

Community Integration

**A Certificate Program in Psychosocial
Rehabilitation**

Instructor's Manual

CASRA 2002

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Instructor's Manual

Community Integration

This course is designed to provide students with information on taking their work out into the communities in which people live.

The course will introduce the student to community resources as well as skills to assist individuals in linking with housing, employment, dual diagnosis services, transportation, and other social services in their neighborhoods. Building a social support network outside of mental health treatment is a vital step in the recovery process.

Learning Objectives

1. Learn the basics of advocacy on an individual and system level.
2. Learn how to locate available, culturally appropriate resources in your community, as well as how to identify gaps in services.
3. Learn to refer to and coordinate community services such as transportation, housing, and employment.
4. Learn the basics of the Americans with Disabilities Act as it relates to housing and employment.
5. Understand the importance of self help resources, and where to find them in your community.
6. Learn the basics of employment assistance, including barriers to work, SSI benefits, job development and coaching, and working with an employment team.

Handout 2 Syllabus

Class	Topic	Reading
1	Welcome and Introductions Class Structure Class Agreements Syllabus	Chapter 1
2	Community Resources: Pre-Course Assessment	Maslow: Hierarchy of Needs
3	Cultural Community Services	Best Practices: Chapter 2
4	Cultural Traditions	Best Practices: Chapter 6
5	Cultural Service Provision	Best Practices: Chapter 7
6	Cultural Presentations	Best Practices: Chapter 8
7	Speaker Panel: Service Provision	Best Practices: Chapter 11
8	Personal Values 1	Consumers as Providers: Chapter 4
9	Personal Values 2	Consumers as Providers: Chapter 5
10	Coordinating Access to Resources 1—Food, Clothing, Transportation	Consumers as Providers: Chapter 6
11	Coordinating Access to Resources 2—Physical Health Care	Consumers as Providers: Chapter 20
12	Speaker Panel: Support Groups	Consumers as Providers: Chapter 25
13	Building Social Support Systems	
14	Get a Life!	IAPSRS Code of Ethics
15	Ethics of Social and Community Support Building	Articles on Consumer and family Movements
16	Supportive Resources for Consumer, Family, and Service Provider	
17	Speaker Panel: Self Help	
18	Mid-Term Presentations	
19	Mid-Term Presentations	Matrix Research Institute booklet: <i>Overcoming Barriers to Employment</i>
20	Team Work 101	Matrix Research Institute booklet: <i>Starting to Work—What to Expect and How to Prepare</i>
21	Promoting and Supporting Employment	Matrix Research Institute booklet: <i>Your Rights in the Workplace—Job Accommodations and the ADA</i>
22	Role Clarification and the Employment Team	Matrix Research Institute booklet: <i>Dealing with Disclosure, Discrimination, and Harassment on the Job; Mental Health Consumers in the Workplace</i>

23	Employment and ADA Role-Plays	
24	Mental Health Consumers and the Legal System	
25	Speakers Panel: Mental Health Consumers and the Legal System	
26	Mental Health Consumers and the Legal System Role-Plays	
27	Housing 1	
28	Housing 2	
29	ADA and Housing Role-Plays	
30	Community Resources: Post-Course Assessment	
31	Final Class Presentations	
32	Final Class Presentations	

Class 22 Role Clarification and the Employment Team

Referring to Employment Staff

- Who to refer to employment services?
 - Traditional thinking might suggest that in order to work people must be “job ready” including being stable on medication, clean and sober, mostly free of symptoms, and “stable” in their lives
 - Many employment programs have demonstrated that people can, and do, work despite symptoms, psychiatric diagnoses, substance use, and myriad other factors that might generally be considered barriers to employment.
 - Think outside the box, and don’t let the presence of these factors prevent you or the people you’re serving from thinking about working
 - You should refer people to employment services who really want to work. The presence or absence of traditional barriers is not nearly as important as the desire to work.
- When to refer someone for employment services.
 - While this may vary depending on your employer, it is usually a good idea to talk about work issues before referring someone to employment services.
 - Discuss the process, what will be expected of them, and why they want to work.
 - Helping someone to be prepared for the process of job seeking can increase their likelihood of success
 - Refer individuals when they are serious about working. This can save time, frustration, and possibly your relationship with the employment staff (who won’t appreciate referrals of people who don’t want to work)
 - If the individual with whom you are working is receiving SSDI or SSI benefits, make sure you fully cover the effect that working will have on checks and medical benefits

- What information to include in the referral.
 - Employment staff will no doubt have a referral form or some set of information for which they routinely ask. Include information that is required for services
 - Important information includes who the person is, what their dreams/goals/desires are, what their background and skills are, and any limitations or accommodations needed (for example a worksite that is wheelchair accessible)
 - Less important information that will probably be asked anyway is diagnosis and diagnosis related information not directly connected to work
 - Other personal information such as therapeutic issues or treatment details that don't pertain to work should not be included
- Ethical considerations.
 - Ensuring confidentiality is of utmost concern. Make sure that the person you are referring knows who you are talking to, and what you are saying
 - If you are referring to employment staff outside of your agency, you could reveal information about someone simply by identifying yourself (a referral from a mental health agency implies a psychiatric diagnosis)
 - Discuss your role in the employment process, what you can and can't do, and how to handle issues of disclosure

Supporting the Search for Work

- Clarify everyone's role – yours, the individual seeking work, and the employment staff, so there is minimal confusion and maximum cooperation
- Maintain open lines of communication
- Assist the individual with whom you are working with peripheral issues such as housing, medical and mental health treatment, social skills, appropriate behavior, grooming, and dress for their chosen work environment, etc.
- Provide a high level of support and encouragement for what can be a very exciting, and very stressful, process
- Celebrate success as defined by the individual experiencing it. Tolerate failure in the same manner

Supporting Work, Job Retention, and Beyond

- While the attainment of a job is certainly cause for celebrating, it isn't the time to sit back and think that the job is done!
 - Beginning a new job is stressful for everyone, and can bring a multitude of changes in someone's life.
 - This is the time to provide even more support and connection to community and social support networks
- Keep those lines of communication open – catching a minor stressor or worry before it becomes a major one might mean the difference between losing a job and keeping it
- Continue to encourage people to dream!
 - The first job you get is almost never the last one you'll have.
 - It is natural to want to move up, learn new things, progress, and earn promotions, raises, and other benefits.
- Furthering a career can also include furthering formal education – be knowledgeable about educational opportunities, programs, financial aid, and other chances to continue learning!

Exercise 1: Role Plays

Exercise 1 Role Plays

- Divide the class into groups of 4.
- Give each group an Employment Team Role Play.
- After running through the role plays, have the groups come back together as a class to discuss their scenarios.

Role Play 1 Alison

Scenario

- Alison is a 37-year-old African American woman who declares that she wants to work. She has been receiving services at your program for over a year, and so far has not been interested in much of anything your program has to offer. She recently attended a job club meeting, and has decided that she wants to earn a paycheck so she can buy more cigarettes and cds.
- Alison is diagnosed with schizoaffective disorder, and has not been receiving any mental health treatment for at least 6 months. She admits to hearing voices more or less all the time, and she is visibly responding to those voices while she is at your program. In addition to her symptoms, Alison does not take good care of herself, and has clearly not bathed in quite some time.

Roles

- Role 1 is Alison, who badly wants a job.
- Role 2 is the job developer, who doubts Alison's ability to get hired, and is worried about burning his bridges with some shaky connections to job resources.
- Role 3 is Alison's social rehab provider, who advocates strongly for all of Alison's expressed desires, but also recognizes the need to address some of Alison's issues at least concurrently with her job search.
- Role 4 is the program psychiatrist, who thinks this might be an opportunity to try and talk Alison into trying some medication.

Role Play

- Role-play a discussion with Alison regarding her desire to work.
 - Who takes on what roles?
 - What is the strategy?

Role Play 2 Mark

Scenario

- Mark receives services at your social rehabilitation program, and has been working at a nearby clothing shop for about 3 months. Mark has been acting a little strangely recently, and his employer called yesterday and left a message with the job coach that Mark was showing up late for work, and had called in sick a few times, which was not at all like him.
- The next day, Mark tells his psychiatrist that he had decided to stop taking his psychiatric medications. He explains that the meds make him feel blunted and slow, which interferes with his work, and also makes him feel he will never be able to date. Mark is now unsure of his decision, and feels jittery and anxious. He has begun to feel that people at his work are laughing at him. He is, however, unwilling at this time to go back on the medication.

Roles

- Role 1 is Mark.
- Role 2 is the job coach.
- Role 3 is Mark's peer counselor.
- Role 4 is Mark's psychiatrist.

Role Play

- Role play this discussion with Mark.
 - What will each player do?

Role Play 3 Jessica

Scenario

- Jessica has been receiving services at your program for over 6 years. She has started her first job 3 months ago, rather reluctantly. She does not seem to be motivated to work, but since starting work, she has moved into an apartment, which she likes very much.
- Jessica is now off her daily job coaching, and is working on her own. When asked how work is going, she always replies, fine, but her apparently angry employer has just called and said she is in danger of losing her job if she does not start working harder. When confronted with this news, Jessica says she doesn't think she can do the job without the presence of her job coach. Her employer is a new contact of the agency, and doesn't seem to fully understand why there were 2 people doing 1 job in the first place.

Roles

- Role 1 Jessica
- Role 2 job coach
- Role 3 employer
- Role 4 social rehab worker

Role Play

- Role-play a discussion of this situation.
 - Who will do what?
 - How can Jessica maintain her new apartment, which costs too much to afford on SSI?

Role Play 4 Kelly

Scenario

- Kelly is a member of your clubhouse, and has been working very successfully at a job found for him by the job developer 6 months ago. Kelly has a long work history prior to his diagnosis of bipolar affective disorder. Kelly also has a history of failed lawsuits, and constantly feels he is being discriminated against due to the fact that he is gay.
- Kelly comes in to the clubhouse one day announcing that he is suing his employer for sexual harassment. Kelly reports that his co-workers are making extremely offensive remarks to him, and his boss knows and does nothing.

Roles

- Role 1 – Kelly
- Role 2 – job developer, who has placed people at this job site for years and has never had a problem
- Role 3 – Kelly’s social worker, who believes that Kelly cries harassment any time he is unhappy
- Role 4 – Kelly’s peer counselor, who has seen people at the clubhouse teasing Kelly due to his flamboyant behavior

Role Play

- Role-play this scenario.

Class 29 Housing and ADA

Fair Housing Amendments Act (FHAA) of 1988

- Fair Housing Amendments Act (FHAA) of 1988 prohibits discrimination in housing on the basis of disability. This means:
 - Zoning laws cannot be used to keep individuals with disabilities out of a neighborhood
 - Landlords may not ask if an applicant or tenant has a disability or if s/he is capable of living independently, unless *all* applicants are being asked the same question
 - The FHA has also been used to support the assertion that housing cannot be withheld because of non-compliance with treatment.
 - Shelter Plus Care programs, for example, can require that individuals remain in treatment to retain a rental subsidy, but cannot evict someone on the basis of their refusal to participate in treatment.

Reasonable Accommodations

- The FHAA and the ADA support the rights of psychiatrically disabled individuals to have emotional support services animals living with them in their housing even if the landlord has a no pets policy
- Title II of the ADA, § 504, and the Fair Housing Act all require that reasonable accommodations be made to rules, policies, practices or services, where necessary to allow a person with a disability the opportunity to use and enjoy a dwelling.
- Common physical accommodations might include the addition of grab bars or railings, replacing doorknobs with lever handles, and designating parking spaces for individuals with disabilities.
 - The addition of an elevator would most likely not be “reasonable” due to the high cost burden to the landlord.

Exercise 1: Reasonable Accommodation Role Play

ADA and Housing Application and Screening

- Landlords may only ask about disability in the application process under the following circumstances:
 - If the housing is specific to individuals with disabilities, landlords may ask to determine eligibility
 - If the individual requests reasonable accommodations, the landlord may verify the need for the accommodation
- Landlords may not ask separate questions only of people with disabilities. The following questions may be asked only if asked of all applicants:
 - What is your source and amount of income? (If a tenant states that s/her receives SSI, landlords may not ask what the disability is that qualifies the individual for SSI)
 - Can you comply with all rules of tenancy?
 - Will your tenancy pose a direct threat to the health and safety of others?
 - Will you cause damage to others' property?
 - Do you have a criminal history?
- Landlords may not reject an application based on disability, needs for services, or request for reasonable accommodations

Exercise 2: Housing Search Role-plays

ADA and Lease Terminations/Evictions

- The ADA might prevent eviction if a tenant identifies characteristics or behaviors related to their disability as causing them to be non-compliant with their lease, and proposes a reasonable accommodation to address the issue.
 - For example, a tenant facing eviction due to aggressive behavior with other tenants due to a psychiatric disability might ask for additional time to secure treatment to help lessen this behavior.
- The ADA may also allow an individual with a disability to terminate a lease early due to his/her disability.
 - If a tenant's disability becomes more severe and no accommodations can be made to allow him/her to continue to utilize the unit, the landlord may need to make reasonable accommodation to release the tenant early from his/her lease, and not hold the tenant financially responsible for the remainder of the lease.

ADA and Housing Authorities

- Section 8 rental assistance is an income-based program that allows eligible individuals to pay no more than 40% of their income on rent, with the remainder being subsidized.
 - The process to apply for and obtain Section 8 vouchers can be lengthy and complicated.
 - Strong advocacy with Housing Authorities can assist psychiatrically disabled individuals in successfully accessing this valuable resource
- Local Housing Authorities can also apply for Vouchers specifically set aside for individuals with disabilities. Check with local Housing Authorities to see what special programs they may have.

Exercise 1 Reasonable Accommodations Role Play

- Divide students into groups of 3.
- Using the handouts “Reasonable Accommodation Roles”, have students practice asking a landlord for an accommodation.
- After practice time, have students come back together as a group.
- Discuss the exercise from all 3 points of view: the landlord, the tenant, and the social rehabilitation worker.
 - How did each perspective feel?
 - Did the landlord react differently to the tenant and the worker?

Exercise 2 Housing Search Role Play

- ❑ Divide students into groups of 3.
- ❑ Using the “Housing Search Role Play” handout, have students conduct a role play of the described scenario.
- ❑ After the role play, bring the class back together to discuss their experiences.
- ❑ Elicit from the students their best ideas for handling the situation.
- ❑ Ask for one group to volunteer to re-do the role play using the ideas generated by the class.

Handout 1 Reasonable Accommodation Roles

Role 1: Landlord

You are the owner/manager of a small (25 units) apartment complex. One of your tenants who moved in last month approaches you asking you to move him to a downstairs unit due to his physical problems. You don't currently have any downstairs units open, so your initial response is no. You are resistant to the idea anyway, because this tenant seems eccentric and doesn't get along with your other tenants.

Role 2: Tenant

You have lived in this complex for one month, and have found the stairs you have to climb to get to your apartment to be very difficult to negotiate. You have severe arthritis in your hips, which has resulted in a disability leave from work. This has exacerbated your depression, and you are overwhelmed. You haven't even unpacked from your recent move. You feel that moving you to a downstairs unit would help ease some of the pressure, and make it easier for you to come and go for your daily physical therapy.

Role 3: Social Rehabilitation Worker

Your client recently moved from a Board and Care into his own apartment. You have been concerned about his ability to manage all of the changes he has been faced with recently, and when he decided to move into an upstairs unit, you suggested he wait for one that would not require stairs. Now he feels he needs to move, and despite your frustration that he didn't follow your initial advice, you feel that the apartment owner should accommodate his request.

- Role-play this scenario.
 - Who will initiate the conversation?
 - What steps are taken to address the landlord's reluctance?

Handout 2 Reasonable Accommodation Roles

Role 1: Landlord

You are the owner/manager of a large apartment complex in an middle-upper-class neighborhood. The majority of your tenants are young working professionals. You have recently given an eviction notice to one of your tenants. The tenant in question is a young woman who has been living in the complex for over a year. She is always on time with her rent, but has never “fit in” with your other tenants. Recently you have received multiple complaints from other tenants that this woman has been making rude comments and yelling at them as they come and go from their apartments.

Role 2: Tenant

You have lived in this complex for over a year. Recently you have stopped taking your psychiatric medications, and have begun feeling that the other tenants are talking about you behind your back, and may be conspiring to get you evicted so you’ll be homeless. You received the eviction notice, but threw it away, attributing it to your neighbors plot against you. You have also stopped going to your monthly meetings with your social rehab. worker, who has just come to your apartment to explain that you are being evicted. You think this is unfair, as you feel you have done nothing wrong.

Role 3: Social Rehabilitation Worker

Your client has missed the last 2 monthly appointments with you, and you become concerned and drive out to her apartment. On your way in, the landlord catches you and informs you that your client is being evicted. As you consider this situation, you realize that while engaging in treatment your client is a responsible and polite, if very shy, tenant. You feel strongly that if she can get back into her treatment routine, she would change her disruptive behaviors.

- Role play this scenario.

Handout 3 Reasonable Accommodation Roles

Role 1: Landlord

You are the owner/manager of a small and very quiet seniors mobile home park. You do not allow pets in the complex. A woman applies for an open unit, and tells you she has a dog. You explain your no-pet policy, and she explains that she is disabled, and needs the dog. She doesn't appear blind to you, so you tell her they can only have a dog if it's a seeing eye dog.

Role 2: Tenant

You are trying to find a seniors complex. You have applied at one you like, but are told you can't have your dog. You feel strongly that the dog is essential to your emotional stability, especially since the death of your husband 6 months ago. You feel a sense of overwhelming anxiety about not having your dog, and you begin to panic about where you will live.

Role 3: Social Rehabilitation Worker

Your client has found a potential home, but comes to you in tears, saying she will have to give up her dog, and that without her dog she doesn't think she can make it, but she doesn't have any other housing options open to her. You agree that her dog is a great emotional support, and you begin to wonder if that emotional support is any less important than the physical support lent by a seeing eye dog.

- Role-play this scenario.

Homework ADA and Housing

- In groups of 3 or 4, have students research Internet resources for one of the following topics.
 - ADA and applications for tenancy
 - ADA and evictions
 - ADA and pets
 - ADA and reasonable accommodations for physical disabilities
 - ADA and reasonable accommodations for mental disabilities
 - ADA and siting of group homes in the community
- Students should bring their findings to the next class.