

DARS Library News



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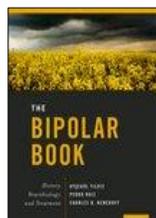
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New Books

The Rehabilitation Library recently received several new books. To borrow any item for up to two weeks, please contact the library at avlibrary@dshs.state.tx.us or call (512) 776-7260 or toll-free 1-888-963-7111 x7260. The online library catalog at www.texashealthlibrary.com lists additional materials.



The bipolar book: history, neurobiology, and treatment. 2015. (WM 207 B576 2015 RHB).

This book is a guide to diagnosing and treating bipolar disorder. It includes topics on: bipolar disorder occurring in special populations, stigmatization of the disease, the role genetics play, postmortem studies, psychotherapy, treatments, and more.

Building resilience to trauma: the trauma and community resiliency models. Elaine Miller-Karas, 2015. (WM 172.4 M647b 2015 RHB).

After a traumatic experience, survivors often experience a cascade of physical, emotional, cognitive, behavioral, and spiritual responses that leave them feeling unbalanced and threatened. This book explains these common responses from a biological perspective, reframing the human experience from one of shame and pathology to one of hope and biology. The Trauma Resiliency Model and the Community Resiliency Model are presented.

Career counseling casebook: a resource for students, practitioners, and counselor educators, 2nd ed. 2014. (HF 5381 N554 2014 RHB).

In this book, career development theorists and practitioners present state-of-the-art career counseling strategies for helping clients resolve their career issues. Forty-one cases cutting across all developmental stages and representing a wide range of client backgrounds and career concerns are presented. Two respondents provide strategies for providing career counseling with each of the cases presented.

Career development for transitioning veterans. Carmen Stein-McCormick, 2015. (HF 5381 N385cd 2015 RHB).

The purpose of this book is to increase career practitioners' awareness of the transition issues and resources specific to veterans and to provide several examples of how a practitioner might walk a veteran through the career planning process. Case studies based on interviews with real veterans by the authors and military consultants are used throughout the chapters to demonstrate the thoughts and feelings involved, as well as career practitioner strategies for helping the individual make a career decision.

Clinical supervision of career development practitioners: practical strategies. Judith M. Hoppin, 2014. (HF 5381 H677 2014 RHB).

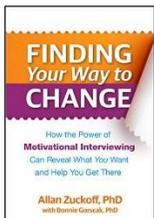
This book is geared towards anyone involved in the area of career supervision. It is designed for individuals supervising career counselors, vocational psychologists, career development facilitators, coaches, student affairs personnel working in career services, school counselors in the career aspects of their work, and others engaged in providing career service to students and clients.

A counselor's guide to career assessment instruments, 6th ed. Chris Wood, 2013. (HF 5381.7 W663 2013 RHB).

The sixth edition of this text maintains the key features of previous editions with reviews of instruments and chapters by leading experts in the field. The updated edition has over 70 reviews and now includes qualitative/alternative approaches to standardized assessments. Chapters cover topics such as multicultural considerations in career assessment, selecting a career assessment, and career assessment standards and competencies for practitioners. The book provides brief descriptions and information on over 300 additional instruments. A matrix provides a useful cross-reference to search for instruments based on the purpose of the instruments and the population best to use it.

Employer relations and recruitment: an essential part of postsecondary career services. Myrna P. Hoover, 2014. (HF 5381 H668 2014 RHB).

This book provides readers with key information on topics including program management, marketing efforts, use of technology, fundraising efforts, and program assessment.

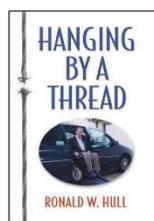


Finding your way to change: how the power of motivational interviewing can reveal what you want and help you get there. Allan Zuckoff, 2015. (BF 503 Z94f 2015 RHB).

Whether it is breaking an unhealthy habit, pursuing a dream job, or ending harmful patterns in relationships, the key to moving ahead lies in discovering what direction is truly right and how to get there. Motivational interviewing can help. This book presents powerful self-help strategies and practical tools to help find why one is stuck, break free of unhelpful pressure to change, and build confidence to develop a personal change plan.

Handbook of life design: from practice to theory and from theory to practice. 2015. (WM 55 H236 2015 RHB).

The life-design paradigm described in detail in this handbook helps counselors and others meet people's increasing need to develop and manage their own lives and careers. Life-design interventions, suited to a wide variety of cultural settings, help individuals become actors in their own lives and careers by activating, stimulating, and developing their personal resources. This handbook first addresses life-design theory, then shows how to apply life designing to different age groups and with more at-risk people, and looks at how to train life-design counselors.



Hanging by a thread. Ronald W. Hull, 2014. (WB 320 H913 2014 RHB).

Ron Hull was paralyzed during spinal surgery in 1963. Able to walk with atrophied hands and arms, a hand splint enabled Ron to write and return to college with help from a rehab program. Ron's life changed dramatically but he was determined and, with good grades, got a fellowship to Stanford and a job in industry.

Interviewing for the helping professions: a relational approach. Fred R. McKenzie, 2014. (BF 637 I5 M113 2014 RHB).

This book promotes a theory-driven, relational approach to professional interviewing across disciplines. The author's aim is to organically illustrate the theories and techniques of interviewing within the context of building and utilizing the therapeutic relationship. The author uses example interviews to illustrate the variety of settings, clients, and issues interviewers encounter. Each interview is fully annotated with the theory and practice skills being exhibited.

Learning the language of addiction counseling, 4th ed. Geri Miller, 2015. (WM 270 M648 2015 RHB).

This text guides the reader in choosing appropriate techniques and best practices for treating individuals with addictions. Case studies and interactive exercises assist readers in applying the knowledge, whether in a self-teaching or classroom setting. It covers theories of counseling related to addiction treatment. Assessment, diagnosis and treatment of dual disorders is discussed. Relapse prevention, self-help groups, and special treatment issues such as those related to gender, ethnicity, disability, adolescence, the elderly, and the homeless are also included.

Issues and ethics in the helping professions, 9th ed. Gerald Corey, 2015. (WM 62 C797i 2011 RHB).

This book provides an overview of ethical issues in counseling and other mental health fields. It serves as a tool to promote students' understanding of ethical issues. It is also useful for more experienced clinicians to revisit the complexities of the therapeutic, supervisory, and training relationships in which they engage.

The road ahead: transition to adult life for persons with disabilities. 2014. (WM 300 R628 2014 RHB).

Successful transition from school to adult life has always been difficult for people with disabilities, especially in the area of employment. This book provides strategies and ideas for improving the lives of people with disabilities, exploring new ways of enabling a successful transition to an integrated adult working life by providing effective instruction and support.

New Audiovisuals

We have added several new audiovisuals to the Department of State Health Services and Rehabilitation Library. To borrow any item for up to two weeks or to register to view online videos, please contact the library at avlibrary@dshs.state.tx.us or call (512) 776-7260 or toll-free 1-888-963-7111 x7260. The online library catalog at www.texashealthlibrary.com lists additional materials.

Aaron Beck on cognitive theory. 51 min. 2012. (DV1126).

The founder of Cognitive Therapy, Dr. Aaron Beck, revolutionized the way millions of clinicians approach clients in distress. Here is a chance to hear directly from an innovative thinker. In this interview, Beck discusses his process of developing cognitive therapy and the creation of a therapeutic model that reflected his research and actual experiences with clients.

Accelerated Experiential Dynamic Psychotherapy (AEDP) with a male client. 100 min. 2013. (DV1127).

Diana Fosha, PhD demonstrates Accelerated Experiential Dynamic Psychotherapy with a male client with anxiety. This approach is effective with male clients because it avoids pathologizing problems, and instead affirms strengths and reflects positive qualities to offset commonly negative expectations of treatment. This DVD allows viewers to see an experienced practitioner translate this theoretical concept into practice by presenting a live session. Dr. Fosha first focuses on building the relationship with the client. She then helps the client to gain visceral access to experience. Next, she affirms and processes the experience of transformation. Finally, the client is able to construct a coherent narrative, with newfound personal truth.

Aggression: is violence learned? 22 min. 2013. (DV1128).

What drives people to violence? Can TV affect our actions and influence us to acts of violence? This program examines aggressive media, aggressive behavior, and the banality of evil. It shows original film footage of research and actual crimes. An excellent resource for studies in applied psychology, this program features research psychologists providing explanations and reasoning behind aggression.

Anger management in counseling and psychotherapy. 169 min. 2014. (DV1130).

Anger experts Dr. Howard Kassinove and Dr. Raymond Chip Tafrate present live case examples of their anger episode model, an empirically developed approach geared specifically to anger management. With behavioral definitions, thorough assessment strategies, and structured interventions, this comprehensive resource serves as a guide to best practices with this difficult population.

Anger management: it's the same as driver's education. 15 min. 2012. (DV1170).

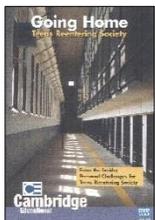
This DVD was developed to deal with anger management in a treatment or community corrections agency. Bob Francis, LICDC-CS, encourages viewers to learn how to manage their anger in the same way they learned how to drive. He urges them to work with a counselor, sponsor, or coach that will help them examine their triggers and modify their reactions.

Basic influencing skills. 150 min. 2012. (DV1132).

This video is for counselor training and professional development. Viewers will observe the specifics of influencing skills in reality based demonstrations. This program is also available online through Kinetic streaming video.

Dialectical Behavioral Therapy with Marsha Linehan. 96 min. 2013. (DV1137).

Dr. Marsha Linehan is the creator of Dialectical Behavior Therapy (DBT) and is best known for her success with suicidal and highly complex clients. Research on DBT has shown its application with Borderline Personality Disorder and other hard-to-treat conditions. In this video, Dr. Linehan demonstrates her approach with an extremely challenging client.



Going home: teens reentering society. 21 min. 2008. (DD0706).

For many inmates at juvenile correctional facilities, looking ahead to freedom brings anxiety and doubt. This program illustrates the challenges that often await young offenders following incarceration and shows teen inmates preparing to face the corporate world, their families, and themselves. Overcoming illiteracy, building marketable work skills, and becoming familiar with employment counseling and job search techniques are some of the subjects explored. The emotional side of leaving prison is also illustrated in depth. This program is also available online through Films on Demand streaming video.

Motivational interviewing step by step: building confidence. 116 min. 2012. (DV1168).

A key component of successfully making a change is having the confidence to put a change plan into action. MI (motivational interviewing) practitioner Cathy Cole demonstrates various strategies to address clients' lack of confidence. In three full-length sessions, Cole provides viewers a unique opportunity to see MI in action in diverse settings with clients who lack confidence in their ability to achieve their goals.

Motivational interviewing step by step: core concepts. 135 min. 2012. (DV1165).

This video teaches viewers about the core concepts and foundational skills of motivational interviewing. The differences between sustain talk and change talk are explained. MI expert Cathy Cole describes current thinking on the process of behavior change.

Motivational interviewing step by step: increasing importance. 123 min. 2012. (DV1166).

MI expert and trainer Cathy Cole demonstrates how to address the issue of importance with clients. Through three full-length sessions, extensive commentary, and pre- and post-session interviews, Cole provides viewers with an exclusive opportunity to see MI in action in diverse settings with people who are initially reluctant to change.

Motivational interviewing step by step: resolving ambivalence. 101 min. 2012. (DV1167).

Expert MI practitioner and trainer Cathy Cole conducts three full-length demonstration sessions where the focus is on fully exploring both sides of ambivalence. Jim has been offered a job promotion that would ease his family's financial struggles but requires extensive travel. Holly has mixed feelings about when to stop nursing her son. Kathy is reluctant to stop smoking but concerned about her health.

Positive psychotherapy: helping people thrive. 72 min. 2013. (DV1151).

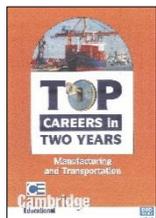
This film demonstrates the practical application of positive psychotherapy strategies in individual counseling and clinical supervision. It is comprised of an introduction to positive psychotherapy and its benefits followed by eight individual counseling vignettes. Vignettes demonstrate positive psychotherapy strategies, including forgiveness, flow, optimism, finding meaning, savoring, gratitude, satisficing (satisfying and sufficing), and strengths-based clinical supervision. This program is also available online through Kinetic streaming video.

Promoting your designs. 21 min. 2010. (DD0711).

For some designers, the thought of promoting their own work is overwhelming. They may even believe that having creative talent means they should leave the advertising and marketing to others. With a strong focus on designers and artists, this program explores strategies for achieving commercial success. The benefits of having a professional portfolio, photographs, business cards, and a Web site are emphasized, along with how to use the five Ps: product, price, people, placement, and promotion. The DVD also addresses the use of promotional strategies when seeking employment, the concept of branding, and the best way for creative people to get their work into the public eye. This program is also available online through Films on Demand streaming video.

Top careers in two years: construction and trades. 18 min. 2009. (DD0708).

New workers are needed every year in construction and the trades to meet the demand for assembling and maintaining buildings and keeping vehicles running. This program focuses on an electrician, a plumber, a mason, an interior designer, an HVAC repair technician, and an auto service technician. This program is also available online through Films on Demand streaming video.



Top careers in two years: manufacturing and transportation. 18 min. 2009. (DD0707).

Living in a world of cutting-edge technology hasn't eliminated the need for turning out-of-this-world concepts into real-world products and then delivering them exactly when they're wanted. This program spotlights three professionals in manufacturing: a robotics technician, a machinist, and a chemical technician, and three professionals who help get products from point A to point Z: a quality manager, a distribution manager, and a dock supervisor. This program is also available online through Films on Demand streaming video.

Featured Websites

The **University of New Hampshire Institute on Disability** promotes full access, equal opportunities, and participation for all persons by strengthening communities and advancing policy and systems change, promising practices, education, and research. See <http://www.iod.unh.edu/Home.aspx>

The **National Collaborative on Workforce and Disability for Youth** provides information about employment and youth with disabilities. See <http://www.ncwd-youth.info>

The **Repository of Employment and Vocational Recovery Resources** is maintained by the Boston University Center for Psychiatric Rehabilitation. Their resources help people with psychiatric conditions choose, get, and keep employment. See <http://cpr.bu.edu>

Featured Journal Articles

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Boundaries with social media: ethical considerations for rehabilitation professionals. Crtalic AK, Gibbs RL, Sprong ME, Dell TF. *J Appl Rehabil Couns.* 2015;46(3):44-49.

The increase in social networking media, online and distance counseling, and the ubiquitous use of laptops, hand-held devices, and internet connected devices at home and in work settings have resulted in the need for ethical standards to help guide rehabilitation professionals in service delivery. In response, the Commission on Rehabilitation Counselor Certification (CRCC) has incorporated Section J: Technology and Distance Counseling into the CRCC Code of Ethics. Additionally, the CRCC released a social media policy on their website. However, specific ethical standards addressing the use of social media have not been implemented. The purpose of this manuscript is to address potential issues that can arise in interacting with clients through social media.

Specifically, we will discuss the following areas: (1) digital immigrants and natives, (2) social media mechanics, (3) advantages of using social media, (4) disadvantages of using social media, (5) social media and the CRCC Code of Ethics, (6) using social media professionally, privately, or not at all, and (7) implementing a social media policy. Discussion and recommendations are provided.

Building relationships with businesses: recommendations from employers concerning persons who are blind/visually impaired. McDonnall MC, Crudden A. *J Rehabil.* 2015;81(3):43-50.

With the passage of the Workforce Innovation and Opportunity Act (WIOA), the focus of Vocational Rehabilitation (VR) agencies' work with businesses and development of partnerships with employers will increase. This study explored employers' perspectives regarding their relationships with the VR agency to assist VR personnel in business development efforts. Semi-structured interviews were conducted with employers and content analysis was performed on transcriptions from twelve usable responses. Employers discussed their relationships with the agency, additional supports needed, and provided advice to VR agencies developing relationships with businesses. Findings support previous studies and identify new information, including the importance of one-on-one relationships and utilizing connections from job retention cases.

Capacity, commitment, and culture: The 3 Cs of staff development in a learning organization. Seibold M, Gamble K. *Psychiatr Rehabil J.* 2015;38(3):286-7.

Topic: If an agency desires changes in practice and a consistent approach to services, psychiatric rehabilitation staff development requires more than a single session of training. Purpose: This column describes one agency's approach to a comprehensive staff training and development program, designed to enhance the 3 Cs of capacity, commitment, and culture. Sources used: The program described has been in place, with frequent adjustments, for over 20 years, and the experiences of the authors and their colleagues form the primary source for the paper.

Conclusions and implications for practice: Staff development requires an ongoing investment-competency-based training, supervision congruent with the service vision and mission, accountability through performance evaluation, and opportunities for growth. We have a firm belief that our employees learn to treat others, in part, from how they are treated by our agency leadership.

A case file review of employment outcomes from Community Rehabilitation Providers. Ukyanova VL, Suarez-Balcazar Y, Balcazar F, Oberoi A. *J Vocat Rehabil.* 2015;43(1):33-40.

Background: Community Rehabilitation Providers (CRPs) are not-for-profit organizations that provide employment services to individuals with disabilities as subcontracts to vocational rehabilitation (VR) offices. Objective: The purpose of this study was to identify facilitators to successful employment among individuals with disabilities.

Methods: We analyzed 38 case files from individuals with disabilities served by CRPs that had been closed as being successfully employed. Results: We found that clients who were placed in jobs lived with their families, had previous work experience, and had strong job interview skills. They also had detailed written goals and needs; VR counselors often served as advocates between CRPs and the client, and they understood the difficulties of the current job market. On the other hand, clients who had difficulties in securing and maintaining employment experienced health-related issues, lack of reliable transportation, and challenging family situations. Conclusions:

Findings indicate that there is a greater need for certain services, such as career development, job coaching, and training. The implications for vocational rehabilitation research and practice are discussed.

Changing what it means to be “normal”: a grounded theory study of the mobility choices of people who are blind or have low vision. Ball EM, Nicolle CA. *J Vis Impair Blind*. 2015; 109(4): 291-301.

Introduction: The ability to travel to destinations outside of the home is important to social inclusion and quality of life, and it is one of the most significant challenges for people who are visually impaired (that is, those who are blind or have low vision). There has been little research into the underlying concerns of people who are visually impaired when making decisions about mobility. Methods: This grounded theory study explored the main mobility-related concerns of people who are visually impaired. It uses qualitative data drawn from a combination of online discussions; face-to-face, telephone, and e-mail interviews; and focus groups with people who are visually impaired and rehabilitation practitioners. Results: The primary concern of people who are visually impaired when making choices about where to go, and when and how to do so, was a desire to see oneself and to be seen by others as “normal.” Self-identity and perceived “normality” are subjective and changeable and are continually internally coreconstructed (that is, simultaneously and interdependently reinterpreted and reconceptualised) to achieve congruence between them. The mobility strategies used are those that are perceived as most “normal.” Discussion: Perceived “normality” has a powerful influence on behavior. By acknowledging this influence, rehabilitation services may be better able to promote autonomy and self-reliance. Implications for practitioners: To promote independence, rehabilitation services must change people’s perception of what is “normal.” People must be supported to come to perceive fulfillment of valued social roles, autonomy, and self-reliance as “normal.”

Disparity in rehabilitation: another inconvenient truth. Jaffe KM, Jimenez N. *Arch Phys Med Rehabil*. 2015;96(8):1371-4.

On the 50th anniversary of the passage of America’s Voting Rights Act and the historic civil rights march from Selma to Montgomery, with the country confronting an ever-increasing diversification of its population, we are still grappling with structural racialization and its inextricable link to poverty. Economic inequality is the highest it has been since 1928. Disparity, with its fractal-like presence, permeates far too many facets of our society including employment opportunity, law enforcement, criminal justice, education, housing, voting rights, and financial lending. Our health care system is an integral part of this troubling phenomenon with systems, structures, and processes of care that reinforce disparity, the root causes of which are complex, troubling, and without simple solutions.

Education and employment outcomes from the RSA data file for transition-age African American, White, and Hispanic youth with learning disabilities. Ji E, Schaller J, Pazey B, Glynn K. *J Appl Rehabil Couns*. 2015;46(3):15-24.

Relationships among consumer demographic variables, services, and employment outcomes for 25,218 15 to 18 year old youth with learning disabilities were examined using the Rehabilitation Services Administration database from 2012. The 25,218 individuals were randomly split for cross-validation purposes into Sample One and Sample Two. A separate logistic regression was run for each sample. Variables significant for both samples included being African American, college and occupational training, and job placement. The correct classification of the logistic regression for Sample One was 67.1% and for Sample Two it was 66%. African American males had significantly lower successful employment rates than White or Hispanic males. African American females had significantly lower successful employment rates than White or Hispanic females. Mean earnings per week for White males and females combined were significantly higher than African American males and females combined. Hypotheses for the above findings include White and Hispanic youth using job placement resources at educational institutions, cultural mistrust, and rehabilitation counselors following youth’s expressed preferences. Implications for practice include engaging ethnically diverse consumers in vocational rehabilitation through an empowerment approach and viewing family involvement in transition planning as a continuum.

Effects of the self-directed individualized education program on self-determination and transition of adolescents with disabilities. Youjin S, Wehmeyer ML, Palmer SB, Little TD. *Career Dev Transit Except Individ.* 2015;38(3):132-141.

The 1990 Individuals with Disabilities Education Act (IDEA) reauthorization introduced transition mandates that included a “student involvement in transition planning” requirement, creating an emphasis on promoting such involvement so as to enhance the self-determination of students with disabilities and positive transition-related outcomes. This study used a randomized-trial control group design to study the impact of one widely used program to promote student involvement, the Self-Directed Individualized Education Program (IEP), on the self-determination and transition empowerment of youth with disabilities. A repeated-measures MANCOVA was conducted to determine the differences between an intervention group and the placebo-control group. Results showed that instruction using the Self-Directed IEP was significant on students’ level of self-determination, and positive differences were found in transition knowledge when compared with a placebo-control group.

Employing people with disabilities in the Taiwanese workplace. Huang I, Chen R. *Rehabil Couns Bull.* 2015;59(1):43-54.

This study aimed to explore the experiences of employers who had long-term experiences with employing people with disabilities in Taiwan. In-depth qualitative interviews were adopted as the main data collection instrument. The participants included 12 Taiwanese employers in the private enterprise sector with 2 or more years of experience hiring employees with disabilities beyond the required employment quota enacted by the Taiwanese government. The results identified four main reasons that led to hiring, including personal experience relating to people with disabilities, economic concerns, charitable perspectives, and policy implications. Although the employers were highly willing to collaborate with vocational rehabilitation systems, their needs for services rendered differed in the distinct employment processes. Employers expressed greater concern about the employability of applicants with disabilities during the recruitment and selection process than during the placement and accommodation stages. Barriers to career advancement for individuals with disabilities were indicated. This study underscores the importance of demand-driven employment strategies and highlights the need to gain insights into the experiences of employers who actually work with people with disabilities. The implications of the findings for rehabilitation practitioners are discussed.

Lupus: Vocational aspects and the best rehabilitation practices. Agarwal N, Yasui NY, Kumar V. *J Vocat Rehabil.* 2015;43(1):83-90.

Lupus (systemic lupus erythematosus; SLE) is a chronic autoimmune disorder, and is usually diagnosed initially in early to middle adulthood, which is the prime career-building phase of individual’s life. Persons with lupus report considerable financial burden not only because of healthcare costs but also because of compromised ability to engage in paid work due to illness as lupus can have a significantly negative impact on a person’s work participation, including loss of employment and reduced working hours. Rehabilitation counselors must be knowledgeable about the critical physical and psychosocial impacts of the illness and potential employment problems that the illness may cause. With this knowledge base, rehabilitation counselors can better assist individuals with lupus with obtaining and maintaining employment, economic independence, and balancing their life demands with their changing health care needs. Objective: This paper first provides an overview of lupus and functional limitations that it may impose, followed by relevant vocational rehabilitation interventions, including workplace accommodations and education. Conclusions: We emphasize consumer advocacy, anticipatory coping and illness management, accommodations on the job, and need of active involvement of employers in problem solving as key elements of successful vocational rehabilitation for people with lupus.

The negative effects of public benefits on individual employment: a multilevel analysis of work hours. Nord D, Nye-Lengerman K. *Intellect Dev Disabil.* 2015;53(4):308-18.

Public benefits are widely used by people with intellectual and development disabilities (IDD) as crucial financial supports. Using Rehabilitation Service Administration 911 and Annual Review Report datasets to account for individual and state vocational rehabilitation (VR) agency variables, a sample of 21,869 people with IDD were analyzed using hierarchical linear modeling to model the effects of public benefits on hours worked per week. Findings point to associations that indicate that public benefits not only limit access to employment participation, they also have a restricting effect on growth of weekly hours that typically come with higher wage positions,

compared those that do not access benefits. The article also lays out important implications and recommendations to increase the inclusion of people with IDD in the workplace.

Planning post-employment support for people with psychiatric disabilities. Waghorn G, Hielscher E, Shield J. *J Rehabil.* 2015;81(3):21-33.

Post-employment support is an essential part of supported employment for people with psychiatric disabilities. However, little information is available about how best to provide this support. The aim of this study was to collect the views of experienced practitioners on how to conceptualise and plan post-employment support in the workplace. Seventy-eight staff of a large supported employment service voluntarily participated in a nominal group technique. Participants were encouraged to provide suggestions to a series of questions and then their responses were compiled into a two-page checklist. This consists of 32 prompts and is organised into four themes: (1) preparing for a workplace visit; (2) conducting a workplace visit; (3) conducting a situational assessment; and (4) strengthening relationships with employers. This checklist has good face validity and appears useful for guiding employment specialists when preparing for a workplace visit. Cautious utilization is recommended as there is no evidence yet to suggest that planning post-employment support in this manner is more effective than not doing so.

Recording and interpreting work-related daydreams: effects on vocational self-concept crystallization.

Pisarik C, Currie L. *Career Dev Q.* 2015;63(3):223-237.

This mixed-methods study examined the effects of recording and interpreting work-related daydreams on vocational self-concept crystallization and attitudes toward daydreams. Fifty-one college students were assigned to 1 of 2 experimental groups-daydream journal group (n = 15) and daydream interpretation group (n = 18)-and a control group (n = 18). Data were analyzed using analyses of covariance. At posttest, both experimental groups showed higher levels of vocational self-concept crystallization than the control group, and the daydream interpretation group perceived their daydreams as more relevant than the control group. Qualitative data were collected via written post-intervention surveys and embedded as a supplement to the quantitative design. The qualitative data support the findings that participants in the experimental groups gained a greater awareness and clarity regarding their vocational self-concepts and a greater belief in the relevancy of work-related daydreams.

The relationship between cognition, job complexity, and employment duration in first-episode psychosis.

Caruana E, Cotton S, Killackey E, Allott K. *Psychiatr Rehabil J.* 2015;38(3):210-7.

Objective: To investigate the relationship between cognition and employment duration in first-episode psychosis (FEP), and establish if a “fit” between cognition and job complexity is associated with longer employment duration. Method: This study involved secondary data analysis of a subsample of FEP individuals (n = 65) who participated in a randomized controlled trial comparing Individual Placement and Support plus treatment as usual (TAU), versus TAU alone, over 6 months. A cognitive battery was administered at baseline and employment duration (hours) and job complexity in the longest held job over 6 months were measured. Results: Factor analysis with promax rotation of the cognitive battery revealed 4 cognitive domains: (a) attention and processing speed; (b) verbal learning and memory; (c) verbal comprehension and fluency; and (d) visual organization and memory (VO&M). The final hierarchical regression model found that VO&M and job complexity independently predicted employment duration in longest held job; however, the “fit” (or interaction) between VO&M and job complexity was not significant. Conclusions and implications for practice: These findings suggest that VO&M and job complexity are important predictors of employment duration, but it is not necessary to ensure VO&M ability matches job complexity. However, there are limited comparative studies in this area, and other aspects of the person-organization fit perspective may still be useful to optimize vocational outcomes in FEP.

Unemployment, disability and life expectancy in the United States: a life course study [published online August 20, 2015]. Laditka JN, Laditka SB. *Disabil Health J.* doi:10.1016/j.dhjo.2015.08.003.

Background: Unemployment may be associated with health through factors including stress, depression, unhealthy behaviors, reduced health care, and loss of social networks. Little is known about associations of total lifetime unemployment with disability and life expectancy. Hypothesis: People with high unemployment (\geq the median) will live shorter lives with more disability than those with less unemployment. Methods: Data were nationally representative of African Americans and non-Hispanic whites, from the Panel Study of Income

Dynamics (37 waves 1968-2011, n = 7,970, mean work years = 24.7). Seven waves (1999-2011, 58,268 person-years) measured disability in activities of daily living. We estimated monthly probabilities of disability and death associated with unemployment using multinomial logistic Markov models adjusted for age, sex, race/ethnicity, education, health status at baseline and throughout work life, and social support. We used the probabilities to create large populations with microsimulation, each individual having known monthly disability status, age 40 to death. We analyzed the populations to measure outcomes. Results: Respectively for African American and white women and African American and white men, life expectancies (with 95% confidence intervals) from age 40 with low unemployment were ages: 77.1 (75.0-78.3), 80.6 (78.4-81.4), 71.4 (69.6-72.5), and 76.9 (74.9-77.9). Corresponding high unemployment results were: 73.7 (71.7-75.0), 77.5 (75.1-78.0), 68.4 (66.8-69.0), and 73.7 (71.5-74.3). The percentage of life disabled from age 40 was greater with high unemployment for the same groups, by 23.9%, 21.0%, 21.3%, and 21.1% (all p < 0.01). Conclusions: High lifetime unemployment may be associated with a larger proportion of later life with disability and lower life expectancy.

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What does it take to build an employment collaborative for people with disabilities? Henry AD, Laszlo A, Nicholson J. *J Vocat Rehabil.* 2015;43(1):1-15.

Collaboration among employment service providers has been suggested as one strategy for enhancing outcomes for people with disabilities. Yet, little research exists on the process of collaboration building or factors that contribute to effective collaboration among employment providers. Objective: We engaged partners of five Regional Employment Collaboratives (RECs) in Massachusetts to identify the critical elements needed to build and sustain an employment collaborative. Methods: We used concept mapping, a mixed-method approach that included brainstorming sessions during which REC partners generated statements in response to the research question – what does it take to build and sustain an employment collaborative? Partners sorted statements thematically and rated statements in terms of importance and challenge. Sorting and rating data were analyzed using multidimensional scaling and hierarchical cluster analysis. Results: The analysis yielded six “clusters” reflecting critical elements in building and sustaining a collaborative. Three elements, build trust and respect, do business differently and have effective structures and processes, are consistent with the literature on general collaborative building. The other three elements, address employer needs, engage job developers, and innovate strategically, reflect activities specific to an employment-focused collaborative. Conclusions: Collaboration is a complex and time-consuming undertaking, but holds promise as a way to enhance employment outcomes for people with disabilities.