



3rd International meeting of IPS Europe Learning Community

-Twenty years of IPS in Europe and the road ahead Rimini 19-20 October 2023

Training and supervision

Sweden

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Introduction

- The experiences from the Swedish trial sparked start and growth of the IPS Learning community in Sweden
- Two commissioned education courses (Part 1 and Part 2) are arranged at Lund University with a national intake (2012-)
- Inspired by training and supervision from the UK in connection to the Swedish trial in 2008 (consistent with the EQOLISE trial)
- Supported Employment Fidelity Scale (SEFS) was translated into Swedish
- Courses were then coproduced where experienced knowledge from the trial were integrated with international research evidence and implementation knowledge
- New findings and method strategies become integrated as they evolve

Two separate courses

Part 1

TRAINING

Vocational rehabilitation according to Individual and Placement and Support
7.5 credits

SUPERVISION

Vocational rehabilitation according to Individual Placement and Support (IPS) - Supervision of Practice 7.5 credits

Part 2

What is it about?

Aquiring basic knowledge about IPS with a special emphasis on the implementation context

- Learning about principles and values of IPS, profiles and plans, the IPS-support process and -network, support strategies, participants' experience of engaging and participating in IPS, and critical implementation components
- Being able to distinguish between the rehabilitation paradigm (place train and train place), coproduce IPS with participants and an inter-disciplinary and fragmented organisational context, reflect on the implications of welfare regulations, and suggest improvements to increase fidelity at their workplace
- Having an ongoing evaluation about own attitudes, beliefs, knowledge and strategies to best support each participant in their recovery journey

What do students do?

- Come together for a week to continue online
- Go to lectures where new evidence is incorporated as research develops
- Go through educational modules including, self-studies, field work and seminars (obligatory)
 - Ask an Employment Specialist
 - Journal Club-Research literature
 - Telling my story (user lead)
 - Employment is the goal
 - Meeting a person who wants to work
 - Do a fidelity review where they work (exam)



What can we say about it?

- Established IPS teams in Sweden keeps sending students
- We start a course when about 20 students apply
- Teachers represented are researchers, IPS-team leaders, operational managers and participants ("who" has changed over the years)
- The social process of meeting participants and employment specialist an listening to individual journeys contributes the most to the learning and understanding
- Important piece of the puzzle for the Swedish IPS Learning Community
- Over the years, students have become more affected by the institutional logic of their organisation, and IPS becomes adapted. A consequence of IPS being more fully implemented, as opposed to be run as projects. Challenge to keep IPS as an innovation moving along each participant's path (hundreds of fidelity review exams over the years)

What is it about?

Aquiring knowledge, abilities and skills of how to supervise IPS employment specialists and use strategic goals in clinical practice

- Learning basic theories of supervision and group dynamics
- Develop an understanding of the importance of employment specialists and their role for supporting participants, achieving employment outcomes and good fidelity
- Identify pedagogic strategies for supervision in groups, individually and at the workplace, as well as advocating for ways to strengthen the role of each employment specialist
- Identify and explain the use of administrative and evaluation tools for the development of sustainable goals
- Identify critical coproduction strategies in the local organisation as in relation to partners (Employment Services, Social Insurance Agency, Employers, Health Services, family and friends of participants)
- Develop experiential knowledge about the supervision process and synthesise it in relation to principles and research literature

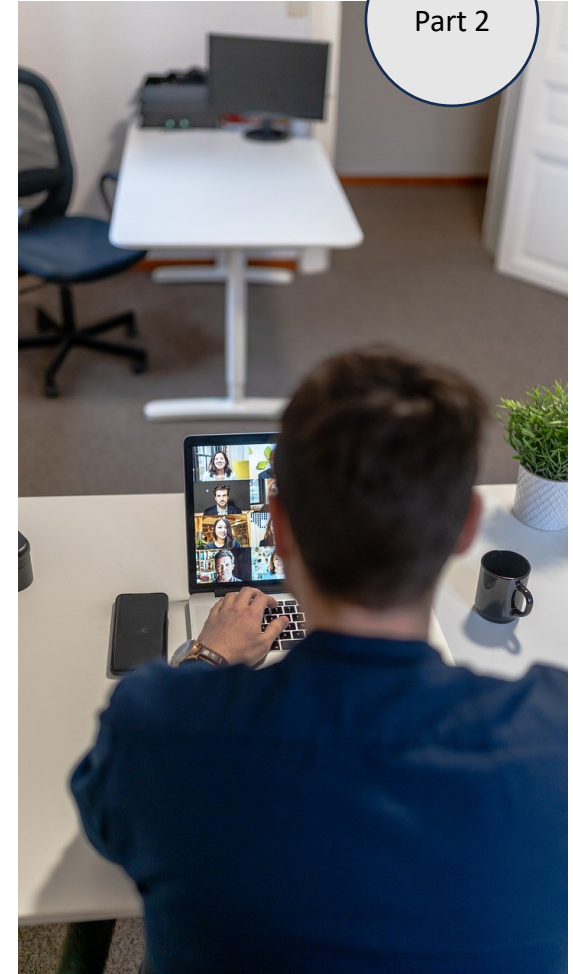
What do students do?

- Come together for an upstart to continue online
- Go to some lectures initially but continue in study groups with one mentor present
- Go through educational modules including, self-studies, field work and group-supervisions. Keep a Portfolio (corresponding to the modules) to self-manage reflection, needs and progress



- What happens in a group?
- My team and network
- The importance of employment specialists
- Supervising my team
- Going the extra mile (follow along support)
- My tools for administration, communication and report
- Portfolio covering the modules in addition to a Strategic Plan, Conclusion and Literature lit (exam)

Part 2



What can we say about it?



Smaller courses since process is key



Modules mirrors supervision practice IRL



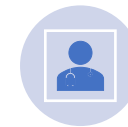
Learning comes from applying knowledge, abilities and skills between group supervisions



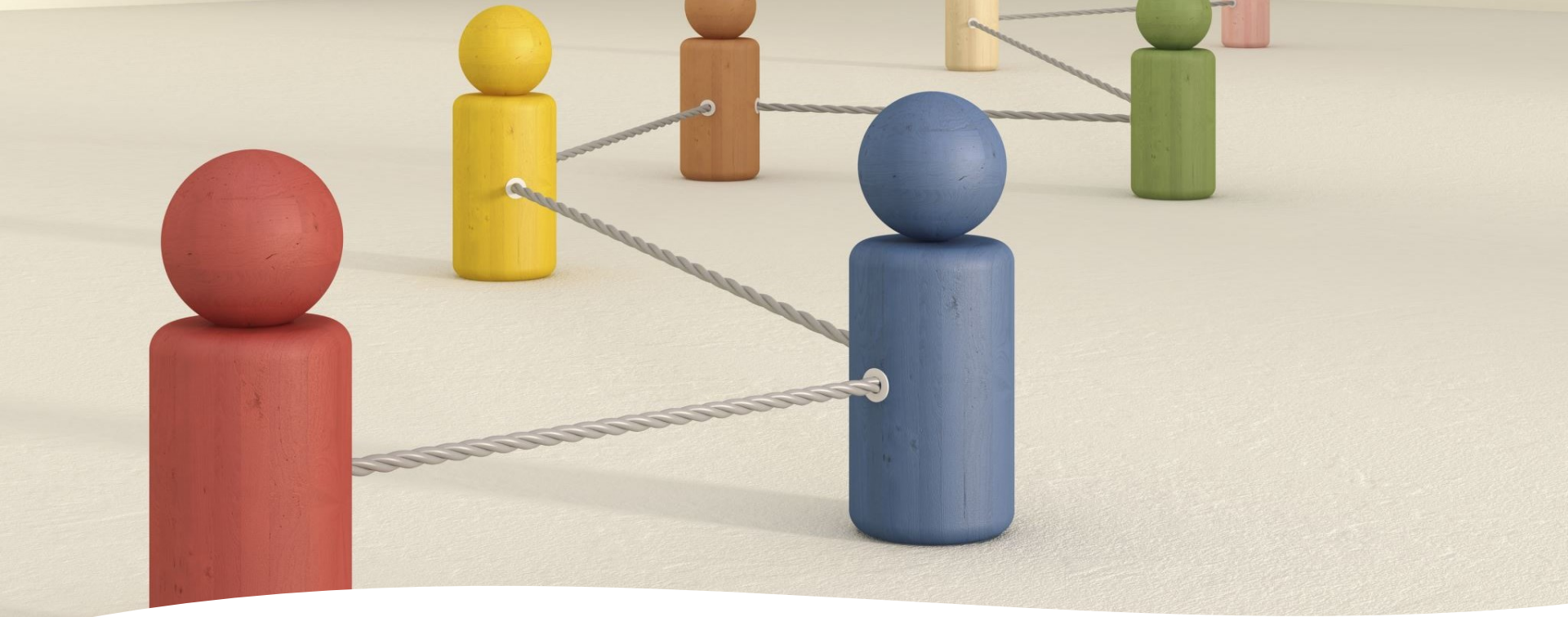
Mentors are IPS supervisors with experience of excellent fidelity practice



Tools and upfront communication may be difficult to apply at times. To take the lead and be consistent



Would benefit from more systematic follow-up work among supervisors and monitoring of practice at a national level



Courses not enough

- The development of the IPS practice in Sweden pretty much corresponds to a bottom-up model of implementation where IPS courses play a crucial role
- Employment specialists, supervisors and peer support workers need to be supported by policy, resources, monitoring and quality assurance on a local, regional and national system level
- **What do you think?**



Mum, wife and friend...

...and Employment Specialist, Supervisor, Development Manager of IPS in Södertälje, Member of the IPS-network in Sweden and IPS European Network, Teacher, Doctoral student

In memory of

Ulrika Liljeholm

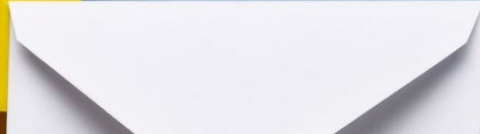
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Her studies

- Liljeholm, U., & Bejerholm, U. (2020). Work identity development among young adults with mental health problems. *Scandinavian Journal of Occupational Therapy*, 27(6), 431-440. <https://doi.org/10.1080/11038128.2019.1609084>
- Liljeholm, U., Argentzell, E., & Bejerholm, U. (2020). An integrated mental health and vocational intervention: A longitudinal study on mental health changes among young adults. *Nursing Open*, 7(6), 1755–1765. <https://doi.org/10.1002/nop2.560>
- Liljeholm, U., Argentzell, E., Hillborg, H., Lövgren, V., Rosenberg, D. & Bejerholm, U. (2022). The journey to my student identity: A grounded theory study on supported education for young adults with mental health problems. *Journal of Psychosocial Rehabilitation and Mental Health*, 9, 203-219. <https://doi.org/10.1007/s40737-021-00253-5>
- Liljeholm, U., Hillborg, H., Argentzell, E., Lövgren, V., Rosenberg, D. & Bejerholm, U. (2023). The process of supporting careers for young adults with mental health problems: Case study of a supported education program. *Journal of Psychosocial Rehabilitation and Mental Health*, <https://doi.org/10.1007/s40737-023-00330-x>



Thank you

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