

# 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, "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 tabs for "All questions (1)" and "My questions (1)", and a text input field "Type your question here...". 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 and "Same as System" as an option.

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

# Managing Personal Information in Post Secondary Education Settings for Students with Mental Health Conditions

Amy Banko and Joni Dolce

Department of Psychiatric Rehabilitation and  
Counseling Professions

Rutgers School of Health Professions

9/28/23

**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**



# Grow Your Knowledge and Skills

Keep up with the latest effective practices, resources, and technologies!

**Subscribe** to receive our mailings.

All activities are free!

<https://bit.ly/3IU0xF4>



# 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

Funded by Substance Abuse and Mental Health Services Administration

# 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

This presentation was prepared for the Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC) under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA). All material appearing in this presentation, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this presentation for a fee without specific, written authorization from the Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC). This presentation will be recorded and posted on our website.

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.

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 and a nose ring is looking out a window. The window shows a view of a building and some greenery under a blue sky with clouds. 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

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 Presenters



**Amy Banko**  
Rutgers University  
Lecturer



**Joni Dolce**  
*Rutgers University*  
*Assistant Professor*

# Before we get started...

---

- Think of a time (any-not just education or employment) when you managed some bit of personal information.
- Write it down.
- Put it away---we won't be looking at it as a group but will refer to it later.



# Objectives

---

- Distinguish between the terms disclosure and managing personal information.
- Describe the advantages and disadvantages of disclosure of sensitive personal information in education settings.
- Apply strategies to assist students with mental health conditions in managing personal information as related to post secondary education.



What comes to mind when you hear the word disclosure?

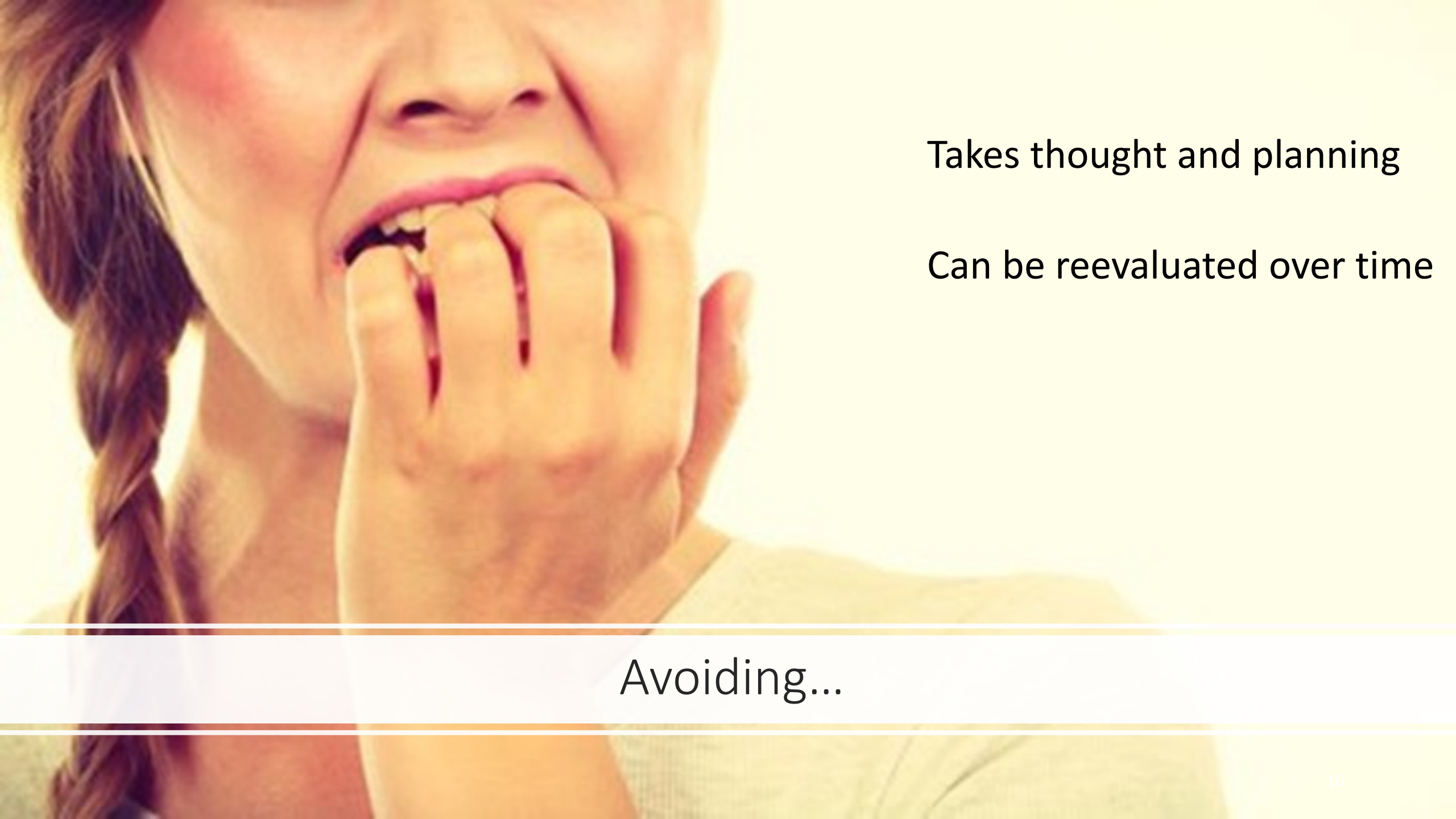


# Types of Disclosure

- Third Party Disclosure
- Incremental Disclosure
- Entrapment
- Preparation & Rehearsal

• Venitis, Chernichky-Karcher & Gettings, 2018





Takes thought and planning

Can be reevaluated over time

Avoiding...



# Managing Personal Information

---

Is most effective when a person...

- Is clear about the purpose and desired outcome.
- Discloses to the right person.
- Does so in a timely and appropriate manner.
- Is able to identify and articulate their strengths, skills, and disability-related needs.
- Is knowledgeable about their rights.

Mungovan & Quigley, 2013

# Decision Making Strategies for MPI



CAREER PLANNING



EDUCATION PREPARATION



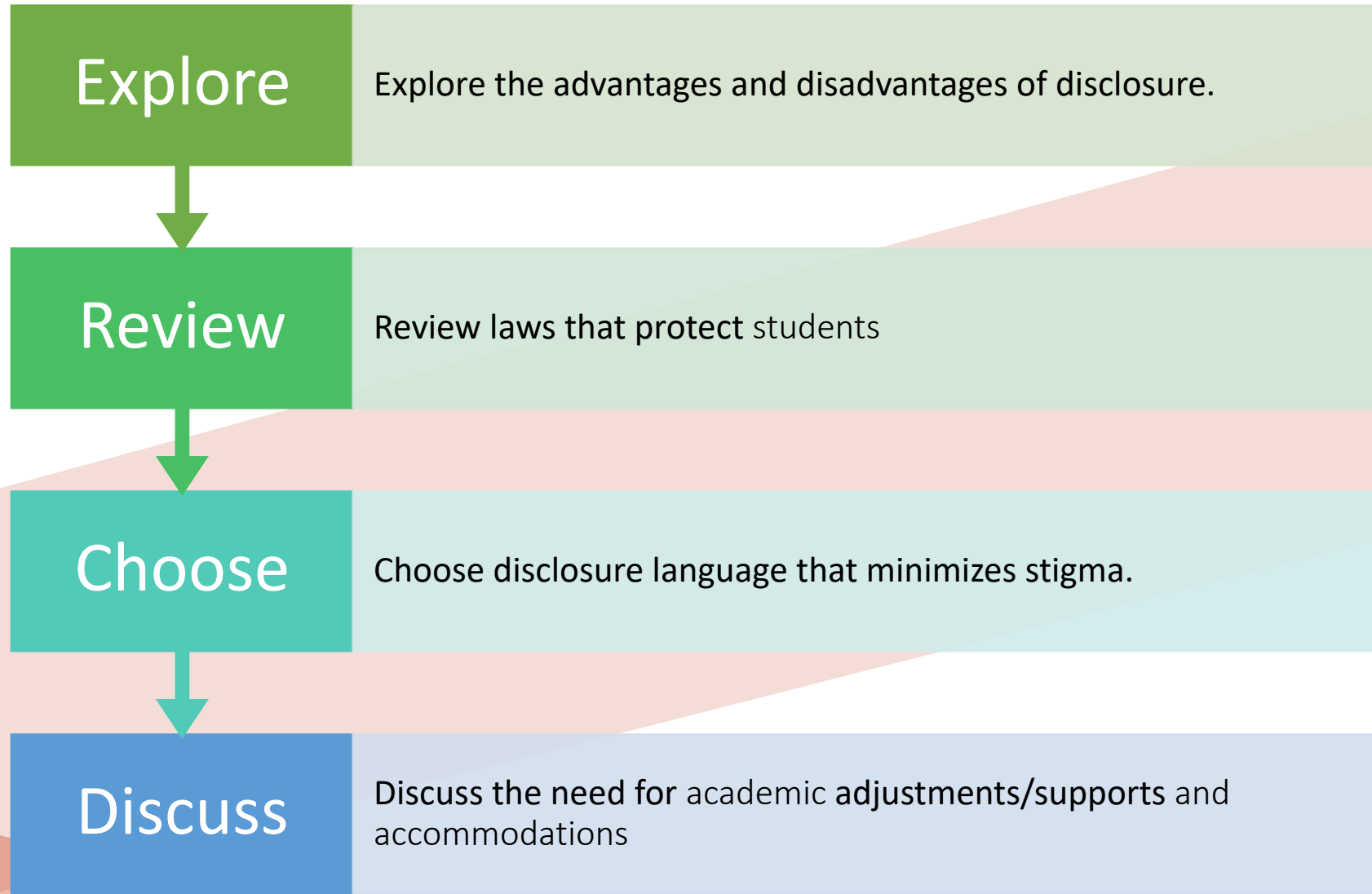
EDUCATION RETENTION

# Career Planning Phase

- Focus is on career development.
- Help students to identify “automatic disclosure” patterns.



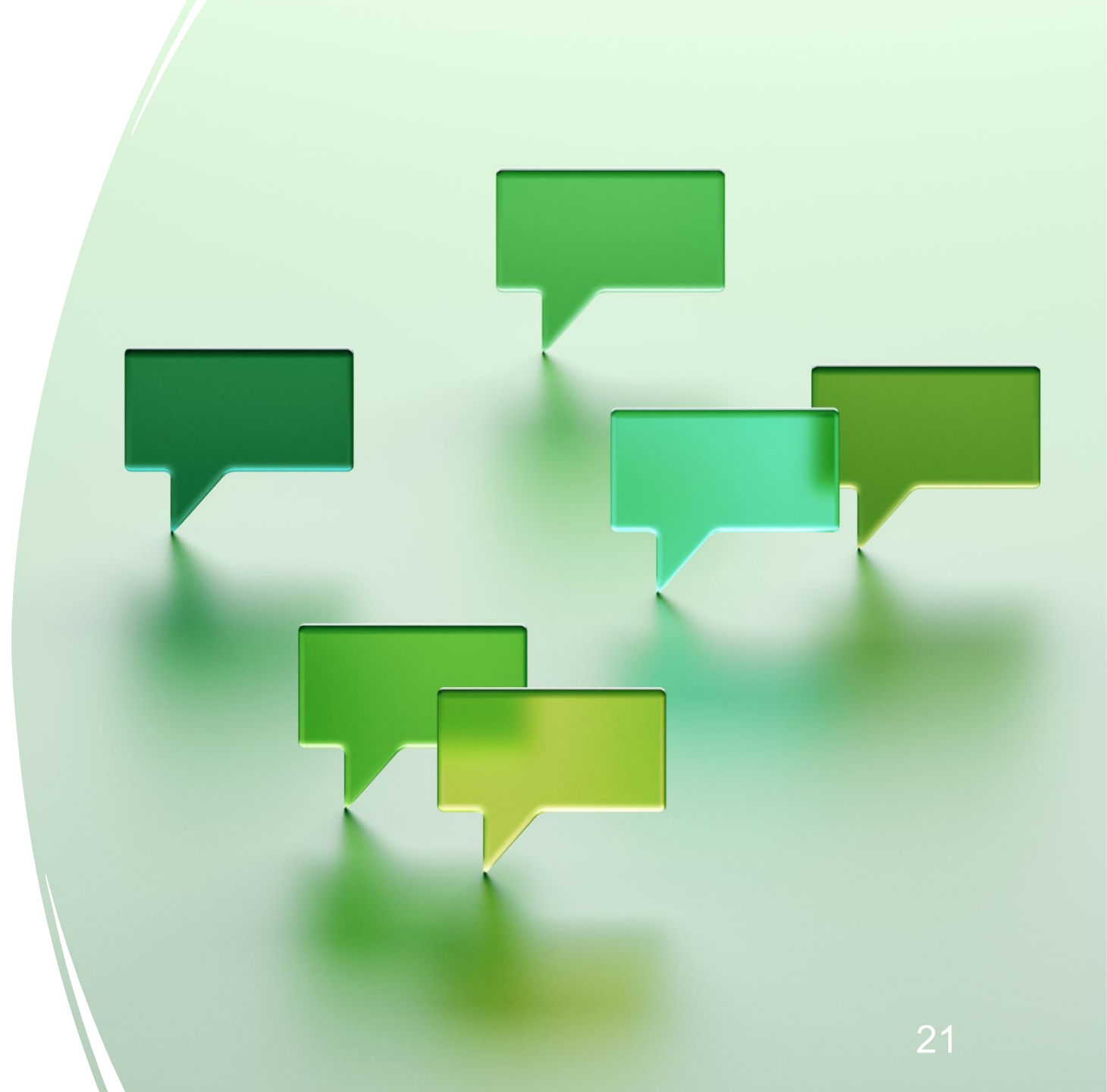
# The Education Preparation Stage



# Some reasons students may choose to disclose:

---

- Use the chat box to identify a reason why students may choose to disclose in a post-secondary education setting.



## Some reasons students may choose not to disclose:

---

- Use the chat box to identify a reason why students may choose not to disclose.



A group of diverse graduates in black caps and gowns, smiling and looking to the right. The graduates include a woman with a yellow tassel, a woman with dark hair, a woman with blonde hair, and a man with a purple shirt. The background is blurred, suggesting an outdoor setting.

# Intersectionality of Disability Identity & Help Seeking Behavior

# Benefits and Costs to Disclosure at School

**Benefits**

**Costs**

<https://ipsworks.org/wp-content/uploads/2019/12/Final-Fidelity-Manual-Fourth-Edition-112619.pdf>



# Disclosure Regret?



Salzer. 2002

# Legislation Impacting Disclosure Decisions

---

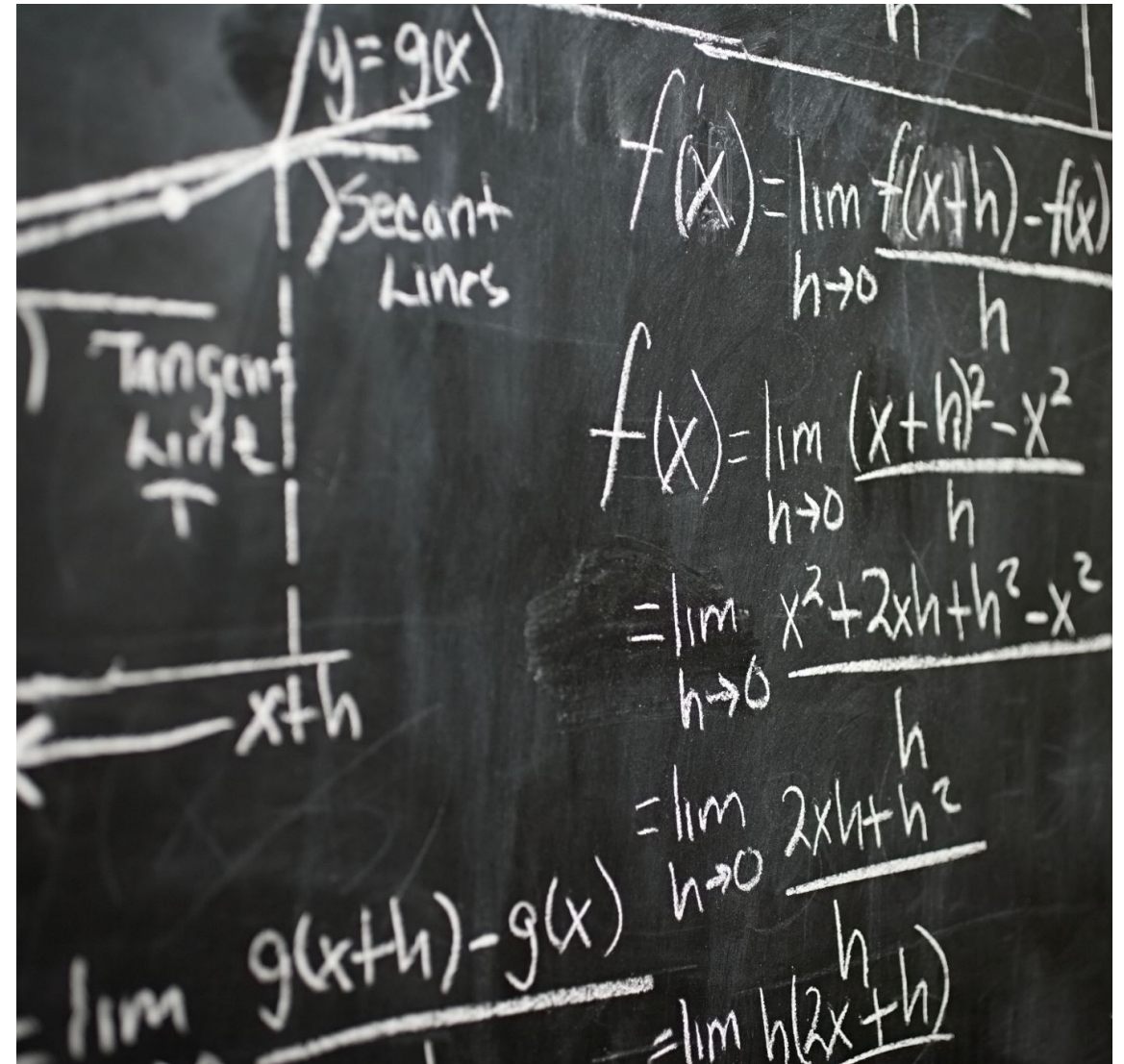
- Title II of the ADA
- Section 504 of the Rehabilitation Act



# Disclosure Efficacy

- Perceptions of one's ability to share specific information with an identified individual for a desired outcomes.

• Venitis, Chernichky-Karcher & Gettings, 2018



The image shows a chalkboard with handwritten mathematical derivations. On the left, a graph of a curve  $y = g(x)$  is shown with a secant line and a tangent line. The secant line is labeled "Secant Lines" and the tangent line is labeled "Tangent Line". The x-axis is marked with  $x+h$ . The main part of the board shows the following derivations:

$$f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$$
$$f(x) = \lim_{h \rightarrow 0} \frac{(x+h)^2 - x^2}{h}$$
$$= \lim_{h \rightarrow 0} \frac{x^2 + 2xh + h^2 - x^2}{h}$$
$$= \lim_{h \rightarrow 0} \frac{2xh + h^2}{h}$$
$$= \lim_{h \rightarrow 0} h(2x + h)$$

# Disclosure Efficacy & Disclosure Strategy

---

- Mode of Disclosure
- Context of Disclosure
- Content of Disclosure

Venitis, Chernichky-Karcher & Getting,  
2018



# Disclosure Decision Making

- Why
- When
- How
- What
- To Whom



# Developing your Script

Describe	Describe your positive attributes or strengths first
Identify	Identify the limitations or challenges you face at school because of your disability
Identify	Identify which accommodations have worked best for you in the past and why.
Consider	Consider who you might disclose to and what outcome you anticipate. What if you get a different outcome than anticipated?
End	End the script with positive points

Modified from the Job Accommodation Network's publication "Employee's Practical Guide to Negotiating and Requesting Reasonable Accommodations Under the Americans with Disabilities Act (ADA) Retrieved from: <http://www.jan.wvu.edu/EeGuide/IIRequest.htm>

# The Education Retention Stage

- Modifying script for each class and or semester
- Identify strategies for social situations
- Modify accommodations if needed

Waghorn & Lewis, 2002; Waghorn & Spowart, 2010

# Putting it Together

---

Jane is interested in completing her undergraduate degree, she is enrolled in her local community college for the fall semester. She has some education already in her chosen field but needs to complete an additional 21 credits. She hasn't been in school for a while and is uncertain if she should disclose to her school that she has a diagnosis of bipolar disorder.

What would you do to assist Jane in exploring this decision? What are some considerations to her decision making around managing personal information?

What are the advantages to Jane disclosing?

What are the disadvantages to Jane disclosing?

Under what circumstances might Jane disclose?

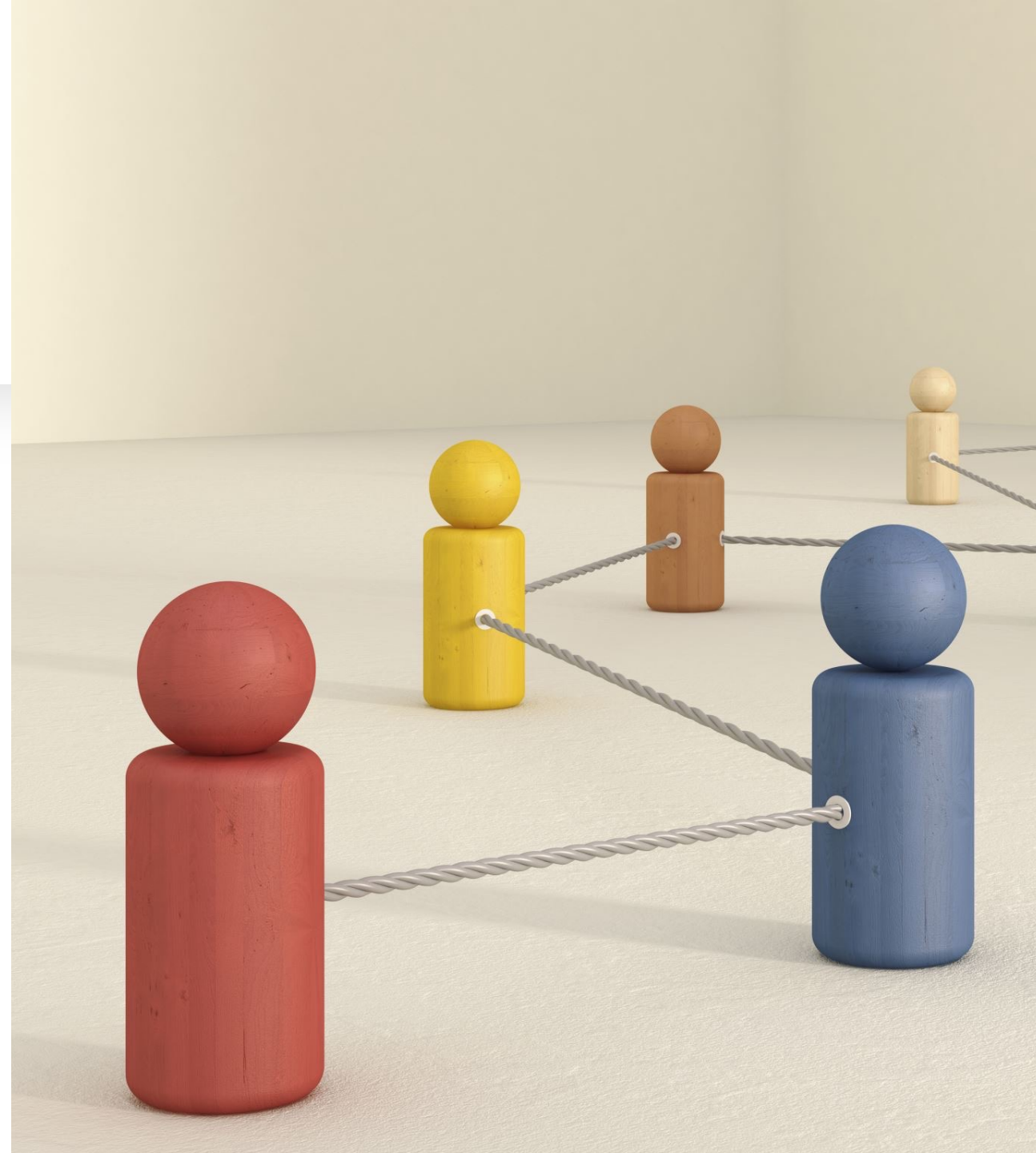
What strategies will you use to assist Jane with this decision?



# SEd Service Conceptualization

- Breakout groups
- Using the Service Conceptualization form, identify one person you are working with and review the questions with your group members.
- After time is up, report back to the larger group.

**NO NAMES or OTHER IDENTIFYING INFORMATION**



# To Summarize

- The language we use helps to minimize negative associations.
- There are benefits and costs to disclosure/MPI
- Effective strategies for MPI at all stages of services.



QUESTIONS

Questions or Comments?

# Resources

- Job Accommodation Network
  - (800) 526-7234 or <http://askjan.org>
- Americans with Disabilities Act
  - (800) 514-0301 or <https://www.ada.gov/>

# References

Bond G. R., Peterson A. E., Becker D. R., Drake R. E. (2012). Validation of the Revised Individual Placement and Support Fidelity Scale (IPS-25). *Psychiatric Services*, 63, 758–763

Hielscher, E. & Waghorn, G.(2015). Managing disclosure of personal information: An opportunity to enhance supported employment. *Psychiatric Rehabilitation Journal*, 38(4), 306-313. doi: 10.1037/prj0000127.

Jones A.M. (2011). Disclosure of mental illness in the workplace: A literature review. *American Journal of Psychiatric Rehabilitation*, 14(3), 212-229.

Loy, B. (2009, November 30). Accommodation and compliance series: Employees with mental health impairments. Retrieved from <http://askjan.org/media/Psychiatric.html>

# References

Mungovan, A. & Quigley, F. (2013). Regional Disability Liaison Officers Choosing Your Path, Disclosure: It's a Personal Decision, University of Western Sydney, University of Ballarat

MacDonald-Wilson, K.L., et. al. (2011). Disclosure of Mental Health Disabilities in the Workplace, Ch 10 in *Work Accommodation and Retention in Mental Health*. I.Z. Schultz, & E.S. Rogers (Eds.). New York, NY: Springer.

Waghorn, G. & Lewis, S. (2002). Disclosure of psychiatric disabilities in vocational rehabilitation. *Australian Journal of Rehabilitation Counseling*, 8(2), 67-80.

Waghorn G., & Spowart C. (2010). Managing personal information in supported employment for people with psychiatric disabilities. Ch 13 in *Vocational rehabilitation and mental health*. C. Lloyd (Ed). New York: John Wiley and Sons

# CONTACT INFORMATION

**Amy Banko, MS, LAC, NCC, CPRP**

Integrated Employment Institute

Department of Psychiatric Rehabilitation and Counseling Professions

Rutgers, The State University of New Jersey

675 Hoes Lane West, Room 811

Piscataway, NJ 08854

e-mail: [amy.banko@rutgers.edu](mailto:amy.banko@rutgers.edu)

# CONTACT INFORMATION

Joni Dolce, MS, CRC

Integrated Employment Institute

Rutgers, The State University of New Jersey

School of Health Professions

200 College Dr.

Blackwood, NJ

IEI Website: <https://iei.rutgers.edu/>

Email: [dolcejn@shp.rutgers.edu](mailto:dolcejn@shp.rutgers.edu)



# 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.

# Toward Wellness and Recovery

## Our Podcast Channel



Check out our latest podcast series!

## Flourishing at Work: A Plan for Helping Professionals

**Search then Subscribe** wherever you get your podcasts!

[Spotify](#) Apple Music [Podbean](#)

## Webinars Recordings

Did you miss a previous webinar  
or just want to watch one again?

**Access all of our recorded webinars!**

The recording of this webinar will be made available in the Northeast and Caribbean Products & Resources Catalog on our website. To view this and all previously recorded webinars that are currently available go to the link below. Check back often as new additions are always being added.



*\*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

Phone: (908) 889-2552

Email: [northeastcaribbean@mhttcnetwork.org](mailto:northeastcaribbean@mhttcnetwork.org)

Website: <https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

*Like and follow us on social media!*

Facebook: Northeast & Caribbean MHTTC

Twitter: @necmhttc

LinkedIn: @Northeast and Caribbean MHTTC



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

**SAMHSA**  
Substance Abuse and Mental Health  
Services Administration



# MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

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.

## CONNECT WITH US



[MHTTCnetwork.org](https://MHTTCnetwork.org)



[Sign-Up for Newsletter](#)



[MHTTC News](#)