A co-designed exploration of young people's experiences accessing individual education support in a mental health service

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BACKGROUND

Educational attainment is:
- Highly valued by young people with complex mental health issues
- A core facet of functional recovery

Young people with complex mental health issues have disproportionately lower rates of education[1]

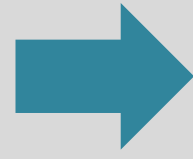The Sydney-based IPS(Ed) program has received **>400 referrals** since 2019

50 – 70% of those who received IPS(Ed) intervention returned to school or work[1,2]

AIM

To explore the experiences of young people engaged in an IPS(Ed) program within headspace and early psychosis services in Sydney, Australia.
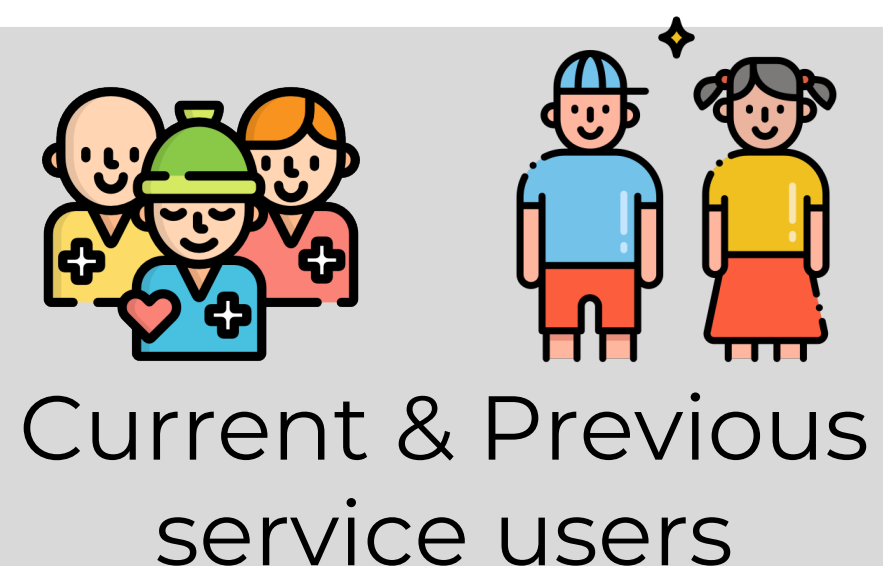
METHODS

Co-design → Interview guides & exploratory vignettes

Semi-structured interviews with: Current & Previous service users

RESULTS

IPS(Ed) provides structural support for young people to stay in or re-engage in education. Support is individually tailored and includes identifying educational pathways, study and organisational skills, enrolment support, or linking with available education specific student supports.

Care journeys & accessing IPS(Ed)

"I had really bad anxiety, not just around school, but around like what people thought of me and how I behaved"

Overall experience of the program

"...having someone...who already understood like, where to find the best resources...like not OK, I'm not going to study for y'ou, but I'm going to teach you how to study"

Impact of the program

"I can, you know, get what I want out of uni now, which is like I have friends I can talk in class. I can ask questions like I can e-mail lecturers. I can e-mail academics overseas."
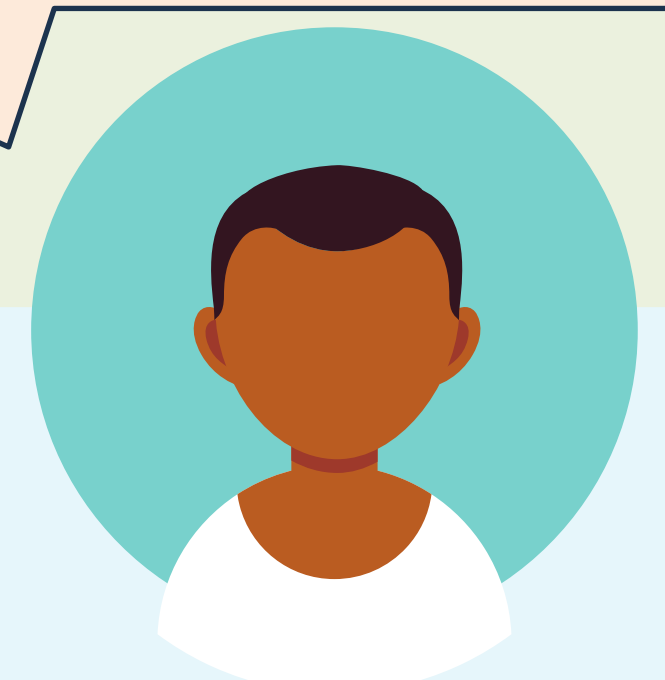
REFERENCES
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CONCLUSION

Preliminary results suggest insights for service integration and increased self-efficacy for young people.

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