

Welcome!



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



**Early Psychosis 101:
Basics for Supporting Students**
A 3-Part Introductory Series



Early Psychosis 101: Basics for Supporting Students

A 3-Part Introductory Series

October 18, November 1 & November 15 @ 12-1pm PT

Session 3: Transition to College for Youth with Psychosis

A few reminders...

- **Participants are muted** with video off.
- **This webinar is being recorded**; session slides, recording, and certificates of attendance will be sent to you within a week.
- Take note of the Zoom toolbox at the bottom of your screen:
 - Use the **Chat Box** to share your comments throughout the session. If your comments are for all to see, check the chat box drop down menu and make sure your chat response is going to “everyone” and not just the hosts/panelists.
 - Use the **Q&A Box** for any content-related questions for our panelists; we’re keeping track of those so we can respond to them during the Q&A portion of our session today.
 - Click the “CC” icon if you’d like to enable captions
- We are **not able to offer CEUs** for this session.

About the MHTTC Network

Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field.

Through our MHTTC School Mental Health Initiative, we bring awareness, disseminate information and provide technical assistance and training on the implementation of mental health services in schools and school systems.

Learn more at <https://mhttcnetwork.org/>

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At the time of this presentation, Dr. Miriam E. Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use in the U.S. Department of Health and Human Services (DHHS) and the Administrator of SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of DHHS or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

About the Psychosis Risk and Early Psychosis Program Network (PEPPNET)

- **Training and TA Workgroup** – Coordinating CSC and CHR training efforts nationally
- **Adolescent and Psychosis Workgroup** – Expanding early detection and intervention for adolescents at clinical high risk or with a first episode in secondary school or other early intervention settings.
- **Finance Workgroup** – Developing national models of reimbursement for CSC services across public and private systems

Visit our website: <http://med.stanford.edu/peppnet>

Join the PEPPNET Listserv and learn more about our work:
<http://med.stanford.edu/peppnet/contact>





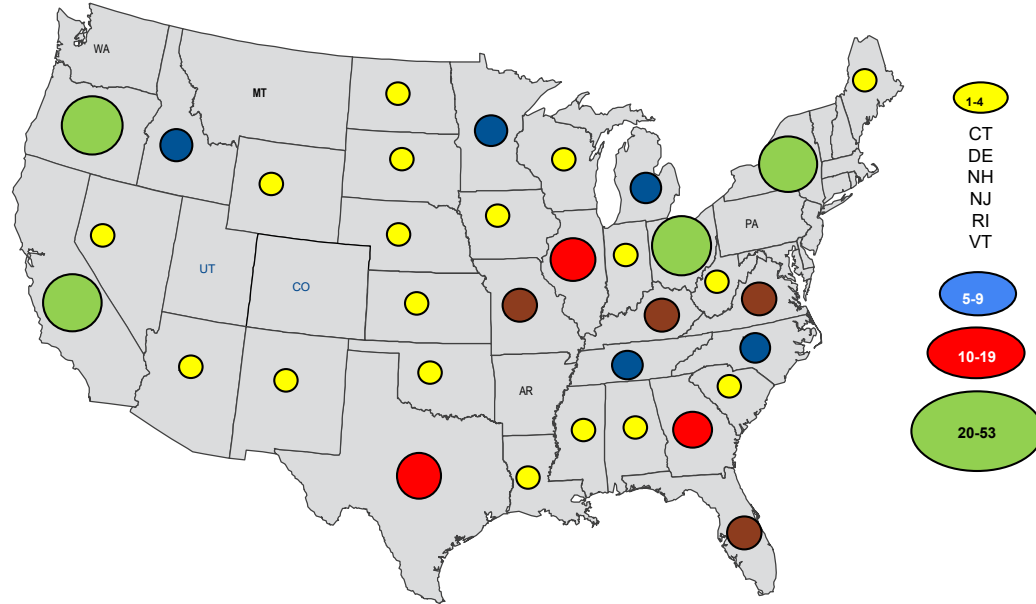
Why is this work important?

Early Intervention for Psychosis Expansion in the US

- Growth and investment in services in the past 10 years
 - 10% Mental Health Block grant for each state
 - Mental Health Block Grant COVID relief supplement \$82.5 Million 2021
 - Development of Coordinated Specialty Care (CSC) services across the United States
- New National TTA Center for Early Serious Mental Illness developed through SAMHSA

US Early Psychosis Programs in 2020

340
Programs



**EPINET National Data
Coordinating Center**

Westat • Rockville, MD

EPI-MINN

University
of Minnesota,
Minneapolis, MN

EPI-CAL

University
of California,
Davis, CA

AC-EPINET

Indiana University –
Purdue University
at Indianapolis, IN

EPINET-TX

University of Texas,
Austin, TX

LEAP

McLean Hospital,
Belmont, MA

ESPRITO

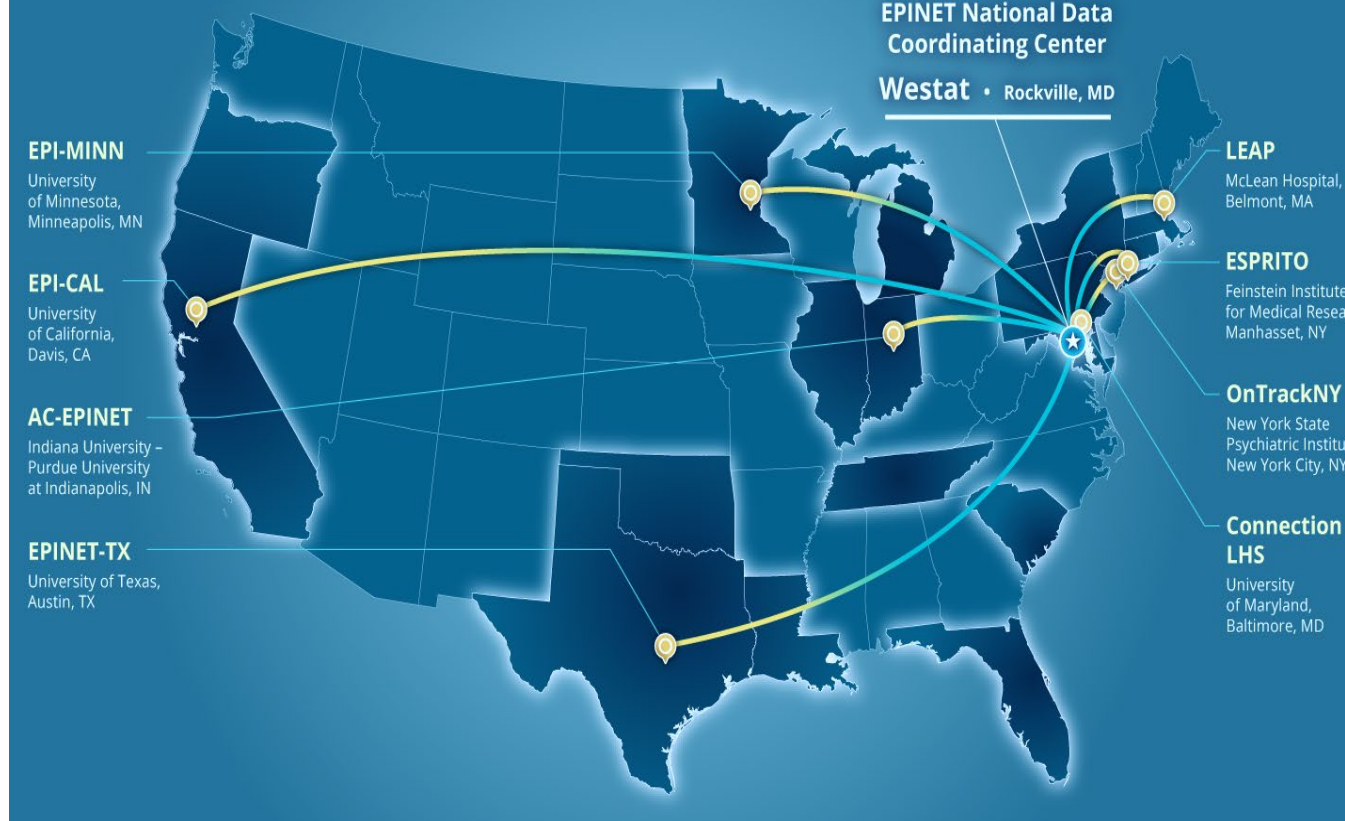
Feinstein Institute
for Medical Research,
Manhasset, NY

OnTrackNY

New York State
Psychiatric Institute,
New York City, NY

**Connection
LHS**

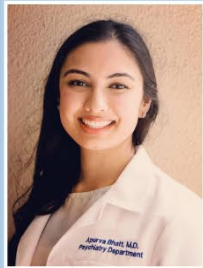
University
of Maryland,
Baltimore, MD



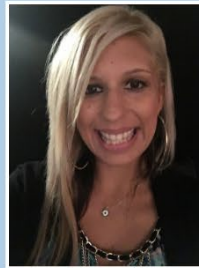
Welcome today's speakers!

Early Psychosis 101: Basics for Supporting Students *Session 3*

Nov
15



Apurva Bhatt



Bethany Boik



Zhanna Elberg



Olivia Hamrah



Transition to College for Youth with Psychosis



Objectives

- Recognize psychosis as a continuum of symptoms
- Identify domains of functioning that are important for assessing college readiness
- Identify characteristics of colleges and universities to consider when determining best fit for a young adult with psychosis
- Know where to access resources (both school and community) for supporting young adults with psychosis in their transition to college

Ethan



Ethan is a 17-year-old male with history of Schizophrenia.

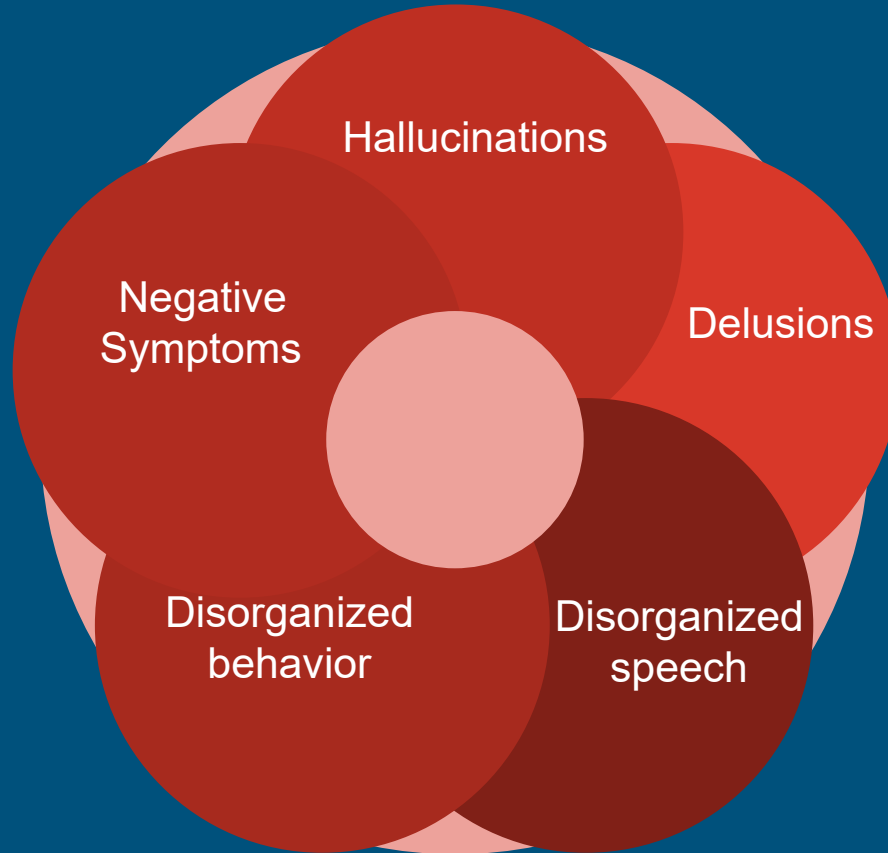
He was hospitalized once and treated with an antipsychotic medication which alleviated his symptoms. He now receives care in a coordinated specialty care clinic for early psychosis.

He has just begun his senior year of high school and aspires to go to college.

What is Psychosis?

Varying degrees of disruption to a person's thoughts and perceptions that make it difficult for them to recognize what is real and what isn't, significantly affecting their life, and making it hard to function.

DSM-5-TR psychosis symptoms

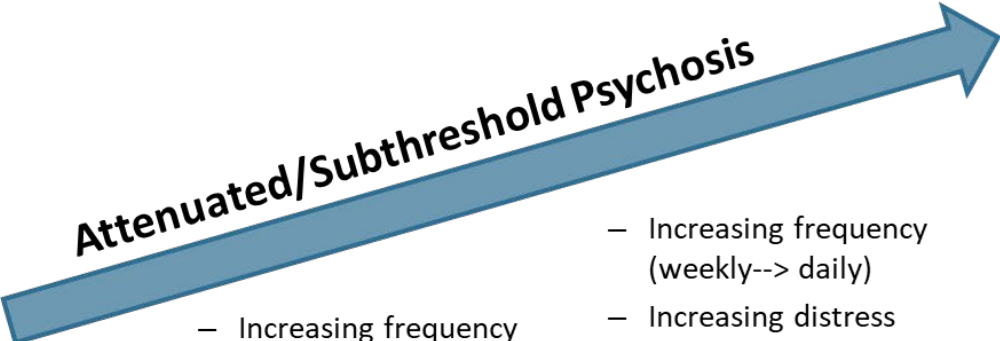


Psychosis Symptom Continuum

Within Cultural Norms

- No distress
- Infrequent/rare
- No effect on behavior/functioning

Attenuated/Subthreshold Psychosis



- Increasing frequency
- Some distress
- Able to question the experience
- Little effect on behavior/functioning

- Increasing frequency (weekly--> daily)
- Increasing distress
- Some difficulty questioning the experience
- Some effect on behavior/functioning

Full threshold Psychosis

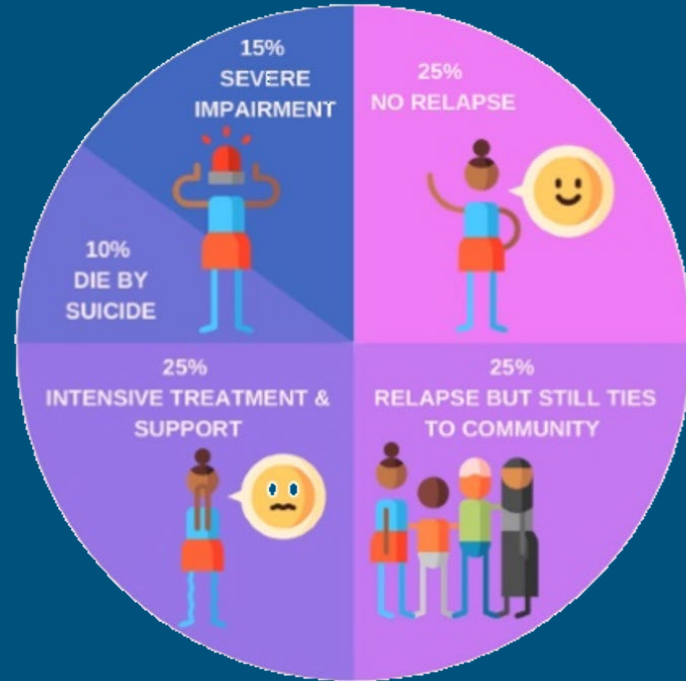
- Very frequent (several times/week or daily)
- Significant distress
- Convinced it is real
- Significant impairment in functioning/behavior

What is Coordinated Specialty Care? (CSC)

- A recovery-oriented treatment program designed for individuals experiencing a first episode of psychosis (FEP)
- This is the gold standard of care for people with FEP- shown to improve outcomes including less number of hospitalizations, improved social functioning, and increased participation in care.
- Consists of a multidisciplinary team:
 - Psychiatry
 - Psychology, Therapy
 - Family support
 - Peer support
 - Supported education and supported employment
 - Case Management

Myth: if you are diagnosed with schizophrenia, you will never recover

Most people with schizophrenia are able to achieve some form of recovery



Ethan



Ethan's psychosis symptoms have been well controlled for the past 6 months

With IEP accommodations, he passed all of his classes

He is preparing for his senior year of high school and wonders about college

He and his parents wonder how to know if he is ready for college and if so, how to approach the search for colleges and ensure his continued academic success

Ethan's parents

- Are worried about their son's future
- Wonder about how symptoms of psychosis will impact Ethan academically and socially
- Wonder how to help Ethan succeed academically
- Wonder about his academic potential moving forward
- Wonder about how to talk to prospective colleges about his condition

Assessing Readiness for College: Understanding Transition Domains

Health Condition Knowledge and Skills

Self-Advocacy Knowledge and Skills

Independent life skills

Academic Skills and Executive Function - independent academic functioning

Psychosocial Development: exploring Identity and social relationships

Anticipatory Guidance - safety issues and thinking ahead to college

Martel et al. Teaching a Systematic Approach for Transitioning Patients to College: An Interactive Continuing Medical Education Program. Acad Psychiatry (2015) 39: 549-54.

Health Condition Knowledge and Skills



Self-Advocacy Knowledge and Skills



Independent Life Skills



A collection of blue icons on a white background. The icons include: a lightbulb with a brain inside, two speech bubbles, a bell, a calculator with plus, minus, multiply, and divide symbols, four hands shaking, a document with a checklist, the text 'Life Skills' in a large font, an alarm clock, a tree, two hands shaking, a trophy, a puzzle with pieces, and a laptop.

Academic Skills and Executive Function Independent Academic Functioning



Psychosocial development (exploring identity and social relationships)



Assessment Tools

Specialized Transition Readiness Assessment and Action Plan for Youth Heading to College with Mental Health Condition (Supplemental Material Academic Psychiatry 2015. 39 (5): 549-554. *Specialized "TRAAP"*)

TRANSITION READINESS ASSESSMENT and ACTION PLAN

For Youth Heading to College with a Mental Health Condition ¹

As you plan for your transition to young adulthood and post-secondary education, you will need to know about your psychiatric condition, how to manage your condition independently and how to advocate for yourself. You, your family, your provider, and others (teachers, tutors, etc.) can develop plans to address gaps in your knowledge and skills as identified by this checklist. Your doctor may complete this checklist with you in order to focus on those items most related to your condition and age and needs. Your parents may be given this or a similar checklist to complete.

NAME	I know this or I do this	I need practice	What can I do to practice or prepare? Who can help?
DATE OF BIRTH			
DATE OF ASSESSMENT			
TRANSITION CONCEPT and POLICY			
I understand how healthcare transition relates to my transition to college/work/independent living			
HEALTH CONDITION- KNOWLEDGE			
I know the name of my condition/disability			
I know how my condition impacts my social and community functioning			
I know what to do in case of an emergency			
I know the warning signs/symptoms of a relapse			
I know the circumstances and conditions which have			

The Transition Readiness Assessment Questionnaire "TRAQ"

Transition Readiness Assessment Questionnaire (TRAQ)

Patient Name: _____ Date of Birth: ___/___/___ Today's Date ___/___/___ (MRN# _____)

Directions to Youth and Young Adults: Please check the box that best describes your skill level in the following areas that are important for transition to adult health care. There is no right or wrong answer and your answers will remain confidential and private.

Directions to Caregivers/Parents: If your youth or young adult is unable to complete the tasks below on their own, please check the box that best describes your skill level. **Check here** if you are a parent/caregiver completing this form.

	No, I do not know how	No, but I want to learn	No, but I am learning to do this	Yes, I have started doing this	Yes, I always do this when I need to
Managing Medications					
1. Do you fill a prescription if you need to?					
2. Do you know what to do if you are having a bad reaction to your medications?					
3. Do you reorder medications before they run out?					
4. Do you explain any medications (name and dose) you are taking to healthcare providers?					
5. Do you speak with the pharmacist about <u>drug interactions</u> or other concerns related to your medications?					
Appointment Keeping					
6. Do you call the doctor's office to make an appointment?					
7. Do you follow-up on referrals for tests or check-ups or labs?					
8. Do you arrange for your ride to medical appointments?					
9. Do you call the doctor about unusual changes in your health (for example: allergic reactions)?					
Tracking Health Issues					
10. Do you fill out the medical history form, including a list of your allergies?					
11. Do you keep a calendar or list of medical and other appointments?					
12. Do you tell the doctor or nurse what you are feeling?					
13. Do you contact the doctor when you have a health concern?					
14. Do you make or help make medical decisions pertaining to your health?					

Jed Foundation: SetToGo.org



I NEED HELP

I WANT TO HELP

RESOURCE CENTER

DONATE



Resources For You



For Students

Find the info and support you need



For Families

Help your student and stay connected



For Educators

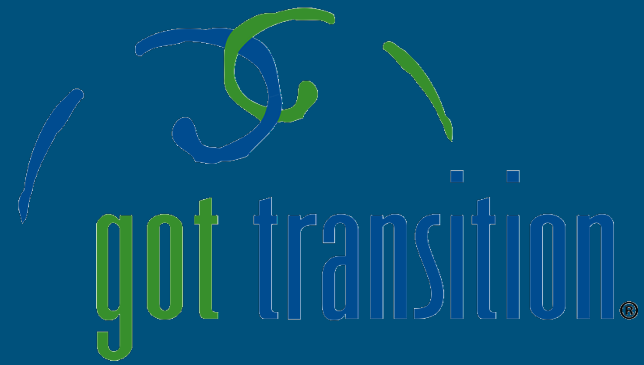
Get support for you and your students



Other Resources



- Guide written by parents, for parents
- Academic and personal behaviors (study skills, reliability etc.), parent/guardian involvement



Federally funded national resource center on health care transition from pediatric to adult health care

- Family toolkit

<https://www.gottransition.org/resource/?hct-family-toolkit>

- Transition readiness assessment checklist
- Transition timeline

Transition Planning



- Start Early!
- Prioritize shared decision-making: collaborative, elicit personal preferences and clarify values, consider needs of family and student
- Explore post secondary career, interests, goals, dreams
- Clarify diagnosis and prognosis
 - Examining treatment adherence and identifying challenges that may be encountered in college
 - Examining history of stability and identifying patterns or “warning signs” of impaired functioning.
- Current level of supports (parents, friends, treatment providers, mentors, etc.)
- Identify important stakeholders (young adult, parents, providers, teachers)
- Determine short term and long term treatment goals and needs
- Develop action plan to address gaps in readiness for college
- Adjusting expectations amongst individuals with FEP, their family, and colleges.
 - Undergraduate trajectories after FEP may be longer but students *can* be successful
- Discuss transfer of care to adult mental health services.
 - Limited on-campus supports

Ethan's case continued

- As you review transition readiness and planning, Ethan starts to feel more assured.
- You, Ethan and his parents identify some readiness domains to improve. He spends a few months actively working on his transition readiness.
- He is grateful for his IEP in school and feels he would benefit from accommodations in college.
- He starts working with the SEES on learning how to qualify and set up accommodations.

Advocating for college accommodations

Prior IEP/504 accommodations, psychoeducational testing

- Students/Parents should keep a record of all testing, and approved accommodations.

IEP transition goals

- Goals that follow a student's time in high school

High school guidance counselor / Special Education Teacher

- Staff resources for student/parents

Office of accessibility/disability services

- Know your school's office and representative



Searching for the right fit

Supported employment and education specialist

College characteristics

- Housing options
- Number of students/class size
- In person or virtual classes
- Access to healthcare services
- Location
- Transportation
- Insurance
- Access to natural supports
- Peer supports
- School specific accommodations



Preparing for a transition to college

Transitioning mental health care if needed

Maintaining treatment along with school

Housing accommodations

Academic accommodations



Types of Accommodations

- Extended time
- Use of computer for exams
- Clarified directions
- Separate testing location
- Alternate version /electronic textbooks
- Use of Speech-to-Text software
- Use of Text-to-Speech software
- Test question reader
- Scribes for Scantron bubble tests
- Permission to take medications or eat during exams
- Copies of presentation materials
- Designated note taker
- Preferential seating
- Recording of lectures
- Classroom location & furniture
- Smart devices to aid in note taking and typing
- Interpreting Captioning

Take Home Message

Start	transition planning early
Prioritize	shared decision making
Discuss	various domains of transition with youth as well as any other stake-holders
Explore	colleges that “fit”
Help	advocate for accommodations in college

Resources

Database with list of colleges and their disability office link:

https://www.childrensresourcegroup.com/family_database-for-college-disability-services/

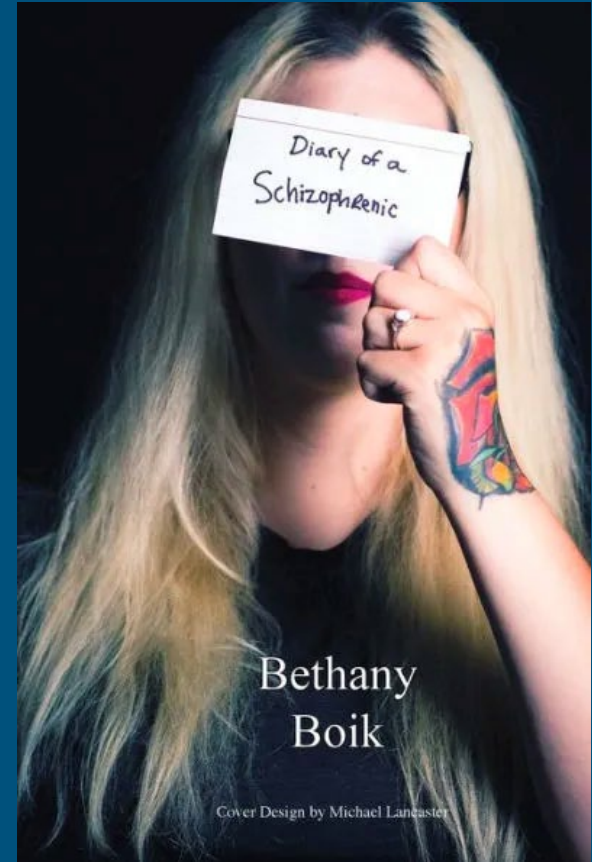


<https://sws.ngo>



<https://www.nasmhpd.org/content/early-intervention-psychosis-eip>

Bethany's story



How my life is impacted by schizoffective disorder –a form of schizophrenia and a mood disorder

From a person with lived experience

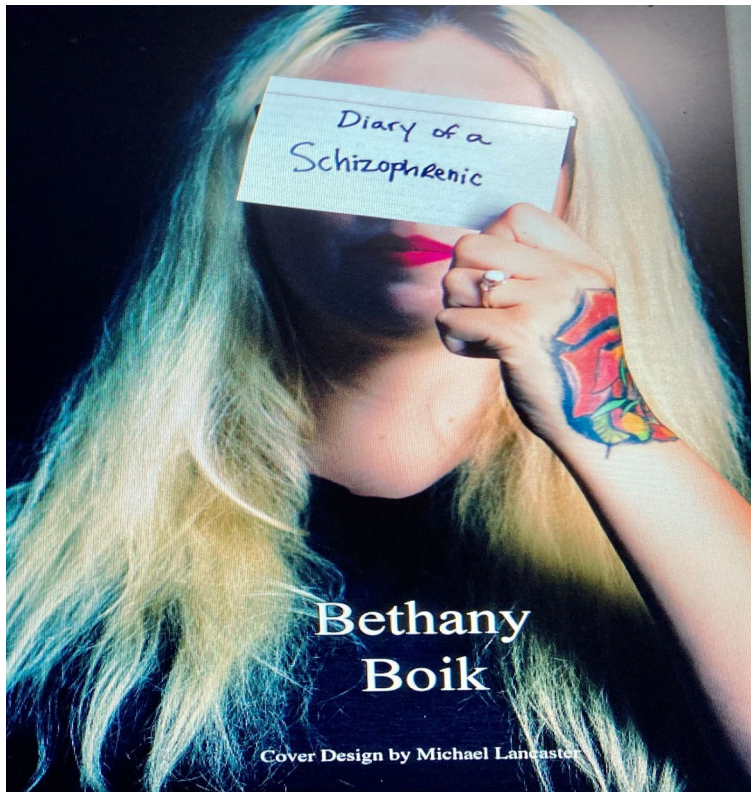
- Bethany Boik



Who is Talking to me? A Poem by Bethany Boik



Faces- a painting by Bethany Boik- as seen in her book- Diary of a Schizophrenic



Diary of a Schizophrenic By Bethany Boik

Read the full story – See the art, read the diary entries and understand severe mental illness in a new way.

*Find my book online at Barnes and Noble and AMAZON

Barnes and Noble

<https://www.barnesandnoble.com/w/diary-of-a-schizophrenic-elizabeth-ann-atkins/1143453121?ean=9781956879421>

Check out my book available at this link on AMAZON

https://www.amazon.com/s?k=diary+of+a+schizophrenic&crd=2BLSDN1OS0ZP9&srefix=diary+of+a+schizophrenic%2Caps%2C112&ref=nb_sb_noss_2

For Mental Health content/ Poetry and Art check out my social media pages

- TIK TOK - @bethanyboik *email bethanybwrites@gmail.com
- Instagram -@bethanyboik *Facebook- search Bethany Boik





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