

SUPPORTED EMPLOYMENT AND EDUCATION IN COORDINATED SPECIALTY CARE

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

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Presenter

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Felton Early Psychosis Continuum of Care

☐ *(re)MIND*®
5 sites

☐ *Felton BEAM UP*®
2 sites

☐ *BEAM*
3 sites

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- *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*

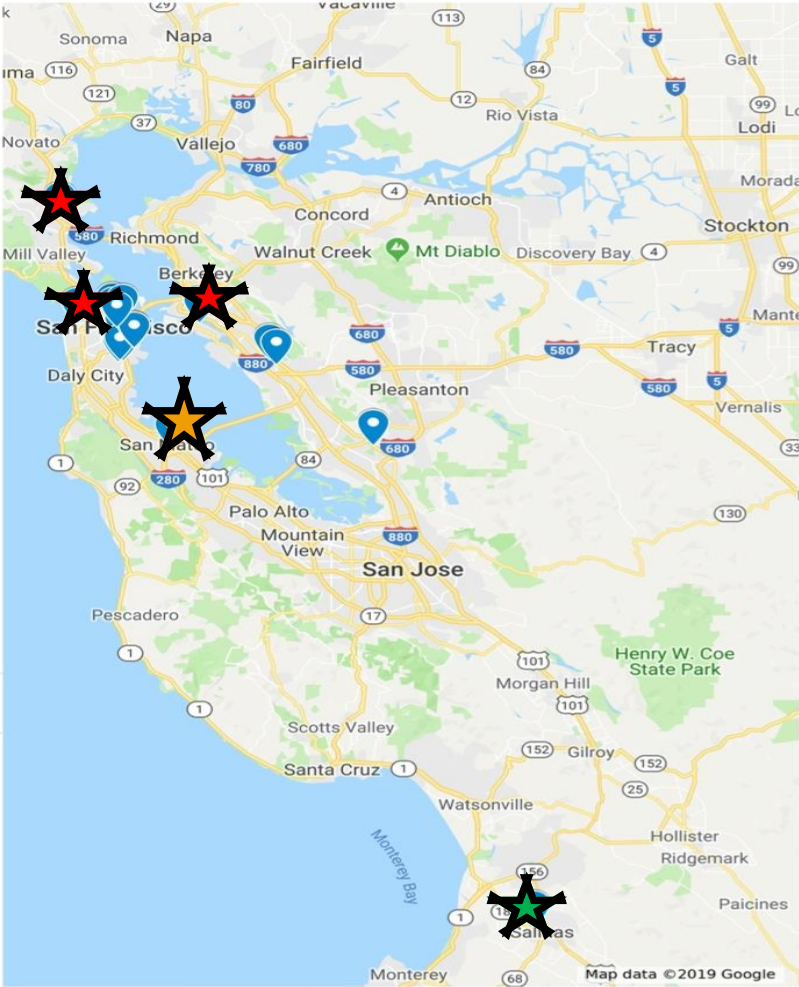
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Service Areas

 *Urban*

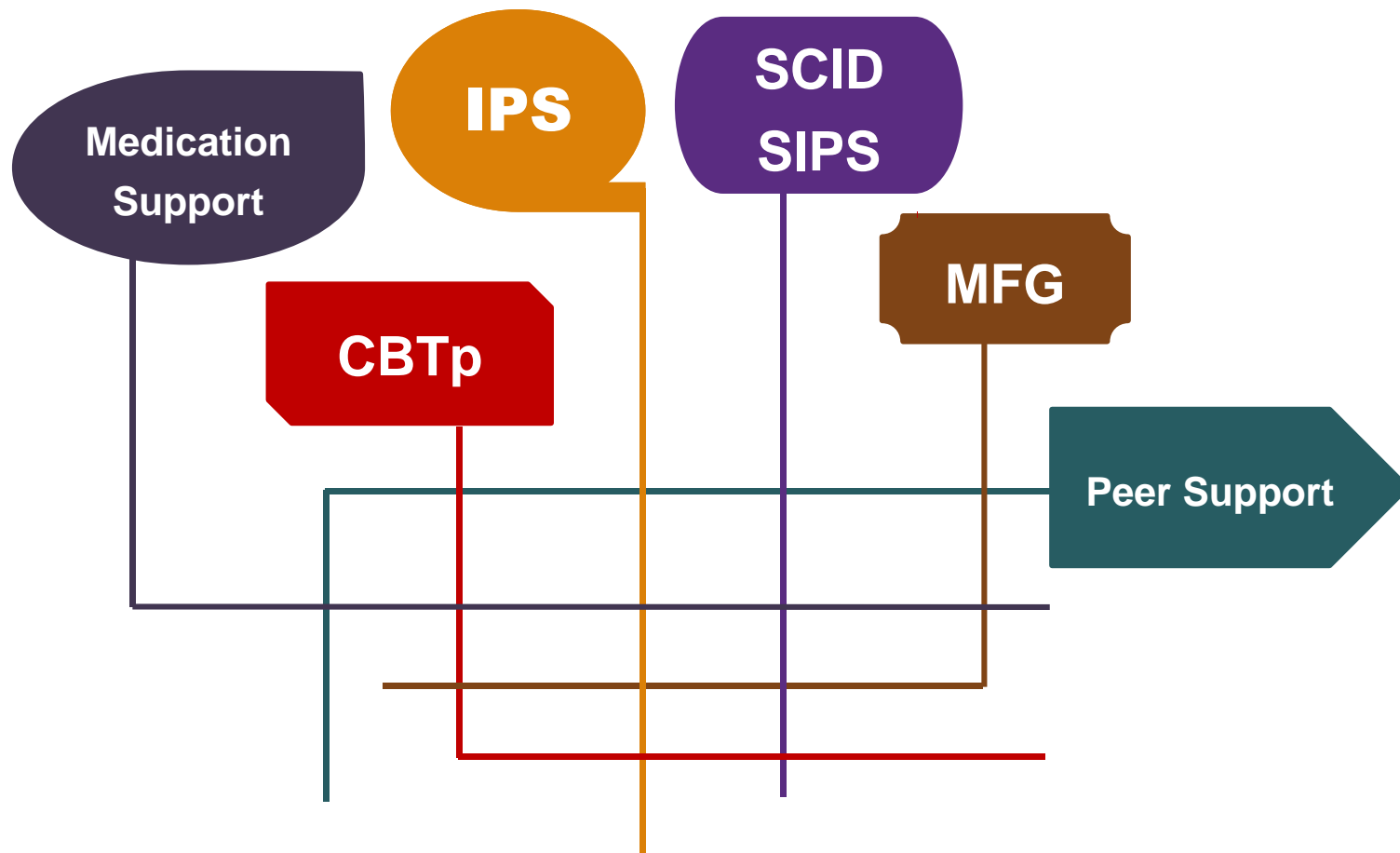
 *Urban/Rural*

 *Largely Rural*



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Core Evidence-Based Practices



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Multidisciplinary Teams



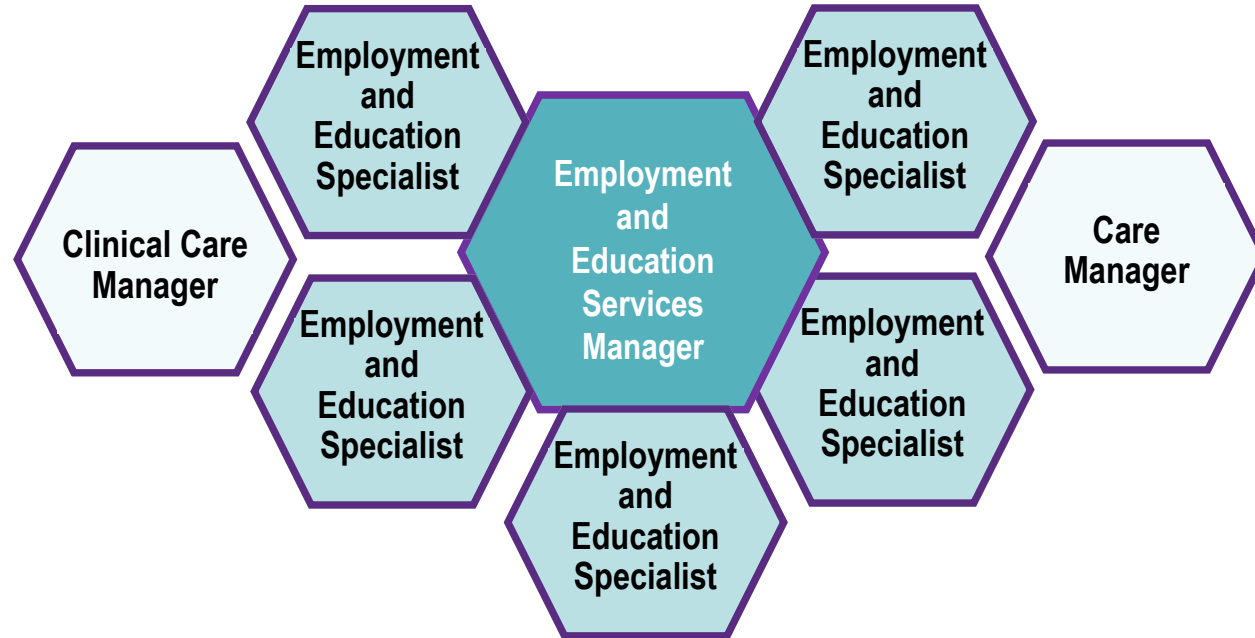
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Multidisciplinary Teams



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Supported Employment and Education Team



- ❑ *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*

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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*

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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*

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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

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Integrated Services and Team Value + Care Coordination Model:

Team Collaboration Meetings

Weekly - 1.5-2hrs

Discuss all enrolled program participants and new referrals in assessment phase

Time allocated per program participant based on level of risk during the week

Each discipline reports on progress and leaves with action plan for the upcoming days

EES role in meetings:

- plan and schedule engagement of new enrollments*
- frame discussions as per participant's EE goals and shared decision-making*
- employment/school resource specialist for all*
- integrate feedback from other team members in their workplan with each participant*

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Addressing Obstacles

Example - Zero Exclusion

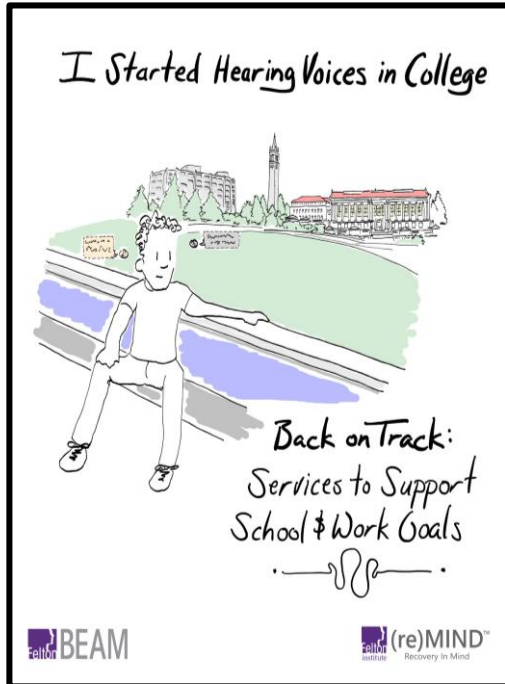
- *Legal history*
- *Symptoms/stressors*
- *Choosing not to access med support*
- *Troubles with personal presentation*
- *Missed appointments*
- *Past problems with employment or school*
- *Unstable housing*
- *Substance use*
- *Cognitive decline or disorganization*

*The team is on the same page about Zero Exclusion...
... the issue typically is HOW to help the individual move forward*

- Team coordination meetings*
- Staff meeting*
- EES coaching and supervision*
- IPS training*

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Useful Resources



afuruzawa@felton.org

www.feltonearlypsychosis.org



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

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References

Hardy, K. V., Moore, M., Rose, D., Bennett, R., Jackson-Lane, C., Gause, M., Jackson, A., & Loewy, R. (2011). Filling the implementation gap: A community-academic partnership approach to early intervention in psychosis. *Early Intervention in Psychiatry*, 5(4), 366-374
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Swanson, S. J; Becker, D. R.; Bond, G. R.; Drake, R. E. (2017). The IPS Supported Employment Approach to Help Young People With Work and School. The Rockville Institute, Rockville, MD.

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