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Moving past homelessness: a program for success

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Moving Past Homelessness: A Program for Success

by

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**Title:** Moving Past Homelessness: A Program for Success

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ABSTRACT

Homelessness is a pervasive problem in the United States, and lack of job searching and work skills contribute to the situation (Helfrich, Chan, & Sabol, 2011). Although there are programs available that provide services to the homeless population, these programs typically do not extensively address work-related needs (Herzberg & Finlayson, 2001; Roy et al., 2017). A literature review was conducted using numerous databases and an informal interview was conducted with a key stakeholder at Seton House, a transitional housing program for homeless single parents. With this information, a program was developed to address vocational needs for the homeless, titled Work For U. The Occupational Adaptation Model helped guide development of this program.

This program addresses pre-vocational needs of the residents at Seton House to help them obtain and maintain employment and includes an occupational therapist handbook and a resident handbook. The program consists of three units that focus on self-exploration, pre-work skills, and work maintenance. This program is unique in that it extensively covers the skills needed to help individuals who are homeless overcome unemployment and therefore gain the financial stability needed to move past homelessness.
CHAPTER 1

Introduction

Every year in the United States there are approximately 3.5 million individuals who are homeless (National Coalition for the Homeless, 2009). Without proper interventions, these individuals will not obtain the skills necessary to overcome homelessness. There are programs available that provide services to the homeless population; however, these programs typically do not extensively address work-related needs. Programs that address work-related needs are a very important factor for overcoming homelessness, especially for individuals whose assisted housing requires them to be employed. Therefore, this scholarly project sought to create a program that addressed work-related needs as the main area of intervention.

To begin gathering research for this scholarly project a literature review was conducted that covered factors associated with homelessness, the needs of individuals who are homeless, current programs available for these individuals, and how occupational therapy could be utilized in these programs. An informal interview was also conducted with a key stakeholder at Seton House, a transitional housing program for homeless single parents in Casper, Wyoming that was used as the basis for this project. Topics included in the interview were the typical residents seen at Seton House, the needs of the residents, policies and procedures at Seton House, and how occupational therapy
services could best be utilized at the facility. Some key findings in the literature review showed that individuals who are homeless benefit from programs that address life skills, job skills, substance abuse treatment, and location and utilization of community resources (Helfrich, Aviles, Badiani, Walens, & Sabol, 2006; Herzberg & Finlayson, 2001). Findings in the literature review also indicated that occupational therapists are uniquely qualified to address these skills as they understand the importance of occupational participation and are able to develop protocols to address the needs of the homeless population in a way that maximizes their strengths while developing the skills necessary to participate effectively in a variety of occupations (Lloyd & Bassett, 2012; Marshall & Rosenberg, 2014).

The model that guided this project was the Occupational Adaptation Model. Several key features of the model are evident in the development of the product including; engagement in occupational challenges, viewing the client as the agent of change, the concept of relative mastery, and the desired outcome of the residents being able to initiate a variety of novel adaptive responses to enhance occupational performance. These concepts helped to develop the program and are integrated throughout the sessions in a way that can be easily understood by both the occupational therapist and the client population of homeless individuals that the product was developed for.

To address the needs of the individuals who are homeless and living at Seton House a programed titled Work For U was developed. This program addresses pre-vocational needs of the residents at Seton House to help them obtain and maintain employment. The program includes an occupational therapist handbook and a resident
handbook. The program consists of three units that focus on self-exploration, pre-work skills, and work maintenance. This program is unique in that it extensively covers the skills needed to help individuals who are homeless overcome unemployment and therefore gain the financial stability needed to move past homelessness.

This scholarly project consists of five chapters. Chapter one is an introductory chapter that identifies the problem, the population, key points gathered from the research, the model that guided development, and an overview of the product. Chapter two summarizes all the information gained throughout the process of conducting a literature review. Chapter three describes the relationship of the product to the literature, a description of the process used for gathering information, and how the occupational therapy model influenced the development of the product. Chapter four is an overview of the actual product that was developed and how it is intended to be utilized. Chapter five provides a brief overview of the product, identifies limitations of the product, and provides suggestions on how to address the product in the future. The fully completed product can be found in the appendix that follows the summary chapter. At the very end of this scholarly project is the list of references that were utilized at all stages of creation for this project.
CHAPTER II

Review of Literature

The purpose of this literature review was to explore the current research available on the needs of individuals. Another purpose of the literature review was to explore what occupational therapy services are currently available for individuals who are homeless and what possible benefits new occupational therapy services could result in. The following literature review will focus on community-based occupational therapy services, factors leading to homelessness, the needs of the homeless population, current programs and interventions being used, the overall role of occupational therapists while working with the homeless population, and how an occupation-based model could influence the development of programs for the homeless population.

Community-Based Practice

In recent years the American Occupational Therapy Association (AOTA) has encouraged occupational therapists to seek out work opportunities in emerging areas of practice, one of which is community-based services (Wilburn & DeCleene Huber, 2016). Community-based practice offers a wide range of services provided in a community setting (Scaffa & Reitz, 2014). Community-based services aim at improving the physical, emotional, social and spiritual well-being of a target population of individuals who have something in common and therefore form a community (Scaffa & Reitz, 2014). These services are usually provided through a combination of educational and social supports
with the overall goal of helping individuals take greater control over improving their lives (Scaffa & Reitz, 2014).

When considered in the medical field there are three classifications through which community-based services can be provided; primary, secondary or tertiary prevention. Primary healthcare services are designed for healthy individuals who could be at risk of developing a disease or injury (Scaffa & Reitz, 2014). The goal of primary healthcare services is to prevent the disease or injury from occurring through maintaining healthy actions and reducing susceptibility (Scaffa & Reitz, 2014). Secondary healthcare services are designed for those individuals in the early stages of a disease with the goal being to slow the progression of the disease, attempt to control the disease, or attempt to cure the disease (Scaffa & Reitz, 2014). The last form of community-based prevention services is tertiary prevention, which is for individuals in the advanced stage of the disease (Scaffa & Reitz, 2014). The aim of tertiary prevention is to limit disability or other complications that are the result of the disease and to restore as much functionality as possible (Scaffa & Reitz, 2014).

Community-based services are often associated with helping individuals in the occupations of education and work, however using a combination of all three prevention types occupational therapists working in a community-based setting have the opportunity to help resolve many social and health problems (Lipskaya-Velikovsky, Bar, & Bart, 2014; Scaffa & Reitz, 2014). These social and health problems include, but are not limited to, poverty, homelessness, addiction, depression, unemployment, chronic disease and abuse (Scaffa & Reitz, 2014). Regardless of what problem the community-based intervention is aimed at addressing there are some key aspects that must be included for
the intervention to be successful. McColl, Davies, Carlson, Johnston, and Minnes believe that the three aspects that need to be addressed are the activities that fill the participant’s time, the participant’s independence in their living situation, and the participant’s relationships with other people (as cited by Boyt Schell, Gillen, & Scaffa, 2014). These three aspects will be especially important when working with certain vulnerable populations, such as individuals who are homeless. The aim for the remainder of this literature review is to investigate factors leading to homelessness, what services are provided to help individuals overcome homelessness, and how community-based occupational therapy services could be utilized to help individuals overcome homelessness.

**Factors Leading to Homelessness**

Homelessness has become an epidemic in the United States. According to the National Coalition for the Homeless every year in the United States there are approximately 3.5 million individuals who are homeless (as cited by Helfrich, Chan, & Sabol, 2011). There are three commonly known types of homelessness, temporarily homeless, episodically homeless, and chronically homeless (Chard, Faulkner, & Chugg, 2009). Temporarily homelessness occurs when a person is homeless for a short amount of time during a crisis (Chard et al., 2009). Episodically homeless individuals move in and out of homelessness and chronically homeless is used to describe individuals who are homeless for long periods of time (Chard et al., 2009).

Of the individuals who are homeless, the fastest growing and largest segments are single mothers and children with single mothers accounting for an estimated 70 to 90% and children accounting for 39% of the homeless population (Helfrich, Aviles, Badiani,
Walens, & Sabol, 2006; Sleath, 2006). Common factors associated with homelessness include mental illness, substance abuse, poverty, domestic violence, unemployment, low wage jobs, traumatic brain injury, veteran status, lack of affordable housing, physical health problems, adverse childhood events, and lack of access to primary care services (Bradley, Hersch, Reistetter, & Reed, 2011; Brown, Vaclavik, Watson, & Wilka, 2017; Helfrich, Chan, & Sabol, 2011; Herzberg & Finlayson, 2001; Lloyd & Bassett, 2012; Marshall & Rosenberg, 2014; Tsang, Davis, & Polatajko, 2013). The most commonly mentioned factors associated with homelessness are mental illness, substance abuse, poverty and lack of affordable housing.

According to the Substance Abuse and Mental Health Services Administration, an estimated 23% of homeless individuals suffer from a severe mental illness as compared with 6% of the general public (as cited by Helfrich, Chan, & Sabol, 2011). The Urban Institute estimated that 61-91% of homeless individuals have psychiatric disabilities and these disabilities lead to more days spent homeless, lower quality of life ratings, and profound problems meeting basic needs (as cited by Helfrich et al., 2006). Along with mental illness substance abuse rates are very high for homeless individuals. Often times substance abuse is associated with mental illness. According to the Mental Health Commission of Canada, an estimated 70% of homeless individuals with a mental health disorder are also substance abusers (as cited by Tsang et al., 2013). While mental illness and substance abuse are often tied together the same ties are often drawn between poverty and lack of affordable housing. It is estimated that up to 90% of homeless individuals are unemployed and due to lack of affordable housing those who are employed would have to spend more than 40% of their income on housing, which often results in them having
to choose between food, shelter and other basic needs (Marshall & Rosenberg, 2014; Poremski, Whitley & Latimer, 2014).

**Needs of Homeless Individuals**

Homeless individuals are a vulnerable population with many basic and complex needs. The primary needs that need addressing first are adequate shelter and food. Inadequate shelter exposes homeless individuals to a variety of environmental and health risks (Marval & Townsend, 2013). Homeless individuals with food and housing insecurity report lower connectedness to their community, which Fitzpatrick (2017) connected with lower psychological functioning. Once basic needs including food and shelter have been met there are many more complex needs that have been identified including life skills, jobs skills, substance abuse treatment, and location and utilization of community resources (Helfrich et al., 2006; Herzberg & Finlayson, 2001; Tryssenaar, Jones, & Lee, 1999).

Some of the life skills homeless individuals identified they would like to improve upon include stress management, social skills, financial management, relationship skills, and home management skills (Bradley et al., 2011; Grandisson, Mitchell-Carvalho, Tang, & Korner-Bitensky, 2009; Helfrich et al., 2006; Herzberg & Finlayson, 2001; Peloquin & Ciro, 2013; Roy et al., 2017; Tryssenaar, et al., 1999). When Peloquin and Ciro (2013) interviewed women who were partaking in a life skills group at a residential facility they identified the most valuable life skills taught to them as stress management, time management, home management, money management and communication skills. After reviewing multiple studies on the topic of homelessness Grandisson et al. (2009) deduced
that homeless individuals need skills to decrease emotional distress, accomplish daily life, contribute to society and build relationships.

Other needs that are important to address with homeless individuals include a sense of power over their environment and occupations to fill their time. Marshall and Rosenberg (2014) believe that homeless individuals have little control over their time and the occupations they engage in as a result of factors outside of their control and this can impact their personal identity and quality of life. With the lack of control over what occupations homeless individuals participate in they can experience occupational deprivation and boredom as a result of the occupational deprivation (Marshal & Rosenberg, 2014). Interviews conducted with several homeless individuals suggest that this boredom is often a contributing factor to their substance abuse as the substance abuse gives them something to fill their time (Marshal & Rosenberg, 2014).

Programs and Interventions Being Provided

Programs for homeless individuals are available throughout the nation as well as numerous other countries worldwide. Interventions in these programs are conducted in a variety of settings such as day centers and individual’s homes, as well as in their specific community (Grandisson et al., 2009; Helfrich & Fogg, 2007). Some programs include interventions focusing on the development of job and life skills, providing education, and an opportunity for leisure exploration (Grandisson et al., 2009; Gray, Shaffer, Nelson, & Shaffer, 2016; Helfrich, Peters, & Chan, 2011; Helfrich & Fogg, 2007; Herzberg & Finlayson, 2001; Tsang et al., 2013). Other programs focus on providing financial and housing assistance for the individuals (Brown et al., 2017; Helfrich et al., 2011). The most common interventions being provided for these individuals are life skills groups,
however, life skills, financial assistance, and housing assistance all have their benefits depending on the needs of the individual (Brown et al., 2017; Grandisson et al., 2009; Gray et al., 2016; Helfrich & Fogg, 2007; Helfrich et al., 2011; Herzberg & Finlayson, 2001; Tsang et al., 2013).

Job and life skills are extremely broad terms that can stand for a number of different things. Job and life skills in the context of interventions provided to individuals facing homelessness include social and interpersonal skills, stress management, community living skills, food management, self-care management, and prevocational skills (Helfrich et al., 2011; Herzberg & Finlayson, 2001; Tsang et al., 2013). Herzberg and Finlayson (2001) conducted a needs assessment prior to the development of their program and the authors identified life skills as the main necessity for the individuals living at the shelter. The authors were then able to build in life skill development by creating multiple groups that individuals could participate in. Herzberg and Finlayson (2001) developed a Kitchen Internship Program, Client Advisory Board, a job skills group, and groups focusing on communication skills and anger management. Another study developed a set of modules that individuals could participate in that consisted of six individual and six group sessions which focused on food and money management, self-care management, and safe community participation (Helfrich et al., 2011). In another study by Helfrich and Fogg (2007), the authors conducted groups using the same four modules, however, individual sessions were selected by each participant to allow for a client-centered intervention process. The authors administered baseline evaluations prior to engaging in the life skills modules and a practical skills test was conducted to measure
knowledge attained by the participants following the group and individual sessions (Helfrich & Fogg, 2007).

Many of the job and life skill programs that were developed were implemented by occupational therapists because of the skills required to facilitate these groups. Helfrich et al. (2006) found occupational therapy interventions extremely useful when attempting to improve the life skills of these individuals. Occupational therapy services are effective in these groups because they are focused on individual goals of the participants and the development of specific skills and task achievement (Thomas, Gray, & McGinty, 2011).

Financial and housing assistance is another commonly used intervention within these programs when working with individuals facing homelessness. One of the largest programs developed in the United States was the U.S. Department of Housing and Urban Development’s Homelessness Prevention and Rapid Re-Housing Program which allocated $1.5 billion worth of federal funds aimed at reducing negative social and health outcomes linked to extended homelessness (as cited by Brown et al., 2017). The U.S. Department of Housing and Urban Development’s Homelessness Prevention and Rapid Re-Housing Program was designed to provide families and individuals facing homelessness or who recently became homeless with short-term financial resources through housing relocation or financial assistance (as cited by Brown et al., 2017). Padgett discusses another housing assistance program known as Housing First provided individuals who were facing homelessness with apartments (as cited by Helfrich et al., 2011). Padgett found that individuals who received these homes reported that engaging in the daily routines of a homeowner significantly contributed to their concept
of home and contributed to their feelings of safety and connectedness to their community (as cited by Helfrich et al., 2011).

Benefits of job and life skills groups included a significant decrease in trauma symptoms, as well as significant improvements in room and self-care behaviors and improvement in safe community participation (Helfrich et al., 2011; Helfrich & Fogg, 2007). Results of another study indicated a significant improvement in confidence through self-reports of the participants and improved social skills performance from clinician reports (Wauchope, Terlich, & Lee, 2016). Other authors have speculated that not only are these groups improving the individuals’ job and life skills, but they are also providing social benefits that could have downstream effects on health and overall well-being (Gray et al., 2016).

The interventions providing housing and financial assistance also found benefits to these individuals. Brown et al. (2017) found that only 9.5% of the permanently housed participants re-entered the homeless services. Brown et al. (2017) also found that permanently housed individuals at the program exit lasted in permanent housing significantly longer than homeless individuals placed in a rapid rehousing program.

Not only do these programs significantly impact the lives of individuals facing homelessness, but also they can impact the lives of occupational therapists, students, and decrease the number of homeless individuals in the future. One program developed by Herzberg and Finlayson (2001) discovered that following the implementation of their program with The Salvation Army, their collaboration led to the hiring of a full-time occupational therapist by The Salvation Army. Furthermore, the program led to a continued contract with occupational therapy from the authors, the establishment of
educational experiences for master's level and doctoral level occupational therapy students, and the authors were asked to present their program at a regional meeting for The Salvation Army providers (Herzberg & Finlayson, 2001).

**Occupational Therapist Role**

According to Roy et al. (2017), occupational therapists have a role in the field of homelessness as experts in occupational performance and engagement, while individuals are experiencing homelessness, as well as transitioning out of homelessness. Occupational therapists understand that lack of engagement in meaningful occupations can in part influence the poor health of the homeless individuals (Marval & Townsend, 2013). It is the therapist's job to increase the participation and engagement of the individuals in meaningful occupations in order to develop the skills necessary to gain and maintain housing. Other various roles of occupational therapists working with this population include case manager, outreach worker, and advocate (Grandisson et al., 2009). Also, the occupational therapists have the unique opportunity to develop their own role and sense of belonging when working with this population due to being a relatively new field of practice, which allows them to face new challenges (Lloyd & Bassett, 2012).

Occupational therapists have a specific set of skills that make them perfect for addressing the needs, issues and barriers of individuals facing homelessness (Herzberg & Finlayson, 2001; Lloyd & Bassett, 2012). Occupational therapists are able to develop protocols to address the needs of their clients to maximize strengths and build the skills necessary to participate effectively in everyday activities (Lloyd & Bassett, 2012). Also, they have an understanding of the importance of occupation and its relationship with the
health and well-being of clients experiencing homelessness and contribute this knowledge by developing prevention strategies to address relapse (Marshall & Rosenberg, 2014).

**Occupational Adaptation Model**

The model that guided this scholarly project was the Occupational Adaptation Model (OA). OA was utilized because it was the most applicable approach to working with individuals facing homelessness. The first and second principles of OA indicate that the person is an occupational being with a desire to master their environment and that the occupational environment demands mastery from the person (Grajo, 2017). When working with individuals who are facing homelessness, it is likely that they are unable to obtain mastery of their environment, thus causing them to experience many breakdowns in performance. The third principle of OA mentions that the person's level of mastery and the environment's level of demand create many role demands and occupational roles for the person (Grajo, 2017). These role demands create expectations, challenges, and responses from the person, which are not typically handled in a productive way by the types of individuals who face homelessness. Principle four of OA describes that the person needs to go through a normative and developmental process of occupational adaptation (Grajo, 2017). Most likely, these individuals do not possess the skills necessary to go through a process of occupational adaptation and therefore need the help of an occupational therapist to facilitate this change. Principle five of OA describes that the individual may experience performance breakdowns and that they may respond adaptively or dysadaptively to these breakdowns (Grajo, 2017). This population is seen as typically responding to these events dysadaptively, which causes them to be in a
situation where they are facing homelessness. However, principle six of OA discusses the fact that the role of the occupational therapist is to elicit an adaptive response from the client, as well as enable participation in occupations, facilitate the environment, and use occupations to empower the adaptation process (Grajo, 2017). This is an important factor to consider when working with these individuals because they will be required to learn how to adapt to different situations in a positive manner in order to improve their performance and mastery of their environment to prevent further homelessness issues in the future.

**Vocational Needs**

Unemployment is one of the leading factors associated with homelessness with up to 90% of homeless individuals being unemployed (Poremski et al., 2014). Without a steady source of income, these individuals are not capable of overcoming challenges to meet their basic needs including steady shelter, adequate food, and a sense of safety and security. As a result one of the most important needs of individuals who are homeless is job skill training (Helfrich et al., 2006; Herzberg & Finlayson, 2001; Tryssenaar et al., 1999). Some programs that address life skills in general cover some job skills such as finding a job, developing skills required for most jobs, improving computer skills, and providing opportunities for furthering education (Herzberg & Finlayson, 2001; Roy et al., 2017). The programs that address these job skills typically address at least four other life skills but there are no well-documented programs that extensively focus on job skills as the main area of intervention.
Conclusion

Homelessness is an increasingly prevalent epidemic in the United States and worldwide, however, this creates the opportunity for occupational therapists to address the issues that homeless individuals face through the implementation of community-based practice, focused on serving these individuals. Implementation of this practice would allow the occupational therapists to address the skills identified as being necessary to prevent further homelessness, such as job skills and life skills (Helfrich et al., 2006; Herzberg & Finlayson, 2001; Tryssenaar, et al., 1999). Another aspect that was a main focus of the research was how to implement these interventions in community-based settings, which were typically used in-group settings taught by occupational therapists (Gray et al., 2016; Helfrich et al., 2011; Helfrich & Fogg, 2007). Furthermore, exhibiting the necessity to have the implementation of these groups led by occupational therapists due to the exceptional ability to address the needs of the clients (Herzberg & Finlayson, 2001; Lloyd & Bassett, 2012). While occupational therapy led life skills groups for the homeless populations have been shown to have potential benefits there are no well-documented programs that focus their main efforts on vocational needs and obtaining job skills, even though up to 90% of the homeless population is believed to be unemployed (Poremski et al., 2014). Without the skills necessary to obtain and maintain employment the individuals who are homeless and unemployed cannot secure the financial resources necessary to meet basic life needs and ultimately overcome homelessness. Based on the information discussed in this literature review, a scholarly project was developed to create an occupational therapy protocol to address the vocational needs of individuals facing homelessness in a local transitional housing program.
CHAPTER III

Methodology

Product Introduction

The product that was developed for this scholarly project is an occupational therapy protocol designed to be implemented at Seton House, a transitional housing program located in Casper, Wyoming for homeless single parents. The occupational therapy protocol focuses on the pre-vocational needs of the residents at Seton House in a program that was titled Work For U. The product consists of an occupational therapist handbook and a resident handbook that were developed utilizing information obtained from an informal interview and guidance provided by an occupational therapy model. The product that was developed included three units that allow the residents to gain employment in a manageable way. The units of the product were broken down into self-exploration, pre-work, and work maintenance to address numerous skills required for gaining employment. The first unit focuses on developing rapport with each resident and developing relationships between the group members. The first unit also allows group members to begin to identify their strengths and weaknesses in regards to employment. The second unit focuses on pre-work skills and the development of these skills. The last unit addresses challenges the residents experience after gaining employment and developing strategies to overcome these challenges in order to maintain employment.
Research Gathering

A review of literature was conducted using multiple databases including CINAHL, PubMed, PsycInfo, and the American Journal of Occupational Therapy. Key search terms that were utilized during the literature review included homelessness, poverty, occupational therapy, and community-based practice. During this literature review information was obtained on statistics relating to homelessness, factors associated with homelessness, needs of the homeless population, current programming provided for individuals who are homeless, and how occupational therapy could be utilized in these programs. Some key findings in the literature review showed that individuals who are homeless benefit from programs that address life skills, job skills, substance abuse treatment, and location and utilization of community resources (Helfrich et al., 2006; Herzberg & Finlayson, 2001). Findings in the literature review also indicated that occupational therapists are uniquely qualified to address these skills as they understand the importance of occupational participation and are able to develop protocols to address the needs of the homeless population in a way that maximizes their strengths while developing the skills necessary to participate effectively in a variety of occupations (Lloyd & Bassett, 2012; Marshall & Rosenberg, 2014).

An informal interview also occurred with a key stakeholder at Seton House, specifically the social worker who is the primary resource for residents at Seton House. This interview covered several topics including the typical residents housed at Seton House, needs of the residents, policies and procedures at Seton House, as well as how the social worker thought occupational therapy services could best be utilized at Seton House. During this interview some needs of the residents that were identified that an
occupational therapist could address included time management skills, home management skills, and pre-vocational skills.

**Model Guiding Development**

The model that guided this scholarly project was the Occupational Adaptation Model. Several key features of the model are prevalent throughout the product, the first of which is valuing occupational challenges. After an introductory session during each session, the group members engage in an actual occupation or task and use this performance to either apply knowledge they gained at the start of the session or to prepare them for knowledge they will gain during the latter part of the session. The second key factor is that this program emphasizes the client as the agent of change. During the first part of the program, the group members learn about the normative process of gaining adaptive capacity, and are introduced to terms such as their “adaptation gestalt” and typical “adaptive response process”. Throughout the program, the group members are asked to analyze their adaptive response patterns, reflect on the pattern, and make changes as needed based on their perceptions.

This leads to the third factor, which is the focus on relative mastery. As mentioned during the program after a resident gains new knowledge they then apply that knowledge while participating in an actual occupation. After engaging in the occupational challenge they are guided in a reflection regarding their satisfaction with their performance, how effective their performance was, and what changes they want or need to make. The design of the program allows group members to reflect on their performance, and when they are dissatisfied or feel their performance was ineffective, they are able to learn adaptive responses that worked for other group members and are
therefore provided with more possible adaptive responses that could increase their relative mastery.

The overall goals and outcomes of the program also align with the goals and outcomes of the Occupational Adaptation Model. The program is designed with outcomes such as the ability to initiate a variety of novel adaptive responses and generalize these adaptive responses to multiple areas of their lives. Lastly, the main goal of this program is for the occupational performance of the group members to be enhanced, not only in the occupation of work but to allow for generalization to all occupations relevant to the participants.
CHAPTER IV

Product

The product that was developed for this scholarly project is a program that was named *Work For U*. The program is designed to assist residents in obtaining and maintaining full-time equivalent employment to qualify for continued housing at Seton House. There are three units within the program; self-exploration, pre-work, and work maintenance. The self-exploration unit is designed to help residents identify their roles and role expectations, set work-related goals, learn about their adaptation gestalt, and identify possible work opportunities that would be best suited for each individual. The pre-work unit focuses on developing the skills necessary to obtain employment including developing a resume, job searching, completing applications, and interviewing successfully. Unit three, the work maintenance unit, occurs after the residents have obtained employment. It is a more personalized unit that is designed to help residents identify specific cognitive, psychosocial, and sensorimotor challenges they are experiencing with the job they obtained and how to overcome those challenges.

To help guide the *Work For U* program an occupational therapist handbook was developed as well as a resident workbook. The occupational therapist handbook guides the therapist through detailed lessons and corresponds to pages in the resident workbook. An occupational therapist that utilizes this handbook should read through the materials prior to each session and should prepare the materials needed to complete the
activities that are outlined within each session. The handbook also provides suggestions for prompting questions that can be used to help the residents process and reflect on the information that is being presented during the sessions. The occupational therapist should personalize and adapt all of the materials in this handbook as needed to best meet the needs of the specific residents that are enrolled in the program.

The resident workbook consists of questions and activities that assist the residents in understanding and internalizing the materials they are learning. During the first session of the program, the occupational therapist will provide the workbook to the residents, explain what it is, how to use it, and that they should bring it with them to every session of the program. It is important that the residents complete all of the activities in the workbook during the sessions they correspond with due to the lessons building upon each other. When the program ends the residents will keep their workbook and will be encouraged to reflect on it when needed. A full copy of the product can be found in the Appendix section of this scholarly project.
CHAPTER V

Summary

Project Overview

Homelessness has become an extensive problem throughout the nation. Homelessness is an issue that does not receive enough attention. This product was developed to be utilized by a community-based transitional housing program to specifically address the vocational needs of individuals facing homelessness. Other programs throughout the nation working with these individuals focus on the development of many different skills, however, there has been a limited focus on vocational skills specifically. The product that was developed included three units that allow the residents to gain employment in a manageable way. The units of the product were broken down into self-exploration, pre-work, and work maintenance to address numerous skills required for gaining employment.

First, the self-exploration unit focuses on developing rapport with each resident and developing relationships between the group members, as well as allowing the residents to reflect on their past experience to identify their strengths, weaknesses, and skills they would like to gain from the program. The first unit also allows the group members to identify the factors associated with their adaptation gestalt and their typical adaptive responses. In addition, the residents learn about jobs they would be appropriate for and have the opportunity to practice skills regarding those job positions.
The next unit of the program is focused on pre-work skills and the development of these skills. Throughout this unit, the residents have the opportunity to engage in real-life occupations that address the skills necessary for gaining employment, such as resume development, job search skills, completion of applications, skills for successful interviewing, and an understanding of appropriate work attire and hygiene requirements. Throughout this process, the residents have the opportunity to reflect on the development of these skills and identify ways to adapt their responses to these activities in order to improve them in the future when attempting to obtain a job.

The final unit of the program addresses work maintenance. In this unit, the residents reflect on the new jobs they have obtained to identify challenges that they have experienced thus far. Based on the challenges identified, the occupational therapist develops sessions to address and overcome the challenges, in order to improve job performance and contribute to job maintenance. Following the conclusion of unit three, the residents no longer attend occupational therapy sessions, however, they are encouraged to seek assistance from the occupational therapist if needed to overcome emerging work challenges.

**Limitations**

Limitations affecting this project include a lack of research, unknown generalizability, and a lack of data supporting the success of the product. In the current professional literature available there is a lack of literature that focuses generally on working with individuals facing homelessness. Along with the lack of general literature, there was a lack of research that focused specifically on occupational therapy addressing the vocational needs of these individuals.
The generalizability of the product has not been established, as the product was developed for a specific facility, within a specific town, for a specific population. A final limitation is the lack of data supporting the product's success as the product has not been implemented into practice. Implementation will be necessary in order to identify the strengths and weaknesses of the product and the overall success in addressing the needs of individuals facing homelessness.

**Implementation Proposal**

For implementation of the product to become reality, Seton House would need to hire a full-time occupational therapist. With the proper financial aspects taken into consideration, this would be a manageable factor to overcome. Another factor would be the ease of the occupational therapist to learn the program, in order to be competent in implementing each session. Keeping this in mind during the development of the program, the authors wrote the product at a level that is understandable to occupational therapy students, therefore, a practicing occupational therapist would have the knowledge and resources to implement each session of the program.

**Recommendations**

Recommendations include implementing the program at Seton House, evaluating the effectiveness of the program, expanding the product to address more life skills, and adapting the program to be used with a variety of populations. First, it is recommended that this program be implemented at Seton House in order to identify the success of the program in aiding these individuals in developing skills to obtain employment. Another recommendation is to expand the product to address further life skills needed by individuals facing homelessness. These skills include time management, money
management, home management, and coping skills. This expanded product could then improve the lives of these individuals in a multitude of ways, further preventing unemployment and homelessness. The authors also recommend that the program be adapted and utilized for many different populations, including individuals with psychosocial dysfunction, specifically as they transition from a hospitalized setting to a community-based setting, and in the school setting to address the pre-work needs of senior students with and without special needs. By adapting the program based on these recommendations, this product will be able to address the needs of numerous individuals, further improving its efficacy and usability in the future.

**Conclusion**

This program is unique in that it extensively covers the skills needed to overcome unemployment, which often lacks adequate intervention. With the proper implementation, this program can benefit the needs of individuals facing homelessness at Seton House, and ideally, other individuals throughout the nation. The objective of this program is to help the individuals at Seton House gain financial stability and promote independence needed to move past homelessness.
Appendix
Work For U
Occupational Therapist Handbook
Unit 1: Self-Exploration

* Unit 1 consists of five sessions that will take place once a day Monday-Friday.
Self-Exploration: Session 1

Session details: This will be an individual session with each group member. The session will take place in the occupational therapist’s office. The occupational therapist will utilize the Canadian Occupational Performance Measure (COPM) during the session.

Introduction:

1. Welcome the resident and introduce yourself.
2. Explain that you are an occupational therapist and provide your personal definition of what occupational therapy is.
3. Explain that you will be running a group called “Work For U” and that the focus of this group is to help Seton House residents find and keep employment.
4. Provide the resident with a general outline of what the group will address and how it will progress.
5. Outline the session and the objectives.

Objectives:

1. Residents will gain an understanding of the purpose of the Work For U group.
2. Residents will identify their role expectations in regards to work and being a single parent.

Activity:

1. Begin with a general conversation about the resident. Explain to the resident that you would like to get to know them better before getting into other details.
   a. Provide information about yourself to help the resident feel more comfortable with you. Possible information to add includes:
      i. Information about your family.
ii. How long you have lived in Casper.

iii. Where you are originally from.

iv. What you enjoy doing.

v. Any other information you feel comfortable sharing with the resident.

2. Begin to gain more information about the resident.

   a. You can begin by prompting the resident with a general comment of “So tell me about yourself”.

   b. Possible other prompting questions include

      i. Tell me about your children.

      ii. Where are you from?

      iii. How long have you lived in Casper?

      iv. Where did you live before coming to Casper?

      v. What kind of things do you do for fun?

      vi. Any other questions you feel would help you to get to know and build a relationship with the resident.

3. Begin to complete the COPM and move the conversation toward the topic of role expectations.

   a. Explain to the resident what roles are and that roles have accompanying role expectations.

   b. Discuss with the resident about their current roles and the expectations they perceive as a result of these roles.

   c. Possible questions to ask to guide the COPM include
i. What tasks take up the majority of your time?

ii. What are you expected to do to successfully complete these tasks?

iii. How do you feel about these expectations?

iv. What expectations do you easily complete?

v. What expectations do you struggle to fulfill?

vi. What parts of the tasks you complete regularly do you value the most?

vii. What parts of the tasks you complete regularly do you not find valuable?

viii. Are there any tasks you want to/need to be completing on a regular basis that you are currently not completing?

d. If not naturally brought up by the resident include that to live at Seton House they are expected to obtain a full-time equivalent job within the first 60 days of living there and how they feel about this pressure put on them.

4. Move the conversation toward past work experiences. Ask the client what kind of jobs they had in the past, what they liked and disliked about those jobs, and why they thought they were successful or not successful at those jobs. During this discussion encourage the resident to participate in honest self-reflection.

a. Possible prompting questions include

   i. Tell me more.

   ii. Why do you think that is?

   iii. What was that like?
iv. How do you feel about that?

5. Finish completing the COPM.
   a. Have the resident select their prioritized performance problems, their perceived satisfaction, and perceived performance.
   b. Explain to the resident that they will be revisiting the COPM at the very end of the program to evaluate changes that occurred.

6. Have the resident reflect on their positive attributes that they feel will help them be successful in obtaining employment.

7. Have the resident discuss what they would like to gain from this group.
   a. If the resident is struggling to decide what they want out of the group remind them that the group will cover topics such as adapting to challenges, exploring different types of work, writing a resume, interviews, time management skills, and social communication skills.

Session Review/Closing:

1. In collaboration with the resident summarize the main points of the discussion on page 3 of the Work For U Handbook.

2. When you are done writing in the handbook provide the booklet to the resident and ask them to read and then sign the agreement on page 3.

3. Explain to the resident that they need to bring the handbook to every session during the program and they will be completing pages of it during every session.

4. Explain to the resident that you enjoyed getting to know them and you look forward to working with them.
5. Tell the resident that the next session will take place the next day in the group meeting room at Seton House and will be with other residents who are participating in the group.

6. Tell the resident you are excited about their engagement in the group and hope they are excited as well.
Self-Exploration: Session 2

Session Details: This session will be a group session that takes place in the group meeting room. Required materials include a writing easel, markers, small six-sided cardboard boxes, and scissors.

Introduction/Review:

1. Welcome everyone to the group.
2. Explain to the residents that they each had an individual meeting with the occupational therapist prior to this session and that they are all here because they want to be successful at finding and maintaining employment.
3. Outline today’s session and objectives to the group.

Objectives:

1. During the session, all residents will actively reflect on their past work experiences.
2. By the end of the session, all residents will develop a personalized goal related to work.

Activity:

1. Arrange the chairs so that they are in a circular shape. Have each group member grab a cardboard box and a marker and take them back to their seats.
2. Instruct the group members that you will be providing them with reflection questions and they are to write at least a portion of their responses on a side of their box.
3. The following are the questions to be asked. After each question allow residents time to think about and write down their answers. Also write the main points of the question on the easel (ex. 1-worst task, 2- favorite task, 3- learned the most, etc.).

   a. On the first side of the box write your name and the worst task you had to do during your past work experience.
   b. On the next side of the box write your favorite task you had to do during your past work experience.
   c. On the third side of the box write a work task that you learned the most from.
   d. On the fourth side of your box write about a work task that you have wanted to do but didn’t get the chance to do.
   e. On the fifth side of the box write what kind of work you want to do in your future employment.

4. Instruct the group that they are now going to share their answers with other group members.

   a. Explain to the residents that they will share their answers one-on-one with another group member and will be given two minutes per question.
   b. The group members should approach another group member, introduce themselves, and then discuss the answer to the current question.
   c. Group members should attempt to have a discussion with a new group member for each question.

5. Group members should return to their seats for a group discussion.
6. During the group discussion first, have group members go around the circle and share their name with the group as a reminder to those they talked with and as a way to introduce themselves to individuals they did not have the opportunity to talk with depending on the size of the group.

7. Encourage the group members to share with the group about anyone they found something in common with and what it was.
   a. Also, encourage the group members to share with the group about anything they found interesting or inspiring that was shared by someone else.
   b. Allow plenty of time for anyone who wants to share their answers to share.
   c. Provide positive encouragement to those who do share with the group.

**Session Review/Closing:**

1. Explain to the group that this session was an opportunity for the group members to expand on the work-related reflecting that they began to do in their first session with the occupational therapist.
   a. It also begins the process of thinking about future work experience, which will be expanded on in the upcoming sessions.

2. Ask the group members to turn to page 4 in their handbook and answer all the questions except the one about the goal.

3. Once all group members are finished answering those questions explain to them that they are going to use that information to help them develop a personalized work goal.
a. Instruct the group members to be very specific in their goal including a specific date, an area of work, and what they want to accomplish with their employment.

b. An example goal would be "By the second week in September, I want to obtain full-time employment in the food industry that will allow me to provide stable housing for my children and a sense of empowerment as a mother".

4. After allowing plenty of time for the residents to write their personalized goal ask them to copy that goal onto the last side of their cardboard box.

5. Pass out the scissors and have the residents cut out their goals. Instruct the residents that they should place the cutout goal somewhere that they will frequently see it.

6. Tell them that they should use this goal to help keep them motivated as they continue through the process of the Work For U group.
Self-Exploration: Session 3

Session Details: This is a group session that will take place in the group meeting room.

Required materials include plastic drinking straws, facial tissues, masking tape, yarn, newspaper, uncooked eggs, and a measuring tape.

Introduction/Review:

1. Welcome the group members back to the group.
2. Ask everyone to go around and state their names as a reminder for the group.
3. Review the session objectives and outline the session.

Objectives:

1. By the end of the session, all group members will identify their personal strengths related to cognitive, sensorimotor, and psychosocial skills.
2. By the end of the session, all group members will identify their typical adaptive responses.

Activity:

1. Have the group split into smaller groups in a convenient way. The small group size should be no more than four individuals.
2. Supply each group with one uncooked egg, seven plastic drinking straws, ten facial tissues, three feet of masking tape, and two feet of yarn.
3. Instruct the groups that they will have 25 minutes to work together with their group members to create an egg protector out of only the items they have been given and when the 25 minutes are up the groups will be dropping their eggs starting with a three-foot height then increasing height to see which group's egg could survive the highest fall.
4. Set a timer and allow the groups 25 minutes to work.
   a. While the groups are working observe all the group members, their interactions, and their use of their cognitive, sensorimotor, and psychosocial systems.

5. Once the 25 minutes are up, or sooner if every group gets done early, lay out a thick layer of newspaper on the floor where the eggs will be dropped.

6. Using the measuring tape measure approximately three feet from the floor and have one member of each group drop their egg in its protector from this height.

7. For any eggs that survive increase the height to three and a half feet and drop again.
   a. Continue adding six inches to the height until all eggs have broken.

8. Have the residents assist with cleaning up their workstations, then have them all take a seat and turn to page 5 in their handbook.

9. Explain to the group members that the pie chart on page 5 represents the internal adaptation process that everyone goes through when they encounter a problem.

10. Explain that the pie chart consists of three components: cognitive skills, sensorimotor skills, and psychosocial skills.

11. Explain that cognitive skills are skills that rely on your brain such as problem-solving and reasoning.

12. Explain that sensorimotor skills combine the senses (touch, taste, sight, smell, hearing, vestibular and proprioception) with the body's physical capabilities.

13. Explain that psychosocial skills are thoughts, feelings, and social skills.
14. Using page 5 in their handbooks have the group members reflect on the skills they used during the egg drop activity.

   a. If residents need examples of skills they used provide them with examples you observed during the activity.

15. Explain that most of the time the pie chart does not have equal sections and people will tend to use more of the section that they are more comfortable with.

16. Explain adaptive responses to the group members.

   a. Explain how adaptive responses are influenced by the section of the pie chart that people are using the most.

      i. If a person tends to use more cognitive skills they are going to tackle a problem in a very calculated and reflective kind of way.

         1. This is the person that is going to analyze the problem to figure out why it is a problem and how to fix it.

      ii. If they are using more of their sensorimotor skills they will use more of a physical response to the problem.

         1. This is the person that is going to use their hands to address a problem, such as repairing something.

      iii. If they are using more psychosocial skills they will respond with more emotions and social interactions.

         1. This is the person that is going to ask the other people involved how they feel about the problem and talk about the solution.
17. Explain to the group members that there will always be all three components of the pie chart involved when a person encounters a problem, but there might be one component that is being used more than the other two.

18. Using page 5 in their handbook have the residents reflect on what they think their pie chart looked like during the egg drop activity based on what skills they believe they used the most.

19. Have each resident share with the group what component of the pie chart they feel they used most during the egg drop activity and why.

20. After everyone has shared have the group members reflect on if they believe the pie chart they created on page 5 of their handbook is representative of how they typically responded when they encountered problems in work settings in the past.

21. Have the residents reflect on if responding in this way was effective or not.

**Session Review/Closing:**

1. Explain to the residents that now that they have reflected on what their pie chart usually looks like when responding to a problem and if this is effective or not you want them to identify areas of the pie chart they need to improve to respond more effectively.
   
   a. They can utilize page 6 in their handbook to complete this activity.

2. Explain to the group members that as they go through the rest of the program their peers can be a valuable resource at helping them to improve upon the areas of their pie chart that they want to improve upon.
   
   a. They all have an area of the pie chart that they feel more comfortable with and they can share their experiences and how they use these skills with the
other group members to help those group members improve on that area of
the pie chart.

3. Ask the group members to try to pay attention to what cognitive, sensorimotor,
   and psychosocial skills they use during the daily activities between the end of this
   session and the next session.

4. Explain to the group members that the next session will be a chance to analyze
   their use of these various skills in simulated work tasks.
Self-Exploration: Session 4

Session Details: This is a group session that will take place in multiple rooms to accommodate for the completion of various work tasks. Required materials include 10-20 random items, a small notebook, a serving tray, a vacuum, a cleaning bucket, rubber gloves, safety glasses, cleaning rags, safe cleaning chemicals, a measuring cup, printed out monthly calendars, a variety of non-perishable food items, and plastic shopping bags.

Introduction/Review:

1. Welcome the group members to today’s session.

2. Remind group members that you had asked them to pay attention to the cognitive, sensorimotor and psychosocial skills they used during their daily tasks since the last session.

3. Ask the group members if they feel they tended to use any of the skills more than the other two, and if so was it the same skills they used the most during the egg drop activity.

4. Review this session’s objectives and outline the session.

Objectives:

1. During the session, group members will actively participate in simulated job tasks.

2. During the session, group members will actively reflect upon the skills they used to complete the job tasks.
Activity: Prior to the start of the group, the occupational therapist needs to set up four job stations.

Station 1- Food Service:

- Develop a card with random items on it.
  - You can use any items that you have convenient access to.
- Have one of the group members be the "customer" who will read off of this card to the "server" to provide them with the "order".
- Provide a small notebook for the server to write down the customer's order and a serving tray.
- Have the server approach the customer and take their order.
- Have the items that have been ordered in a separate location to where the server must go retrieve them and bring them to the customer.
  - Design this in a way that will require more than one trip.
- Once the order has been delivered have a separate card with changes the customer wants to be made, such as removing a few items and replacing them with different items.
- Instruct the individual playing the customer that they are not supposed to be very friendly or pleasant during this task to help demonstrate what it is like to deal with a difficult/rude customer.
- After this task is complete have the server return the items back to where they retrieved them.

Station 2- Janitorial:
• For this station, there are two tasks the group members must complete; vacuuming and sanitizing either tables or chairs.

• Have an area marked that the residents must vacuum.
  
  o Be sure there are items in the way that the residents will need to move to successfully vacuum.

• Have some safe cleaning chemicals that the residents must read the label to determine the correct dilution rate.

• While wearing the rubber gloves and safety glasses have the group members generate the correct dilution rate in their bucket.

• Residents will then proceed to sanitize a few tables or chairs using the cleaning solution in their bucket.

• Before they leave the station, have the group members:
  
  o Safely dispose of the content of their bucket.
  
  o Place the items back in the way of vacuuming for the next group member.

Station 3- Secretarial:

• This station will take place in the computer lab.

• For this station have a small document that the group members must copy by typing it into a word document.

• Also, have pre-recorded voice files that will act as messages on a telephone messaging system.

• Provide each group member with a printed out monthly calendar that has appointments scheduled in it.
• Have the voice-files arrange for new appointments and make changes to existing appointments.

• Have the resident make the necessary changes to the printed out calendar based on these voice files.

• Before leaving the station have the group members:
  o Delete their word document.
  o Dispose of their printed calendar.

Station 4- Grocery Store Clerk:

• For this station provide a variety of non-perishable food items.

• Have spots labeled on multiple shelves for where each food item goes.

• Have the food in multiple boxes and have the group members transport the boxes to the shelves, and arrange the food on the shelves in their appropriate spots.

• Have the group members bag groceries.
  o Have a variety of food (that would ideally be bagged separately in the store) laid out on a table in a random order.
  o Have the group members bag the food into plastic grocery bags.

• Before the residents leave the station have them put all of the food back into the original locations (the boxes or on the table).

1. Take all group members through a walkthrough of every job station and the tasks to be completed at each station.

  a. Make sure all group members fully understand each station and have the opportunity to ask any questions they may have.
2. Assign the group members to their first station and explain what order you want them to rotate in.

3. Once everyone is set up at the stations set a timer for ten minutes.

4. Wander around to the different stations during the ten minutes to observe all the group members during their performance of the tasks.

5. When the ten minutes are up, give the residents a few minutes to get set up at their new stations and repeat the process until all group members have completed all the job stations.

6. When all job stations are completed have the group members meet back in the main group meeting room.

7. Ask the residents to turn to page 7 in their handbook and answer the questions about what they liked and disliked about each job station.

8. When everyone is done completing these questions have them turn to page 8 in their handbook.

9. Remind them of the last session when they analyzed the cognitive, sensorimotor, and psychosocial skills they used during the egg drop activity (page 5 in their handbook for reference if they need it). With that information in mind have the group members complete the questions on page 8 of their handbook.

Session Review/Closing:

1. Have the group members share their answers on page 8 of their handbook with the resident sitting next to them.

2. After allowing time to discuss their answers ask the group members to share with the whole group what job station they felt best fit them.
3. Explain to the group members that now that they have analyzed their use of cognitive, sensorimotor, and psychosocial skills in simulated work tasks the next session will be on exploring real jobs.

4. Explain to the residents that during the next session they will be taking a career aptitude test that will generate possible jobs that they might enjoy doing.
Self-Exploration: Session 5

Session Details: This session will take place in the computer lab and the main group meeting room. This session requires access to the CareerScope software.

Introduction/Review:

1. Welcome the group members to this session.

2. Review the objective for the session and outline the session.

Objective:

1. During the group session group members will actively explore possible careers that were indicated by the results of the CareerScope.

Activity:

1. Have the CareerScope assessment pulled up on the computers in the computer lab.

2. Explain to the residents the purpose of the CareerScope and that it will take one hour to complete.

3. Tell the residents to be completely honest while answering the questions.

4. When residents have completed the assessment print off the Summary Report and the Counselor’s Report.

5. If residents need help interpreting the results help the residents individually.

6. Allow time for the residents to research the jobs that were recommended for them on the CareerScope.

7. Instruct the group members to utilize the recommended job questions on pages 9-11 in their handbook to help them organize their thinking while researching and reflecting about the jobs.
8. After all residents have had time to research the jobs they wanted to research have the group meet back in the main group meeting room.

9. During a group discussion ask the group members if anyone had results that surprised them and why they found them surprising.

10. Ask the group members to share the top three jobs they listed on page 11 of their handbook.

11. Ask the group members to turn to pages 5-6 in their handbook, which reviews their strengths related to their adaptation gestalt and their typical adaptive responses.

12. Ask the group members how they believe their typical adaptive responses and their strengths related to their adaptation gestalt would be beneficial in the types of jobs they have listed.

13. Have the group members internally reflect of what changes in adaptive responses and adaptation gestalt would need to be made to help them succeed in the types of jobs they have listed.

**Session Review/Closing:**

1. Explain to the group members that now that they have completed the Self-Exploration unit and analyzed their typical adaptive responses, typical strengths related to adaptation gestalt, and how these relate to their abilities to complete various types of jobs they will now begin the Pre-Work unit of the program.

2. Explain that the Pre-Work unit will address skills needed during the job search and application process including:
   a. Writing a resume.
b. Searching for a job.

c. Completing an application.

d. Successfully participating in an interview.

e. Appropriately dressing and grooming for interviews and work.

3. Tell the group members that you have really appreciated their participation and effort during Unit 1 of the program and you are really looking forward to continuing to work with them in Unit 2.
Unit 2: Pre-Work

*Unit 2 consists of seven sessions that will take place once a day Monday-Friday until completed
Pre-Work: Session 1

Session Details:

This meeting will be a group session conducted in the group meeting room and computer lab at Seton House.

Introduction/Review of Previous Session:

1. Welcome back the group members.

2. Briefly summarize the materials covered in the previous session.

3. Summarize the skills they have achieved in previous sessions that allow them to move forward with resume building.
   a. For example, discuss:
      i. Reflection on past work experiences and what you have the skills to do now.
      ii. What you have learned about skills you might not have known you had.
      iii. What you have learned about skills to work on.
      iv. What you have learned about different jobs and narrowed down the ones you may enjoy.
      v. Your perceptions about taking the CareerScope in regards to its value for determining a job focus.

4. Summarize that in today’s group, the residents will have the opportunity to learn how to develop their own resume and tailor that resume to the jobs they would like to apply for.
5. Explain that resume building is an important starting point to gaining employment and they will be able to apply the skills they learn today to writing new resumes in the future to obtain even better job opportunities.

6. Explain that this session will be an orientation to the computer lab and introduction on resume building and outline the session.

**Computer Lab Orientation:**

1. Provide an overview of the rules of the computer lab.

2. Teach the residents how to turn on and log in to the computers.

3. Direct the residents to the key features of the computers (i.e. how to access the internet, Word).

4. Allow the group members to ask any questions they may have about computers and offer to meet with residents individually if they would like an in-depth orientation to computers and writing.

**Objectives:**

1. By the end of the session, all group members will be able to identify components of a good quality resume.

2. By the end of the session, all group members will feel comfortable writing a new resume.

**Warm Up:**

1. Have an open discussion with the group.
   
   a. Ask: When you were 8 years old what did you want to be when you grew up?

   b. What made you want to do that as a career?
2. Allow for each group member to have the opportunity to share their thoughts.

Activities:

1. The following questions can be asked to the whole group with volunteers sharing their answers and group discussion regarding the answers. Be sure to give enough time that anyone who wants to answer can, and provide active encouragement to those who do answer. Focus on the clients’ cognitive, sensorimotor, and psychosocial readiness skills and address any deficits the clients may acknowledge. Address questions for cognition focusing on if the clients can use a computer and know how to access different applications, as well as their ability to formulate responses for sections of the resume. Questions for sensorimotor skills should focus on their physical ability to write a resume. Questions addressing psychosocial skills should focus on their emotions and feelings about completing this process. Possible questions to ask include:
   
   a. How comfortable are you with resumes?
   
   b. How can you become more comfortable with this process?
   
   c. Is there anything that worries/stresses you?
   
   d. How can you reduce this worry/stress?
   
   e. What do you currently know about resumes?
   
   f. Does anyone have a current resume they are satisfied with?
   
   g. Are you comfortable using a computer to develop your resume or would you like to hand-write your resume and then transfer the information to a computer document?
2. Have the residents turn to page 13 in their handbook and go through the do’s and don’ts of resume building with the group members.
   a. Questions to facilitate understanding and justification of the content include:
      i. Why should you do/not do some of these examples?
      ii. What will be improved by following these guidelines?
      iii. What are some things on each of your resumes that you would change after seeing these examples?

3. Have the residents turn to pages 14-16 in their handbook and go through the resident handout with the group members.
   a. The first handout is an overview of what to include in the resumes and the following handout is a breakdown of what information to include in the different sections of their resume.
   b. Ask questions to ensure that the group members understand the information and what is to be included in a completed resume.

4. Have the residents turn to page 17 in their handbook and read the case study with the residents.

5. Encourage a discussion about the case study of John.
   a. Questions include:
      i. What are some things that John is good at?
      ii. What are some things John needs to work on?
      iii. What could John have done differently after being let go from his job?
iv. In what ways can John improve his behavior, so he does not remain unemployed?

v. Ask the group members what they have in common with John and discuss his readiness to work.

6. Have the residents discuss what information from the case study should be included in John’s resume and what should not be included in his resume.
   
   a. Give the group members time to look over the resume created for John on page 18 of their handbook and ask them if they have any questions about why certain information was included and why other information was left out.
   
   b. Explain the reasoning behind what was included/not included if the residents have any questions or confusion. For example, information from John’s personal life was included in his case study, however, this information should not be included in his resume unless it is applicable to his job experience.
   
   c. Continue to provide positive reinforcement for participation in the group discussion to encourage further discussion from the residents.

Session Review/Closing:

1. Discuss the homework assignment.
   
   a. Residents will be required to reflect on their own resumes prior to the next group meeting and adjust them using the information and materials they had been provided within the first meeting.
b. Explain to the residents that they may create their own resume or there are a few templates that have been saved to the home screen of the computers in the computer lab.
   
i. They may open these templates, choose the one they would like to use, and then save the changes they made by going to “save as” and saving it as “firstname.lastname.resume”.

c. For those individuals who do not feel confident enough in their computer skills to complete the resume on the computer, hard copy versions will be made available.
   
i. They can complete the hard copy version then return prior to the next meeting and the occupational therapist will assist them in transferring the information onto an electronic copy.

2. If anyone needs one-on-one help they can schedule a time with the occupational therapist to work on their resume.

3. Remind the group of the next meeting time.
References

http://www.regent.edu/admin/stusrv/student_dev/online_workshops/resumes/content.htm

https://resumegenius.com/resume-samples/laborer-resume-example
Pre-Work: Session 2

Session Details:
This meeting will be a group session conducted in the group meeting room and computer lab at Seton House.

Sample letter:
For this session, the occupational therapist will invite a professional from the community to address the group on the topic of resumes and what employers look for in a resume. Possible options for individuals to invite include local workforce managers or an employee at the Casper Wyoming at Work services. The following is an example letter to invite the individual to be a guest speaker.
Dear Mr./Mrs. Smith,

My name is (name) and I am an occupational therapist working at Seton House in Casper, Wyoming. Seton House is a transitional housing program for homeless, single parents that provides them with housing for two years while they work to develop the skills and financial stability necessary to live independently. Currently, I am working with the residents to address pre-work skills to aid them in gaining employment, which is a requirement to live at Seton House.

As part of our pre-work group, we are working on developing resumes to provide to possible employers. Due to your knowledge and experience with examining resumes when hiring new employees, I wanted to extend an invitation to teach a class specifically focused on resumes and how to improve them, in order to gain meaningful employment. The group will occur on (insert date and time) at (insert location) and will be approximately two hours in length. The presentation would last approximately 30 minutes and consist of a discussion on what you look for in a resume. Also, you and the residents will be provided with examples of a good and bad resume. Then, I would like you to discuss with the group the things that you like and dislike about the different resumes, and the changes that you would recommend.

Your expertise on this topic would be extremely beneficial to these residents and your help would be greatly appreciated. Please respond to this letter one month prior to the group session to confirm or decline this request. I look forward to hearing from you.

Sincerely,

Your name (signed and printed)
Your job title
Your phone number
Seton House
910 Durbin St. Casper, WY, 82601 (if using paper with the Seton House letterhead do not include the Seton House name and address after your signature)
Introduction/Review of Previous Session:

1. Welcome the residents back to the group.

2. Briefly summarize the materials covered in the previous session.
   a. Focus on the information about what should and should not be included in resumes.
   b. Ask the group members how they feel about their resume after they had the opportunity to reflect on the information and complete their own current resume.
   c. After everybody has had an opportunity to share be sure to provide positive reinforcement for their participation and praise for their reflection on their resumes.

3. Explain that during this session the group will have a guest speaker and describe who the guest speaker is.

4. Describe that the speaker will be discussing what they look for when they review resumes and will be analyzing sample resumes.

5. Outline the session and review the session objectives.

Objectives:

1. During the session, the group members will actively reflect upon their resume and make changes as needed.

2. By the end of the session, the group members will have a finalized resume.

Activities:

1. Have the speaker describe what he/she is generally looking for when reviewing resumes.
2. Have the residents turn to pages 20-22 in their handbook and have an open
discussion between the speaker and residents to talk through the good and bad
aspects of the sample resumes.

3. Have the speaker explain what he/she dislikes and likes about the resume samples
and what changes they would suggest.

4. Once the speaker is done reviewing the resumes open the session up for a
question and answer sessions.
   a. Allow enough time for all residents to reflect on their current resumes and
      ask any question they may have.
   b. Provide praise to the group members when they ask questions to
      encourage more residents to participate in the discussion.

5. After all questions have been answered have the group break up into pairs or
   small groups to review and reflect on the resumes they have developed.
   a. The following are questions that can be posed to help guide the reflection
      process:
         i. Based on the knowledge you gained today are there more changes
            you would make to your resume?
         ii. Does your partner/group find your resume to be visually
             appealing?
         iii. Do you feel confident in the information you have included in your
             resume?
         iv. What does your partner/group think of your information?
v. After reviewing your resume with your partner/group are there any other changes you want to make?

6. When group members are finished reviewing their resumes allow time for individuals to make the changes they need to make or jot down notes on what changes they will make later.

7. Once everyone is done making their changes come back together as a large group to discuss how everyone is feeling about their resumes. Remind the group members to think back to their adaptation gestalt that they learned about in Unit I and have them apply that concept to identify issues they are facing with resume building.

8. Ask if anyone has any questions or would like to review their resume with the whole group to receive feedback.

**Session Review/Closing:**

1. Ask the group what they thought about the process of developing their resumes.
   a. Provide positive reinforcement to the group members for their hard work in developing their resumes, and remind them that they are one step closer to gaining employment!
   b. Have the residents assess their relative mastery with resume writing. Ask the group members if they have been efficient and effective. Ask if the process has been satisfying to themselves or others. Question if the residents can identify any skills that they have learned so far that they can generalize to other activities.
2. Explain to the group that now that they have developed a resume the group will focus on other skills needed to gain employment.

3. Explain to the group the outline for the rest of the pre-work section.

4. Ask if anyone has any questions about the group thus far.
References


Pre-Work: Session 3

Session Details:

This session will be held in the group meeting room and computer lab at Seton House as well as in the community at a local job fair.

Introduction:

1. Welcome back the group members for today’s session.

2. Briefly review the previous session’s content, reflecting on finalization of the resumes and the group’s satisfaction with completing a major step towards employment.

3. Explain that this will be the first of two sessions focusing on job search and job applications and give an overview of how today’s session will progress.

Objectives:

1. By the end of the session, all group members will be able to locate and use online community resources for job searching.

2. By the end of the session, all group members will be able to narrow their job search by reflecting on their resumes to find jobs that are applicable to their skills and experiences.

Warm Up:

1. Ask the following questions to begin today’s session discussion:
   a. What types of job listings do you hope to find today?
   b. What can you do if you do not find a job listing that is exactly the type of job you want to obtain?

Activities:

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1. Start the job search group by having the group members reflect on their resumes that they completed and to write down a list of possible job opportunities they would like to search for that would be applicable based on their skills and experiences that they have listed on their resumes.

2. When the group members have had adequate time to write a list of five or more job opportunities, have an open discussion about why they have included certain jobs on their lists.
   a. Questions to ask include:
      i. What types of jobs have you decided to search for?
      ii. What are applicable skills listed on your resume that show that you would be fitting for this type of position?
      iii. What past work experience have you had that would benefit you at this job?

3. Have the residents turn to page 24 in their handbook and work through the case study in their handbook and have a discussion on what types of jobs John should apply for based on the skills he has.

4. Next, have each of the group members log onto a computer in order for them to access different job search websites.
   a. Have the residents turn to page 24 in their handbook and instruct the group members to go onto wyomingatwork.com to begin their local job search.
   b. From the main page of the website, the group members can search for jobs on the left side of the page.
c. Instruct the group members to search for jobs that they have included on their list at the beginning of the activity.
   i. The group members will most likely be able to find many jobs that are currently available based on their skills and experiences.

d. Once the group has found at least one possible job for every option on their list, have an open discussion about different job opportunities that they have found and allow the group members to help their peers find jobs if someone is having difficulties.

e. Also, provide numerous newspapers with the classified for group members that may want to use this type of job search instead of the online versions.

f. Continually praise the group members for their hard work and encourage them to keep working hard towards finding meaningful employment.

5. Following the newspaper and online job search, the group members will attend a local Job Fair to get a better understanding of the available jobs at that time as well as have the opportunity to acquire applications from the specific jobs.

6. Prior to searching the Job Fair, remind the group members of questions to keep in mind while participating in their job search.
a. Have the residents turn to page 25 in their handbook and work through the questions. Questions include:

i. Can I see myself enjoying this job?

ii. Do I have the skills and abilities required for the job?

iii. Do I meet the requirements of the company to acquire this job?

iv. What skills do I notice about myself when talking with possible future employers?

v. Encourage the residents to independently search the Job Fair for options that apply to their skills and past work experience and remind them to find you if they have any questions.

vi. Following the job fair, allow for the group members to process how the task went for them. Ask the group members if they found this to be a positive experience or a frustrating one. If they were frustrated, again have them reflect on their adaptation gestalt and problem-solve the purpose of their frustration and how to overcome these issues.

**Session Review/Closing:**

1. Thank the group members for attending another group to work towards gaining employment.

2. Review the topics covered in today’s session.

3. Remind the group members to hang onto any applications they may have acquired from different companies because we will be completing these during our next session.
4. Remind the group members that if they did not receive any applications at the Job Fair, they will need to get applications for the companies they want to apply with prior to the next group so they can be completed together.
Pre-Work: Session 4

Session Details:

This group session will be held in the group meeting room at Seton House.

Introduction:

1. Welcome back the group members for today’s session.

2. Summarize the information covered in the last group and facilitate a discussion with the residents regarding how they feel about their job search.
   a. Questions include:
      i. How are you feeling about the job search?
      ii. Are you comfortable with the number of jobs you have found to apply for?
      iii. Do you need to broaden your job search to different types of jobs than what you are currently seeking?
      iv. Have you found jobs that are realistic options in which you already have the skills required for the job?

3. Summarize that today’s session will focus on the application process for acquiring employment and the residents will have the opportunity to fill out sample applications similar to common employment sources.

4. Explain to the residents that the application process is the next step in gaining meaningful employment following completion of the resume and searching for job options.

Objectives:
1. By the end of the session, the group members will understand the application process of many employment sources.

2. By the end of the session, the group members will be comfortable filling out applications to be provided to possible job opportunities.

Warm Up:

1. Ask questions to the residents to encourage group discussion:
   a. What are your concerns, if any, of filling out an employment application?
   b. How much experience do you have completing employment applications?

Activities:

1. Engage the group members in a discussion on the application process.

2. Ensure that the group members know all their personal information that must be included on an application (i.e. social security number).

3. Discuss the benefits of an employment application.
   a. For example, an even playing field for all applicants, a simple form to fill out with straightforward directions, can be completed quickly, however, the residents should still take their time and ensure that the information is accurate and clearly written.

4. Have the residents turn to pages 26-29 in their handbook and ask the group members to complete the practice application form provided.
   a. Answer questions of the group members as they arise.

5. When all residents have completed the practice forms, have a discussion about how the process went.
a. Have the residents turn to page 30 in their handbook and answer the questions. Address the group members by providing questions that will facilitate discussion of their relative mastery with the application process, and how the group members can improve their skills with this activity. Focus on if the activity has been effective, efficient, satisfying to themselves and others, as well as how this skills acquisition can be generalized to other activities. Questions include:

i. Was there anything you found difficult about the application process?

ii. What can you do to make the process easier for you?

iii. Do you prefer hand writing the applications or would you prefer doing online applications (which are readily available through many employers)?

iv. What skills do you have that benefit you in this process?

v. What skills could you work on to improve this process in the future? Have the group members reflect back on their adaptation gestalt to explore how the three areas are affecting their experience in this process.

6. For the remainder of the session, allow group members to fill out applications that they acquired at the Job Fair during the last session.

a. Aid the residents with any questions they may have.
b. Encourage residents who did not acquire any real applications to begin collecting applications on their own time to be completed and turned in to the employer prior to the next group session.

Session Review/Closing:

1. Thank the group members for participating in the group discussion throughout the session.

2. Provide an overview of the topic covered in today’s session.

3. Remind the group members to complete applications on their own time and turn them in to the different employers prior to the next group session.

4. Provide positive reinforcement to the group members for their hard work in completing job applications. Facilitate the resident’s ability to address the needs they have and come up with their own ways to improve the skills they have.

5. Remind the residents that they can schedule one-on-one meetings to work through their applications if they would like more help with this process.
References

Pre-Work: Session 5

Session Details:
This session will be held in the group meeting room and computer lab at Seton House.

Introduction:
1. Welcome the residents back to the group.
2. Briefly summarize the materials covered in the previous session on job applications.
3. Reflect with the residents about how the application process went and ensure that all residents have turned in applications to potential employers.
4. Summarize that today’s group will be focused on the interview process of gaining employment, which is an important factor in making a great first impression on a possible employer.
5. Explain that we will focus on the do’s and don’ts of employment interviews.
6. Outline the session for the group members.

Objectives:
1. By the end of the session, all group members will understand the interview process and all that this process entails.
2. By the end of the session, all group members will be comfortable with things that should or should not be said during an interview.

Warm Up:
1. Facilitate the start of the group discussion by asking the following questions:
   a. What are questions that you expect to be asked during your interview with potential employers?
b. How can you prepare for an interview to ensure that you are confident and ready?

c. Is there anything that worries you about the interview process?

d. How can we reduce that worry?

Activities:

1. Engage the group members in a discussion of the interview process, specifically talking about the do’s and don’ts of the interview process.

2. Explain to the group members that it is important to show that you are interested in the position, and you can show your interest by calling the employer a few days after your application has been turned in to set up an interview.
   a. Reassure that this behavior is not viewed as pushy, but rather it shows that you really would like the position and will work harder than others to obtain it.
   b. Have the residents turn to page 32 in their handbook and look up the phone numbers to the different employers they applied to, and have them write them down in their handbook to easily access them in the near future when they plan to call the employer to set up an interview.
   c. Discuss with the residents the simplicity of this conversation but the importance of conducting this step in gaining employment.

3. Transition the focus of the group to the do’s and don’ts of an interview.
   a. Allow the group members to come up with their own thoughts and opinions on this topic, however, use the table in their handbook as a guide.
4. Have the residents turn to page 33 in their handbook and have an open discussion with the residents following the talk on interview do’s and don’ts and answer all questions that the residents may have.

5. Have the residents turn to page 34 in their handbook and discuss with the residents that body language is an important factor to consider when participating in an interview.
   a. Facilitate group discussion by asking questions including:
      i. What are some positive effects that could occur because of body language?
      ii. What are some negative effects that could occur due to body language?
      iii. Reflect on past interview experiences, did you exhibit good body language?

6. Provide the group with body language tips to keep in mind during an interview.
   a. Some tips include:
      i. Sit all the way back in your seat.
      ii. Use hand gestures while speaking.
      iii. Plant your feet on the ground.
      iv. Work on your walk (to exhibit confidence).
      v. Nod your head while listening.
      vi. Lean slightly forward towards the interviewer.
b. Discuss why each of these tips are beneficial during an interview and how they exhibit confidence and show that the interviewee is interested in the position.

7. Allow the group members to ask any questions they have about body language.

Session Review/Closing:

1. Thank the group members for attending the first session of two that will focus on the interview process.

2. Summarize the information discussed in today’s session.

3. Explain to the group members that their homework is to practice having good body language to prepare themselves for their interviews, as well as to look up possible interview questions and practice their answers prior to the next group session.

4. Provide positive reinforcement to the group members for their participation in the discussions throughout today’s group session.

5. Ask the group members if they have any additional questions or if they would like to set up an individual meeting prior to closing the group.
References

Pre-Work: Session 6

Session Details:

This session will be held in the group meeting room at Seton House.

Sample letter: For this session, the occupational therapist will invite an employer from the community to address the group on the topic of interviews and what employers look for during an interview with a potential new employee. Possible options for individuals to invite include local workforce managers or an employee at the Casper Wyoming at Work services. The following is an example letter to invite the individual to be a guest speaker.
Dear Mr./Mrs. Smith,

My name is (name) and I am an occupational therapist working at Seton House in Casper, Wyoming. Seton House is a transitional housing program for homeless, single parents that provides them with housing for two years while they work to develop the skills and financial stability necessary to live independently. Currently, I am working with the residents to address pre-work skills to aid them in gaining employment, which is a requirement to live at Seton House.

As part of our pre-work group, we are working on developing interview skills to improve their chances of gaining employment. Due to your knowledge and experience with conducting interviews when hiring new employees, I wanted to extend an invitation to teach a class specifically focused on the interview process and how to perform well in an interview, in order for the residents gain meaningful employment. The group will occur on (insert date and time) at (insert location) and will be approximately two hours in length. The presentation would last approximately 30 minutes and consist of a discussion on what you look for in a potential new employee during their initial interview. Also, the residents will role-play the interview process with you. Then, I would like you to discuss with the group the things that you like and dislike about the responses during the interview, and the changes that you would recommend.

Your expertise on this topic would be extremely beneficial to these residents and your help would be greatly appreciated. Please respond to this letter one month prior to the group session to confirm or decline this request. I look forward to hearing from you.

Sincerely,

Your name (signed and printed)
Your job title
Your phone number
Seton House
910 Durbin St. Casper, WY, 82601 (if using paper with the Seton House letterhead do not include the Seton House name and address after your signature)
Introduction:

1. Welcome the residents back to the group.

2. Briefly summarize the materials covered in the previous session on the do’s and don’ts of the interview process and the importance of body language.

3. Explain that during this session the group will have a guest speaker and describe who the guest speaker is.

4. Describe that the speaker will be discussing what they look for when conducting interviews with potential new employees, how to perform well in an interview, and common mistakes that people make during interviews.

5. Outline the session and review the session objectives.

Objectives:

1. During the session, the residents will actively participate in the role-play activity with the guest speaker.

2. By the end of the session, the residents will have an understanding of what employers look for when conducting an interview, and things to avoid during the interview process.

Warm Up:

Each group member will introduce themselves to the guest speaker, tell them one fun fact about themselves, and say two jobs that they are currently applying for.

Activities:

1. Have the speaker describe what he/she is looking for when conducting an interview with a potential new employee.
2. Have the speaker describe good aspects of an interview and how to stand out during the interview process.

3. Have the guest speaker discuss things to avoid during an interview and common mistakes that they see people make during an interview.

4. Following the discussion, allow time for the residents to ask questions to the guest speaker that they would like answered prior to participating in the role-play activity.

**Role-Play:**

- A handout will be provided to the residents in their handbook including common questions that are asked in an interview.
  - Have the residents turn to pages 36-37 in their handbook. They have space provided to take notes on possible responses to each of the questions.
- On a volunteer basis, allow the residents to role-play an interview with the guest speaker.
- The guest speaker will be provided with a list of questions that they can ask the residents in a random order.
- The guest speaker will ask two to three questions during each role-play to reduce the risk of residents becoming overwhelmed with the activity.
- After the completion of each role-play, the guest speaker will discuss the pros and cons of each answer provided by the group member.
  - During this time, other residents can also provide feedback to their peers.
• Following the role-play activity, have a discussion as a group about how the process went and what they could do in the future to improve their performance in a real-life interview.

Practice Interviews:

• Encourage the residents to practice interviewing each other for the remainder of the session.

• Encourage them to give each other feedback and recommendations on how they can improve their interview skills, also keeping in mind their body language during the exchange.

Session Closing:

1. Thank the group members for their participation in session two focusing on the interview process.

2. Summarize the content covered in today’s session.

3. Encourage the group members to reflect on the role-play activity and practice interviews to focus on what they need to improve on prior to their real-life interviews.

   a. Encourage the residents to continue to practice their interview skills to build their confidence and readiness for this process to facilitate the best possible outcome, which is gaining meaningful employment.

4. Ask the group members if they have any additional questions or if they would like to set up an individual meeting prior to closing the group.
References

Pre-Work: Session 7

Session Details:

This session will be held in the group meeting room at Seton House as well as in the community at the Salvation Army/Thrift Store.

Introduction:

1. Welcome the group members back to the last group of Unit II focusing on Pre-Work!
2. Briefly summarize the materials covered in the previous session and ensure that all of the residents have been calling their potential employers to set up interview dates.
3. Reflect with the residents that up to this point they have worked on work exploration finding careers they will enjoy, they have developed their resumes, applied for different jobs, and practiced their interview skills.
4. Explain that the last aspect to focus on before ideally gaining a meaningful career is to learn about professional attire as well as grooming and hygiene.
5. Summarize that today’s group will focus on these aspects of work and that we will go to the Salvation Army and Thrift Store as a group to attain any professional clothing that might be needed by the residents.
6. Outline the session for the group members.

Objectives:

1. During the session, all group members will participate in a discussion on the good and bad things with work outfit examples.
2. By the end of the session, all group members will be comfortable and confident with what they will need to wear for their interview process, as well as what to wear when they obtain a job.

**Warm Up:**

1. Discuss with the residents:
   a. What type of clothing do you think will be appropriate for the job that you are applying for?
   b. Do you have this clothing readily available?
   c. Or will we need to look for something at the Salvation Army?
   d. Are you comfortable with your appearance and attire?
   e. How can you become more comfortable and confident with yourself?

**Activities:**

1. Educate the residents on the most important thing to keep in mind when deciding what to wear for an interview, it is impossible to be overdressed.
2. Remind the group members that although they may be applying for a casual job, it is important to still dress well for the interview because it shows that you find the interview important and that you truly want the job.
3. Educate the residents that the interview process is the first impression that they can make on the employer, therefore looking nice is important.
4. Have the residents turn to page 39 in their handbook and have an open question and answer session with the residents and allow them to ask questions they may have about what they should wear to their interviews.
5. Have the residents look back to page 39 in their handbook and allow the group to write down and then describe what they plan to wear and give them feedback as to whether it would be appropriate or not.

6. Remind the group that we will have the opportunity to find appropriate clothing for them to wear from the Salvation Army following the group session.

7. After everybody has had the opportunity to ask questions about what to wear for the interview, transition into discussing work attire.

8. Remind the group members that this is an important question to ask prior to their first day at work because many employers they may work with have certain uniforms that the employees are required to wear, and these will typically be provided to them prior to their first day at work.
   a. Explain that some careers may not have a uniform, and it will be important to discuss the dress code with the employer when they are hired for the job.
   b. Facilitate a group discussion by asking:
      i. What types of clothes would you like to purchase if your employer does not have a dress code?
      ii. What do you see other employees wearing at jobs of that type?

Grooming/Hygiene:

1. Discuss with the residents that another important factor is having good hygiene for their interview as well as consistent grooming and hygiene every day they are at work.
2. Educate the group members that they are the face of the company when they are employed, and this means they need to look the part when they are on the job.

3. Discuss the importance of showering on a daily basis and taking time to get ready each morning prior to work.

4. Remind the residents that it will be important to get into a routine of this so that it becomes second nature for them and it will reduce any problems they could encounter at their job.

5. Watch youtube videos to get a new perspective on what should or should not be worn to an interview. Youtube video links are provided to the residents on page 39 of their handbook.
   a. Examples include:
      i. For women: https://www.youtube.com/watch?v=h0aUCk66x9Q,
      ii. For men: https://www.youtube.com/watch?v=FQ4pErz3VmI

**Salvation Army Shopping Spree:**

1. Explain to the residents that Seton House has provided a fund for the group members to pick out clothing at the Salvation Army.

2. Describe that the residents can pick out any clothing they want, whether they believe it is appropriate for an interview or not.

3. Encourage them to have fun with this process.

4. When back at Seton House, the residents will model the clothing they purchased.

5. As a group, have a discussion about why the clothing is either appropriate or inappropriate for an employment interview.

**Session Closing:**
1. Congratulate the residents on completing Pre-Work, Unit II of the program!

2. Summarize the topic of today’s session and ask the group members if they have any questions prior to closing the group.

3. Remind the residents to be confident during their interviews and wish them luck before they leave!
References


Unit 3: Work Maintenance

* Unit 3 consists of six sessions that will take place one a week on days that are most convenient for the group members
Work Maintenance: Session 1

Session Details: This session will be held in the main group meeting room at Seton House.

Introduction:

1. Play “Changes” by David Bowie (available on YouTube) while group members are taking their seats.
2. Welcome the residents back to the group.
3. Explain that you are excited to be working with them again and you are excited that they have all gained employment.
4. Explain that the purpose of the Work Maintenance Unit is to work on the skills needed to help the group members maintain their employment.
5. Explain that today’s session will be about changes the group members have experienced since gaining employment.
6. Review this session’s objectives and outline the session.

Objective:

1. During the session, group members will actively reflect upon how their daily routines have changed since gaining employment.
2. By the end of the session, group members will identify multiple potential strategies to help them overcome challenges they are facing.

Activity:

1. Have the group members turn to pages 42-43 in their handbook and complete the questions on those pages.
2. Once everyone has completed these questions ask each group member to share with the group:
   a. What job they obtained.
   b. How their morning and nighttime routines have changed.
   c. Challenges they have experienced from the changing routines.

3. After a group member has identified challenges they are facing open a group discussion with suggestions on how to overcome the challenges.
   a. The group members can write these suggestions on page 43 of their handbook.

**Session Review/Closing:**

1. After everyone has shared with the group, ask the group what commonalities they noticed during the discussion.
2. Ask the group why they think these commonalities exist.
3. Ask the group if they feel like they will be able to overcome the challenges they are facing based on the suggestions that were offered by the other group members.
4. Explain to the group that during the next session they will continue to reflect upon their new job and challenges they are facing.
Work Maintenance: Session 2

Session details: This will be a group session that will take place in the main group meeting room.

Introduction:

1. Welcome the group members to the group session.

2. Explain to the group that this session will focus on reflecting on their work and identifying issues they are experiencing.

3. Outline the session and objectives.

Objectives:

1. During the session, group members will actively reflect on work-related components.

2. By the end of the session, group members will list work-related issues they would like to address.

Activity:

1. Have the group members turn to page 44 in their handbook and answer the questions about:

   a. Their top three duties.

   b. Which one they enjoy.

   c. Which one they do not enjoy.

2. Next have all group members share their answers.

   a. During the sharing process have the residents use page 44 in their handbook to identify others in the group who have similar job duties.
3. After everyone has shared reminded the residents of when you analyzed the egg drop activity and the simulated workstations for the different component of the pie chart (available on page 5 and 8 of their handbook).

4. Explain to the residents that they will now be analyzing their real-life job using the questions on pages 45-47 of their handbook to assist them.
   a. Explain to the residents that they will not be sharing these responses with the group so they should be as honest as possible.

**Session Review/Closing:**

1. Explain to the group that the remaining session for Unit 3 will be based on the issues they identified on page 47 in their handbook that they would like to work on.

2. Explain to the group that they will leave their handbooks with you and that you will be going through the lists and developing sessions to address the issues.

3. Explain that you will attempt to use group sessions when possible but that there will likely also be individual sessions.

4. Tell the group members that you will inform each of them individually when their next session will be and how you will inform them.
Work Maintenance: Sessions 3

**Session Details:** This session can be conducted individually or in the group setting depending on the needs of the residents. After analyzing the cognitive issues identified by group members on page 47 of their handbooks develop sessions that will identify these issues. When possible create group session to address the issues but also utilize individual sessions when needed or when they will be more beneficial.

**Introduction:**

1. Welcome the resident(s) to the session
2. Explain that today’s session is addressing a specific cognitive issue they identified in their handbooks.
3. Outline the session and objectives.

**Objectives:** Develop specific objectives based on the topics of the sessions.

**Activity:**

1. Develop an interactive session that will address the specific issues identified by each group member.
2. When the same issue is identified by multiple group members address this issue in a group setting if possible.
3. Make sessions as active as possible. Include simulations of actually work settings and tasks when needed.
4. When developing group sessions use the multiple residents as an advantage to help the other residents address their issues whether it be through sharing what works for them or role-playing through situations to develop and practice new adaptive responses.
5. During the session tie in what the residents know about adaptation gestalt and their typical adaptive responses.

6. Develop handouts/worksheets for the residents based on the issues they identified so that they have materials to remind them of what they learned during each of the sessions.
   a. Consider having items they can cut out and glue onto blank pages in the back of their handbooks.

Session Review/Closing:

1. Review what the resident(s) worked on during the session and how they will apply that information to their real-life job situations.

2. Inform the residents when their next session will be.

Possible Resources

- This Youtube video describes how to perform several actions on a cash register.

- This article has numerous tips about how to manage your time more effectively.

- This article discusses the steps of problem solving and ways to problem-solve through an issue.
Work Maintenance: Sessions 4

Session Details: This session can be conducted individually or in the group setting depending on the needs of the residents. After analyzing the sensorimotor issues identified by group members on page 47 of their handbooks develop sessions that will identify these issues. When possible create group session to address the issues but also utilize individual sessions when needed or when they will be more beneficial.

Introduction:

1. Welcome the resident(s) to the session.
2. Explain that today’s session is addressing a specific sensorimotor issue they identified in their handbooks.
3. Outline the session and objectives.

Objectives: Develop specific objectives based on the topics of the sessions.

Activity:

1. Develop an interactive session that will address the specific issues identified by each group member.
2. When the same issue is identified by multiple group members address this issue in a group setting if possible.
3. Make sessions as active as possible. Include simulations of actually work settings and tasks when needed.
4. When developing group sessions use the multiple residents as an advantage to help the other residents address their issues whether it be through sharing what works for them or role-playing through situations to develop and practice new adaptive responses.
5. During the session tie in what the residents know about adaptation gestalt and their typical adaptive responses.

6. Develop handouts/worksheets for the residents based on the issues they identified so that they have materials to remind them of what they learned during each of the sessions.
   a. Consider having items they can cut out and glue onto blank pages in the back of their handbooks.

Session Review/Closing:

1. Review what the resident(s) worked on during the session and how they will apply that information to their real-life job situations.

2. Inform the residents when their next session will be.

Possible Resources

- This website discusses specific ergonomic principles for a variety of work settings and provides suggested recommendations and adaptive equipment.
Work Maintenance: Sessions 5

Session Details: This session can be conducted individually or in the group setting depending on the needs of the residents. After analyzing the psychosocial issues identified by group members on page 47 of their handbooks develop sessions that will identify these issues. When possible create group session to address the issues but also utilize individual sessions when needed or when they will be more beneficial.

Introduction:

1. Welcome the resident(s) to the session
2. Explain that today’s session is addressing a specific psychosocial issue they identified in their handbooks.
3. Outline the session and objectives.

Objectives: Develop specific objectives based on the topics of the sessions.

Activity:

1. Develop an interactive session that will address the specific issues identified by each group member.
2. When the same issue is identified by multiple group members address this issue in a group setting if possible.
3. Make sessions as active as possible. Include simulations of actually work settings and tasks when needed.
4. When developing group sessions use the multiple residents as an advantage to help the other residents address their issues whether it be through sharing what works for them or role-playing through situations to develop and practice new adaptive responses.
5. During the session tie in what the residents know about adaptation gestalt and their typical adaptive responses.

6. Develop handouts/worksheets for the residents based on the issues they identified so that they have materials to remind them of what they learned during each of the sessions.
   a. Consider having items they can cut out and glue onto blank pages in the back of their handbooks.

Session review/closing:

1. Review what the resident(s) worked on during the session and how they will apply that information to their real-life job situations.

2. Inform the residents when their next session will be.

Possible Resources

• This video discusses the power of confident, effective, and assertive communication.

• This video discusses a step-by-step process for resolving conflicts or issues with others.
Work Maintenance: Session 6

Session details: This is an individual session that will take place in the occupational therapist’s office.

Introduction:

1. Welcome the resident to their last session of this program.
2. Explain to the resident that they have completed the whole program and you hope it has assisted them in gaining and maintaining employment and that it will continue to assist them long after they have finished the program.
3. Review the session’s objectives and outline the session.

Objectives:

1. During the session, residents will actively reflection on the progress they have made during this program.
2. By the end of the session, residents will identify ways in which they will continue to go after the program is completed.

Activity:

1. Review the COPM that was conducted during the first session.
2. Review the prioritized problems that were identified by the resident and what their perceived performance and satisfaction levels at that time.
3. Have the resident re-evaluate their perceived performance and satisfaction now that they have completed the program.
4. Ask the residents why they believe changes in performance and satisfaction occurred.
5. Have the resident turn to page 3 of their handbook and review what planned gains they had listed for participating in the Work For U program.

6. Ask the resident if they feel they accomplished these gains and if there were aspects they did not accomplish.

7. Ask the resident about their favorite and least favorite parts of the program.

8. Ask the resident about any changes they would recommend to the program.

**Session Review/Closing:**

1. Explain to the resident that just because they are finishing with the program doesn’t mean they should stop trying to improve themselves.

2. Have the resident turn to pages 54-55 in their handbook and answer the questions listed there.

3. Find additional resources for the residents to address the things they identify that they would like to continue to improve.

4. Explain to the resident that you enjoyed working with them and that you will be there as a resource for them anytime they may need you.
References Utilized in This Manual


## Table of Context

### Unit 1: Self-Exploration

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<tr>
<td>6</td>
<td>54-55</td>
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</tbody>
</table>
Unit 1: Self-Exploration
Self-Exploration: Session 1

Important roles: ________________________________________________
________________________________________________________________
________________________________________________________________

Role expectations: ________________________________________________
________________________________________________________________
________________________________________________________________

Areas of growth: ________________________________________________
________________________________________________________________
________________________________________________________________

Strengths: ______________________________________________________
________________________________________________________________
________________________________________________________________

Planned gains for participating in the Work For U program: __________
________________________________________________________________
________________________________________________________________

I (print name) _________________ will fully participate in the Work For U
program. I will be honest in my self-reflection and put forth a full effort during every
session. I will utilize the resources provided to me to help in my pursuit to obtain
and maintain full-time equivalent employment. (Insert occupational therapist’s
name) will always be willing to help me and encourages me to use him/her as a
resource whenever needed.

(Resident Signature) ___________________________   (Date) __________

(Occupational Therapist Signature) ______________________   (Date)_______
Self-Exploration: Session 2

Why was your worst tasks the worst?

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

Why was your favorite tasks your favorite?

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

What was appealing about the task you always wanted to do but didn’t get the chance to?

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

What is appealing about the kind of work you want to do?

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

What is your personalized work goal?

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________
Self-Exploration: Session 3

Cognitive skills I used during the activity: ________________________________

_________________________________________________________________________________________________

Sensorimotor skills I used during the activity: ______________________________

_________________________________________________________________________________________________

Psychosocial skills I used during the activity: ______________________________

_________________________________________________________________________________________________

What I think my pie chart looked like during the activity (draw in lines then label each section as C for cognitive, SM for sensorimotor, or P for psychosocial):

---
Area of the pie chart I am most comfortable using: ______________________________

Area of the pie chart I am least comfortable using: ______________________________

Skills I want to improve on to respond more effectively when I encounter challenges:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
Self-Exploration: Session 4

What I liked about the food service station: ____________________________________________
__________________________________________________________________________________

What I disliked about the food service station: __________________________________________
__________________________________________________________________________________

What I liked about the janitorial station: _____________________________________________
__________________________________________________________________________________

What I disliked about the janitorial station: ____________________________________________
__________________________________________________________________________________

What I liked about the secretarial station: _____________________________________________
__________________________________________________________________________________

What I disliked about the secretarial station: ____________________________________________
__________________________________________________________________________________

What I liked about the grocery clerk station: ____________________________________________
__________________________________________________________________________________

What I disliked about the grocery clerk station: ________________________________________
__________________________________________________________________________________
Common cognitive skills I used to complete the multiple job demands: 
_________________________________________________________________________________________________

Common sensorimotor skills I used to complete the multiple job demands: 
_________________________________________________________________________________________________

Common psychosocial skills I used to complete the multiple job demands: 
_________________________________________________________________________________________________

The job station I felt best fit with my comfort level using cognitive, sensorimotor, and psychosocial skills (pie chart): 

The job station I felt was the worst fit with my comfort level using cognitive, sensorimotor, and psychosocial skills (pie chart): 


Self-Exploration: Session 5

Recommended Job: ____________________________

- Skills and training needed: ____________________________
  ______________________________________________________

- Things I might like about the job: ____________________________
  ______________________________________________________

- Things I might dislike about the job: ____________________________
  ______________________________________________________

Recommended Job: ____________________________

- Skills and training needed: ____________________________
  ______________________________________________________

- Things I might like about the job: ____________________________
  ______________________________________________________

- Things I might dislike about the job: ____________________________
  ______________________________________________________
Recommended Job: ______________________________________

- Skills and training needed: __________________________________
  ____________________________________________________________

- Things I might like about the job: _____________________________
  ____________________________________________________________

- Things I might dislike about the job: __________________________
  ____________________________________________________________

Recommended Job: ______________________________________

- Skills and training needed: __________________________________
  ____________________________________________________________

- Things I might like about the job: _____________________________
  ____________________________________________________________

- Things I might dislike about the job: __________________________
  ____________________________________________________________

Recommended Job: ______________________________________

- Skills and training needed: __________________________________
  ____________________________________________________________

- Things I might like about the job: _____________________________
  ____________________________________________________________

- Things I might dislike about the job: __________________________
  ____________________________________________________________
Based on exploring recommended jobs the top three jobs that I would be interested in exploring further are:

1. ______________________________________

2. ______________________________________

3. ______________________________________

Strengths I have that would help me be successful at these jobs: ______________________
____________________________________________________________________________________
____________________________________________________________________________________

Things I need to work on to help me be successful at these jobs: ______________________
____________________________________________________________________________________
____________________________________________________________________________________
Unit 2:

Pre-Work
Pre-Work: Session 1

# Resumes Do's and Don’ts

<table>
<thead>
<tr>
<th>Do Include in Your Resume</th>
<th>Do Not Include in Your Resume</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Do check grammar, spelling, etc.</td>
<td>● Do not use hard to read fonts</td>
</tr>
<tr>
<td>● Use a professional email address (not <a href="mailto:footballman@hotmail.com">footballman@hotmail.com</a>)</td>
<td>● Do not exceed 2 pages</td>
</tr>
<tr>
<td>● Applicable work history</td>
<td>● Irrelevant skills/job experiences</td>
</tr>
<tr>
<td>● Applicable skills</td>
<td>● Personal information (birthdate, height, weight, etc.)</td>
</tr>
<tr>
<td>● Volunteer work</td>
<td>● The date you wrote the resume</td>
</tr>
<tr>
<td>● Do leave enough white space to make the document easy to read</td>
<td>● Do not exaggerate or lie</td>
</tr>
</tbody>
</table>
Resume Overview Handout

Contact Information
Includes your:
- Name
- Mailing address
- Telephone number
- Email address

Objective
A brief statement about the type of job you want and the skills you have for this job.

Skills/Abilities
Skills, abilities, and accomplishments that make you good for the job. Should answer these question:
- What is the employer looking for?
- How do I display what the employer is looking for?

Experience
Include:
- Name of the organization
- Location (city and state)
- Job Title (If you didn’t have a specific title, create one that describes your duties.)
- Dates of employment
Add bullets to each job listed that describe the skills and accomplishments related to that job.

Education/Training
Include the institution, location and degree(s)/certificate(s) earned.
- Colleges (4-year, Community or Junior)
- Professional or Technical Schools
- Certificates or special training from any training program

Other
An optional section you can use for other skills or activities that the company would value.
Resume Section Breakdown

Writing Resume Objectives

What is the purpose of a resume objective?
- A resume objective is used to capture the attention of the hiring manager and encourage them to keep reading your resume.

What should the objective include?
- It should clearly state the types of skills, abilities, and knowledge you have that can help the company you are applying for.

What are some skills/abilities/knowledge to include depending on the job?
- Janitorial
  ● Time management, high standards, independence, hard-working, experience
- Fast Food/Service Industry
  ● Problem-solving skills, customer service, time management, responsibility, personality traits, teamwork, experience
- Construction/Manual Labor
  ● Hard working, responsible, safety-driven, problem-solving skills, leadership, teamwork, experience

Examples of resume objectives for different jobs:
- Janitorial
  ● I am seeking a custodial position at Hamilton Hotel where I can utilize my independence, time-management, and high standards to improve the cleanliness and overall function of the hotel.
- Fast Food/Service Industry
  ● I am seeking a position at Big Boy Burgers in order to apply my problem solving, customer service, and teamwork skills to aid in the customer satisfaction and quality of service at your restaurant.
- Construction/Manual Labor
  ● I am seeking a laborer position at Rocky Mountain Construction for the opportunity to advance your construction projects through the use of my teamwork, problem-solving, and leadership skills.
Listing Skills and Abilities

What skills and abilities should you include?
- Include skills and abilities that are applicable to the job you are applying for.

What would different skills look like for different jobs?
- Janitorial
  ● Independent, hard-working, meticulous with cleaning, responsible
- Fast Food/Service Industry
  ● Strong customer service, outgoing, teamwork, strong communication skills, money management skills, responsible, time-management
- Construction/Manual Labor
  ● Teamwork, leadership skills, safety-driven, quality-focused, time-management, strong communication skills

Job Experience

What types of job experiences should you include?
- Only include relevant work experience that is applicable to the skills required to do the job you are applying for.
- Do not include every job you have ever had. Just ones with similar skills required.
Case Study

John Doe is a 30-year-old man from Thermopolis, Wyoming. John is a single father of 2 children, ages 6 and 4. John graduated from high school in Thermopolis and has been working for a construction company as a laborer for over 10 years. John was let go from his job last year due to budget cuts in the company. John was upset about losing his job and became unmotivated and spent a lot of time sitting around instead of looking for new work. Now John has been unable to find work in Thermopolis and is facing homelessness. He recently moved to Casper in order to look for work and provide for his children.

John has supportive parents, however, they are unable to continue helping pay his bills and housing because they are running low on money. John enjoys riding his bike, camping, and fishing in his free time. John is skilled in the construction field, has had many opportunities as a leader in his career, and would like to look for another construction job in Casper.

Sample resume adapted from resumegenius.com
https://resumegenius.com/resume-samples/laborer-resume-example

What is John good at? _________________________________________________________________________________
________________________________________________________________________________________________________

What does John need to work on? _________________________________________________________________________________
________________________________________________________________________________________________________

What could John have done differently after being let go from his job? _________________________________________________________________________________
________________________________________________________________________________________________________

In what ways can John improve his behavior, so he does not remain unemployed? _________________________________________________________________________________
________________________________________________________________________________________________________
JOHN DOE  
123 100th St. Casper, WY 82604 | john.doe@example.com | 307-987-5309

OBJECTIVE | Construction Laborer seeking a position at ABC Construction where I can use my problem solving, decision making, and teamwork skills to benefit construction projects in the Casper, WY region.

SKILLS & ABILITIES | - Expert with most hand and power tools
- Can lift up to 100 lbs.
- Highly motivated and hard worker
- Excellent teamwork and leadership skills

EXPERIENCE | CONSTRUCTION LABORER  
XYZ CONSTRUCTION  
2006-2016
- Measure and record openings or distances to layout areas where construction work will be performed.
- Distributed and utilized building materials, machinery, and tools in a team of up to 20 other workers.
- Assisted in constructing buildings and assembling sheet metal components and equipment structural components
- Maintained a clean and safe work area averaging 50,000 square feet.

EDUCATION | THERMOPOLIS HIGH SCHOOL, THERMOPOLIS, WY  
HIGH SCHOOL DIPLOMA - 2005

LEADERSHIP | - Numerous leadership opportunities leading a team of workers on multiple construction projects.

REFERENCES | JOE FOREMAN, CONSTRUCTION FOREMAN  
XYZ CONSTRUCTION  
307-555-6789

Adapted from resumegenius.com
References


Summer Hagy
226 Park Avenue South • St. Cloud, MN 56301
320-223-7528 • summer.hagy@rasmussen.edu

Summary of Qualifications

- Strong customer service skills in a retail setting
- Congenial and enthusiastic contributor and supporter of team goals
- Knowledge of office practices and procedures
- Strong attention to detail, great math skills and enjoys working with numbers
- Excellent analytical, organizational and communication skills
- Proven ability to prioritize and handle multiple tasks in a challenging environment

Education and Training

Rasmussen College, St. Cloud, MN
AAS Degree - Office Management
GPA 3.8/4.0 September 2009

Morningnight Community College
Bookkeeping Certificate May 2008

Skills Summary

- Windows Vista, Windows XP, Mac
- Access, PowerPoint, Word, Quickbooks, FAS, Hyperion, Quicken, OptimalResume
- Basic computer hardware assembly and component device replacement
- Learns new software applications quickly
- Conversant in Spanish and understands Portuguese
- Types 45 WPM and excellent 10 key calculator skills
- Commercial drivers license

Employment Experience

Office Depot- St. Cloud, MN
Service Representative December 2009 - Present
- Assisted customers with product selection and payment; became a key resource for screening new hires
- Provided translation assistance for Spanish-speaking customers, leading to an increase of business of over $2K per month

St. Cloud Times- St. Cloud, MN
Newspaper Delivery Person Summer 2007
- Assembled and delivered newspapers to a community of 430 people. Never missed a delivery day
- Increased subscriptions by 30 as a result of a direct mailing
- Proactively checked accounts payable and performed collections

Hillside Summer Camp Hillside, MN
Camp Counselor Summer 2006
- Conducted classes in swimming, track and basketball. Developed leadership and team building skills and was given Favorite Counselor Award
- Composed weekly newspaper on camp events and recognitions, gaining better exposure for the camp
Resume Example 2

Craig Kunce
304 Fourth Avenue South, La Crosse, Wisconsin 54602, 608) 555-3480

OBJECTIVE
A challenging position in the graphic design field that utilizes my experience, education and creativity to help the company grow and succeed.

SUMMARY OF SKILLS AND QUALIFICATIONS
* Experience designing advertising and marketing materials for a variety of projects including logos, brochures, packaging, advertising, signage and websites
  * Excellent ability to communicate and work in a team setting - derived from current freelance projects
  * Thorough knowledge and understanding of prepress and the offset printing process
  * Experienced illustrator with strong watercolor, oil painting, and colored pencil skills
  * Able to work directly with clients to discuss ideas and solutions to their needs

SOFTWARE KNOWLEDGE
* Photoshop, Illustrator, InDesign, Dreamweaver, Flash, Acrobat, GoLive, Word, PowerPoint, and Excel
* Tech-savvy, comfortable, and up-to-date with current online design and media trends and interfaces

EDUCATION
Associate of Applied Science, Graphic Design
Western Technical College, La Crosse, Wisconsin
Graduated with highest honors. GPA 3.8.

* Hardware experience: Mac and PC computers, flat-bed color scanners, digital photography, B/W and color printers, large format printing, working on servers and networks, prepress and film imaging equipment (Xerox Xerox 4 PDF Workflow Solution), offset printing presses, bindery and finishing machinery, and electronic paper cutters.

WORK EXPERIENCE
Assistant Manager, Meat Department
Quillin’s, La Crosse, Wisconsin. 2007–present
* Assisted Meat Department Manager with all daily responsibilities
* Inspected and signed for deliveries in manager’s absence (5–10 times per week)
* Direct customer service (dealt with approx. 50 customers per day)
  * Trained and mentored all new employees (30 to date)

Graphic Designer and Publication Artist
The Zeal, La Crosse, Wisconsin. 2006–2007
* Designed and produced the monthly school newspaper (20 issues total)
* Consistently met our monthly design and printing deadlines
* Redesigned the logo and format to update the look and follow industry trends

Retail Sales Associate
Eddie Bauer, Onalaska, Wisconsin. 2004–2005
* Dealt directly with customers, assisting with selections, purchases and returns
* Worked independently and performed opening and closing responsibilities
* Responsible for all money, returns, and sales transactions on the weekends
* 2008 Sales Associate of the Year. Increased my annual sales volume 15%
* Organized loss-prevention efforts throughout the store (saved $2,000 annually)

ACHIEVEMENTS
* Vice President, Graphic Design Club, Western Technical College. 2008–2009
* First Place Portfolio Review Poster, Western Technical College. 2009
  * Third Place Gutenberg Award, Poster Design. 2009
Which resume example is a better representation of how a resume should look?

_________________________________________________________________________________________________

_________________________________________________________________________________________________

What are good aspects of Resume 1?

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

What are bad aspects of Resume 2?

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

What are changes suggested by the guest speaker?

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________
References


Pre-Work: Session 3

Case Study:

John has recently begun looking at possible job options in Casper. When John was identifying his typical pie chart, he identified his strength as sensorimotor first, psychosocial second, and cognitive third.

Based on his pie chart, what kind of jobs do you think John would enjoy?

1. __________________________________________________________________________________
2. __________________________________________________________________________________
3. __________________________________________________________________________________
4. __________________________________________________________________________________
5. __________________________________________________________________________________

Job Search:

Log on to the computers and go to the Wyoming at Work website:

- www.wyomingatwork.com

In the search box on the left side of the page, search for the kind of jobs you would like to apply for.

List the available jobs you would like to apply for:

1. _____________________________________________________________________________
2. _____________________________________________________________________________
3. _____________________________________________________________________________
4. _____________________________________________________________________________
5. _____________________________________________________________________________
Job Fair:

Questions to ask yourself while at the Job Fair include:

1. Can I see myself enjoying this job?
2. Do I have the skills and abilities required for the job?
3. Do I meet the requirements of this company to acquire the job?
4. What skills do I notice about myself when talking with possible future employers?

*Be sure to hang on to any applications you gathered at the Job Fair to be completed during the next group session!*
Sample Employment Application Form

Please complete pages 1-4.

Name: __________________________

Last: __________ First: __________ Midd: __________ Maiden: __________

Present address: __________________________

Number: __________ Street: __________ City: __________ State: __________ Zip: __________

How long: __________ Social Security No: __________ - __________ - __________

Telephone: (____) __________

If under 18, please list age: __________________________

Position applied for (1): __________________________

and salary desired (2): __________________________

(Be specific)

Days/Hours available to work:

No Pref: __________ Thur: __________

Mon: __________ Fri: __________

Tue: __________ Sat: __________

Wed: __________ Sun: __________

How many hours can you work weekly?: __________________________

Can you work nights?: __________________________

Employment desired: __________ FULL-TIME ONLY __________ PART-TIME ONLY __________ FULL-OR-PART-TIME

When available for work?: __________________________

<table>
<thead>
<tr>
<th>TYPE OF SCHOOL</th>
<th>NAME OF SCHOOL</th>
<th>LOCATION (Complete mailing address)</th>
<th>NUMBER OF YEARS COMPLETED</th>
<th>MAJOR &amp; DEGREE</th>
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<tr>
<td>College</td>
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</tr>
<tr>
<td>Bus. or Trade School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have you ever been convicted of a crime?: __________ No __________ Yes

If yes, explain number of conviction(s), nature of offense(s), leading to conviction(s), how recently such offense(s) was/were committed, sentence(s) imposed, and type(s) of rehabilitation: __________________________

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**APPLICATION FOR EMPLOYMENT**

DO YOU HAVE A DRIVER’S LICENSE?  ___ Yes  ___ No

What is your means of transportation to work?  ________________________________

Driver’s license number __________________________ State of issue ______  ___ Operator ___ Commercial (CL) ___ Chauffeur

Expiration date  ________________________________

Have you had any accidents during the past three years?  How many?  _______________________

Have you had any moving violations during the past three years?  How Many?  _______________________

<table>
<thead>
<tr>
<th>OFFICE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing ___ Yes ___ No ___ WPM 10-key ___ Yes ___ No ___ Word Processing ___ No ___ Yes ___ WPM</td>
</tr>
<tr>
<td>Personal ___ Yes ___ PC Other</td>
</tr>
<tr>
<td>Computer ___ No ___ Mac Skills</td>
</tr>
</tbody>
</table>

Please list two references other than relatives or previous employers.

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Position</td>
</tr>
<tr>
<td>Company</td>
<td>Company</td>
</tr>
<tr>
<td>Address</td>
<td>Address</td>
</tr>
<tr>
<td>Telephone (___)</td>
<td>Telephone (___)</td>
</tr>
</tbody>
</table>

An application form sometimes makes it difficult for an individual to adequately summarize a complete background. Use the space below to summarize any additional information necessary to describe your full qualifications for the specific position for which you are applying.
# APPLICATION FOR EMPLOYMENT

## MILITARY

- **Have you ever been in the Armed Forces?**
  - [ ] Yes
  - [ ] No

- **Are you now a member of the National Guard?**
  - [ ] Yes
  - [ ] No

- **Specialty**
- **Date entered**
- **Discharge Date**

## Work Experience

Please list your work experience for the past five years beginning with your most recent job held. If you were self-employed, give firm name. Attach additional sheets if necessary.

<table>
<thead>
<tr>
<th>Name of employer</th>
<th>Name of last supervisor</th>
<th>Employment dates</th>
<th>Pay or salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>From</td>
<td>Start</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To</td>
<td>Final</td>
</tr>
</tbody>
</table>

- **Your last job title**

- **Reason for leaving (be specific)**

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

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</tr>
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</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
<td>From</td>
<td>Start</td>
</tr>
<tr>
<td>City, State, Zip Code</td>
<td></td>
<td>To</td>
<td>Final</td>
</tr>
<tr>
<td>Phone number</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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Your last job title

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<td>Final</td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Your last job title

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact your present employer?  __ Yes  __ No

Did you complete this application yourself?  __ Yes  __ No

If not, who did? ___________________________
What did you like about doing the sample application? __________________________
__________________________________________________________________________

What did you find difficult when completing the sample application? __________
__________________________________________________________________________

What is something you can do to make the application process easier? _________
__________________________________________________________________________

Which do you prefer; hand writing your application or completing an online
applications (which are typically available through many employers)?
__________________________________________________________________________

What skills do you have that benefit you in this process? ______________________
__________________________________________________________________________

What skills could you work on to improve the application process in the future?
__________________________________________________________________________
__________________________________________________________________________
References

Pre-Work: Session 5

Possible employer names and phone numbers to call and set up an interview:

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
# Interview Do's and Don'ts

<table>
<thead>
<tr>
<th><strong>Do's:</strong></th>
<th><strong>Don'ts:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Look up common interview questions and practice them.</td>
<td>Arrive stressed.</td>
</tr>
<tr>
<td>Arrive early.</td>
<td>Bring anyone with you to the interview (i.e. children, friend, etc.)</td>
</tr>
<tr>
<td>Dress appropriately for the job you are applying to (we will discuss this topic more in a later session).</td>
<td>Slouch, yawn, or fidget during the interview process.</td>
</tr>
<tr>
<td>Bring all requested paperwork with you (i.e. resume, references, ID).</td>
<td>Tell jokes.</td>
</tr>
<tr>
<td>Ask questions about the job.</td>
<td>Lie.</td>
</tr>
<tr>
<td>Maintain good eye contact.</td>
<td>Answer questions with a simple “yes” or “no”.</td>
</tr>
<tr>
<td>Send a thank you card 24 hours after the interview.</td>
<td>Check text messages or answer your cell phone.</td>
</tr>
</tbody>
</table>
**Body Language Tips**

1. Sit all the way back in your seat.
2. Use hand gestures while speaking.
3. Plant your feet on the ground.
4. Work on your walk (to exhibit confidence).
5. Nod your head while listening.
6. Lean slightly forward toward the employer.

What are some positive effects that could occur because of body language?

________________________________________________________________________

________________________________________________________________________

What are some negative effects that could occur due to body language?

________________________________________________________________________

________________________________________________________________________

Reflect on past interview experiences, did you exhibit good body language?

________________________________________________________________________

________________________________________________________________________
References

Pre-Work: Session 6
Common Interview Questions

*Fill out the form while you/other group members participate in the role-playing activity*

1. Can you tell me a little about yourself?__________________________________________________

_________________________________________________________________________________________________

2. What do you know about the company?____________________________________________________

_________________________________________________________________________________________________

3. What are your greatest strengths?___________________________________________________________

_________________________________________________________________________________________________

4. What do you consider as your weaknesses?___________________________________________________

_________________________________________________________________________________________________

5. Tell me about a recent challenge or conflict you faced and how you dealt with it.

_________________________________________________________________________________________________

_________________________________________________________________________________________________

6. What is a time you exhibited leadership?____________________________________________________

_________________________________________________________________________________________________
7. How would previous co-workers or managers describe you?____________________
________________________________________________________________________________

8. How do you deal with stressful situations?______________________________
________________________________________________________________________________

9. What do you like to do outside of work?______________________________
________________________________________________________________________________

10. Do you have any questions for us?______________________________
________________________________________________________________________________
References

Pre-Work: Session 7

Fill in the blank.

You can ______________ be overdressed for an interview.

List appropriate interview attire based on the group discussion.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________

What types of clothing would I like to look for at the Salvation Army?

● __________________________________________________________________________
● __________________________________________________________________________
● __________________________________________________________________________
● __________________________________________________________________________
● __________________________________________________________________________
● __________________________________________________________________________

Keep these videos in mind when deciding on an outfit for an interview.

Outfits for women: https://www.youtube.com/watch?v=h0aUCk66x9Q

Outfits for men: https://www.youtube.com/watch?v=FQ4pErz3Vml
References


Unit III:

Work Maintenance
Work Maintenance: Session 1

What job did you acquire? ____________________________________________
__________________________________________

What time are you required to be at work? __________________________
__________________________________________

How do you get to work each day? _________________________________
__________________________________________

Have you experienced any issues with arriving to work on time? _________
__________________________________________

Do you have any time constraints at work? __________________________
__________________________________________

How have you been handling the time constraints? _________________
__________________________________________

What did your daily routines look like prior to attaining work? __________
__________________________________________
How have your morning routines changed since gaining employment? ____________
_________________________________________________________________________________________________

How have your evening routines changed since gaining employment? ____________
_________________________________________________________________________________________________

What challenges have you experienced from your routines changing? ____________
_________________________________________________________________________________________________

List ways to overcome your challenges as suggested by your peers. ____________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
Work Maintenance: Session 2

What are your top three duties for your job?

1. ______________________________
2. ______________________________
3. ______________________________

Of these duties which one do you enjoy the most? ____________________________

Which one do you enjoy the least? ____________________________

Who in the group has similar job duties?

1. ______________________________
2. ______________________________
3. ______________________________
Cognitive Components

What knowledge is necessary to do your job duties? ________________________________
__________________________________________________________

Of that knowledge, how much do you already know? ____________________________
__________________________________________________________

Of that knowledge, what do you still need to learn? ____________________________
__________________________________________________________

Sensorimotor Components

What physical skills do you need for the job? _________________________________
__________________________________________________________

Of those physical skills, what do you do well? _________________________________
__________________________________________________________

Of those physical skills, what do you struggle with? __________________________
__________________________________________________________

How does your physical environment improve your performance? ________________
_________________________________________________________________________
How does your physical environment decrease your performance? ____________________
____________________________________________________________________________

Psychosocial Components
How do you feel about your performance at your job? ____________________________
____________________________________________________________________________

How do you handle stress you experience at your job? ____________________________
____________________________________________________________________________

What is your social environment like at work? ________________________________
____________________________________________________________________________

How would you describe your relationships with co-workers and supervisors?
____________________________________________________________________________
____________________________________________________________________________

Are you struggling to get along with anybody in particular? _______________________
____________________________________________________________________________

What are some of the policies of your workplace? ______________________________
____________________________________________________________________________
Are you able to consistently follow these policies? ________________________________
____________________________________________________________________________

After reflecting on these questions list one issue from each category of the pie chart that you are struggling with and want to work on.

- Cognitive issue: ____________________________________________________________
- Sensorimotor issue: _________________________________________________________
- Psychosocial issue: _________________________________________________________
Work Maintenance: Session 3
Work Maintenance: Session 4
Work Maintenance: Session 5
Work Maintenance: Session 6

Ways I feel I have bettered myself since moving into Seton House:

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
6. ____________________________________________________________
7. ____________________________________________________________

Something I still want to work on: _________________________________

- How I am going to work on this: _________________________________
  ____________________________________________________________
  ____________________________________________________________

Something I still want to work on: _________________________________

- How I am going to work on this: _________________________________
  ____________________________________________________________
  ____________________________________________________________

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Something I still want to work on: __________________________________________

- How I am going to work on this:__________________________________________
  ____________________________________________________________
  ____________________________________________________________

Something I still want to work on: __________________________________________

- How I am going to work on this:__________________________________________
  ____________________________________________________________
  ____________________________________________________________

Something I still want to work on: __________________________________________

- How I am going to work on this:__________________________________________
  ____________________________________________________________
  ____________________________________________________________
References


References


