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Career Development Features Checklist

Synthesizing the
Scoping Review,
Survey of Innovative Practices,
&
Interviews with Young People

Career Development Features Checklist

- Derived from the previous three activities
- Evidence in the literature that the practice was effective, or part of an effective intervention
- Given the nature of the activities, someone, somewhere thought it was important
- Nearly 300 items were identified

I slammed my computer shut after looking at the compiled Checklist, I thought, “I am completely overwhelmed...and this is my project!”

A-ha Moment

- My “a-ha” moment to managing items: Career Development
- Seemed silly to ask you what you thought of it– since it is the foundation of our work
- Focus on promotion of employment and education
 - Identification of primary path
 - Cultivation of additional opportunities to enhance human capital
- Idea of removing elements that were initially identified as “no-duh”...
- Removal of items that were “givens”...
- Then the basic approaches to services that would not change the assumptions.

Removal of Items

- Evidence-based, employment supports
 - Individual Placement and Support
- Promising Practices
 - Supported Education
 - Transition to Independence (TIP model)
- Guiding principles
 - Psychiatric Rehabilitation
 - Choose-Get-Keep-Leave approach to developing interventions
- Removed any item that was not unique to young people
 - If it would be a good practice for anyone of any age then it was removed
 - If it was especially important, or critical, to young people we kept it
- Removed any item that was not unique to career development
 - Retain items that converted employment services to career services (e.g. education related)
 - Or fell in above category (e.g. IPS)

Our Assumptions & “Given” Principles

Look in your folders for Assumptions Handout

- Career Development
- Wrap-around & Mental Health Community Support
- Individual Placement & Support
- Psychiatric Rehabilitation
- Transition to Independence Program
- Transtheoretical Model (Stages of Change)

CHAT & CHEW

REVIEWING THE GIVENS/ ASSUMPTIONS

Typically based on traditional services and supports for adults

Wrap Around Services

- Wrap-around is a philosophy of care
- Defined planning process to build constructive relationships and support networks
- Community-based
- Culturally-relevant
- Individualized
- Strength-based
- Family-centered

Supported Employment

Individual Placement and Support

- Philosophically in-line
 - Don't waste time, help everyone who expresses interest, coordinate supports, etc
- Currently, the best tested model for improving employment outcomes
- Some elements needed modification for a career development approach, which will be discussed later
- Some elements believed to require additional attention and *intentionality* within the IPS model, also discussed later

Psychiatric Rehabilitation

- Boston University's model
- Widely accepted principles and practices for providing individualized services that are goal-based, individualized, and focuses on achieving maximum participation in chosen environments
- Use of Choose-Get-Keep-Leave as a framework for developing services
 - Typically the normative process for goal development & acquisition
 - How well thought out or prepared...that's a different story
- Believed to be able to be integrated into IPS practices easily (not currently studied)

Transition to Independence (TIP)

- Emphasizes work and school as well as all the other domains young people are concerned with
- Deeply rooted in the same principles as other psychiatric rehabilitation practices
 - Eg. Family support, person-centered planning, choice, development of social and personal responsibility
- Future-oriented
- Problem-solving/ Solution-finding focus

Transtheoretical Model

- Prochaska, DiClemente, & Norcross
- Often referred to as the Stages of Change
 - Pre-contemplation
 - Contemplation
 - Preparation
 - Action
 - Maintenance
 - Termination/Relapse
- Focuses on creating and working with ambivalence to change
- Intentional practices to engage a person in change
- Actively works to eliminate friction within the relationship
- Matches interventions to place of stage process (“meets the person where they are”)

Checklist Item Agreement

Take a Look at Your Handout

Items Sorted by Mean (average rating)

Not at all important (1), slightly important (2), neutral (3),
important (4), very important (5)

Checklist Items

- All of the items on the checklist were identified as important or helpful
- Used the scale of Not at all important (1), slightly important (2), neutral (3), important (4), very important (5)
- Therefore, we didn't expect to see many endorsements of "not at all"
 - We did get them though...
- Neutral was interpreted as: I don't care, I don't know, I don't have strong feelings...

Identifying the Items for Discussion

- Looked at it a long time, thought about it for a longer time, and asked a lot of people....
- Used 80% agreement to reduce the number of items to 43
 - Evaluated at the frequencies for each group, removed any item with 80% or more agreement within group
 - collapse important and very important (4 and 5)
- Given the nature of the items, the groups present, and the importance of nuances, items were selected and themes developed (for items that seem to be closely related)
- A group of 14 topics are being brought to you for discussion
 - 4 separate topics for Young Adults & Researchers/Practitioners
 - 6 for Group Discussion

Discussion Structure

- Today: separate discussion Tomorrow: group discussions
- Each room will have three “facilitators”
 - Young Adults: Katie, Rachel, and Sean
 - ~~Old Adults~~ Researchers & Practitioners: Judy, Marsha, & Michelle
- Each room will have two scribes
 - Flip chart scribe: helps to note ideas/considerations/questions
 - Note-taker: helps to catalog responses, complete a note taker form for the reporting back tomorrow
- As a group, you will create a “summary” before moving onto the next item
- You have 45 minutes per topic, identify your main points
 - Young adults- use 45 minutes of your break to read through the question-room F will be available

Checklist Topics for Each Group

3 hours, 4 items

Topics for Young Adult Participants

- RS8. STRATEGIC SELECTION
- RS2. DEVELOPING EXPERIENCES
- RS1. ROLE OF BENEFITS
- F1. Family Involvement

Topics for Researchers and Practitioners

- RS9. Enhancing MOTIVATION
- sS1. generalist vs specialist
- RS6. ENHANCING COGNITION
- RS7. skill development

Example of an Item for Discussion: Handout

RS2. DEVELOPING EXPERIENCES THAT RELATE TO CAREER GOALS

How can HYPE practitioners best help develop young people to develop experiences that relate to their long-term goals (e.g. summer employment, internships, and volunteering)?

What are the special considerations about developing short-term or unpaid experiences to inform choices within career development services for young people?

Under what circumstances might short-term or unpaid experiences be most beneficial?

Under what circumstances might short-term or unpaid experiences be problematic?

What is the role of the HYPE practitioner in including families around healthy expectations & planning for work/school experiences?

What do HYPE practitioners need to know about helping young people plan for work experiences?

What do we need to be mindful of as the developers and creators of the manual when addressing work experiences for young people?

What would you like to ask the group of researchers and practitioners?

Tomorrow's Topics

- Morning: Report Back Period
 - Groups alternate in reporting back the discussion and soliciting input from the other group (30m per item)
- PS1. MINIMIZING DISRUPTIONS
- PS2. JOB SUPPORT
- PS3. DETERMINING A CAREER GOAL
- RS3. COORDINATION OF SERVICES
- RS4. AGE-SPECIFIC SERVICES
- RS5. PEER SUPPORT GROUPS

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Let's Go Finalize a Career Development
Model!!!!!!