

EMPLOYMENT AND CAREERS IN YOUNG ADULTS WITH PSYCHIATRIC DISABILITIES

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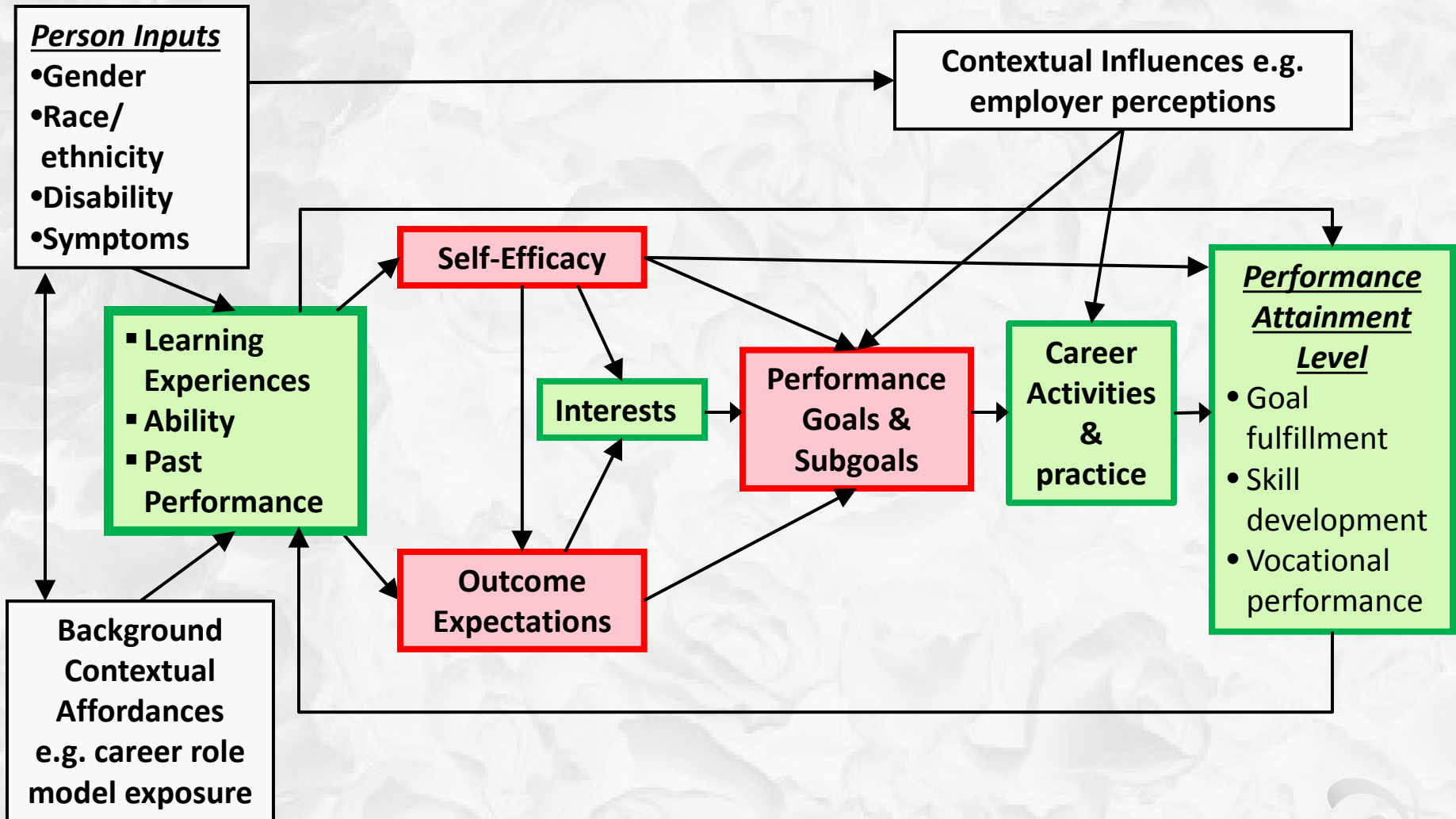
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SOCIAL COGNITIVE CAREER DEVELOPMENT THEORY

(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

	<i>Age Group</i>			
	20 up to 25		25 up to 30	
<i>Competitive Employment Outcomes</i>	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

