

Going Virtual: How Three Young Adult Focused Services Pivoted to Virtual Platforms in 2020

June 24, 2021



Peer Academic Supports for Success (PASS)– A Peer Coaching model to Virtually Support Boston University Students

Paul Cherchia, LMHC

Dori Hutchinson, Sc. D.

Boston University Center for Psychiatric Rehabilitation



Agenda

- Who we are
- What is PASS?
- Adapting in a COVID Academic Year
- Successes & Challenges
- Moving Forward
- Questions

Who We Are

Paul Cherchia

- Center for Psychiatric Rehabilitation at Boston University
- Licensed Mental Health Counselor
- Instructor and College Coach
- Peer Academic Coach Supervisor

Dori Hutchinson

- Center for Psychiatric Rehabilitation at Boston University
- Executive Director
- Director of Services
- Co Investigator on PASS



What is Peer Academic Coaching?

Principles of Coaching

- Wellness-oriented
- Person-centered
- Relationship-focused
- Strengths-based
- Voluntary
- Active

Coaching Targets

- Executive functioning skills
- Resiliency
 - Emotional agility
 - Stress-coping abilities
- Social supports
- Academic self-efficacy
- Self-determination
- Ultimate goal= Graduation

Coaching is Doing!

Sending emails	Going to office hours	Exploring scheduling & time management techniques	Planning or attending social outings	Exploring wellness apps
Sharing coping techniques	Discussing and connecting with campus resources	Creating support maps	Reframing negative experiences	Encouraging self-care
Going to the gym	Studying	Keeping accountability	Exploring healthy lifestyle	Helping with class registration, housing, etc.
	Formulating SMART goals	Journaling	Supporting career goals	

FAMILY

PARTNER



SUPPORTS

ROOMMATE



THERAPIST

THE GYM

PETS



ART



8 Domains of Wellness

Emotional

Recent breakup,
therapy weekly

Social

Book club,
dinner with
coworkers

Financial

Student loans,
savings account

Physical

Anxiety around
the gym, love to
run daily

Occupational

Job search;
how is it
going?

PASS Zoom Tip Sheet

While peer academic coaching may look different for the fall 2020 semester, it is important to realize that the skills and strategies that we will discuss in training and weekly supervision will remain constant whether you coach in person or through a virtual platform. Here are some tips to help make peer coaching as effective as possible.

- Ensure the student is comfortable in their zoom setting at home. Help them set up the space to maximize privacy and that the environment is conducive to academic and overall productivity.
- Use the screen share feature whenever possible – this helps make the coaching process as collaborative and interactive as possible.
- Refer, refer, refer! – remember you do not have to be the expert on every topic – write emails, make phone calls, advocate to professors, administrators etc. and help the student connected during coaching.
- Do homework together! – providing accountability to do work together is an effective, collaborative coaching technique. It may feel odd to be silent and just doing your own work but the student and you will feel accomplished after it!
- **Be a peer! You both are students and going through a very unique time. Listen, respond and validate to what they are feeling. This will help build your coaching relationship with them and make the process easier as the academic year goes on.**

Adapting in a COVID Academic Year

Peer Coaching

- Students desperate for connection
- Coaches putting aside the agenda and focusing more on the human aspect
- Stay interactive over zoom – share screen, shared documents, study accountability, coaching activities, be creative
- Using safety protocols to meet outside and focus on different domains of wellness

Peer Supervisor

- How to connect with coaches remotely
- Supervision through a screen
- Coaching the coaches
- More one on one support needed
- More crisis response to students

Analysis

Successes

- Saw an increased need for support and easy to recruit
- More accessible
- Coaches can join clubs with students
- Coaches/students recognize the importance of in person connection and plan for it next year
- Creativity to meet outside – walking, running, picnics, coffee, study spaces

Challenges

- Major mental health and social challenges faced by so many students that are hard to connect with over a screen
- Student / Coach relationship affected
- Missed meetings / rescheduling
- More of a disconnect with Peer Coach and Supervisor
- Less ability for the supervisor to see coaching practices and skills during training

Start – Stop - Continue

Start

Start: Use virtual supervision on an as needed basis (once per month) for flexibility of the coaches and supervisor.

Stop

Stop: Emphasizing the agenda in the coaching meeting. Be a peer first, connect, built trust, rapport and a working relationship first and the production and results will come easier.

Continue

Continue: Use virtual communication as a supplement to in person work. Shared screen models are more effective and productive than video calls.

Questions? Connect With Us!

Paul Cherchia

Cherchia@bu.edu

857-337-4548

Dori Hutchinson

dorih@bu.edu

617-483-3826

The logo for Boston University, featuring the words "BOSTON" and "UNIVERSITY" in a white, serif, all-caps font, stacked vertically and centered within a red rectangular border.

**BOSTON
UNIVERSITY**



HYPE'S GONE VIRTUAL

How HYPE pivoted in 2020, Learnings, and how this Improved our Courses

Presenter:

Debbie Nicolellis, MS, CRC, CPRP

UMass Medical School



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: <https://www.umassmed.edu/HYPE>
<http://www.umassmed.edu/TransitionsACR>

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The Transitions to Adulthood Center for Research

Representing the HYPE team:



Michelle Mullen, Principal Investigator

Kathryn Sabella, Co-Investigator

Brian Miller, Research Project Director

Debbie Nicolellis, Training Director

Ian Lane, Research Coordinator II

Samantha Hersh, Research Coordinator I

Emily McCaffrey, Research Coordinator I

Maya Ingram, Research Coordinator I



Quickie Agenda



- What is HYPE, anyway?
- Our Virtual Pivots:
 - HYPE on Campus
 - Virtual HYPE Course
- Learnings
- Impacts and Improvements



HYPE: Helping Youth on the Path to Employment



HYPE is a service model that brings together Supported Education and Supported Employment to help young people with mental health conditions (18-30) to advance their careers.

HYPE is an intensive support service offered by specifically-trained providers to help with skills, resources, and accommodations and assistive technology needed for success at work, school.



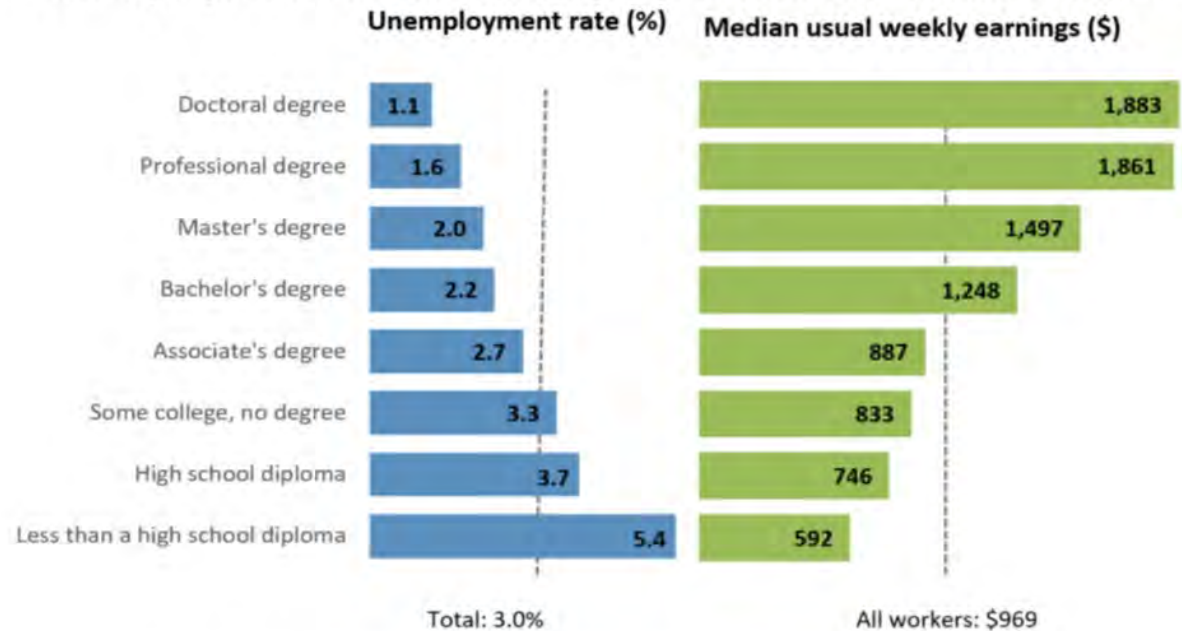
Why is HYPE needed?



86% of college students with mental health conditions experience academic disruptions.

Without higher ed of some kind, YA's are not protected against unemployment and underemployment.

Unemployment rates and earnings by educational attainment, 2019



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.



What HYPE offers: “3 Prongs of Service”



Skills: Exec. Funct. +

Resources/ Supports

Accommodations/Assistive
Technology



HYPE Skill Teaching



Focused Skill & Strategy Training (FSST)

- HYPE teaches executive functioning skills through a tested, manualized curriculum:
 - Prospective Memory
 - Attention and Focus
 - Memory and Learning
 - Cognitive Flexibility & Problem-solving





VIRTUAL PIVOT 1

HYPE on Campus



The Transitions to Adulthood Center for Research

HYPE on Campus



HOC is a service program and currently, a research project, focused on:

- How HYPE helps college students with MHC's to persist in school
- How to adapt HYPE for college settings



HYPE on Campus pre-virtual-pivot



- Community agency supported
- In-person training
- In-person support



Rationale for HYPE Virtual Pivot



- COVID disrupted services for community SEEd/mental health providers
 - Uncertain if sites would be able to continue serving those in school
- Tremendous need for support to college students on campus
- “Panic-gogy”: significant disruptions to classroom faculty to transition in-person learning to virtual platforms
- Gaps in services on campus to adequately serve students with MHC who had executive functioning implications
- Increased risk of academic disruption



HOC PROJECT Virtual Pivot



- **On-campus support**
 - Go where the students are
 - Strengthen relationships between and connections to resources (career, disability services, counseling, etc.)
- **Virtual administration:**
 - All services can now occur virtually or in person.



HOC MATERIALS Pivot

A graphic with a yellow and blue background. A hot air balloon with 'HYPE' on it is floating in the center. The text 'Focused Skill & Strategy Training (FSST) Virtual Session 1' is written in blue, and 'Helping Youth on the Path to Employment' is written in black at the bottom.

**Focused Skill &
Strategy Training
(FSST)**

**Virtual
Session 1**

Helping Youth on the Path to Employment

All our materials now can be administered virtually:

- HOC and FSST Virtual Student Manual & Facilitator Guide:
 - All games for skill practice are now electronic
 - Shareable, Fillable forms
 - Virtual Facilitator Tips and Instruction



HOC TRAINING Pivot



- Training through an LMS
 - Flipped Classroom
 - Interactive Videos (Voice Threads)
 - Sync and asynchronous components:
 - Live Practice and TA
 - Async Practice and Info-learning.
- Technical assistance:
 - Recorded sessions → Audit and Feedback





VIRTUAL PIVOT 2

Virtual HYPE Course(s)



The Transitions to Adulthood Center for Research

Virtual HYPE Course



HELPING YOUTH ON THE
PATH TO EMPLOYMENT (HYPE)
WORK PREP

- For Young Adults with MHC's
- Originally a 3-hour weekly course held in a host agency for 12-13 weeks.
- Included lunch, FSST, and career/ work/ school prep.



HYPE Course Virtual Pivot



- We developed and tested the curricula and now train agencies to offer the courses to prepare YA's with MHC's for:
 - Career Decisions
 - HYPE Work Prep
 - HYPE School Prep
- Transformed the courses into 1.5-hour virtual sessions for 6-7 weeks
- We send materials (and snacks & fidgets!) by mail and email
- Connect via text.
- Individual sessions and classes all via Zoom



How was the Virtual HYPE Course received?



96%

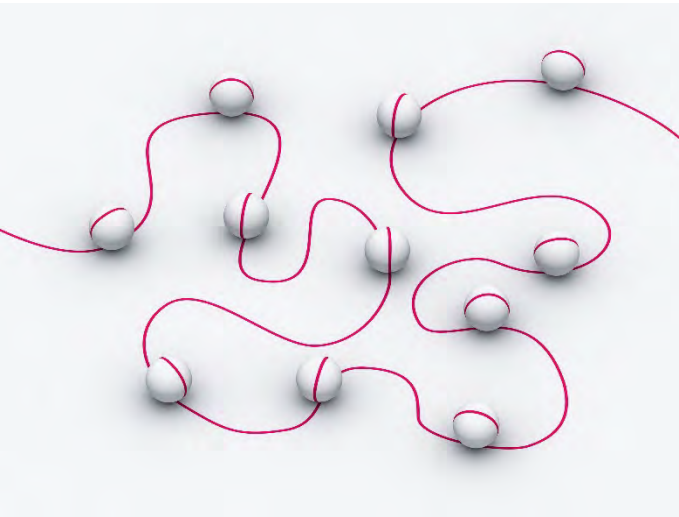
- Of participants said they were satisfied or very satisfied with the course overall.
- Of participants indicated that they would recommend the course to a friend.

1

- Avg. number of class sessions missed by participants who attended the first session of the course



Our Learnings



- Virtual and in-person implementation are very different
- A lot of preparation is needed for virtual implementation of a complex model
- People get tired quickly of being on Zoom – we have to teach people to engage differently
- People have welcomed the digital offerings that made it possible to connect during COVID





Impacts and Improvements

- Expanded reach
- Flexibly attend to the needs of young people
- Flexibility in training
 - Where training happens
 - What gets covered, when
- Materials overall got more specific, more attentive to both provider and YA needs
- Moving to put all training online: HYPE Course, FSST, and more



Questions? Comments?



Contact us!

HYPE@umassmed.edu

thank you!



HYPE Careers.org

Helping Youth on the Path to Employment



The Transitions to Adulthood Center for Research

Introducing the Virtual Best-Practice Guide for Youth & Young Adult Community Mental Health Providers

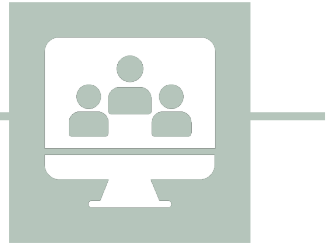
June 24, 2021





Thank you NIDILRR
for making this work possible.

(NIDILRR 90IFRE0032; PI Klodnick)



Presenters



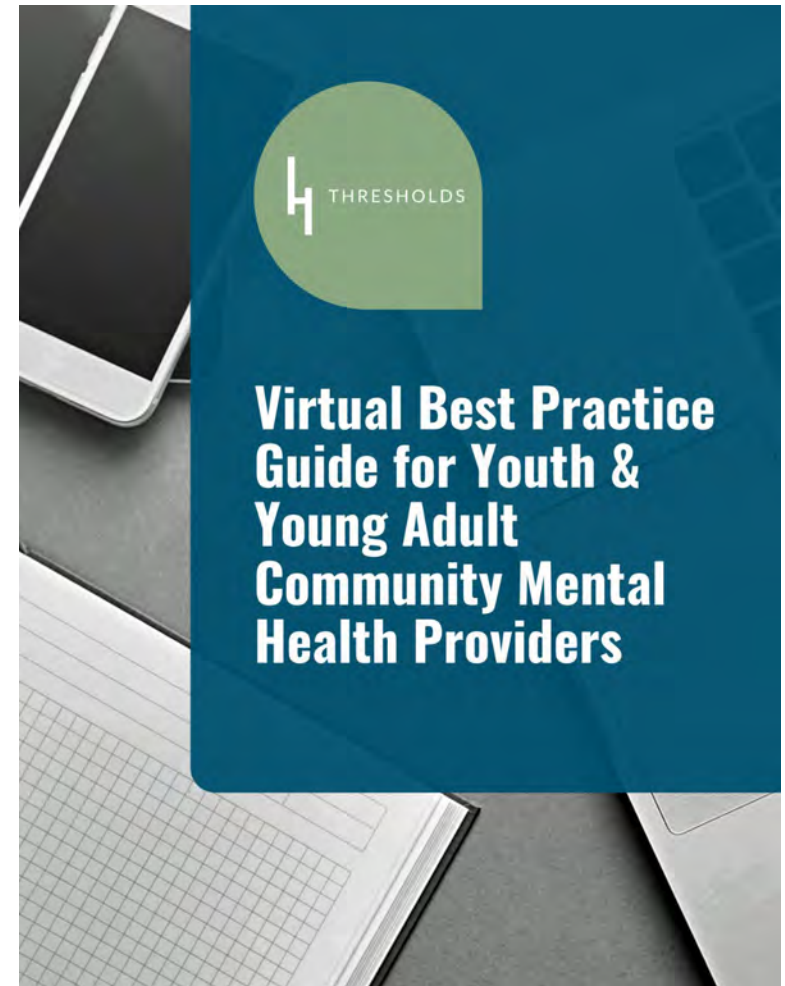
Rebecca P. Johnson, MA, LCPC



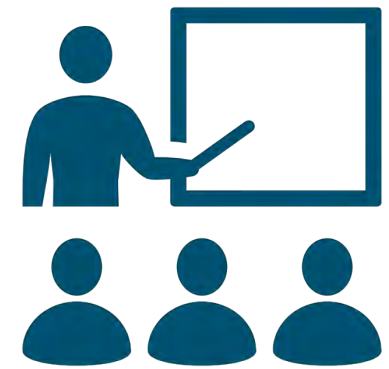
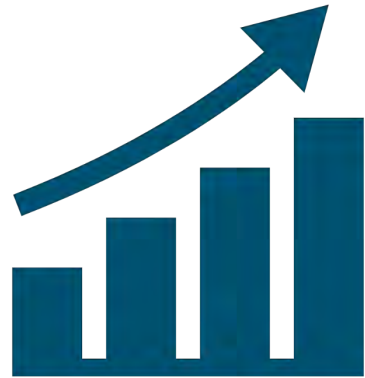
Vanessa V. Klodnick, PhD, LCSW

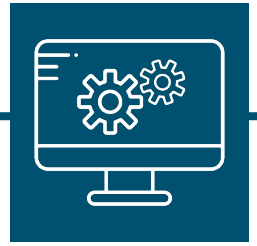
Questions we aim to answer today:

- Who are we?
- Why did we develop a virtual best-practice guidebook?
- How did we develop it?
- What is it really?
- How can you get it?



Who are we? Thresholds YAYAS R&I





CORE Project – began January 2020

Career & Occupational Readiness Experience (CORE): An Enhancement to Individual Placement & Support (IPS) Supported Employment for Young People. CORE provides critical early vocational training & experiences to boost skills & confidence.

Phase 1

3-wks classroom
& community
learning

Phase 2

12-wks paid internship tailored
to career goals supported by
Vocational Peer Mentors



Research Interviews

Enrollment, Phase 1 end, Phase 2 end; & 3-, 6-, & 12-months post-CORE completion.



Rapid Virtual Tool Implementation in 2020

March:
COVID-19
Shelter-in-
Place began

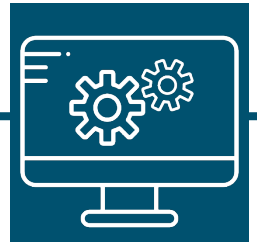
May: Partnered with leadership
to address needs, identified
virtual champions, conducted
staff zoom trainings

July-Aug: Purchased CORE
tablets; implemented virtual
phase 1; addressed Wi-Fi &
smartphone access issues;
conducted smartphone survey

April: Virtual needs assessment
& experimentation; virtual
advisory board meetings &
“virtual drop-ins” started; online
activity resource list

June: Began CORE
recruitment; new insight into
virtual access issues;
designed virtual phase

September:
Virtual
guidebook
draft 1



Guidebook Table of Contents

Part 1: Organization-Level Best Practices

- 1.1 Lead & Sponsor
- 1.2 Examine Virtual Technology Access
- 1.3 Know Virtual Connecting Benefits and Challenges
- 1.4 Train & Empower
- 1.4 Get Comfortable with the Basics
- 1.5 Prevent Technology Burnout
- 1.6 Learn from Virtual Champions
- 1.7 Ethical Considerations & Virtual Best-Practice Documentation

Part 2: Best Practices for Teams & Engaging Participants

- 2.1 Setting & Maintaining Virtual Technology Boundaries & Expectations
- 2.2 Navigating Sticky Situations
- 2.3 Establishing Virtual Practice Ethics
- 2.4 Ethical Vignette Examples
- 2.5 Strategically Determining When to Use Virtual Technology
- 2.6 Hidden Treatment Engagement Benefits of Virtual Services



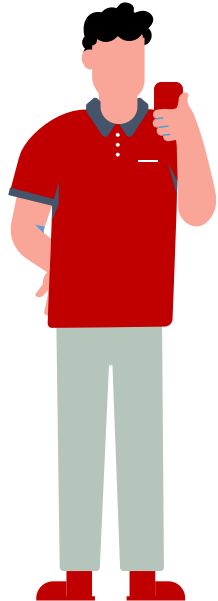
Highlight 1: Learn from your Virtual Champions

- Fight urge to respond to new tech related ideas with: *“we don’t or can’t do that.”* Instead, *“help me understand.”*
- Learn the real benefits (e.g., flexibility) & drawbacks (e.g., virtual fatigue)
- Value virtual champions for their creativity, courage & awareness of technology-related needs.
- **PRACTICE with.**





Highlight 2: Set up & maintain healthy & safe virtual connecting

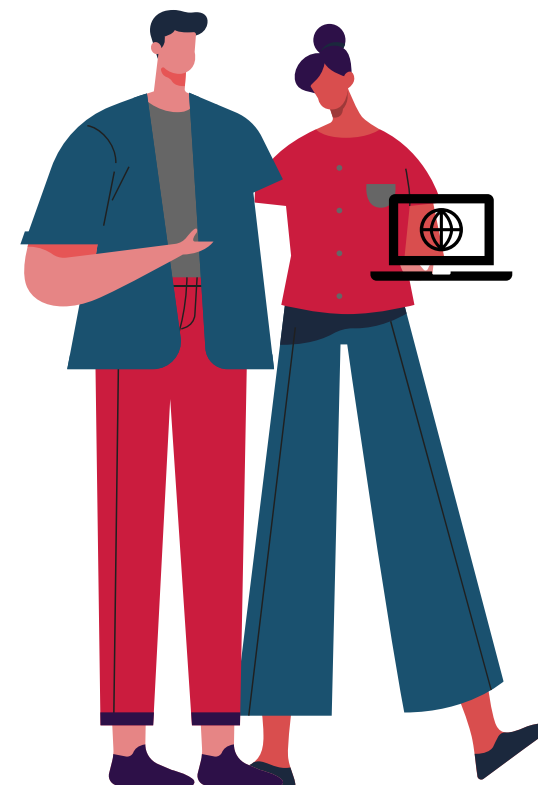


- Develop & refine virtual connecting guidelines.
- Introduce & set appropriate virtual connection expectations from the start.
- Encourage discussion of *sticky situations* that arise related to virtual connections.
- Strategically determine when & how to use virtual technology to supplement in-person support.



Highlight 3: Guidebook Tip Sheets

- Tips for Working Virtually with Participants
- Tips for Working Virtually as a Team



3.1 MORE TIPS FOR WORKING VIRTUALLY

WITH PARTICIPANTS



Try virtual activities

- Successful activities include guided meditation, the MyLife app, and yoga videos from YouTube. These can be done together by sharing a video on the screen, then muting and turning cameras off during the activity. Afterward, check-in & process the experience together.
- Activities that are more therapeutic & fun, rather than skill-based or "outcome-focused" were more successful than others. Try "Draw Something," etc.



Check-in regularly about privacy & preferences

Anticipate changes to participants' preferences & offer flexibility. Someone who typically prefers video chat may want to try a walking phone call one day. Continue to provide options!

Communicate about privacy online and PHI. Provide privacy statements and consent forms to clients and discuss together.



Crisis Planning & Assessment

Crisis plan intentionally with all participants before a crisis occurs. Modify/update existing crisis plans to account for virtual tech service integration. Discuss when in-person visits are necessary & beneficial. Identify circumstances that may lead to crisis & create a stepped plan (e.g., speak with staff, meet with staff in person, seek further intervention &/or go to the hospital).



Create virtual groups

- Create spaces for participants to connect with each other virtually, in safe & fun ways.
- Schedule regular support & common interest groups, as well as more open-format "drop-in" style groups to engage young people with varying interests & motivations.
- Survey participants to determine the best days & times to schedule groups. Re-evaluate set times & participants interest periodically to tailor group schedule, content & activities to young people.

3.1 TIPS FOR WORKING VIRTUALLY

WITH PARTICIPANTS



Split time between phone calls & video conferencing

Start with video chat to assess participant presentation, environment, etc. Then, switch to non-video phone call. This approach can be tailored to individual needs & preferences. It's helpful to increase engagement with those who dislike long video chats, as well as multitask.



Help participants with accessing technology

Help participants set up email & Google Voice accounts for communicating. Support participants with finding affordable &/or free WiFi, phone service & devices through income-based programs (e.g., AT&T Access)



Be creative, do things "together" virtually

- Support participants in practicing life skills over video (e.g., laundry, dishes). Complete similar tasks at the same time (just in different places). Discuss experience while doing it.
- Go on walks "together" around your communities while talking on the phone. This mimics the style of community support, encourages movement, & decreases physical isolation.
- Practice a mindfulness exercise together outdoors (e.g., *five senses* grounding technique).
- Walking outdoors and talking over the phone was cited as preferable to video chat by clients who lack privacy to talk at home.



Be willing to try new things!

Willingness to explore new ways of engaging is crucial. It is especially important for working with young people, who are typically more familiar with and open to virtual communication than older adults.



Divide appointments

Consider breaking weekly hour-long appointments up into multiple, shorter meetings or check-ins throughout the week to accommodate participants who are unable to sit through longer telehealth meetings.

3.2 TIPS FOR WORKING VIRTUALLY

AS A TEAM



Clearly communicate what acceptable virtual practice is

Determine if & how PHI can be shared across various platforms. Be clear about agency guidelines & ethics. Develop clear agency ethical virtual connecting guidelines. Review & revise virtual practices regularly. Communicate openly about technology use to empower staff to get creative & feel secure in their virtual practice.



Validate tech fatigue & promote digital wellness

Encourage staff to disable work-related phone notifications after hours. Explore ways to practice mindfulness or relaxation techniques virtually. Try including a short meditation exercise before team meetings and periodically designate time to socialize as a team.



Create a team group chat

Messaging apps (e.g., GroupMe) are useful to communicate & share information quickly among teams. Chatting together helps everyone stay on the same page.



Use a shared team calendar

Keep track of participant appointments, important dates & staff schedules in a format that all staff can access & edit (e.g., Famcal, Outlook, Google Calendars).

3.2 MORE TIPS FOR WORKING VIRTUALLY

AS A TEAM



Use technology creatively to build team member collaboration & cohesion

"Photo challenges," meme sharing and simply creating space to share non-work related content strengthens connection when staff are physically separated.



Rely on pre-existing strengths as community providers

Community support is adaptable by nature—and even more so with adolescents & young adults. Approach changes to technology use with this seasoned flexibility.



Increase staff options for communication

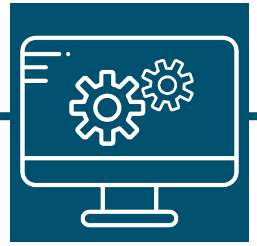
Can supervision or client-centered consults be done over the phone to reduce Zoom fatigue? Does another staff prefer video conferencing and face-to-face communication?



Create space for staff to process thoughts & feelings

- Discuss how changing technology use impacts staff individually and as a team. Create space for staff to process thoughts & feelings about these changes such as during team meetings, supervision, or other designated time.
- Encourage staff to share & provide feedback on what has and hasn't worked for virtual engagement.
- Provide support with navigating challenges & determining the best route of engagement based on evolving participant needs & goals.





How to access the guidebook:

We've shared it today with y'all.
And will be posting it on
www.thresholds.org soon!





Thank you!

Reach out with any questions or comments!

Vanessa.Klodnick@thresholds.org

Rebecca.Johnson@thresholds.org