



A WORLD AT RISK FROM POOR MENTAL HEALTH

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**Supported Education
Systematic Review 2009 -2020**

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Research is a gamble. But if you play it right you can win. And if you lose, you can always start again. But it is always a gamble.



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Overview

- Background
- Objective
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Background 1

For more than a decade, an increase in mental health conditions has been reported worldwide among students in postsecondary education

(Auerbach et al., 2018; Bruffaerts et al., 2018; Hunt & Eisenberg, 2019; Storrie, Ahern & Tuckett, 2016)

Since 1989, Supported Education (SEd) interventions have been developed to support students with such conditions in their aim to return to or remain in education

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Supported Education



To help (young) people with mental health problems
to choose, get and keep mainstream education
of their own choice

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SEd is covering three SEd models



- 1) Classroom (i.e. SEd classes on campus)
- 2) Onsite (i.e. individual SEd settings at college/university)
- 3) Mobile support (i.e. SEd through a mental health agency), and

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Background 2



1989 – 2009: First systematic review of SEd effectiveness (Rogers et al., 2010)

Conclusions:

Many studies were short term and focused on course completion

No rigorous evidence was found to suggest that SEd will lead to a greater number of individuals with mental health conditions possessing advanced degrees or certificates

Only preliminary evidence that SEd increases educational attainment for individuals diagnosed with mental health conditions

The authors called for more effectiveness research on SEd models, if SEd is to become a viable alternative and widespread intervention



A follow-up literature review was conducted of the research evidence on the effectiveness of SEd interventions for the period 2009 - 2020

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Objective Systematic Review



To systematically gather and review the findings generated
from 2009 to 2020 with the aim to identify the content, body,
quality, and meaning of effectiveness research on Supported
Education

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Methods 1



Systematic database search

EBSCOhost Complete browser, e.g.:

- ERIC
- MEDLINE
- PsycARTICLES
- PsycINFO
- SocINDEX

Secondary citations from above found articles

An email alert was created for studies that were published post search

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Methods 2



Search Terms: three categories of keywords were used, comprising the following search terms per category:

- A. **Supported Education:** supported education
- B. **Education Setting:** student*/adolescen*/adult*/college/ community/higher education/ university
- C. **Mental Health Conditions:** ADD/addictive disorders/ ADHD/anxiety disorders/autism/ bipolar disorder/depressive disorders/dissociative disorders/eating disorders/mental health/ mental illness/mood disorders/ obsessive-compulsive disorder/personality disorders/ posttraumatic stress disorder/psychiatric/ psychological/psychosis/psychotic disorders/ schizoaffective disorder/schizophrenia spectrum disorder/substance-related disorders.

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Methods 3



- The search focused on studies representing effectiveness data on SEd published in English or Dutch/Flemish between 2009 and 2020
- In addition to a review of the effectiveness of SEd, the studies were analyzed for rigor and meaning of disability research, in line with the former review by Rogers and colleagues, 2010

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Methods 4



Titles and abstracts are reviewed by at least two persons

Inclusion criteria:

- published between 2009 and 2020
- presented combinations of search terms in abstract
- written in English or Dutch/Flemish
- conformed to the definition of SEd used in this study
- contained empirical data
- allowed for examination of the individual contribution of SEd as part of combined outcome measures
- based on studies meeting all selection criteria, in the case of a review or meta-analysis

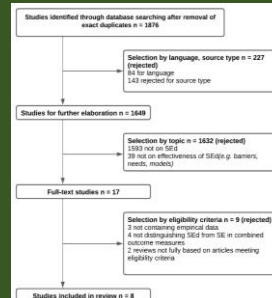
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Methods 5

Studies that met the eligibility criteria were systematically searched, selected, and reviewed following the protocol guide of the international prospective register of systematic reviews (PROSPERO)

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Search results 1



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List of references

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Results 2

- All studies were conducted in English-speaking countries: Australia, Canada and the United States of America
- Three studies were randomized controlled trials
- Five studies had a pre-post design
- The sample size varied:
 - 4 studies included fewer than 25 participants
 - 3 included between 25 and 50 participants, and
 - 1 included more than 50 participants
- The overall age range of participants varied from 15 to 70 years

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Conclusions 1



A total number of eight studies were eligible:

- The evidence was significant in six articles and indicated a positive impact of SEd on the educational, cognitive and social functioning of people with mental health conditions
- Ratings for rigor ranged from 2 (the majority of indicators were not addressed or addressed inadequately) to 4 (all indicators were addressed adequately) with a mean score of 3
- Each study presented data on indicators of participation in residential, vocational, educational or social domains.

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Conclusions 2



Review of the effectiveness of SEd was difficult due to

- generally small research populations
- differing interventions, populations, and outcome measures, and
- incomplete descriptions of interventions and methodology

To improve the quality of research on this subject, future studies should overcome the identified shortcomings by means of

- incorporating a power analysis
- a control group
- unambiguous outcome measures, and
- complete descriptions of interventions and methods

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Overall conclusion



The previous review (Rogers et al, 2010) contains to hold:

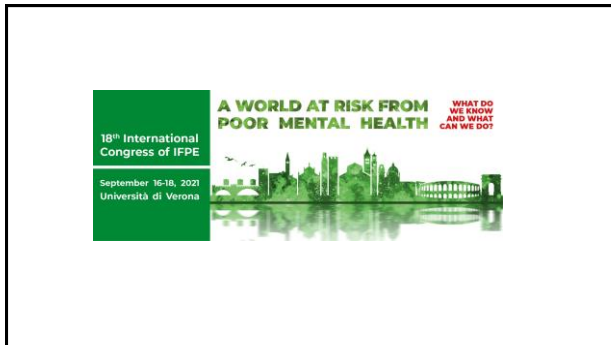
“If supported education is to become a viable alternative and widespread intervention and if mental health policies are to emphasize educational attainment, more effectiveness research on SEd is critically needed.”

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Thank you for your attention!

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