

EXPLORING POTENTIAL CORRELATES OF EMPLOYMENT AND EDUCATION EXPERIENCES AMONG YOUTH AND YOUNG ADULTS WITH SERIOUS MENTAL HEALTH CONDITIONS

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The Transitions to Adulthood Center for Research

Acknowledgements



The mission of the Transitions to Adulthood Center for Research is to promote the full participation in socially valued roles of transition-age youth and young adults (ages 14-30) with serious mental health conditions. We use the tools of research and knowledge translation in partnership with this at risk population to achieve this mission. Visit us at: <http://www.umassmed.edu/TransitionsACR>

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Overview of Presentation

1. Describe the methods of a longitudinal study of employment and education
2. Present baseline data and characteristics of 179 participants



INTRODUCTION



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Background

- Little is known about correlates of successful education and employment outcomes for youth and young adults (Y&YA) with serious mental health conditions (SMHC)
- Social Cognitive Career Theory (Lent RW, Brown SD, Hackett G., 1994) suggests the influence of specific malleable factors (e.g., self-efficacy) but these have yet to be empirically tested
- More research is needed to inform the design and delivery of employment and education services that could benefit this population



Research Objectives

1. Describe the longitudinal patterns of changes in education and employment activities of Y&YA with SMHC
2. Assess which social and psychosocial factors influence or are influenced by education and employment activities of Y&YA with SMHC
3. Explore whether the impact of these factors on employment and education outcomes differ across various subgroups of the sample



STUDY DESIGN & METHODS



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Recruitment

- Enrollment period: December 2017 - January 2019
- Recruitment goal of 180
- Eligibility Criteria
 - 16-25 years old
 - Diagnosed with at least one mental health condition
 - Currently working and/or in school, or actively seeking to do so
 - Experienced functional impairment or interruption to daily activities, or has been identified as having a disability
- Local (Central MA) & national recruitment
 - Traditional avenues (list-servs, mental health agencies)
 - Facebook ads – huge success!



Data Collection

Study Timeline (over 12 months)													
	0	1	2	3	4	5	6	7	8	9	10	11	12
Baseline	X												
Check-in 1			X										
Follow-Up 1					X								
Check-in 2							X						
Follow-Up 2									X				
Check-in 3											X		
Follow-Up 3													X



Web survey (x4)

- Basic demographics
- Psychological distress
- Functioning
- Major life events
- Social support
- Self-stigma and perceived discrimination
- Activities and events related to school, work, and training
- Measures related to our theoretical model, including vocational outcome expectations and self-efficacy as they relate to school, work, and training



Innovative Recruitment & Data Collection Methods

- Recruitment
 - Started local
 - Expanded to national recruitment via list-serve and networking
 - Facebook advertisement very successful
- Screening
 - Most completed online screening surveys & provided contact info
- Consent
 - Phone and electronic consent via REDCap (video use for consenting minors)
- Data collection
 - Text and email reminders with survey links
 - Phone contact updates between surveys



Data Collection To Date

475 completed screenings

Baselines	Completed – 179
Follow-Up 1	Completed – 109 Missed – 5 (96% retention)
Follow-Up 2	Completed – 32 Missed – 4 (89% retention)
Follow-Up 3	Completed – 6 Missed – 2 (75% retention)



BASELINE RESULTS: DEMOGRAPHICS



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Age and Gender

Age	N (%)
16 & 17 yrs old	19 (11%)
18 & 19 yrs old	38 (21)
20 & 21 yrs old	49 (27)
22 & 23 yrs old	38 (21)
24 & 25 yrs old	35 (20)

Gender	N (%)
Female	98 (55%)
Male	51 (29)
Transgender	26 (15)
Does not identify as male, female or transgender	4 (2)



Race/ethnicity

Race/Ethnicity	N (%)
White, non-Hispanic	119 (67%)
Black, non-Hispanic	11 (6)
Hispanic (including Hispanic/Black and Hispanic/White)	19 (11)
Asian	11 (6)
Other	19 (11)



Mental Health Diagnoses

Diagnoses	N (%)
Anxiety Disorder	155 (87%)
Major Depression	126 (70)
PTSD	47 (26)
Eating Disorder	31 (17)
Bipolar Disorder	28 (15)
Borderline Personality Disorder	13 (7)
Schizophrenia or Schizoaffective Disorder	11 (6)



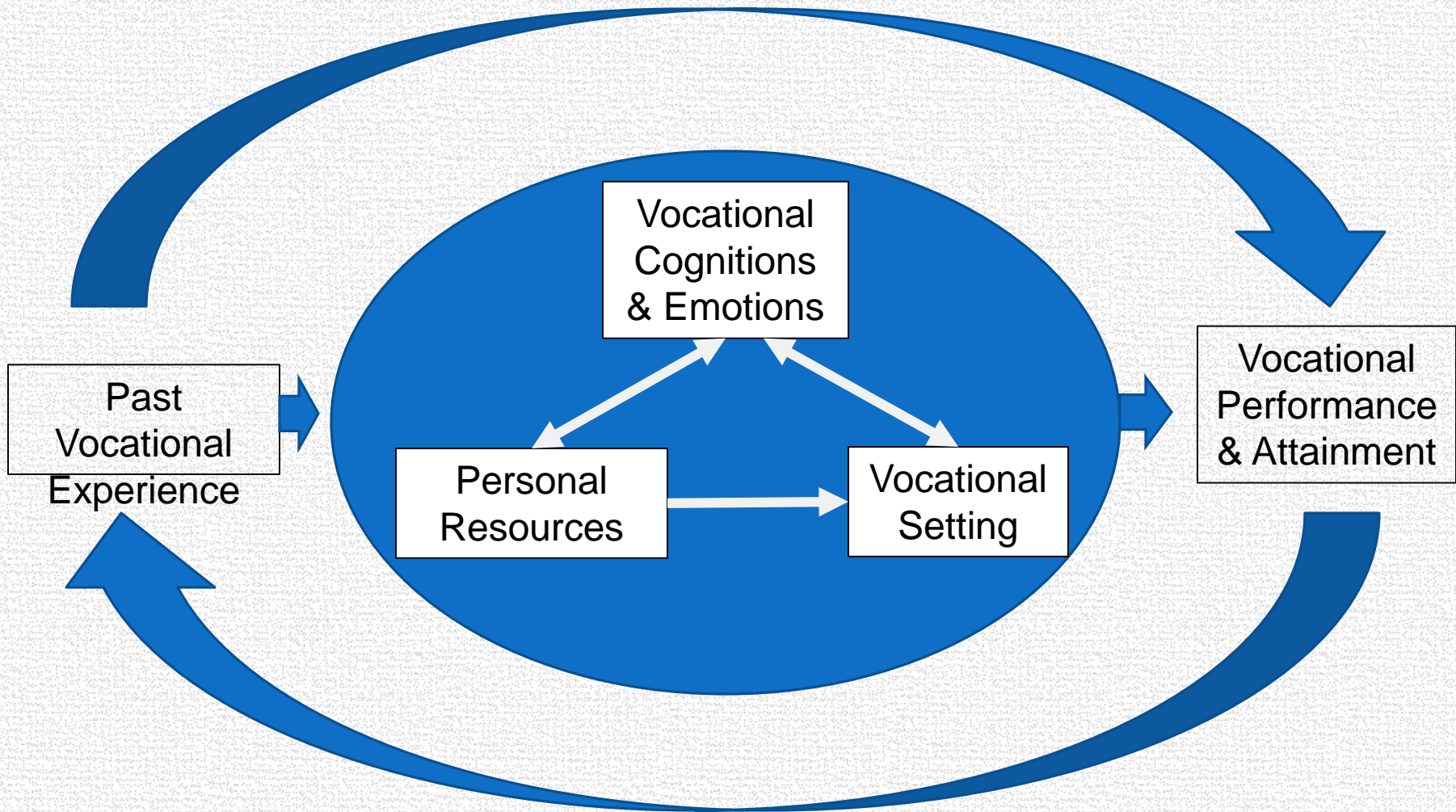
Work/school status

Work/School Status	N (%)
Working, not going to school/training	44 (25%)
Working and going to school/training	67 (37)
Going to school/training, not working	46 (26)
Not working or going to school/training by choice	2 (1)
Not working or going to school/training but want to be	20 (11)



BASELINE RESULTS: COVARIATES





Age, Race/Ethnicity, Gender, Family socioeconomic status, General economic climate



General Functioning

Functional Assessment Short Test (FAST) (Rosa et al., 2007)

- *Holding down a paid job or going to school regularly*
- *Ability to concentrate on a book, movie*
- *Managing your own money*

Mean (s.d.)	Range
50.1 (13.3)	17-82



Psychological Distress

Kessler Psychological Distress Scale (K10)

- *How often do you feel nervous*
- *How often did you feel hopeless*

Psychological Distress Score	N (%)
<20 (Likely to be all well)	17 (15.9%)
20-24 (Likely to have mild mental disorder)	19 (17.7)
25-29 (Likely to have moderate mental disorder)	31 (29.0)
>30 (Likely to have severe mental disorder)	40 (37.4)



Social Support Questionnaire (SSQ)

Sarason et al., 1987

	Mean (s.d.)	Range
SSQSupport	2.38 (1.13)	1.0-6.0
SSQNumber	2.29 (1.48)	0.0-9.0

Who can you really count on to care about you, regardless of what is happening to you?



Role of Discrimination & Stigma

Perceived Devaluation-Discrimination (PDD) (Link, 1987)

- *Most people would accept a person...*
- *Most people think less of a person....*

Measure	Mean (s.d.)	Range
PDD	4.0 (.90)	1.67-5.83
Self-Stigma	3.2 (.98)	1.0-5.0

Self-Stigma Questionnaire (Thoits and Link, 2016)

- *How often do you feel shame...*
- *How often do you feel disappointment....*



Vocational Outcome Expectations

- Vocational Outcome Expectations Scale (McWhirter, et al., 2000)
 - *I will be successful in my chosen career or occupation*
 - *The future looks bright for me*
 - *I have control over my career decisions*

Mean (s.d.)	Range
3.0 (.61)	1.0-4.0



Self-Efficacy at Work

Work-related self-efficacy (Waghorn et al., 2007)

- Confidence ratings (0-100)
 - *Resolve a conflict with a colleague*
 - *Manage your health well enough to work 8 hours*

Mean (s.d.)	Range
69.8 (15.24)	26.26-98.42



Self-Efficacy at School

Self-efficacy for self-regulated learning subscale from the Children's Multidimensional Self-Efficacy Scales (Bandura, 1989; Zimmerman, et al., 1992)

- Confidence ratings (1-7, higher score = better)
 - *Concentrate on school subjects*
 - *Plan your schoolwork*
 - *Organize your schoolwork*

Mean (s.d.)	Range
4.7 (1.3)	1.0-7.0



Other measures

- Events that happened or are anticipated related to school and work (e.g. been fired, been praised)
- Internal social capital (i.e. at work or school)
- Significant personal events (e.g. hospitalized, change in relationship status, not had a place to call home)



Future considerations and next steps

- New gender identity questions
- Potentially add another data collection point (or two!)
- Oversample racial and ethnic minorities
- Oversample other vulnerable populations
- Additional correlates to explore:
 - Update perceived discrimination
 - Illness identity measures
- Validate new measures specifically for young adults with mental illness



Thank You!

Contact us at Kathryn.Sabella@umassmed.edu;
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