

Systemic Efforts to Prioritize Employment as a Recovery Outcome

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Integrating Supported Employment with Other Approaches

- Supported Education
- Financial Education
- Peer Support & Peer Tools
- Asset Development

What Do People Want from Employment that Promotes Recovery?

- Employment careers, not just a series of sequential jobs
- Work with dignity that they can feel proud of
- Help returning to work in ways that do not endanger their benefits & entitlements
- Routes to economic security

Employment Intervention Demonstration Program (EIDP)



Funded by the Center for
Mental Health Services,
Substance Abuse and Mental
Health Services
Administration

How did the study work?

- ✓ **Unemployed people with psychiatric disabilities were recruited in 7 states**
- ✓ **They were randomly assigned to a supported employment program or the control group condition.**
- ✓ **They completed in-person interviews with researchers every 6 months for 2 years, their employment was tracked weekly, & their services were monitored on a monthly basis**

Experimental Interventions: EBP Supported Employment

- integrated clinical & vocational services
- multidisciplinary provider teams (mental health, vocational rehabilitation, substance abuse tx, peer support, benefits counseling)
- rapid job search & placement activities
- focus on competitive employment outcome
- jobs meeting preferences of participants
- ongoing supports without time limits

Participant Characteristics N=1273

- Half male/female
- 18-76 years; average=38 years
- 48% Caucasian, 31% AA, 14% Latino
- 90% schizophrenia, mood disorders
- 64% concurrent substance abuse diagnoses
- Avg. 6 hospitalizations
- 96% taking psychiatric medications
- 60% additional disabilities/health conditions
- 47% no employment 2 years prior to study

EIDP Key Findings: Achieving Employment Outcomes



Economic Productivity of All EIDP Participants

Over a 24-month period...

- **2230 jobs were held by clients, an average of 2.2 jobs per worker**
- **\$4.7 million was earned by clients, an average of \$5,786 per worker**
- **820,293 hours were worked by EIDP clients**

Job Features

- **Almost all jobs (86%) were minimum wage or above**
- **Jobs paid an average of only \$5.91 per hour**
- **Most jobs were worked an average of 19.4 hours per week**
- **Only 17% of all jobs were full time (35+ hours per week)**

Participants' Personal Features...

- **Male vs. Female**
- **Race/Ethnicity**
- **Age**
- **Education**
- **Prior Work History**
- **Symptoms**
- **Functioning**
- **Marital Status**
- **Drug/Alcohol Abuse**
- **Living with Children < 18 years old**
- **Diagnosis of Schizophrenia**
- **Co-occurring Health Problem or Disability**
- **Receiving Disability Income**

Findings: Effects of Study Condition

Controlling For Personal Features...

- in both the experimental & control groups, people's employment *outcomes improved over time*
- those in the *experimental groups had better outcomes* than those in the control groups
- the *advantage of the experimental group participants increased over time* relative to the control group

Types of Services Measured in EIDP Study

Vocational

Vocational Assessment/Evaluation
Client Specific Job Development
Collaboration with Employer
Vocational Support Groups
Collaboration with Family/Friends
Vocational Treatment
 Planning/Career Development
Off-Site Skills Training/Education
Off-Site Vocational Counseling
On-Site Job Support
Transportation

Clinical

Case Management
Family/Couples Counseling
Emergency Services
Evaluation/Diagnosis
Individual Counseling
Group Counseling
Medication
 Evaluation/Maintenance
Partial Hospital Program

EIDP Results: Vocational Services

- ✓ Participants who received **job development** were almost five times as likely to obtain competitive employment as individuals who did not receive it.
- ✓ Those who received **ongoing job support** tended to have significantly longer job tenure in their first competitive job.
- ✓ People receiving **integrated services** had better work outcomes

Leff, Cook et al., 2006, *Psychiatric Services*

What Do We Mean by Clinical & Vocational Services Integration?

Level of services integration was defined as “high” when vocational & mental health services were delivered...

- ⊗ by the same agency
- ⊗ at the same location
- ⊗ using a single case record
- ⊗ with regularly scheduled meetings of vocational & clinical providers (i.e., daily or no less than 3 times/week)



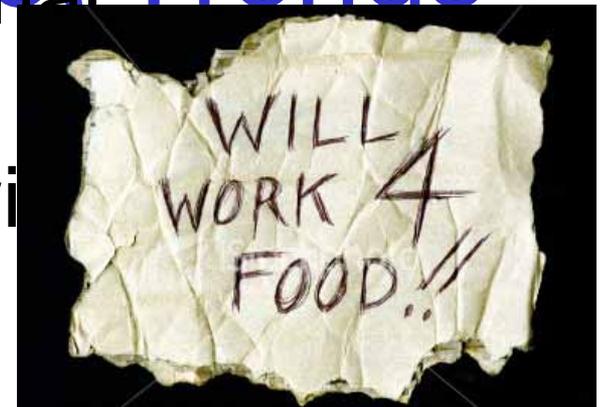


How are the careers of people with psychiatric disabilities affected by the local economy?

- How does the local unemployment rate influence vocational success?
- Can best-practice supported employment help to overcome a poor local economy?

People with Psychiatric Disabilities **ARE** Subject to General Labor Market Trends

In the EIDP, all four vocational outcomes were worse for those residing in counties with higher unemployment.



If Local Unemployment is So Important, Do Best-Practice Services Even Matter?

To address this we looked at 4 groups...

- Those receiving best practice in areas with low unemployment did best
- Those receiving best practice in areas with high unemployment did 2nd best
- C condition with low unemployment 3rd best
- C condition with high unemployment worst

SE Helps to Lessen the Negative Effects of High Unemployment

- EMP SE services allowed individuals in areas with high UR to do better than Control subjects in areas with low UR
- Most important: without best-practice services, those in areas with high UR are highly unlikely to work or build careers

(Cook, Grey et al., Journal of Vocational Rehabilitation, 2006)

How Can People Use Knowledge About Evidence-Based Practice to Take Control of their Own Recovery?



Seeking Supported Employment: What You Need to Know

Determine Your Destiny

Check off each answer:



How many of your clients work in competitive jobs that are open to anyone who applies? At least 80% or less than 80%?	At least 80% <input type="checkbox"/>	Less than 80% <input type="checkbox"/>
How many of your clients work in settings where none of the coworkers is disabled? At least 80% or less than 80%?	At least 80% <input type="checkbox"/>	Less than 80% <input type="checkbox"/>
Can people who are working continue to receive support from program staff for as long as they want?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does your program place clients in jobs that are permanent?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How many of your clients earn minimum wage or above? At least 80% or less than 80%?	At least 80% <input type="checkbox"/>	Less than 80% <input type="checkbox"/>
<p>Add 1 point for each answer in the Green Zone and 0 for each answer in the Red Zone.</p> <p>Score for first 5 questions only = _____</p>		
How many of your clients earn \$10 an hour or more? At least 10% or less than 10%?	At least 10% <input type="checkbox"/>	Less than 10% <input type="checkbox"/>
How many of your clients get a job in the field they want? At least 50% or less than 50%?	At least 50% <input type="checkbox"/>	Less than 50% <input type="checkbox"/>
Does your program work with anyone interested in working, regardless of her/his abilities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does your program have in-person vocational support after 5pm?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Putting EBP Knowledge Directly Into Consumers' Hands

- Staff & inpatients of the Rockland Psychiatric Center in New York use “Seeking Supported Employment” to identify what to look for in a supported employment program upon discharge



Other Peer Tools

- Workplace Culture Calculator - designed to help you evaluate how well your values align with those held by a current or potential employer
- Reasonable accommodations for veterans with PTSD
- Free Webcast – Getting on the Road to Self Employment

<http://www.psych.uic.edu/eidp/eidptoolkit.htm>

Employment is Only One Component of Economic Security

Other components include...

- Supported Education
- Financial Education & Planning
- Asset Accumulation



What Outcomes Does Supported Education

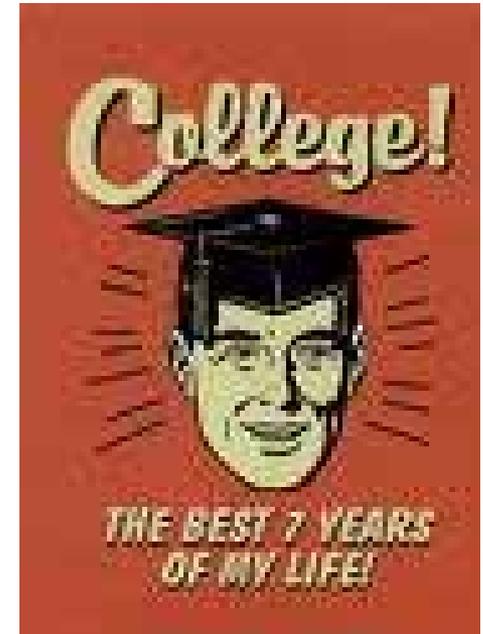


Achieve?

-  Prepares students academically
-  Helps people choose a school
-  Supports people during enrollment & throughout the school year
-  Offers tutoring & advocacy, if needed
-  Helps locate financial aid

Why Provide Supported Education?

-  People prefer recovery-oriented services in normalized settings like
-  Education is age-appropriate for both older & younger people & provides greater opportunities for achievement & community integration
-  Advanced education helps people avoid entry-level employment & pursue important career goals



What's the Research Base for Supported Education?

Thresholds Community Scholar Program

Psychosocial rehabilitation program in which students completed college prep courses followed by mainstreaming into local colleges with ongoing support.

Services:

- ☀ College preparatory curricula**
- ☀ Mobile education support**
- ☀ Peer support including peer tutoring**
- ☀ Faculty liaison & faculty in-services**

Community Scholar Program

Pre/Post Comparison

- ❖ **42% took one or more college courses**
 - ❖ **56% 2-yr community college**
 - ❖ **28% 4-yr university**
 - ❖ **16% voc/tech school**
- ❖ **78% employed during CSP & earned significantly more money at follow-up than at intake**
- ❖ **Students worked significantly more hours at follow-up**
- ❖ **Students had significantly higher self-esteem and coping at follow-up**

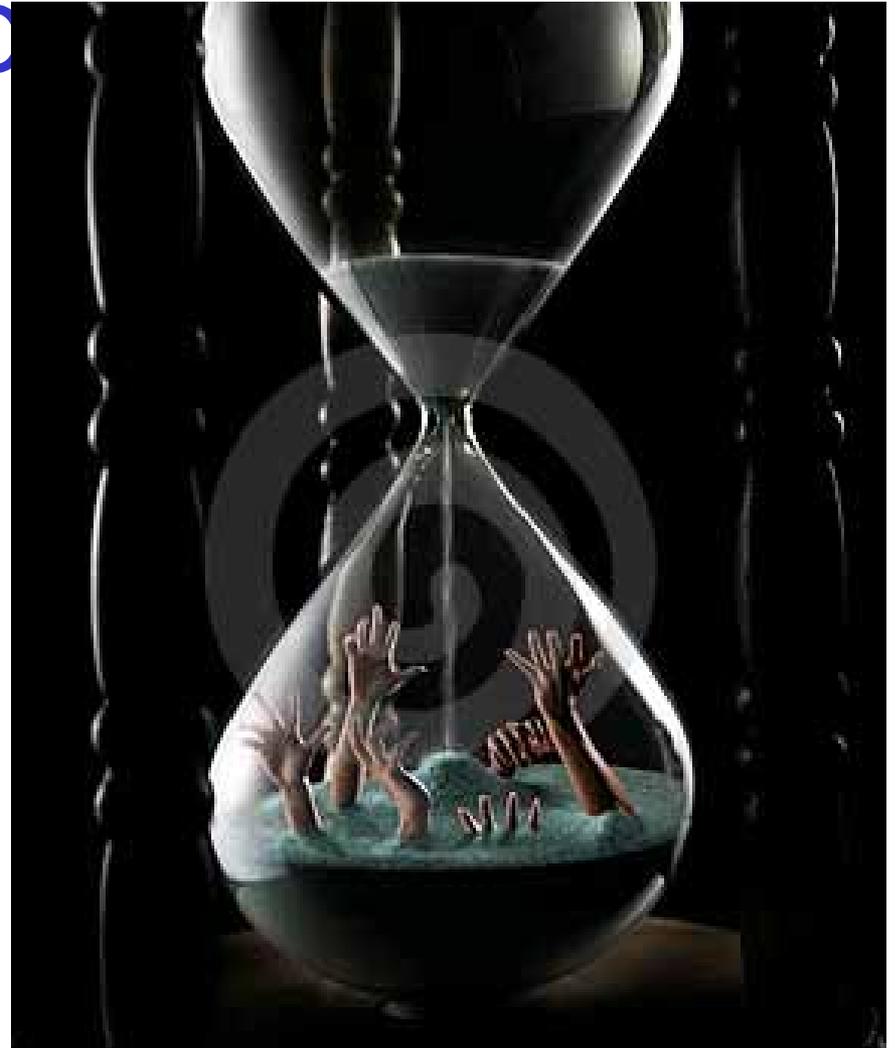
(Cook & Solomon, 1993)

Why Financial Education?

- Once people have more money they can fall into spending traps
- People may wish to plan for their financial futures
- People need to understand how their earnings may influence other benefits & entitlements on which they depend

Spending Trap

- Rent-to-own stores
- Payday lenders
- Pawn shops
- Online shopping
- Mail-order clubs
- Auto-purchase
- Buying parties



People Often Need Support to Spend their Money Wisely



UIC Financial Education Curriculum

Six sessions involving small group interaction, humor, & expenditure tracking

- Values, needs vs. wants; identifying financial goals; tracking income & expenses
- Fixed vs. flexible expenses; envelope budgeting; how to start & maintain a savings plan; track expenses
- How to increase income/decrease spending; track expenses
- Understanding credit; credit report/score; managing credit/debt problems; track expenses
- Using financial institutions; track expenses
- Consumer skills & rights; track expenses

Asset Development: UIC Individual Development Account (IDA) Project



Funded by the Consumer Affairs Program of the Center for Mental Health Services of SAMHSA, & the National Institute on Disability & Rehabilitation Research of USDOE

Individual Development Accounts (IDAs)

- 💰 Assets for Independence Act (AFIA, 1998) administered by HHS
- 💰 Save earned income for 1st home, small business capitalization, or post-secondary education
- 💰 Income below 200% of poverty level to qualify
- 💰 Savings must be from earnings; 3-year limit
- 💰 Savings excluded from SSI/SSDI beneficiaries
- 💰 Individual must receive financial education
- 💰 Individual's contribution is matched by federal & non-federal source (e.g., 1-to-1 match: \$100 individual's deposit + \$100 federal + \$100 non-federal = \$300)

Conclusion: Integrated Psychiatric Rehabilitation Employment Services

- Financial security is essential to well-being.
- Without EBP services people are unlikely to return to work, especially in areas with poor local economies
- Even as people return to work, debt, poor credit, & financial hardship can threaten the recovery process.
- Supported education, financial education & asset accumulation are essential ingredients.

by visiting its website...

www.psych.uic.edu/eidp/

- **full descriptions of study conditions including research & provider contact information**
- **downloadable protocols & documentation**
- **latest study findings & publications**
- **downloadable presentations re: the study**
- **links to relevant sites**

Thank you!