


Supported Education

for students with mental health problems

Step 1: Start of the SEd process

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



Cagliari, October 9th 2023
Lies Korevaar, PhD & Jacomijn Hofstra, PhD

1

Overview training

October 9, 2023
 Acquaintance & overview training
 Introduction in Supported Education


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

October 10, 2023
 Step 3b: Listing critical resources
 Step 3c Select the critical resource (person or service)
 Step 4: Setting an Educational Action Plan
 Step 5: Monitoring progress

Overall summary & evaluation

2

Review



3

Barriers

- Cognitive
- Social-emotional
- Environmental
- Illness related



4

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!!

5

Principles of Supported Education

Student role vs Patient role

Young person comes to school as a student, not as a patient

Teacher vs Therapist

Teacher is not a therapist, therapist is not a teacher

Drop out vs Time out

Norm vs Form

School vs Internship

6

SEd intervention

Setting an educational goal:

Student Sociology at University of Cagliari

Skills + Support

Success + Satisfaction

7

Tailor-made support

Educational Goal of the student

Success + Satisfaction

Skills + Support

Skills + Support

FA

RA

FA

RA

8

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?

9

Q & A



10



Supported Education

Step 1

11

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

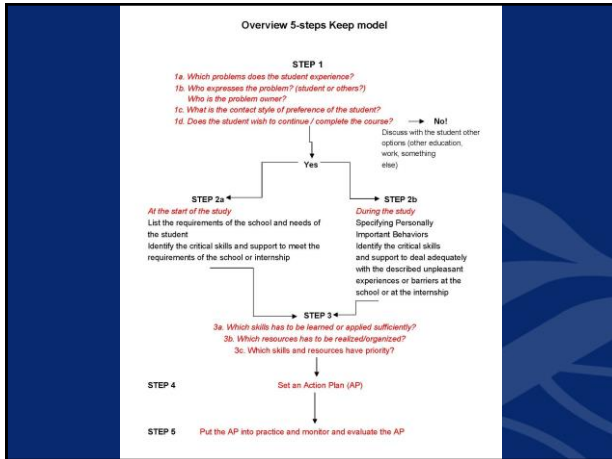
Step 3b: Listing critical resources

Step 3c Select the critical resource person/service

Step 4: Setting an Educational Action Plan

Step 5: Monitoring progress

12



13

Step 1 Start

Student:
Course:

1a. Ask the student what the problems / barriers are he/she experiences.

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

14

Step 1 Start: Ownership

1b. Who express the problem? Whose problem has to be solved?

The student him-/herself?
 Others, if yes who? (lecturers, dean, parents, fellow students?)

15

Ownership & Partnership

**Who is sitting in front of the tandem?
 You or the student?**

16

Step 1 Start: Educational Goal

1c. Does the student wish to continue / complete his/her study?

If so: set an educational goal:

I intend to continue / complete my
at (with success and satisfaction)

If not: what to do (actions)?

17

Examples of educational goals of students

I intend to remain the coming six months studying Sociology at the University of Cagliari

I intend to start in January 2024 my internship at company Y

After a sick leave, I intend to return to school in December 2023

I intend to get my degree at the University of Cagliari in July 2024

18

SEd intervention

Setting an educational goal:

Student Sociology at
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Skills + Support

Success + Satisfaction

19

Step 1 Start: contact style

1d. Does the student wants support?

If so, what is the contact style of preference?

- Physical contact
- Emotional contact
- Intellectual contact
- Spiritual /ideological contact

20

Connecting to the contact style of preference

Physical	Accompanying	
Emotional	Experiences	I feel
Intellectual	Thoughts	I think
Ideological	Opinions	I believe

21

Start of the Supported Education process

1. Ask the student what the problems are he/she experiences
 - 1a. What is the problem? (In words of the student and summarized by the coach)
2. Who owns the problem? Whose problem has to be solved?
 - 2a. The student him-/herself? Others, if yes who? (lecturers, dean, parents, fellow students?) Who is sitting in front of the tandem? You or the student?
3. Does the student wish to continue / complete the course?
 - 3a. If so: set an educational goal: I intend to continue / complete my at (with success and satisfaction)
 - 3b. If not: what to do (actions)?
4. Does the student wants support?
 - 4a. If so, what is the contact style of preference?

22

Exercise in small groups

First, take one of your students and go through the starting process and answer the 4 questions for this students.

Second, discuss your outcome with the other participants, especially the answers to questions 2 & 3:

2. who is sitting in front of the tandem?
3. has the student set for him- or herself an educational goal?

Take the outcomes with you to the plenary meeting

23

Plenary follow up discussion



24

24

Summary using the example of John

25

Step 1 Start

Student:

Study/course:

Directions

1. 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)
2. Who express the problem? The student him-/herself?
Others, if yes who? (lecturers, dean, parents, fellow students)
Who is sitting in front of the tandem? You or the student?
3. Does the student wish to continue / complete his/her study?
If so: set an educational goal.

I intend to continue / complete my at
(with success and satisfaction)

If not: what to do (actions)?
4. Does the student wants support? If so, what is the contact style of preference?

26

Step 1 Start

Student: John

Study/course: 1st year student Social Work

Directions

1. 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)

John is 24 years old. He has had a diagnosis of depression for 4 years. He has been hospitalized two times. He lives with his parents. He spends most of his leisure time alone in his room, sitting behind his computer. John tells me he is at the moment stable on his medication, but when he is feeling better he sometimes stops taken his medication and then he becomes depressed again.
John tells me he is in his first year of the bachelor study Social Work. His grades are moderate, not passing two of the first five exams. He is glad that the study has a lot of practice, because what's most difficult is concentrating during lectures and on his text books. He goes to school four days a week, and also has to do homework and prepare for exams. Sometimes he feels insecure, especially with lecturers and fellow students at school. He does not have much contact with fellow students, partly because they are younger (about 18). Although he is very busy, he likes the study very much, because there are a lot of different subjects and he likes to continue his current education.
John still takes his antidepressant, but because of the side effects of the medication he has problems concentrating in class. Going to school cost him a lot of energy. When he comes home he is often so tired that he has to rest for a couple of hours. In the morning he has problems coming out of bed. John finds it difficult to work in project groups. During the breaks most of the time he is on his own. He feels isolated and don't know how to start a conversation.

27

Step 1 Start

Student: John

Study/course: 1st year student Social Work

Directions

2. Who express the problem? The student him-/herself?
Others, if yes who? (lecturers, dean, parents, fellow students)
Who is sitting in front of the tandem? You or the student?

I asked John what made him come to me. John told me that he needs support to deal with the barriers he mentioned at school, because he can't deal with them on his own. A fellow student told him about the available Supported Education service at the University.

28

Step 1 Start

Student: John

Study/course: 1st year student Social Work

Directions

3. Does the student wish to continue / complete his/her study?

Also, he told me that he liked his study Social Work very much and that he wanted to become a Social Worker. So I asked him if I was right that his intention was to continue his study Social Work. His answer was yes.

If so: set an educational goal.

I intend to continue / complete my at (with success and satisfaction)

So I asked John to write this down on the whiteboard:

'I, John, intend for the current academic year to continue my study Social Work at the Hanze University Groningen', and asked him if he agreed on this and his answer was yes: 'this is my intention'

If not: what to do (actions)?
Not applicable

29

Step 1 Start

Student: John

Study/course: 1st year student Social Work

Directions

4. Does the student wants support? If so, what is the contact style of preference?

John already stated that he needed support to overcome the aforementioned barriers.

In the way he talked with me about his problems I noticed that he was in a need for practical help. Although dealing with his depression was very emotional for him, he did not talked about his study in an emotional way. He said things like: 'I think I need help concentrating in the lecture room' and 'I need help getting out of bed on time'

Not: 'I feel anxious that I can't make it at school', or 'I believe that everybody is against me' or 'I am afraid that the school won't help me'. (He already talked with his mental health practitioner a lot about his emotions).

So, looking at the four contact styles of preference, he preferred a more intellectual or practical support, rather than physical, emotional or spiritual support

30

Step 1 Start

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2. Who express the problem? The student him/herself? Others, if yes who? (lecturers, dean, parents, fellow students) Who is sitting in front of the tandem? You or the student?

I asked John what made him come to me. John told me that he needs support to deal with the barriers he mentioned at school, because he can't deal with them on his own. A fellow student told him about the available Supported Education service at the University.

3. Does the student wish to continue / complete his/her study? Also, he told me that he liked his study Social Work very much and that he wanted to become a Social Worker. So I asked him if I was right that his intention was to continue his study Social Work. His answer was yes.

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31

32