



Supported Education for students with mental health and/or psychosocial difficulties

An Introduction

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



Lies Korevaar, PhD

Acquaintance

- * Who are you?
- * What is your position?
- * How many students with mental health and/or psychosocial problems do you know?
- * Could you give an example of a barrier one of your students experience remaining at school?

Training objectives

Participantss will be able to state the mission and philosophy of Supported Education

Participantss will be able to describe the Supported Education process

Participants will demonstrate how to implement the keep phase of the SEd process

Overview programme

Day 1 (10.45-17.00)

- Acquaintance & training objectives
- Overview training
- Introduction in Supported Education
- Keeping 1:
 - Step 1: Start of the SEd process
 - Step 2a: Requirements of the school

Day 2 (09.00-17.00) Keeping 2

- Step 2b: Personal Important behaviors
- Step 3a: Listing critical skills (Disclosure skill included)

Day 3 (09.00-15.00) Keeping 3

- Step 3b: Listing critical resources
- Step 3c Select the critical resource (person or service)
- Step 4: Setting an Educational Support Plan
- Step 5: Monitoring progress
- Summary & evaluation

Introduction Supported Education



Why do we need (Supported) Education?



Different perspectives

- **Mental health perspective**
- **Economical perspective**
- **Educational perspective**
- **Personal future perspective**

Mental health perspective ...

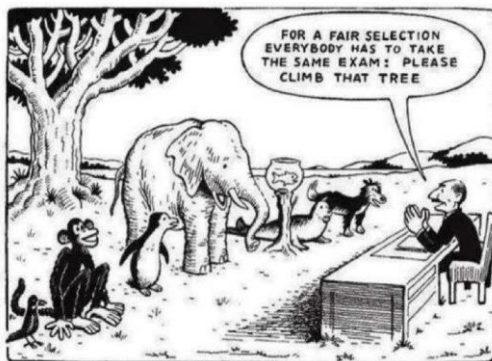
- **Most college students are young adults**
- **Young adulthood represents a high risk for the onset of mental health problems**
- **Typical onset for many serious mental health problems is between ages 17-25, as most young people are beginning higher education & careers**

Economic perspective...

- Increasing #'s of young adults attend college; college degrees are required for success
- Early-onset of mental health or psychosocial problems contributes to under- and unemployment through its effects on education
- People with long term mental health or psychosocial problems who enter the labour market, most of the time, end up in low-paid jobs

Educational perspective...

- Early school leaving is a big problem (in Europe)
- An estimated 10% of students in Higher Education report mental health problems serious enough to need mental health services
- 50% of them needs extra support to finish their education
- Yet on most colleges, students with mental health problems can't get appropriate services
- Inflexible structure of the school system



Our Education System

Personal perspective...

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

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

Ryan's educational story

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:

- Remembering to do things in the future
- Planning and ordering
- Sustaining attention and concentration
- Learning new information and remembering it
- Problem-solving in a logical way
- Flexibility in thinking

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
- Responding to feedback

Environmental influences

Environmental problems that are an (extra) burden:

- Financial problems
- Living situation
- Disadvantaged families
- 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?



| Supported education projects | Financier | Role | Status |
|------------------------------|---------------|--------------------------|----------------|
| 16. 10 maanden 2016-2018 | Hogeschool | personeel | in preparation |
| 17. 10 maanden 2016-2018 | Hogeschool | personeel | in preparation |
| 18. 10 maanden 2017-2019 | MOC/Lumaca | personeel | Lopend |
| 19. 10 maanden 2017-2019 | Hogeschool | personeel | Lopend |
| 20. 10 maanden 2017-2019 | Gen. Gezond | personeel | Lopend |
| 21. 10 maanden 2017-2019 | MICARD | pers. THO + UMCG | Lopend |
| 22. 10 maanden 2017-2019 | MICARD | personeel | Lopend |
| 23. 10 maanden 2017-2019 | BAK SA | personeel | Lopend |
| 24. 10 maanden 2017-2019 | HGOAO | personeel | Lopend |
| 25. 10 maanden 2017-2019 | GGZ Nederland | Partner, Casusbegeleider | Lopend |
| 26. 10 maanden 2017-2019 | Zuifel | partner, UMCG personeel | Lopend |
| 27. 10 maanden 2017-2019 | Zuifel | partner, UMCG personeel | Lopend |
| 28. 10 maanden 2017-2019 | Agri | personeel | Lopend |
| 29. 10 maanden 2017-2019 | HCCSB | personeel | Lopend |
| 30. 10 maanden 2017-2019 | ESF | partner, personeel, DSM | Lopend |
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| 33. 10 maanden 2017-2019 | ESF | partner, personeel, DSM | Lopend |
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Impulse Supported Education for youth with psychiatric disabilities

Horizon University Groningen (NL) – Lodovico Pavesi (CZ) – AEIPS Lisbon (PT)
Student Welfare organization of Bergen SSB & NAV (NO)

BACKGROUND

Higher and advanced vocational education prepares 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

Overwhelming 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

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 all students, but WITH students!

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: ENSEd
- ✓ Communication by Newsletters and Website: www.supportededucation.eu

More info: j.bolting@horizon.nl

SIB, NAV, Lodovico Pavesi, AEIPS

Supported Education Toolkit

Choose **Get** **Keep**

Supported Education Toolkit

P
BOLTON
COLLEGE

Toolkit

1. Introduction

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

Impulse project 2013-2016

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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)

Mission

The mission of Supported Education is to help (young) people with mental health problems and/or psychosocial problems to choose, get and keep mainstream education of own preference

Supported Education is not therapy or mental health counseling!!

Two sub groups

“Drop outs”
from school

Supporting
returning
to school

Choose & Get

Current
students

Preventing
early school
leaving

Keep

SEd VALUES

Person-orientation: A focus on the human being as a whole, rather than as a diagnostic label or illness

Functioning: A focus on performance of everyday activities at and around school

Support: A focus on providing assistance for as long as it is needed and wanted

Involvement: A focus on including individuals as full partners in all aspects of SEd.

Choice: A focus on the person's preferences throughout the process.

Growth potential: A focus on improvement in a person's success and personal satisfaction, regardless of the person's current difficulties

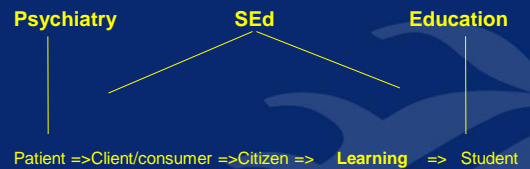
Adapted from Farkas, Anthony & Cohen (1989)

Focus of Supported Education

At the university you are a student
not a patient!

Supported Education is not
therapy or mental health counseling!

SEd: the link between psychiatry and education



Individualized tailor-made support



SEd principle

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

Skills + Support

Success + Satisfaction



SEd principle

Student Sociology at
Mid Sweden University

Skills + Support

Success + Satisfaction

Tailor-made support

Educational Goal of the student

Success + Satisfaction

Skills + Support

Skills + Support

FA

RA

FA

RA

Functional Assessment (FA)

- What are the skills you need to be successful and satisfied at school?

Resource Assessment (RA)

- What are the resources you need to be successful and satisfied at school?

Critical skills!!

&

Critical resources!!

5-steps model 'keeping'

- Step 1: Start of the SEd process
- Step 2a: Requirements of the school
- Step 2b: Personal Important behaviors
- Step 3a: Listing critical skills
- Step 3b: Listing critical resources
- Step 3c Select the critical resource person/service
- Step 4: Setting an Educational Support Plan
- Step 5: Monitoring progress

Q & A



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Supported Education

Step 1

Lies Korevaar

5-steps model 'keeping'

- Step 1: Start of the SEd process
- Step 2a: Requirements of the school
- Step 2b: Personal Important behaviors
- Step 3a: Listing critical skills
- Step 3b: Listing critical resources
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Step 1 Start

Student:

Course:

1a. Ask the student what the problems are he/she experiences or are mentioned by educational staff.

What is the problem? (In words of the student and summarized by the SEd coach)

Step 1 Start: Ownership

1b. Who express the problem?

The student him-/herself?

Others, if yes who? (lecturers, dean, parents, fellow students?)



Step 1 Start: Educational Goal

1c. Does the student wish to continue / complete the course?

If so: set an educational goal:

I intend to continue / complete my

..... at

(with success and satisfaction)

If not: what to do (actions)?

SEd attitude

Partnership, connectedness

First and foremost the focus of the professional must be on what the person/consumer connects to us and others, and not on what him or her distinguish from us and others

Step 1 Start: contact style

1d. Does the student want support? If so, what is the contact style of preference?

- **Physical contact**
- **Emotional contact**
- **Intellectual contact**
- **Spiritual contact**