

Supported Education

for (young) people with psychiatric disabilities

Dublin, March 31 2017

Lies Korevaar, PhD

Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.

-A Einstein



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

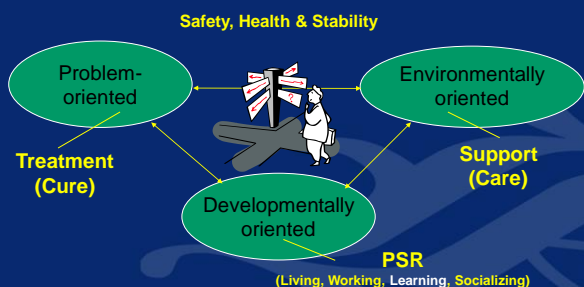
Why focus on (Supported) Education



From different perspectives...

- Mental Health perspective
- Recovery perspective
- Community perspective
- Economic perspective
- Educational perspective

Mental health: 3 aspects of care



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Traditional treatment plan

1. Medication (management)
1. Day-night rhythm
1. Personal hygiene
1. Financial problems
1. Cleaning the room
1. Return to or remain at school

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PSR / Treatment plan

1. Return to or remain at school
1. Medication (management)
1. Day-night rhythm
1. Personal hygiene
1. Financial problems
1. (Cleaning the room)

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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

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Recovery or discovery?

Recovering from?

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From Mental Illness to Psychiatric Disability

Illness

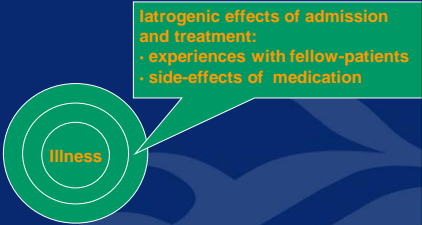
A person develops a Mental Illness

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From Mental Illness to Psychiatric Disability



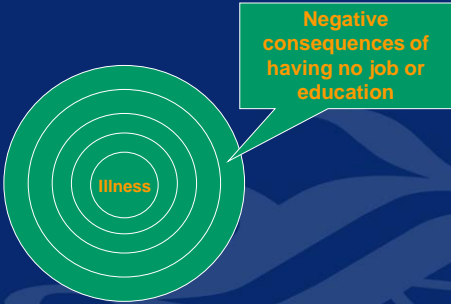
From Mental Illness to Psychiatric Disability



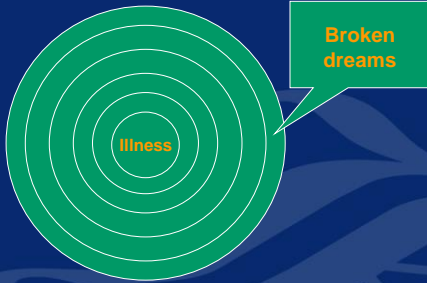
From Mental Illness to Psychiatric Disability



From Mental Illness to Psychiatric Disability

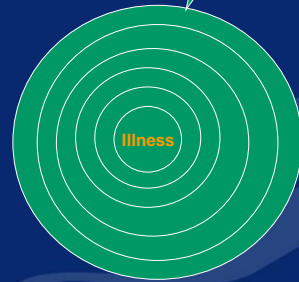


From Mental Illness to Psychiatric Disability



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is not the same as

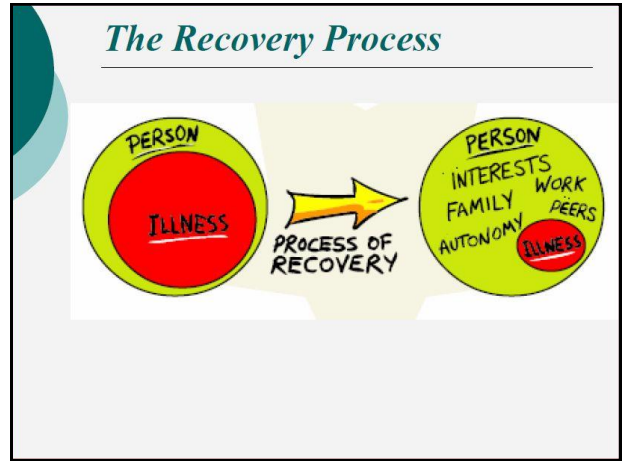
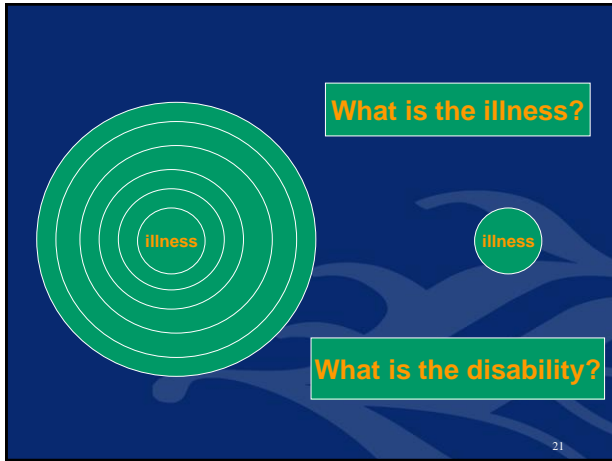
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Hanze University Groningen, Research Department of Rehabilitation

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Ryan's educational story

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

Research project 'Recovery After an Initial Schizophrenia Episode (RAISE)

**Barriers
in going (back) to school**

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 ImpuSE:

to develop a
Supported Education Toolkit



Supported Education Toolkit

Choose

Get

Keep

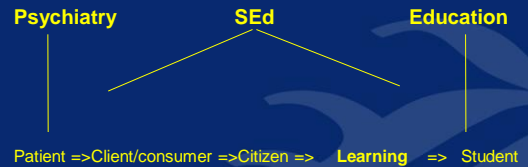


Mission

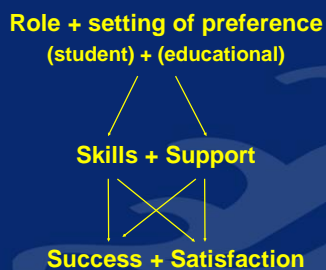
The mission of Supported Education is to help (young) people with psychiatric disabilities to choose, get and keep regular education of own preference

Supported Education is not therapy or mental health counseling!!

SEd: the link between psychiatry and education



SEd principle



Toolkit

1. Introduction

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

Toolkit

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

Toolkit

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"

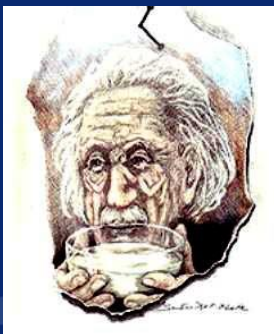
Disclosing



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

(Rapportage Gehandicapten 2002)

EINSTEIN

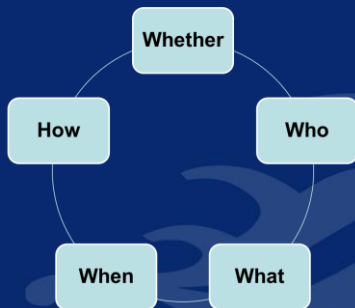


Disclosure

"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



Peer Support group for students with psychiatric disabilities



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

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Not only runners

move forward,

also they who limp



Not only

Robbie Keane & Paul O'Connell
move forward,



also young people in Ireland with
mental health problems



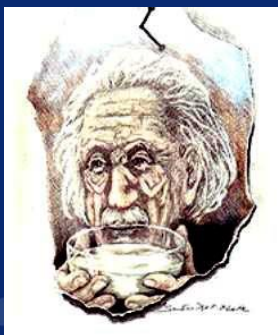
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your attention



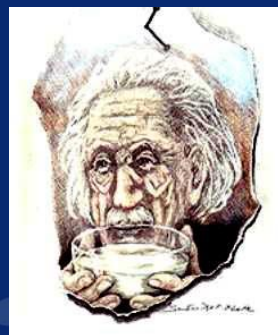
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Einstein or 3 women



Einstein or 3 women



EINSTEIN?

ALBERT

