Supported Education as a bridge
The need for collaboration between psychiatry and education

Outline

• Introduction
• RAAK project
• The Interdisciplinary Education Perception Scale (IEPS)
• Exercise
• Project findings with respect to collaboration
• Questions / discussion

Introduction

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• Coordinator of the RAAK project
  – SEd: new interventions for professionals
Project SEd: new interventions for professionals

- 8 different organizations
  - 4 from the field of education
  - 4 from the field of mental health care

- Common ground:
  - Dealing with vulnerable adolescents (with psychiatric disabilities)
  - Responsibility in prevention of drop outs
  - Competence deficiency with respect to the combination study-psychiatric background

Project goals

- Contribution to skills and knowledge of professionals involved by developing a Toolkit consisting of new and renewed interventions:
  - Peer support group
  - Informative workshops for both areas
  - A rehabilitation method for assessing and diagnosing individual needs and resources
  - Openness group
  - Higher Education Support Toolkit
  - Impulse course
- Effectuate interdisciplinary collaboration

Exercise: Interdisciplinary Education Perception Scale (IEPS)

- Measures attitudes to, and perceptions of interprofessional collaboration

Divided into:
1. Competency and Autonomy
2. Perceived Need for Cooperation
3. Perception of Actual Cooperation
4. Understanding Others’ Value

Rate your own interdisciplinary collaboration

- Please discuss the items with your neighbor and indicate the degree to which you agree or disagree with the statements by drawing a circle around the number of the response that best expresses your feeling (15 minutes).

- The scale is as follows: 6=strongly agree, 5=agree, 4=somewhat agree, 3=somewhat disagree, 2=disagree, 1=strongly disagree.
The Interdisciplinary Education Perception Scale (IEPS)

- Measures attitudes to, and perceptions of interprofessional collaboration

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Findings from the RAAK project in terms of collaboration

Participating professionals indicate that they require:

- Clarification on the methods, motives and ‘language’ of the professionals involved in SEd
- Basic competencies (knowledge and skills) in order to adequately connect to both students and other disciplines
- To be part of a continuous SEd network: a space for both formal and informal contact and feedback

(Valkema & van der Meulen, 2015).

Item location IEPS

- Competency & Autonomy 1, 2, 3, 4, 5, 7, 9, 10, 13
- Perceived Need for Cooperation 6, 8
- Perception of Actual Cooperation 12, 14, 15, 16, 17, 18
- Understanding of Others’ Values 11

Findings from the RAAK project in terms of collaboration

- Professionals from education and health care can reinforce each other
- Stakeholders have their own framework of reference with their own values, language, culture, objectives, processes, etc.
- Not one single discipline has, in itself, all of the expertise to respond adequately and effectively to the often multiple needs of students/clients with psychiatric disabilities to guarantee a successful educational route. (Korevaar E.L.L., e.a., 2015)
The T-shaped professional

- Mono/Unidisciplinary  I
- Multidisciplinary  I I I
- Interdisciplinary  TTT

(Korevaar E.L., e.a., 2015)

T-shaped model

T-shaped (interdisciplinary) collaboration

- Meaning that you not only look at the situation from your own framework of reference, but that you can also put yourself in the place of your colleague professional and ask yourself…
- …what you can do to resolve a problem your colleague experiences

axis competencies

- Your own disciplinary expertise including e.g. Supported Education competencies
- Etc.
axis competencies

- Basic knowledge of other frameworks of reference
- Integration of your own expertise in someone else’s professional domain
- Creative thinking (out of the box)
- Communication skills → dialogue - multilogue
- Collaboration skills → integrative thinking & bridging gaps
- Focus on establishing an added value for each discipline to meet the student/client’s own educational goals

Supported education as a bridge: the need for collaboration between psychiatry and education, J.E. Caro

Questions / discussion

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