Psychiatric Rehabilitation Association

ACADEMY of Psychiatric Rehabilitation and Recovery

Psychiatric Rehabilitation Association GEORGIA CHAPTER

HELPING YOUTH ON THE PATH TO EMPLOYMENT

Engaging Youth in the Development, Creation, & Refinement of Innovative Services

Presented by:

Katie Holloway, Rachel Stone, and Michelle Mullen

Special thanks to: Dr. Marsha Ellison, Dr. Judy Thompson, Kathryn Sabella, and all the members of our PAC and NAC

Agenda

- Introduction & Overview of HYPE
- Summary of Research Activities
  - Systematic Review
  - Survey of Innovative Practices
  - Qualitative Interviews with Young Adults
- HYPE Development Summit
- Final thoughts

Our Mission: Why Did we Develop HYPE?

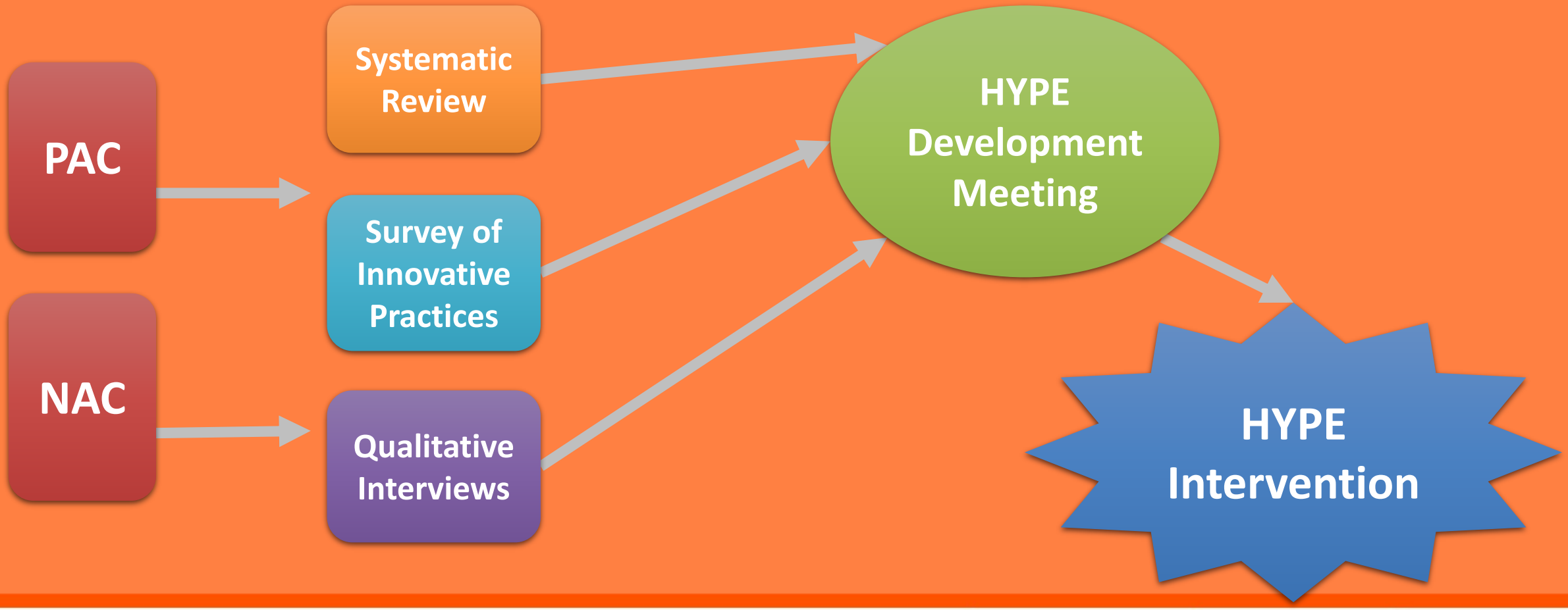
We wanted to:

- Understand the unique experiences and needs of transition-age youth and young adults
- Seek and utilize feedback/input in all phases of the project from:
  - Experts in research and practice (NAC-National Advisory Council)
  - Experts through lived experience (PAC-Participatory Action Council)

We wanted to use this information to:

- Contribute significantly to the development of Career Services for young people with mental health conditions
- Prevent disability by reducing/eliminating SSI enrollment among young adults

Overview of HYPE: Developing an Intervention



The HYPE Model

- Differs from typical supported employment services in that the emphasis is on career development by supporting higher education pursuits as early as possible.
  - Often means education becomes the primary vocational pursuit as compared to rapid job pursuit.
- It is our position that education is a critical vocational step rather than a goal in and of itself.
- Education is a meaningful and often long process. It is the mechanism by which a person is able to:
  - secure the position they want
  - in a field they have chosen
  - with a salary that can support an adult lifestyle.

The HYPE Manual: Purpose

- Designed to help agencies and practitioners adapt supported employment services in order to deliver Career Services that will better match the needs of young people…and older people
- Modified to meet the unique needs of young adults in order to prevent some of the pervasive issues that affect the pursuit and maintenance of employment among adults who are in the community mental health service system, such as:
  - inconsistent employment histories,
  - interrupted educational pursuits, and
  - SSI cash-benefit receipt.

The HYPE Manual: Intended Use

- Designed for anyone working with youth and young adults to support their career development.
- Since HYPE is conceptualized as being embedded in high-quality supported employment programs, some knowledge is assumed, such as readers' familiarity with the most researched supported employment approach, Individual Placement and Support (IPS) model.
- Promoting career development effectively involves attending to three trajectories:
  - the employment path, which is clearly relevant to anyone seeking a meaningful and productive career;
  - the education path, which increases opportunities, choice, and job stability;
  - the path of personal development, which includes the emotional maturity as well as the foundation skills needed to succeed in work and school.

The Development of HYPE

LEARN of NJ

Advisory Groups

Survey of Innovative Practices

Qualitative Interviews of Young Adults with Mental Health Conditions

Systematic Review of the Career Development Literature

HYPE Development Summit

LEARN of New Jersey

- In 2003, educational support services were developed at Rutgers to better serve students in the Dept. of Psychiatric Rehabilitation
- In 2008, to better serve our students (and more people), selected SE programs in the state of NJ were transformed into Career Services
- Integrated services that were seamless to the service recipient
  - Hired new education staff
  - Cross-trained employment staff with educational support strategies & education staff with employment support strategies
- LEARN of NJ became the practice model for HYPE

Young Adult Advisory (PAC) Members

- PAC members participate in meetings via web conference
  - Has varied based on timing of projects- ranges from monthly to quarterly
- Provides guidance to all parts of the project
- Contributes knowledge of different systems as well as relevant, contemporary experiences
- Guide the research team's focus, questions, and interpretations

Other Youth Involvement:

- The research team includes researchers with their own lived experience, and were involved in every element of the project

About our Young Adult Advisory (PAC) Members

Ages	21-32, average 27.3	
Gender	9 female 6 male 1 gender fluid	
Ethnicity	11 Caucasian 4 African American 2 Hispanic	1 Asian or Pacific Islander 1 Native American
Self-reported mental health condition(s)	7: depressive disorder 6: bipolar disorder 5: anxiety disorder 2: ADHD	2: schizoaffective disorder 1: eating disorder 1: substance-use disorder (comorbid)
Highest education	1: High school diploma 6: some college 7: college degree 2: graduate or professional degree	

About our National Advisory Council (NAC) Members

in alphabetical order

Barbara Blacklock, M.A. University of Minnesota	Wayne Munchel, LCSW Transition Age Youth Academy, Long Beach, CA
Crystal Blyler, Ph.D. Mathematica Policy Research	Pat Nemec, Psy.D. Boston University; Rutgers University
Hewitt B. “Rusty” Clark, Ph.D. University of South Florida	Lisa Razzano, Ph.D. University of Illinois, Chicago
Maryann Davis, Ph.D. University of Massachusetts Medical School	Melissa M. Roberts, Ph.D. Rutgers University (retired)
Darrin L. Harris Ekhaya Youth Project, New Orleans, LA	Anne Sullivan-Soydan, Sc.D. Boston University
Kim T. Mueser, Ph.D. Boston University	Janet Walker, Ph.D. Portland State University

The Importance of HYPE According to NAC Member Crystal Blyler, Ph.D.

- Senior researcher at Mathematica Policy Research
- Focuses on improving services, policies, and quality of life of people with mental health conditions
- Previous experience:
  - Worked with the Community Support Programs Branch of the SAMHSA Center for Mental Health Services
  - Schizophrenia researcher and outpatient mental health treatment coordinator
  - Community college instructor

Systematic Review:
The State of the Science

Judy L. Thompson, Michelle G. Mullen, Sean Karyczak, Katie Holloway,
Rachel Stone, David Crandall, Emily Simpson, & Sandy Ghaly

With special thanks to John Westbrook

What is the Systematic Review?

AIM:

- Summarize results of interventions that target education and/or employment outcomes among young people with mental health conditions.

QUESTION:

- What are the services and supports that show evidence of supporting career development for young people with mental health conditions?

PROCESS:

- Initial searches produced **12,452** unique articles
- Young adult research assistants:
  - Searched databases for sources
  - Analyzed articles
  - Manuscript contribution

Unique sources acquired through databases:
N = 12,452

Sources obtained through other means:
N = 49

Phase 1: Reviewed titles and abstracts using Phase 1 criteria
1,092 sources retained for next phase

Phase 2: Reviewed full text of each article using Phase 2 criteria
40 sources retained for full review

Summary of Results

- Very few studies of services that target employment and/or educational outcomes for young adults
- Interventions based on IPS principles can improve employment outcomes among young adults with mental health conditions
- Targeting cognitive and social-cognitive impairments appears to facilitate improvements in employment outcomes for young people with schizophrenia
- Supported education services can improve educational and employment outcomes

Survey of Innovative Practices:
The State of the Art

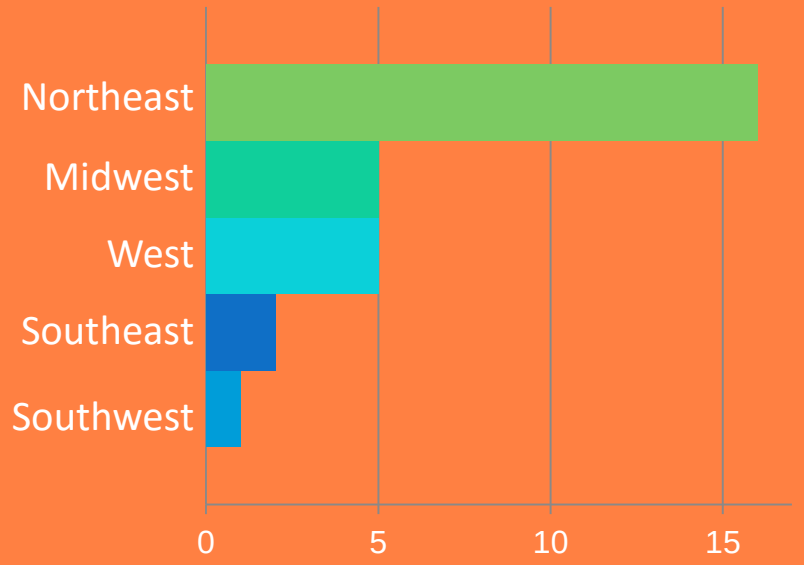
Marsha Langer Ellison, Ph.D., Sloan Huckabee, Ph.D.,
& Rachel Stone

What is the Survey of Innovative Practices?

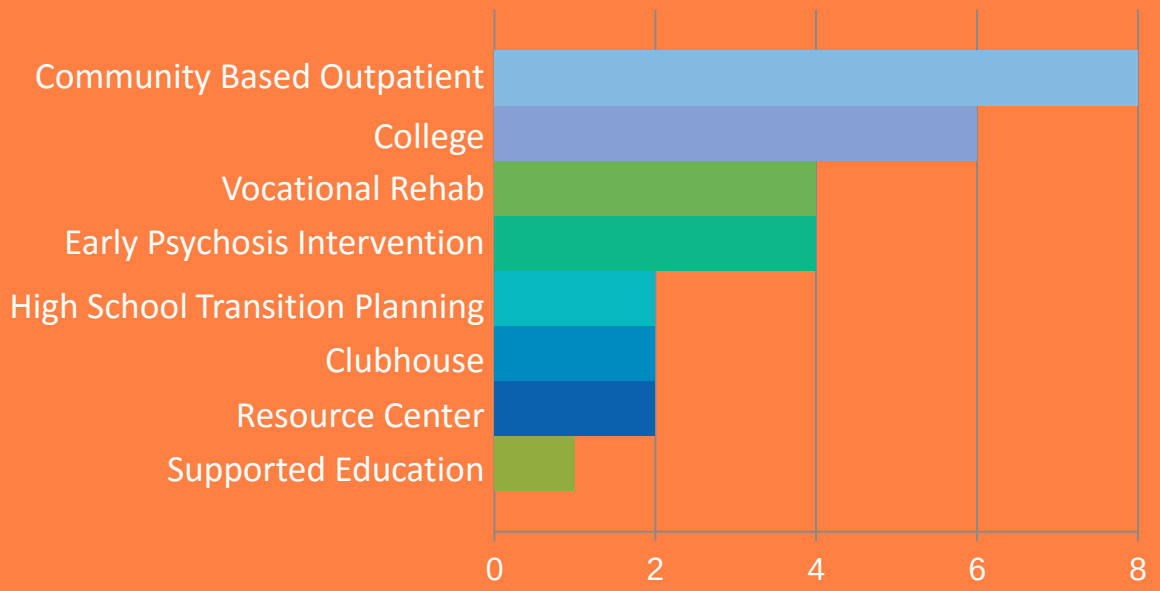
- Interviewed providers and state agencies
- Gathered both current and promising practices being used in the field
- Collected information about well-established approaches and innovations
- Focus on Employment and Education

PROGRAM CHARACTERISTICS

Regional Distribution
N = 29



Program Types
N = 29



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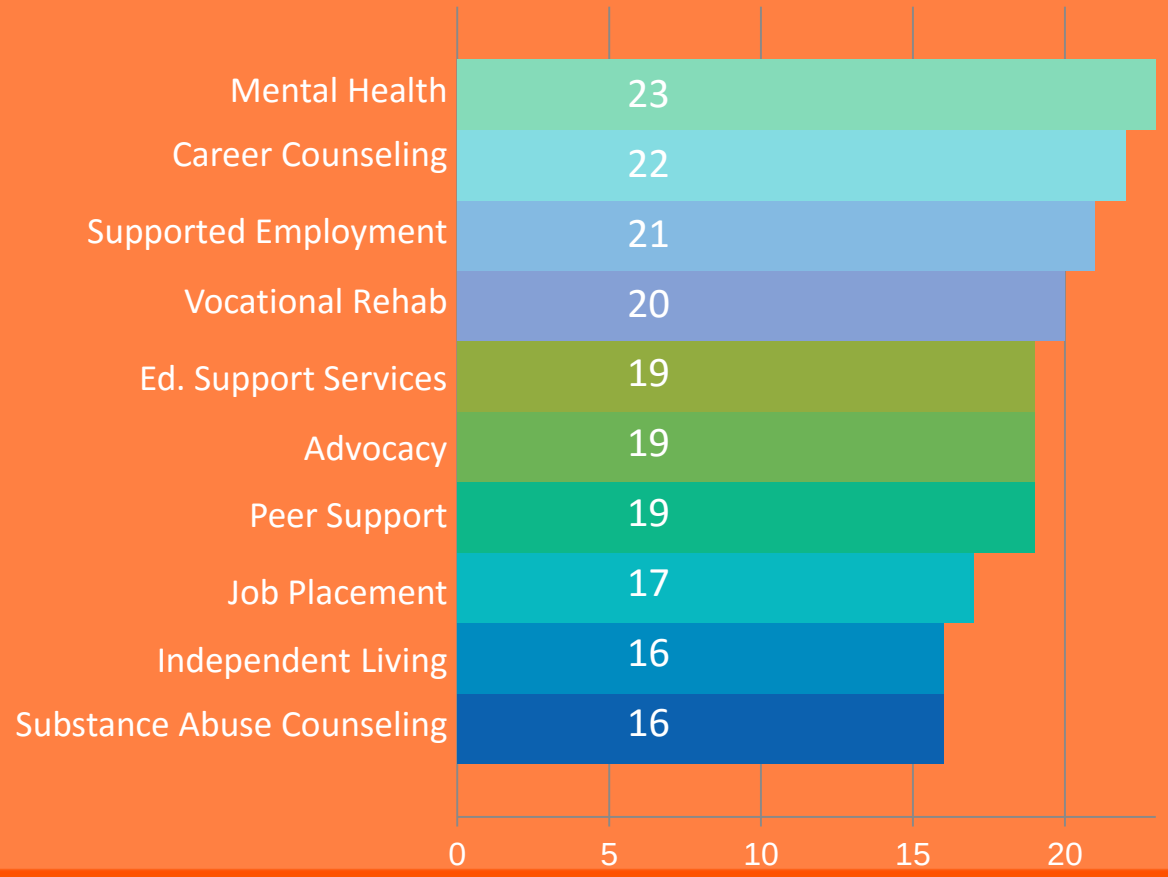
PROGRAM CHARACTERISTICS, CONTINUED.

Services Offered

N = 29



What Did We Learn?

- The youth population is unique
  - Avoiding diagnosing/labeling due to stigma
  - Tolerance for missed appointments and gaps in services
  - Protecting non-patient role (non-treatment environment)
  - Continuous support
  - Focus on **both** work and school
  - Youth-oriented engagement practices (social media, texting, etc.)

What We Didn't Find

- Specified or manualized approaches
- Emphasis on skill development
- Systematic approach to career development
- Well articulated or defined practices
- Systematic program evaluation

Youth Involvement in the SIP

- Interviewing, recruitment, data analysis
- Throughout the process, the PAC was involved as well
  - Provided feedback on the practices and innovative supports we saw emerging

Marsha Ellison, Ph.D. talks about Participatory Action Research and the SIP

Co-Director of HYPE

- Mental health services researcher, focus on career services for youth
- Researches supported education and recovery supports for veterans with mental health conditions

Qualitative Interviews:
The State of Need

Michelle G. Mullen, Judy L. Thompson, Katie Holloway, Rachel Stone, Emily E. Bosk, Amanda Costa, Emily Simpson, Olga Anagnostis, David Crandall, Sean Karyzcak & Sandy Ghaly

***With special thanks to the PAC**

Learning from Young People First Hand…

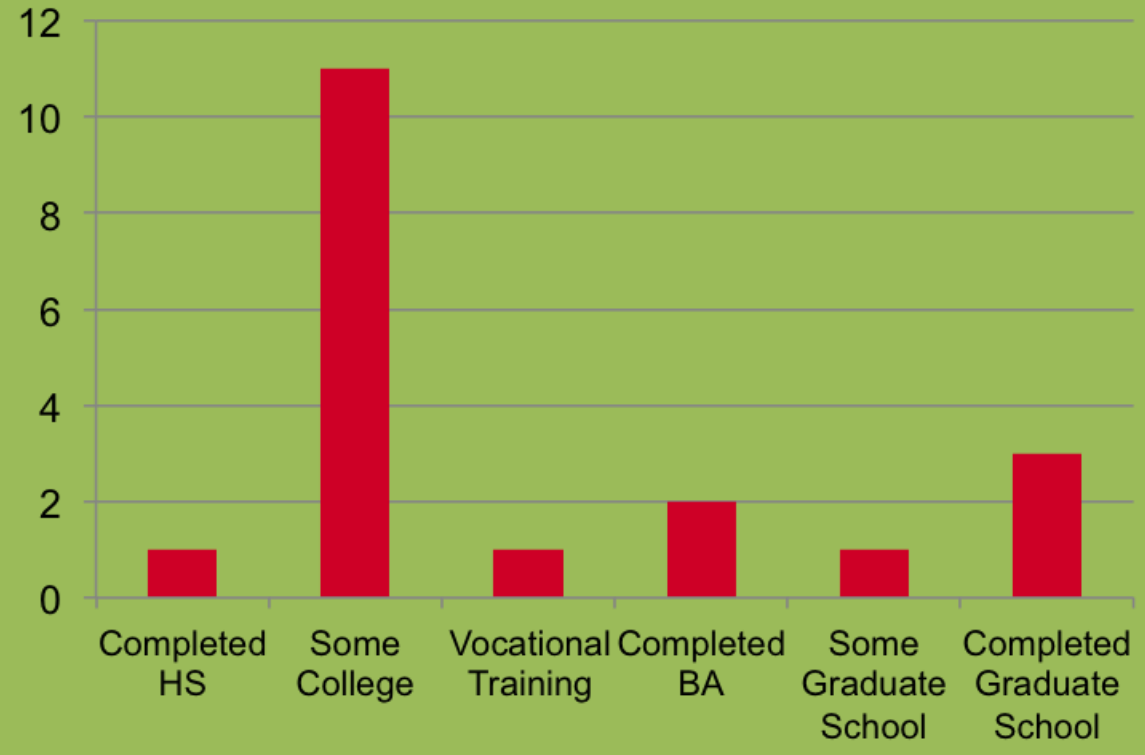
- Focus of questions guiding ~90-minute semi-structured interview:
  - Impact of mental health condition, especially regarding school and work;
  - Participant's school, work, and long-term career goals & aspirations;
  - Barriers and facilitators: what has helped and what has gotten in the way.

Demographic and Clinical Characteristics (N=20)

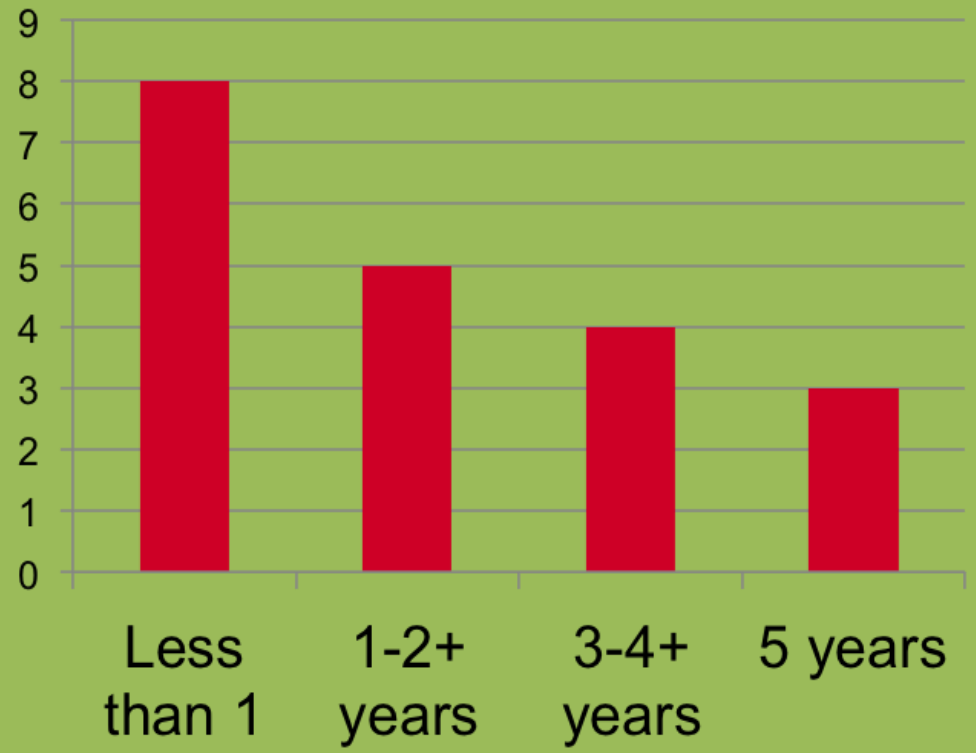
Mean age (SD) **Age range**	25.30 (4.61) 18-33
Gender, n	16 female 4 male
Ethnicity, n	14 Caucasian 3 Asian 4 African American
Self-reported mental health condition(s)	13: depressive disorder 10: anxiety disorder 6: bipolar disorder 3: ADHD (comorbid) 2: eating disorder 2: schizoaffective disorder 2: schizophrenia 1: substance-use disorder (comorbid)

Education and Work History

Education level



Years worked over last 5 years



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Work and School: Current Status

If you were to give yourself advice…

*"Don't be afraid to be you… **Be confident in who you are**, and don't be afraid."*

*"Just **ask for help** a lot sooner. I put it off cause I was scared. And I thought that I'd be judged."*

Words of Encouragement

"I was told that…as many horrible things that I've been through, all I can do is really change the future. ***I can't change the past****. And I can use my past to help other people. I can still be upset about it, but* ***I can show others through my example that it's possible.*** *So it kind of turned me around and made me not quite as bad about everything that I went through because* ***I can use that to inspire****."*

Categories for Analysis

- Personal Experiences
  - Stigma & Discrimination
  - Disclosure
  - Personal Development
  - Advice
- School
  - Experiences
  - Supports
  - Barriers
  - Goals
- Work
- Mental Health Treatment
- Family
- Finances
- Social Relationships
- Service Recommendations
- Transitions
- Career Development

Youth Involvement in the QI

- Youth with lived experience were part of the research team and PAC helped in every step
  - Developed and refined the interview questions
  - Designed recruitment materials
  - Evaluating participants for eligibility
  - Conducted interviews
  - Reviewing and coding the interview transcripts
  - Interpreting the results

The HYPE Development Summit

September 30 - October 2, 2015

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What was the Development Summit?

- The PAC & NAC came together to discuss the critical components to be included in the HYPE intervention
  - If the item met 1 of the following criteria:

    1) It is unique to young people, meaning that it is not broadly relevant to all age groups

    2) It is unique to career development

    3) It is critical to either young people or career development
- At the meeting we discussed (in large and small groups) items that people did not agree on

Results of the Development Summit

- Gained valuable feedback from youth
  - The role of peer support in assisting young people
  - Continuously reaching out to those who are unengaged
  - Don't be a "dream killer"
- Reaffirmed the LEARN approach and service elements
- Provided framework for creating the principles of HYPE

How Did We Engage Youth?

- Full group discussions with both the PAC and NAC
- Breakout groups of just PAC members, facilitated by the young adult researchers
- Continuous participation for youth
- Ability to meet and share in-person was powerful and allowed for greater/deeper discussion than is feasible when doing online conferencing
  - *"By getting to know the others, and **more than just my own story**, I was able to **focus my contributions towards major issues**"*
  - *"Having a room of supportive adults and young adults made it **easier to speak up**. Even in tense moments where people disagreed, **it felt like a safe space** to bring these thoughts to the table"*

How Was Youth Voice Heard?

Matt:

"It was also really cool just being in a room full of, you know, PhD's and all these super accomplished people, and just them listening to what we had to say. ***That was impacting what they were doing****, it was really cool."*

Ryan:

"You know, one of the things that I feel a sense of is mutuality, you know, like yeah ***I'm participating in this as a person with lived experience, but like, I am an equal****, you know, just as they are, so we're all in this together. It's not about like, this person is here to just share their lived experience.* ***We're all just equal, we're colleagues****."*

Final Thoughts

How have PAC members been influenced by their participation in HYPE?

Jessica:

*"**Being a part of HYPE has really helped me help other people**. The other day a man contacted me, he emailed me after he watched my TEDx talk, and he said, "You mentioned your work with Rutgers. I have a son in college, he has bipolar disorder and he struggles with depression." And he wanted to be connected to our resources, not just for himself and his family, but then he could help other young adults with mental illness. **It's nice to be able to tell people, "Yeah, I can help you with that."** That means a lot."*

How have PAC members been influenced by their participation in HYPE?

Alexis:

"I was able to articulate myself, I wasn't embarrassed to approach other people, because I had spent so much time talking professionally about myself and various mental health conditions. ***The biggest thing I think was that it allowed me to be more candid at work, which allowed me to develop a better support system at work****. Everybody needs a support system, especially me, it was really important for me."*

How have PAC members been influenced by their participation in HYPE?

Ryan:

*"**Getting connected in that way was really empowering** to me, and it felt like **my voice mattered** and what I brought to the table really mattered. You know, looking back on it, it was really a **life changing experience** for my professional and personal life."*

How have PAC members been influenced by their participation in HYPE?

Matt:

"I've really enjoyed doing it, ***I like that I've been able to use some of the negative experiences I've had in my life to help other people*** *have a more positive experience as they go through college and start employment. It's been* ***really meaningful,*** *and it's exactly, what I want to do in the future is work with this age range."*

NAC Member Wayne Munchel talks about what he learned from the HYPE Development Meeting

- LCSW
- Director of the Mental Health Associations' Transition Age Youth (TAY) Academy
- He was an original, founding staff of The Village, an innovative recovery model serving adults with mental illness

Questions…Comments? Please Contact Us:

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