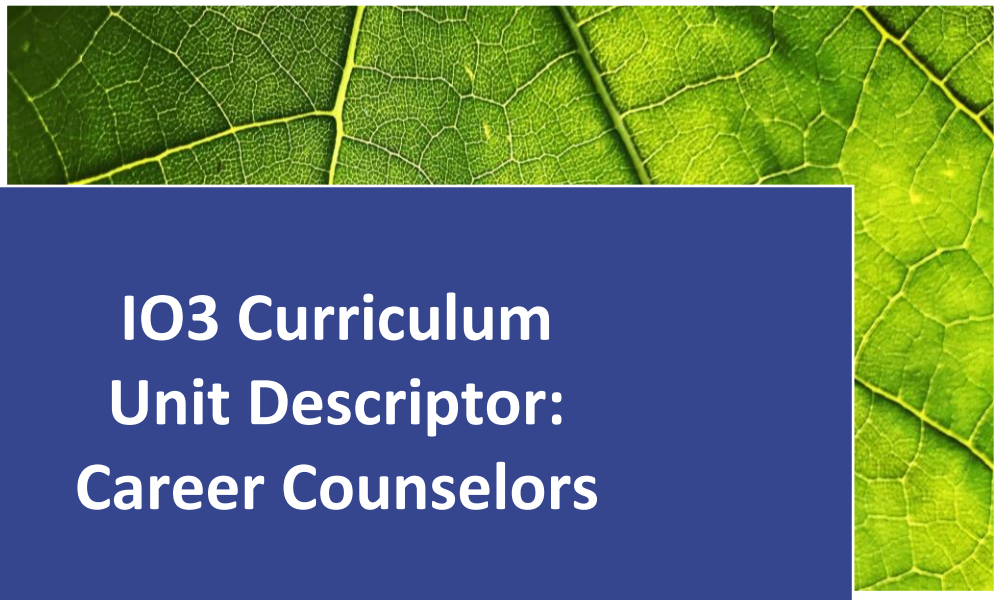
Co-funded by the
Erasmus+ Programme
of the European Union

Work4Psy

An innovative model for career counselling services to mental health NEETs



IO3 Curriculum Unit Descriptor: Career Counselors

HdBA - Germany

Partner Organizations

PEPSAEE
PanHellenic Association for the Psychosocial Rehabilitation & Work Re-Integration

HdBA
Hochschule der Bundesagentur für Arbeit
University of Applied Labour Studies

cesie
the world is only one creature

STOWARZYSZENIE POMOST

Mundus

These reports are also available on the Work4Psy Homepage under the Project Outcomes.

Work4Psy https://work4psy.eu/european-work-and-education-integration-curriculum-for-mh-neets/

This publication of the Work4Psy Project KA202-1556FEB9 has been funded with support from the European Commission under the Erasmus+ Programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This license lets you (or other party) share, remix, transform, and build upon this material non-commercially, as long as you credit the Work4Psy project partners and license your new creations under identical terms.

CC BY NC SA

Introduction

This course is for anyone working in career counseling with young people with mental illness.

We understand the term "vocational adviser" more broadly than just "vocational adviser": We mean everyone who contributes to professional development in an advisory capacity (also in the job placement service of the employment agencies and job centres, in the training advice of the chambers, the study advice of the universities, etc. will be professionally advised).

And we deliberately do not limit ourselves to the rehabilitation sector, because we know that given the prevalence of mental illnesses in young people and because the illness is often recognized too late and addressed too late, everyone involved in vocational counseling deals with it should familiarize themselves with the topic.

As you can see from the module plan , this course is designed for 25 teaching units of 45 minutes each. As a block seminar, it lasts four to five days, depending on how much time you have.

The course is exploratory and relies on the active participation of the participants. In any case, it is advisable to have a course leader with experience in the professional counseling of people with mental illness. It would be ideal for two managers to work together, one with expertise in vocational counseling and one with expertise in psychology (ideally with experience in the vocational rehabilitation of the mentally ill).

The course was tested at the University of the Federal Employment Agency as a face-to-face seminar. In our partner countries it was offered as an online course. Both formats have proven to be workable and productive.

CC BY NC SA

Learning goals

really be learned permanently and in depth through practical application . However, the course should at least give the impetus to recognize the following goals as important and worth striving for, and to take the first steps towards them during the course phase by dealing with the topic, exercises and reflection.

Cognitive :

1. Basic knowledge of the prevalence of mental illness and its impact on young people.
2. Knowledge of the difficulties and obstacles they encounter when gaining and holding positions in education and work.
3. Knowledge of existing support services (psychotherapy, social work, careers advice, etc.).

Pragmatic:

1. Ability to recognize and take into account the needs and requirements that result from mental illness in individual professional counseling, and in doing so to consider and appreciate not only deficits but also potential , resources as well as limitations.
2. Ability to record internal and external support offers from all areas and to bring them together and make them accessible in the interests of the client .
3. Ability to develop strategies in counseling to deal with obstacles and difficulties (such as stigma.
4. Applying a personalized , empathetic and empowering approach to counseling

Affective

1. Commitment to the inclusion goals of the UN CRPD in education, training and work.
2. Identification with professional values and attitudes (empathy, acceptance, respect, distance...)
3. Recognition of the client with mental illness as an autonomous individual and commitment to contribute to strengthening this autonomy.
4. Professional optimism about the possibilities of inclusion in work.
5. Striving for patience and a high level of frustration with regard to short-term goal achievement.

CC BY NC SA

Social

1. Ability to communicate effectively and efficiently with target audience.
2. Ability to interact with a highly diverse group of clients , their informal caregivers, other professional supporters in every respect.
3. Ability to initiate, maintain and expand multi-stakeholder networks in support of young people with mental illness

module plan

This module plan is an example of how the learning units can be organized in four days

<table>
<tr><th></th><th>Day 1</th><th>Day 2</th><th>Day 3</th><th>Day 4</th></tr>
<tr><td>9:00 - 10:30am</td><td rowspan="3"></td><td>(C) Mental health: reflecting on stigma</td><td rowspan="3">morning interaction - input from practice (to be determined by course providers - e.g. round table with practitioners and young people; an excursion, etc.)</td><td>Counselling MH NEETs: Role play exercises</td></tr>
<tr><td>(D) MH NEETs and the labour market - difficulties encountered</td><td>morning break</td></tr>
<tr><td>10:30 - 11:00 am</td><td>morning break</td><td></td></tr>
<tr><td>11:00 am - 12:30pm</td><td>(E) MH NEETs and the labour market - what is needed to facilitate participation in vocational training and employment?</td><td>Counselling MH NEETs: Role play exercises</td></tr>
<tr><td>12:30 - 1:15 pm</td><td colspan="4">lunch break</td></tr>
<tr><td>1:15 - 2:45 pm</td><td>(A) Welcome/introductions What are your expectations towards the course? What are your experiences with the target groups? Introduction to the learning platform</td><td rowspan="2">What support is available around here? (explorative group work)</td><td rowspan="2">Networking & "social intervention" (issues, partners, methods) - general principles and discussion of participants' specific experiences</td><td>Reflecting on role plays, recapitulation of content, closing</td></tr>
<tr><td>2:45 - 3:15 pm</td><td>afternoon break</td><td></td></tr>
<tr><td>3:15 - 4:45 pm</td><td>(B) Mental health, main issues and most frequent conditions, individuality of illness experience and coping</td><td>What support is available around here? (presentation and discussion of group results)</td><td>Counselling MH NEETs: Principles, practices, activities</td><td></td></tr>
</table>

CC BY NC SA

Intendend Learning Outcomes (ILOs) - Career Counsellors							
cognitive		pragmatic		affective		social	
C1	basic knowledge on prevalence and impact of mental health conditions on young people	P1	ability to address the needs resulting from mental health condition in individuallised career counselling, attentive to capacities as well as functional deficits, and individual ressources and challenges	A1	commitment to UN CRPD target of inclusion of every individual in education, training and work	S1	ability to communicate effectively and efficiently with target group
C2	knowledge of difficulties faced accessing and retaining positions in vocational training and the labour market			A2	identification with professional values and attitudes required (empathy, acceptance, assistance, distance)	S2	ability to interact with a highly varied group of clients, informal carers, professionals and others within the client's network
C3	Knowledge of available career, social, psychotherapeutic and other relevant support services, including funding sources for supporting career starters with mental health conditions	P2	ability to identify and access sources of funding and providers of support services relevant to the specific needs of their clients	A3	recognition of client with mental health condition as autonomous individual and commitment to contribute to empowerment of the client to strengthen their autonomy	S3	ability to initiate, maintain and expand networks involving informal carers, administrators, professionals and employers
			ability to develop, in counselling, stragegies to deal with difficulties faced (e.g. stigma)		optimism about the possibilities of labour market integration		
			ability to identify both limits and potentials		patience / high level of frustration tolerance regarding immediate achievement of client's progress targets		
			employing an indidividualised empathic and empowering approach to counselling with the target group				

CC BY NC SA

Materials for the homework "Network map"

Here you will find a work aid with useful information and links . You can use the table file if you want to create the network map on the computer. But you can also work handwritten on paper - whatever suits you better.

(And as I said: The first attempt is not about completeness, but about having made a start. You can add to the card later according to the level of information and needs. And the discussion with the other participants will also give you hints.)

Day 1: INTRODUCTION; MENTAL ILLNESS AND ITS EFFECTS

A) INTRODUCTION

The introduction should be adapted to the needs of the users. It is up to you to what extent you want to go into the WORK4PSY project on which this course is based (which also depends on how well you have familiarized yourself with our material). In any case, it makes sense to give the participants enough space to formulate their own goals and experiences. The institutional work context for which you use this module should also be made clear. Like all of our material, the introductory slides are available for further processing and distribution under the Creative Commons Share- Alike License.

Session Plan A (Introduction)						
time (mins)	cumulated		Aim / ILOs	Content	Methods, materials	further details
	h	m				
10	0	10	welcome, trainer introduction	Trainer welcomes course participants and sets out technical details (time schedule, rooms etc.)	flip chart	
30	0	40	participant introductions and expectations (ILO A1)	participants introduce themselves with particular attention to their current or anticipated role in career counselling for young people with mental health conditions, identifying one indivdiual strength and one learning requirement with relation to that role. Learning requirements articulated will be collected.	systemic chair, (see activity no.___), cards to collect learning intentions	(every participant is to be given about three minutes time for introduction, with buffer time this makes for 12 participants)
20	1	00	Presentation of Work4Psy Learning Platform	Introduction to Work4Psy Learning Platform and how to make practical use of it	presentation	
30	1	30	Exploring the Platform	Using set tasks, participants explore the functionality and the content of the platform	in-class group work	

CC BY NC SA

B) MENTAL ILLNESS AND THEIR EFFECTS

Session Plan B (mental health conditions)						
time (mins)	cumulated		Aim / ILOs	Content	Methods, materials	further details
	h	m				
5	0	05	setting out targets of session	trainer to give overview of aims and structure of the session	flip chart or powerpoint	
20	0	25	reflection on preconceptions and stigma (participants become aware of their own preconceptions and understand that these may influence how they interact with people with mental health conditions)	participants are to collect preconceptions about mental illness as they encounter them in everyday discourse, popular culture, and journalism. Preconceptions are written down on cards and pinned on a board. They then will discuss how realistic they think these preconceptions are, how they may influence their own behaviour vis-à-vis people with mental health conditions and how they compare with their experience with real peole with mental health conditions	small group work, cards, pin boards	The collection of preconceptions should be kept very short, as it is important that they are informed by "gut feeling". The pin-board with the cards should be kept in the room, so that it can be used for further reflection at a later stage in the course
40	1	05	familiarisation with nature and impact of mental health conditions (Participants will have developed an understanding of what constitutes a mental health condition. The will be aware about the role of non-therapeutic counsellors in the recovery process - and ist limits)	introductory lecture on mental health conditions, focusing on possible effects on mood, perception, thinking, and behaviour. Emphasis is to be laid on the diversity of experiences and individuality of coping. The lecture is to include a five-minutes video with people talking about their experiences with a mental health condition	lecture, powerpoint presentation, video	
20	1	25	exploring examples (Participants will further develop their awareness of the individuality of illness experience. Participants will begin to develop an empathic understanding of the career impact of different mental health conditions)	Every participant is assigned an account of a specific illness experience (short video or one to two A4 pages) and then to note down how they imagine their own life course and everyday routines would be changed by being in a similar situation. They write a short summary about their thoughts.	indivdiual reading and reflection, fact sheets, pen-and-paper	The fact-sheets should reflect real-life experience. Alternatively first-person accounts like available in the Mind videos "Talking about..." can be used (e.g. on PTSD: www.mind.org.uk/information-support/types-of-mental-health-problems/post-traumatic-stress-disorder-ptsd-and-complex-ptsd/about-ptsd/
5	1	30	closing the session: messages on the way	Outline task for next day: keep the notes as they will be used in session C, outlook: MH NEETs and the labour market,	fact sheet with links to pod casts, vlogs etc.	

CC BY NC SA

Day 2: Reflection on stigma, obstacles and challenges on the way to work, support needs, support offers

C) Reflection on perception and stigmatization

Session Plan C (Reflection session mental health)						
time (mins)	cumulated h	cumulated m	Aim / ILOs	Content	Methods, materials	further details
5	0	05	opening	trainer sets out agenda for the day and explains task for this 45 minutes session		
24	0	29	presenting reflective exercises	Participants present the results of their reflexive exercises from the previous session	mini presentations (2 minutes each without powerpoint etc.)	
15	0	44	discussing preconceptions	Participants discuss their results with relation to the preconceptions they have put up on the pinboard	classroom discussion	
1	0	45	closing -	segue to next session		(no break)

D) Obstacles and challenges on the way to work

Session Plan D - Difficulties accessing vocational training and employment						
time (mins)	cumulated h	cumulated m	Aim / ILOs	Content	Methods, materials	further details
2	0	02	opening	setting agenda for session, focus on labour market access, guiding question: what is related to illness - what to the way illness is seen by others?		
10	0	12	gathering ideas and experiences	Participants form groups of three - take five minutes to identify four items/issues that make labour market access for young people with mental health conditions difficult (four minutes). Each group then names the issues and shortly explains their thinking, while trainer writes up the issues on the whiteboard	group work, whiteboard, classroom discussion	the trainer, while writing down the issues, places them on predefined areas on the whiteboard (impact of illness itself in relation with workplace requirements, impact of stigmatisation, impact of lacking support)
20	0	32	results from research	trainer presents the issues identified in research [literature review and focus groups]. Reference is made to the items on the whiteboard as they occur - and items missing are amended. Introduce and problematise social model of disability here	presentation, powerpoint, whiteboard	trainer to be familiar with section on "difficulties encountered" from IO2
10	0	42	discussion	open discussion, but ensure that the amount of items that are not direct effects of the illness but rather social conditions, stigma etc. is highlighted.	classroom discussion	
3	0	45	closing remarks	segue to next session (need for support)		

CC BY NC SA

E) What can be done to provide access to education and work?

Session Plan						
time (mins)	cumulated		Aim / ILOs	Content	Methods, materials	further details
	h	m				
5	0	05	introduction	overview and learning goals	presentation	
15	0	20	Gathering ideas	Based on the difficulties experienced by MH NEETs, participants are to make own suggestions in a brainstorming session	pin boards, cards	
45	1	05	Forms of support as indicated by research	Based on literature evaluation and Work4Psy research, students are presented with ways of support for MH NEETs.	presentation	
20	1	25	reflection on own experience/knowledge	Participants are to discuss in small groups how what they know from their own practice (or from hearsay, depending on their experience) how they match up with what they now know to be necessary	five minutes in buzz groups, 15 minutes for classroom discussion	If participants have no experience working with MH NEETs at all, a case study about experiences with a not-so-perfect support system can be used to instil discussion
5	1	30	summary	outlook on next session: finding support locally (F)		

F & G) What support is available in your region: Exploratory group work

First session: Small group exploration

Session Plan						
time (mins)	cumulated		Aim / ILOs	Content	Methods, materials	further details
	h	m				
10	0	10	introduction	explanation of task, resources provided (computers/tablets, printed material etc)		
75	1	25	group work - exploring locally available support	groups to explore locally available information and support, groups are looking at different offers according to point of entry and/or need (i.e. one group focuses on support available while at school, one while in the NEET situation proper [out of school, not in training or work], one during training/work, and one looks into support for informal carers, e.g. parents). Groups prepare a ten to fifteen minutes flipchart presentation	tablets or computers with internet access, printed material as available from local organisations, institutions and agencies, flipcharts	The groups are instructed to act "under a veil of ignorance", that is: they should not draw on existing knowledge but put themselves into a position of someone in need of support. The aim is not only to produce a network map for their ow work but also to develop a sense of how easily or otherwise these service are found and accessed
5	1	30	conclusion	class reconvenes, trainer shortly explains setting for presentations in nexts session (G)		

CC BY NC SA

HdBA Hochschule der Bundesagentur für Arbeit University of Applied Labour Studies
PEPSAEE PanHellenic Association for the Psychosocial Rehabilitation & Work Re-Integration
cesie the world is only one creature
STOWARZYSZENIE POMOST
Mundus

Second session: Presentation and discussion of the results

Session Plan						
time (mins)	cumulated		Aim / ILOs	Content	Methods, materials	further details
	h	m				
5	0	05	introduction			
60	1	05	group presentations with discussion	Groups present their results from session F., every group to present for about ten minutes to be followed by ten minutes discussion	flipcharts, camera	flipcharts are to be photographed so they can be put together in a local network compendium that participants can use to expand during their work
20	1	25	class discussion: what have we learnt? What will we do?	Guided discussion about how to use the emerging network map, about what's missing,..		
5	1	30	summary			

CC BY NC SA

Day 3: Exchange of practice, networking/social intervention, counselling

H) PRACTICE EXCHANGE IN THE MORNING

0 the one where it suits you in the course. It is important to us that you schedule a practice exchange. Of course, it is difficult to win practice partners with given dates, so you should be flexible here and adjust the course structure accordingly if necessary.

Session Plan						
time (mins)	cumulated h	cumulated m	Aim / ILOs	Content	Methods, materials	further details
5	0	05	introduction			This is a session whose realisation is entirely dependent on who can be invited (or visited) for an exchange, their preferred modes of presentation and discussion, their time budget and their interests. The suggested structure is, therefore, tentative at best. Also, while the praxis input sits best at the middle of the course, it can be moved -to have it included to fit the requirements of the contributors (splitting it into two shorter sessions with different target groups is also an option)
30	0	35	introductions, catering			
65	1	40	presentation/narration of experiences	The invited/visited MH NEETs and/or informal carers report their experiences with labour market access, challenges, difficulties, support etc.		
30	2	10	coffee break			
10	2	20	short summary, segue to exchange/interaction			
60	3	20	structured exchange/interaction	participants and invited engage in a structured conversation, particularly focusing on the question: "As career guides and counsellors - what can we do to facilitate and empower you?"		
10	3	30	Thanks to external participants and summary/conclusions			

I) NETWORKING

Sitzungsplan I: Netzwerkarbeit						
Zeit (m)	kumuliert h	kumuliert m	Ziel	Inhalt	Methoden und Materialien	Anmerkungen
5	0	05	Einleitung			
10	0	15	Brainstorming: Netzwerkpartner*innen	Die Teilnehmenden sammeln Ideen, wer zu ihrem Netzwerk in der Arbeit mit jungen Menschen mit psychischen Erkrankungen gehört. Sie schreiben diese auf Karten und heften sie mit einer kurzen Erklärung an die Pinnwand	Pinnwand und Karten	
25	0	40	Präsentation: Netzwerke	Die Präsentation orientiert sich am Kapitel B.2. des Work4Psy Instrumentariums ("Netzwerkarbeit am Arbeitsmarkt").	Powerpoint	Kurzer Hinweis, dass im Instrumentarium die Arbeitgeberperspektive gewählt wurde - Erläuterung , dass es wichtig für beruflich Beratende ist, auch diese nachvollziehen zu können.
40	1	20	Rollenübernahme: Navigation durchs Netzwerk	Teilnehmende schreiben, für sich selbst, auf, wie sie sich den Weg zurück in den Beruf aus Sicht der in B und C imaginierten Lage vorstellen - diesmal, indem sie dabei auch einrechnen, was vernetzte berufliche Beratung für sie erreichen könnte. Zwei bis drei Freiwillige können ihren Weg kurz vorstellen.	Notizen aus Sitzungen B und C sowie Pinnwand aus dieser Sitzung, Schreibmaterial	
5	1	25	Abschluss	Zusammenfassung und Überleitung zum Thema Beratung		

CC BY NC SA

HdBA Hochschule der Bundesagentur für Arbeit University of Applied Labour Studies
PEPSAEE PanHellenic Association for the Psychosocial Rehabilitation & Work Re-Integration
cesie the world is only one creature
STOWARZYSZENIE POMOST
Mundus

J) Professional guidance: attitudes and approaches

Session Plan						
time (mins)	cumulated		Aim / ILOs	Content	Methods, materials	further details
	h	m				
5	0	05	Introduction			
15	0	20	Brainstorming: networking partners	Participants gather ideas as to who belongs into the network facilitation the labour market access of MH NEETs	pinboard and cards	pinboards to be left at a visible place and
50	1	10	Presentation: Networking	presentation based on the employers' guide to networking from the Work4Psy handbook, focusing on the issues that require networking, the networking partners, role of the network pilot and principles of networking/networking competencies	presentation, ppt	explanation why the perspective of the employer was chosen (central to access to laboru market etc.)
10	1	20	completing the cards	participants complete the pinboard on the basis		
10	1	30	summary/conclusion			

CC BY NC SA

Day 4: Role play exercises

Sessions K & L: role-playing games

Sitzungsplan K & L: Rollenspiele							
Zeit (m)		kumuliert		Ziel	Inhalt	Methoden und Materialien	Anmerkungen
		h	m				
10	0,2	0	10	Einführung	Einteilung der Gruppen, Zuteilung von Räiumen, Zeitplan		
80	1,5	1	30	Rollenspiele	Gruppen von drei bis sechs Teilnehmenden führen die Rollenspiele gemäß den Szenarios ("Aynur", "Bogdan", "Christina", "Dennis"). Jeweils ein Gruppenmitglied übernimmt die "Kundenrolle" (wir folgen hier der Sprachregelung der Arbeitsagentur, ohne diese zu werten), eines die Berater*innenrolle - die anderen beobachten und führen Protokoll für strukturiertes Feedback. Trainer*in sollte bei jeder Gruppe zu mindestens einer Beratung zugegegen sein. Alternativ können die Gespräche auch gefilmt werden, sodass Trainer*in später noch zusätzliches Feedback geben kann.	Rollenspielszenarios, Schreibmaterial, eventuell Video-Equipment	Die Gestaltung und Intensität der Betreuung der Rollenspielübungen sollte an Hintergrund/ Erfahrung/Qualifikationsniveau etc, der Teilnehmenden angepasst werden. Die Rollenspielszenarios können durch eigene ergänzt werden. Autor*innen von Szenarios sollten beratungserfahren sein. Sie sollten den Schreibprozess als einen der kritischen Reflexion auf eigene professionelle Arbeit angehen und das Ergebnis vorher mit anderen Beratenden besprechen
30	2	2	00	Pause			
50	2,8	2	50	Rollenspiele	Fortsetzung der Rollenspiele wie oben		
40	3,5	3	30	Besprechung der Rollenspiele	Gruppen erzählen von ihren Erfahrungen mit den Rollenspielen. Trainer*in strukturiert moderierend. Als Vorgehensweise hat sich ein Fall-zu-Fall Ansatz bewährt, in dem eine Gruppe mit Fall A beginnt und die anderen dann ihre Sicht/Efahrung beitragen, bevor die nächste Gruppe mit Fall B fortfährt etc.	offenes Gespräch	Die Strukturierung der Berichte folgt aus den Schwerpunktsetzungen und Interessen, die sich im Verlauf des Kurses ergeben haben (bspw. Können bestimmte Themen aus vorigen Sitzungen im Auge behalten werden.)

Vocational Counseling for Young People with Mental Illness: The WORK4PSY Instrumentarium

The WORK4PSY toolkit provides the main results of the project from which this self-learning module was developed in the form of a manual.

Here you will find an overview of the support offered (Part A), guidelines and information on the professional inclusion of young people with mental illness (Part B), including a presentation of the WORK4PSY concept, guidelines on working in networks with employers, on working with families and other informal caregivers, dealing with stigmatization and empowerment, and offering activities in working with different target groups (Part C)

CC BY NC SA

Advanced literature

Brattig , V. (2013). Inclusion instead of integration of young people with primarily psychological problems in vocational rehabilitation? *Vocational Rehabilitation* 27(1): 31-48.

Brieger , P et al (2012). *How does professional rehabilitation and integration of mentally ill people work? Results of a controlled study* . Cologne: Psychiatry Verlag.

Carcillo , S., Fernandez, R., Konigs , S., & Minea , A. (2015). NEET Youth in the Aftermath of the Crisis: Challenges and Policies. OECD Social, Employment and Migration Working Papers, no. 164. Paris: OECD Publishing. DOI: https://doi.org/10.1787/5js6363503f6-en .

Drosos , N. & Theodoroulakis , M. (2019). Employment as an Integral Part of Social Inclusion: The Case of Mental Health Patients in Greece. In: *Promoting Social Inclusion* (International Perspectives on Inclusive Education, Vol. 13). Bingley: Emerald, pp. 221-237.

European Union of Supported Employment (2010). European Union of Supported Employment Toolkit. https://www.euse.org/content/supported-employment-toolkit/EUSE-Toolkit-2010.pdf

Finzen , A. (2013). *stigma of mental illness. Dealing with prejudice, blame and discrimination* . Cologne: Psychiatry Verlag

ILO (International Labor Organization) (1999). Decent work for all in a global economy: An ILO perspective. Retrieved from: https://www.ilo.org/public/english/bureau/dgo/speeches/somavia/1999/seattle.htm

ILO (International Labor Organization) (2008). ILO Declaration on Social Justice for a Fair Globalization. Retrieved from : https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/genericdocument/wcms_371208.pdf

Hammer, M. & Pößl , I. (2020). *Crazy understandable. Effective support for people with mental illness.* Cologne: Psychiatry Verlag.

Holling , H. et al. (2014). Mental health problems and psychosocial impairments in children and adolescents aged 3 to 17 in Germany - prevalence and temporal trends at 2 survey points (2003-2006 and 2009-2012). *Federal Health Gazette (57)* https://doi.org/10.1007/s00103-014-1979-3

CC BY NC SA

Krug, W. (2008). Special requirements for the education of young people with mental disorders. *Vocational Rehabilitation* 22(3): 129-145.

Lloyd, C & Waghorn, G R (2007). The importance of vocation in recovery for young people with psychiatric disabilities. *British Journal of Occupational Therapy 70* (2), 50-59. https://doi.org/10.1177/030802260707000202 file://n2030066/Users/ZickVaruS/Download/The_Importance_of_Vocation_in_Recovery_for_Young_P.pdf

Loos S, N Walia , T Becker & B Puschner (2018). Lost in transition? Perceptions of health care among young people with mental health problems in Germany: a qualitative study. *Child and Adolescent Psychiatry and Mental Health* 12 (1) 1-10. https://capmh.biomedcentral.com/articles/10.1186/s13034-018-0249-9

Pritachart , C. (2006). *Mental Health Social Work: Evidence-based Practice* . London: Routledge.

Ravens- Sieberer , U. et al . (2008). Prevalence of mental health problems among children and adolescents in Germany: results of the BELLA study within the National Health Interview and Examination Survey. *Eur Child Adolescent Psychiatry 17* (Suppl 1), 22-33. https://doi.org/10.1007/s00787-008-1003-2

Richter -Werling , M. (2017). crazy ? So what! A mental health prevention program. School *magazine 5-10* 11/2017: 51-54. https://www.irrsinnig-mensch.de/app/uploads/2017/11/201711_PM_VNU_Schulmagazin.pdf

Rüsche, N., Heland -Graef, M., & Berg-Peer, J. (2020). *The stigma of mental illness. Strategies against exclusion and discrimination* . Munich: Urban & Fischer.

Schmidtke, C. et al. (2021). Mental health problems, psychosocial resources and socioeconomic status in childhood and adolescence - an analysis with data from KiGGS Welle2. *Journal of Health Monitoring 6* (4), https://edoc.rki.de/handle/176904/9114

Schober, P. & Cammerlander , L. (2020). Symfos for Youth Work - Intervention Set, Erasmus+ Project Symfos for Youth Care, https://www.symfos-youth.eu/wp-content/uploads/2021/09/SFYC_IO2_DE_InterventionSet.pdf

Stengler , K., et al. (2021). Implementation of the principles of *Supported Employment* in Germany. Position paper of a task force of the DGPPN. *The Neurologist 92* , 955-962

CC BY NC SA

Storck, J. & Plößl, I. (eds.) (2015) *Handbuch Arbeit. How mentally ill people get and stay in work* . Cologne: Psychiatry Verlag.

Waldschmidt. A. (2005), Disability Studies: Individual, Social and/or Cultural Models of Disability? *Psychology and Social Criticism 29* (1), 9-31. https://nbn-resolving.org/urn:nbn:de:0168-ssoar-18770

CC BY NC SA