Supported Education
for (young) people with psychiatric disabilities

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Overview
• Why focus on (Supported) Education
• Barriers in going (back) to school
• Supported Education Toolkit
  • Decision making course
  • Disclosure: to tell or not to tell
  • Peer support group
• A B C of Supported Education

Why focus on (Supported) Education

From different perspectives...
• Mental Health perspective
• Recovery perspective
• Community perspective
• Economic perspective
• Educational perspective
Mental health: 3 aspects of care

- Problem-oriented
- Developmentally oriented
- Environmentally oriented

Support (Care)

PSR
(Living, Working, Learning, Socialising)

Safety, Health & Stability

Treatment (Cure)

Traditional treatment plan
1. Medication (management)
2. Day-night rhythm
3. Personal hygiene
4. Financial problems
5. Cleaning the room
6. Return to or remain at school

PSR / Treatment plan
1. Return to or remain at school
2. Medication (management)
3. Day-night rhythm
4. Personal hygiene
5. Financial problems
6. Cleaning the room

From a recovery point of view ...

Recovery is the process of change as one grows beyond the catastrophe of mental illness.

It is a way of living a satisfying and meaningful life with or without limitations caused by the illness.

The role of student (most of the time) supports the recovery process of the (young) people with psychiatric disabilities.

Anthony, 1990
Recovery ≠ Cure
Recovery does not mean that the suffering has disappeared, all the symptoms removed, and/or the functioning completely restored

Anthony, 1993

Recovery or discovery?

Recovering from?

From Mental Illness to Psychiatric Disability

A person develops a Mental Illness
From Mental Illness to Psychiatric Disability

- Stigma, discrimination + social exclusion
- Iatrogenic effects of admission and treatment:
  - experiences with fellow-patients
  - side-effects of medication

From Mental Illness to Psychiatric Disability

- Lack of Self-determination
- Negative consequences of having no job or education
From Mental Illness to Psychiatric Disability

This

≠

Broken dreams

Illness

is not the same as

This

Illness

Hanze University Groningen, Research Department of Rehabilitation
What is the illness?

What is the disability?

The Recovery Process

Ryan’s educational story

A journey from despair...to recovery...to a life filled with purpose

Barriers in going (back) to school

Research project ‘Recovery After an Initial Schizophrenia Episode (RAISE)’
Barriers

Cognitive
Social-emotional
Environmental
Illness related

Cognitive problems

Cognitive problems vary from person to person, but often include difficulties with:
- Sustaining attention and concentration
- Memory: remembering to do things in the future
- "Filtering out" things you don't need to pay attention to
- Learning new information and remembering it
- Problem-solving in a logical way
- Planning

Social-emotional problems

Also social-emotional problems vary from person to person, but often include difficulties with:
- Collaboration with fellow students
- Making and maintaining contact
- Presenting
- Fear for stigma and discrimination
- Low self-esteem
- Dealing with stress

Environmental influences

Environmental problems that are an (extra) burden:
- finances
- living situation
- family
- stigma
**Illness related barriers**

- Fluctuating nature of the mental condition

**Side effects of the medication**
- drowsiness
- fatigue
- dry mouth, thirst
- blurry look
- trembling hands

**What to do?**

European Supported Education project Impulse: to develop a Supported Education Toolkit

- Choose
- Get
- Keep
Mission

The mission of Supported Education is to help (young) people with psychiatric disabilities to choose, get and keep regular education of own preference.

Supported Education is not therapy or mental health counseling!!

SEd: the link between psychiatry and education

Psychiatry  →  SEd  →  Education

Patient ➞ Client/consumer ➞ Citizen ➞ Learning ➞ Student

SEd principle

Role + setting of preference (student) + (educational)

Skills + Support

Success + Satisfaction

Toolkit

1. Introduction
   - Background (numbers and facts)
   - Supported Education
     - Mission
     - Principles
     - Target group
     - What hinders?
     - What helps?

ImpulSE project 2013-2016
2. Choose-get-keep interventions

**Choose-get**: decision making course

**Keep:**
- Functional assessment: Skills inventory educational settings
- Resource assessment: Resource inventory educational settings
- Disclosure
- Peer support group
- Support for educational staff

3. Implementation manual

- Introduction
- Involvement of stakeholders
- Needs assessment
- Resource scan/ social map
- Good practices
- Communication plan
- Information brochures (students, family, mh-professionals etc)
- Staff training
- Sustainability (quality, evaluation and finances)

**Decision making course**

**Goal**

To help young adults with psychiatric disabilities who dropped out of school to choose and get back to regular education

**Program**

**Making an informed choice**

- Identifying personal criteria
- Describing alternative educational options
- Choosing a college or university
- Setting an Educational goal
“To tell or not to tell”

Disclosing

People with chronic diseases and disabilities belong to the most disadvantaged group of people in our society

(Rapportage Gehandicapten 2002)

EINSTEIN

Disclosure

“Disclosing your psychiatric disability” means that you tell someone about your past/current psychiatric condition”

To decide whether to tell about your psychiatric disability or not, you could consider the following aspects:
5 aspects of the skill Disclosing

**What?**
The Peer Support group provides self-help for students with psychiatric disabilities through exchange of experiences, providing mutual support and (study) advice.

**When & where?**
One session per two weeks for two hours
On the campus of the university
How?

One topic per session, prepared by 1-2 of the participants:
➢ Sharing concerns and successes
➢ Giving and receiving support
➢ Disclosure: ‘To tell or not to tell’
➢ Balance between studying and personal problems
➢ Financial Aid
➢ Needed & available Support Services

www.supportededucation.eu

A B C of Supported Education

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A B C of Supported Education

Not only runners move forward, also they who limp

Thank you very much for your attention

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Not only Robbie Keane & Paul O’Connell move forward, also young people in Ireland with mental health problems
Einstein or 3 women

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