SUPPORTED EMPLOYMENT AND EDUCATION IN COORDINATED SPECIALTY CARE

Successful Implementation of Individual Placement and Support (IPS):
Intra-Agency Operations
Presenter

Adriana Furuzawa, MA, LMFT, CPRP
Early Psychosis Division Director
Felton Institute
San Francisco, CA

afuruzawa@felton.org
Felton Early Psychosis Continuum of Care

- *(re)MIND®*
  - 5 sites

- Felton BEAM UP®
  - 2 sites

- BEAM
  - 3 sites
• Developed in 2007 in San Francisco as a community-academic partnership between Felton Institute and University of California at San Francisco

• First-Episode Psychosis program model formerly known as PREP (Prevention and Recovery in Early Psychosis)

• All sites fully operated by Felton Institute and integrated into systems of care

• Expanded to five counties in the San Francisco Bay Area and California Central Coast
Service Areas

- Urban
- Urban/Rural
- Largely Rural

Felton Institute
Early Psychosis Division
Core Evidence-Based Practices

Medication Support
IPS
SCID SIPS
CBTp
MFG
Peer Support

Felton Institute
Early Psychosis Division
Multidisciplinary Teams

- Division Director
- Associate Division Director
- Clinical Program Manager
- Clinical Therapists
- Clinical Team Leader
- Employment and Education Manager
- Employment and Education Specialists
- Psychiatric Nurse Practitioner
- Research Assistants
- Office Manager
- Clinical Care Manager
- Family Support Specialist
- Psychiatrist
- Peer Support Specialist
Multidisciplinary Teams

Division Director
Associate Division Director
Clinical Team Leader
Clinical Therapists
Peer Support Specialist
Family Support Specialist
Psychiatric Nurse Practitioner
Psychiatrist
Employment and Education Managers

Office Manager
Research Assistants
Clinical Program Manager
Clinical Care Manager
Quality and Performance Manager

Felton Institute Early Psychosis Division
IPS implementation was successful with creation of dedicated role at each site linked across sites

- EES - One or more FTE per site

- EES Manager - Combined IPS Trainer + IPS Supervisor and supervises EES at all sites
Individual Placement and Support (IPS) Integration

- **IPS Training**
  - Specialized training for EES (Certifications)
  - Specialized training for Clinical Program Managers (Certification)
  - IPS Principles Training for multidisciplinary team
  - Boosters during staff meetings

- **IPS Coaching**
  - EES individual supervision
  - EES group supervision
  - Job development coaching and boosters

- **IPS Eight Principles integrated in continuum of care**
Individual Placement and Support (IPS) Integration

- The Principles of IPS
  - Zero Exclusion
  - Rapid Start to Services
  - Competitive Employment and Placement
  - Employment Relationships / School Team Contact
  - Integrated Services and Team Value
  - Time Unlimited Support
  - Benefits Planning and Resource Connection
  - Individual Preference
IPS Principle: Integrated Services and Team Value

### Program Level

- Entire team encourages job and/or school options for those assigned to their workload
- Entire team supports EE Individual Plan (sharing information, supporting within their specialties/skills)
- **Employment and Education Champions** in all disciplines, not just EES
- Higher standard of accountability for EES team member

### Organizational Level

- Full integration of these services into program design and budget planning:
  - Staffing
  - Gaps in resources (including funding modalities)
- Clinical documentation resources
## Integrated Services and Team Value + Care Coordination Model:

<table>
<thead>
<tr>
<th>Team Collaboration Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly</strong> - 1.5-2hrs</td>
</tr>
<tr>
<td>Discuss all enrolled program participants and new referrals in assessment phase</td>
</tr>
<tr>
<td>Time allocated per program participant based on level of risk during the week</td>
</tr>
<tr>
<td>Each discipline reports on progress and leaves with action plan for the upcoming days</td>
</tr>
<tr>
<td><strong>EES role in meetings:</strong></td>
</tr>
<tr>
<td>- plan and schedule engagement of new enrollments</td>
</tr>
<tr>
<td>- frame discussions as per participant’s EE goals and shared decision-making</td>
</tr>
<tr>
<td>- employment/school resource specialist for all</td>
</tr>
<tr>
<td>- integrate feedback from other team members in their workplan with each participant</td>
</tr>
</tbody>
</table>
# Addressing Obstacles

## Example - Zero Exclusion

<table>
<thead>
<tr>
<th>Obstacles</th>
<th>The team is on the same page about Zero Exclusion... ... the issue typically is HOW to help the individual move forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal history</td>
<td>□ Team coordination meetings</td>
</tr>
<tr>
<td>Symptoms/stressors</td>
<td>□ Staff meeting</td>
</tr>
<tr>
<td>Choosing not to access medical support</td>
<td>□ EES coaching and supervision</td>
</tr>
<tr>
<td>Troubles with personal presentation</td>
<td>□ IPS training</td>
</tr>
<tr>
<td>Missed appointments</td>
<td></td>
</tr>
<tr>
<td>Past problems with employment or school</td>
<td></td>
</tr>
<tr>
<td>Unstable housing</td>
<td></td>
</tr>
<tr>
<td>Substance use</td>
<td></td>
</tr>
<tr>
<td>Cognitive decline or disorganization</td>
<td></td>
</tr>
</tbody>
</table>
Useful Resources

- afuruzawa@felton.org
- www.feltonearlypsychosis.org

https://ipsworks.org/index.php/library/

Felton Institute
Early Psychosis Division
References
