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Occupational Therapy and Supported Education

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LEARNING OBJECTIVES

1. Identify and describe the history and current practice of supported education and its fit within the domain of occupational therapy
2. Identify and list the 3 models of supported education
3. Describe an occupational therapy supported education program designed to promote success in higher education among a) community-based adults living with mental illness who desire to begin or return to higher education; and b) current college students with ASD, LD and other MH diagnoses who desire to have a successful college experience
4. Identify 1 or more aspects of a supported education program that participants could apply to their college or practice setting

SUPPORTED EDUCATION

“The provision of individualized, practical support and instruction to assist people with psychiatric disabilities to achieve their educational goals.”

Effect of Psychiatric Illness on Higher Education

Nearly 4.29 million US residents would have graduated from college if they had not experienced early-onset psychiatric illness.


Effect of Psychiatric Illness on Higher Education

86% of individuals with mental illness dropped out of college compared with 37% among the general student population.


Supported Education

THREE PRIMARY MODELS

- Self-contained classrooms
- On-site services
- Mobile support services
- Combined Models

SELF-CONTAINED MODEL

- Specialized curriculum
  - Academic skills
- Study skills
- Basic reading and writing
- Increase confidence
- Networking


ON-SITE MODEL

- Simultaneously attend college and receive supported education services
  - Individual counseling
  - Support group


MOBILE SUPPORT MODEL

- CMHC staff travel to students to provide assistance at the educational setting
  - Ongoing support and monitoring
  - Academic tutoring
  - Case management
  - Crisis intervention
  - Advocacy
  - Link between student and college personnel

### Examples of Supported Education Outcomes (Chronological)

<table>
<thead>
<tr>
<th>Author</th>
<th>Date</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unger, Anthony, Sciarppi, &amp; Rogers</td>
<td>1991</td>
<td>Increase in education enrollment and employment; Decrease in hospitalizations</td>
</tr>
<tr>
<td>Dougherty &amp; Hastie</td>
<td>1992</td>
<td>75% enrolled in school; 33% employment</td>
</tr>
<tr>
<td>Wolf &amp; DiPietro</td>
<td>1992</td>
<td>74% attempted 1 college course</td>
</tr>
<tr>
<td>Cook &amp; Solomon – Chicago-based Community Scholars Program</td>
<td>1993</td>
<td>42% taken 1 class; 47% employed</td>
</tr>
<tr>
<td>Hoffman &amp; Mastrianni</td>
<td>1993</td>
<td>69% returned to college</td>
</tr>
<tr>
<td>Lieberman &amp; Goldberg</td>
<td>1993</td>
<td>27% attended some college</td>
</tr>
<tr>
<td>Mowbray, Collins, &amp; Bybee – Michigan Supported Education Program</td>
<td>1999</td>
<td>24% enrolled in college or vocational program</td>
</tr>
<tr>
<td>Unger, Pardee, &amp; Shafer (Comparison of two programs East and West Coast)</td>
<td>2000</td>
<td>90% of college coursework completed</td>
</tr>
<tr>
<td>Nandal et al.</td>
<td>2009</td>
<td>61% employment 1 year after college graduation in cooking and construction occupations</td>
</tr>
<tr>
<td>Thompson</td>
<td>2013</td>
<td>Course evaluations showed assistance most essential in registration, tuition &amp; transportation</td>
</tr>
<tr>
<td>Rudnick, et al</td>
<td>2013</td>
<td>Thematic analysis of interviews indicated satisfaction with the program and other promising outcomes</td>
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</tbody>
</table>
Systematic Review

Systematic Review by Boston University (Rogers et al., 2010) concluded:

•No RCTs or Experimental Studies of SEd programs
•Uncontrolled evaluations suggest positive SEd outcomes
•Variation in SEd models and weak methodological designs to date limit the conclusions about the effectiveness of SEd


An Occupational Therapy Supported Education Program

DESCRIPTION

•Supported Education Program / Credit-bearing Course (Skills for Success Course)
•Purpose:
  1) Assist Richard Stockton College of NJ students diagnosed with Learning Disabilities, Autism-Spectrum Disorders, and Mental Health Diagnoses to be successful at Stockton or to develop an alternative, meaningful plan.
  2) Assist community members living with mental illness to begin, continue, or return to higher education.

continued
**DESCRIPTION**

- BEGAN in 2005
- Will begin 10th year 2014-2015
- Participant enrollment
  - Transition
    - Community participants
    - Stockton students

**DESCRIPTION**

- FALL and SPRING Semesters
  - Tuesdays and Thursdays - 2:30 – 4:20pm
  - 2 or 4 credit course
  - 21 mentoring spots per semester
- Dual Program
  - 2nd Year Master’s Level Occupational Therapy Students
  - Research Curriculum
  - Mental Health Fieldwork
  - Undergraduate Students
  - General Studies course (can meet two requirements)
  - Continuation

**REFERRAL and ENROLLMENT**

- Referral Process
  - Stockton Learning Access Program
  - Stockton website
  - Community mental health agencies
- Enrollment Process
  - Interview with applicant (if college student, parents, too)
  - Syllabus
  - FERPA; allows for continual interaction with parents of college students as needed
Program/Course Format:

- Mentoring
- Assignments

MENTORING

- MENTORING - One-to-one mentoring pairs occupational therapy student mentors with undergraduate students and is focused on developing and achieving participant identified goals.
- Begins with an Assessment
  - Canadian Occupational Performance Measure (Law et al., 2005)
  - Identify Strengths and Areas of Need
- Setting Goals
  - Typically 3 Long Term Goals
  - Achievable in 14 weeks
  - Systematic Work Toward Goals
MENTORING

- Supervised process
- Documentation

GOALS

Educational Goals (Current Students):
1. Time Management and Organization of Assignments
2. Academic Skills
   1. Study Skills
   2. Writing Skills
   3. Presentation Skills
3. Social Comfort and Skills with Professors, Administrators and Staff, and Peers

GOALS

Educational Goals (Prospective Students):
1. Career Exploration
2. Skill Assessment
   1. Study Skills
   2. Writing Skills
   3. Presentation Skills
3. Social Comfort
4. Financial Assessment
5. College Application Process
GOALS

• Vocational Goals:
  Secondary to Higher Ed Goals
  (Part-time job search, resume, applications)

• Healthy Living Goals (as they are necessary for Higher Ed goals):
  Healthy Eating, Leisure and Recreation, Social Relationships

Time Mgmt and Prioritization - Goal

LTG#1 TIME MANAGEMENT AND ORGANIZATION GOAL
  LTG#1: David will organize and prioritize all class projects and assignments and maintain/update this system for his Modern China and Conversational Spanish classes through Dec 6, 2014.
  STG: David will enter all class projects and assignments in his planning system by September 20, 2014 and update on a weekly basis through Dec 6, 2014.
  STG: David will breakdown each assignment into subcomponents and enter due dates for the sub-components into his planning system by September 27, 2014 and update on a weekly basis through Dec 6, 2014.
  STG: David will independently review his planning system 3 to 4 times a week and update and review the planning system on a weekly basis with his mentor beginning September 21, 2014 through Dec 6, 2014.
  STG: During each weekly mentoring session David will provide his mentor with an update for each entry into the planning system and problem-solve any potential problems through Dec 6, 2014.

Interventions - College Students

➢ Time Management and Organization
➢ Academic Skills
➢ Social Aspects of College Life

➢ Initial and Weekly Interventions
Skills for Success
Course ASSIGNMENTS

1. Academic Skills – written papers
2. Paired assignment – academic resources
3. Attendance
4. Weekly Preparation for Mentoring Form
5. Professional Behaviors Form

Interventions - Community Members

➢ Career Exploration
➢ Academic Skills
➢ Social Aspects of College Life
➢ Financial Assessment
➢ College Application Process

➢ Initial and Weekly Interventions

OUTCOMES
OUTCOMES - College Students

- Fall 2008 – Spring 2013
- 42 Stockton Students
- Entered the Program as:
  - Stockton First Semester Freshman = 14 students
  - Stockton 2nd semester Freshman - Senior = 15 students
  - Transfer students = 13 students

Number of Semesters in the Program
- Range 1-7 semesters
- Includes full-time, part-time, transfer students
- Mean: 2.48 semesters

N= 42
- “Positive” outcomes to date = 34/42 (81%)
  - Graduated from Stockton= 11 (26%)
  - Current Progress toward Degree at Stockton= 23 (55%)
    - Master’s Degree - 1
    - Senior = 10
    - Junior = 4
    - Sophomore = 4
    - Freshman = 4
- “Non -Positive” outcomes to date = 7/42 (17%)
  - Withdraw from Stockton = 6 (15%)
  - Dismissed from Stockton = 1 (2%)
  - Deceased = 1 (2%)
### OUTCOMES - College Students - GPA

<table>
<thead>
<tr>
<th>GPA Pre/Post:</th>
<th>N=15 (of 42)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre</strong>: Pretest GPA available only for those students starting the class/program after at least one semester at Stockton (no pretest GPA available for those entering as 1st time freshman or transfer students)</td>
<td></td>
</tr>
<tr>
<td><strong>Post</strong>: GPA at end of last semester in the class OR as of Spring 2013 (current GPA of students continuing in the class)</td>
<td></td>
</tr>
<tr>
<td>GPA increased for 13/15 (86.6%)</td>
<td></td>
</tr>
</tbody>
</table>

### OUTCOMES - College Students - GPA

<table>
<thead>
<tr>
<th>N=15</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA prior to class/program</td>
</tr>
<tr>
<td>Range = 1.5 – 3.25</td>
</tr>
<tr>
<td>Mean= 2.60 (SD= .49)</td>
</tr>
<tr>
<td>GPA upon leaving the class/program OR Spring 2013</td>
</tr>
<tr>
<td>Range = 2.27 – 3.33</td>
</tr>
<tr>
<td>Mean= 2.84 (SD=.35)</td>
</tr>
<tr>
<td>Paired Samples t-test: .000</td>
</tr>
</tbody>
</table>

### Characteristics Impacting Success

- Cognitive
  - Time Management and Org, Study Skills, Reading Skills, Writing Skills
  - Ability to adapt to varying structure, demand, and format between courses
  - Manageable course load
- Psychological
  - Mental Health Symptoms
  - Self-confidence and self-esteem
- Social
  - Interact with Professors, Peers, Small Groups
  - Residential and Campus Life
- Supports
- Behavioral
  - Internal vs. External Motivation
  - Openness to Feedback
  - Willingness to Follow Direction
- Life Circumstances

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V Schindler/OccupationalTherapy.com
OUTCOMES - Community Members

• Participants: Forty-eight adult participants with various mental health diagnoses.
• Methods: A quantitative one-group pretest-posttest survey design and posttest qualitative focus groups were used.
• Results: Participants enrolled in higher education increased from 7 to 11 (pretest = 15%; posttest= 23%), participants employed increased from 5 to 19 (pretest = 10%; posttest= 40%), and the combined category of higher education/employment increased from 12 to 30 (pretest = 25%; posttest= 63%). Statistical significance was achieved from pre to posttest in the employment sample (p < .000), and in the combined sample of higher education/employment (p < .000), but was not achieved in the higher education sample from pre to posttest (p = .125). Qualitative results also outlined items participants found to be supports and barriers to achieving goals.

What Aspects can you Apply to your Setting?

➢ Use of COPM as a pretest/posttest
➢ Use of students as mentors (Level I or Level II)
➢ Client-centered practice

References


References


References


Additional Resources


