



HELPING YOUTH ON THE PATH TO EMPLOYMENT

Forging Career Services for Young Adults

Presented by:

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

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Agenda

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

So How Did You Get Here?

Think about your vocational maturity...what did you learn along the way?

- What was your shortest job?
- What was your best job?
- How/why did you decide to get a higher education/ better training?

Do we afford the same opportunities to young adults with mental health conditions?

- Are our services designed to support young adults to learn about themselves in typical, developmentally normative way?

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)

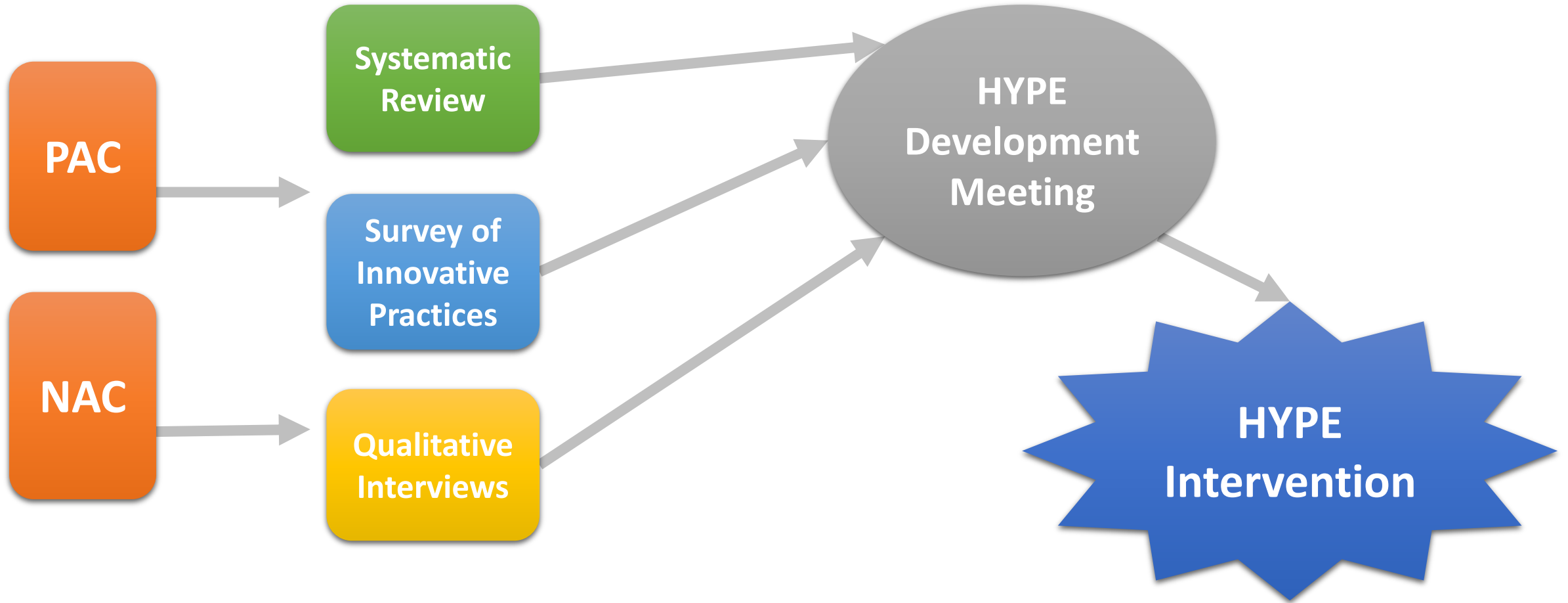
We wanted to use this information to:

- 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

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.

Overview of HYPE: Developing an Intervention



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

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

Youth Voice: Developing an Intervention

Survey of Innovative Practices

Qualitative Interviews

Development Summit



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
- 29 programs were interviewed

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
- Conference Presentation
- Authorship of brief report for participating agencies and peer-reviewed manuscript
- PAC also provided feedback on the practices and innovative supports we saw emerging



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.
- Interviews were conducted with and by young adults

Demographic and Clinical Characteristics (N=20)

Mean age (SD)	25.30 (4.61)
Age range	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)

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
- Two coding processes: one is young adult-only coding; second by researchers coding specifically for skills



The HYPE Development Summit

September 30 - October 2, 2015

What was the Development Summit?

- The Rutgers & UMASS teams brought together the PAC & NAC for 3 days
- Elements from the three previous research activities were discussed
 - Elements were retained if they 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
- Used Delphi method to identify critical activities for HYPE
- Items that were not in agreement on were discussed

Results of the Development Summit

- Gained insight to the “meaningful differences” between and among participants
- Reaffirmed the LEARN approach and its service elements
- Provided framework for creating the principles of HYPE
- 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”
 - Tattoos can be divisive

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.**”*



HYPE Purpose, Principles, & Intentional Practices

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.
- Focused on develop practitioner competencies in delivering “supported education”.
- Prevent disabilities caused by “system effects”:
 - removal from valued roles to focus on symptoms,
 - enrollment in SSA; SSI cash-benefit receipt,
 - inconsistent employment histories,
 - interrupted educational pursuits, and
 - Disability identity.

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 & skills are 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.

Values & Principles: *Please see handout*

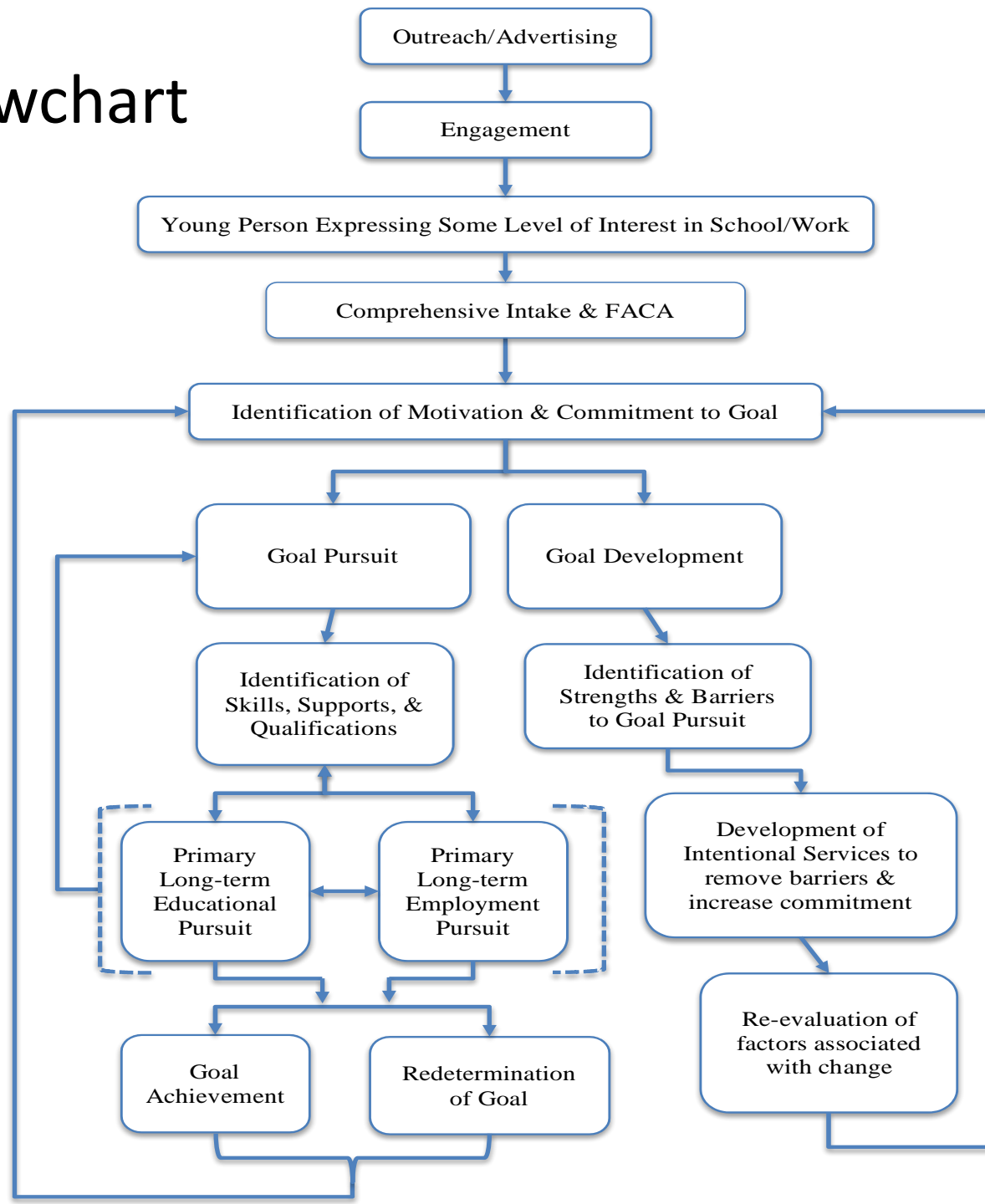
Values:

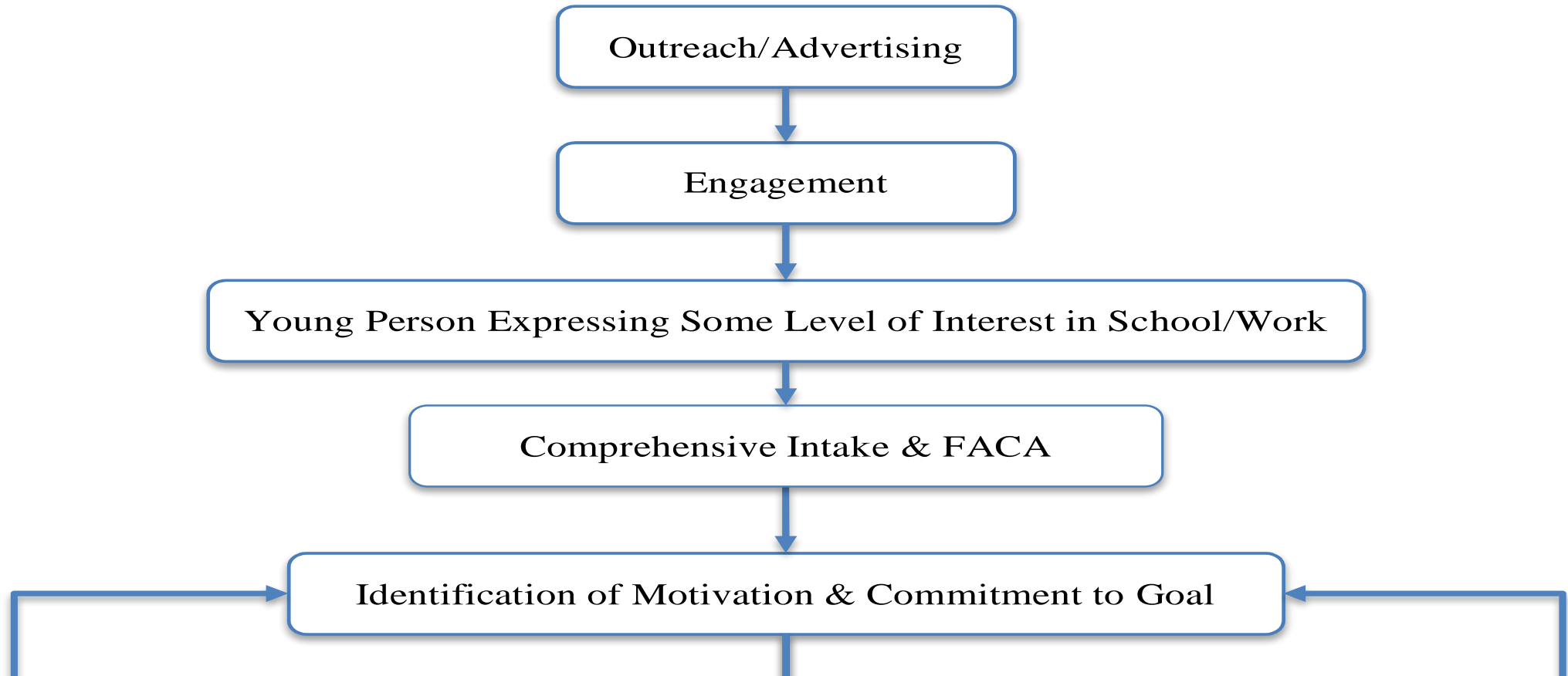
- 1) Flexible
- 2) Helpful
- 3) Solution-focused
- 4) Partnering
- 5) Age-typical

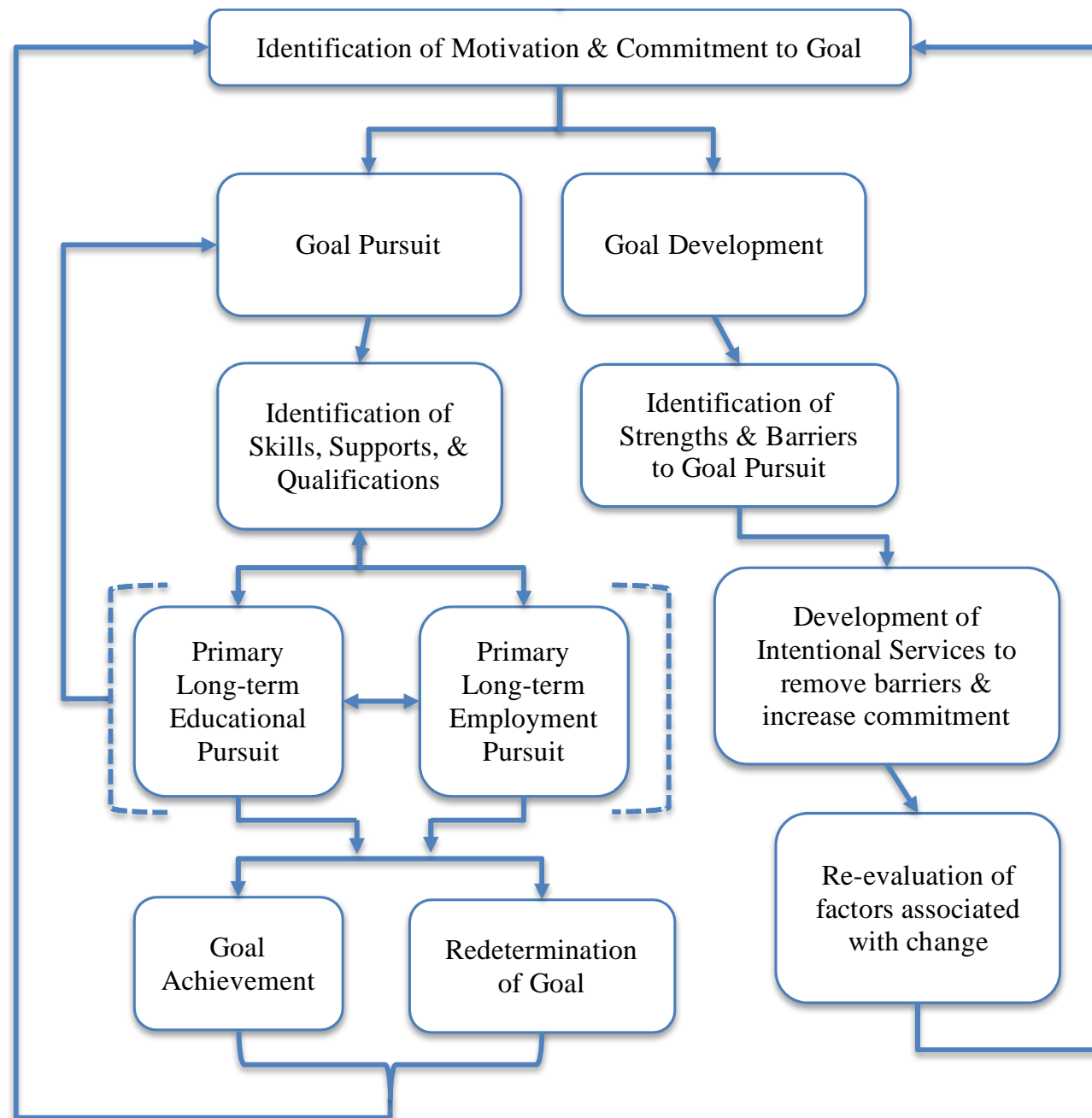
Principles:

- 1) Career-oriented Services
- 2) Cultivation of Identity of Worker & Student
- 3) Informed Decision Making
- 4) Service eligibility based on choice
- 5) Purposeful Service Coordination
- 6) Attention to Preferences
- 7) Personalized Financial Planning
- 8) Rapid Goal Pursuit
- 9) Systematic Resource Development
- 10) Systematic Job Development
- 11) Time-Unlimited and Individualized Support
- 12) Community Integration

HYPE Service Flowchart







Framework of Services

- Modernization of IPS
 - Education is prioritized
- Integration of Transtheoretical Model, Motivational Interviewing, and BU's Choose-Get-Keep-Leave
- Early focus on the factors associated with change
 - Commitment
 - Motivation
 - Awareness
 - Self-efficacy
- Development of a meaningful therapeutic alliance
- Intentional, strategic and purposeful...

HYPE: Intentional, Strategic Services

HYPE Feasibility Pilot

Educational Intervention Matrix



	STAGE OF CHANGE					
	Pre-Contemplation	Contemplation	Preparation	Action	Maintenance	Lapse
Low Levels of Academic Motivation & Commitment	<ul style="list-style-type: none"> <input type="checkbox"/> Accept individuals where they are <input type="checkbox"/> Roll with resistance <input type="checkbox"/> Develop ambivalence <input type="checkbox"/> Consistent outreach <input type="checkbox"/> Provide hope <input type="checkbox"/> Create awareness about need 	<ul style="list-style-type: none"> <input type="checkbox"/> Decisional balance <input type="checkbox"/> Look forward <input type="checkbox"/> Look backward <input type="checkbox"/> Elicit change talk <input type="checkbox"/> Explore the basis of ambivalence <input type="checkbox"/> ICR scale <input type="checkbox"/> Family/supported education/involvement <input type="checkbox"/> Peer role models <input type="checkbox"/> Instill confidence <input type="checkbox"/> Explore new roles <input type="checkbox"/> Clarify requirements of new roles <input type="checkbox"/> Engage in exploration process 	NOT APPLICABLE		<ul style="list-style-type: none"> <input type="checkbox"/> Explore ambivalence <input type="checkbox"/> Payoff matrix/ICR scale to maintain commitment <input type="checkbox"/> Reduce barriers <input type="checkbox"/> Explore transportation <input type="checkbox"/> Develop career focus <input type="checkbox"/> Discuss academic skills, highlight strengths <input type="checkbox"/> Use O*NET <input type="checkbox"/> Goal planning 	



Table 4.2: HYPE Educational Activities by Phase

Choose	Get	Keep	Leave
Goal Development	Goal Planning	Goal Refinement	Goal Re-evaluation
FACA Strength Assessment	Resource Assessment Functional Assessment	Resource Development Skill Development	Resource Assessment Aligning Critical Resources
<ul style="list-style-type: none"> • FACA • Interest exploration • Job analysis related to major • Informational interviewing • Researching Schools School tours • Exploring personal criteria • Exploring benefits of education • Exploration of educational pathways 	<ul style="list-style-type: none"> • Admission deadlines • Application process • Standardized <ul style="list-style-type: none"> ○ entrance exams • Financial planning <ul style="list-style-type: none"> ○ FAFSA • Transportation • Identifying Academic Pathway • School/program interviews 	<ul style="list-style-type: none"> • Develop community/campus support • Linkage to critical resources • Academically focused services • Wellness Planning • Register with ODS • Determine Accommodation & Assistive Technology • Develop effective interpersonal skills • Develop critical academic skills • Supportive counseling 	<ul style="list-style-type: none"> • Complete required “leave” paperwork • Explore “leave” procedure



Check it our website if
you are interested in
learning more...

HYPERCareerDevelopment.weebly.com

Questions

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