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Supported Education

Community participation for (young) people with
psychiatric disabilities

WAPR, Madrid, July 6th 2018

Lies Korevaar, Franca Hiddink, Jacomijn Hofstra & Marianne Farkas

 Hanze University Groningen
APPLIED SCIENCES

 Center for Psychiatric Rehabilitation



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Overview

Welcome & introduction presenters, **Lies Korevaar**

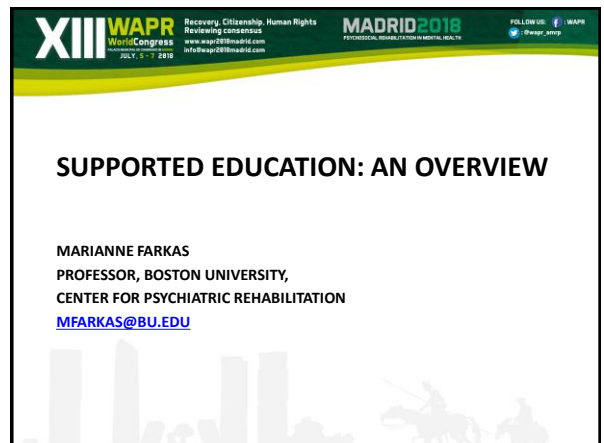
Introduction of Supported Education, **Marianne Farkas**

Supported Education in the Netherlands, **Lies Korevaar**

Evaluation of a decision making course, **Franca Hiddink**



Questions & discussion, **Marianne Farkas**

Summary, **Lies Korevaar**



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SUPPORTED EDUCATION: AN OVERVIEW

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Supported Education :Why?

- **US Census data suggests level of education achieved by people with psychiatric disabilities lower than average population**
(Ryan & Siebius 2012; Breslau et al., 2005; Eisenberg et al., 2009)
- **Among those with interruptions in college, students with MH conditions unlikely to ever return** (Arria, Caldeira et al., 2013; Hartley 2011)

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Supported Education :Why?

- **Education important predictor of employment for all, but even more so for people with psych disabilities** (Waghorn, Sha & McGrath 2014; Holzer & Dunlop 2013)
 - **Lack of educational achievement leads to long term poverty and fewer values roles in society** (Tsang et al., 2010; Mechanic, Bilder & Alpine 2002)
 - **indirect effects of reduced prospects for work also results in not experiencing the psychological benefits of work, such as improved self-esteem, sense of purpose, and community inclusion** (e.g. Provencher et al, 2002; Luciano et al, 2014)

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What is Supported Education?

- **Individualized, practical support and instruction to assist people with psych disabilities achieve their ed. Goals** (Unger 1991; Anthony, Cohen, Farkas et al 2002)
 - **Often--facilitate the ability of people with a psychiatric condition to access, enroll in, remain in, and complete post-secondary education** (Mowbry et al., 2005; Rogers et al, 2009)

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Who are the students?

- **Those with major psychiatric illnesses such as psychotic disorders (schizophrenia, psychotic depression, bipolar disorder)**
- **Those with significant mood disorders (depression, anxiety)**
- **And other psychiatric disorders that interfere with one's ability to perform valued roles.**

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

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Basic Foundations of SED

- **Recovery**
 - Reclaiming a meaningful life; services based in values of person orientation, choice; partnership, hope (Farkas 2007) and the role of SED in recovery oriented services (Dunn, Rogers, Hutchinson et al., 2008)
- **Psychiatric Rehabilitation**
 - Techniques to help/support people consider, choose, get, keep educational goal (Farkas & Anthony, 1989; Anthony & Farkas 2011) as basis for SED.
- **Resilience,**
- **Health Promotion**
 - Techniques focused on protective factors, health, flourishing, (Pidgeon 2014; Rudwan, 2018; as basis for Sed. (Hutchinson, Gagne, Bowers et al, 2006)

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Models of SED

- **Classroom Model**
 - students attend closed classes on campus designed for the purpose of providing supported ed.
- **On Campus (On Site) Model**
 - sponsored by a college and provides support for an individual rather than group
- **Mobile Support Model**
 - provides services through a mental health agency helping students to attend the school of their choice
- **Free Standing Model**
 - located at the sponsoring agency such as a rehabilitation agency, a university or other entity.
- **Supported Education & Supported Employment Model (SEE)**
 - located on campus and/or in MH/Vocational Program (e.g. Maru et al., 2018; Heinszen et al, 2014; Mullen et al., 2017; Hutchinson et al., 2007)

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What do we know?

- **Over the past 20 years, a large research literature has emerged demonstrating the feasibility of implementing supported education programs in a variety of settings, and suggesting positive effects of these programs on education outcomes (e.g. Unger, Anthony et al., 1991; Dunn, Rogers, Hutchinson et al., 2008; Ellison et al., 2012; Philipps, Powers et al., 2015; Morrison et al., 2013)**

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RESULTS OF RESEARCH ANALYZED



Example Early studies: "Suggestive of Change"

- In uncontrolled evaluations participants improved in their level of employment and educational status as a result of participation in a supported education intervention (Unger et al., 1991; Hoffman & Mastrianni, 1993; Unger et al., 2000; Unger & Pardee, 2002; Best et al., 2008; Cook & Solomon, 1993).
- Individuals who remain engaged in supported education are able to complete courses and achieve a satisfactory grade point average (Unger et al., 2000; Unger & Pardee, 2002; Cook & Solomon, 1993; Best et al., 2008); the strength of this evidence is weak due to the poor research designs used.
- A supported education intervention (classroom model) was more effective than a control group in improving empowerment and school efficacy (Collins et al., 1998).

Compiled by the Supported Education Study Group at Boston University Center for Psychiatric Rehabilitation. Innovative Knowledge Dissemination & Utilization Project for Disability & Professional Stakeholder Organizations/ NIDRR Grant # (H133A050006)

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Research

- Many research reviews point out lack of RCT's and rigorous investigation in SEd (eg. Leonard & Bruer 2007; Rogers, Farkas , Anthony et al., 2009; Ringeisen, Ellison et al., 2017)
 - The largest studies evaluated only segregated group models, that do not reflect the programs most common today.
 - Additional non-experimental studies were more promising but the methodology was weak:
 - Evidence from existing studies suggests that individuals with significant psychiatric disabilities can enroll in and pursue educational opportunities in integrated settings in the community.
 - There is preliminary evidence that supported education can assist individuals to identify educational goals, find and link to resources needed to complete their education and assist them in coping with barriers to completing their education

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Research

- Somewhat stronger evidence exists for integrated SEE programs (Rosenheck, Mueser et al., 2017)
- At this point in time, more research, with better methodology is needed across a variety of models, that support people in succeeding at their educational goals

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 Lifelong Learning Programme

 ImpULSE

Supported Education in the Netherlands



WAPR, Madrid, July 6th 2018

Lies Korevaar, PhD

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Overview

- The Supported Education Innovation Lab
- The Supported Education Toolkit
 - Decision making course
 - Individualized support
 - Peer Support
 - Disclosure
- Future Supported Education projects
- Q & A

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Review


1998

- No or little (structural) attention for the life area of learning in the MH Care System and in regular educational settings

2003

- The Supported Education Innovation Lab

2018



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Activities of the Lab 2003-2018

- SED initiatives and programs in ± 20 cities or regions in the Netherlands
- Five national SED conferences
- Websites www.begeleiders.nl & www.supportededucation.eu
- ± 40 articles in journals; ± 120 presentations & workshops
- Interest from and contacts with other (European) countries: Belgium, England, Norway, Portugal, Sweden, Czech, Australia, New Zealand, South Africa
- SED courses for MH practitioners and Educational staff
- Services for students/clients with MH-problems
- 26 Supported Education projects**






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Overview of the Supported Education projects SED Innovation Lab

Supported Education projects	Financing	Role	Status
26. E-dinika 2018-2020	HogeschoolHO	partner	In preparation
25. RCT BL behouden 2018-2022	Hogepartners	partner	In preparation
24. Nieuw Alnaad 2017-2020	WCO/Comenius	partner	Lopend
23. Nieuwburg project 2017-2018	Hogepartners	partner	Lopend
22. Impuls-project 2017-2018	Gem. Groningen	partner	Lopend
21. Opleidingsplan in de JGZ 2018-2022	NWO/ONS	partner, TNO + UMCG	Lopend
20. Top Up 2017-2018	RAAK SIA	partner	Lopend
19. Coerpo 2017-2018	WOC&O	partner	Lopend
18. Nieuwe wegen in de GGZ	OGG Nederland	Partner	Lopend
17. Naar Invalvrij Voortgezet Onderwijs (NVO) 2017-2021	Zonleke	partner, UMCG	Lopend
16. Mindset Cognitive Remediation 2017-2019	Agnis	partner	Lopend
15. Studie-onderzoek 2016-2019	HOGESB	partner	Lopend
14. SECSio: Supported education and civil society Samen met partners uit Zweden, Denemarken en Duitsland	ESF	partner, RSM, Ziezo	Lopend
13. Developing social rehabilitation through education	Eranicus+	partner	Lopend
12. Opleidingsplan 2016-2018	Trolox / Agis	partner	Lopend
11. Vakkundig aan het werk 2016-2017	Gemeente Groningen	partner	Afgerond
10. Student- ondersteunings-groep voor studenten met een diagnose 2017	Handicap + Stud	partner	Afgerond
9. RAAK Begeleid Leren 2014-2016	RAAK SIA	partner	Afgerond
8. Impuls 2010-2014	EU Erasmus+	partner	Afgerond
7. Handboek BL 2013-2014	Zonleke	partner	Afgerond
6. Kerskeuring 2011-2014	SSOZ / Trinos	partner	Afgerond
5. Studenten met een beperking aan de Hog 2008-2011	SSOZ	partner	Afgerond
4. Studenten met autisme 2006-2007	SSOZ	partner	Afgerond
3. Studenten met slecht. Good practice project 2008-2009	Partners-organisaties en HS	partner	Afgerond
2. Website Begeleid Leren 2005	NFOV, VSB Fonds	partner	Afgerond
1. Impuls 2004-2005	TNO	partner	Afgerond

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Supported Education for youth with psychiatric disabilities

Raise University Groningen (NL) - Jendrev, Ploer (CZ) - AFPS Lubon (PT)
 Student Health professionals of Bergen SJP & NHO (NO)

BACKGROUND

Higher and advanced vocational education prepare young adults for a career and enhance their life goals

The onset of mental illness generally occurs between 17 and 25 years

For young adults with psychiatric disabilities, educational resources are largely unavailable

Concomitant obstacles are stigmatization and discrimination

This results in under- or unemployment and social exclusion

The Impulse project will contribute to empower young adults to:

- get better access to higher education
- be able to complete a study successfully

CONSORTIUM



AIMS AND ACTIVITIES

- Assessment of barriers for students with psychiatric disabilities
- Social Map for Supported Education based on regional and national resources
- Describing Good Practices
- Development of a Toolkit Supported Education (user manual included)
- Establishing a European Network of Supported Education: ENSEC
- Communication by Newsletters and Website: www.supportededucation.eu

INNOVATION OF SUPPORTED EDUCATION

The provision of individualized, practical support and instruction to assist youth with psychiatric disabilities to achieve their educational goals



Choose Get Keep

Not at students, but WITH students!



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Aim of the ImpulSE-project



Development of a Supported Education Toolkit filled with knowledge, products and services to support students with psychiatric disabilities

Target group: e.g. tutors, teachers, trainers, counsellors, mental health workers, managers

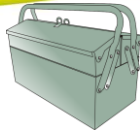

IMPULSE PROJECT 21

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Supported Education Toolkit



Section 1 Introduction

Section 2 Choose-Get-Keep

Section 3 Implementation manual

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Toolkit Section 1 Introduction

1.1 Myths, facts and figures

1.2 Supported Education

1.2.1 Philosophy

1.2.2 Mission



1.2.3 Principles

1.2.4 Target group

1.2.5 Psychiatric disabilities and related educational limitations



1.2.6 Barriers in choosing, getting and keeping a study

1.2.7 Facilitators in choosing, getting and keeping a study

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Toolkit Section 2 Choose-Get-Keep*

2.0 Introduction

2.1 Supporting & communication skills

2.2 Choose & get

2.2.1 The ImpulSE career guidance course

2.3 Keep

2.3.1 Functional Assessment


2.3.2 Skills inventory Educational Setting (SIES)

2.3.3 Resource Assessment

2.3.4 Resource Inventory Educational Setting (RIES)

2.3.5 Disclosure

2.3.6 Peer support group

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Toolkit Section 3 Implementation

- 3.1 Introduction
- 3.2 Involvement of stakeholders
- 3.3 Needs assessment
- 3.4 List with resources inside/outside the HE Institutions
- 3.5 Good Practices in the four European countries
- 3.6 Communication plan
- 3.7 Information brochures
- 3.8 Practitioner's competencies
- 3.9 Staff training
- 3.10 Support for Educational Staff
- 3.11 Sustainability



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www.supportededucation.eu

www.begeleidleren.nl

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Thank you for your attention



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IMPULSE
a decision making course

Franca Hiddink, MRC.
Hanze University of Applied Sciences
July 6th 2018



Lectoraat
Rehabilitatie



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3 GOALS

Why a special course?

Course Structure Content

Results

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HOW DO WE MAKE A CHOICE?

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explain, point out, why you have chosen for this mobile phone

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SCHEDULE MAKING A CHOICE

Personal criteria	Weight <small>10 = most important 1 = least important</small>	Possibility A <small>Sony</small>	Possibility B <small>Fair Phone</small>	Possibility C <small>Iphone</small>
1 Size of the display				
2 Quality of the photo's				
3 Prize (purchase cost)				
4 Subscription costs				
5 Number of free applications				
6 Brand				
7 Ease of use				

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SCHEDULE MAKING A CHOICE

Personal criteria	Weight <small>10 = most important 1 = least important</small>	Possibility A Sony	Possibility B Fair Phone	Possibility C Iphone
1 Size of the display	8			
2 Quality of the photo's	9			
3 Prize (purchase cost)	10			
4 Subscription costs				
5 Number of free applications				
6 Brand				
7 Ease of use				

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SCHEDULE MAKING A CHOICE

Personal criteria	Weight <small>10 = most important 1 = least important</small>	Possibility A Sony	Possibility B Fair Phone	Possibility C Iphone
1 Size of the display	8	7	5	7
2 Quality of the photo's	9	5		9
3 Prize (purchase cost)	10			6
4 Subscription costs				
5 Number of free applications				
6 Brand				
7 Ease of use				

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MARK

Before the Impuls course

VIDEO MARK

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TO CHOOSE?




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IT CAN BE DIFFICULT

The slide features a cartoon character looking into a hand mirror. To the right are two square icons: a green one with a white thumbs-up and a red one with a white thumbs-down. Further right is a woman in a business suit looking thoughtful, with a word cloud of various terms like 'difficult', 'challenges', 'stress', and 'anxiety' around her head.

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EXTRA CHALLENGES

The slide contains four images: a black and white drawing of sheep in a pen with a black sheep; a colorful chain of human figures; a golden trophy with a colorful feather; and a young boy in a blue shirt flexing his muscles in front of a chalkboard.

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METHOD

Step by step	10 days
Own decision	University environment
Fellow students are workmates	Teacher and expert by experience
To do assignments	
To develop a portfolio	

The slide includes the logo of the University of Alcalá at the bottom right.

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PROFESIONAL REHABILITATION IN MENTAL HEALTH

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GOAL

CHOOSE - GET - KEEP +

PRACTICE STUDY SKILLS

The slide features two soccer balls on a green field, one above the other.

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TO CHOOSE

About Me

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TO GET AND KEEP

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PERSONAL CHARACTERISTICS

5 courses at Hanze University Groningen

Male: 30 Female: 21

- Age: 17- 37 year
- Living situation differs: living independent; living together with family or friend; supported housing; hospital.
- Diagnoses: schizophrenia; affective disorder; personality disorder; anorexia nervosa; autism.
- Duration of contact with Health Care: 1-16 years
- Medication: 70%
- Education (before start): Primary education 31%; Secondary education 53%; Tertiary education 16%

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RESULTS

STUDENTS (n=51)

35 completed the course	(69%)
28 made a choice for further education	(55%)
7 chose for work or another short course	(14%)
16 drop out	(31%)

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RESULTS

FURTHER EDUCATION

Secondary school for adults

College: Nurse; Cook; Beauty specialist; Social work

University of Applied Sciences: Social studies; Law; Physiotherapy; Economics; International business; Laboratory worker; Hotel management

University: International Business

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MARK

After the Impulse course

VIDEO MARK 2

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Thank you for your attention



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Questions & discussion

Marianne Farkas

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Summary

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