TRANSITIONS RTC

THE LEARNING & WORKING
DURING THE TRANSITION TO ADULTHOOD
REHABILITATION RESEARCH & TRAINING CENTER

Acknowledgements

The Transitions RTC aims to improve the supports for youth and young adults, ages 14-30, with serious mental health conditions who are trying to successfully complete their schooling and training and move into rewarding work lives. We are located at the University of Massachusetts Medical School, Worcester, MA, Department of Psychiatry, Center for Mental Health Services Research.
Visit us at:

http://labs.umassmed.edu/transitionsRTC/index.htm

A NEW MANUALIZED TRAINING APPROACH FOR ENGAGING YOUNG ADULTS IN COMMUNITY MENTAL HEALTH PROGRAMS

Colleen McKay, MA, CAGS
Assistant Professor & Director
Program for Clubhouse Research
Center for Mental Health Services Research
University of Massachusetts Medical School
Worcester, Massachusetts

The Clubhouse Model

➤ Clubhouses are community centers that offer members supports including: Transitional, Supported, & Independent Employment, supported education, housing, outreach, advocacy, health promotion activities, social activities, & other supports.

➤ Clubhouse International (formerly ICCD) oversees development, training, & accreditation of clubhouses.

➤ 342 clubhouses affiliated with Clubhouse International in 33 countries & 37 states.

➤ Listed on SAMHSA's Registry of Evidence Based Practices: NREPP (nrepp.samhsa.gov/)

➤ Clubhouse data included in SAMHSA's Mental Health United States, 2010.

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

Clubhouses are Community Centers that Offer:

- A work-ordered day in which the talents and abilities of participants (members) are recognized and utilized within the Clubhouse;
- Participation in consensus-based decision making regarding all important matters relating to the running of the Clubhouse;
- Opportunities to obtain paid employment in mainstream businesses and industries through a Clubhouse employment opportunities
  - Transitional, Supported, & Independent Employment
- Assistance in accessing community-based educational resources;
- Access to crisis intervention services when needed;
- Evening/weekend social and recreational events; &
- Assistance in securing safe, decent and affordable housing
- Community supports
- Reach out

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

What are the biggest challenges that your clubhouse has with getting and keeping young adults as active members?

- Receiving a sufficient number of appropriate young adult referrals.

- We don't have many young adults so when they come for a tour they see older adults and don't want to come back. They feel they cannot relate.

- I have noticed in the past that it was most challenging to get the young adults to participate in the work order day.
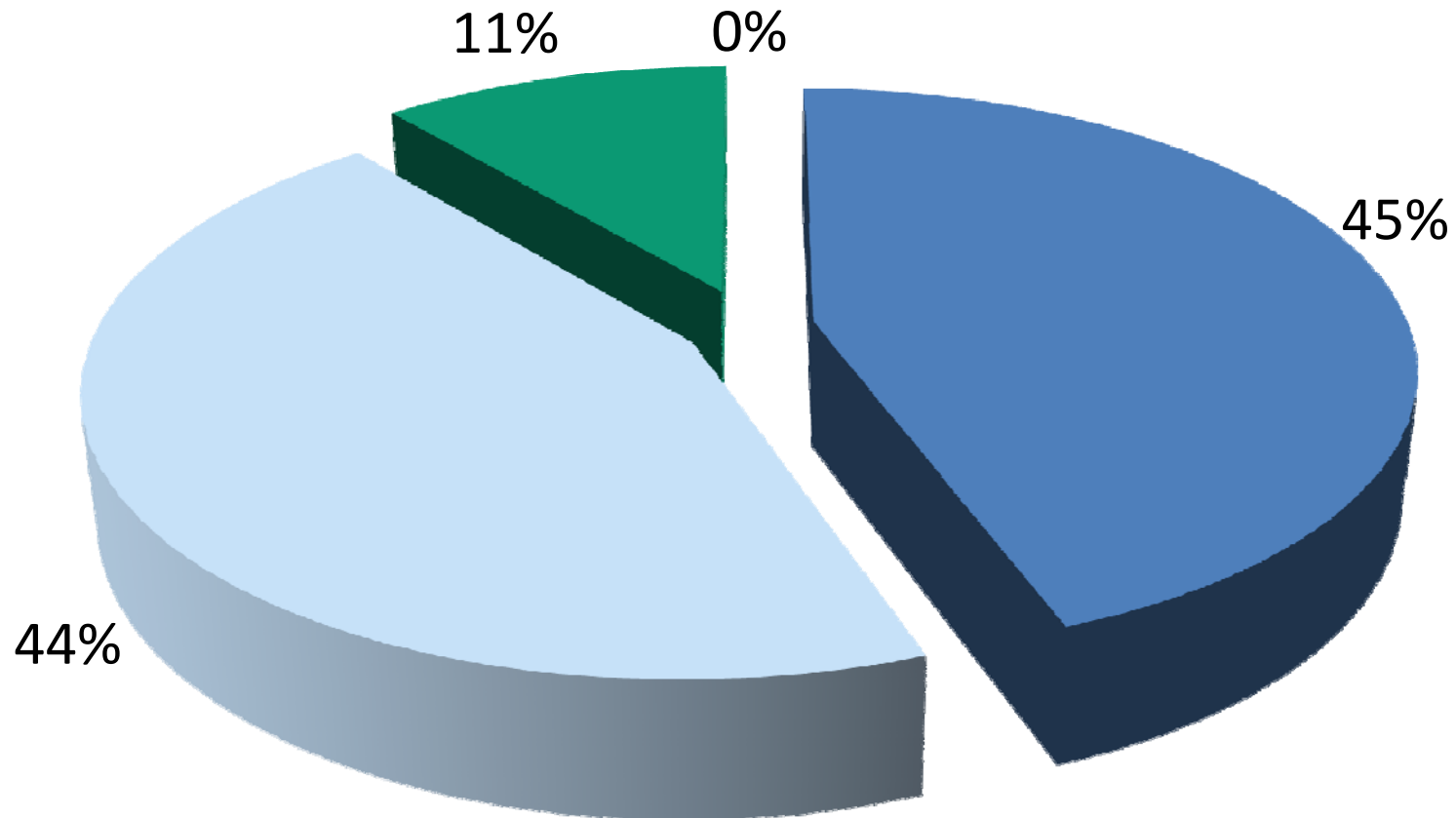
What are the biggest challenges that your clubhouse has with getting and keeping young adults as active members?

- Not enough opportunities for employment, the work offered at the club is not interesting or engaging enough to encourage them to come back

- We are still struggling to get young folks into the building. Those that do come seem to engage well with the community for the most part.

- There's not enough time and resources to focus on young adults.

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

My clubhouse has linkages with high schools and colleges in my community.

11%　0%

45%

44%

■ Strongly Agree　■ Agree　■ Disagree　■ Strongly Disagree

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

Adapting Services to Engage Young Adults in ICCD Clubhouses

- Describes the background, development, and adaptations of services and supports for young adults within two clubhouse programs affiliated with Clubhouse International.
- Attempts to address service gaps and create supports to engage young adults transitioning to the adult mental health system
- Highlights details and challenges associated with program adaptation
- Shares successful strategies used to engage young adults including:
  - Outreach efforts led by young adults,
  - Developing supports and linkages with local educational institutions,
  - Addressing housing issues specific to young adults, and
  - Using current technologies that young adults find appealing.
- These strategies may prove useful to other service models that serve this population.

McKay, C. E., Osterman, R., Shaffer, J., Sawyer, E., Gerrard, E., & Olivera, N. (2012). Adapting Services to Engage Young Adults in ICCD Clubhouses. *Psychiatric Rehabilitation Journal, 35,* 181-188.

Engaging Young Adults Training Manual

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

Training Participants will be able to:

- Understand the developmental stages facing young adults diagnosed with an emerging mental illness;

- Describe strategies that the clubhouse can use to find & engage young adults;

- List to modify or expand supports related to obtaining & maintaining employment & educational opportunities;

- Identify challenges & needs related to housing and homelessness; &

- Learn why the clubhouse is a good setting to address the psychiatric and developmental needs of young adults

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

The Training Manual Includes…

- Specific learning objectives for each session.
- Discussion questions related to each topic, essential reading material, and supplemental materials provided by the Transitions Research and Training Center at the University of Massachusetts Medical School.
  - Structured questions and topics guide a series of discussions held throughout the training.
  - The discussions are designed to be interactive, with input from training participants.
  - Learning and applying methods that Genesis Club has successfully utilized to engage young adults.

Discussion #1: Modernizing Your Clubhouse, Young Adults as Our Future

Learning Objective: Training participants will learn why a Clubhouses' working community approach can address the psychiatric and developmental needs of young adults.

- Normalized work day setting with role models for personal development
- Freedom from stigma and isolation
- Place to address housing, employment, education, etc.
- Opportunity for socialization

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

Establishing a Critical Mass of Young Adults - Questions for Discussion #1

- Why does the Clubhouse need young adults?
- Why do young adults need the Clubhouse?
- How is the young adult culture different from older adults?
- How does the voluntary nature of the Clubhouse model differ for young adults vs. older adults?
- Should clubhouses have separate hours and separate space for young adults?

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

Discussion #2: Having a Strong Foundation - Full and Engaging Work Ordered Day

Learning Objective: Training participants will learn what the "best practices" are for engaging young adults.

- Young adults find the focus on egalitarian contributions to important work as equally respected individuals very appealing
- Young adults grow through having positive opportunities through work
- A good Work-Ordered Day has a structure that is organized and supports the ability to immediately respond to young adults desire to engage and work on a goal
- Working side-by-side captures a young adult's natural inclination to associate in groups and provides opportunities for young adults to socialize and learn new skills

Shaping Time and Talents - Questions for Discussion #2

- Why don't young adults engage in the program?

- How can young adult members engage?

- Do young adults in your Clubhouse gravitate to one specific type of work or staff?

- How does the program have to change their style to keep young adults active?

- How does work in the units help young adults towards their stated goals?

- What work in the unit best captures young adults' energy, social skills? What work can your Clubhouse develop to utilize these attributes?

Discussion #3: Expanding Employment Opportunities

Learning Objective: Training participants will learn the importance of capturing a young adult's employment goal in the first week of their membership and learn the importance of using it throughout their service tenure.

- Understanding that all young adults have a career goal, and the importance of asking them what their goal is.
- For many young adults it is their first working experience.
- Growing up in a foster care system/mental health children's systems/"alternative" high schools may not help a young adults develop a work ethic or career goals.
- Young adults need more support to organize and prioritize work into their lives

Expanding Employment Opportunities - Questions for Discussion #3

- When do you start capturing young adult's employment goals?

- What should Clubhouses be doing to meet the immediate work goals?

- How do employment goals differ from young vs. older adults?

- How does the readiness to return to work differ among young adults vs. older adults?

- How does the Clubhouse explain employment supports for Transitional, Supported, and Independent Employment (TE, SE, IE) using their language?

- Are TE and SE both relevant for young adults?

- What are the options for income and long-term financial independence: Balancing work and benefits?

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

Discussion #4: Expanding Education Opportunities

Learning Objectives: Education and training are key ingredients in career development and are essential to meet the changing needs of the contemporary workforce. Participants will learn strategies to support young adults with their educational needs.

- Clubhouse supported education can capture the interest of young adults who may not be thinking about school/college.
- Clubhouses can offer connections to a wide array of educational supports in the community to meet the educational needs of a young adult's career ambitions.
- Accessing accommodations and supports offered by educational institutions.
- Using what we know in Transitional, Supported, and Independent Employment to assist students with earning a certificate or degree.

Expanding Education Opportunities - Questions for Discussion #4

- How does your Clubhouse support young adults to continue their education without disruption? What are the effective supports?
- How does the Clubhouse expose young adults to educational opportunities in the
- community?
- What partnerships does your Clubhouse have with educational institutions/colleges/universities and what does your Clubhouse need to develop?
- Why does the Clubhouse need to collaborate with community educational institutions?
- Does the Clubhouse connect with student groups on the college campus?
- What are some ways to support young adults with education who feel they are going through a crisis?
- What are different supports for young adults with education? What are educational
- supports to put in place for young adults with an emerging mental illness?
- Why are career goals different for young adults?

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

Discussion #5: Engaging Young Adults & Reaching out to Reduce Isolation and Bridge the Transition Gap

Learning Objectives: Clubhouses need to learn the value and necessity of a proactive reach out with young adults.

- Denial is particularly relevant in initial stages of illness among young adults.
- Participation of young adults is essential for the long-term viability of the Clubhouse.
- Are there opportunities for alternative sources of program funding?

Reaching Out - Questions for Discussion #5

- How does your Clubhouse organize reaching out to young adults in the community?

- What issues are there for members who support other members as peers, if any?

- How do you use peer support/peer outreach?

- Is the transition gap different for young adults in rural, metropolitan, or urban areas? If yes, what are the differences?

- How do geographic differences affect employment opportunities for young adults?

- When does a Clubhouse start capturing the employment goals of young adults?

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

Discussion #6: Putting it all Together for Transitional Age Clubhouse Members

Learning Objectives: Participants will understand the developmental stages facing young adults with an emerging mental illness.

- Developing social vs. romantic relationships as young adults mature.
- Developing social maturity across work, family, & friends.
- Navigating the mental health system as an emerging adult, and learning to take a lead role in your recovery
- Being sensitive to developmental and cultural differences.

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

Putting it Together - Discussion #6 Questions

- How does your Clubhouse deal with YA 'drama'? How is it different?
- What is the understanding/level of tolerance in your Clubhouse for late teens that are not fully mature?
- What is the cultural makeup of your Clubhouse, and the influences?
- How do you assist members to find good clinical providers as an adult?
- How does an eighteen-year-old think differently from a twenty-five year old?
- How does the Clubhouse support young adults transitioning from a public school mentality to adult responsibilities?
- How does the Clubhouse help young adults focus when pulled by romantic relationships, peer drama, etc?

Discussion #7: Housing, Homelessness, Rising Above Your Illness, and Future Dreams

Learning Objectives: Young adults are just learning the adult responsibilities of quality housing, managing their illness, and building healthy relationships, which can all happen while pursuing employment and education goals.

- Participants will learn how young adults view housing and homelessness.
- Participants will understand these are not issues for young adults because of their mental illness, but rather the natural development of emerging adulthood.

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

Rising Above Your Illness, & Future Dreams - Questions for Discussion #7

- How aware is the Clubhouse regarding housing issues with young adults?
- How prevalent is 'couch surfing', temporarily staying with relatives or street homelessness?
- What mechanisms can the Clubhouse use to develop affordable, decent housing options for young adults?
- Does the Clubhouse have connections to good clinical resources?
- Does your Clubhouse assist young adults with financial literacy?
- How do young adults view mental illness vs. recovery?
- Does the Clubhouse collaborate with other agencies supporting young adults?

INITIAL SURVEY RESULTS

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

Training Participants

Age (Years)

20-25 — 27%
26-30 — 37%
31-40 — 9%
41-50 — 9%
51-60 — 9%
Over 60 — 9%

Legend:
- 20-25
- 26-30
- 31-40
- 41-50
- 51-60
- Over 60

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014
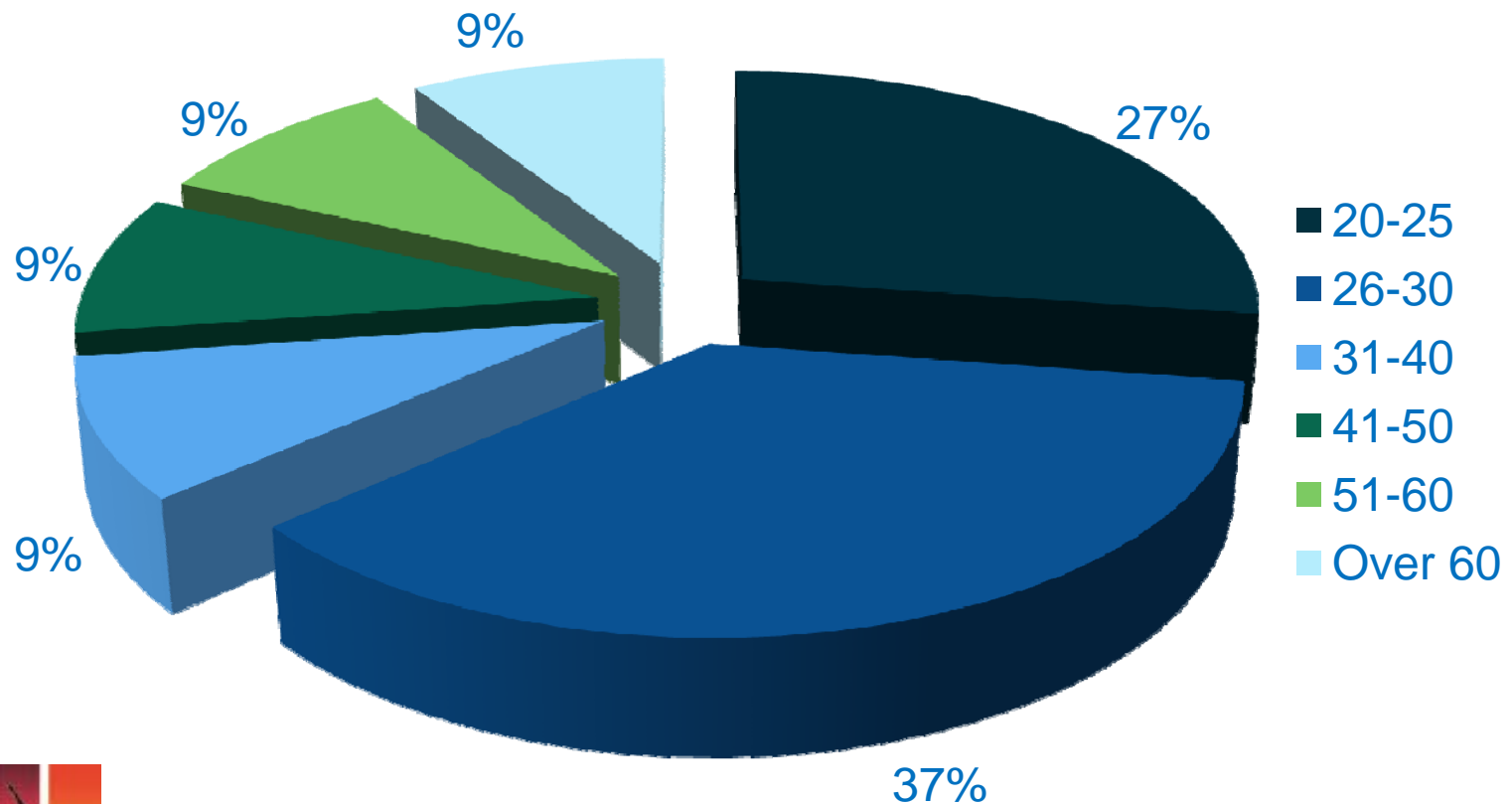
What is your role as a training colleague representing your clubhouse?

Member 36.4%
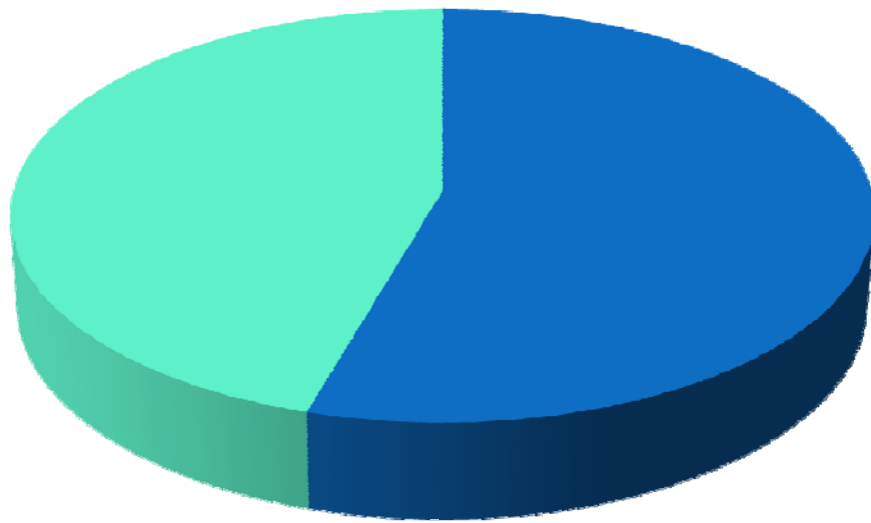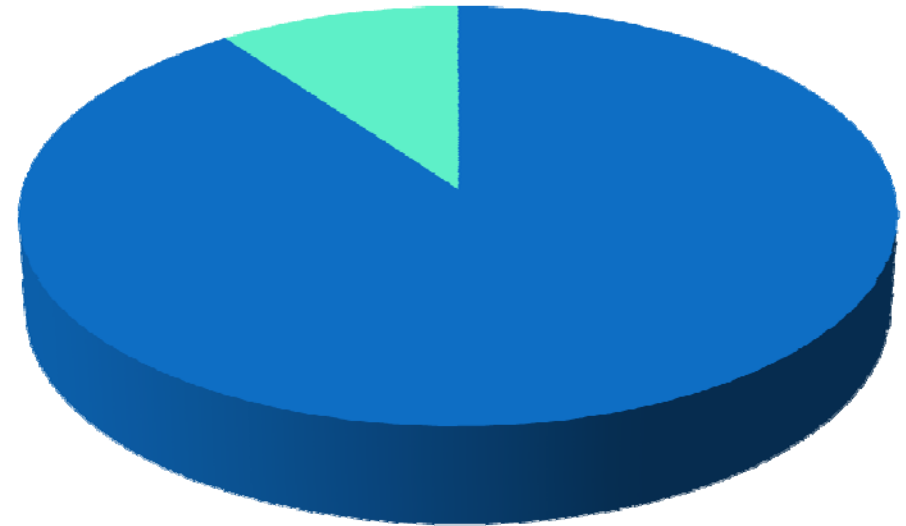
Staff 45.5%

Clubhouse Director 18.2%

Has your clubhouse adapted it's services to better serve young adults?
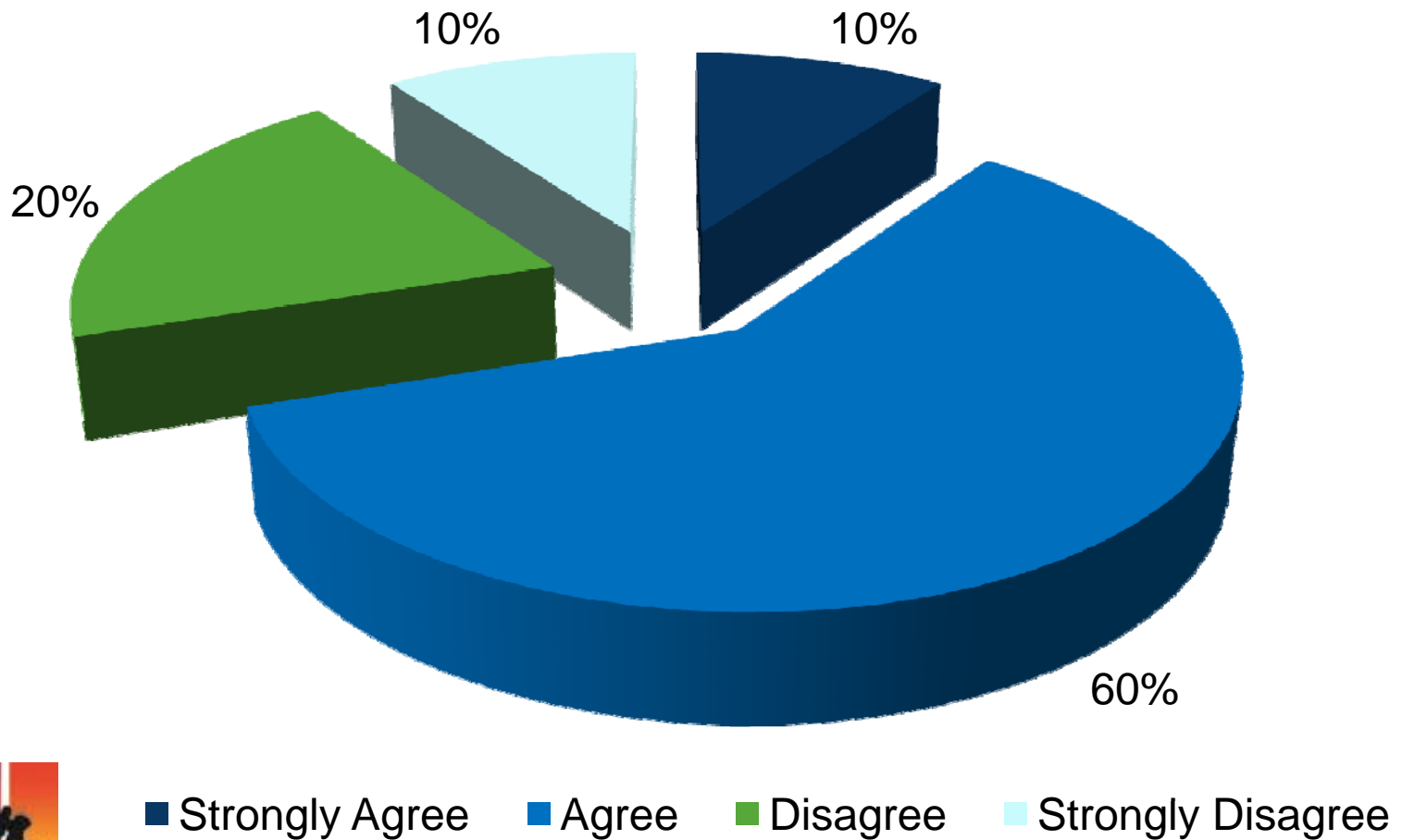
Pre-Training

Post-Training

Yes ■ No

Yes ■ No

I believe that my clubhouse does a good job of engaging young adults.

10%   10%

20%

60%

■ Strongly Agree   ■ Agree   ■ Disagree   ■ Strongly Disagree

Which services were modified?

	Pre-Training	Post-Training
Reach Out	66.7%	66.7%
New Member Orientation	83.3%	77.8%
Work-ordered Day	33.3%	66.7%
Employment	16.7%	33.3%
Education	16.7%	44.4%
Housing	16.7%	0.0%
Social Activities	83.3%	56.5%

27th Annual Children's Mental Health Research & Policy Conference. Tampa, FL. March 2014

Contact Information

Colleen McKay, M.A., C.A.G.S.
508-856-8471
(colleen.mckay@umassmed.edu)

The Program for Clubhouse Research
Center for Mental Health Services Research
Department of Psychiatry
University of Massachusetts Medical School
55 Lake Avenue