or window dressing. If the position and the person placed in it is to have an impact, then selection should follow a predictable path with demonstrated skills, knowledge, and experiences.

Selecting Qualified Applicants Resources

How to Choose the Best Applicants for Job Positions

This article focuses on choosing the right candidate for a position as a critical decision in developing and sustaining a position. A good hire can make a company run that much more smoothly. However, a bad decision can result in disruption in the working of a company, plus the added expense of going through the entire hiring process again.

http://www.ehow.com/how_5366434_choose-applicants-job-positions.html

How to Choose the Right New-Hire from Several Qualified Applicants

How to choose the right new-hire from several qualified applicants can be done in many ways. Here are some ideas to help in choosing the best applicants for the position.

http://businessknowledgesource.com/blog/how-to-choose-the-right-newhire-from-several-qualified-applicants_026014.html

Hiring

The process of hiring a new employee comprises many steps. However, from choosing applicants for interviews to conducting the interviews, the ultimate goal of the hiring process is to ensure that you choose the most qualified candidate for the job. It is vital that every stage of the

hiring process be conducted correctly; this will ensure that the most qualified candidate who is the best fit for the program is hired.

http://www.ehow.com/how_7622655_should-select-qualified-applicant-job.html

The Interview Process: Selecting the "Right" Person

Interviewing candidates for a position within the program is one of the final steps in the hiring process. Employers want to make sure that all of the preceding steps are accomplished since each of these steps will have a direct impact on how effective the interview process will be.

<http://smallbusiness.findlaw.com/employment-law-and-human-resources/the-interview-process-selecting-the-right-person.html>

Recruiting, Interviewing, and Selecting the Best Employees

This publication provides the tools needed to increase efficiency in hiring and retaining employees. It discusses how to write a detailed job description, provides a guide for developing an employment application form tailored to the pesticide application industry, and lists essential interview questions.

<http://www.ppp.purdue.edu/Pubs/PPP-69.pdf>

Selecting Qualified Applicants Tools

Values and Skills

The following matrix reflects summarized outcomes of a preliminary consensus-based dialogue with peer provider and, managers and administrators representing peer providers in age-specific Systems of Care (Children's, Transition-Age Youth, Adult and Older Adult) in the County of Los Angeles - Department of Mental Health in 2012-2013. These values and skills reflect *generalized values and skills across age-specific systems*. (Further work by Los Angeles County - Department of Mental Health, under the Workforce, Education and Training Division and the Empowerment and Advocacy Division, can be found in the County of Los Angeles - Department of Mental Health *Peer Specialist Training and Core Competencies: Summary of Findings* report.)

Category: VALUES

Relationship is primary

- Reciprocal
- Non-judgmental
- Trusting
- Connectedness
- Egalitarian
- Basis of Equal Human Rights
- The primary goal of a Peer Specialist is to establish an unconditional acceptance (loving) and supportive, trusting relationship of equals with people.

Cultural Awareness (client culture, race, ethnicity, co-occurring, age, sexual orientation, gender, gender identification, etc.)

- Understanding of and respect (for specific cultures being served)
- Limitlessness of the potential and ability of people
- Developmental Stages
- Broadly Inclusive of Multiple Identities of People
 - Aging processes
 - Race
 - Sexual orientation
 - Gender
 - Gender identification
 - Ethnicity
 - Religion
 - Spirituality
 - Mental, Emotional and Physical Different Abilities
- Inclusive of multiple service needs:
 - Co-Occurring
 - Medical Care
 - MH Care
 - Trauma
- Understanding of peer interventions that work best with different demographic groups.

Life experience is crucial

- Significance of experience

- Relate-ability to those supported
- Values as Role Model
- At least a year of self-help support group experience
- Experience receiving/participating in best practice peer services
- Previous job experience essential

Able to share with and connect with others as Peers

- Personal connectedness
 - Through language
 - Listening
- Ability to relate to person via specific life experiences
 - Grieving
 - Sharing of story
- Starting and being present according to where the client/family is at
- Ability to support a person in setting and achieving his/her own goals, (not the Peer Specialist's or someone else's goals)

Principles of:

- Hope
- Dignity And Respect
- Empowerment
- Self-Advocacy
- Personal Responsibility
- Support
- Self-Determination
- Empathy
- "Peerness"
- Recovery is possible for All
- Everyone has a unique path.

Category: SKILLS

Communication

- Literacy
- Oral/Written
 - Documentation
 - Participating in Tx Teams and
 - Advocacy
 - Facilitation [*Note: Facilitation is considered less than best practice by some and undermining of peer relationships.*]
- Listening-Actively and Reflective (empathize)
- Able to tell Story in service of the consumer, knowing when it is appropriate and when it is not
- Supportive Communication Styles:
 - Use of "I" perspective
 - Avoiding labels
 - Non-judgmental
 - Able to explain concepts

- Imparts safety
- Eye and Body Language Aware
- Conflict Resolution
- Specialized
 - Computer
 - Knowledge of Specific Local Resources

Use of Language/Jargon

- Recovery
- Resiliency
- Use of Non-specialized or layperson language:
 - Words the person uses
 - Cultural translations or interpretations
 - Words not clinically based.
- Knowledge of professional language and ability to explain and interpret between peer language and professional language.

Demonstrate key principles:

- Hope
- Respect
- Empowerment
- Empathy
- Self-Advocacy
- “Peerness”
- Wellness/Self Care
- Strength-based
- Love

Able to develop rapport and demonstrate good interpersonal skills

- Bridge-builder/ Team player
- Meet people where they are at
- Positive Respect for person/family
 - Validation
 - Welcoming
 - Approachable
 - Shows caring and unconditional love and support
- Able to disclose personally / tell story to meet others’ needs
- Able to deliver attention, affection and approval

Cultural Awareness

- Use of cultural resources for people - that conveys a positive, high regard for person/family cultural needs and identity.
- Work / Solution focuses reflect cultural sensitivity and concepts based upon:
 - Age
 - Race
 - Gender
 - Gender identity

- Sexual orientation
- Ethnicity
- Religion
- Spirituality
- Mental, Emotional and Physical Different Abilities
- Co-Occurring
- Medical Care
- Services that are linguistically and culturally competent
 - Bi-lingual staff
 - Translation for person/family's primary language
 - Diversity of staff

Knowledge of Policies

- County/Agency Policies and Procedures
- Code of Conduct
- Code of Ethics
- Accountability
- Understanding of Scope of Work:
 - Limitations
 - When to ask for help
 - How to use Supervision
 - How to advocate for self within professional settings

Knowledge of Systems

- Basic Mental Health
- Education
- Social Services
- Protective Services
- Developmental Service System
- Employment
- Justice
- Medical

Knowledge of Key Concepts and Principles

- Recovery
- Resiliency
- Human Rights
- Peer best practices
 - Self-help support groups
 - 12 Step meetings
 - Non-12 Step addiction self-help support groups
 - WRAP
 - Sponsoring and mentoring
 - Developing a peer support network outside of the mental health system
 - Community integration
- Strength based
- Trauma

- Developmental / Identity Stages
- Stages of Change
- Legal /Ethical Issues
- Holistic care

Outreach and Collaboration; Resource & Referral

- Identify and use community outreach sites (informal and formal)
- Ability to network effectively and collaboratively with other professionals and organizations.
- Identify and Link with Resources (Be a connector)
 - Community (faith communities, social support groups)
 - Mental Health
 - Housing
 - Medical
 - Legal
- Promote respect and stigma reduction

Education/ Support for Individual , Family, and/or Parent/ Caregiver

- Provide “safe space”
 - Physical space for emotional expression
 - Affirming of grieving and other traumatic experiences.
- Provide targeted education for multiple health issues:
 - Health 101
 - Lifestyle Changes
 - Self-Help
 - Support Groups
 - Basic Medical
 - Sexuality
 - Trauma
 - Healing Relationships
 - The Journey of ... (recovery, discovery, etc.)
 - Basic Child development / expected milestones

Basic Skill Set

- Maintaining Safety
 - Reading body language
 - Recognizing verbal cues
 - Maintaining emotional boundaries in supporting people with trauma
 - Negotiation
- Knowing Scope of Practice
- Documentation
- Time Management
- Avoiding power struggles
- Recognizing when I am triggered and having a process to resolve it without acting out
- Nonviolent Communication
- Educating about confidentiality, rights
- Providing resource and referral
- Assessing person/family strengths and challenges

- Assist in developing self-directed planning for people
 - Self-Help Support Groups
 - 12 Step Groups
 - Recovery International
 - Non-12 Step addiction self-help support groups
 - Goal Setting
 - WRAP
 - Advanced Directives
 - Crisis Planning

Participate in Professional Development Activities and Training:

- Conceptual and Operational Activities and Training
- Peer Specific:
 - Values of Peer Support
 - Cultural Competency
 - Diversity
 - Self-Care/ self-advocacy / assertiveness
 - Self-help Support Groups
 - Mentoring
 - Support Systems for self, Self-Advocacy
 - Whole Health Wellness
 - WRAP
 - Mental Health Awareness [for laypeople] (i.e. MH 1st Aid)
- Orientation topics:
 - Policies and Procedures
 - Code of Conduct
 - Ethics
 - Accommodations/ADA
 - Family Leave Act and other legislation that provides support for employees.
- Specific Mental Health topics:
 - Co-Occurring Disorders
 - Conflict Resolution / De-Escalation Techniques
 - Trauma
 - Effects of Drugs
 - Motivational Interviewing
 - Mental Health First Aid
 - Grief/Loss
 - Expected emotional / psychosocial development of infants and children

Participate in Job Development Activities & Performance

- Regular 1:1 Strength based Supervision
- Review of job expectations and progress
- Participation in provider teams.
- Peer team review of ongoing support and training needs
- Celebration of peers successes related to mission of agency/ org.
- Dedicated leadership development activities.

Applicant Selection Chart and Competency Profile

Develop the desired traits or qualities that would be evidenced by the ideal candidate. List these in the right hand column and use as a guide in developing questions and selecting candidates for the lived experience position.

Area	Indicators that Show Competency
1. Skills:	•
2. Experience:	•
3. Knowledge:	•
4. Competencies:	•
5. Work Values:	•
6. Personality Traits:	•
7. Presentation:	•
8. Education or Training:	•
9. Capacity to Perform:	•
10. Other:	•

Candidate Selection Scoring Sheet

Use the following, after defining evidence, to assign a score in each area to assist in identifying the best candidates.

Area	Desired Indicators (List indicators that would show competency within the area)	Total Points of a Possible 10
1. Skills:	•	
2. Experience:	•	
3. Knowledge:	•	
4. Competencies:	•	
5. Work Values:	•	
6. Personality Traits:	•	
7. Presentation:	•	
8. Education or Training:	•	
9. Capacity to Perform:	•	
10. Other:	•	

NOTES:

Making a Job Offer

Making the job offer is more complex than simply notifying an individual to tell them they have been chosen. When offering a job position, programs must be prepared to answer questions about the position, as well as negotiate salary and benefits, all while presenting this opportunity in the most positive light possible to encourage the candidate to accept the position. The persons making the offer will need to be prepared to answer questions specific to the lived experience position, assist them in understanding benefits and their impact on their current array of services, and options within the program for benefits and pay.

The most efficient way to do this is through a staged process that ensures the program has fulfilled any human resource requirements, or for smaller programs, job hiring protocol. The steps that might be involved can include:

- Prepare necessary documentation and be certain of salary and benefit information
- Get authorization for the salary range and variations in pay and benefits.
- Be prepared with start dates.
- Have an orientation process in place
- Know what accommodations are required by law and what other accommodations are available through the program.

- Call the individual (it is best that someone on the interview committee call so it is someone with whom they are familiar).
- Inform the individual of the offer
- Name the start date.
- Use positive tones to demonstrate enthusiasm on having the person join the team.
- Explain in a few sentences what skills or traits possessed by the individual were most impressive.
- Invite them to the office to discuss the offer.
- Answer any questions and offer final congratulations.

After an individual accepts the job, it is recommended that a formal letter be sent, outlining the agreements on salary, clarifying benefits, outlining known accommodations, and the start date and location.

The job offer may come as a surprise and the individual may have multiple questions or feel the need to discuss the offer with family or friends. Allow them the space to make the decision but be sure you provide them with enough information that the decision is based upon accurate facts.

Making a Job Offer Resources

How to Make a Job Offer (Part 1 of 2), Mauzzine

This podcast, in two parts, discusses the elements of offering a job after the selection of the right candidate.

<http://www.manager-tools.com/2007/05/how-to-make-a-job-offer-part-1-of-2>

How to Make the Perfect Job Offer: 9 Tips, Jeff Haden

This article has nine excellent steps to consider when attempting to land the ideal person for the position. It is easily adaptable to lived experience positions

and provides a simple step by step walk through of the process.

<http://www.inc.com/jeff-haden/how-to-make-the-perfect-job-offer-9-tips.html>

How to Make a Job Offer, Marie Larsen

This article provides more information regarding the job offer as the pivotal point of the entire hiring process. It provides details such as the anatomy of the job offer and what can and cannot be shared during the offer process.

<http://www.recruiter.com/i/how-to-make-a-job-offer/>

Making a Job Offer Tools

Extending the Job Offer

When a job offer is extended, it should include the following information about the job:	
<ul style="list-style-type: none"> • Location and working hours 	<p>This is a critical piece of information for individuals that are hired into lived experience positions. Ensure they are very clear on intended locations for work and the hours they are expected to fulfill.</p>
<ul style="list-style-type: none"> • Salary (although sometimes salary must be negotiated before the applicant will accept) 	<p>Have the authority to negotiate a salary. Do some research and ensure that the position salary is within the same range as other public mental health lived experience positions. In addition, the salary and manner in which they are paid and its potential impact on other services or supports they receives (Such as SSI) should be discussed.</p>
<ul style="list-style-type: none"> • Type of employment/contract 	<p>The type of employment or contract should be discussed at this time and a clear decision made regarding the relationship between the individual and the program. This is a time when the benefits of a contracted position and types of payment can be discussed, if allowable through the program.</p>
<ul style="list-style-type: none"> • Benefits 	<p>This cannot be emphasized enough. All potential candidates should be made aware of the program benefits, the ability to refuse or request changes in those benefits, how they might impact current services and supports, and the positive and negative points of the benefits.</p>
<ul style="list-style-type: none"> • Starting date 	<p>The start date should be a joint decision and finalized prior to the hiring process is completed.</p>
<ul style="list-style-type: none"> • Accommodations 	<p>This is an excellent time to discuss what accommodations might be necessary to support their successful employment. All legally required accommodations should be discussed. The accommodations that are not required by law should be outlines in the hiring package.</p>
<ul style="list-style-type: none"> • Any papers or information that should be brought on the first day of work 	<p>The necessary paperwork should be discussed and agreed upon.</p>
<ul style="list-style-type: none"> • A date by which the applicant must respond to job offer 	<p>All potential hires should be told a date by which they must accept the position to allow the program an opportunity to seek other qualified candidates and fill the position as quickly as possible.</p>

Avoiding Unintentional Employment Contracts

Unless the program is intentionally entering into a written contract with an employee that guarantees the position for a set length of time, it is recommended to avoid making any statements that could be construed as entering into an employment contract. This will prevent any misunderstanding regarding the hire and encourage clarity in the hiring process. **Do not make promises, or statements that can be construed as promises that cannot be kept.**

Keep the following guidelines in mind when making a job offer to avoid an unintended employment contract or grave misunderstanding with a potential hire:
<ul style="list-style-type: none">● Avoid promises of job security. To avoid this, the offer must be stated as narrowly and as carefully as possible. Any statement that alludes to job security can be interpreted by a court as a promise of job security, which might make it extremely difficult to terminate an employee if necessary.
<ul style="list-style-type: none">● Promises that lead to reliance. When a prospective employee gives up something of value or quits another job in reliance upon the employer's promises, the courts tend to enforce the promises made in job offers more strictly. When negotiating a position or contract any promises or statements that will lead the employee to give something up (like a house or another job) should not be made.
<ul style="list-style-type: none">● Watch hiring language. Don't make any statements that imply permanence or even a long-term commitment. Avoid the following:<ul style="list-style-type: none">• "You'll be with us as long as you can do your job."• "You will not be fired without just cause."• "This is a company in which you stay and grow."• "In this company you'll have lots of job security."
<ul style="list-style-type: none">• Review all advertisements and company literature for language that could be even remotely construed as offering employment of a fixed duration.
<ul style="list-style-type: none">• Whether verbal or written, make it clear that there will be clauses in the contract that allow each party to break the contract under certain situations.
<ul style="list-style-type: none">• If the offer is oral, further explain that "employment at will" means that the company or the employee can terminate the employment relationship at any time for any reason. Just cause is not necessary. Make sure this is understood as something that applies to ALL employees, not just those with lived experience.
<ul style="list-style-type: none">• If the offer is written, explain the concept or refer the employee to a handbook where the employment-at-will doctrine is explained.
<ul style="list-style-type: none">• Quote the salary on a weekly or monthly basis rather than an annual salary in order to avoid the implication that the employment offered is for a year's duration.
<ul style="list-style-type: none">• Review notes of job interviews to determine whether any promises were made, implied or otherwise, that need to be corrected in a formal offer letter.
<ul style="list-style-type: none">• If a job offer letter (recommended) is sent, put a copy in the candidate's personnel file. If the offer is oral, keep notes of what was said in the file.

Adapted in part from: Business Owners Toolkit: Making a Job Offer

<http://www.bizfilings.com/toolkit/sbg/office-hr/hiring-workers/making-a-job-offer-information.aspx>

Evaluating Hiring Outcomes

Only through evaluation can the program measure their success and identify approaches that will improve their hiring outcomes. The evaluation of hiring should include the following:

- All components of the interview process from setting up interviews to the close of the interview itself;
- Review of the criteria used within the selection process; and
- Look back six months post hiring to see if you missed anything that would have offered a better view of strengths, weakness, and necessary training to make the position successful.

There are multiple ways to evaluate and monitor the hiring process. These can include:

- A post interview survey to gather feedback from candidates on the interview process

- Meeting with the lived experience employee at regular intervals to see if the job description; announcement, and job expectations matched the reality of the work;
- Doing an in-depth review with lived experience staff if they exit the program to learn more about the issues and challenges that contributed to their need to change their employment with you.

Because lived experience positions are emerging as a new profession, careful evaluation and use of outcomes is critical in establishing benchmarks and goals that can serve as predictors of successful employment and positive outcomes for both the program and the employees.

Evaluating Hiring Outcomes Resources

Quality, Cost and Time to Hire: How to Improve and Measure Hiring Process Results, Alliance for Hiring Outcomes

This presentation covers an advanced approach to developing a valid process for evaluating program hiring efforts. The power point includes: Federal Hiring Reform Background; Evaluating the Hiring Process: Speed of Hiring; Evaluating Hiring Outcomes: Quality of Hiring; and sample case studies.

<http://hiringreform.org/wp-content/uploads/2010/09/AHR-10.6.10-Webcast-Presentation.pdf>

Recruitment Evaluation: The Case for Assessing the Quality of Applicants Attracted, Kevin D. Carlson*, Mary L. Connerley, And Ross L. Mecham I on Wiley Library

In depth paper that argues that assessing attraction outcomes is critical to systematic improvement of recruitment effectiveness and offer a new assessment framework that can be adapted by all organizations for any position in any staffing scheme. An illustrative example demonstrates these methods using attraction outcome data from 5 organizations' recruitment of associate engineers and shows that not only do attraction outcomes differ; the value of those differences can be substantial.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1744-6570.2002.tb00118.x/abstract>

To Get the Right Match, Start With the Right Batch, Leon Tonkonogy, Psy.D

This e-zine article discusses the integral role of finding the "right" people for an organization or program and the challenge that goes through all stages of a recruitment process - from generating applicants for a vacant position to extending a job offer to a selected candidate. The article focuses on generating a pool of qualified applicants as the initial stage of the hiring process and the components necessary for promoting positive outcomes.

<http://EzineArticles.com/4794197>

Evaluating Your Program

This SAMHSA based resource shows quality assurance team members how to evaluate the effectiveness of a Supported Employment program. It includes the following:

- A readiness assessment;
- The Supported Employment Fidelity Scale;
- The General Organizational Index; and
- Outcome measures that are specific to your program.

It also offers instructions for conducting assessments and tips on how to use the data to improve the program.

<http://store.samhsa.gov/shin/content/MA08-4365/EvaluatingYourProgram-SE.pdf>

Evaluating Hiring Outcomes Tools

Evaluating Hiring

Most programs have standardized tools for evaluating progress, strategic planning review, and developing an accountable pattern of preventing and addressing negative consequences in the workplace. This chart will assist in maintaining a regular and consistent focus on

Hiring Employees with Lived Experience into the Public Mental Health Workforce				
AREA	Monitoring or Evaluation Tool and Date	Positive Outcomes	Challenges	QI Action Steps
Developing Interviewing Protocol and Process				
Selecting Qualified Applicants for Employment				
Evaluating Hiring Outcomes				

Hiring for a Lived Experience Position.

Retaining Employees with Lived Experience into the Public Mental Health Workforce

Ensuring successful employment of a person with lived experience into a public mental health program does not end with hiring the right person. Once an individual is hired, their success and longevity with the program depend on how well they are trained, supported, and accepted as an authentic member of the team. The areas

covered in this chapter include a discussion and resources on developing orientations, successful supervision, monitoring and supporting individuals, creating career pathways, quality improvement and evaluating efforts related to retaining employees with lived experience.

Developing Position and Program Orientation

New employee orientation may also be known as employee onboarding. Every workplace comes with its own set of rules and regulations, benefits and bonuses, nuances and traditions. New employees should not have to learn these things the hard way (Brian Platz, Employee Onboarding: One Chance for a Positive New Employee Experience

<http://humanresources.about.com/od/orientation/a/onboarding.htm>).

An inclusive and sound orientation can assist in developing and ensuring adequate skills and knowledge to do the job. In addition, orientation helps quell the fears and anxiety associated with taking on a new job. Once an individual is hired, orientation to their position and the program are necessary to prepare them to be a functional member of the team. Most public mental health programs have orientation activities that might include required training for regulatory and workplace etiquette (such as reporting abuse and neglect, sexual harassment, or cultural competence), how to do time sheets, and general submission of agency or program required forms. Orientation should take place within a few days of hiring and should be reinforced regularly over the lifetime of employment.

Orienting lived experience employees to their workplaces and their position is an often neglected function in many programs. Some programs believe that the employee handbook and learning to complete is an adequate

orientation. Frequent complaints about new employee orientation include accusations that they are overwhelming, boring, or that the employee is left to sink or swim. Often, programs assume that because the individual has lived experience, they should know how to do their job. The result is often a nervous new employee with little confidence and is more likely to leave the program within a year. (Dr. Judith Brown, Employee Orientation: Keeping New Employees on Board: How to Provide Effective New Employee Orientation <http://humanresources.about.com/od/retention/a/keepnewemployee.htm>)

With the introduction of a profession that is evolving as quickly as lived experience positions, developing an effective orientation experience continues to be crucial. New hire programs and associated orientations must be strategically planned to be effective and include the full sphere of lived experience positions.

The purposes of orientation are multifold and serve as an important element of the retention process and will likely serve as a component of future staff reviews. In addition, orientation will assist the new employee in understanding the culture of the workplace and assist them in navigating as a staff person, not as a recipient of services. A sound orientation effort will also help reduce anxiety in the newly hired lived experience employee.

Orientation should include at a minimum:

- Program policies and procedures
- Program support available for persons with disabilities
- State and federal laws and regulations relative to the position
- Wellness Recovery Action Plan (WRAP)
- Family and youth driven approaches to building capacity
- Resiliency and recovery
- Mental Health First Aid
- Office etiquette
- Communication skills
- Office equipment use

Individuals with lived experience may not have a work history or they may have been out of the workforce due to their mental health needs or that of a family member. They may require additional orientation to build their skills, create a sense of comfort, and ensure that they can be successful in the workplace.

Developing Position and Program Orientation Resources

How to Develop Employee Orientation Programs

Once an employee accepts an employment offer and is ready to start a new job, they should spend some time with a human resources representative or someone comparable. The orientation a new employee receives when they start a new job can set the tone for her work experience. This resource is a general discussion regarding orientation programs for new employees and approaches to make them most effective.

http://www.ehow.com/how_5161431_develop-employee-orientation-programs.html

Employee Orientation: Keeping New Employees on Board

Orienting employees to their workplaces and their jobs is one of the most neglected functions in many organizations. An employee handbook and piles of paperwork are not sufficient anymore when it comes to welcoming a new employee to your organization. This site takes a look at the top ten ways to turn off a new employee and then return to find out more about new employee orientation.

<http://humanresources.about.com/od/reception/a/keepnewemployee.htm>

Employee Orientation Program Guidelines

These guidelines provide direction regarding the development and implementation of comprehensive employee orientation programs within departments, in order to support, welcome and recognize employees, as they start a new job within government.

<http://employeeorientation.gov.ns.ca/employee-orientation-program-guidelines>

Staff Recruitment and Hiring

Employee Orientation - Smart Starts, part 1; This resource provides a backdrop for shaping the new employee's first impression as a matter of utmost importance.

<http://www.aspcapro.org/employee-orientation-smart-starts-part-1.php>

How to Develop Effective New Employee Orientation Programs

This resource examines approaches for helping new employees quickly become comfortable with their new environment, aware of their department's role in achieving goals, and making them more knowledgeable of the specific expectations of their new position.

www.awardstaffing.com/files/Newsletter_June_2007.pdf

Creating an Effective New Employee Orientation Program, Karen L. Wallace, Drake University Law School

This article outlines what new employee orientation is and why it is important and identifies essential factors to consider when creating or improving an orientation

program, including goals; content; organizational culture; timing, pacing, and sequencing; responsibilities and methods; and feedback and evaluation.

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1958214

Developing Position and Program Orientation Tools

Components of an Orientation for Lived Experience Staff

Orientation Area	Potential Resources
Organization or program background	
<ul style="list-style-type: none"> History of program and organization 	
<ul style="list-style-type: none"> Mission and vision of the organization 	
<ul style="list-style-type: none"> Organizational philosophy or guiding values 	
People within the organization or program	
<ul style="list-style-type: none"> Administrators 	
<ul style="list-style-type: none"> Line staff 	
<ul style="list-style-type: none"> Support staff 	
Support information	
<ul style="list-style-type: none"> ADA (Americans with Disabilities Act) coordinator 	
<ul style="list-style-type: none"> Affirmative action 	
<ul style="list-style-type: none"> Administrator of the benefits program 	
<ul style="list-style-type: none"> Who handles payroll 	
<ul style="list-style-type: none"> Ombudsman or special liaison for complaints 	
Organizational structure	
<ul style="list-style-type: none"> Structure of responsibility <ul style="list-style-type: none"> Who reports to whom Who's responsible for what areas of work Who makes things happen 	
<ul style="list-style-type: none"> Decision-making structure <ul style="list-style-type: none"> Who participates in what decisions When various people can act independently and when they need to check with someone else Who shares in hiring 	
<ul style="list-style-type: none"> Grievance <ul style="list-style-type: none"> Conflict resolution Other decisions 	
<ul style="list-style-type: none"> Governance structure <ul style="list-style-type: none"> Role, structure and membership of the Board Actual powers of the director and other administrators 	

<ul style="list-style-type: none"> - Parts that others play in the governance of the organization 	
<ul style="list-style-type: none"> ● Physical/geographical structure 	
<ul style="list-style-type: none"> - Size and geography of the organization 	
<ul style="list-style-type: none"> - Where people's desks are located 	
<ul style="list-style-type: none"> - Where various sites are located in different towns and what happens at each location 	
Logistics and day-to-day routine	
<ul style="list-style-type: none"> ● Equipment and in office technology - copiers, computers, phone systems, CD and DVD players, VCRs, etc., and instructions for and restrictions on their use 	
<ul style="list-style-type: none"> ● Materials and supplies - location; the routine for ordering; how to access to what is needed; 	
<ul style="list-style-type: none"> ● Time issues such as expected work hours; payday; arrival, lunch, and quitting time; extra work times 	
<ul style="list-style-type: none"> ● Benefits such as vacation, personal leave or sick day; how to use health insurance; comp time; travel reimbursements; etc. 	
<ul style="list-style-type: none"> ● Office routines such as who opens and closes the workspace, where restroom keys are, who answers which phones, security procedures 	
<ul style="list-style-type: none"> ● Other things that contribute to the office culture and environment such as good places to eat lunch, where to park, soda machines, spring water, coffee, food rotation for staff meeting. 	
Supervision	
<ul style="list-style-type: none"> ● Who supervises who 	
<ul style="list-style-type: none"> ● How supervision will occur 	
<ul style="list-style-type: none"> ● Variations to supervision 	
Policies and procedures	
<ul style="list-style-type: none"> ● Organizational culture and etiquette 	
<ul style="list-style-type: none"> - Dress 	
<ul style="list-style-type: none"> - Work expectations 	
<ul style="list-style-type: none"> - Smoking 	
<ul style="list-style-type: none"> - Food 	
<ul style="list-style-type: none"> - Children in the workplace 	

– Work relationships	
Target population	
• How they are identified	
• Demographics	
• Characteristics	
• Program eligibility	
• Culture	
• Strengths and needs	
• Interaction between the program and the target population	
• Introduction to the community at large	
• Program partners	
• Community resources	
Introduction to the position	
• Methods or strategies for performing job	
• What the job actually looks like day to day	
• Unstated job requirements	
• Trial period	
• Expectations	
• Personal improvement	
• Accommodations	
• WRAP	
• Self-management and strategies for wellness	
• Mental health first aid	
• Mandated reporting (i.e. child abuse, spouse abuse, etc.)	
Performance Evaluation	
• Purpose	
• Who will be doing the valuation	
• When it will occur	
• How the information will be used	
• Employee role in Performance Evaluations	

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Tips for Developing Orientation Programs

- **Clarify Outcomes:** Determine if the orientation is meant to introduce the new staff member to others in the organization and assist them in understanding the program or is it expected to enable them to start right in on her job?
- **Build the orientation around the outcomes:** The purpose should drive the orientation process and assist in determining what should be included and if it must be done all at once, periodically, or over a progressive period.
- **Choose the format:** The *format* of an orientation is the medium through which material is presented, such as face-to-face, webinar, print, a video, an audiotape, or combine any number of these and other formats.
- **Encourage as much personal contact as possible:** Bring in other staff to explain different components of the program to begin introducing them to others and help them identify with their other team members.
- **Remember that different people learn differently:** Some people take in information best by seeing, others by hearing, still others by touching and manipulating. Some tend to look at the big picture, others at the details; some prefer a step-by-step approach, others a more diverse and intuitive one. It's important to be aware of learning styles and present in different ways.
- **Hit the Highlights, Skip the Fine Print:** Identify the most important things new employees need to know, and divide the training time accordingly. An exhaustive approach that covers every footnote in the HR manual isn't necessary, and may actually wind up confusing new hires.
- **Give New Hires a Cheat Sheet:** If possible, prepare a binder with all written training materials and give it to new hires before the orientation session. This will give them a chance to begin familiarizing themselves with the organization's policies and procedures in advance. A hang up sheet of important numbers, critical information, local restaurants, or other helpful information will assist them as well.
- **Decide who will conduct or orchestrate the orientation:** Select one person to orchestrate the orientation and have them serve as the lead, even if several staff are involved in the presentations.
- **Decide on the duration of the orientation:** Estimate how much time is needed to run the orientation and designate an orientation period at the beginning of a staff member's employment so that they understand and know what to expect within the orientation period. An orientation period may last as little as a few days or a week, or as much as three or four months. If it's short, it

could be pure orientation time, during which the staff member does nothing else, or it could fit in around a work schedule. During this time, the new staff member will get some direct information, and also spend a good deal of time meeting with other staff members, Board members, participants, people from other organizations, and others who can cast light on her job and its context. An advantage of a long orientation period is that it gives people the time to absorb what is likely a considerable amount of information.

- **Evaluate the orientation each time:** Evaluation will help make the orientation more effective and improve staff capacity to be successful in their position. An evaluation should include feedback from those evaluated, and can be built right into the orientation itself.
- **Create some sort of marker for the end of the orientation or orientation period:** A small party, an official welcome to the staff, the presentation of keys or some other celebration indicates an official end to the orientation. This kind of closure can help to facilitate the transition from "new " to "regular" staff member.

Adapted from: Community Tool Box: <http://ctb.ku.edu>

Creating a Successful Supervision Program

Supervision of a lived experience employee in the public mental health system is critical to the overall success of the position as well as the employee. As discussed previously, the lived experience employee and their supervisor require support and ongoing training to ensure effectiveness. Most experts recommend that

supervision be provided by a competent mental health professional. The amount, duration and scope of supervision will vary depending on the demonstrated competency and experience of the peer support provider, as well as the service mix, and may range from direct oversight to periodic care consultation.

Regardless of the organizational chart, the individual assigned as a supervisor should:

- Understand and know how to apply the principles of family and consumer driven care;
- Believe in the intent of the position and its value to the overall service structure;
- Understand and be able to ensure all laws, regulations, and policies are maintained;
- Have respect for the effort of the employee;
- Apply co-active coaching or other interactive forms of supervision;
- Know how to provide mentoring that results in effective job performance; and
- Be high enough in the organizational chart to offer flexibility and support when necessary.

There are many issues that a lived experience position supervisor may have to address that may not be typical in the general work force supervision arena. These might include:

- Assisting the employee in identifying necessary workplace supports;
- Serving as an advocate;
- Minimizing stigma in the workplace; and
- Facilitating overall employee wellness strategies and healthy workplaces.

Successful Supervision Resources

Effective management of employees with mental illness

People with a diagnosed mental illness are likely to be aware of the types of stressors that can trigger illness. Supportive workplaces should be aware of stress factors, mental illness and ways to accommodate individual needs. Mental illness should be accepted in the workplace like any other illness or disability, as discussed in this resource.

http://jobaccess.gov.au/Employers/Being_a_disability_confident_organisation/Planning_a_better_workplace_and_creating_a_Disability_Action_Plan/Mental_health_and_wellbeing_at_work/Pages/Effective_management.aspx

Performance Management

The individual employee, the manager and the organization may benefit from a performance management process that is sensitive, positive and constructive. The organizational goals of performance management are discussed to improve the performance of a particular team and the company.

<http://workplacestrategiesformentalhealth.com/display.asp?l1=7&l2=92&d=92>

A Manager's Guide to Psychiatric Illness in the Workplace

This guidance covers the effects of work on mental health, the effects of psychiatric disorder on work performance, the early detection of mental ill-health, and the

management of the affected individual. It is not intended to be a comprehensive manual for managing work performance when mental health is a factor.

<http://www.bing.com/search?q=%2bEffective+management+of+employees+with+mental+illness+in+the+workplace&FORM=RCRE>

Try our Workplace Mental Health Quiz

This site tests your knowledge about some of the approaches to workplace mental health issues.

<http://workplacestrategiesformentalhealth.com/quiz.asp?quizid=1>

How Do I Handle Co-Worker Issues and Conflict?

This resource looks at the supervisor's responsibility to help ensure a psychologically safe workplace and approaches to ensure that employees are successful despite issues and conflict.

<http://workplacestrategiesformentalhealth.com/display.asp?l1=177&l2=208&d=208>

Managing Mental Health Matters

Addressing performance issues with an employee can be uncomfortable and even stressful for some managers at the best of times. This can particularly be the case when the employee is experiencing emotional distress. Yet, it is especially at these times where the skills taught in these episodes can make a difference in

the outcomes for the employee, the manager, and the organization. This resource addresses approaches for maintaining and protecting mental health at work.

<http://www.workplacestrategiesformentalhealth.com/mmhm/performance.html>

Mental Health in the Workplace

Mental Health in the Workplace offers scenarios, examples, and real life issues to assist in developing the skills necessary to monitor and support employees in the workplace

<http://www.hr.com/SITEFORUM?&t=/Default/gateway&i=1116423256281&application=story&active=no&ParentID=1119278050447&StoryID=1119650774390&xref=>

<http%3A//www.bing.com/search%3Fq%3D%252bEffective+management+of+employees+with+mental+illness+in+the+workplace%26first%3D13%26FORM%3DPORE>

Is It Possible to Manage Performance When Mental Health is an Issue?

This resource discusses how to plan for success to address performance management and improve effectiveness and increase the comfort level when managing an employee who may have a mental health issue.

<http://workplacestrategiesformentalhealth.com/display.asp?l1=177&l2=207&l3=229&d=207>

Successful Supervision Tools

Supervision Tips and Recommendations

Types of Supervision

There are a variety of ways to supervise and a combination is generally the best way to ensure an accommodation of different and varying needs.

- **Face to face-meeting** in the office to discuss and review job duties;
- **Phone check** in to report, ask questions, and get assistance with direction and next steps;
- **Face Time/Tango** as a medium to check in and report with an opportunity to ask questions and provide oversight;
- **Regularly scheduled supervision**, such as each Monday;
- **Intermittent supervision** that varies with work load and availability;
- Electronic **check in via email** with required reporting parameters;
- **Triage** or as needed supervision; and/or
- Daily/weekly **written reports** that include required parameters.

Supervisors can implement management techniques that support an inclusive workplace culture while simultaneously providing accommodations that may promote employee success. Sample supervision techniques might include the following:

- Utilize or adapt to different approaches to supervision
- Provide positive praise and reinforcement
- Provide day-to-day guidance and feedback
- Provide written job instructions via email or text
- Develop clear expectations of responsibilities and the consequences of not meeting performance standards
- Reinforce these expectations and consequences regularly
- Schedule consistent meetings with employee to set goals and review progress
- Model and encourage open communication
- Establish written long term and short term goals
- Review and revise goals regularly
- Develop strategies to deal with conflict
- Develop a procedure to evaluate the effectiveness of supervision
- Provide sensitivity training to coworkers and supervisors
- Do not mandate that employees attend work related social functions
- Encourage all employees to move non-work related conversations out of work areas
- Establish a no-tolerance policy for bullying, stigma, and discrimination
- Become certified in mental health first aid

Adapted from: Accommodation Ideas for Depression, <http://askjan.org/media/depr.htm>

Supervisor Support of Persons with Lived Experience in the Workplace

The following tips can assist supervisors in supporting the unique needs of lived experience staff in the public mental health setting.

Educate:

- All levels of the program need to learn about mental illnesses, stress, wellness, available health and mental health benefits, and how to access those services. Just because the position is in a public mental health program, does not mean that all staff are aware of and understand disorders and treatments.

Prevent Stigma and Bias:

- Stigma begins with hurtful labels, such as “crazy” or “nuts.” Encourage staff at all levels to discontinue such language and to start using “people-first” language (e.g., “a person with schizophrenia,” as opposed to the dehumanizing term, “a schizophrenic”).

Facilitate conversations:

- Create a safe environment in which staff members are encouraged to talk about stress, workloads, family commitments and other issues. Send the message that mental illnesses are real within staff and not reserved only for those served by the program.

Do Not Diagnose

- As a supervisor, do not diagnose an employee. However, discuss changes in work performance, and listen to the employee’s response and concerns. If there are personal issues, suggest that the employee seek consultation from the Employee Assistance Program (EAP) or a mental health professional.

Maintain the Supervisor Position:

- It is not uncommon to be nervous about handling any employee intervention—nor is it uncommon to feel emotions about the situation when aware of the lived experiences of the individual. Let the individual express their feelings, but maintain control and keep focused on the work performance and not on personality. Avoid appraisals that are completely negative and be constructive; point out weaknesses, but emphasize what can be done to improve or rectify the situation. Be thoughtful about the timing and location of the meeting and make sure there is adequate time and privacy, and avoid interruptions.

Make Reasonable Accommodations

- To support employees who are dealing with a mental health need, you may want to make some reasonable accommodations that will help them perform their jobs. Be prepared to accommodate the needs of the individual that has “standing appointments” for mental health treatment. The Job Accommodation Network (JAN) has a databank of accommodations that enable individuals who have specific disabilities to perform their jobs. Employers can call JAN with problems and a consultant will help them find solutions by feeding information into the computer system. There is no charge, but your organization must agree to be included in the databank. JAN is accessible at West Virginia University, P.O. Box 6080, Morgantown, WV 26506; 800-526-7234; www.janweb.wvu.edu. Additional ADA information is also available at 800-ADA-WORK. In addition, be familiar with the Family Medical Leave Act (FMLA) that entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. You can find more on this at: <http://www.dol.gov/whd/fmla/>.

Be Prepared to Handle Emergencies

- Severe mental illnesses may be life-threatening to the employee. If a staff person makes comments such as, “I wish I were dead,” or “Life’s not worth living anymore,” take these threats seriously. Dial 911, take the employee to the emergency room, or contact your EAP or a mental health professional immediately to seek advice about how to handle the situation.

Adapted from: What to Do When You Think an Employee May Need Mental Health Help, Mental Health America, <http://www.mentalhealthamerica.net/go/employee-may-need-mental-health-help>

Employee Personal Development and Career Pathways

A profession refers to an occupation that requires specialized education, knowledge, training and ethics. Whether the profession is law, medicine, plumbing, writing, interior design or baseball, those who are in it are expected to meet and maintain common standards. Professional development is often a key feature of professions and dependent upon the employee person development within that profession. Those within a specific profession usually don't just complete the initial education and credentials, but typically must renew licensing or take updating courses to build their capacity to stay abreast of emerging industry changes and standards. Professional associations, to which many people in a certain profession belong, typically set standards as well as guidelines for refresher courses and other types of career updating (Wise Geek; What is a Profession? <http://www.wisegeek.com/what-is-a-profession.htm>).

The standards and best practices for lived experience positions within the public mental health work force are evolving at program, community, state, and national levels. Other countries, such as Australia, are progressing quickly in developing standards and competencies for lived experience positions. The National Certification Commission for Family Support has set standards and

If lived experience positions are linear and there is little hope of using it as a stopping point on the career ladder, then programs will continue to see the position serve as a revolving door.

competencies for the certification of family members within the mental health workforce. The InterNational Peer Supporters Association has established a National Practice Standards Initiative and begun an action plan to begin the process of national standards within the workforce for Peer Supporters and Specialists. Other efforts are emerging across the country in an effort to develop common competencies, expectations, and standards for lived experience positions. It is anticipated that these efforts will be quickly followed with training to introduce, build, and reinforce necessary competencies to facilitate a professional workforce among those with lived experience.

A career ladder demonstrates the possible ways that a career can progress and the different jobs that could be anticipated as an individual progresses in their employment. The ladder is usually represented as a diagram showing the relationships between various roles in the industry and the possible paths for moving between them. A career ladder serves as a strategic planning tool for persons with lived experience to identify long-term goals for a professional life; within or outside of the public mental health workplace. (Beth Winston, How to Develop Career Ladders, eHow http://www.ehow.com/how_6950092_develop-career-ladders.html)

Employees will come in and after building their capacity they will turn to another avenue to use their new skills. In addition, a person with lived experience who has served in a position for

several years will become frustrated and disappointed when they see new employees come in and serve in a parallel title and pay scale. It is important that programs consider

- Differences in pay for the time within the position;
- Classification titles such as
 - Support Provider
 - Senior Support Provider
 - Support Specialist I
 - Support Specialist II
 - Supervisor

Developing a career ladder should be a conversation that BEGINS at the conception point for the position. Few programs will have a predictable career ladder with their first hire of a person with lived experience. It generally take time and strategic planning as lessons are

- Expenses associated with devoting time and resources to new and evolving positions;
- Time to set up a purposeful and authentic lived experience professional path;
- Monitoring outcomes and developing quality improvement practices;

Although there is no single “cookie cutter” training, hundreds of personal/professional development opportunities are available for those with lived experience within the public

levels of experience and capacity, similar to other positions within the public mental health arena. There are multiple career ladder steps that could include;

- Unit manager
- Program director
- Regional director;
- Experienced persons that serve as trainers, mentors, and other guides for new staff; and
- Persons with lived experience that is trained and prepared to move on to a position of supervision.

learned regarding the best ways to recruit, hire, and support individuals with lived experience in the public mental health work force. There are many challenges that will be encountered with growth of a professional lived experience program. These might include:

- Cross-program equity within other professionals serving within the agency or program;
- Placement of current staff and how to merge them into a career path; and
- Need for integration into agency or program growth.

mental health workplace. Some of these are targeted toward the lived experience employee, while others are general trainings that would enhance the capacity of all employees. Some of

the areas of personal/professional development opportunities include training in:

- Developing the skills necessary to teach and coach system navigation, coordinating multiple funding sources, and how to effect change in how services are planned, delivered, or evaluated;
- Acquiring a base of information about clinical services to assist others in understanding needs and services;
- Fostering skills to enhance communication with other partners, professionals and individuals served, how to model desirable communication skills, conflict resolution, and the application of co-active coaching;
- Applying confidentiality practices within the workplace through the management and control of all shared information;
- Establishing a baseline understanding of services, programs, and resources for the targeted service population;
- Building the capacity to instill and teach emotional and physical support, skills that enhance family, youth, and partner involvement at all levels, and how to facilitate hope in families and individuals in crisis through empowerment;
- Complying with laws and regulations, duty to persons served, and duties to the profession;
- Developing the leadership capacity, maintains and models intuitive leadership that enhances their capacity to be independent, accountable, and successful in their designated role;
- Understanding and preventing burnout;
- Understanding and promoting resiliency that facilitates hope within targeted populations, modeling effective use of available supports, enhancing skills in survival, and practicing approaches that empowers adults to make informed decisions;
- Developing the skills and capacity to identify, prevent, and respond to special problems such as bullying, stigma, abuse, substance and drug abuse, and others; and
- Learning how to identify, practice, develop, and model coping skills, how to facilitate new and emerging competencies, and modeling approaches to increase resistance to stress through their own wellness and natural support systems.

Employee Personal Development and Career Pathways Resources

DBSA Peer Specialist Core Training

DBSA is a recognized leader in training for the peer specialist workforce: people who use their lived recovery experience to assist others in regaining hope and moving forward to achieve their goals. Their website is the portal for the DBSA Peer Specialist Core training is a 5-day training course that prepares people who live with mental illnesses to support the recovery of their peers. Facilitated by nationally recognized trainers, this comprehensive course delivers a foundation in recovery principles, peer support intervention techniques, and ethical practice.

http://www.dbsalliance.org/site/PageServer?pagename=education_training_peer_specialist_core

Georgia Certified Peer Specialist Project

The training and certification process described on this site prepares CPSs to promote hope, personal responsibility, empowerment, education, and self-determination in the communities in which they serve. Certified Peer Specialists are part of the shift that is taking place in the Georgia Mental Health System from one that focuses on the individual's illness to one that focuses on the individual's strength.

<http://www.gacps.org/Home.html>

Personal Development Plan for Employees

Effectively developing employees is crucial to the growth of an organization. Supervisors who are adept at identifying the value an employee can bring to an organization will be richly rewarded with better morale among team members, more productivity and an easier job managing their co-workers. This resource examines approaches to enhance employee personal growth and development/

http://www.ehow.com/info_7841350_personal-development-plan-employees.html

Institute for Recovery and Community Integration

This personal development opportunity teaches participating consumers specific skills relevant to providing peer support, creating a new standard for consumers providing peer support services in systems of care where credentialing requirements have traditionally excluded consumers from staff positions. As certified provider staff, peer specialists work to help other consumers with skill building, recovery/life goal setting, problem solving, establishing self-help groups, utilizing self-help recovery tools (e.g. WRAP), and serve as a model for personal recovery.

http://www.mhrecovery.org/services/catalog_list.php?training_type=peer

Certification Commission for Family Support

This is the official portal for the Certification Commission for Family Support. The Certification Commission has four functions: 1) To promote high standards and level of competence of peer support services in order to promote wellness and resiliency of children, youth, and emerging adults , including but not limited to: family-to-family, parent to parent, youth-to-youth, and peer-to-peer services and program, and 2) To provide a formal testing, certification and recertification process in the professional field of peer support, and 3) To promote ethical practice in the professional field support by providing a process for the administration of ethics and disciplinary enforcement, and 4) To encourage, promote, and assist in the development of quality instructional programs to improve the professional field of peer support. It is also the site for resources, tools, and training information for prospective and current Certified Parent Support Providers.

<http://certification.ffcmh.org/>

Motivate Staff to Continue Developing Their Skills

This resource discusses the multitude of ways to motivate staff; such as what supervisors can do, supporting performance development, how supervisors can act to enhance motivation, causes of low commitment,

and various actions to raise commitment and competence.

<http://hrweb.berkeley.edu/performance-management/cycle/motivate>

How to Create a Personal Development Plan for performance reviews

Any high performing organization depends on continually identifying, developing and improving skills, knowledge and behavior's necessary for the individual and organizational success. This resource shows how an ideal performance appraisal or a review can consist of an objective evaluation of the individual's performance to date but is also a suitable professional development plan for the next cycle.

<http://docmo.hubpages.com/hub/How-to-Create-a-Personal-Development-Plan>

What Is Personal Development Planning?

As the world moves forward in technology, communications and global relations, individuals must find a way to keep up with the changing pace. Personal development planning is a way to bring out a person's distinct characteristics and strengths. This resource discusses how to utilize best practices to assist individuals develop the skills needed to excel within their areas of expertise.

http://www.ehow.com/about_5399650_personal-development-planning.html

Creating Well Constructed Employee Development Plans

As a manager, putting together an employee development plan, can be a daunting task. Emotions can run the full spectrum – from managers experiencing fear of a good employee leaving as a result of achieving their plan – to fear they will not be able to offer a path towards progression.

This post share some thoughts on what a well-constructed development plan should encompass, as well as a few ideas on how to collaborate with employees to structure their plans for success.

<http://management411.net/creating-well-constructed-employee-development-plans/>

The 4-Step Employee Development Plan

Developing an employee involves improving his or her skills in their current job as well as developing them for future responsibilities and new positions. Many companies are now holding managers and supervisors responsible for the development of their employees and make employee development a part of the manager's performance appraisal. This 4 step employee development plan assists supervisors and managers in creating a progressive approach to enhancing the capacity of employees.

http://www.alliancetac.com/?PAGE_ID=151

Individual Development Plan Template

This template is an example of how to plan and document next steps for a progressive development plan within the workplace.

<http://www.iienet.org/uploadedFiles/IIE/TechnicalResources/ConferenceProceedings/Annual/20-pres.pdf>

You Owe Yourself a Career Path

A thoughtful career path plan is a key factor in employee engagement and employee retention. An organization contributes to an employee's ability to develop a career path by making the knowledge, skills, experience, and job requirements of each position within the company - transparent. With this information, the employee can plan and prepare for various jobs and opportunities.

<http://humanresources.about.com/od/careersuccess/qt/career-path.htm>

How to Write an Employee Career Development Plan

The purpose of this article is to explain how to develop and write an Employee Career Development Plan for employees to support the development of a progressive career path.

http://www.ehow.com/how_2248603_write-employee-career-development-plan.html

Career Paths: Mapping, Ladders and Lattices

This article discusses the Career paths and the different forms, twists and turns it can take. There is no one certain path to excellence in any profession or sub-discipline. Professional schools, trade schools and the school-of-hard-knocks are all part of the bricks that pave the path to career success.

http://www.masteryworks.com/newsite/clientimpact/impact_archives_nov08.htm
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Supported Education Strategies for People with Severe Mental Illness: A Review of Evidence Based Practice

The article reviews extant literature related to the study of evidence based practice of the provision of supported education to the mentally ill and provides a chronological history of efforts from

various institutions and mental health and educational facilities in North America.

http://www.psychosocial.com/IJPR_11/Supported_Ed_Strategies_Leonard.html

Supported Education for Persons with Psychiatric Disabilities

This presentation of supported education is intended to a) situate supported education models in relationship to other mental health programs and to related interventions by educational institutions; b) outline what is known about the extent of implementation of supported education programs, and c) summarize the evidence base for supported education.

<http://www.cimh.org/Portals/0/Documents/Adult/EPB-IDDT/CiMH-IDDT-Supported-Education.pdf>

Employee Personal Development and Career Pathways Tools

Personal Development Self-Assessment

Part One: The following can be used as a self-assessment to encourage the lived experience staff to examine their capacity and growth in designated areas and identify where additional training or experience might be helpful. In addition, a supervisor or other team members can assist in identifying additional expertise and experience needs and how they can be acquired.

AREA	Yes	No	Sometimes
SELF-KNOWLEDGE AND THE ROLE OF THE POSITION			
Can use experience to inspire the populations served in balance with own personal needs.			
Engage others in a trauma-free way.			
Recognizes the strengths and personal challenges of peers and can emphasize a focus on the on the positive.			
ETHICS AND BOUNDARIES			
Understands and maintains confidentiality.			
Understands and maintains appropriate boundaries.			
Recognizes when to seek guidance or consultation.			
CULTURAL AND LINGUISTIC AWARENESS			
Respect other cultures, races, religions, sexual orientations and languages.			
ABILITY TO LOCATE INFORMATION			
Has fundamental knowledge of the mental health system of care.			
Has fundamental knowledge of mental health conditions, treatments, services, supports, and consumer/family rights with an emphasis on age-appropriate services.			
Knows how to find information about entitlements, community resources, the mental health and substance abuse system, mental health conditions, treatments, services, supports, education, employment and consumer rights.			
ADVOCACY			
Can appropriately advocate for the family/child/youth/consumer.			
Facilitates self-advocacy in peers and individuals served.			
TEAMWORK & COLLABORATION			
Works collaboratively and participate on a team.			
Listens and communicates clearly.			
Maintains role of lived experience representative.			
FAMILY AND YOUTH DRIVEN CARE			
Understand and practice family and youth driven planning that values informed family/youth/individual choice.			

Promotes a message of empowerment, growth, change, and overcoming mental health challenges.			
Models conflict resolution and problem-solving skills as a means to empowerment.			
CRISIS AND SAFETY			
Observes and recognizes when to report behavioral changes.			
Knows how to identify and work with people in crisis and make referrals.			
Knows how to keep self and others safe during and after a crisis.			
RECOVERY AND RESILIENCY			
Understand the process of recovery and how to pass on recovery-related information and tools to others.			
Understands the positive and negative impact of life events, such as spirituality, sexuality, grief and loss, stigma, and trauma, on recovery.			
SELF MANAGEMENT TOOLS			
Understands and applies self-management for wellness practices			
Uses self-management tools to promote wellness			
USE OF OFFICE EQUIPMENT			
Has mastered the use of office equipment and tools such as computer, printer, copier, phones, etc.			
Can use software and programs for reporting, data collection, communication, etc.			

Adapted from: Wisconsin Peer Specialist Certification Exam Study Guide

http://www.wicps.org/uploads/1/8/1/4/1814011/wi_ps_certification_exam_study_guide_2012.pdf

Part Two: Use the matrix below to develop direction and identify resources that can be used to expand the experiences and expertise of lived experience staff.

AREA	IDENTIFIED RESOURCES FOR FURTHER DEVELOPMENT
SELF-KNOWLEDGE AND THE ROLE OF THE POSITION	
ETHICS AND BOUNDARIES	
CULTURAL AND LINGUISTIC AWARENESS	
ABILITY TO LOCATE INFORMATION	
ADVOCACY	
TEAMWORK & COLLABORATION	
FAMILY AND YOUTH DRIVEN CARE	
CRISIS AND SAFETY	
RECOVERY AND RESILIENCY	
SELF MANAGEMENT TOOLS	
USE OF OFFICE EQUIPMENT	
OTHERS:	

Certification Opportunities

California Peer Certification

Website(s)	http://www.recoveryinnovations.org/rica/peer_training.html http://www.recoveryopportunity.com/PeerEmploymentTraining.htm
Program Description	<p>Recovery Innovations of California believes that every person who wants to work can succeed in developing a meaningful career of their choice. Peers in the workforce help transform the mental health services delivery system with their unique skills and "been there" experience. Recovery Innovations of California trains and seeks to employ peers to work as recovery educators, peer counselors, recovery coaches, in-home crisis workers, and much more.</p>
Certification or Licensure	Peer Support Specialists
Program Administrator/ Credentialing Agency	Recovery Innovations, Inc.
General Screening	<ul style="list-style-type: none"> • High school diploma or GED • Complete a personal WRAP (Wellness Recovery Action Plan) in a Recovery Innovations class setting
Exam Criteria	<p>Competency-based / Students will demonstrate their proficiency in the following skills:</p> <ul style="list-style-type: none"> • Personal Development; • Knowing Yourself • Recovery • The Power of Peer Support • Developing Self Esteem and Managing Self-Talk • Community, Culture, and Environment • Meaning and Purpose • Emotional Intelligence • Turning Point; Preparing Yourself for Work

	<ul style="list-style-type: none"> • Telling Your Personal Story • Employment as a Path to Recovery • Code of Ethics Training • Skill Development • Communication Skills • Conflict Resolution • Recovery from Trauma and Developing Resilience • Recovery from Substance Abuse • Being with People in Challenging Situations • Peer Support in Action; Partnering with Professionals • Graduation
<p>Training Criteria</p>	<p>The Peer Employment Training is an 80-hour class aimed at preparing individuals diagnosed with serious mental illness to develop skills needed to obtain competitive employment in the field of Peer Support. The classroom training is divided into 3 thematic sections (see section on Exam Criteria) to inspire a process of self-transformation, employment readiness, and skill-building that effectively prepares students to engage in peer support work.</p>
<p>Employment</p>	<p>Graduates from the Peer Employment Training are eligible to receive assistance in job placement in the mental health field in various positions including peer support specialists, recovery educators, peer counselors, recovery coaches, and peer liaisons to peer employment specialists. Recovery Innovations has an Employment Coordinator who partners with other community mental health agencies and assists applicants with employment preparation including resume building, etc. Potential employers will conduct a background check before hiring.</p>

Adapted From: Kaufman, L., Brooks, W., Steinley-Bumgarner, M., Stevens-Manser, S. 2012. Peer Specialist Training and Certification Programs: A National Overview. University of Texas at Austin Center for Social Work Research.

Other Peer Certification Opportunities

California Association of Social Rehabilitation Agencies (CASRA)

CASRA is a statewide organization of private, not-for-profit, public benefit corporations that service clients of the California public mental health system. Member agencies provide a variety of services that serve to enhance the quality of life and community participation of youth, adults and older adults living with challenging mental health issues. They provide consultation and training in all topics related to recovery and rehabilitation, some with certification.

<http://www.casra.org/training.html>

Community Psychiatric Rehabilitation Program (CPRP)

This Medicaid-funded program provides intensive, community-based rehabilitation services for severely mentally ill adults who meet CPRP eligibility criteria. Ongoing assessment, coordination and communication within the treatment team is essential to the successful delivery of CPRP services. This includes certification for some of its training.

http://www.bjcbehavioralhealth.org/behavioralhealth_content.aspx?id=1883

National Certified Parent Support Provider Frequently Asked Questions (FAQ)

What is a "Certified Parent Support Provider"?

A Certified Parent Support Provider™ is a person who can articulate lessons learned from his/her own lived experience parenting a child (youth or emerging adult) and has specialized training to assist and empower families raising children (youth and emerging adults) who experience emotional, developmental, behavioral, substance use, or mental health concerns. A Certified Parent Support Provider™ partners with child and family serving systems to improve family outcomes and strives to eliminate stigma and discrimination. The work that is done by a CPSP is detailed in the formal Job Task Analysis that was completed for the Certification Commission for Family Support in 2011.

Parent Support Providers is a title used for national certification and is intended to be broad enough to encompass all state and local titles. Very few states actually use the name Parent Support Provider. We know that the work is done under many titles throughout the United States and internationally. Some examples are Parent Partner, Family Partner, Youth Partner, Family Support Partner, Peer Navigator, Parent Navigator, Family Navigator, Family Systems Navigator, Youth Navigator, Peer Advocate, Parent Advocate, Family Advocate, Youth Advocate, Peer Support Specialist, Parent Support Specialist, Family Support Specialist, Youth Support Specialist and Coach. With National Certification, workers will still be able to use the local or state title. The certification will be for a Parent Support Provider.

What is certification?

Certification is the process through which an individual voluntarily submits his/her credentials for review based upon clearly identified competencies, criteria, or standards. The primary purpose of certification is to ensure that people employed in any state in this field, meet high standards of performance.

Information on National Certification

Some states offer certification for individuals providing family or parent support. National certification may lead to portability throughout all the states. National certification may also:

- Ensure uniformity of core knowledge by practitioners,
- Endorse continuing professional development and credibility,
- Advance uniform standards and scope of practice,
- Promote ethical practice,
- Endeavor to protect the consumer,

- Provide recognition of specialty certification, such as wraparound, youth-in-transition to adulthood, cognitive disabilities.

What training is required?

The Certification Commission for Family Support defines the necessary content and competencies for the CPSP. There is no list of "approved training or educational programs". Each applicant is responsible for providing documentation which show competency was met by a training or educational event. Applicant may contact the Certification Commission for Family Support's office about specific documentation concerns.

In the future, the Certification Commission for Family Support may develop an independent mechanism for approving training programs. In the meantime, any training program may prepare individuals to reach identified competencies. Currently the areas of training are:

- Effective use of lived experience (including substance use) or mental health
- Listening skills and cultural competence
- Confidentiality and ethics (including the Code of Ethics)
- Effective assertive written and verbal communication
- Mentoring leadership in others
- Cultural diversity and the use of family-driven and youth guided resiliency/recovery oriented approach to emotional health
- Current issues in children's developmental, emotional, behavioral (including substance use) or mental health
- Parenting for resiliency and wellness
- Coaching for personal change and crises prevention
- Development and use of community resources, including natural support
- Advocacy across and within systems (education, health, public benefits, behavioral health etc.)
- Data collection, evaluation & achieving outcomes
- Networking

Will there be more than one type of certificate?

Yes, the first certificate will be the service of providing support for parents and caregivers who have children and youth who experience emotional, developmental, behavioral, substance use, or mental health disorders. Other certifications will include supervisor, youth-to-youth, and sub-specialties, such as, wraparound.

Who is eligible to apply?

The basic eligibility includes the lived experience of parenting a child with emotional, developmental, substance use, behavioral, or mental health challenges plus 88 contact hours of training, and 1000 hours of work (paid or unpaid) experience delivering peer level support to other similarly situated parents.

Do I have to take a test?

Yes, passing the national exam is required for certification. You will be authorized to take a written computer-based examination once you have met the eligibility criteria of lived experience, training, work experience, and agreement of adherence to the Code of Ethics. The test is available at sites throughout the United States and its territories, Canada and internationally through www.pearsonvue.com/cpsp.

When will the test be given?

The test is available during working hours of the testing sites. In some locations the site is only available during working hours. Some sites have evening and weekend hours.

What if I don't pass the test?

Candidates who do not pass the examination may retake the exam two additional times (with a minimum period of 60 days between the exams). There is a one-page CPSP Exam Retest Form in the Candidate Handbook that is available on-line at <http://certification.ffcmh.org/>. The retest fee of \$150. Once approved for retest, authorized candidates have up to sixty (60) days to take the exam.

After three test attempts, the individual must wait a period of six (6) months before restarting the application process. This period allows the applicant time to adequately prepare for the retest and prevents over-exposure to the exam. Candidates must meet all eligibility requirements in effect at the time of any subsequent application.

How long can I use the CPSP after my name? Will I need to renew the CPSP credential?

Recertification is required within two years. Recertification does not require taking a second exam. It does require providing documentation of continuing education or training according to the required competencies and on-going peer services supervision. Recertification fee for a two year period is \$200. For more information go to: Certification Commission for Family Support at <http://certification.ffcmh.org/>

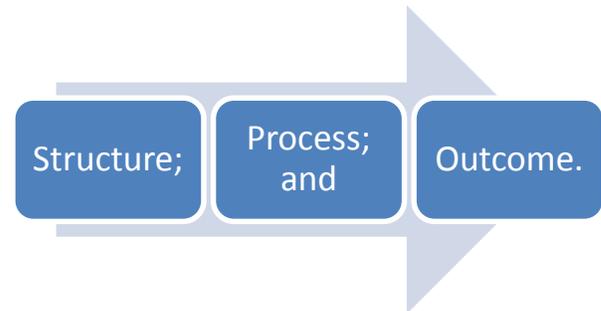
Creating Program Quality Improvement Initiatives

Quality Improvement (QI) is not simply an end goal but is a continuous process that employs rapid cycles of improvement based upon continuous monitoring, measuring, and assessing intended outcomes (Health Information Technology and Improvement; Health Resources and Services Administration (HRSA)

<http://www.hrsa.gov/healthit/toolbox/HealthITAdoptiontoolbox/QualityImprovement/whatisqi.html>). By adapting the Donabedian model (for QI in health care environments) we can adopt

three dimensions for the quality of the lived experience position in the public mental health workplace and its outcomes.

These dimensions include:



Within these dimensions, we can analyze and make adjustments that will result in a continuous improvement of the program and its intent. It is critical to the evolution of the position and the application of practice to monitor the processes within the development of the position, recruitment of individuals, preparations of the individual, support within the workplace, and eventual outcomes to contribute to the recognition of the value in hiring individuals with lived experience in public mental health programs. Specifics within these dimensions could include:

1) **Structure** dimension representing the attributes of settings where position is developed and executed; for example:

- Effectiveness of position development, recruiting, and hiring;
- Cultural competence and population representation;
- Workplace attitudes
- Accommodations

2) **Process** dimension that includes the consumer and family driven practices followed and could use the following components:

- Lived experience employees are given accurate, understandable, and complete information necessary to participate as a functional team member.
- To the extent allowable, employees with lived experience are supported in sharing decision-making and responsibility for outcomes with providers.
- Persons with lived experience are encouraged and supported to engage in peer support activities to reduce isolation, gather and disseminate accurate information, and strengthen their capacity to perform their duties.

- Staff demonstrates the initiative to change practices that will diminish stigma and discrimination within the workplace.
- There is a strategic plan to facilitate attitude change efforts that focus on enhancing the workplace view of the value of the lived experience position.
- Targeted training occurs to ensure that everyone on the team continually advances their own cultural and linguistic responsiveness as the population served changes.
- Meetings happen in culturally and linguistically competent environments where the lived experience employee is respected and trusted and it is safe for everyone to speak honestly.
- Administrators and staff actively demonstrate their partnerships with all families and youth by sharing power, resources, authority, responsibility, and control with them.
- Lived experience staff has access to useful, usable, and understandable information and data, as well as sound professional expertise.

3) Outcome addresses the impact of the position on the individuals served by the program and could take into account:

- Recovery outcomes for those interacting with the lived experience positions;
- Data indicating difference in comparable outcomes for individuals received lived experience position support and those not included in that program;
- Feedback from the populations served regarding their experiences with the lived experience employee;
- Staff input on the value of the position and its influence on their capacity to do their job;
- Community focus groups that review the position, outcomes, and invites suggestions for improvement; or
- Regular reviews with lived experience staff on needed improvements, challenges, and necessary changes for position maximization.

In addition, developing benchmarks is a critical component of Quality Improvement. This is sometimes referred to as "best practice benchmarking" or "process benchmarking" and used in management and strategic management. It allows programs to evaluate various aspects of their processes in relation to best practices and develop plans on how to make improvements or adapt specific practices with the aim of increasing some aspect of performance. To date there are no benchmarks or set standards to determine if a lived experience program has met or exceeded practices in development, implementation, and sustainability. This puts pressure on public mental health programs to establish practice standards.

For example:

- What is a lived experience “success”?
- What is an average hiring measure?
- What is an achievable number of applicants within a given population?
- What is the average or expected longevity of employment of a person with lived experience?

The arena of Quality Improvement has far to go if the future is to hold benchmarks and standards for measuring, monitoring, and improving lived experience positions within public mental health programs.

Quality Improvement Resources

What is Quality Improvement?

This site from the Department of Community and Family Medicine at Duke University Medical Center features a training module to help programs in understanding and applying the principles and practices of Quality Improvement (QI). While it has a medical focus on patient safety, it is an excellent tutorial on the basics of QI.

http://patientsafetyed.duhs.duke.edu/module_a/module_overview.html

American Public Health Association (APHA)

The American Public Health Association (APHA) has been advancing quality improvement in both health care delivery and public health and has been on the forefront of ensuring quality in public health systems through its standards setting texts, education programs, and

policies that promote quality improvement in a range of public health systems.

<http://www.apha.org/programs/standards/>

Planning, Program Development and Evaluation:

A Handbook for Health Promotion, Aging, and Health Services-The concepts and approaches presented in this book provide an efficient approach to planning, program development, and evaluation for all health and human service populations, including planning, program development, and evaluation are emerging as routine functions of health care and social agencies.

http://books.google.com/books/about/Planning_program_development_and_evaluation.html?id=t276qQAJd3QC

Quality Improvement Tools

Developing a QI Process

Parameters (Areas to be measured and monitored for use documentation and information in quality improvement- suggested areas below)	Baseline (Base line of measurement- what is considered “good”)	Tools (Tools that will be used as measure)
Structure		
<ul style="list-style-type: none"> Effectiveness of position development, recruiting, and hiring 		
<ul style="list-style-type: none"> Cultural competence and population representation 		
<ul style="list-style-type: none"> Workplace attitudes 		
<ul style="list-style-type: none"> Accommodations 		
<ul style="list-style-type: none"> Spectrum of employee benefits that support wellness such as EAP, FMLA, state protections, paid time off, etc. 		
Process		
<ul style="list-style-type: none"> Lived experience employees are given accurate, understandable, and complete information necessary to participate as a functional team member 		
<ul style="list-style-type: none"> To the extent allowable, employees with lived experience are supported in sharing decision-making and responsibility for outcomes as a team partner 		
<ul style="list-style-type: none"> Persons with lived experience are encouraged and supported to engage in peer support activities to reduce isolation, gather and disseminate accurate information, and strengthen their capacity to perform their duties 		
<ul style="list-style-type: none"> Staff demonstrates the initiative to change practices that will diminish stigma and discrimination within the workplace 		
<ul style="list-style-type: none"> There is a strategic plan to facilitate attitude change efforts that focus on enhancing the workplace view of the value of the lived experience position 		

<ul style="list-style-type: none"> Targeted training occurs to ensure that everyone on the team continually advances their own cultural and linguistic responsiveness as the population served changes 		
<ul style="list-style-type: none"> Meetings happen in culturally and linguistically competent environments where the lived experience employee is respected and trusted and it is safe for everyone to speak honestly 		
<ul style="list-style-type: none"> Administrators and staff actively demonstrate their partnerships with all families and youth by sharing power, resources, authority, responsibility, and control with them 		
<ul style="list-style-type: none"> Lived experience staff has access to useful, usable, and understandable information and data, as well as sound professional expertise 		
Outcomes		
<ul style="list-style-type: none"> Recovery or resiliency outcomes for those interacting with the lived experience positions 		
<ul style="list-style-type: none"> Data indicating difference in comparable outcomes for individuals received lived experience position support and those not included in that program 		
<ul style="list-style-type: none"> Feedback from the populations served regarding their experiences with the lived experience employee 		
<ul style="list-style-type: none"> Staff input on the value of the position and its influence on their capacity to do their job 		
<ul style="list-style-type: none"> Community focus groups that review the position, outcomes, and invites suggestions for improvement 		
<ul style="list-style-type: none"> Regular reviews with lived experience staff on needed improvements, challenges, and necessary changes for position maximization 		

Evaluating Employee Retention and Program Success

Evaluating lived experience employee retention and program success should be considered a part of the overall Quality Improvement (QI) of the public mental health program. In a well-planned lived experience program, staff should already have quality indicators as benchmarks; targets that they feel are achievable and would indicate program success. These can be written similar to measurable objectives and should embrace the intent of the position with a consideration of the developmental level of the

- Length in position;
- Performance assessments;
- Employee satisfaction;
- Team satisfaction;
- Service population satisfaction; and
- Career ladder options utilized.

Possible approaches to gathering information and data to evaluate the retention success of an

position. In addition, as standards and competencies emerge, these can be used to set evaluation indicators.

There are multiple ways to evaluate the success of employee retention and program success that would go beyond how long the position was held. Potential contributors to measuring lived experience employee retention success within the public mental health workplace might include:

individual with lived experience within the public mental health setting could include:

- Focus groups
- Satisfaction surveys
- Record review
- Service population wellness outcomes
- Stigma and discrimination surveys

Evaluating Employee Retention Resources

Here today and here to stay: Evaluating your employee retention program

Your organization needs energized, dynamic people to represent you and all the hard work you've put into your business. They help you create stability and dependability, qualities that they and your customers value. Retaining your employees is absolutely critical to your business's success. While the tendency is to focus on production, operation costs and market share, retention programs easily get pushed to the wayside. This resource discusses how to get it done within a complex work environment.

<http://www.carlsbad.org/EditionDetail.aspx?aid=251>

Employee Evaluations to Increase Employee Retention

Maintaining workforce stability, reducing turnover and minimizing attrition form the human resources function referred to as employee retention or retaining talent. Employers that realize the value of human capital devise a number of ways to improve employee retention. This resource proposes a method in restructuring the performance

management system so that it helps an organization become successful by monitoring and evaluating employee performance.

http://www.ehow.com/list_7453811_employee-evaluations-increase-employee-retention.html

Employee Satisfaction Surveys

This site offers tips and samples of employee satisfaction surveys to help employers measure and understand their employees' attitude, opinions, motivation, and satisfaction.

http://humanresources.about.com/od/employeesurvey1/Employee_Satisfaction_Surveys.htm

Assess and Improve Employee Satisfaction

This resource offers insight into how to develop a mechanism for soliciting and measuring the satisfaction of employees as part of a retention process within a work setting.

<http://www.nbrii.com/products/employee-surveys/employee-satisfaction-surveys/>

Evaluating Employee Retention Tools

Employee Survey

Sometimes a simple survey will cue supervisors and program managers that there is a problem before it become a retention issue. You can use the following questions to probe the satisfaction of lived experience employees.

- How meaningful is your work?
- Are you proud of the work you do?
- Is your family or partner proud of where you work and what you do?
- How challenging is your job?
- In a typical week, how often do you feel stressed at work?
- Do you feel that you have adequate support to deal with that stress?
- How well are you paid for the work you do?
- Do you feel like a team player with your co-workers?
- How realistic are the expectations of your supervisor?
- How often do the tasks assigned to you help you grow professionally?
- How many opportunities do you have to get promoted?
- Do you want to be promoted?
- Are you supervised too much at work, supervised too little, or supervised about the right amount?
- Are you satisfied with your employee benefits (specifically discuss each benefit offered by the program)?
- Are you satisfied with your job?
- How likely are you to look for another job outside of this program within the next few months?

Evaluating Employee Retention Scan

Most programs has standardize tools for evaluating progress, strategic planning review, and developing an accountable pattern of preventing

Retaining Employees with Lived Experience into the Public Mental Health Workforce				
AREA	Monitoring or Evaluation Tool and Date	Positive Outcomes	Challenges	QI Action Steps
Developing Position and Program Orientation				
Creating a Successful Supervision Program				
Monitoring and Supporting Employees with Lived Experience				
Employee Personal Development and Career Pathways				
Creating Program Quality Improvement Initiatives				
Evaluating Employee Retention and Program Success				

and addressing negative consequences in the workplace. This chart will assist in maintaining a regular and consistent focus on retaining and individual in a Lived Experience Position.

Ensuring Successful Employment in the Public Mental Health Workplace

Recruiting, hiring, and retaining a representative of lived experience within the public mental health workforce should serve as the foundation for capacity building and ongoing success as an employee. As is well understood, individuals

- Stigma and discrimination;
- Mental health service needs;
- Medication side effects;
- Relapse potential;
- Diminished self-confidence;
- Compromised work experience;
- Stigma and discrimination;
- Mental health service needs of their children and youth;
- Demands to pick up child or youth due to mental health needs;
- Crisis;
- Diminished self-confidence;
- Stigma and discrimination;
- Orchestrating needed mental health services;
- Limited ability to move or take job promotions that require relocation;
- Crisis;
- Diminished self-confidence;
- Reduced opportunities for self-care;
- Compromised work experience;
- Fluctuating support systems; and
- Difficulties locating and accessing appropriate care.

with lived experience and their families face a multitude of challenges within their daily lives. For a person with a mental health condition these can include:

- Fluctuation support systems; and
- Difficulties locating and accessing appropriate care.

For family members raising a child or youth with mental health condition this can include:

- Compromised work experience;
- Fluctuation support systems; and
- Difficulties locating and accessing appropriate care.

For family members of adults with mental health challenges this may include:

These factors will all play a role in influencing lived experience employee capacity and success. The ability of the public mental health system to acknowledge and respond to the daily needs of their lived experience employees will have the greatest impact on the capacity of the program.

Developing Employee Self-Confidence

Self-confidence is a vital success factor for all employees. Confidence affects job performance as well as satisfaction, and can greatly affect turnover rates in high stress job areas. Lived experience employee confidence is critical to help them reach their potential at their jobs, despite the mental health challenges they may face. Due to experiences, mental health issues, stigma, and discrimination, the lived experience employee may enter the public mental health workplace with a variety of issues that could impact their feelings of self-worth and confidence.

There are multiple ways for the public mental health workplace to contribute to the self-confidence of their lived experience employees. These can include:

- Enhance their capacity to perform their job by training them before they start the job.
- Continue to provide educational opportunities so they can see and feel their growth.
- Offer consistent positive reinforcement and feedback
- Ask them how they receive criticism best.
- Ensure that team has a comfortable environment that is open to asking

questions and gathering additional information.

- Reinforce appropriate safety procedures so that they feel comfortable doing their job.
- Praise a job well done and offer incentives.

People who have high self-esteem are more likely to continuously improve the work environment. They are willing to take intelligent risks because they have confidence in their ideas and competence. They work willingly on teams because they are confident about their ability to contribute (Foster Success for People: Two Musts for Employee Motivation and Positive Morale Motivation Success, Susan M. Heathfield). Self-esteem has two essential components:

Self-efficacy:

- The confidence in the ability to cope with life's challenges.

Self-respect:

- Experiencing oneself as deserving of happiness, achievement and love.

Self-esteem is a self-reinforcing characteristic. When persons with lived experience have confidence in their ability to think and act effectively, they are better able to persevere when faced with difficult challenges. Self-esteem in the public mental health workplace becomes a contributor to employee mental wellness.

Developing Employee Self-Confidence Resources

Three A's of Building Employee Self-Esteem and Self-Confidence

This article discusses the most important factor in motivating employees through manner in which they are treated. Building self-esteem and self-confidence in others is more important in bringing the best out of people and should be viewed as critical in establishing and sustaining positions.

<http://www.briantracy.com/blog/leadership-success/three-a-of-building-employee-self-esteem-and-self-confidence/>

How to Build Self-Esteem in the Workplace

This article discusses and provides steps on how to achieve employees who feel good about themselves and how these efforts can transform a position into an effective and productive team component.

<http://smallbusiness.chron.com/build-selfesteem-workplace-10790.html>

4 Keys to Helping Employees with Low Self Esteem

This article discusses the four keys that will help build employee's self-perceptions that can be incorporated into interactions within the workplace.

<http://www.spatrade.com/spa-business/4-keys-helping-employees-low-self-esteem>

Improving Your Staff's Self-Confidence

This article discusses how to improve self-confidence among the staff by accepting, praising, appreciating, encouraging, and reassuring and offers a variety of approaches to identify and enhance self confidence in the workplace.

http://www.winstonbrill.com/brii001/html/article_index/articles/51-100/article79_body.html

Developing Employee Self-Confidence Tools

Improving Lived Experience Employee Self-Confidence

- Encourage employee to take ownership of their jobs and to strive for personal excellence.
- Be knowledgeable regarding their strengths and challenges.
- Openly share resources and referrals.
- Make sure job responsibilities are clear and attainable.
- Discuss skills that are essential to be successful in the job.
- Provide opportunities for increased responsibility and career advancement.
- Give honest recognition for work achievements.
- Celebrate within the workplace.
- Model the need for continuous learning.
- Offer opportunities that indicate growth and development.
- Encourage employees to do an honest assessment of the job responsibilities and determine where they may have skill shortfalls or skills not being fully utilized.
- Discuss and create a personal and professional development plan during the performance planning cycle.
- Endorse employees' attendance at classes and activities that support the unit's objectives, development plans, and goals.
- Discuss what employees learned within their experiences and support the integration of new ideas/methods into their work responsibilities.
- Delegation of challenging assignments
- Special projects
- Provide timely behavioral feedback on performance and discuss ways to improve and develop further.
- Provide opportunities for employees to develop through:
 - Supervisor and peer coaching
 - Cross-training
 - Rotating work assignments
 - Committee and task force assignments

- Mentoring
- Internships
- Networking organizations
- Professional associations
- Skill assessment programs
- University degree
- Certification programs

Recognize Causes of Low Self Esteem:

- Unrealistic goals and objectives associated with the job
- Lack of appreciation, reinforcement
- Low satisfaction, motivation
- Low employee ownership/involvement
- Misunderstood performance expectations
- Lack of trust
- Lack of self-confidence
- Lack of attention to lived experience needs
- Differences in values, personality type, style (with manager, peers, customers, etc.)
- Workload level (too much, too little?)
- Current responsibilities unconnected with career ambitions
- Conflict
- Personal problems

Handling Disclosure

Disclosing any disability in an employment setting is ultimately a personal decision and can change depending upon the situation and the need for an accommodation. In addition, family members of children, youth, and adults with mental health needs face similar fears and concerns regarding disclosure. Persons employed due to their lived experience are often not left to make this decision themselves. By virtue of applying for a lived experience position, they have already provided information relative to disclosure.

Although there have been countless efforts to diminish stigma and discrimination for those with mental illness, their families, and others closely associated with them, there are still very real concerns regarding disclosure, even in a lived experience position. National efforts have promoted a better understanding of mental illness, services, and the impact on the lives of those it touches have prompted a better acceptance of those who utilize mental health services. Unfortunately, recent media blasts regarding shootings and crimes committed by persons with mental illness may cause stigma and discrimination to re-emerge. Even though the diagnosis or previous history of a person hired for their lived experience is already compromised, they still have control over details and with whom that is shared. They are still protected and HIPPA-personal health information cannot be shared in detail without their consent or the consent of the individual, if they are an adult.

Disclosure is also necessary to receive a reasonable accommodation under the Americans with Disabilities Act. If an individual would want to ask for an accommodation to complete the application process or to do job-related tasks they will need to disclose their mental health disability (Entering the World of Work: What Youth with Mental Health Needs Should Know about Accommodations <http://www.dol.gov/odep/pubs/fact/transitioning.htm#UOrcnogo45s>). There are a variety of reasons to disclose or not disclose additional details of a mental illness in the public mental health workplace. Some reasons for disclosing more than a diagnosis or details needed to secure the position include:

- Disclosure can assist in developing a trusting relationship with a supervisor or mentor;
- Discussions around additional mental health needs can facilitate discussions around the most effective workplace adjustment strategies;
- Misconceptions regarding employment can be minimized;
- Work related adjustments can be made quickly if the individual becomes ill;
- Disclosure can assist in understanding issues impacts on the job and promote the belief that these are usually temporary;
- Disclosure is required to benefit from ADA accommodations within the workplace;
- Disclosure of additional details and needs can assist the staff and management in better understanding and accepting those with a mental illness in the future.

There can also be many reasons for not disclosing additional details beyond those necessary to document the lived experience.

These might include:

- Details are personal and if they are not relative to the position and the capacity to do the work, then they are no one's business;
- The individual feels additional details will have no effect on their ability to do the job;
- The fear of stigma overrides the desire to receive accommodations and support in the workplace;
- The time is not right within the work environment due to obvious stigma and a general lack of education regarding mental illness; and
- The employee may feel that disclosure may provoke unnecessary curiosity, concern and insensitive questions.

Should you tell your employer and co-workers about your mental illness?

http://jobaccess.gov.au/Jobseekers/Getting_work/How_to_disclose_disability_to_an_employer/Pages/Should_you_tell_your_employer.aspx

Whatever the decision, it belongs to the employee. It is natural to assume that an individual who applies for a position that is designated for persons with lived experience would be comfortable regarding their mental illness or their experiences as a parent or family member of a child, youth, or adult. Demanding details is walking a fine line between confidentiality and laws protecting the privacy of individuals, regardless of the job description. Disclosure remains the decision of the employee and should be a part of the hiring discussion

Disclosure Resources

Disclosure of Psychiatric Disability in the Workplace

Deciding, when or if, to disclose a psychiatric disability in the workplace is a dilemma for many people. Stigma and a lack of understanding of mental illness remains a major barrier to workplace acceptance. While negative attitudes and beliefs are the reason for much discrimination, many employers may not understand how disability can be accommodated. This resource is a discussion of the considerations and approaches for disclosure of a mental health disorder in the workplace.

<http://www.mhcc.org.au/images/uploaded/Disclosure%20of%20Psychiatric%20Disability%20in%20the%20Workplace.pdf>

Dealing with Stigma and Disclosure of Psychiatric Disability in the Workplace

This is a free webinar training regarding concerns about telling an employer about a mental health condition, especially when there is a history of internal stigma and potential external stigma in the workplace. This webinar will review potential sources of stigma, the benefits and risks to disclosure, and present procedures for deciding about disclosure and handling disclosure in the workplace

<http://www.fddc.org/news/conferences/Dealing-with-Stigma-and-Disclosure-of-Psychiatric-Disability-in-the-Workplace>

Disclosure in the Workplace

Disclosing in the workplace refers to telling employers and or fellow co-workers about your learning disability – this is the most difficult decision employees or job candidates will make. This informative resource discusses the issue from all sides and explores solutions.

<http://www.ldaptbo.com/information/adults/disclosure>

Disclosure in the Workplace

This is a very simply written guide to what disclosure is and how and when to disclose a disability.

<http://learningassistance.lakeheadu.ca/transition-tutorial/disclose.html>

Disability Disclosure in the Workplace: What Employers Should Know

This is a Cornell University Training Power Point that is based upon a survey done by the University of the Disclosure Experiences of persons with disabilities.

http://www.ilr.cornell.edu/edi/media/emprtc/2012-01-18/2012-01-18_3724.pdf

2012 Mental Health Law

The 2012 Mental Health Law manual was written to help hospitals understand the laws governing mental health treatment as well as the rights and protections of the patients they serve.

<http://www.calhospital.org/mental-health-law>

Bazelon Center Mental Health Law

The mission of the Judge David L. Bazelon Center for Mental Health Law is to protect

and advance the rights of adults and children who have mental disabilities.

<http://www.bazelon.org/>

Disclosure Tools

Considerations in the Disclosure Process for Programs and Employees

The workplace will likely already know that an employee filling a lived experience position has a mental health disorder or that they are the family member of a child or youth with an emotional, behavioral, or mental health disorder. But, that may be the extent of knowledge. Other staff, including supervisors, may not and do not need to know more details beyond that. Deciding what and how to disclose details and further information is a complex decision and should be made with care. Below are some considerations when disclosing details.

Decide if any potential accommodations are necessary.

- Programs should clearly designate who one goes to for ADA request to avoid unnecessary disclosure to supervisors.
- The need for accommodations will require information and details to document eligibility and to tailor those accommodations after the unique needs of the employee.
 - Programs should make disclosure of details an employee driven process based upon desire and need.
 - Employees should consider what they need by disclosing information. If it is accommodations, then they will need to measure the value of those accommodations against the loss of privacy.

Feelings and concerns regarding detail disclosure around a mental illness should be explored.

- Only the employee (and possibly their family) can fully understand the issues and experiences they have had relative to detailed disclosure of a mental health problem. The stigma and emotional pressure resulting from those experiences will influence decisions on what and how to disclose.
 - Programs should not assume that because an employee was hired for lived experiences that they want to disclose the details of their encounters or experiences beyond what is necessary to do their job.
 - Employees should explore how they need to balance “necessary disclosure” to be accepted by their peers and additional disclosure that may not be critical to job performance.

Stigma and discrimination should be considered a factor in making disclosure decisions.

- Stigma, bullying, and discrimination are alive and thriving in the country, despite advances in reduction practices. Public mental health programs are not immune to biases that may be fostered across its workforce.

- Programs have a responsibility to level the field among its employees and ensure that personal differences, cultures, and other ethnic markers are not used as targets.
- Employees should develop the capacity to identify, report, and survive stigmatizing behaviors. They need to assess their capacity to manage stigma in considering what and how to disclose details of their lived experience.

Weigh the benefits and risks of disclosing details of lived experience.

- Generally there is a purpose in disclosing; such as helping others understand a point of view, establishing expertise, or promoting the acceptance of peer to peer support based upon commonalities.
 - Programs should not be in a position of pushing for detailed disclosure of lived experiences by staff but instead supportive of the process needed by the individual to become comfortable in making the decision.
 - Employees should consider what is necessary in terms of disclosure to do their job. Beyond that, there is no pressure or purpose for disclosing more.

If the individual decides not to disclose further details they may need to find other ways to receive necessary support in the workplace.

Disclosing Details and Experiences

The following are tips on how to disclose the details of a lived experience.

- Decide ahead how specific you will be in describing your experiences.
 - General terms: a disability, a medical condition, an illness Vague but more specific terms: a biochemical imbalance, a neurological problem, a brain disorder, difficulty with stress Specifically referring to mental illness: a mental illness, psychiatric disorder, mental disability
 - Your exact diagnosis: schizophrenia, bipolar disorder, major depression, anxiety disorder
 - Your experiences within the system, such as Medicaid, the court system, child welfare, etc.
- Identify appropriate times and places for disclosure. Discussing details during a planning meeting or during a staff meeting may not be the best timing, especially if it is not related to your job and does not permit the time for questions, discussion, and further clarification.
- Be prepared for persons that may not be knowledgeable about your situation or experiences. Their information may have come from a movie or the media. It can also be shaded by their culture and beliefs.
- Identify several resources as for further information regarding your condition, support for you or your family, or programs that you or your family has participated.
- Create a list of “non negotiables” that you will not disclose. Having a list ahead of time will help prevent accidental disclosure due to pressure or circumstances.
- You may find it helpful to prepare a script to read from. For example: "I have (preferred term for psychiatric disability) that I am recovering from. Currently, I can/have (the skills required) to do (the main duties) of the job, but sometimes (functional limitations) interfere with my ability to (duties you may have trouble performing). It helps if I have (name the specific accommodations you need). I work best when (other accommodations)." “I have direct experience with (list programs you have been involved in) and that will make me an excellent resource and support for my peers”.

Adapted from: Center for Psychiatric Rehabilitation, Boston University. Disclosing Your Disability to an Employer <http://www.bu.edu/cpr/jobschool/disclosing.htm>

Using Supervision and Performance Evaluation as Capacity Building

Supervision and performance evaluation can and should be used to build the capacity of an individual hired for their lived experiences as well as enhance the capacity of the public mental health program efforts to be fully aligned with the intent of the position, recovery and resiliency models, and family/youth driven philosophies.

Capacity building supervision is based upon the ability of the supervisor to utilize every opportunity of interaction to teach and build the skills, knowledge, and ability of the lived experience employee. This is done through less management and more strength based teaching and positive reinforcement.

Capacity building supervision begins with immediately upon hiring and the very first meeting should set the stage for the continued relationship. Supervising a lived experience employee in the public mental health workplace should be similar to that of other staff supervision, but the development of confidence and capacity should be a purposeful and planned outcome with each encounter. Capacity building supervision should include:

- Recognition of positive work outcomes
- Acknowledgment of position challenges
- Discussions regarding balancing employee wellness and the position
- Handling and preventing burnout

Performance evaluation practices contribute to capacity development of the employee as they do in building the capacity of the program to

improve. The employee should be asked what kind of feedback would help them enhance their capacity to be responsive to the populations they serve. They should be an integral member of the performance evaluation team and assist in developing the data markers, benchmarks and setting goals and objectives for the position. There should also be established intervals for examining data and program outcomes and discussing them with the employee regarding how the information can be used to increase their confidence and capacity. Considerations should include:

- What the performance evaluation and data indicates relative to their work;
- How they can use the information to improve their capacity;
- What resources or training should be accessed to improve performance evaluation outcomes; and
- Adjustments or shifts necessary to ensure the data and performance evaluation are capturing necessary information for a full picture of the program.

It is also important that public health programs do not assume that the lived experience employee understands performance evaluations. The performance evaluation may seem unrelated to building program, position, and personal capacity. Programs will need to explore the extent of the lived experience employee understanding and comfort performance evaluation and supplement that as necessary to ensure they can participate in all performance evaluation efforts as a full partner.

Using Supervision and Performance Evaluation as Capacity Building Resources

Staffing and Supervision of Employees and Volunteers

Much of this program is based on materials adapted from the Nonprofit Capacity Building Toolkit(SM). This module is in the organization development program. However, this module can also be used by anyone as a self-study exercise to learn more about staffing and supervising employees and volunteers. Much of the content of this module was adapted from the guidebook, Field Guide to Leadership and Supervision for Nonprofit Staff.

<http://managementhelp.org/freenonprofittraining/staffing-and-supervising.htm>

Effective Supervision

This PowerPoint features techniques about effective supervision.

<http://zimmer.csufresno.edu/~donna/SUPERVISION%20AND%20LEADERSHIP.PPT>

Building capacity for employee engagement

Engagement reshapes the nature of the relationship the organization has with its stakeholders, employees and the community. Reshaping the relationship with employees appears to have significant potential and is the focus of this resource.

<http://stakeholderengagementnz.wordpress.com/2011/09/13/building-capacity-for-employee-engagement/>

Supported Employment for Persons with Psychiatric Disabilities

This booklet explains the elements of effective supported employment services and strategies on how to start them within a state or community, also outlines what consumers should look for when seeking providers of Supported Employment.

http://starcityblog.typepad.com/files/nmhasupported_employment.pdf

A Brief Summary of Supervision Models

This adaptable resource discusses approaches and practices of supervision models within the mental health system.

[http://www.gallaudet.edu/Documents/Academic/COU_SupervisionModels\[1\].pdf](http://www.gallaudet.edu/Documents/Academic/COU_SupervisionModels[1].pdf)

Building your Capacity through Human Resources Strategic Planning

This Power Point presentation includes exit interviews and engagement surveys internally and discussions regarding building staff capacity. PowerPoint PPT presentation

<http://www.powershow.com/view/22fbfb->

[NTU4Z/Building_your_Capacity_Through_Human_Resources_Strategic_Planning_powerpoint_ppt](http://www.powershow.com/view/22fbfb-NTU4Z/Building_your_Capacity_Through_Human_Resources_Strategic_Planning_powerpoint_ppt)

Performance Improvement Strategies Steps in Performance Improvement Coaching

This article outlines the steps necessary to use performance improvement questions as a tool for identifying opportunities and diagnosing issues related to work performance.

http://humanresources.about.com/od/manageperformance/a/manage_perform.htm

7 Skills for Supervision Success

The purpose of this article is to provide the skills and understanding in successful

supervision of any type of employee whether it be intern or entry level employee.

<http://www.elisamortiz.org/2011/01/7-skills-for-supervision-success/>

AIM: Training Project

The central aim of this project is to deliver capacity building training to coordinators of Community Education Centers relative to supervision.

http://www.crosscare.ie/images/uploads/team_building.pdf

Using Supervision and Performance Evaluation as Capacity Building Tools

Using Supervision and Performance Evaluation

One of the best ways to use supervision and evaluation as capacity building components of any employment program in a public mental health setting is to start out with measurable goals and objectives relative to the position and apply QI practices in a formal and strategic manner. Below is a template for developing a formal approach to strategically planning for position outcomes through ongoing supervision and evaluation.

SUPERVISORY GOAL 1:		
1.1 Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•
1.2 Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•
1.3 Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•
SUPERVISORY GOAL 2		
2.1: Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•
2.2: Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•

2.3: Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•

SUPERVISORY GOAL 3

3.1: Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•

3.2: Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•

3.3: Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•

SUPERVISORY GOAL 4

4.1: Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•

4.2: Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•

4.3: Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•

SUPERVISORY GOAL 5

5.1: Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
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•	•	•
•	•	•

5.2: Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•

5.3: Action (describe)		
STEPS	EXPECTATIONS	INDICATORS
•	•	•
•	•	•
•	•	•

Job Coaching and Similar Supports

Job coaching and similar supports can include a variety of approaches and potential funding mechanisms. Job Coaches are a formal profession with designated roles and responsibilities and most common among eligible individuals served through Vocational Rehabilitation and persons with disabilities. The success of Job Coaching with targeted populations has prompted an expansion beyond traditional disabilities and can be seen with

psychiatric populations and those with lived experience.

Job coaching refers to the training of an employee by an approved specialist, who uses structured intervention techniques to help the employee learn to perform job tasks to the employer's specifications and to learn the interpersonal skills necessary to be accepted as a worker at the job site and in related community contacts.

The Job Coach responsibilities can vary between programs, but generally they can assist in:

- Resume preparation;
- Completing employment application;
- Basic computer training;
- Providing job leads;
- Assisting in job search;
- Training in grooming, dressing, and body language skills;
- Training and practicing of job interview skills;
- Providing entitlement (SSI, SSDI) information and assistance;
- Providing information on the Americans With Disabilities Act (ADA);
- Assisting in decision-making about disclosing a mental illness to an employer;
- Training in requesting work accommodations if needed;
- Training in coping with stress on the job;
- Training in effective communication and workplace behavior;
- Training in development of natural supports in and out of the workplace;
- Provides information about available community resources; and
- Advocates for individuals being served to help eliminate the stigma of mental illnesses.

Qualified Job Coaches work directly with an individual with an eligible disability in a training or placement site to help them learn the specific requirements of the job; learn work-related activities and requirements such as time and attendance rules; and learn appropriate work-related (including social) behaviors when dealing with supervisors and co-workers.

By placing a an employee with lived experience directly in a job the employee is able to receive immediate feedback, assistance, and follow-up and an employer is able to observe and learn approaches that will contribute to a successful employment. While the Job Coach may be provided by another program or agency, the salary or wages of the employee remain the responsibility of the employer.

Supported Employment (SE) is an approach to vocational rehabilitation for people with serious mental illnesses that emphasizes helping them obtain competitive work in the community and providing the supports necessary to ensure their success in the workplace. SE programs help consumers find jobs that pay competitive wages in integrated settings (i.e., with other people who don't necessarily have disabilities) in the community (Supported Employment Evidence-Based Practices (EBP) KIT; <http://store.samhsa.gov/product/Supported-Employment-Evidence-Based-Practices-EBP-KIT/SMA08-4365>). First introduced in the

psychiatric rehabilitation field in the 1980s, supported employment programs are now found in a variety of service contexts, including community mental health centers (CMHCs) and psychosocial rehabilitation agencies (NAMI, www.nami.org).

While Job Coaching is often associated with supported employment, it can be provided as a vocational rehabilitation service to some individuals. In some situations, job coaching may also be provided in conjunction with:

- On-the-job training (OJT)
- Work experience/transitional employment
- Paid work study

Job coaching in support of OJT, paid work study, or work experience/transitional employment is limited in intensity and duration. Qualification is dependent upon funding eligibility criteria and the needs of the individual with lived experience.

Transitional employment refers to the provision of job coaching services to an individual where there exists the strong likelihood that the individual can achieve independent functioning on a job, within the time-frame allowed for job coach services. The goal of transitional employment is to shift the support the individual needs from the job coach to regular on-site supervisory staff.

Job Coaching and Similar Supports Resources

Job Coaching Services and Benefits to Businesses and People with Disabilities

Many individuals with significant disabilities who have been unable to secure employment or to maintain employment have achieved employment success by securing services from a Job Coach. This informational newsletter explains job coaching and its benefits.

http://www.worksupport.com/document/s/va_board_factsheet1.pdf

Coaching and Career Development

This article provides five key ways to coach and support career development including what is coaching meeting with employees; building coaching skills; coaching preparation, how to provide helpful, constructive feedback ; guiding employees with career development; and suggestions on coaching a team.

<http://people.rice.edu/uploadedFiles/People/TEAMS/Coaching%20and%20Career%20Development.pdf>

A Promising Practice for Supporting Employees with Traumatic Brain Injury (TBI) and/or Post-Traumatic Stress Disorder (PTSD)

This article discusses job coaching and its benefits to the employee and employer for individuals with Traumatic Brain Injuries. The information is helpful and can be adapted for any special needs workforce population.

<http://www.americasheroesatwork.gov/f/OrEmployers/factsheets/jobCoaching/>

Job Coaching Strategies

These materials help promote a connection to the practice of job coaching and stimulate best practices in supported employment, new teaching techniques, and how to develop successful and individualized approaches that work with people with disabilities and their employers.

http://www.attainmentcompany.com/sites/default/files/pdf/sample/jcs-sample_0.pdf

Job Coaching and Similar Supports Tools

Blending Components of Supported Employment, Supervision, and Coaching

Most individuals taking on a lived experience position are eager to be successful and use it as launching point for further advancing their professional careers. By utilizing several approaches, they can be supported in their position as they move forward in their career.

Evidence-based supported employment includes critical components, which are represented in the Supported Employment Fidelity Scale (Bond, Becker, Drake, & Vogler, 1997). But, several aspects of a Supported Employment program can be replicated in a public mental health setting and in collaboration with lived experience staff service providers.

- Zero exclusion criteria: Receiving supported employment types of support have no eligibility requirements other than expressed interest.
- Referral to ongoing, work-based vocational assessment: Vocational assessment is an ongoing process that is based on work experiences in competitive jobs in integrated settings rather than through a battery of tests. Employers research and provide information for the lived experience employee for ongoing skills testing and capacity development.
- Information and referral for appropriate job advancement: The public mental health program maintains a job opening database for all staff interested in advancing their career, including those with lived experience.
- Diversity of jobs: The employer provides job options that are diverse and are in different settings.
- Permanence of jobs: Employers or supervisors help to find competitive jobs that are permanent rather than temporary or time-limited. Virtually all competitive jobs are permanent.
- Jobs as transitions: All jobs are viewed as positive experiences on the path of vocational growth and development. The public mental health system assists persons with lived experience end jobs when appropriate and offers to help them all find another job regardless of whether a job ended successfully or poorly.
- Follow-along supports: Persons with lived experience are provided flexible follow-along supports that are individualized and ongoing and might include crisis intervention, job coaching, job counseling, job support groups, transportation, treatment changes (medication), and networked supports (friends/family).
- Community-based services: Other vocational services such as engagement, job finding, and follow-along supports are provided in natural community settings.

- Benefits counseling: The employer provides information to help persons with lived experience make informed decisions about returning to work and its impact on other benefits they might receive.
- Partnering between mental health providers and Vocational Rehabilitation Counselors: The program works in collaboration with the state Department of Vocational Rehabilitation and the individuals mental health providers, if they desire. Adapted from: Supported Employment for People with Severe Mental Illness, A guideline developed for the Behavioral Health Recovery Management Project, Deborah R. Becker, M.Ed. & Robert E. Drake, M.D., Ph.D. New Hampshire-Dartmouth Psychiatric Research Center, Dartmouth Medical School

Markers of a Good Job Coach

- An effective coach is a master question asker and knows the right question to ask at the right time. Often, they can assist the employee with lived experience to express themselves through reflection.
- An effective coach is sensibly direct and doesn't play office politics, using discretion as needed. An individual with lived experience may be coming into an office culture that is well established and they often need someone who can assist them in navigating that environment.
- An effective coach has sensory acuity and stays aware of the environment and those within that environment. Sometime, due to medication or experiences within the mental health system, a lived experience employee has difficulty connecting with the environment. The coach can assist them in developing sensitivity to the environment and those around them.
- An effective coach is a master listener. Some employees need someone to listen to them as they process next steps, an experience, or address a work situation.
- An effective coach is inspirational and is constantly looking for ways to uplift the individual with lived experience. They provide moral support and is on the lookout for inspiring quotes, ideas and events—anything to raise the spirit.
- An effective coach challenges individuals with lived experience and encourages them to grow. The coach is committed to the development, certainty of purpose, and meaningful direction for the lived experience position and what it represents.
- An effective coach has high integrity and exhibits honesty, trustworthiness and integrity that are above reproach. Due to stigma, bullying, and dissemination the lived experience employee may feel extremely vulnerable in a new setting. The coach can serve, over a time of relationship development, as the conduit and listening board for processing feeling and as a trusted confidant.

Adapted from: Scott Jeffery, Seven Qualities of an Effective Coach.

<http://scottjeffrey.com/2009/07/seven-qualities-of-an-effective-coach/>

Evaluating Capacity Building Efforts

Most programs have standardized tools for evaluating progress, strategic planning review, and developing an accountable pattern of preventing and addressing negative consequences in the workplace. This chart will assist in maintaining a regular and consistent focus on capacity building for an individual in a Lived Experience Position.

Building the Capacity of Individuals for Successful Employment in the Public Mental Health Workplace				
AREA	Monitoring or Evaluation Tool and Date	Positive Outcomes	Challenges	QI Action Steps
Developing Employee Self-Confidence				
Handling Disclosure				
Relapse Response				

Using Supervision and Evaluation as Capacity Building Tools				
Job Coaching and Similar Supports				

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Conclusion, Recommendations, and Next Steps

“We envision a future when everyone with a mental illness will recover, a future when mental illnesses can be prevented or cured, a future when mental illnesses are detected early, and a future when everyone with a mental illness at any stage of life has access to effective treatment and supports — essentials for living, working, learning, and participating fully in the community.”

(New Freedom Commission on Mental Health, July 29, 2003 Mental Health)

The recommendations of the New Freedom Commission on Mental Health still resonate today. The words resiliency and recovery and family and youth driven care were finally stamped into American history; charging the mental health system of care with new approaches, better services, and less stigma. It was a reiteration of what advocates had been saying for years and it served as a force for reconsidering how services and supports were offered to all individuals impacted by mental illness; persons receiving services regardless of age or culture, individuals who had a history of mental health needs, families of adults with mental health needs, family members of children and youth with emotional and mental health challenges, youth with mental health needs, and the plethora of others who loved and cared for those navigating through a fragmented system of care.

Across a decade of evolution, programs within the country have begun to increase their

understanding, recognition, and utilization of lived experience positions within a public mental health setting as an approach to move closer to the vision crafted a decade ago. As this toolkit is developed, standards, competencies, and career ladder have begun to emerge as foundations to build upon. Providers have embraced this emerging profession and begun using the lived experience positions as a point of support for the individuals they serve. Hiring persons with mental health lived experience to work in a professional capacity with their peers and others with similar experiences are no longer just a good idea; it is the norm. Within this growth is responsibility; responsibility to accountability, responsibility to resiliency and recovery, and responsibility to a continued thrust forward and a penetration into the smallest mental health public health programs in the smallest communities across the state. The development of this toolkit further highlights what advocates, organizational leaders, persons with lived experience, family members, youth, providers, policymakers, and public mental health programs across the state need to consider as they improve the process of employing individuals with lived experience.

- The hiring of individuals with lived experience is unique. The employment process should be considered unique and not dependent upon general employment strategies as sources of direction, resource, and guidance.

- Everyone should push toward a formalized profession for individuals with lived experience. Standards, competencies, certification, and secondary education classes should be the expectation, not a fantasy.
- The development of tools to ensure that the hiring of individuals with lived experience is successful should not be a special project. The documented importance of this growing profession demands attention as a specialized mental health field of work and the resources and information should be widely shared across all modalities of knowledge exchange.
- The hiring and work environment surrounding lived experience positions should be stigma free. Persons with lived experience in the mental health arena should be able to be proud of their chosen profession.

Finally, when asked what he wants to be when he grows up, a child with a mental health challenge should know about and be free to exclaim “I want to be a Peer Specialist when I grow up!” The next steps for the future are already here and awaiting the energy needed to become a reality.

Glossary of Employment Terms

A

Achievement resume: A resume format that lists five or six strong relevant achievements under a main heading such as Professional Accomplishments or Selected Achievements.

Age discrimination: The illegal practice of prejudice against a person because of his or her age. In this form of discrimination, an employer may eliminate job candidates because she's too old or too young.

Age Discrimination in Employment Act ("ADEA"): A federal law that protects older employees from employment discrimination on the basis of age.

Agility/Physical Ability: For law enforcement and other jobs, physical ability tests are commonly given and are frequently combined with vision and hearing tests. These are usually given just prior to hiring.

Americans with Disabilities Act ("ADA"): A federal law that protects employees from discrimination on the basis of disability, and imposes upon employers the requirement that they make "reasonable accommodations" for their employees' disabilities.

Application Submittal and Interview Requirements: To be considered for a vacancy with the State of California, a candidate must have established eligibility for the classification. Job vacancy announcements and contact letters will describe how a candidate should apply. The hiring department will contact applicants if they are selected for an interview.

At-will employment: A type of employment relationship in which there is no contractual agreement and either party may end the employment relationship at any time, for any reason or for no reason at all, without incurring a penalty.

B

Back pay: A type of damages award in an employment lawsuit that represents the amount of money the employee would have earned if the employee was not fired or denied a promotion illegally.

Boomerang: Job connection for State of California retirees interested in working as retired annuitants.

Bottom line: A term that means different things to different people. In for-profit organizations, the bottom line is measured by revenue, savings, and profit. In nonprofit organizations, the bottom line may be program effectiveness, enrollment, or budget growth. The key to writing effective achievement statements on your resume is to understand the reader's bottom line.

Bulletin: The examination bulletin includes the details for an individual classification or a group of related class's examination. The bulletin will include directions and details for the examination, how to apply, the admittance requirements, test type, and how the resultant eligibility list will be used. Use the Find an Exam/Vacancy link on the homepage.

C

Cafeteria plan. A type of employment benefits plan in which the employee selects benefits from a "menu," up to a specified dollar amount.

Career coach: Someone who helps a client develop job-search strategy and motivates him through the process.

Career counselor: Someone who helps a client assess his qualifications and decide what career move to make.

Career Credits: Career Credits can be earned by permanent State civil service employees who have passed probation for open, non-promotional examinations. The exam bulletin will specify whether or not Career Credits will be applied in the examination.

Career Executive Assignments (CEA): Government Code Section 18547 defines Career Executive Assignment as "an appointment to a high administrative and policy influencing position within the State civil service in which the incumbent's primary responsibility is the managing of a function or the rendering of management advice to top level administrative authority". Such a position can be established only in the top managerial levels of State service and is typified by broad responsibility for policy implementation and extensive participation in policy evolution.

Chronological hybrid: A chronological resume with skill subheadings (similar to the skill headings in a functional resume) incorporated into the Professional Experience section.

Chronological resume: A resume format that organizes the job seeker's achievements according to his work history.

Civil Service: The administration of government in which individuals are employed on the basis of professional merit as proven by competitive examinations.

Classification/Job Title: Each classification has a job specification that includes the definition of the job, typical tasks, minimum qualifications (education, experience, and/or other factors), knowledge and abilities, and special personal characteristics required.

Comparable worth: A legal concept under which people who work similar jobs of similar worth to the employer must be paid the same regardless of gender.

Compensation: The combination of salary, benefits, and perks to pay an employee for work.

Complimentary close: In a letter the word or short phrase just above your signature." Sincerely yours" is perhaps the most commonly used complimentary close for job-search correspondence.

Consolidated Omnibus Budget Reconciliation Act ("COBRA"): A federal law that requires employers to allow employees to continue their health insurance coverage after termination, in the same insurance group, at the group rate, and providing the same benefits.

Constructive discharge: A type of termination of the employment relationship in which the employee quits, but the employer is liable as if a wrongful termination occurred, because the employee was forced to resign due to intolerable working conditions.

Consultant: A temporary worker (someone who's not on a payroll) who is used in fields such as business management and technology development.

Contractor: A temporary worker (someone who's not on a payroll) who is used in fields such as construction, administration, and business management.

Curriculum vitae: Also referred to as a vita or CV, this term is used by the academic and scientific communities to mean resume.

E

Education and Experience Evaluation: The examination consists of an evaluation of a candidate's application; no interview is conducted.

Eligibility: Term used to describe a passing score received on an examination. In order to apply for employment with the State of California, list eligibility must be established for the classification. List

eligibility is typically one year in length; however, for some examinations, list eligibility could be up to four years. When list eligibility expires, an applicant must reapply to re-establish eligibility.

Eligible List: An eligible list is a list of individuals with eligibility who can be considered for employment. Generally, the top three ranks (highest scores) are considered reachable and will be contacted first. The length of eligibility is listed as the "List Life" on the examination bulletin. Typically, eligibility is good for one year, but may be extended for up to four years. One must then retake the examination to re-establish list eligibility.

Employee assistance program ("EAP"): A workplace program provided by the employer to assist employees in recovering from drug or alcohol abuse, emotional problems, job stress, marital discord, or workplace conflict.

Employee stock ownership plan ("ESOP"): An employer-provided benefit that allows employees to purchase stock in the company under certain favorable terms.

Employment history: A section on a resume that lists your paid work.

Equal Employment Opportunity Commission ("EEOC"): The federal administrative agency that enforces laws prohibiting discrimination in employment.

Equal Pay Act: A federal law that requires employers to pay the same to all employees who do the same work, regardless of gender.

E-resume: Short for electronic resume, this is the computerized form of a resume. E-resumes are used for e-mailing, posting online, and transferring by other electronic means.

Exempt Positions: Positions are filled by election or appointment. They include members of boards and commissions, and appointees of the Governor. These officials are exempt from State civil service, and are often referred to as "exempt" officials.

F

Family Medical Leave Act ("FMLA"): The federal law that requires certain employers to give time off to employees to take care of their own or a family member's illness, or to care for a newborn or adopted child.

Freelance: Working on an independent basis. A freelancer is someone who works under his own direction, finds his own work, and often (but not always) works at home. Fields such as graphic design and interior decorating often employ freelancers.

Front pay: A type of damages award in an employment lawsuit that represents the amount of money the employee would have earned if the employee was reinstated or hired into the higher-paying position from which he or she was illegally rejected.

Functional hybrid: A functional resume with company subheadings included in the Relevant Achievement section to indicate where the achievements took place.

Functional resume: Resume format that organizes the job seeker's achievements according to his transferable skills

G

Garnishment of wages: Taking or seizing the amount owing pursuant to a child support order or other order, directly from the employee's wages.

H

Heading: The section at the top of a resume is the job seeker's name, address, and contact information (phone, fax, and e-mail).

Horizontal career move: Taking a new job that is of equal status to the one the person currently holds within a given field.

Hostile working environment: A work environment that is so charged with harassment or similar unwanted behavior that it interferes with the ability to do one's job and is said to violate anti-discrimination laws.

I

Implied contract: A type of enforceable contract that is not made explicitly, but is implied from the circumstances or the parties' conduct.

Individual retirement account (IRA): A tax-deferred savings account in which the employee contributes no more than a set maximum amount annually.

Internet/Automated Examination: On-line examination where a candidate responds to education and experience questions, or schedules to appear at a test site to take a computer-based test.

J

Job agent: A service provided by some online resume banks that sorts through job listings and then e-mails the job seeker only those listings that match his job-search criteria.

Job Objective: A brief statement near the top of a resume that states the job seeker's goal. This section can also be called Objective, Career Objective, or Career Goal, whichever fits the individual's situation.

Job Specifications: Details about minimum qualifications, education, etc.

Job Vacancy: A job vacancy is an unfilled job opening for which departments/agencies are actively trying to recruit new employees.

K

Keywords: The terms an employer enters into a resume database search engine to scour the database for the ideal job candidate. A job seeker places these terms near the top of the resume in a Keyword section or distributes them throughout his resume so that the search engine will identify him for certain job openings.

L

Limited Examination Appointment Program (LEAP): LEAP is an alternate selection process designed to facilitate the recruitment and hiring of persons with disabilities, and to provide them with an alternative way to demonstrate their qualifications for employment than the traditional State civil service examining process.

List Life: The length of time eligibility is in effect is listed as the "list life" on the examination bulletin. List life is typically 12 months and may be extended up to four years.

M

Minimum Qualifications: The education, experience, and/or other requirements needed to compete in an examination.

Minimum wage: The set minimum hourly rate that employers in certain industries are required by law to pay their employees.

Mitigation: Action by an employee that will reduce the amount of damages resulting from an unlawful employment practice, *i.e.*, obtaining new employment after a wrongful termination.

N

National origin discrimination: Discrimination on the basis of an employee's ethnicity.

Network: A carefully crafted web of people that has you in the center. Made of invisible threads that extend from you to all the people you know, to the people they know, and soon, your network is a conduit for information and favors.

Noncompetition agreement: A contract (or part of a contract) in which an employee promises not to work for a competing employer (or to set up a competing business) during, or for a certain length of time after, the employment with the employer.

Nondisclosure: Not mentioning something. This is not the same as lying (telling something that isn't true). Nondisclosure is acceptable on a resume; lying is not!

O

Occupational Safety & Health Administration (OSHA): The federal agency charged with creating and enforcing workplace health and safety standards.

Open and Promotional Exams: Open exams are open to both State employees and individuals who are not employed by the State. Promotional exams are only open to State employees and veterans.

Optical Character Recognition (OCR) software: A computer's tool for converting an electronic image into electronic text, which can then be searched for keywords and manipulated into new formats such as database files.

Oral Interview, also known as a "Qualifications Appraisal Panel (QAP)": Facing a panel of two to three people, a candidate responds to questions regarding education and experience, possibly situational/hypothetical scenarios.

Overtime compensation: A higher rate of pay (usually 1.5 or 2 times the regular hourly rate) an employer is obligated to pay employees who work more than a certain number of hours in a day or week.

P

Paragraph: In word-processing jargon, a paragraph is any text that begins after a hard return (pressing Return or Enter on your keyboard) and ends with the next hard return.

Passive verb: A verb that tells what happened to someone or something. For example, "A raise was given to me."

Performance Test: Primarily used for clerical and trades classifications, a candidate demonstrates knowledge of tools and materials or the ability to operate machines or equipment.

Post your resume online: To place an electronic version of your resume on the Internet for employers and recruiters to view.

Probation: The period during which an employee demonstrates his/her ability to perform the job duties. After a job offer is accepted, an employee must pass probation to become a permanent State employee. For every classification, the probationary period can be either six months or twelve months. During this period, the manager/supervisor assesses the skills or knowledge the employee needs to develop and the guidance needed for an employee to succeed. An employee must demonstrate acceptable progress and the capabilities to fully perform at the expected level to pass probation.

Professional experience: The midsection in the chronological resume that contains a job seeker's work history and achievement statements. That section may also be called Professional Accomplishments, Career Achievements, Achievements, Selected Accomplishments, or Experience.

Professional title: This could be an official job title a person has held or simply the professional role she's qualified to fill. For instance, a resume writer could use any of the following professional titles at the top of her resume: Resume Writer, Resume Consultant, Career Counselor, or Career-Development Professional. The writer would choose her professional title based on how she was using her resume.

Psychiatrist: A medical doctor (M.D.) who specializes in treating mental diseases. A psychiatrist evaluates a person's mental health along with his or her physical health and can prescribe medications.

Psychiatry: The branch of medicine that deals with identifying, studying, and treating mental, emotional, and behavioral disorders.

Psychologist: A mental health professional who has received specialized training in the study of the mind and emotions. A psychologist usually has an advanced degree such as a Ph.D.

R

Reasonable Accommodation: Each State agency is required by Federal and State law to provide reasonable accommodation(s) when a job applicant or employee with a disability needs assistance in order to complete a selection process, perform the essential functions of a job, complete required training, or to benefit from employer sponsored events. The purpose of the accommodation(s) is to allow the person with the disability to compete or perform on as equal a basis as possible with persons without disabilities. This does not mean lodging accommodations.

Resume: A short account of one's professional experience and qualifications, typically used by a job applicant. Resumes are also used for projects that don't involve a job search, such as business plans, school applications, and consulting proposals.

Resume bank: An electronic database that holds many resumes. Most resume banks have search capabilities to select resumes according to job objective, resume headline, and key-words specified by the employer or headhunter.

Retired Annuitants: Retired annuitants are individuals who have retired from the State, but who have returned to work for the State on a temporary basis.

Risk factor: Something that increases a person's risk or susceptibility to harm.

Risk: The chance or possibility of experiencing harm or loss.

Rule 211: California Code of Regulations, Section 211, provides that a State employee dismissed by adverse action may participate in State civil service examinations only if he or she has obtained prior approval from the State Personnel Board's Executive Officer. Requests to participate in open examinations must be submitted in writing to the State Personnel Board. The decision to approve or deny a request to participate in an examination is based on the circumstances surrounding the dismissal as well as the type of position the dismissed employee is seeking. In addition, the State

Personnel Board considers the employee's evidence of corrected behavior, and his/her ability to assume the responsibilities and duties associated with a return to State service. Dismissed State employees do not have reinstatement eligibility and may not apply for vacant positions. Dismissed State employees may seek access to employment within the State civil service system only under the provisions of Section 211 described previously.

S

Salary: The amount of money one brings home in paychecks in a year. Not be confused with compensation, which is one's salary, benefits (such as insurance and retirement plan), and perks (such as travel and time off).

Scanning: The process of turning a hard-copy document into an electronic image.

Scoring and Ranking: Exam results are scored and applicants are placed in ranks according to their scores. Generally, only the first three ranks of individuals are accessible for hire. An individual's ranking may change as hires are made and/or more individuals are added to the eligibility list.

Sexual harassment: "*Quid pro quo*" harassment is unwelcome sexual advances by an employer or supervisor that becomes a condition of the employee's employment or represents a threat to the employee's continued employment. A "hostile work environment" harassment claim can arise when the presence of demeaning or sexual photographs, jokes, threats, or overall atmosphere is so pervasive as to create an intimidating and offensive work environment.

Social Security: A federal program of retirement or disability payments created by taxing employees' income.

State Restriction of Appointment (SROA)/Reemployment: The surplus/SROA process helps prevent layoffs. When employees are facing layoffs, they go on a surplus/SROA list. Employees then have 120 days to find a new job. If, at the end of that time, they are actually laid off, they go on a reemployment list for their class. A department must hire employees from their department's reemployment list if one exists for the hiring class. If not, the department must contact any eligible surplus/SROA employees.

Stigma: A negative stereotype about a group of people.

Stock options: A type of retirement plan in which employees have the opportunity to purchase stock in the company for which they work.

Submittal and Interview: To be considered for a vacancy with the State of California, a candidate must have established eligibility for the classification. Some departments send out contact letters to individuals who have eligibility for a vacancy. Sometimes only a sampling of individuals with eligibility for that classification will be sent a contact letter. The contact letter includes instructions on how to apply for the vacancy.

Summary of qualifications: A section on a resume that contains a brief set of points that say the job seeker is qualified for his job objective. This section can also be called Highlights of Qualifications, Qualifications, Highlights, Summary, or Profile.

Supplemental Application/Achievement Rating Test: The examination consists of essay questions sent to a candidate completed and returned before the oral portion of the examination to provide supplemental information to assist the interview panel.

T

Take and Successfully Pass: After participation in the examination, results will be provided to you, including a final score and the number of months of list eligibility. After successful participation, you can apply for job vacancies within that classification.

Telecommuting: Working from home or another location remote from the office, using technology such as telephones and computers.

Template: A formatted guideline, not a boilerplate (a rigid form in which you simply fill in the blanks).

Title VII: Part of the federal Civil Rights Act of 1964 that prohibits discrimination in employment on the basis of age, color, national origin, race, religion, or sex.

Training and Development Assignment (T&D): T&D assignments allow the temporary loan or assignment of employees within or between units or programs for periods not to exceed two years, for the purposes of training. T&D assignments are used to broaden the work experience of an employee with the intent of increasing their skills and abilities and/or work experience.

Tuition reimbursement: An employee benefit in which the employer pays all or part of the employee's tuition for coursework or training.

V

Vertical career move: Making a transition to a higher job level within the same profession or industry.

Veterans' Preference Points: Veterans' Preference Points are awarded in open, and open non-promotional entrance exams. The exam bulletin will specify whether or Veterans' Preference Points apply to the examination.

Vitae: The possessive form of vita, which means life. Therefore "life's course" is "curriculum vitae." Life is just plain vita. See also curriculum vitae.

VPOS (Vacant Positions): VPOS is the State Personnel Board's job vacancy search engine.

W

Whistleblower: The term for an employee who "blows the whistle" on an employer, *i.e.*, who reports to the authorities an employer's illegal action or practice. Whistleblowers are entitled to a number of protections under state and federal law.

Work history: A section on a resume that may include paid and unpaid work (because work is work, whether it's done for free or for hire).

Written Test: Typically consists of multiple-choice questions.

<http://jobs.ca.gov/GeneralInfo/Glossary>

<http://smallbusiness.findlaw.com/employment-law-and-human-resources/employment-law-glossary.html>

<http://www.bestresumewriting.com/employment-terms-glossary.html>

Tool Kit Feedback Form