

The Zoom Interface

The screenshot displays 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, "Funded by Substance Abuse and Mental Health Services Administration", and a large "Thank you for joining us today!" message. Below it, a note states "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 others and that the "To" field indicates who will receive the message.
- Bottom Bar:** Contains "Audio Settings" (with a callout "Click Here to adjust your audio settings"), "Chat", "Raise Hand", "Q&A", "Click here to leave the session", and a "Leave" button (with a callout "Click here to leave the session").
- Other Callouts:** "Click here to maximize your session view" and "Enter Full Screen" buttons are also visible.

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

Supported Education Services that Support Entry into an Educational Program

Brittany Stone

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June 7, 2023



Mental Health Technology Transfer Center
Funded by SAMHSA

**Northeast and Caribbean
Region 2**

**General Mental
Health Workforce**

**Provider
Wellness**

**Youth & Young
Adult Services**

**School Mental
Health Workforce**



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

EPBs for serious mental health conditions

Wellness & Recovery for Providers and people with mental health conditions

School Mental Health
Comprehensive, multi-tiered services & supports

Hispanic and Latiné mental health education

Online Education Courses
Wellness Matters, IMR, Functional Thinking & more

Services Available

No-cost training, technical assistance, and resources





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We Want Your Feedback

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

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.

Disclaimer

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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.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

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 may be visible to other 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.

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

A woman with dark, curly hair and a nose ring is looking out a window. The window shows a view of a blue sky with clouds and green foliage. The woman is in the foreground, looking towards the right side of the frame.

988

SUICIDE
& CRISIS
LIFELINE

For people experiencing:

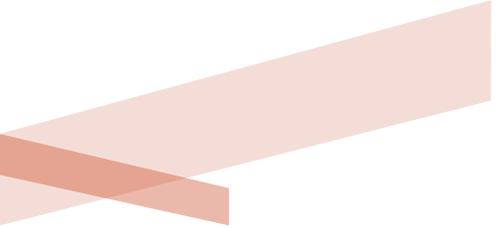
- Suicide, mental health, substance use crisis
- Emotional distress
- People concerned about someone in crisis

Meet Today's Presenters



**Brittany Stone, MS, LAC,
CRC, NCC**

*Rutgers, SHP, Department of Psychiatric
Rehabilitation & Counseling Professions
Lecturer*



AGENDA

- 60 minute webinar
- Part 2 of a 3 part SEd series
- The goal is to develop knowledge to assist students in accessing and entering the educational program of their choice.

OBJECTIVES

01

Introduce the “Get” phase of SEd services.

02

Develop knowledge of the critical tasks associated with the “Get” phase of service.

03

Utilize resources for funding, transportation, and other essential admission related tasks.



Choose-Get-Keep-Leave Model of Psychiatric Rehabilitation

The Phases of SEd Service



Choose- the person evaluates what school/major/course of study is the right for them



Get- the person fills the requirements for entrance into the program of choice



Keep- the student identifies what they need to do or get to be satisfied and successful in their education



Leave- the person intentionally chooses and takes steps to pause, terminate, or complete their education.

REVIEW: Steps in the Choose Phase

Clarifying

Clarifying Values:

- Designing (or using) activities for values clarification
- Inferring underlying themes of responses to activities
- Stating the value

Analyzing

Analyzing Experiences to Clarify Interests & Skills: examining the person's reactions to the different experiences they had in similar settings or situations to the goal area

- ask questions about the 3 categories: People, Places and Activities

Inferring

Inferring Personal Criteria

- Describing the person's future preferences
- Translating future preferences into specific, personal criteria

Critical Tasks in the GET Phase of SEd Services

- Admissions requirements
 - Application
 - Personal statement (essay)
 - Recommendations
 - Transcripts
 - Application fee
 - Admission interview
- Entrance/Placement Exams
- Acceptance paperwork
- Funding
 - State and Federal Aid (loans & grants)
 - Scholarships
 - Vocational Rehabilitation funding
 - Loan default
 - Additional expenses (books/housing/supplies)
- Transportation
- Housing
- Registration
- Campus orientation
- Familiarization with learning management system
- Assessment of skills and strengths
 - Development of organizational and time management strategies
 - Honing of wellness strategies, update of WRAP
- Identification of community and natural supports

Admission Requirements



- Application
 - Personal statement (essay)
 - Recommendations
 - Transcripts
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Admission Requirements

- Admission interview
- Entrance/Placement Exams
- Acceptance paperwork

If the interview is virtual, consider the following items, do you have a:

- Quiet space
- Stable internet connection
- Working camera and microphone

If the interview is at the educational setting, do you:

- Have a reliable way to get there
- Do you know how to get there
- Do you have a way to get home

If the interview is at the educational setting, do you:

- Do I need professional attire?
 - Clothes
 - Shoes
- Do I need supplies or materials?
Will I be doing a technical or hands on demonstration?



A pink piggy bank is centered on a dark wooden block. A black umbrella is open above it, with its handle extending down to the top of the piggy bank. The background is a dark, gradient grey. The text "Funding Education" is written in white, sans-serif font across the middle of the piggy bank, with a white horizontal line underneath it.

Funding Education

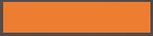
Funding Education

- Federal Student Aid
- State Aid
- Vocational Rehabilitation
- Scholarships
- Apprenticeships
- Private loans



Funding Education

- Federal Student Aid
 - Grants: do NOT have to be repaid (unless, for example, you withdraw from school & owe a refund).
 - Work Study: allows you to earn money for your education.
 - Loans: allow you to borrow money for school. You must repay your loans, most are repaid with interest.



Funding Education: Other Considerations

- Satisfactory Academic Progress
- Additional costs
- Justice System Involvement

Signature _____

Date _____

A child's play mat with a road layout. A blue toy car is on the road. The mat features various road signs, including a green shield with a white arrow, a red octagon with a white border, and a red octagon with a white border. The road is grey with white dashed lines. The background is green with brown fences and white flowers.

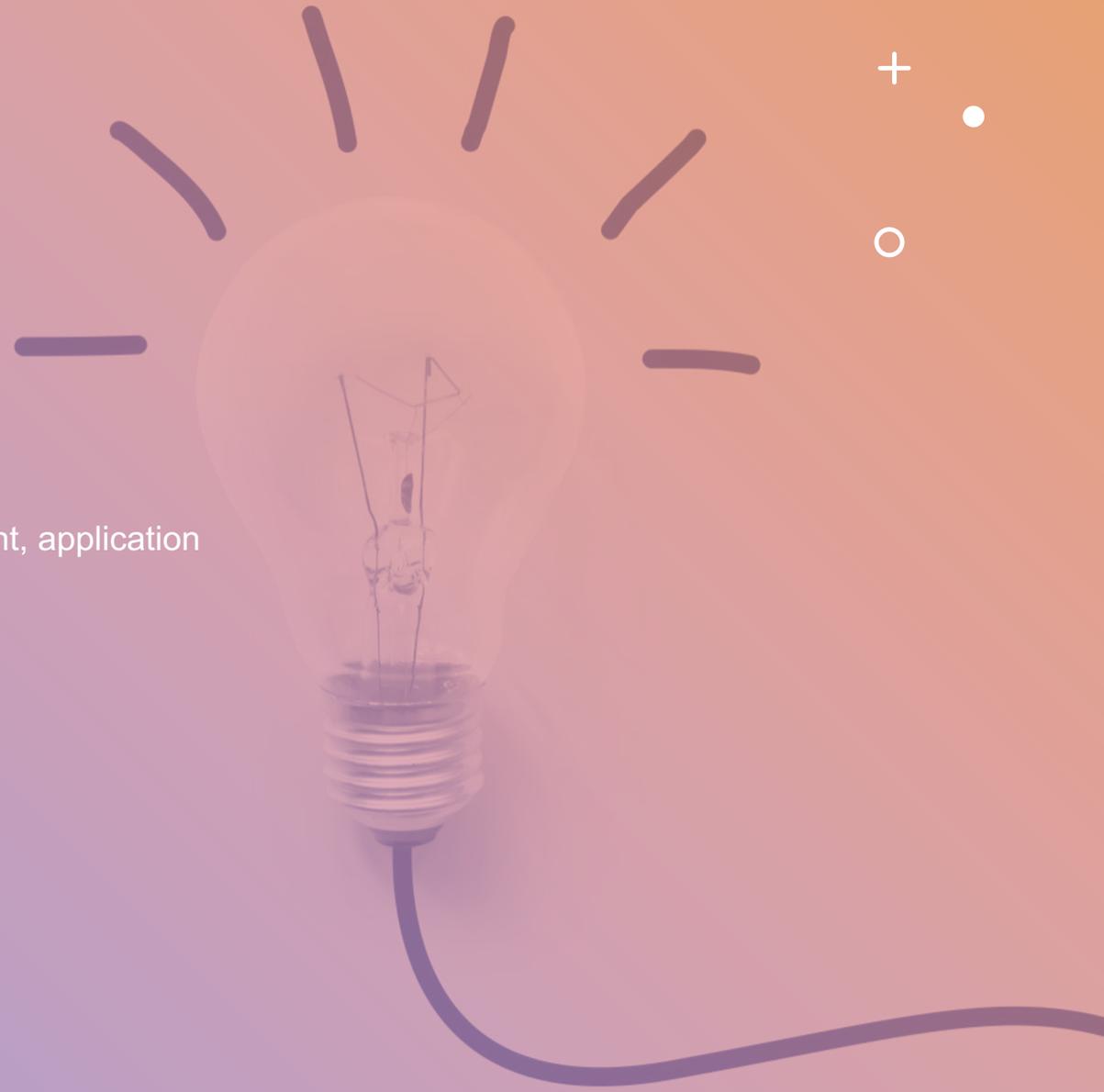
Transportation Planning



Campus Orientation

Overview: Steps in the GET Phase

- Know your deadlines
- Gather & submit required documents and fees
 - letters of recommendation, transcripts, personal statement, application
- Fulfil admission requirements
 - Interview
 - Acceptance paperwork
 - Placement testing
- Identify funding sources
 - Grants
 - Loans
 - Scholarships
 - Work study or apprenticeships
- Consider the logistics
 - Transportation
 - Balancing responsibilities
 - Campus orientation



SHARE

- What is one thing you'll try before next session?
- What is one thing you'd like more information about through this Supported Education series?



Resources

Re-entry After Incarceration:

- Career OneStop: Job Search Help for Ex-Offenders
 - <https://www.careeronestop.org/ExOffender/default.aspx>
- Clean Slate Clearing House
 - <https://cleanslateclearinghouse.org/>
- The Federal Bonding Program
 - <https://bonds4jobs.com/>
- The National Reentry Resource Center
 - <https://nationalreentryresourcecenter.org/>
- U.S. Department of Labor: Reentry Opportunities
 - <https://www.dol.gov/agencies/eta/reentry>
 - <https://www.dol.gov/agencies/eta/reentry/grantees>
 - <https://www.dol.gov/agencies/eta/reentry/resources>

Financial Resources

- Federal Student Aid
 - <https://studentaid.gov/>
- Getting Out of Default
 - <https://studentaid.gov/manage-loans/default/get-out>
- Federal Aid Eligibility
 - Satisfactory Academic Progress: <https://studentaid.gov/understand-aid/eligibility/staying-eligible>
 - Regaining Eligibility: <https://studentaid.gov/understand-aid/eligibility/regain>
 - Eligibility for Students with Criminal Convictions: <https://studentaid.gov/understand-aid/eligibility/requirements/criminal-convictions>
- National Student Loan Data System
 - <https://nsldsfa.ed.gov/login>

Resources: Accreditation & CTE

- Council for Higher Education Accreditation: <https://www.chea.org/>
 - Search Directory: https://www.chea.org/search-programs-results-table?field_program_type%5B%5D=1058&country_filter=US&administrative_area_filter=NY&search_api_fulltext_city=
- Database of Accredited Postsecondary Institutions and Programs: <https://ope.ed.gov/dapip/#/home>
- Apprenticeship USA: <https://www.dol.gov/apprenticeship/docs/RAPPlanningTool20150727.pdf>
- Association for Career & Technical Education: <https://www.acteonline.org/>
- Advance CTE: <https://www.careertech.org/>
- CTE Policy Watch: <https://ctepolicywatch.acteonline.org/>
- National Skills Coalition: <https://www.nationalskillscoalition.org/>
- SNAP Education & Training webinar: <https://www.nationalskillscoalition.org/resources/webinars/sign-up-now>
- Workforce GPS: <https://www.workforcegps.org/>

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.

Connect With Us

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SAMHSA
Substance Abuse and Mental Health
Services Administration



MHTTC

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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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