





Supported Education: An overview

AEIPS Invitational Conference
Lisbon, November 4th 2014

dr. Lies Korevaar


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

1. What is Supported Education?
2. Why focus on (Supported) Education?
3. The importance of Psychiatric Rehabilitation from a Mental Health point of view
4. The importance of PSR from a person's point of view (recovery)
5. A B C of Supported Education



What is Supported Education?

“Supported Education helps individuals with psychiatric disabilities make **choices** about paths for education and training, **get** appropriate education and training opportunities, and **keep** their student status until they achieve their goals “



(Mowbray, Brown, & Szilagyi, 2002; Mowbray et al., 2005; Sullivan, Nicolletti, Danley, & MacDonnell-Wilson, 1993) cited in SAMHSA Toolkit 2011

2. Why focus on Supported Education?



Educational issues...

- An estimated 6% of students in Higher Education report psychiatric symptoms serious enough to need mental health services (2001/2005)
- Psychiatric disabilities constitute the largest disability group
- 50% of them need extra support to finish their education
- Yet on most colleges, students with psychiatric disabilities can't get appropriate services



From mental health research:

- Most college students are young adults
- Young adulthood represents a high risk developmental stage for the onset of psychiatric symptoms
- Typical onset for many serious mental illnesses is ages 17-25, as most young adults are beginning higher education & careers



Economic issues...

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



Personal barriers

- Cognitive
- Social-emotional
- Illness itself



Cognitive functions

- ☞ Attention & concentration
- ☞ Orientation
- ☞ Perception
- ☞ Thinking
- ☞ Memory
- ☞ Planning
- ☞ Problem solving



9

Social emotional barriers

For example

- ☞ Collaboration
- ☞ Social contact
- ☞ Presenting
- ☞ Fear for stigma and discrimination
- ☞ Low self-confidence
- ☞ Dealing with stress
- ☞ Responding to feedback



10

Illness

Most illnesses are episodic and therefore the level of support needed by students may fluctuate

Side effects of medication

- ☞ Sedation
- ☞ Blurred vision
- ☞ Dry mouth
- ☞ Agitation
- ☞ Insomnia



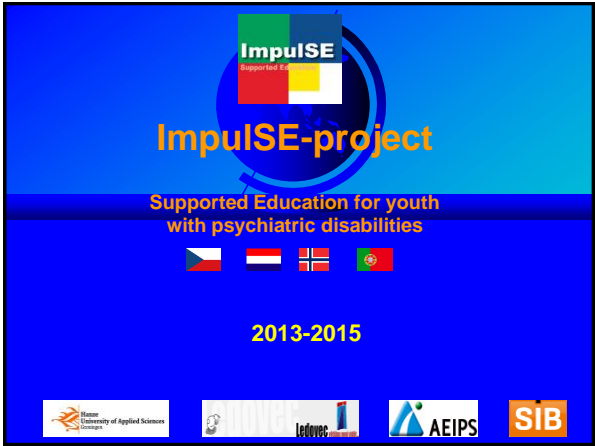
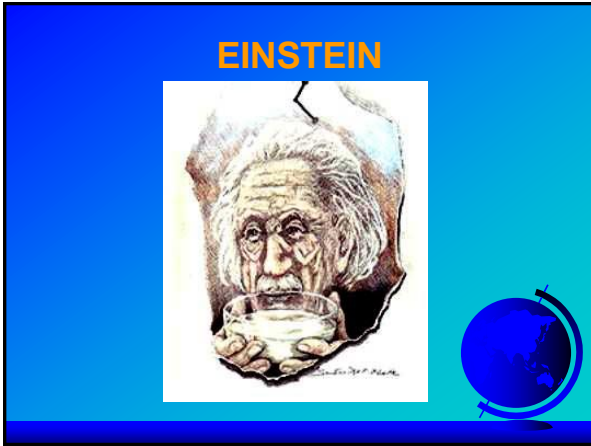
11

Community issue...

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

(Rapportage Gehandicapten 2002)





Supported Education for youth with psychiatric disabilities		Educação Apoiada para pessoas com experiência de doença mental	
<p>BACKGROUND</p> <p>Higher and advanced vocational education prepare young adults for a career and enhance their life goals.</p> <p>The onset of mental illness generally occurs between 17 and 25 years.</p> <p>For young adults with psychiatric disabilities, educational resources are largely unobtainable.</p> <p>Overcoming obstacles and discrimination</p> <p>This results in under- or unemployment and social exclusion.</p> <p>The Impulse project will contribute to empower young adults to:</p> <ul style="list-style-type: none"> • get better access to higher education • be able to complete a study successfully 		<p>CONSORTIUM</p> <p>AMM's and ACTIVITIES</p> <ul style="list-style-type: none"> ✓ 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 (see manual industry) ✓ Establishing a European Network of Supported Education: ENSIE ✓ Communication by Newsletters and Website: www.supportededucation.eu <p>More info: J.J.Huisman@hanze.nl</p>	
<p>BACKGROUND</p> <p>Educação Superior prepara os jovens adultos para uma carreira profissional e aumenta os seus objetivos de vida.</p> <p>O aparecimento da doença mental, ocorrem geralmente entre os 17 e os 25 anos.</p> <p>O acesso a recursos educacionais, na sua maioria, demonstram-se indistinguíveis para os jovens adultos com doença mental. Os recursos educacionais são o estigma e a discriminação.</p> <p>Resultando em desemprego ou trabalho precário e na exclusão social.</p> <p>O projeto Impulse contribuirá para o empoderamento dos jovens adultos em:</p> <ul style="list-style-type: none"> • Melhor acesso à educação superior • Conclusão dos estudos com sucesso 		<p>CONSORCIO</p> <p>OBJECTIVOS e ACTIVIDADES</p> <ul style="list-style-type: none"> ✓ Análise de obstáculos enfrentados por estudantes com doença mental ✓ Mapa Social da Educação Apoiada: baseado em recursos locais e nacionais ✓ Descrição de Boas Práticas ✓ Desenvolvimento de um Toolkit de Educação Apoiada (incluindo um manual de utilização) ✓ Criação da Rede Europeia de Educação Apoiada: ENSIE ✓ Comunicação através de Newsletters e website: www.supportededucation.eu <p>More info: J.J.Huisman@hanze.nl</p>	
<p>Not all obstacles, but MANY students!</p>		<p>Not para todos, mas MANY os estudantes!</p>	
<p>Hanze University Groningen, Research Department of Rehabilitation</p>			

Impulse: Aim 1-a

Netherlands, Czech Republic, Norway & Portugal

- Development of a toolkit**
 - The main aim of the project is the development of a toolkit for Supported Education services for students with psychiatric disabilities
 - The joint development of the toolkit will be done in English. The partners will then develop versions in their respective languages, for use 'at home'

ImpuSE: Aim 1-b

The toolkit will contain the following items:

- 1. List with psychiatric disabilities and related educational limitations
- 2. List with available/required resources
- 3. List with critical skills needed for the study
- 4. Preparation course manual
- 5. Manual for on site and mobile support services
- 6. Information brochures for:
 - * students
 - * clients/consumers
 - * teachers
 - * family members
 - * policy makers / management
- 7. Implementation manual



ImpuSE project 2013-2016

17

ImpuSE: Aim 2

2. Establishing a European Network

- Secondly, a European Network of Supported Education (ENSEE) will be initiated, starting with a first International Conference on Supported Education
- Each partner finds himself a national and a international partner
- Partners outside Europe are welcome



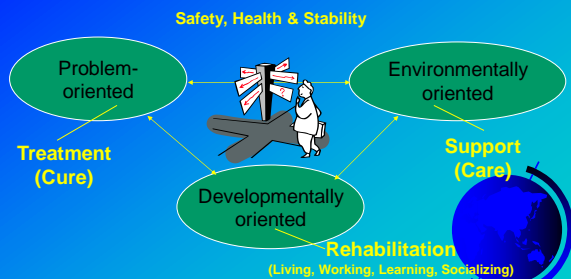
ImpuSE project 2013-2016

18

3. Importance of SEd from a Mental Health point of view



THREE ASPECTS OF MH CARE



Traditional treatment plan

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



Rehabilitation / Treatment plan

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



SEd principle

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

Skills + Support

Success + Satisfaction



4. Importance of SEd from a person's point of view (recovery)



Recovery Process: Definition

Recovery is the process of self-discovery and 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



Characteristics of Recovery

Recovery can occur without professional intervention

Rehabilitation is what practitioners do, recovery is what people with psychiatric disabilities do themselves

The presence of people who believe in and stand by the person is important



Recovering from?



From Mental Illness to Psychiatric Disability

Illness

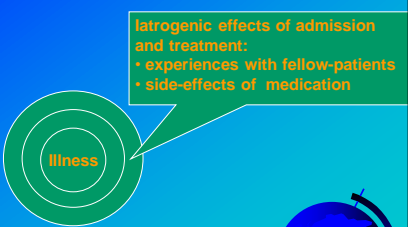
A person develops a Mental Illness



From Mental Illness to Psychiatric Disability



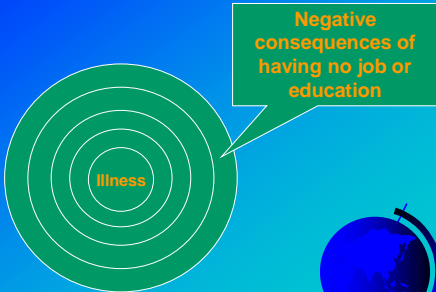
From Mental Illness to Psychiatric Disability



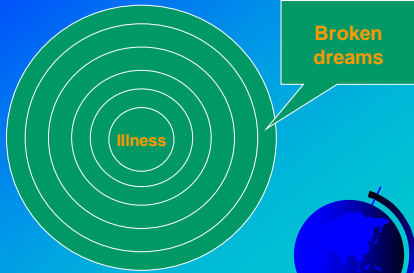
From Mental Illness to Psychiatric Disability



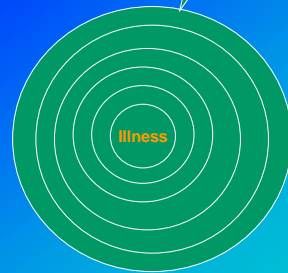
From Mental Illness to Psychiatric Disability



From Mental Illness to Psychiatric Disability



This



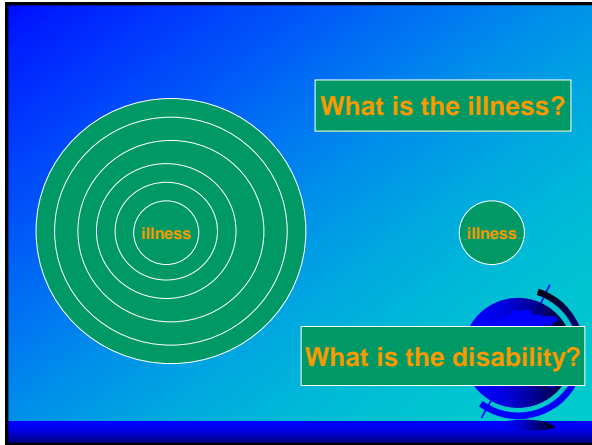
≠

is not the same as



This





- ## Summary
- Mental Illness
 - Stigma, discrimination and social exclusion
 - Iatrogenic effects of admission and treatment
 - Lack of Self-determination
 - Negative consequences of having no job or education
 - Broken dreams

5. A B C of Supported Education

12 13 14 of Treatment

12
13
14

A B C of Supported Education

12
A B C
14



Thank you very much for
your attention

Lies Korevaar

www.supportededucation.eu

