



MHTTCs provide technical assistance across mental health prevention, treatment, and recovery supports. In addition, each Center has an Area of Focus for which they serve as experts, develop national products, and host a webpage. This summary highlights our Area of Focus throughout this grant cycle.

The Northeast & Caribbean MHTTC serves New York, New Jersey, Puerto Rico, and the US Virgin Islands, providing training, technical assistance, and resource dissemination to support and enhance the mental health workforce. The Northeast & Caribbean MHTTC is located at Rutgers, the State University of New Jersey, School of Health Professions, Department of Psychiatric Rehabilitation and Counseling Professions.

## ILLNESS MANAGEMENT AND RECOVERY

Illness Management and Recovery (IMR) is an evidence-based, manualized program designed to improve recovery outcomes for people with serious mental illnesses. It uses psychoeducational, cognitive behavioral, and motivational interventions and techniques to support the establishment and achievement of personally meaningful recovery goals. Participants work toward their mental health recovery by learning skills to manage their illness such as coping with symptoms and reducing stress; psychoeducation to increase knowledge of practical facts about mental health conditions and increase social connections to support community integration; behavioral tailoring to offer reminders to take medication; and cognitive behavioral approaches to challenge defeatist thinking and promote a hopeful view of recovery. Research suggests that participation in IMR improves recovery, reduces psychiatric symptoms and distress, and lowers risk of rehospitalization. To assess quality of implementation there are two fidelity scales available measuring programmatic fidelity and clinician level treatment adherence.

The Northeast and Caribbean MHTTC in the Rutgers Department of Psychiatric Rehabilitation and Counseling Professions believes IMR is a critical intervention that supports recovery from serious mental illnesses. It aligns with the values of Psychiatric Rehabilitation and the belief that recovery is possible. The Northeast and Caribbean MHTTC has expertise in IMR as a result of the Department's role as a training and TA center for IMR within the New Jersey state psychiatric hospital system for over 15 years and participation in NIH funded research on the practice and related tools.

## WHAT WE'VE DONE:

To expand the behavioral health workforce's knowledge and use of Illness Management and Recovery we have: (1) created a self-paced online course that provides an introduction to the practice, (2) developed a fact sheet outlining the elements of the practice, its outcomes, how it can be implemented and by whom, the associated costs, and available training, and (3) delivered webinars and in-person trainings to facilitate the understanding and implementation of IMR and topics related to recovery and illness identity.

### **Illness Management and Recovery: Self-Paced Online Course**

*This course is an introduction to the Illness Management and Recovery (IMR) program as an evidence-based practice which helps individuals develop tools to manage their mental health conditions, set meaningful goals and make progress towards their personal recovery. Learners will become familiar with the educational content of IMR and examine goal setting strategies that are useful in helping participants set and achieve individualized recovery goals. Motivational, educational and cognitive behavioral strategies that IMR facilitators use to run an effective group are discussed.*

### **Illness Management and Recovery Fact Sheet**

*This IMR Fact Sheet provides information about the practice to help organizations and providers determine if this practice is a good match for the needs of their clients, staff, and funders. It provides a comprehensive overview of the practice, including the supporting evidence, details about fidelity assessment instruments, the population for whom the practice is appropriate, the providers and systems who can implement the practice, and the investment of resources needed to deliver the practice effectively.*

### **Key Elements of Recovery from Serious Mental Illnesses and Recovery Oriented Services**

*This webinar presents the key elements of recovery from serious mental illnesses based on the research literature and reviews of first-person accounts from those in recovery. This webinar is the first in a series of webinars focused on services and practices that support recovery.*

# WHAT WE'VE DONE (CONTINUED)

## Illness Identity and Recovery from Serious Mental Illness: Beating the Stigma of Mental Illness

This webinar series reviews evidence for the "illness identity model" which proposes that self-stigma has a profound impact on the recovery of people diagnosed with serious mental illness. It also discusses intervention options for addressing self-stigma.

## Illness Management and Recovery: Self-Management Program Providing Psychoeducation, Relapse Planning, Coping and Social Skills Training, and Approaches for Medication Management

This webinar presents the practice of Illness Management and Recovery and introduces IMR and its relation to recovery, the programs' contents and core values, strategies for recovery goal setting, and motivational, educational, and cognitive behavioral facilitation strategies.

## Getting Back on the Road to Recovery: Focusing and Developing Recovery Goals

This webinar highlights the challenges of focusing on recovery goals during the pandemic and provides tools and strategies to refocus using SMART goal planning.

## OUTCOMES

Over 350 participants engaged in our activities related to Illness Management and Recovery and almost 600 completed our online IMR course. Participants have been overwhelmingly satisfied with our activities.

95%

satisfied with overall quality

98%

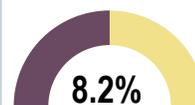
would recommend to colleagues

93%

info will benefit development

83%

will use info in practice



PERCENTAGE THE AREA OF FOCUS RANKS IN NEEDS ASSESSMENT

14 EVENTS OFFERED RELATED TO AREA OF FOCUS



11 PRODUCTS RELATED TO AREA OF FOCUS



## VOICES FROM THE FIELD

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*"The facilitator enhanced my knowledge to improve the effectiveness of the treatment team meeting with the resident to develop the goals."*

*"I learned about encouraging change, learning new skills, recognizing symptoms and reaching out before symptoms get worse."*

*"Learning the skills was most helpful – OARS, MI, CBT, strength based practice, goal setting."*

*"The approaches helped me think about how to conduct discussions with consumers to have an effective treatment plan."*

*"Learning how to work with and educate clients to foster hope and process was helpful."*

*"The live demo and role play was the most useful. Also the step by step breakdown of IMR and the definition of what recovery is."*”

## QUESTIONS?

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**SAMHSA**  
Substance Abuse and Mental Health  
Services Administration



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## SUPPORTED EMPLOYMENT & SUPPORTED EDUCATION

Employment is a key goal for many individuals with mental health conditions. However, their participation in the workforce remains low. The Individual Placement and Support (IPS) Model of Supported Employment (SE) was developed to address this low workforce participation. A key consideration in employment pursuits is education. Supported Education (SEd) is a promising practice that helps individuals who are pursuing post-secondary education or training successfully complete their studies. SEd and SE can be used in combination to enhance career development. Research has found that SE improves competitive employment, hours worked, and monthly earnings, as well as non-vocational outcomes. SEd improves school self-efficacy, educational status, grade point average, and completion of credits. Despite this, very few individuals participating in behavioral health services have access to these career services.

The Northeast and Caribbean MHTTC in the Rutgers Department of Psychiatric Rehabilitation and Counseling Professions believes employment is a critical element of recovery from serious mental illnesses. It aligns with the values of Psychiatric Rehabilitation and the belief that recovery is possible. The Northeast and Caribbean MHTTC has expertise in SE and SEd with faculty publishing extensively, receiving federal research grants, and leading a technical assistance center on these topics.

## WHAT WE'VE DONE

To facilitate the implementation of Supported Employment and Supported Education we have created and disseminated resources including fact sheets and infographics on related skills, delivered trainings and webinars on topics related to SE and SEd, and led intensive technical assistance projects with vocational rehabilitation and SE providers. Topics included the principles and practices of SE and SEd, job development, assessing functional implications of mental health conditions on work and school, and reasonable accommodations.

### [Supported Education: Supporting Individuals to Begin or Return to Higher Education](#)

*The principles of Supported Education are similar to those of Supported Employment. This webinar provides an overview of Supported Education, the need for this type of service, and what it looks like in practice.*

### [Supported Employment: How to Support Someone with Mental Illness Obtain and Maintain Employment](#)

*This webinar presents the role of work in recovery from serious mental illnesses (SMI), identifies the critical features of Supported Employment services and the eight practice principles of evidence-based Supported Employment, and provides and reviews employment resources.*

### [Best and Promising Practices Fact Sheet: Supported Employment](#)

*This Supported Employment Fact Sheet provides information about the practice to help organizations and providers determine if this practice is a good match for the needs of their clients, staff, and funders. It provides a comprehensive overview of the practice, including the supporting evidence, details about fidelity assessment instruments, the population for whom the practice is appropriate, the providers and systems who can implement the practice, and the investment of resources needed to deliver the practice effectively.*

# WHAT WE'VE DONE (CONTINUED)

## Identifying Functional Implications of Mental Health Conditions

This webinar teaches methods to assess the employment implications of mental health conditions and the ways to determine the need for supports and/or skill development. Examples are provided of functional implications of specific mental health conditions, their impact on work responsibilities, and strategies for addressing them.

## Assisting Job-Seekers with Accommodations

This infographic explains what accommodations are, who is qualified to receive them, and the process for acquiring them. It highlights potential limitations and suggests accommodations that may be appropriate to mitigate their impact. Prompts to support job-seekers in preparing a script to assist with requesting accommodations are provided.

## Managing Personal Information in Employment: The Disclosure Decision

We all have to manage personal information in our professional lives and make decisions about what, when, how, and with whom to share. It's important for providers to assist job seekers with decisions about managing their personal information and disclosure related to their mental health condition. This infographic provides prompts to inform the disclosure decision and an example of how one person chose to disclose at work.

## Job Development: The Skill of Introducing Yourself and Your Services to Employers: Creating an Elevator Speech

This product focuses on the creation of an elevator speech, a brief description of your services that is intended to create interest, and, hopefully, further discussion. This practice is important for job development, a tool that Supported Employment providers can use to make contacts with employers and develop opportunities for job-seekers.

## OUTCOMES

Over 900 participants engaged in our activities related to Supported Employment and Supported Education. Participants have been overwhelmingly satisfied with our activities.

94%  
satisfied with  
overall quality

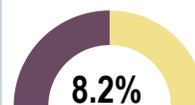
96%  
would recommend  
to colleagues

91%  
info will benefit  
development

82%  
will use info in  
practice

93%  
material was  
effective

94%  
trainer was high  
quality



PERCENTAGE  
THE AREA OF  
FOCUS RANKS  
IN NEEDS  
ASSESSMENT

34 EVENTS  
OFFERED  
RELATED TO  
AREA OF FOCUS



14 PRODUCTS  
RELATED TO  
AREA OF  
FOCUS



## VOICES FROM THE FIELD

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*"The training was a clear and concise presentation of valuable information for job development and introducing services."*

*"Although the training was virtual, it felt like an in-person training. We were able to breakout in smaller groups to discuss cases, we were able to ask questions and everyone was engaged."*

*"I enjoyed understanding how my own values may affect my professional relationship/interaction with my participant."*

*"I liked receiving different resources regarding searching for employment opportunities for job seekers. Also, I enjoyed receiving different ideas of marketing planning."*

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## QUESTIONS?

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## SUPPORTED HOUSING

Since deinstitutionalization in the 1960s and 1970s, finding permanent housing in the community has been a top priority for those living with a serious mental health condition. Living in the community provides opportunities for recovery including employment, education, social relationships, and community inclusion. However, there are barriers for this population to not only obtaining housing but remaining stably housed. Providing support to people with mental health conditions living in the community can aid in skill building that is essential to living independently. Permanent Supportive Housing is an evidence-based practice that has been shown to help people live in the community by building independent living skills.

The Northeast and Caribbean MHTTC in the Rutgers Department of Psychiatric Rehabilitation and Counseling Professions believes Permanent Supportive Housing is a critical intervention that supports recovery from serious mental illnesses. It aligns with the values of Psychiatric Rehabilitation and the belief that recovery is possible. The Northeast and Caribbean MHTTC has expertise in Supportive Housing as a result of the Department's role as a training and TA center on Supporting Housing within New Jersey, multiple staff with experience providing evidence-based housing services, and researchers conducting studies on the topic.

## WHAT WE'VE DONE:

To expand the behavioral workforce's knowledge and use of Permanent Supportive Housing we have delivered trainings and webinars on the practice and facilitated learning communities to support related skills, including working with landlords, within a supportive environment in which providers can learn from each other as well as our experts.

### **Permanent Supportive Housing: Practices that Support Independent Community Living**

*According to SAMHSA, "Permanent Supportive Housing offers voluntary, flexible supports to help people with psychiatric disabilities choose, get, and keep housing that is decent, safe, affordable, and integrated into the community." This webinar describes permanent supportive housing, how supportive housing can support recovery, and the evidence-based and promising practices that can support housing.*

### **Supportive Housing Virtual Learning Community: Introduction to Supportive Housing**

*The Supportive Housing Virtual Learning Community (VLC) facilitated learning about long-standing and emerging challenges in Supportive Housing using both interactive learning sessions and an online forum for interaction and engagement. Goals included understanding their role and the role of landlords, learning strategies to retain and train staff, mastering outreach techniques, and recognizing the importance of tenancy skills and the ability to utilize skills training techniques more effectively.*

## WHAT WE'VE DONE (CONTINUED)

### Housing Supports: Working with Landlords to Improve Permanent Supportive Housing Tenancy: The Housing Supports Virtual Learning Community (VLC)

*This Virtual Learning Community supports understanding of permanent supportive housing, housing first and its core principles, the role of landlords, building effective relationships with landlords, the importance of tenancy skills, advocacy role and the rights of tenants, and crisis management techniques to enhance safety of tenants, landlords, and staff.*

### Flourishing at Work: Supportive Housing Support Community

*Supportive housing providers during the pandemic were challenged with continuing to provide services and supports while maintaining the safety of residents and themselves. To help administrators and supervisors develop strategies to support their staff we provided a series of sessions on Flourishing at work. These sessions addressed building resilience, finding one's strengths, self-compassion, and building a flourishing plan.*

## OUTCOMES

Over 85 participants engaged in our activities related to Permanent Supportive Housing. Participants have been overwhelmingly satisfied with our activities.

95%

satisfied with overall quality

95%

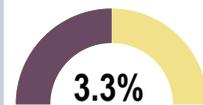
would recommend to colleagues

90%

info will benefit development

76%

will use info in practice



PERCENTAGE THE AREA OF FOCUS RANKS IN NEEDS ASSESSMENT

17 EVENTS OFFERED RELATED TO AREA OF FOCUS



3 PRODUCTS RELATED TO AREA OF FOCUS



## VOICES FROM THE FIELD

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*“It helps to know that other agencies have similar challenges and barriers.”*

*“I learned about their definition of supportive housing and how it can differ from organization to organization. I think the different backgrounds give a glimpse into how supportive housing can be viewed.”*

*“I liked hearing about the different perspectives of other providers.”*

*“I like that it is a community of providers that understand the population we serve.”*

*“Great series in general. Great interactions.”*

*“The trainings had a great pace, engagement with participants, and great instructors.”*

”

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