

RECOVERING THE FUTURE: *COLLEGE PATHWAYS TO EDUCATION AND EMPLOYMENT*



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The presenters and the programs have no financial relationships that would create a conflict of interest

- **College-centred pathways to**
 - employment
 - further education
 - improved quality of life

for people who have experienced mental health issues and/or addictions

- **Students range in age, background, diagnosis, treatment history, prior education and employment, goals, resources, and supports**

- A non-stigmatizing environment
- A social role as a student
- Compassion and flexibility
- Clear expectations
- Acknowledgement of achievement in courses and completed credentials
- Supports and strategies to succeed
- Supported transitions
- Community connections through program partnerships

RATIONALE FOR RECOVERY ORIENTED PROGRAMS

- Unemployment rates among people with mental illness is second highest among individuals with disabilities(Statistics Canada, 2008). It ranges from 61-90% depending on the severity
(Crowther, Marshall, Bond, & Huxley, 2001; Marwaha & Johnson, 2004)
- People with mental illness face greater poverty, social isolation and deterioration of physical and mental health
(Leff & Warner, 2006)
- Education and Employment are fundamental to recovery.

RATIONALE FOR RECOVERY ORIENTED PROGRAMS (CONT'D)

- Onset of Serious Mental Illness (SMI) during adolescence and early adult years usually interferes with the ability to complete education/training and enter into workforce.
- People with SMI have difficulty accessing and completing education without appropriate supports (Coorigan, et al., 2008)
- Growing evidence suggests that successful completion of education connects people to quality employment that enhances choice and individualization
(Best, Still, & Cameron, 2008)

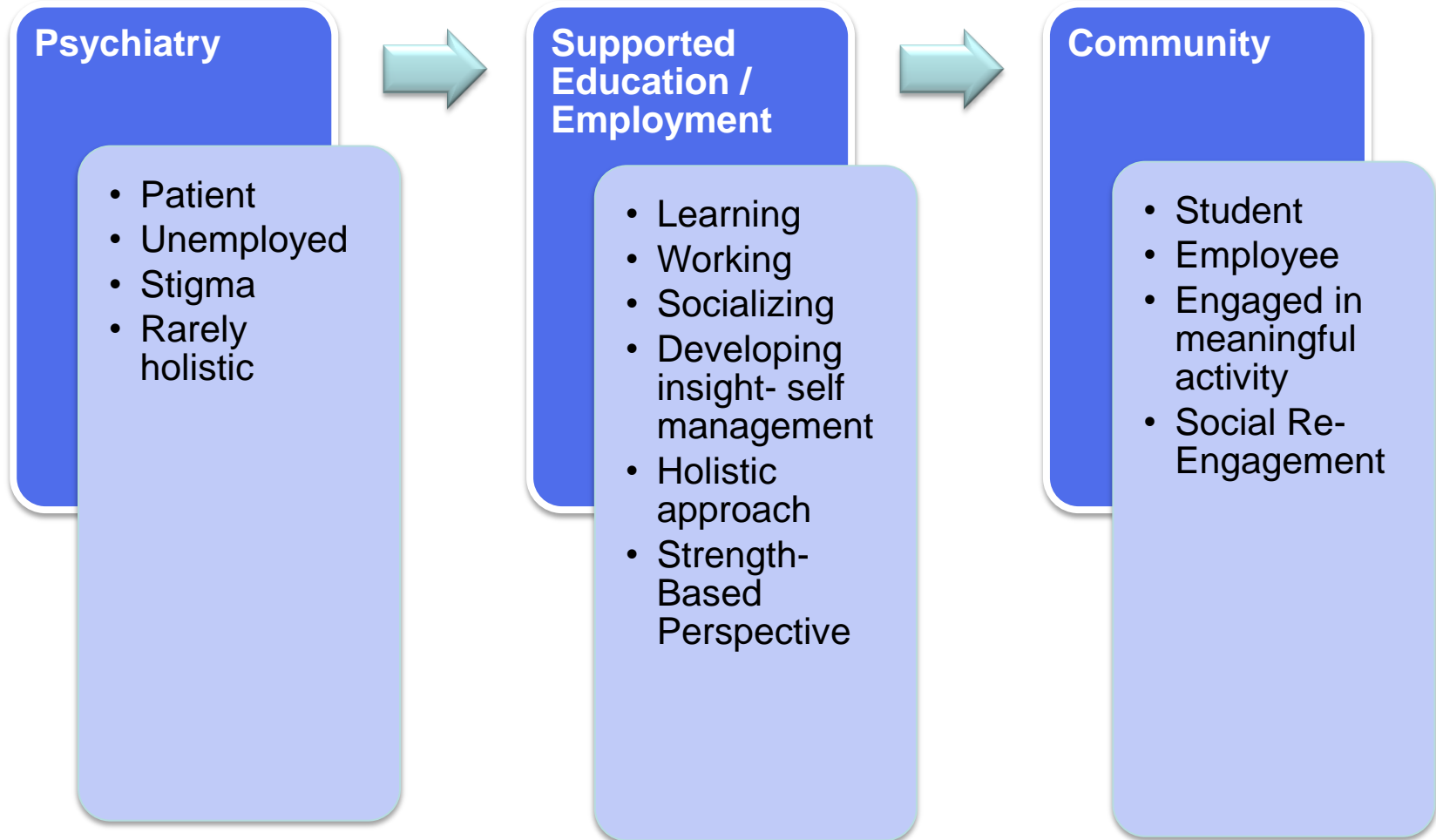
The recovery process:

- Is a journey not a destination
- Takes a holistic perspective and focuses on the whole person
- Is cyclical/episodic
- Offers hope
- Is empowering
- Adds meaningful roles in life

Supported Education and Employment programs are based on recovery principles and offer:

- Innovative, evidence based best practices in Psychiatric Rehabilitation
- Academic preparation/upgrading, vocational exploration/job coaching/employment and personal development / counselling / life coaching
- Skills to identify and strategies to overcome barriers and secures a myriad of resources and accommodations in school and at work for students

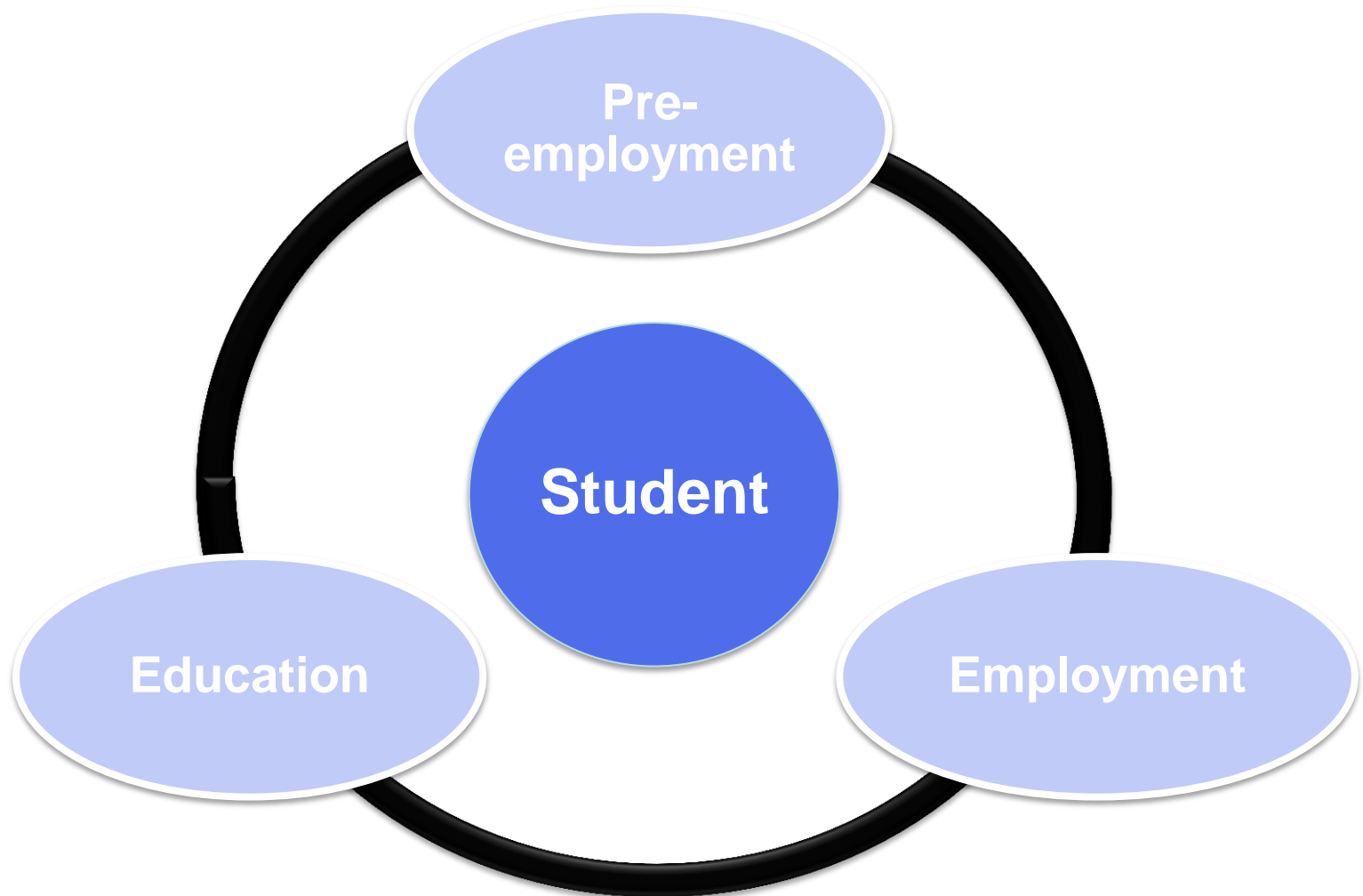
FROM MARGINS TO INTEGRATION



OUTCOMES OF SUPPORTED EDUCATION AND EMPLOYMENT PROGRAMS

- Provides College Centered pathways to:
 - Education (Unger, 1990)
 - Competitive Employment (Leff and Warner, 2006)
 - Enhanced Quality of Life (Arns & Linney, 1995)
- Improves self perception, self esteem (Albert, 1971), self efficacy and confidence (Paul, 2000)
- Reduced Hospitalization (Brekke et al., 1999)
- Offers hope for the future
- Improved functioning (Bond et al., 2001)
- Opportunity to engage in meaningful activities
- Through education and training allows people with mental illness to start with a clean slate

PHILOSOPHY OF SUPPORTED EDUCATION AND EMPLOYMENT



GOALS OF THE PROGRAMS





GEORGE BROWN COLLEGE MENTAL HEALTH PROGRAMS

RTE
(Life Skills)

RTE
(Work Entry)

Augmented
Education

Educational – Vocational Reorientation

- **Redirection through Education (Work Entry)**
 - 12 months, 3 phase program – focus on education, vocational exploration and work readiness with volunteer and work placements
- **For You (Life Skill based)**
 - 8 months with focus on coping skills and social interactions

Augmented Education Programs (Specific Vocational Training)

- **Assistant Cook Extended Training (ACET)**
 - 9 month supported job training, with work placements supported by job coaches
- **Construction Craft Worker Extended Training (CCWET)**
 - 6 month supported job training, with work placements supported by job coaches

IN THEIR OWN WORDS

Mental Health Programs Video

A COLLEGE SETTING WITH EDUCATIONAL OPPORTUNITY AND SUPPORT



CLASSROOM PRESENTATIONS



GRADUATES HAVE VARIED GOALS

- Some continue on to post-secondary education at the college or elsewhere
 - First career or a career change
 - Resume an interrupted education
- Some return to their former field of work
- Some seek other programs for further transition

To help people with mental illness or addiction histories prepare for, find, and maintain employment.



- Job focused education & training
- Industry recognized certification
- Support during the program
- Post-program employment support

It was developed through an innovative partnership



WHY ANOTHER MODEL?

- High unemployment rates continue
- Poor job retention
- Workplace barriers
- Post-secondary education needs

- Full time – 5 days
- Approx. 30 hr/wk
- Theory classes & labs
- Workshops
- Industry Tours
- Academic Upgrading
- Work Placement



LEARNING VOCATIONAL & EMPLOYABILITY SKILLS



Through practical training and experience, students learn skills and are prepared for the demands of employment.

Job coaches work with the students in the college and in the workplace.

- Employment contributes to recovery:
 - ✓ Sense of wellness, distraction, shift from illness and pathology
 - ✓ Personal fulfillment, challenge, achievement
 - ✓ Self-worth, hope, quality of life, happiness, well-being
 - ✓ Contribution to society, normalization, community re-integration
 - ✓ Socialization

CHARACTERISTICS OF AUGMENTED EDUCATION MODEL

- Mainstream post-secondary environment
- Mainstream post-secondary curriculum
- Access to leisure, recreational, and cultural resources
- Fully integrated college experience
- Skill building
- Support
- Accommodations
- Fully integrated college experience


- Make up tests and labs
- Weekly study / Review sessions
- Practice Tests and Mini Tests
- Other individual accommodations as required – both in program and in employment



PROGRAM MODIFICATIONS

- Extended Delivery
- Employment focused and job readiness workshops
- Post program support – including employment counseling, and job retention strategies
- Job coaches in all classes
- Academic Upgrading – to support core curriculum

QUESTIONS...?

The logo for George Brown College, featuring the text "GEORGE BROWN" in a large, bold, sans-serif font, with "COLLEGE" in a smaller font below it. To the right of the text is a vertical bar composed of seven colored squares: orange, yellow, light blue, dark blue, green, light green, and purple.

CENTRE FOR PREPARATORY & LIBERAL STUDIES

School of **Work & College
Preparation**

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