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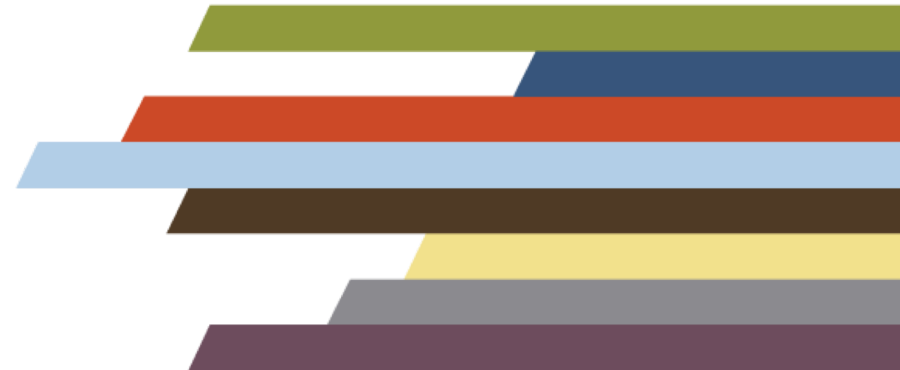
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# **Supported Education: Supporting Individuals to Begin or Return to Higher Education**

Amy Banko & Brittany Stone

Rutgers, School of Health Professions

Department of Psychiatric Rehabilitation and  
Counseling Professions



# Northeast and Caribbean MHTTC

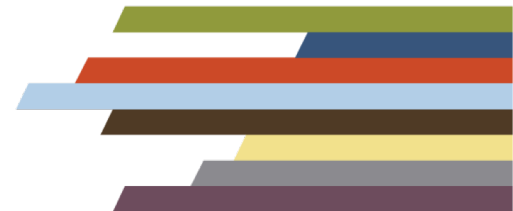
- Provides 5 years (2018 – 2023) of funding to:
  - Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses
  - Address full continuum of services spanning mental illness prevention, treatment, and recovery supports
  - Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses



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# Grow Your Knowledge and Skills



Keep up with the latest effective practices, resources, and technologies!

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<https://bit.ly/2mpmpMb>

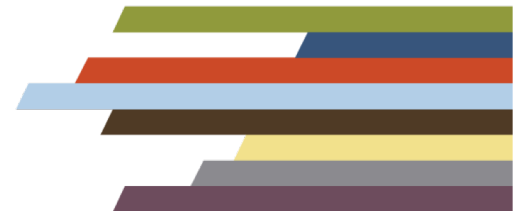


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# Upcoming Webinars

- Permanent Supportive Housing  
Wednesday 2/19/20 1:00 – 2:30 ET
- Illness Management and Recovery  
Tuesday 3/10/20 1:00 – 2:30 ET
- Peer Provided Services  
Thursday 3/26/20 1:00 – 2:30 ET
- Supervision of Peer Providers  
April 2020 TBA
- Role of Health and Wellness in Recovery  
Thursday 4/23/20 1:00 – 2:30 ET
- Role of Religion and Spirituality in Recovery  
Thursday 5/7/20 1:00 – 2:30 ET
- Recovery in the Hispanic and Latinx Community  
Thursday 5/21/20 1:00 – 2:30 ET

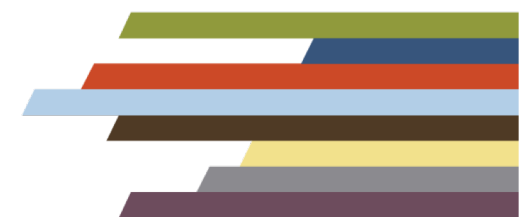


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# Feedback

- Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs. Feedback about this training will assist us in developing trainings that are relevant to your current professional needs. **Therefore, your feedback counts!**

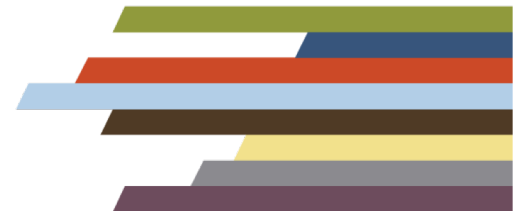


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# Video Recording Information

- Please note that we will be recording this webinar and posting it to our website. Any information and input you provide during today's call will be recorded and posted on our website.

THANKS!

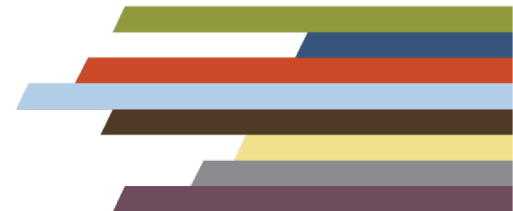


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# Your Interactions with Us

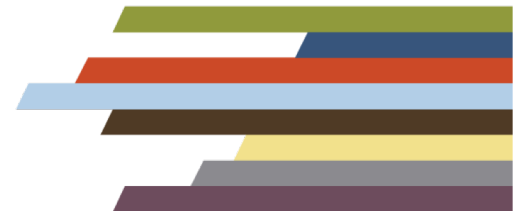
- Question and Answers
  - Q & A will occur at the end of the call.
  - Please type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Chat and Polls
  - Throughout the webinar, we will be asking for your input.
  - Please use the Chat or Poll features in Zoom located on the task bar.



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# Today's Presenters

**Amy Banko, MS, CPRP**



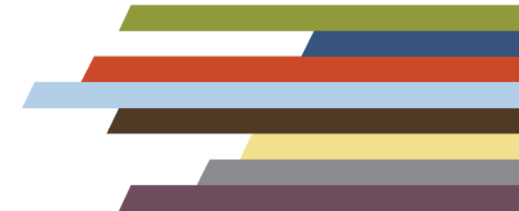
**Brittany Stone, MS, CRC**



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# Session Objectives

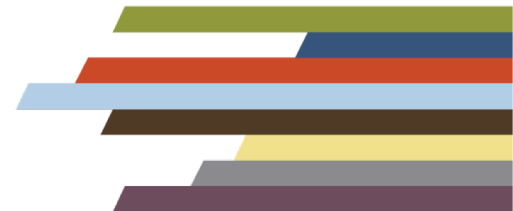
1. Provide the rationale for Supported Education
2. Define Supported Education
3. Review the practice principles of Supported Education
4. Discuss the practice of Supported Education



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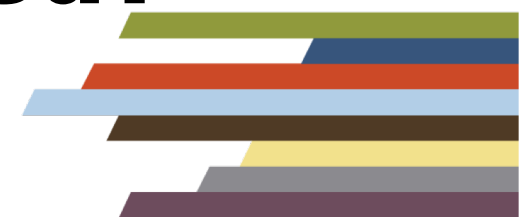
# Why was Supported Education developed?



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# Benefits of Employment

Research on people with mental health conditions show that those who are employed experience...

## Decreases in:

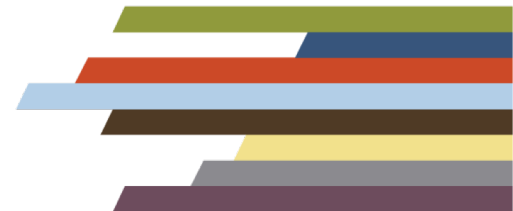
- Symptomatology
- Number of hospitalizations
- Length of hospitalizations
- Substance use
- Earlier mortality



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# Benefits of Employment

Research on people with mental health conditions show that those who are employed experience...

## Increases in:

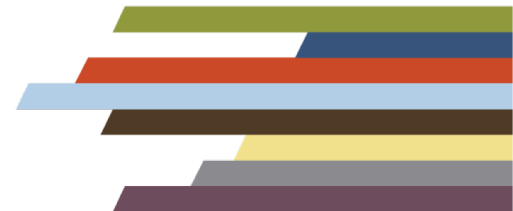
- Self esteem
- Community integration
- General functioning
- Housing stability
- Quality of life



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# Employment Trends

Even among those experiencing SMI who are employed, most of them work:

- at part-time, entry-level jobs
- earning minimum wages
- short job tenure

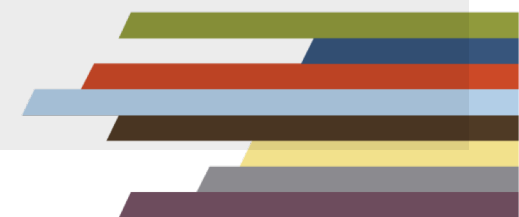
Loveland et al., 2007 Pratt et al. 2014



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# Tiered Labor Market

## Secondary Labor Market

- Lower wages
- Minimal or no benefits
- Limited mobility
- Education is not required
- Less autonomy
- High rate of turnover / low tenure

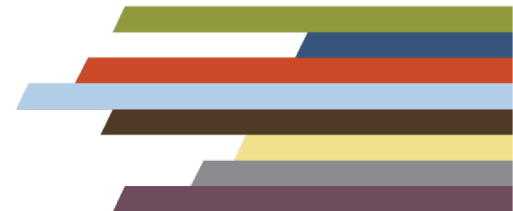
Hagner, 2000



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# Tiered Labor Market

## Primary Labor Market

- Higher wages/ salary
- Fringe benefits
- Mobility
- Emphasis on continued education
- Increased employee autonomy
- Job security/ stability

Hagner, 2000

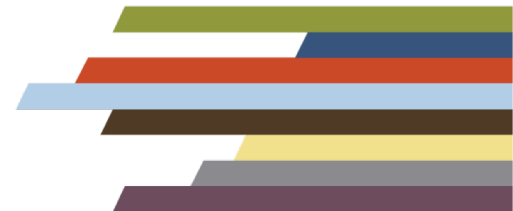


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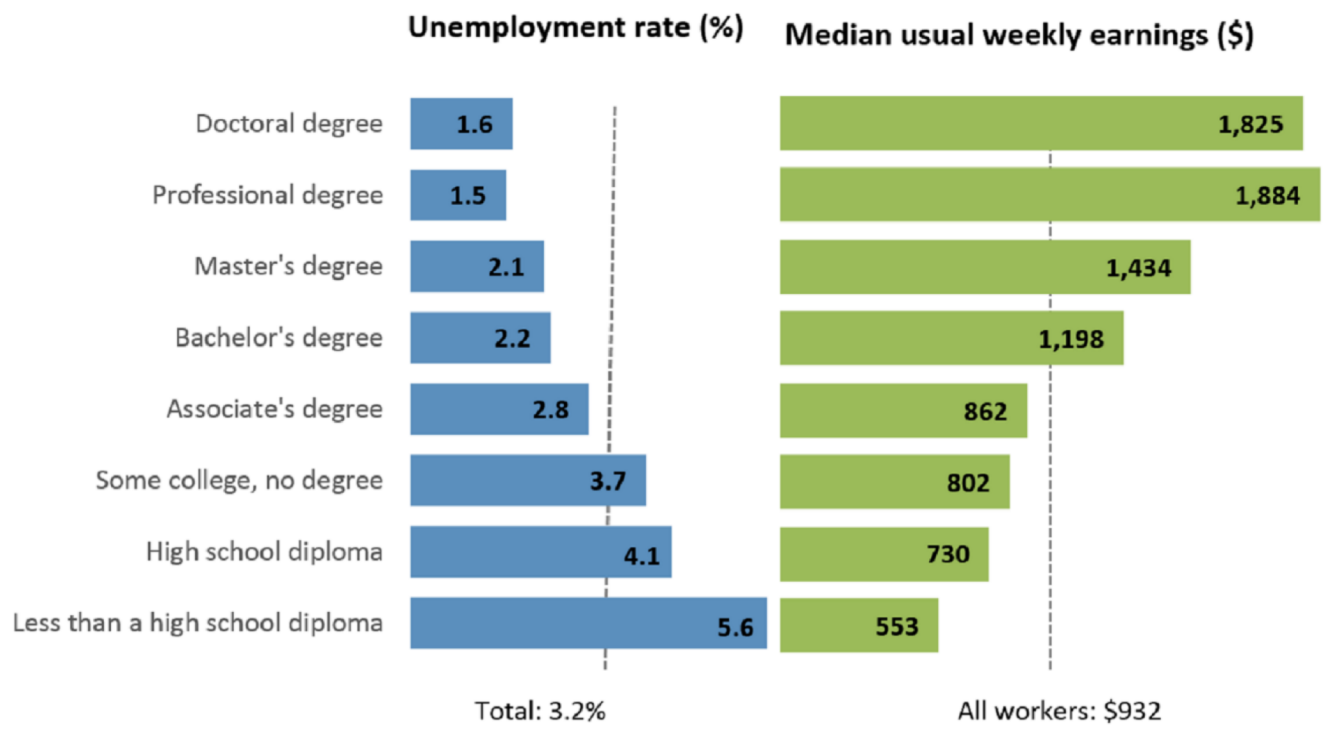
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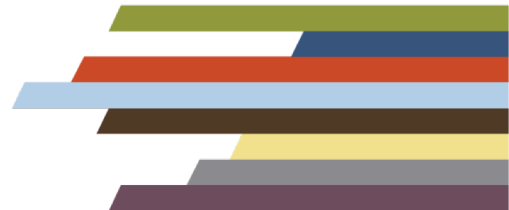


# US Bureau of Labor Statistics

## Unemployment rates and earnings by educational attainment, 2018



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.  
 Source: U.S. Bureau of Labor Statistics, Current Population Survey.





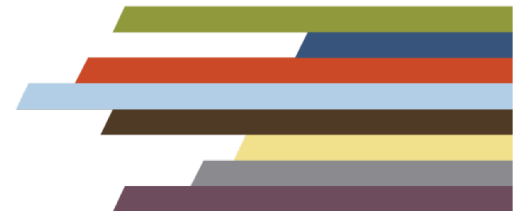


# Postsecondary Education for Students with Mental Health Conditions

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Individuals with mental health conditions are less likely to enter college and, after enrolling in college, are more likely to drop out.

Hartley, 2010



# Supported Education

“A specific type of intervention that provides supports and other assistance for persons with psychiatric disabilities for access, enrollment, retention, and success in postsecondary education.”

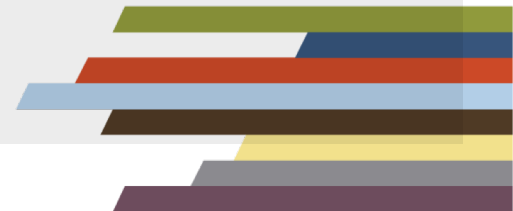
-Collins & Mowbray (2005)



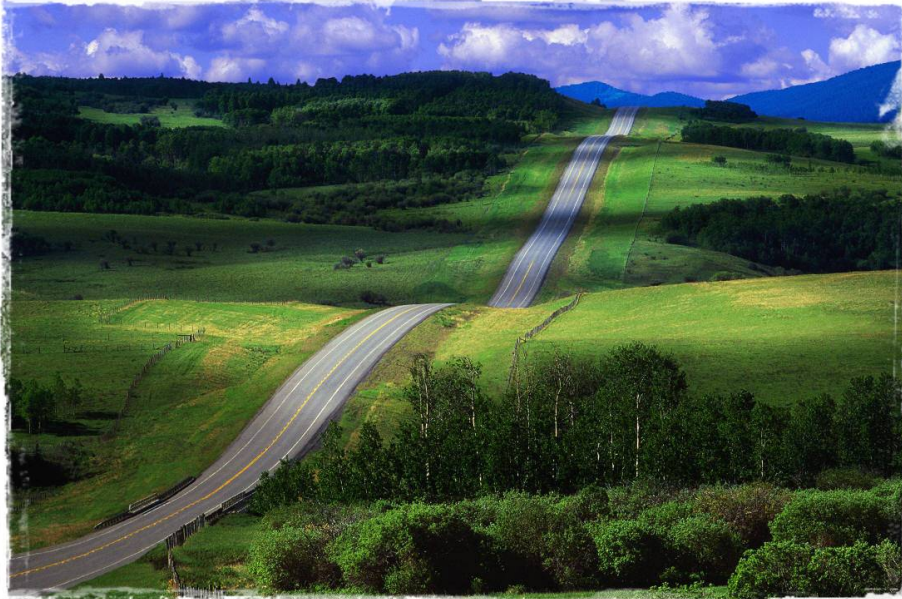
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# The Practice Principles of Supported Education



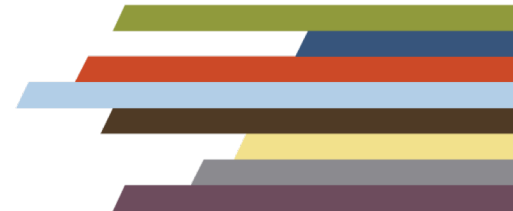
- ✓ Access to an education program with positive, forward progress is the goal.
- ✓ Eligibility is based on personal choice.
- ✓ Supported Education services begin soon after consumers express interest.
- ✓ Supported Education is integrated with treatment.



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# The Practice Principles of Supported Education

- ✓ Individualized educational services are offered for as long as they are needed.
- ✓ Student preferences guide services.
- ✓ Supported Education is strengths-based and promotes growth and hope.
- ✓ Recovery is an ongoing process facilitated by meaningful roles.

Substance Abuse and Mental Health Services Administration. Supported Education: Building Your Program. HHS Pub. No. SMA-11-4654, Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, 2011.

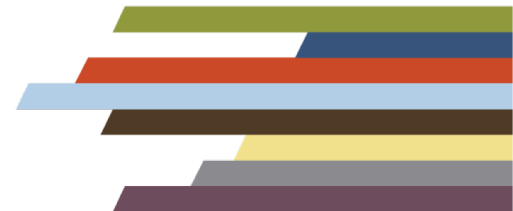


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# Choose-Get-Keep

A framework for intentional services



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# Choose-Get-Keep

**Choose:** evaluate & determine what environment/course of study is the right fit

**Get:** fulfill the requirements for entrance

**Keep:** what skills & resources are needed & necessary to maintain progress &/or be satisfied and successful in the environment

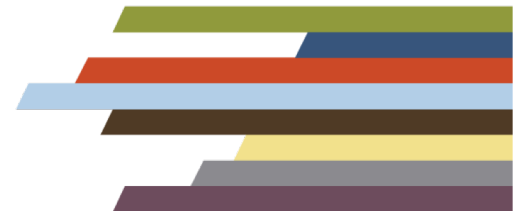
Let's talk about common supports in each of these areas



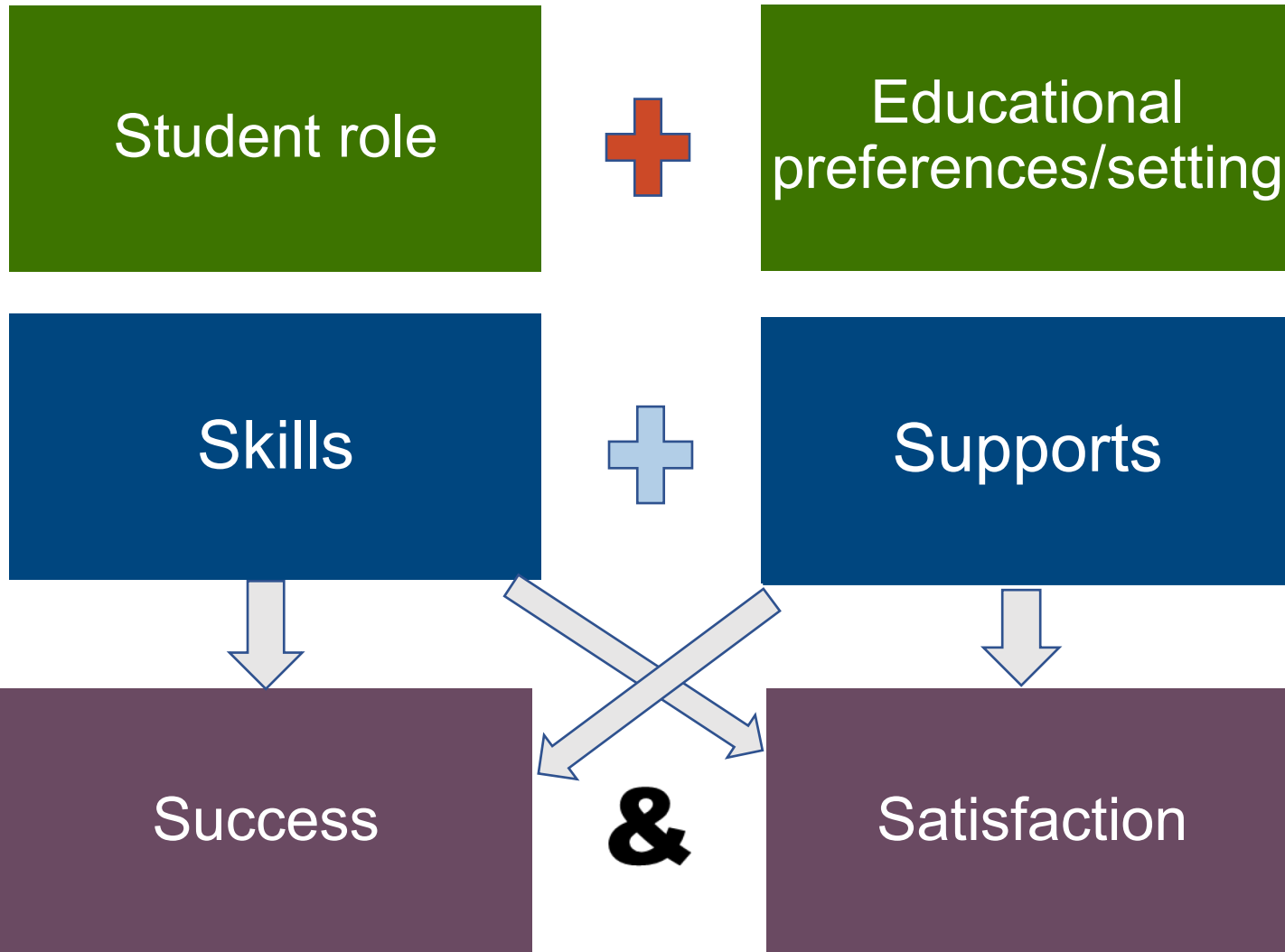
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# C-G-K



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# C-G-K: A periodic review

For use in every semester

Examples:

- Choose the classes every semester
- Get those classes (early registration!!!)
- Keep those classes

Adding a “Leave” phase, a mindful exit

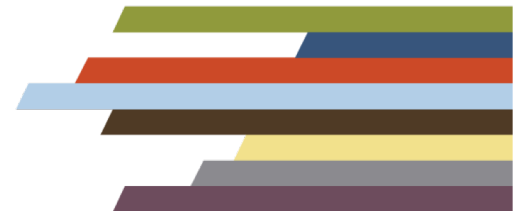
- A choice mid-semester (W, LoA, I) to minimize consequences
- Mindful of satisfactory academic progress
- Reassess and transition to new “Choose”



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# Current & Emerging Practices in Supported Education



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# Practices in SEd

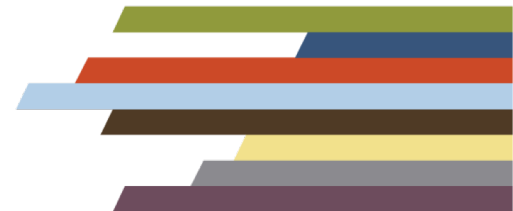
- Career Service Model (NJ LEARN & HYPE)
- Infusion of SEd into various program modalities
  - ACT (vocational counselor)
  - Coordinated Specialty Care for First Episode Psychosis (SEES)
  - Housing Supports (Community Integration)
- Peer based services in SEd (e.g.: Project LETS)
- European Network on Supported Education



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# Supported Education Resources

- SAMHSA Toolkit: <https://store.samhsa.gov/product/Supported-Education-Evidence-Based-Practices-EBP-KIT/SMA11-4654>
- HYPE: <https://www.umassmed.edu/hype/>
- EU Network on Supported Education: <https://www.supportededucation.eu/>
- Recent articles:
  - Biebel, K., Mizrahi, R., & Ringeisen, H. (2018). Postsecondary students with psychiatric disabilities identify core services and key ingredients to supporting education goals. *Psychiatric Rehabilitation Journal*, 41(4), 299–301.
  - Corrigan, P. W., Sheehan, L., Walley, G., Qin, S., Nieweglowski, K., & Maurer, K. (2019). Strengths and challenges of peer coaches for supported education in colleges and universities. *Psychiatric Rehabilitation Journal*.



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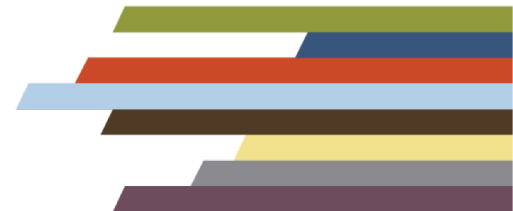
THANK YOU!



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