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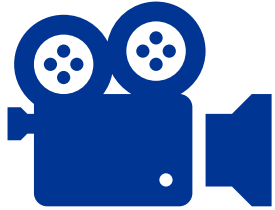


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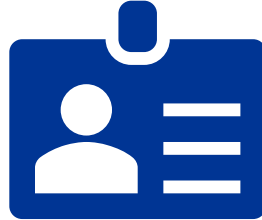
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In support of improving patient care, this activity has been planned and implemented by the University of Pittsburgh and The Jewish Healthcare Foundation. The University of Pittsburgh is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME) and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team. **1.25 hours is approved for this course.**

As a Jointly Accredited Organization, University of Pittsburgh is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved under this program. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. University of Pittsburgh maintains responsibility for this course. Social workers completing this course receive **1.25 continuing education credits.**



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# Mutual Agreement

- Everyone on every Program Evaluation and Research Unit (PERU) webinar is **valued**. Everyone has an expectation of **mutual, positive regard** for everyone else that respects the **diversity** of everyone on the webinar.
- We operate from a **strength-based, empathetic, and supportive** framework – with the people we serve, and with each other on PERU webinars.
- We encourage the use of **affirming language** that is not discriminatory or stigmatizing.
- We treat others as **they** would like to be treated and, therefore, avoid argumentative, disruptive, and/or aggressive language.



# Mutual Agreement (continued)

- We strive to **listen** to each person, avoid interrupting others, and seek to **understand** each other through the Learning Network as we work toward the highest quality services for Centers of Excellence (COE) clients.
- Information presented in Learning Network sessions has been vetted. We recognize that people have different opinions, and those **diverse perspectives** are welcomed and valued. Questions and comments should be framed as **constructive feedback**.
- The Learning Network format is **not conducive to debate**. If something happens that concerns you, **please send a chat during the session** to the panelists and we will attempt to make room to address it either during the session or by scheduling time outside of the session to process and understand it. **Alternatively, you can reach out offline to your PERU point of contact.**



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The logo for the Program Evaluation and Research Unit (PER&U) features the letters 'PER&U' in a serif font. The 'P', 'E', and 'U' are blue, while the '&' and 'R' are yellow. The ampersand is stylized with a crossbar that extends to the right.

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Program Evaluation and Research Unit

# Skill Development and Vocational Training

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# Acknowledgements

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# Learning Objectives

**By the end of this session, trainees should be able to do the following:**

- Apply best practices to assess needs and skills of individuals in recovery for tailored vocational training.
- Design and implement strategies to develop skills and provide effective vocational training.
- Connect individuals in recovery to job training programs and resources for successful placements.
- Employ best practices to enhance client motivation and engagement with COE and employment services.



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# Introduction to Recovery-Oriented Vocational Training

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# Goals of Vocational Training

Social  
Reintegration

Improved  
Employment  
Outcomes

Support for  
Health and  
Recovery

Addressing  
Barriers to  
Employment

Empowerment  
and Self-  
Efficacy

Long-term  
Stability



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# Importance of Individualized Approaches

Addressing	Addressing Unique Needs
Enhancing	Enhancing Employment Outcomes
Recognizing	Recognizing Ongoing Challenges
Improving	Improving Retention Rates



What are some common **barriers** to employment in the clients you serve?



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# Common Barriers to Employment

Criminal  
Background

Lack of  
Experience

Physical and  
Mental Health  
Issues

Perceptions of  
Work-  
Readiness

Lack of Skills  
and Training

Unrealistic  
Employment  
Goals

Family  
Obligations

Stigma and  
Discrimination

Tenuous Job  
Histories

Transportation  
Issues

Childcare  
Challenges

Health and  
Recovery  
Needs



# Vocational Training

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# Essential Skills for Vocational Rehabilitation

- Self-Advocacy Skills
- Coping Strategies
- Job Readiness Skills
- Social Skills Development
- Understanding Recovery Principles
- Financial Literacy
- Accessing Resources



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# Strategies for Vocational Training



Integrated  
Treatment  
Approaches



Personalized  
Training Plans



Use of Evidence-  
Based Practices



Focus on Job  
Readiness Skills



Collaboration  
with Employers



Continuous  
Support and  
Follow-Up



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# Vocational Assessment

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# Assessing Vocational Needs

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Comprehensive Vocational Evaluation

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Strength-Based Approach

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Individualized Guidance

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Career Counseling

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Job Readiness Training

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Utilization of Assessment Results

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Collaboration with Social Services

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Long-Term Support

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# Types of Vocational Assessments



Self-Perception Assessments

Aptitude Tests

Work Readiness Evaluations

Vocational Maturity and Choice Assessments

Work Sample Tests

Interviews

Feedback Sessions



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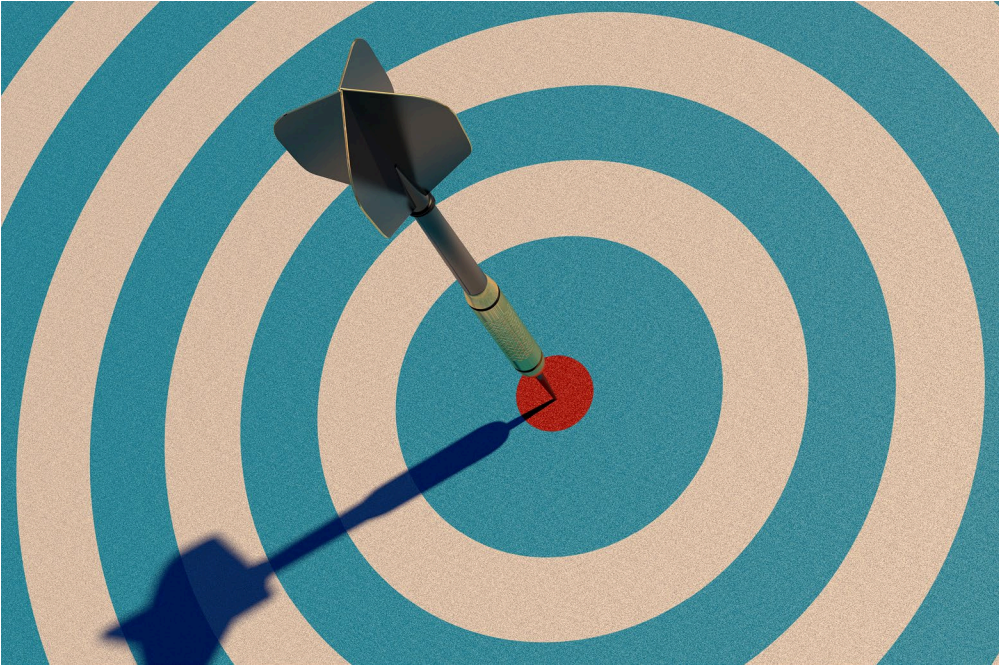
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# Using Motivational Interviewing in Vocational Assessments

- Client-Centered Approach
- Eliciting Self-Motivational Statements
- Affirmation and Reflection
- Creating an Atmosphere for Change
- Utilizing Motivational Strategies
- Recognizing Individual Differences



# Client Centered Goal Setting



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# Trauma-Informed Assessment

Understanding  
Trauma

Creating a Safe  
Environment

Empowerment  
and Choice



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How do you **assess** clients' vocational goals?



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# Enhancing Client Motivation

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# Practical Application

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# Scenerio

Alex, a 35-year-old in recovery, has been in recovery for 18 months and is determined to rebuild their life. They are passionate about construction, have done renovation projects for family and friends, and dream of building a career in the field but face challenges due to a criminal background linked to past substance use, which limits their job opportunities.

Alex is unsure how to take the first steps toward their goal.



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# Strengths, Barriers, Goals

- What strengths can Alex build upon to achieve their vocational goals?
- How can Alex address barriers such as a lack of certifications?
- What short-term and long-term goals could be set to help Alex achieve their dream of working in construction?
- What resources or strategies (e.g., training programs, support services) might Alex benefit from?

# Scenario

Maria, a 28-year-old single mother, is passionate about pursuing a nursing career to provide a better future for herself and her child. However, she faces challenges, including an incomplete GED and managing childcare on a tight budget. Despite these obstacles, Maria is motivated and has a natural ability to care for others. She is eager to find a way to overcome these barriers and achieve her goal but needs guidance on balancing her responsibilities and taking the next steps in her career.



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# Strengths, Barriers, and Goals

- What strengths can Maria leverage to overcome the challenges in pursuing a nursing career?
- How can Maria address the barrier of not having completed her GED?
- What short-term goals can Maria set to begin working toward her nursing career?
- What resources or support services could help Maria manage childcare and pursue her education?





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