

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

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Kathryn Sabella, Ph.D.

Laura Golden, B.A.

Marcela Hayes, B.A., B.S.

Emma Pici-D'Ottavio, B.A.

Transitions to Adulthood Center for Resesarch

University of Massachusetts Medical School



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# 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)

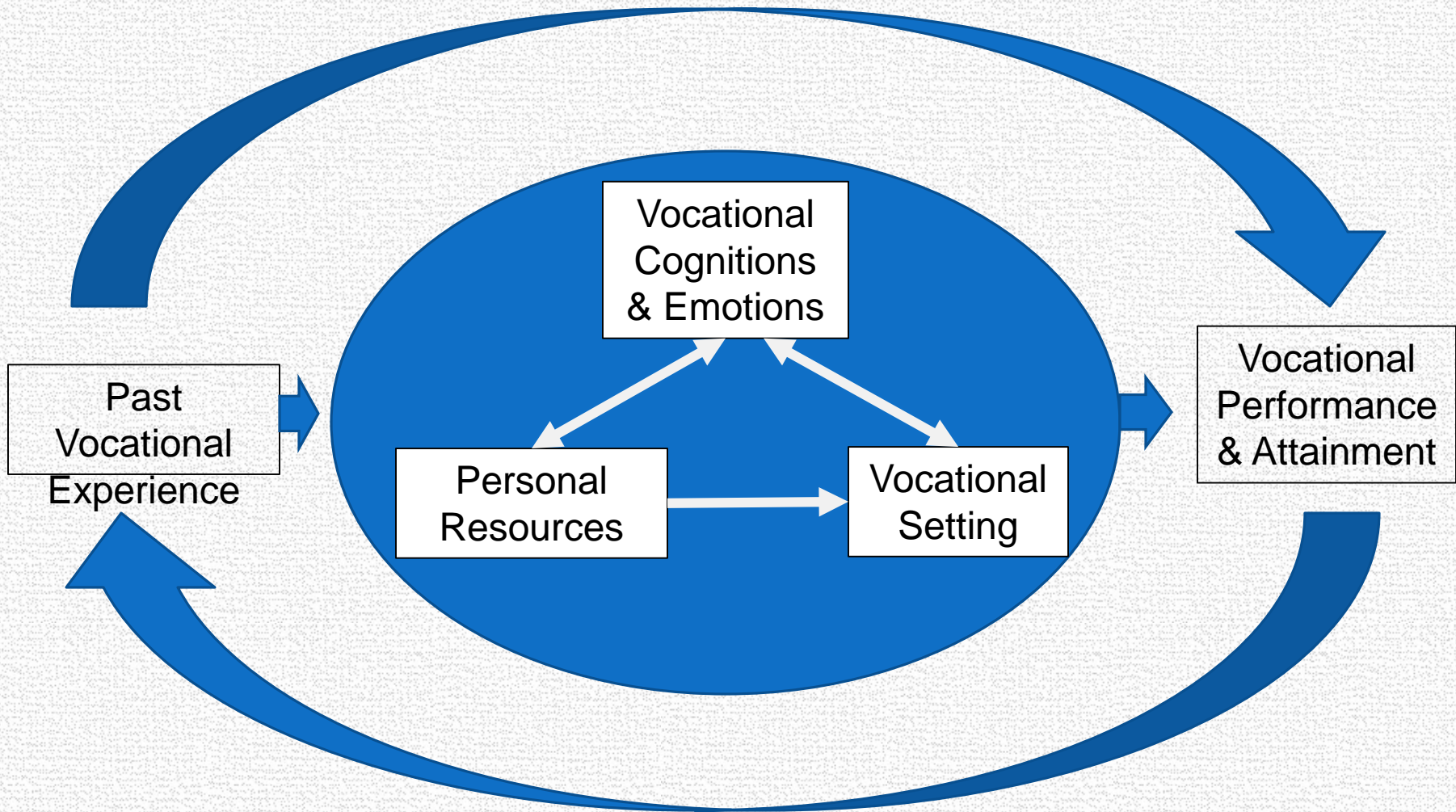


# BASELINE RESULTS: COVARIATES

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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](mailto:Kathryn.Sabella@umassmed.edu);  
[Marcela.Hayes@umassmed.edu](mailto:Marcela.Hayes@umassmed.edu)

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