

# EMPLOYMENT AND CAREERS IN YOUNG ADULTS WITH PSYCHIATRIC DISABILITIES

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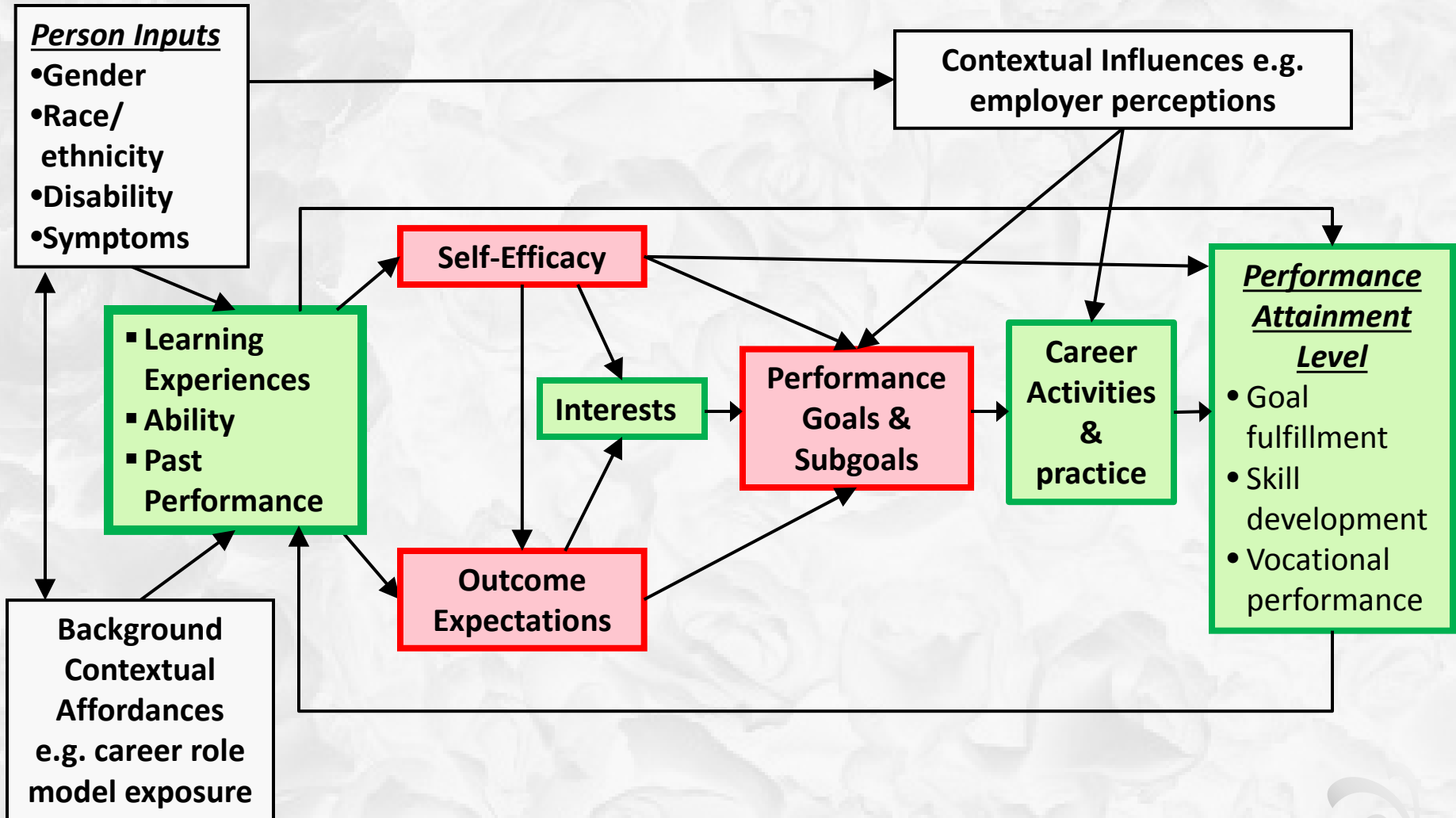
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# SOCIAL COGNITIVE CAREER DEVELOPMENT THEORY

(LENT, BROWN, & HACKET, 1994)



# CAREER DEVELOPMENT IN YOUNG ADULTHOOD

- ✧ By the mid-20's, there are significant career differences between those who pursue college degrees, and those who don't, and those who start families, and those who don't (Osgood et al., 2005; Sandefur, Eggerling-Boeck, & Park, 2005).
- ✧ By their mid-20's, most young adults are in long term or career-consistent jobs (Osgood et al., 2005).
- ✧ Important cognitive aspects of career development (e.g. career self-efficacy) crystallize during young adulthood (Swanson, 1999)
- ✧ Insufficient career activities (e.g. career exploration) can interfere with adult career roles (Herr, 1993; Super, 1988).
- ✧ Career efforts during young adulthood predict later career success (De Vos, De Clippeleer, & Dewilde, 2009).



# SOCIAL COGNITIVE CAREER THEORY - APPLIES

- ☞ Supported by research on career development in young adults with other disabilities (Benz & Halpern, 1993; Capella, Roessler, & Hemmerla, 2002; Ochs & Roessler, 2001)
- ☞ Supported by research on career development in adults with psychiatric disabilities (Corbiere, Mercier, & Lesage, 2004; Regenold, Sherman, & Fenzel, 1999; Waghorn, Chant, & King, 2007)



# EMPLOYMENT APPEARS LOW

- ⌘ Young adults with anxiety or depression less employed than mature adults (Waghorn, Chant, & Harris, 2009)
- ⌘ Young adults that have psychiatric disabilities in adolescence have lower employment rates compared to same age peers in other disability groups or in the general population (Frank, 1991; Neel, 1988; Newman et al., 2011; Vander Stoep et al., 2000)
- ⌘ No studies of age differences in employment in young adults in adult systems



# YOUNG ADULTS WITH PSYCHIATRIC DISABILITIES ON SSI

- 33% of the <65yrs receiving Social Security Income (SSI) are young adults
- 24% of young adults receiving SSI have psychiatric disabilities
- Receiving Social Security benefits is a strong disincentive to work (e.g. (Bond, Xie, & Drake, 2007; Burns, Catty, Becker, & et al, 2007; Frey et al., 2011).



☞ Qualitative study of young adults in standard adult vocational support programs

☞ Major desires:

- 1) Career exploration, job preparation, and effective educational supports
- 2) Social skills training
- 3) Supportive provider relationships and readily available workplace supports that don't involve provider staff

Torres-Stone, R., Delman, J., McKay, C., & Smith, L. (Under revision). *Appealing features of vocational support services for hispanic and non hispanic transition age youth and young adults with serious mental health conditions*. *Journal of Behavioral Health Services & Research*



# CAREER DEVELOPMENT IN YOUNG ADULTS WITH PSYCHIATRIC DISABILITIES

**No research has examined the career development process in young adults with psychiatric disabilities**

No research to identify what malleable factors are unique to these young adults' development of strong careers – relative to other young adults or mature adults with PD

Research on interventions to support career development in this population in its infancy





# INTERVENTION RESEARCH

## ☞ Clinical trials;

- Manualized intervention
- Applied to one group in comparison to another group receiving something else
- Strongest approach is randomization to groups
- Assure the experimental approach done as intended through fidelity measurement

## ☞ Important to translate the findings to “real world” implementation conditions



# EMPLOYMENT INTERVENTIONS

- ☞ Vocational rehabilitation (VR) services
- ☞ Guideposts for Success
- ☞ Clubhouses
- ☞ Supported employment focused on the Individualized Placement and Support (IPS) model
- ☞ Career development interventions



# EFFECT OF INTERVENTIONS ON CAREER PATHS

- ❧ The impact of these interventions on “Career paths” has not been examined
- ❧ None have achieved more than low-wage mostly part time work
- ❧ IPS model has the strongest research findings; consistently better outcomes for **adults** compared to several other interventions



# 18-MONTH OUTCOMES FOR YOUTH IN 4 IPS CONTROLLED TRIALS

<b><i>Competitive Employment Outcomes</i></b>	<b><i>Age Group</i></b>			
	20 up to 25		25 up to 30	
	IPS (N=15)	Control ( N=23)	IPS (N=34)	Control ( N=37)
Employed at any time	14 (93%)	9(39%)	26 (77%)	16 (43%)
Mean weeks worked	27.4	6.7	24.0	7.1

Bond, 2013

<http://labs.umassmed.edu/transitionsRTC/Resources/Publications.html#Webinars>



# INDIVIDUALIZED PLACEMENT AND SUPPORT – YOUNG ADULTS

☞ Two versions for young adults with early stages of psychosis have growing supportive research findings

- Combine supported employment with supported education ((Killackey, Jackson, & McGorry, 2008)
- Curriculum on working, substance abuse information, family education (Nuechterlein et al., 2008)

☞ Transitions RTC – young adults with psychiatric disabilities (PI-Ellison)

- Supported employment/supported education
- Peer mentors



# LESS RESEARCH IN YOUNG ADULTS

- ☞ Guideposts – random assignment, no fidelity measure, better outcomes than usual services for youth with disabilities
- ☞ No “clinical trials” research focused on young adults in VR services or Clubhouses
- ☞ Some evidence that outcomes in young adults better than mature adults, but broad age groups, no detailed understanding of why



# MODELS UNDER DEVELOPMENT

- ☞ RENEW -Rehabilitation, Empowerment, Natural Supports, Education, and Work- (Hagner, Cheney, & Malloy, 1999) –positive change from baseline
- ☞ Jump On Board for Success (JOBS; Clark et al., 2004) – positive change from baseline
- ☞ Career Visions (Sowers, 2013) – small clinical trial with positive results



# MODELS UNDER DEVELOPMENT

- ❧ Social Enterprise Intervention for Homeless Young Adults (Ferguson, 2012) – for homeless young adults, encouraging preliminary qualitative findings
- ❧ IPS-Peer Mentors (PI – Ellison)
- ❧ Multisystemic Therapy-Emerging Adults; Coaches (PI Davis) – small RCT comparing “coaches” that deliver career development and employment curriculum to VR services and standard coaches





# MODELS UNDER DEVELOPMENT – SHARED FEATURES

- ☞ Emphasis on career exploration, assessment and planning
- ☞ Support of concurrent employment and education or training
- ☞ Support of young adults leading and improving their capacities for career planning and implementation
- ☞ Include family members as potential supports



# **FUTURE RESEARCH**

**To Support Career Development**



# RESEARCH AGENDA-1

## **Identifying factors unique to young adult career paths to focus the target of career interventions**

- ☞ Identify factors that impede competitive employment, employment that supports fiscal independence, or strong longer term careers (i.e. satisfying employment that involves better jobs and better income over time).
- ☞ Compare these factors in older and younger adults so that adult interventions can be modified
- ☞ Compare these factors in typical young adults and young adults with psychiatric disabilities so that “typical” supports can be modified
- ☞ Factors that are unique to young adults or immature careers may hold the keys to more effectively helping them launch successful careers.



# RESEARCH AGENDA-2

**Apply research findings on malleable factors that improve or impede careers to adapt or new interventions**

☞ These interventions should undergo rigorous testing



# RESEARCH AGENDA-3

## ☞ **Research to improve young adult career outcomes with IPS**

- Examine the longitudinal impact of each IPS version on young adults' careers, including the quality of employment and the capacity for employment to improve over time
- Complete research that can fully establish the efficacy of the young adult IPS versions
- Identify subgroups that experience better or worse outcomes, or conditions associated with better or worse outcomes - to inform IPS modifications, or the development of alternative or complimentary approaches.
- Examine the specific mechanisms of IPS that produce better career outcomes in young adults

# RESEARCH AGENDA-4

## **Continue research with developing models to test their career development efficacy**

∞ Establish efficacy for improving current employment and developing careers

∞ Once established

- Examine longitudinal impact on careers
- Identify subgroups or conditions with better/worse
- Examine the mechanism of action

