

The Zoom Interface

The screenshot shows the Zoom Webinar interface with several key elements and annotations:

- Header:** "Zoom Webinar" title bar, "You are viewing David Terry's screen", and "View Options" dropdown.
- Main Content:** TTC Technology Transfer Centers logo, "Thank you for joining us today!", and "You will not be on video during today's session".
- Q&A Window:** A "Question and Answer" window is open, showing a question: "This is a test question!". It includes buttons for "All questions (1)" and "My questions (1)". Annotations explain that users can switch between questions and use the Q&A feature to ask questions of the host and presenters.
- Chat Window:** A "Zoom Webinar Chat" window is open on the right. It shows a "To: All panelists" field and a message: "Your text can only be seen by panelists". Annotations explain that the chat feature allows users to talk with other people and that the "To" field indicates who will receive the message.
- Bottom Bar:** Contains "Audio Settings", "Chat", "Raise Hand", "Q&A", and "Leave" buttons. Annotations point to "Click Here to adjust your audio settings" and "Click here to leave the session".
- Audio Settings Panel:** A "Select a Speaker" panel is visible, showing "Speakers (Realtek(R) Audio)" selected.

All attendees are muted. Today's session will be recorded.

A Strengths Based Approach to Assisting Job Seekers with Addressing Gaps in Employment

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Mental Health Technology Transfer Center
Funded by SAMHSA

**Northeast and Caribbean
Region 2**

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Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

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Video Recording Information

Please Note:

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

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Disclosure Statement: Presenters have no relevant financial or nonfinancial relationship in the products or services described, reviewed, evaluated, or compared in this presentation.

Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Note: your question is visible to all participants.

Chat and Polls

- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.

A woman with dark, curly hair is looking out of a window. She has a nose ring and is looking towards the right. The background shows a blurred view of a building and some greenery under a blue sky with clouds. The window frame is visible on the left.

988

SUICIDE
& CRISIS
LIFELINE

For people experiencing:

- Suicide, mental health, substance use crisis
- Emotional distress
- People concerned about someone in crisis

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Meet Today's Presenter



Joni Dolce
Rutgers University
Assistant Professor

Objectives



1

1. DESCRIBE VARIOUS RESPONSES WHEN ADDRESSING WORK HISTORY GAPS.



2

2. IDENTIFY STRATEGIES AND RESOURCES TO ASSIST JOB SEEKERS IN DESCRIBING WORK HISTORY GAPS.



3

3. REVIEW TOOLS TO ASSIST JOB SEEKERS IN COMPLETING APPLICATIONS AND RESUMES TO BEST EXPLAIN WORK HISTORY GAPS.



What are some common reasons people have gaps in employment?

① Start presenting to display the poll results on this slide.



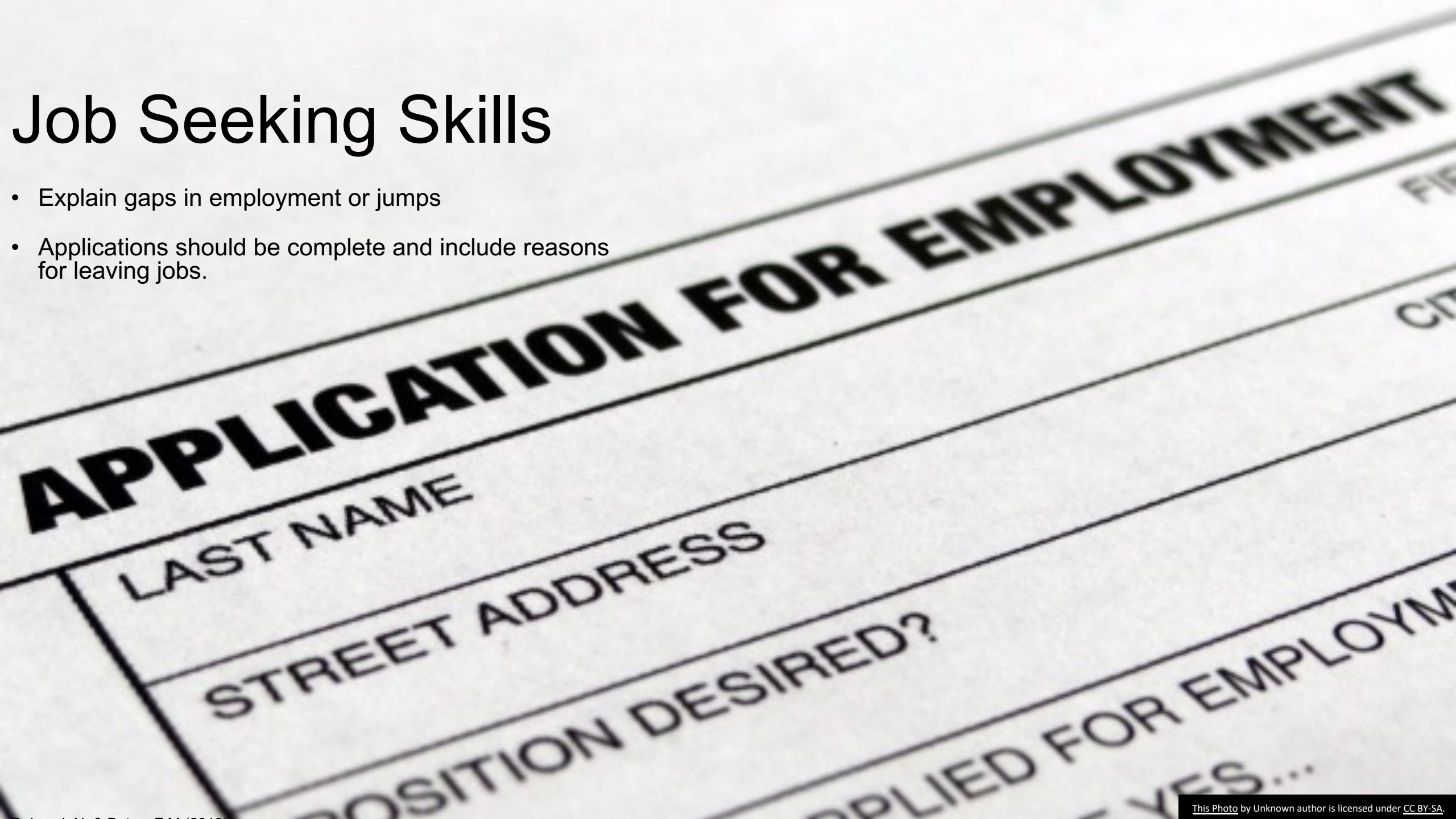
Strengths Based Approach

A woman with blonde hair tied back, wearing a white lab coat over a light blue shirt, is shaking hands with a man in a light blue dress shirt and dark tie. They are standing in an office with large windows overlooking a city. On a wooden desk in front of them is a laptop, a clipboard with papers, and a pen. The text "Employers' Views" is overlaid in white in the center of the image.

Employers' Views

Job Seeking Skills

- Explain gaps in employment or jumps
- Applications should be complete and include reasons for leaving jobs.



Emphasize Positive Traits



Come into the interview with confidence



Interpersonal skills/Soft Skills

Examples?



Be prepared...Employers will ask!

- “I notice that you have no work history listed between October 2019 to present. Can you explain that gap?”
- “What have you been doing since you were last employed?”
- “You have many gaps in your work history. Can you further explain?”
- Others??

Be confident...It will make a difference.

Create a script

Identify strengths and skills

Role play AND with variety of questions

Practice independently and with others

Sue is 32 years old and has a diagnosis of bipolar disorder. She has not worked for the past four years. She has been hospitalized twice during these past four years and she has not worked during that time. She receives SSI benefits.

Sue graduated from high school at age 18 and started to work in her family's deli doing bookkeeping and working the register. She was good at this work and decided that she would go to college for accounting. Unfortunately, due to an increase in symptoms, Sue left college.

Although she enjoyed the college experience and was good at making friends and socializing with her classmates, she struggled with the coursework due to her symptoms. Sue completed the withdraw paperwork on her own and left in good standing with the university.

Currently, Sue attends telehealth counseling and is actively incorporating the skills and wellness strategies she is learning. She is also tutoring neighborhood children in math and shops/delivers meals and groceries to her grandmother during these last few years of the pandemic. She is considering going back to work. Her family fully supports her decision to return to work.



Activity

You are assisting Sue in preparing for her job search, such as updating her resume, completing applications, and preparing for interviews.

1. What are Sue's strengths and skills?
2. How would you gather this information from Sue?



Discussions

What are some of the things you were doing when unemployed that can be listed on your resume/application or stated during the interview? What was Sue doing during this time?

1. _____
2. _____
3. _____
4. _____

Some possible responses...

Volunteer work

Helping a neighbor with a home project

Childcare
Housework for others

Taking classes/attending school

Tutoring

Lawn-care for a neighbor

Internship

Providing services to others/ caring for a relative

House-sitting/Pet sitting

Others??





Continued Discussions

List 4 things you can begin to do NOW to fill in work gaps on your resume:

1. _____
2. _____
3. _____
4. _____

Gaps in employment



RESUMES



APPLICATIONS



INTERVIEWS

Resume Writing



Functional Resume



LIST SKILLS



GOOD CHOICE IF:

Excerpt from a Skills/Functional Resume

Summary

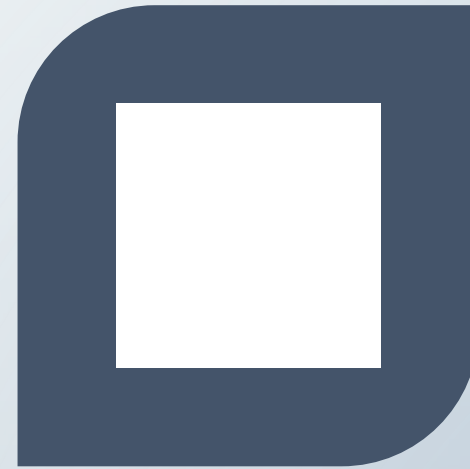
Skills

- Customer Service
- Ability to work with the public in a fast-paced environment
 - Possess excellent communication skills and the ability to stay calm and helpful during stressful interactions
 - Communicate with potential clients to resolve problems and provide referrals to account representatives
 - Developed of a customer satisfaction survey, presenting results to the company's board of directors
- Employment History
- Education

Chronological Resume



LIST JOBS FROM PAST
TO PRESENT



GOOD CHOICE IF:



Completing Job Applications

Completing Job Applications



Practice ...



**Gaps in
Work
History**



Reasons for
Leaving Jobs



Identifying
Employment
References



Interviewing

Putting it all together

- Are there currently individuals participating in services who have gaps in their work histories?
- Name two strategies or resources from today that you will implement in your practice over the next two weeks.
- What might get in the way?
- How would you address this?



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SUMMARY

A chalkboard with the word "QUESTIONS" written in white chalk. The chalkboard is set on a wooden surface. To the left, there is a red notebook with a gold braided pattern on the cover and a silver pen. Below the notebook, a pair of glasses is visible. The word "QUESTIONS" is written in a large, slightly irregular, hand-drawn font.

QUESTIONS

Questions or Comments?

References

Dolce, J. N. & Bates, F.M. (2019). Hiring and employing individuals with psychiatric disabilities: Focus groups with human resource professionals. *Journal of Vocational Rehabilitation*, 50(1), 85-93. doi: 10.3233/JVR-180990

Swanson, S.J. & Becker, D.R.(2015). *Supported Employment*. Minnesota: Dartmouth PRC-Hazelden.

Questions or Comments?



Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



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**Please allow 14 business days for all recordings to be made available.*

Certificate of Completion

A Certificate of Completion will automatically be emailed to all online participants within 7 days of webinar broadcast.

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The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the MHTTC Network includes 10 Regional Centers, a National American Indian and Alaska Native Center, a National Hispanic and Latino Center, and a Network Coordinating Office.

Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. We work with systems, organizations, and treatment practitioners involved in the delivery of mental health services to strengthen their capacity to deliver effective evidence-based practices to individuals. Our services cover the full continuum spanning mental illness prevention, treatment, and recovery support.

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