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Degree Program in Social Services
Bachelor of Social Services
Thesis, 2023

THE STUDY COACHING IN ESKOT RY CLUB- HOUSES

Study Support for the Clubhouse Members

ABSTRACT

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60 pages and 3 appendixes

Published Spring 2023

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This thesis aims to find out what the Study Coaching is in ESKOT ry Clubhouses and what kind of tools and techniques are used in it. Studies indicate an increase in mental health issues among adult students and in the future different forms of support are needed to complement the support services the education institutes provide. The ESKOT ry Clubhouses are day-activity providers for people who are recovering from mental health problems. The Study Coaching is part of the Clubhouse operations and it is created to provide support for those members who are studying or are interested in studying.

A mixed data collection method was used to gather materials for the research. The main focus was on interview data from interviews with five (5) of the Study Coaches which was supplemented with academic and web-based materials. Qualitative data analysis was implemented by thematic analysis and coding was used to discern relevant themes from the gathered materials. The coded themes were then expanded to build the base for the results of the research questions.

The main outcome of this study is explaining the forms of support used in the Study Coaching in ESKOT ry Clubhouses. They are divided into individual support where the Study Coaches encourage and support the participating members in creating goals and plans for how they are going to achieve their goals, group support which is often peer support on different topics, and community support from the whole Clubhouse community. The community supports its members in learning and thus gains new skills and talents for the community. The results also explain networking inside and outside of ESKOT ry Clubhouses and its importance to the Study Coaching.

The second result chapter lists the tools and techniques often used in the Study Coaching process and gives examples of some of these tools and techniques.

Keywords: The Clubhouse model, lifelong learning, social empowerment, study coaching

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1 INTRODUCTION

Life these days is hectic and the expectations of society on people are demanding. Professionals are expected to have expertise in multiple topics just to be able to be successful in their work-life areas. Students are vulnerable to being exhausted in their studies and life even before entering the workforce. They may even require support to be able to overcome this exhaustion which may often weaken motivation in their studies (Ärling, 2020, p. 11-12).

According to the National Higher Education Students' Health and Wellbeing Survey (KOTT) of the National Institute for Health and Welfare, a study conducted in 2021 showed that 13% of students had suffered from depression, 13.2% had been diagnosed with anxiety disorders, and 41.7% of students had experienced study fatigue. The need for support during studies is an increasing issue and it will need service providers outside of support services from the education providers. (Terveyden ja hyvinvoinnin laitos, 2022.) As the KOTT survey shows the increased need for support services for students, this thesis decided to research one model of support provided to studying members of ESKOT ry Clubhouses.

The Study Coaching in ESKOT ry Clubhouses is a program of support for the clubhouse members who are studying or are interested to start or continue studies of any kind while recovering from mental health problems. This thesis questions what kind of tools and techniques are used in the Study Coaching to increase and maintain motivation, prevent exhaustion, and support participants in their studies. (Ärling, 2020, p. 11-12).

This thesis is qualitative research and evaluation of the Study Coaching. By using concepts such as lifelong learning, the Clubhouse model, social empowerment, and study coaching as the key concepts for the research and evaluation. These concepts are the base that comes together as Study Coaching which is practiced in Clubhouse settings.

The journey in this thesis will take its readers firstly through the background of the work-life partner ESKOT ry and Tuusulanjärven Klubitalo, the key concepts of this thesis and how they are connected to one other, the purpose and objectives of this thesis and how data was collected and analyzed. Then the results of the research questions are explained in two results chapters. The last part of this thesis focuses on the ethical and reliability issues, the conclusions and discussion of the topic, recommendations for further studies, and how this thesis process has affected my, as the student conducting this thesis process, professional development.

2 KEY CONCEPTS

This chapter will explain the key concepts of this thesis which are the Clubhouse model, lifelong learning, social empowerment, and study coaching, and what kind of existing research information there was to be found, and then discuss the relevance of the key concepts to the thesis topic.

2.1 The Clubhouse Model

The first key concept for this thesis is the Clubhouse model. The Clubhouse model is built on the belief that everyone recovering from mental health problems has the potential to recover and live a satisfying life as an integrated member of the surrounding society regardless of their situation or mental health. (Hänninen, 2012, p.57.)

In their article, McKay et al. (2018) explain that the Clubhouse Model is a type of psychosocial rehabilitation that has existed for over 65 years with a worldwide presence and has positively affected thousands of Clubhouse members who have been diagnosed with serious mental illnesses. Psychosocial rehabilitation is a holistic approach to support people who are recovering from mental health problems to reach the optimal level of independence and quality of life with minimal need for professional support. (Saha et al., 2020).

The first Clubhouse was founded in New York in 1948. It was formed when former patients of a New York psychiatric hospital started to come together informally, in a way by creating a club for people with mental health problems, to organize support for each other rather than just services and treatment. The term “Clubhouse” indicates the ideology of membership and belonging which is the key message of the Clubhouse model. (McKay et al., 2018.)

The Clubhouses offer people with mental health problems opportunities and support with meaningful activities and guidance. It is constructed around the thought that work-mediated relationships and activities support members to achieve satisfying life and integration into society. Support for education and employment programs are key aspects of the Clubhouse model. The goal of Clubhouses is to help members participate in mainstream employment and have equal educational opportunities. (Hänninen, 2012, p.57; McKay et al.,2018.)

Clubhouses are membership-based which means that the members have both responsibilities and rights in the organization and have agency in the management and development of their Clubhouses. Being a member can give the members positive empowerment and increase their feeling of worth as a part of their community. (Hänninen, 2012, p.56.)

The base of the Clubhouse model is a work-ordered day. The work-ordered day is usually eight hours Monday through Friday where members and staff of the Clubhouse work side by side to maintain the day-to-day operations of the clubhouse. Members participate in the workday activities based on their current resources and their interests. (Hänninen, 2012, p.59.)

Often members of the Clubhouses have interrupted education because of their mental health problems. The Clubhouse offers educational opportunities and support for members to complete interrupted studies or start new ones. The Study Coaching in Clubhouses was created to answer this need of their members. (Hänninen, 2012 p.60; McKay et al., 2018.)

2.2 Lifelong Learning

The second key concept for this thesis is lifelong learning. Lifelong learning is at its core about the understanding that learning takes place throughout human life, it includes people of all ages learning in diverse settings from formal educational

institutions to work and activities in their leisure time. Often the concept of lifelong learning is mixed with the concept of lifelong education and for this thesis, it is important to understand the differences in the concepts. Education can be seen as facilitating formal learning with the goal and aim of the achievements of different categories. And even though formal education or formal learning is not only valued as a way of climbing the hierarchy of qualifications as it is also a way of developing self-esteem and thus creating positive changes in the future, it is important to understand that the learning accumulated through education is not the only way to learn or to develop persons knowledge and abilities. (Biesta et al., 2011, p.106; O'Grady, 2013, p.6.)

As mentioned before, lifelong learning is part of everyone's life. A big part of it comes from the ability people have to reflect, evaluate, and develop their actions, opinions, and solutions based on their experiences. (Rushton & Suter, 2012, p.92). If reflecting on the concepts of the Study Coaching and Clubhouse model we can see as people participating in the work-ordered day and learning new skills will increase their self-image and help them in the recovery process and reaching in regular work or education aspects.

The concept of lifelong learning in this thesis is primarily used as a tool to increase the social validation and acceptance in the community of the people who participate in the Study Coaching in Clubhouses. Social validation or social proof comes from the concept that as individuals people seek proof from others in their community or society that their actions or achievements are accepted. Social validation is a typical way for people to consider and mimic behaviors and actions in common situations. (Neera & Thangbiakching, 2020). Learning in any circumstances (formal, or informal) can help people adjust to routine living, which is a key aspect of recovery, and the way to achieve a regular work-life-based day schedule. By learning people can develop their sense of self and achieve agency in their lives. (Biesta et al., 2011, p.104.)

2.3 Social Empowerment

The third key concept for this thesis is social empowerment. Social empowerment is a holistic approach to actions that enhance persons' well-being by increasing their life skills and supporting them in active participation in their society. The goal is to prevent exclusion and thus empower individuals, communities, and societies. In social empowerment people and their community are seen in balance; a person when feeling empowered has the strength and resources to be an active member in their community and the community can increase and support the wellbeing and resources of persons. (Herranen et al., 2011, p.13; Wolf & Jonker 2020, p.33.)

Social empowerment aims to improve the quality of life of people who have experienced a loss of control in their lives for example because of mental health problems. Social empowerment uses individuals' strengths to increase their agency and participation in society or community. With social empowerment people who had experienced a loss of control in their lives are capable of recovering and regaining a life that they can feel is meaningful and satisfying to them. Recovery does not mean that person will no longer experience the problems or struggles that caused their issues and loss of control of their lives. Clubhouses in their membership-based approach are seen as communities in the eyes of the people who are part of them, and thus social empowerment is also a key concept in the Clubhouse model and the Study Coaching. (Wolf & Jonker 2020, p.30, 33.)

Wolf and Jonker (2020, p.34) state in their article that in the concept of social empowerment humans are social beings which makes people understand and see themselves through interactions with other people. So, without social interactions, there cannot be social empowerment. And empowerment comes from situations where the traditional power structure of experts and service users is transformed into collaborative partnerships as in the Clubhouse model where all members and workers are equals in interactions and the management and up-keeping of the day-to-day operations of the clubhouse. (East et al. 2002, p.48.)

2.4 Study Coaching

The fourth key concept for this thesis is study coaching. In this thesis, we are mainly discussing the Study Coaching, an internal part of the Clubhouse model but to understand the difference between the Study Coaching and general study coaching or support it was important to research both topics. General study coaching is used in diverse settings for example with students in primary, vocational, or higher education. The Study Coaching in Clubhouses was created to help the members of Clubhouses to be able to continue or start studies and to support them with these studies and to increase the opportunities and ways of lifelong learning in the communities of the Clubhouses.

As mentioned in the introduction, people are vulnerable to becoming exhausted by their studies and people with mental health problems are more susceptible to this exhaustion and may require support to overcome it. This exhaustion and fatigue may often increase feelings of inadequacy and weaken the motivation in which study coaching is necessary to support students with the continuation of their studies. (Ärling & Hannukkala, 2020, p. 11-12).

As was said by Kylä-Setälä and Sipilä (2020, p. 69) in *Strength for Studies – Getting A Grip on Guidance* most students will need support in their studies. And in the case of members of the Clubhouses, the need can be more profound. The Study Coaching tries to upkeep motivation and helps participants overcome difficult times during their studies regardless of the situation in their personal lives. With sufficient support, it is possible to increase coping against exhaustion and loss of motivation with the Study Coaching participants and other students. (Ärling & Hannukkala, 2020, p.12).

When a person is feeling vulnerable because of school exhaustion, difficult life situations, or prior mental health problems even small obstacles in the process of their studies can feel overwhelming and affect the continuation or graduation of

their studies. It is important that they have support in their studies. Forms of support can vary, for example, from helping the student understand the given assignments, how to schedule the process of doing the tasks, or emotionally supporting them in situations the student feels that they did poorly. (Rautamäki, 2020, p. 24; Kylä-Setälä & Sipilä, 2020, p. 59.)

One reason for students to start suffering from a lack of motivation these days is the lack of peer support; if students have dropped from the regular study rhythm and - path they may have lost contact with their peer students they started their studies. Perhaps this is why one aspect of the Study Coaching in Clubhouses is peer support through group meetings and workshop sessions between the Clubhouse members who participate in the Study Coaching. (Jänkälä, 2020, p.17-18.)

According to Kylä-Setälä and Sipilä (2020, p. 60), the challenges in the studies are not always about the student's study skills, there is an immeasurable number of variables in the student situation that can affect the motivation and resources the student has. One of the benefits of Study Coaching is that the participants will have all-encompassing support in their lives not only in the form of the Study Coaching but also from the Clubhouse community in the forms of time management and mental well-being as a member of the community.

2.5 Relevance of the Key Concepts

Studying and reading about the key concept has made me realize that they are all interchangeably connected. Social empowerment is a major aspect of The Clubhouse model; Study Coaching is created as a part of how the Clubhouse model is done with its members and lifelong learning is an aspect that the Study Coaching upkeep in the Clubhouse community.

One without the other does not work. As the Clubhouse model is built on the understanding that all the members have the potential to recover and thus create

a net of social empowerment where a member of Clubhouse gains empowerment from the Clubhouse community and with that increases the resources of the community with their empowered resources. And as the Study Coaching has been created to work within the frame of the Clubhouse model, the concept of lifelong learning is essential when considering the life courses of the Clubhouse members who participate in the Study Coaching.

In this thesis, while discussing the Study Coaching and its tools and techniques and other factors that had come out in the process they are always mirrored in the concepts and theories behind the Clubhouse model as it is the basis and platform of the Study Coaching.

Published data about lifelong learning and social empowerment can be found easily in the databases that we have been given access to from Diaconia University of Applied Sciences. And the Clubhouse model has been a pleasant surprise considering the availability of academic materials containing the topic. There has been significantly less academic material about the Study Coaching or regular study coaching. Part of the literature used in the research for this thesis consists of publications of projects that were directed in support of students in their studies like the Strength for Studies – Getting a Grip on Guidance by the Diaconia University of Applied Sciences and the Diakonia College of Finland, Nyyti ry, and the Research Foundation for Studies and Education Otus.

The Clubhouses around the globe have partnered in several studies about the recovery of mental health problems, participation, and support in finding work, for example. Even in Finland, several students have had the opportunity to do their thesis programs in collaboration with Clubhouses. (Clubhouse International, 2023a; Suomen Klubitalot, 2023.)

In addition, during the years 2019-2021, the ESKOT ry participated in a project to support students in higher education getting back to studies after a break or delay in their studies caused by mental health problems. The project was called Takaisin Opintoihin (Back to Studies) and it was done in cooperation with Nyyti

ry, the University of Helsinki, and Humak University of Applied Sciences. (Nyyti, 2023.)

3 THE PURPOSE AND RESEARCH QUESTIONS

The main purpose of this thesis is to find out what the Study Coaching is that is operated in the ESKOT ry Clubhouses and what kind of tools and techniques are used in it. This thesis will try to achieve an understanding of the key concepts that were outlined in the previous chapter and how they are combined in the topic of Study Coaching as it is developed as part of the Clubhouse model.

The concept of tools in this thesis is used when describing specific implements that carry out specific purposes in the process, for example, the time management tool Pomodoro or Kanban which is a tool to envision what needs to be done for an assignment or study area. The concept of techniques is used to describe ways of carrying out certain processes, for example, the motivational interviewing technique or solution-oriented approach are techniques mentioned in this thesis.

This thesis aims to gather and share knowledge about the Study Coaching to and from the Clubhouses under the ESKOT ry. The Study Coaching units can then use the existing and combined data in their units. This thesis can be used as a step further to plan new studies and development plans for the Study Coaching.

The research questions for this thesis are:

1. What is the Study Coaching in ESKOT ry Clubhouses?
2. What are the tools and techniques of the Study Coaching in ESKOT ry Clubhouses?

The first part of this research focuses on the theoretical data on the Study Coaching through the chosen key concepts and data gathered from the expert interviews. After that, a small “toolbox” maps out the tools and techniques used in the Study Coaching.

4 WORK-LIFE PARTNER AND A RESEARCH ENVIRONMENT

ESKOT ry is an abbreviation of the name Etelä-Suomen Klubitalot ESKOT ry and it is used in this thesis when referring to the work-life partner. The ry in the name comes from the words rekisteröity yhdistys = registered association.

The work-life partner for this thesis is ESKOT ry. It is an umbrella organization that has seven Clubhouses under it. ESKOT ry was founded in 2001 as a background organization for Helsingin Klubitalo and its original name was Helsingin Klubitalot ry. In 2014 after the expansion of the operations, the organization changed its name to Etelä-Suomen Klubitalo-osaajat ESKOT ry. The name was shortened to Etelä-Suomen Klubitalot ESKOT ry in June 2017 and has since been called more familiarly as just ESKOT ry. (ESKOT, 2022.)

ESKOT ry:s goal is to promote the position and rights of people with mental health problems who need psychosocial support. They are involved in influencing and implementing various projects to improve their members' life and support, issuing statements, and creating social debates. ESKOT ry Clubhouses organize goal-oriented day activities for those in need of psychosocial support in everyday life, peer support, and individual guidance. (ESKOT, 2022.)

There are almost 3000 members in the ESKOT ry Clubhouses at the moment and all of them are potential participants of the Study Coaching this thesis research and such can be considered to be the target group of the thesis.

The Clubhouses are community-based day activities aiming to support people living with and recovering from mental health problems. They are membership organizations, and the people who participate in Clubhouse's activities are its members with all the rights and responsibilities that come with that. To be a member of something like the Clubhouse gives the members the right to belong somewhere and for people living with mental health problems, it is not something that can be taken for granted. (Clubhouse International, 2022.)

Clubhouses are built upon the belief that every member has the potential to recover from the effects of their mental health problems and to lead a personally satisfying life as a member of society. In Clubhouses the belief is that work, and work-mediated relationships, are restorative and for that, the day-to-day operations of Clubhouses are built in the form of support and encourage its members to get into the work market or studies. (Clubhouse International, 2022.)

The main cooperation will be done with Tuusulanjärven Klubitalo and their Study Coaching Unit. Tuusulanjärven Klubitalo was founded in 2002 and it operated with the name Keski-Uudenmaan Klubitalo until 2020 when the name was changed to Tuusulanjärven Klubitalo. Tuusulanjärven Klubitalo operates with the same standard principles as other ESKOT ry Clubhouses. The accredited quality standards come from the organization Clubhouse International and are reviewed every two years. The quality standards cover the rights and responsibilities of the members and employees of clubhouses. Included in them are codes of conduct for memberships, collegial relationships between Clubhouse staff and members, environment guides for the Clubhouse spaces, structures of the work-ordered day, employment and educational projects for the members, functions and basic requirements for the Clubhouses to meet members' needs and funding, governance and administration requirements of the overseeing the Clubhouses. (ESKOT, 2022; Tuusulanjärven Klubitalo, 2022; Clubhouse International, 2023b.)

Clubhouse International is a non-profit organization that helps Clubhouses to grow. It represents over 300 Clubhouses all around the world. Clubhouse International manages the accreditation process of internationally developed best practice standards that promote strong recovery outcomes. Accreditation is awarded for one or three-year periods by a team of members from Clubhouse International's Faculty for Clubhouse Development. They are members and staff from Accredited Clubhouses around the world. (Clubhouse International, What We Do, 2022; Clubhouse International, Brochure, 2020; Clubhouse International, Accreditation, 2022.)

Clubhouse International was created in 1994 from the legacy of the first Clubhouse the Fountain House which was opened in 1948 and it has grown to become

a global provider of cost-effective and sustainable solutions for recovery from mental illnesses. (Clubhouse International. Mission and History, 2022).

5 RESEARCH METHODOLOGY

This chapter will introduce the research and analysis methods used in this thesis, the data collection, and the steps of the data analysis process.

5.1 Research Methods and Data Collection

Literature from Diak Finna and e-book and academic article collections provided by Diaconia University of Applied Sciences and the work-life partner was used to gather materials for theoretical portions and background information for this thesis and also to find specific information to verify or explain contents in the results. The data analysis materials were gathered through interviews and the webpages of ESKOT ry Clubhouses. Interview data were gathered from five of the Study Coaches that operate in the ESKOT ry Clubhouses for expert knowledge of the topic. Data on the Study Coaching was also gathered from webpages of different ESKOT ry Clubhouses. Observations of the Study Coaching in operations and events in the Clubhouse settings were used to gather practical data about Study Coaching and used as background information while writing the results.

For this thesis, it was decided that mixing different types of data was the most effective way to gather data for analysis. As Axinn et al. (2006, p.2) state in their book mixing different types of data helps them to balance each other's strengths and weaknesses.

In the original proposal for this thesis, there was a plan to use focus group interview with the Clubhouse members who participate in the Study Coaching. However, as in the journey of this thesis, the topic and research questions have changed from the impacts of the Study Coaching to what the Study Coaching is it was decided that the expert interviews of the Study Coaches are enough.

Although a focus group would have been an excellent method to gather qualitative and evaluation-based data. Often people are more open with their thoughts on the common subject in the presence of their peers which then allows for gathering richer data on the topic with descriptions, details, and examples. (Leavy, 2017, p.19). However, for the current topic of this thesis, more accurate qualitative data came from the interviews of the Study Coaches.

The interviews with the Study Coaches were done in form of semi-structured interviews which are also called less structured interviews or unstructured interviews. They are a more flexible form of interviews than structured which allows more in-depth information on the topic from the participants. With semi-structured questions such as the one used in the interviews (see Appendix 1), people can bring up adjoined or new issues in the conversation that the interviewer had not considered being part of the topic. (Axinn et al., 2006, p.5-6.)

The interviews were done either online or face-to-face and recorded in audio form. As they were implemented as semi-structured interviews the data that was collected from those was more comprehensive than what I as the interviewer had originally thought. The interviews gave several new topics for research and the idea of creating a small “toolbox” of the tools used in the Study Coaching as a part of this thesis. Each of the five interviews lasted approximately one hour and the amount of transcribed data from those interviews was 31 pages of text.

As the research method is a tool for data gathering it must be chosen specifically with the thought of the needs of the specific research in question. The concluding information for this thesis comes from interviews and webpages and as this thesis is aimed at finding the answers to the research questions from the informal information from those sources the qualitative research style was appropriate for this thesis. (Leavy, 2017, p.14). The ESKOT ry Clubhouses webpages (see Appendix 3) were used to collect data that they had about the Study Coaching for the second data analysis. The amount of unified text-based data from the web pages was 7 pages of text.

A qualitative thematic analysis was used to find themes from the materials of the interviews of the Study Coaches and the webpages of ESKOT ry Clubhouses. It was used to look for similarities in the materials that could be chosen as the themes that emphasize the aspects, techniques, and tools in the Study Coaching. These findings were then gathered to create the results to the research questions of this thesis answering what the Study Coaching is and making a “toolbox” of what kind of tools and techniques are used in it. The term toolbox is used in this thesis to describe a list and examples of tools and techniques the Study Coaches use in the Study Coaching. The toolbox mentioned is in Chapter 7. of this thesis.

5.2 Steps of the Thematic Data Analysis

As the data gathering was done by qualitative research style so was the data analysis. Qualitative data analysis methods are used when the data is used to find comprehensive descriptions of systems, theories, and processes from nonnumerical data such as words from interviews or webpages like in this thesis. (Brodsky et al., 2016, pp.13-14.)

As Brodsky et al. (2016, 16-17) have mentioned the next step for data analysis through qualitative data analysis methods for example thematic analysis is to use coding to highlight certain content from the materials that are pertinent to the research questions. In the thematic analysis method, coding is used to find recurring ideas and concepts from the data and group them as themes. These themes could be topics and wordings that emerge multiple times in the interviews with different people or other materials and are reaching something important in the data concerning the research questions. (Riger & Sigurvinsdottir, 2016, pp.33, 34).

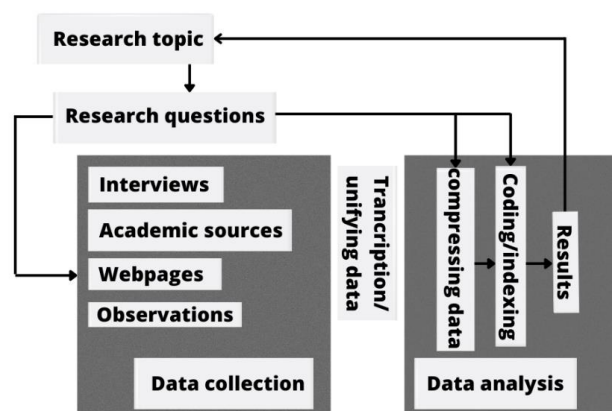
A YouTube video from Kent Löfgren (2013) was used as a guideline for the data analysis process; it has clear step-by-step guidance on how to do qualitative analysis from interview data that were easy to understand and helped to do the data

analysis for this thesis. Other academic materials were used to deepen the understanding of the qualitative data analysis process and they are referenced in the points they were used.

The path of qualitative research is similar to the general research process. Except when in general research the data collection and analysis are fixed points in the research process; in the qualitative research process data collection and data analysis alternate with each other. After data analysis is completed, new data might be needed to be collected based on the analysis. The new data need to be then analyzed. Figure 1. demonstrates the process of the qualitative research process of this thesis. How the research topic will formulate the research questions and how the research questions will affect data collection (what kind of data, where to collect) and data analysis (what is important and what to code). (Kananen, 2017, pp.131-133.)

Figure 1.

Process of Qualitative Research



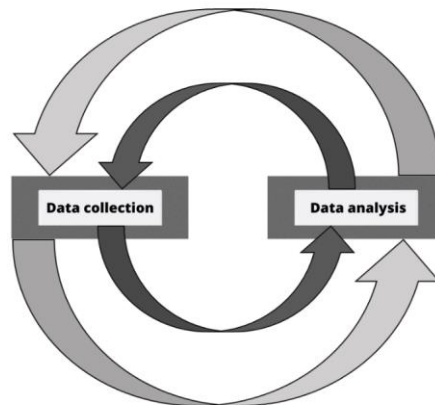
Note. This figure is modified to describe the qualitative research process in this thesis from the book of Kananen (2017, p131).

When the interview materials for this thesis were in the process of being transcribed or unified from audio format into text all information from the interviewees where they could be identified was removed from the materials to protect the anonymity of the interviewees. After the data analysis from the interview materials was done new data collection was started from the web pages of different Clubhouses. Figure 2. demonstrates the need for new data collection after the data analysis and how the circle of data collection and data analysis continues.

After the first couple of reads through common and similar concepts started to come forward from the transcribed interview texts. Bringing them up as the first round of coding (or indexing) started the analyzing process. In the end, there were three rounds of coding from the interview materials before the second data collection phase was needed.

Figure 2.

The circle of Data Collection and Data Analysis



Note. Figure expresses how after data analysis of broad data collection more compressed data collection will be done based on the analysis. This circle will continue as long as it is needed. This figure is copied from the book *Laadullinen Tutkimus Pro Graduna ja Opinnäytetyönä* by Kananen (2017, p. 132).

From the transcribed interview data after the three rounds of coding six main topics could be seen forming: 1) the general data of what the Study Coaching is, 2) networking in the Study Coaching, 3) individual support in the Study Coaching, 4) group support in the Study Coaching, 5) community support in the Study Coaching, and 6) tools used in the Study Coaching. The second data-gathering round focused on the webpages of the seven ESKOT ry Clubhouses and the information they have about the Study Coaching.

After the second data collection from the webpages of all of the seven ESKOT ry Clubhouses, the links can be found from the main ESKOT ry webpage and in Appendix 3., was done the second data analysis was started. In it, with the use of guidance from a YouTube video (Löfgren, 2013) mentioned previously the coded phrases and topics that were found in the first data analysis were used as the basis for coding the new data. The data was first separated under the six coded themes from the first data analysis.

After that, the new data was analyzed and compared to the previously gathered and analyzed data it was decided to divide into four main themes. The themes were 1) general information about what the Study Coaching is, 2) support in the Study Coaching which was then divided into individual, group, and community support, 3) networking in the Study Coaching which was divided into internal and external networking of ESKOT ry and finally 4) the tools and techniques used in the Study Coaching. After the second data analysis round was done new data collection was started for more specific topics gathered from the data analysis to verify and prove the findings to create the results for the data analysis of this thesis to answer the research questions. The data was then divided from the themes into categories and subcategories that are used as titles in the result chapter. The tools and techniques found or mentioned in the original data were gathered in the “toolbox” of Chapter 7.

An example of the data analysis process from this thesis could be how in all of the interviews support for time management skills was important in the Study Coaching. The term time management skills were chosen as one of the coded themes. In the interviews, the Study Coaches spoke about Pomodoro-tool as one

of the time management tools used with the members. In the coding, Pomodoro-tool was put under time management skills. After the second data gathering the terms time management skills and Pomodoro-tool could be found on most of the texts gathered from the webpages. That solidified time management skills and Pomodoro-tool as themes in the analysis. In the last data gathering round focus was to gather data on the chosen themes. In this example, data was gathered about time management skills and Pomodoro-tool which were then explained in their specific points of the result Chapter 7.

As the materials from the interviews and the ESKOT ry webpages were in Finnish the data analysis was also conducted in that language. The themes chosen to be in the results were translated into English after the analysis was completed.

5.3 Data Handling and Data Protection and Permits

Data handling and data protection have been taken into consideration during the thesis process. A data handling and data protection plan was made during the planning stage of this thesis. It was decided that all data received from interviews would be used anonymously and all data that could be used to identify the individuals were removed from the data during analyzing process. Consent forms were required from the people participating in the interviews and in the forms was written down the agreement on how to handle the given data. The agreement can be found in Appendix 2 of this thesis. All interview materials have been agreed to be destroyed after this thesis process has ended and names and other identifiable material had been removed from the material during the transcription of the interview materials.

During the planning stage of this thesis, I asked the work-life partner if there was a need to apply for a research permit from them. The work-life partner announced that it was not necessary. The representative from the work-life partner ESKOT

ry signed a thesis agreement for this thesis with me and the supervising teacher from Diaconia University of Applied Sciences.

Data handling and protection guidelines and other ethical considerations in this thesis process come from the materials of responsible research ethics that were agreed upon in the ethical recommendations for thesis writing by Arene (Arene, 2020) and TENK.

6 THE STUDY COACHING

In this chapter, the result is presented, the first research question is answered and the Study Coaching in the ESKOT ry Clubhouses is explained. The themes found from the analysis will be opened. The chosen themes are what is the Study Coaching in ESKOT ry Clubhouses, what kind of support there is in the Study Coaching, and what kind of networking in and outside of the ESKOT ry is in the Study Coaching.

The results were built from the materials of the data analyses and the focus was on the themes gathered from the interview materials using materials from the webpages of the Clubhouses of ESKOT ry as secondary sources confirming the found themes. Quotations are not used in the results as the interviews were conducted in Finnish and I as the student doing this thesis felt that trying to translate the materials might have affected the core of the content in the interview materials.

6.1 What is the Study Coaching

The Study Coaching includes everything that has anything to do with studying or learning. It is either individual or group form support for the Clubhouse members participating in the Study Coaching. It is not meant only for members who are studying in educational establishments but for every member of the Clubhouse. One of the main roles of the Study Coaching is to maintain lifelong learning in the Clubhouse community.

The Study Coaching is operated with a solution-oriented approach where the Study Coaches help and support the members to create and achieve their individual goals. The first steps are to help the participating member to identify and map out their strengths, skills, goals, and the steps the members are considering

to achieve their goals. The use of the solution-oriented approach is to help the members to trust and believe in their own skills and strengths through positive outcome expectations and reflections. (Germaine, 2018.)

In the Study Coaching, the Study Coaches guide the members in study techniques, everyday life skills, and time management. Each individual in the Study Coaching has their own plan and goals for the Study Coaching. Some may need more support in keeping their timetables and meeting deadlines and others with planning how to do their assignments and tasks.

Flexibility is important both in the individual Study Coaching and in the way the Study Coaches are part of the everyday operations of the Clubhouse community. Each of the ESKOT ry Clubhouses has the Study Coaching designed to their Clubhouses and its member's needs. It would be also important to create common guidelines for the Study Coaching in all of the ESKOT ry Clubhouses in the future.

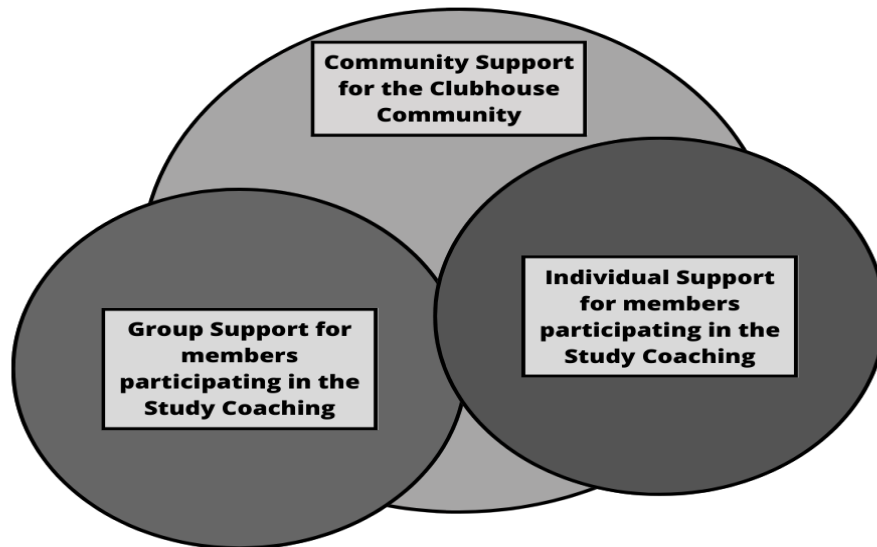
6.2 Support in the Study Coaching

In this chapter, support in the Study Coaching is explained on different levels: individual support for each member participating in the Study Coaching, group support in the group activities of the Study Coaching, and the community support of lifelong learning for the whole Clubhouse community.

Figure 3 expresses the structure of the support and how they are intertwined in the process of the Study Coaching.

Figure 3.

Support Structure in the Study Coaching



Note. Figure expresses the structure of support in the Study Coaching. Group and individual support are based on communal support as all members participating in the Study Coaching are members of the Clubhouse community.

From the interviews, I gathered the understanding that even though support in the Study Coaching can be divided into three different subcategories of individual, group, and community support; in some ways, they all are part of community support. As all members participating in the Study Coaching are members of the Clubhouse community they are receiving community support of the Study Coaching automatically even when the main aim to them would be to receive either individual or group support.

6.2.1 Individual Support in the Study Coaching

Individual support in the Study Coaching is used to support and guide the Clubhouse members who participate in the Study Coaching to achieve their individually planned goals. The Study Coaching is not only for those members who are planning or are studying something but rather all of the members of the Clubhouse who are interested in learning something new. The support can help with mapping out the member's interests and strengths for finding what could be the field they would like to study or work in someday. When an interesting study field is found the Study Coaches can support the member preparing for the entrance exams and during the studies, support can be helping with study techniques, memory practices, and time management. One aspect of support in the Study Coaching is life management skills, such as balancing time between studying, working, and free time or managing their finances. In the individual support in the Study Coaching, the member's resources and life situation will always be taken into consideration when planning the individual support the member needs.

To some members, the support they need from the Study Coaches is a singular visit and discussion about their studies or plans and they can achieve their goals without further contact or support. Some members benefit from the support from the Study Coaches the entire time of their studies. Based on the interviews of the Study Coaches they said that the members have given them feedback on how the support of the Study Coaches has been a significant factor for them in reaching the finish line and graduation.

When considering the target group of the Study Coaching, the members of the Clubhouses are people who are recovering from mental health problems, their resources may already be low when starting their studies. With the support of the Study Coach, they can make action plans on how to achieve their goals and distribute their resources so that they will not fall into exhaustion and lose their motivation during their studies. Sometimes harder decisions are needed to do if the studies do not even with the support of the Study Coach progress forward. The support and guidance from the Study Coach could be helping the member to

decide between continuing or ending their studies. Motivation and interest in certain fields may fade away which makes the best move forward for the student to consider if there would be other fields that would interest them more and if they should change their study area. It is important for the Study Coaches to help the student to understand that ending their studies is not failure but only one step forward in their study path and recovery.

Maintaining motivation and making concrete plans on how the student will achieve their goals is one of the biggest responsibilities of the Study Coaches. Sometimes the student may have problems with creating sensible goals for their actions and the Study Coach can help by guiding the students in finding smaller steps and mid-goals in between the bigger goals to focus on. And showing how bigger tasks or assignments can be less daunting when divided into smaller pieces and tasks. It is also important to say to the student aloud when they have reached goals or achieved something as sometimes it can be difficult for the member themselves to see or realize their success. In a way, one of the goals of the Study Coaching is to help the participating members to see their future more positively and brightly.

When a member is interested in participating in the Study Coaching they have easy access to the Study Coaches who are actively present in the everyday operations of their Clubhouses. In the beginning, the Study Coach carries out a starter discussion where they will map out the member's motivations and interests with motivational interviewing using open-ended questions where the member has to answer the questions with more than just one-word sentences. Motivational interviewing is a way to strengthen a person's motivation towards change in their behavior with cooperation between the actor and supporting persons. It is done by a conversation where the supporting person asks open-ended questions to help the actor to come up with solutions and plans on how they could achieve the wanted changes in their actions and behavior themselves. (Miller, 2013, pp.12.)

If there is a need or suspicion that the member may have undiagnosed dyslexia or some other difficulties with studying, they are also mapped out or tested and

their support in the Study Coaching is developed considering these. In cases where professional help is needed to get a diagnosis or support the Study Coach can be there for the member during this as emotional support.

As the support is individual and developed to include what each member of the Study Coaching needs the forms of support are varied. To some, they may need constant support and supervision so that they can achieve their goals. For example, the Study Coach and the participating member can agree that the Study Coach calls the member in the morning and they together plan what the member should achieve during the day, and then in the afternoon the Study Coach calls the member again and they discuss what the member did achieve and how to go forward from that the next day.

The main thing that the Study Coaching should do in individual support is to bring the understanding of how learning in itself is empowering and that it is an aspect of the recovery of the members. And that participating in the Study Coaching does not require the members to be actively studying something official with graduation or credits in mind but rather to have the goal of learning something just for the joy of learning.

6.2.2 Group Support in the Study Coaching

A big part of the Study Coaching is done in form of groups. They can be on different themes or peer support groups. The themes and ideas for the groups come from the Clubhouse members who participate in the Study Coaching. Sometimes the themes can be associated with the time of the year for example during early spring groups could be organized for preparing for entrance exams for schools. Or when needed there could be deadline groups for the members of the Study Coaching to achieve their school assignment deadlines. The number of members and how often the groups meet varies on the needs of the participating members and the size of the Clubhouses.

Traditional peer support groups are also important in the Study Coaching. In peer support groups, the members can support and encourage each other with the understanding of a peer who may struggle or face similar topics or problems. In peer support, people participating in it are in a position to give and receive support from others on their lived experience (Borkman, 2021). As these days studies are often executed with distance learning methods and in online classrooms, the students may have been left alone without the support of a class or a group of their own. The peer support groups of the Study Coaching can counterbalance the void by giving the students a learning community of their own from their Clubhouse communities.

The cooperation between the ESKOT ry Clubhouses is important also for group support in the Study Coaching. With cooperation, the Study Coaching can ensure the continuity of their groups and have enough members participating in them. Of course, the joint groups are often in form of an online group and that can make participation difficult for some members. The Clubhouses do provide guidance and support for its members on how to use computers and online services so hopefully, the digital inclusion will cover most of the Study Coaching members soon. (ESKOT ry. Hankkeet. 2022.) To some members' online groups lower the threshold for participating in different groups when they do not need to go physically to the location of their Clubhouse and can participate from the safety of their homes. Based on the interviews of the Study Coaches they said that they have noticed a clear pattern in how the members who have come to the Clubhouse community through the Study Coaching have gained courage with participating in the online groups of the Study Coaching and with that in the groups of their Clubhouses and started to find their place in their own Clubhouse community.

One of the most popular groups in the Study Coaching is GSD (Get Stuff Done) groups where using Pomodoro-tool the participating members do their tasks together in short periods and with peer support in between the work period. The Pomodoro-tool will be explained later in Chapter 7 of this thesis. As in all of the activities of the Clubhouses and the Study Coaching these groups are also available to all of the Clubhouse members. Everyone can do what they want during

the GSD some do their school assignment, and some might do housework during it.

6.2.3 Community Support in the Study Coaching

As it has been said lifelong learning is an essential aspect of the Study Coaching. More specifically it is the maintaining of lifelong learning in the whole Clubhouse community. This is important both in the Study Coaching and in the Clubhouse model to pay regard as learning happens every day and everywhere and the Study Coaching should help the Clubhouse community to take notice of this and with that help the members to realize the growth in their skills and abilities.

Activities of the Study Coaching are created from the needs and wishes of the members of its Clubhouse community. And the activities and operations in the Study Coaching are flexible enough for changes so that they can cater to the whole Clubhouse community. It is the role of the Study Coach to map out the needs and wishes of the community and to ensure that with the activities of the Study Coaching the whole Clubhouse community can see that lifelong learning can and is part of their everyday life.

One aspect of the Study Coaching is that the members participating in the Study Coaching actively can feel the support of the whole Clubhouse community in their studies or learnings. The theory of social empowering can be seen in action in the operation of the Clubhouses; as Wolf and Jonker (2020, p. 33-34) have told that humans are social beings who see themselves through interactions with other people. If taking this in the concept of the community support of the Study Coaching, it could be seen in the action of a member who is learning new skills from the Clubhouse community and then teaching it a to new member that comes to be part of the Clubhouse community. The actions of the community supporting each other in learning will bring new skills and talents to the community that they can share with each other.

The Study Coaches brought out in their interviews how rewarding the moments are when someone in the Clubhouse community has been listening to them telling people about lifelong learning and the learning opportunities and comes to them asking about their opportunities to try learning. This is to them one of the most important tasks in the Study Coaching to encourage the members of the Clubhouse community to try learning new skills and to inspire more and more members to try out something new. With this, they could also encourage those members who have for a long time just focused on surviving everyday life and have not had enough energy for anything else to see that even they have the opportunities to try and learn and improve their self-esteem.

6.3 Networking in the Study Coaching

This part explains networking in the Study Coaching. The networking can be divided into two categories: networking outside and inside of ESKOT ry Clubhouses. Examples of networking outside are cooperation and communications with education providers in the areas of the Clubhouses and inside is the cooperation of different ESKOT ry Clubhouses.

6.3.1 Networking Outside of ESKOT Ry Clubhouses

Networking outside of the Clubhouses is a major part of the Study Coaching. It is a way to forward information about the Study Coaching and the Clubhouses to people who may need its services. It is part of a multidisciplinary collaboration with social and healthcare providers the Clubhouses does. Networking is also used to gain new members for the Clubhouses and the Study Coaching.

Collaboration with educational institutions in the area of the Clubhouses helps when member studying needs to have the Study Coaches' support in meetings and discussions with the provider of their education. Based on the data from interviews several of the Study Coaches saw that there was a need to have a kind of interpreter between the school and the student. As people who are members of Clubhouses and participate in the Study Coaching do have problems with their mental health and are on the path of recovery, they may occasionally have more need for support or alternative ways to complete parts of their studies. Support from the Study Coach in the communications between them and the school can have a profound bearing on the student's prospects for graduation.

If we are looking at the results of the National Higher Education Students' Health and Wellbeing Survey (KOTT) of the National Institute for Health and Welfare from 2021 it could be seen that the pandemic years have created a bigger need for support with students. The Study Coaching and the Clubhouses can add to the support services that schools and their limited resources can allocate. (Terveyden ja hyvinvoinnin laitos, 2022.)

The clubhouses do collaborations with adult education centers in their area. This gives the members opportunities to participate in courses in the adult education center for free or the courses can be arranged in the Clubhouse for its members. People with mental health problems may often have difficulties with their finances or they are in a disadvantaged position by being outside of working life and may not have the financial capacity to normally participate in the adult education centers courses. (Mind, 2022).

There is a collaboration going on with other Clubhouses in Finland in a certain amount and that will most likely increase in the future. The Study Coaches brought out in the interviews also a wish that collaboration should be increased to cover the Clubhouses in other Nordic countries as they are all part of the international Fountain House conglomeration.

6.3.2 Networking and Collaboration Inside ESKOT ry

Networking and collaboration are also important inside of ESKOT ry. The Study Coaches of different ESKOT ry Clubhouses meet regularly online and they also have a WhatsApp group discussion area where they can contact each other when needed. Twice a year they meet on Study Support Days where the Study Coaches together with the members of their Clubhouses can discuss and develop the Study Coaching. As it is in the Clubhouse model that workers and members are equal in the operations of the Clubhouses are the members also always welcome to the online meetings (Clubhouse International, What We Do, 2022).

Each of the Study Coaches has come to work in the position with different backgrounds and expertise and together they can use this accumulated expert knowledge to benefit the Study Coaching and their members. No one is expected to be the expert or know everything and as the Study Coaches brought forth in the interviews in the situation of specific information is there usually someone in their midst who either know the needed information or know whom to refer that would know it. Although the Study Coaches were happy about how information and knowledge were shared among them there still were wishes that they should develop a shared workspace where they could see what kind of shortcuts or tools the other Study Coaching teams used in certain situations. They also mentioned how the e-Clubhouse has created collaboration through different social media platforms and that it could also be used in the collective work in the Study Coaching.

Cooperation between the different Clubhouses is already used to create groups on different topics. This mode of collaboration should be cultivated even more in the future. It could ensure that the groups would have enough participants to continue their activities as some of the smaller Clubhouses may have difficulties finding enough interested members to keep up the groups themselves.

There is also tight cooperation between the Study Coaching teams and the Work Coaching teams inside the Clubhouses. Especially important it is during the

transition period when a member studying is graduating and moving into work life. Also, there are opportunities to increase cooperation between the Study Coaching and the Work Coaching in form of groups or lectures to their members as the studying members and members moving into work life may have similar issues that they could learn to cope with together.

7 “MINI TOOLBOX” FOR THE STUDY COACHING

In this chapter, there is a small “toolbox” of some of the tools and techniques used in the Study Coaching which also answers the second research question what are the tools and techniques of the Study Coaching in ESKOT ry Clubhouses? All the results are combined from the analyzed materials from the interviews with the Study Coaches and the webpages of ESKOT ry Clubhouses. More material was then gathered from the internet and academic sources to confirm that the data from the analysis were correctly used and understood. The chapter is divided into three parts: tools, techniques, and passive and active learning styles.

One of the research questions of this thesis was what kind of tools and techniques are used in the Study Coaching of ESKOT ry Clubhouses. The tools are used as needed with the participants and there are no rules or agreements on what tools are to be used. The Study Coaches use their experience from their work to understand what tools benefit the member participating in the Study Coaching.

7.1 Tools

Sometimes it can be difficult for people to see their own strengths and capabilities for this the Study Coaches use tools to map out the member’s strengths and interests. Lists and cards of strengths can be used as a tool to help name these strengths. And these are used to generate discussion between the member and the Study Coach about them and thus help the member see and realize that they do have strengths. There are also many web pages and tests for mapping out a person’s strengths for example Development Center Opinkirjo has a list of links to pages that have information about different fields or how to find out your own strengths. (Development Center Opinkirjo, 2023).

Interest can be mapped out for example with a chart from webpages Terveyskylä.fi. Terveyskylä.fi or Healthvillage.fi offers information, support, and tools for people in different social- and healthcare areas. Using the chart mentioned can also create opportunities for discussion between the member and the Study Coach. From these, they can together reflect from the results what could be the topic or field the member would like to learn more about or start to study. (Terveyskylä, 2022; Healthvillage, 2023.)

Part of the starter interview for the Study Coaching is mapping out possible learning difficulties with the member. For this, the Rehabilitative Foundations KOMO questionnaire is often used to make quick assessments of potential problems or learning difficulties. If the results show enough concern the Study Coach will help the member to get into official testing. The questionnaire is available in multiple languages, ensuring that language barriers should not affect the results. (Kuntoutussäätiö, 2022.)

The Study Coaching uses a system to write down and follow up on the goals of the members that is called Oma Polku. It is part of the Salesforce member information system that is used in Finnish Clubhouses. All of the members in the Clubhouses have regular meetings with workers to keep their Oma Polku- plan updated. It is also the tool used to record the member's strengths and interests. (Suomen Klubitalot, 2023.)

In the individual Study Coaching the members will be guided to use different kinds of study techniques and tools for time management, active and passive learning methods, and management of larger study fragments as a whole. One of the time management tools in studying is divided study time. In the divided study time, the student will need to create two study plans; long-term and short-term. In the long-term study plan, the student will need to see the whole study area (tools for that are explained later) and plan how they are going to use their time learning it. Firstly divide the time for the topic into three distinctive parts: the learning part where the topic is new and the student will have to read and practice it for the first time, note making and memorizing where the student will go through the material again and make their own notes that they are memorizing at the same time, and

revising and recalling where the student will use tools such as flashcards to revise and recall the material. These three parts are then scheduled in smaller daily sections where based on the student's timetable and capacity to decide how many hours the student will use for the topic per day. (Raivio, 2021.)

One good time management tool for studying and making sure to reach deadlines is reverse budgeting. In reverse budgeting, the student will first note down when the deadline for the assignment is and then count down from that date to the present moment how many weeks there are in between. Then with the use of tools to manage the whole assignment, the student will divide the assignment into weekly portions from the starting point to the moment the assignment is submitted. It is important to leave time for last-minute finishing and polishing the assignment such as grammatical checking or reference checking in the last week before the deadline. (Eri-laisten oppijoiden liitto, 2021.)

Of daily study time management tools, one of the most used in the Study Coaching is the Pomodoro-tool. In Pomodoro, the time for studying (or working) is divided into 25-minute sessions with five-minute breaks in between. The time is calculated to be ideal for the most effective and focused working. Every four Pomodoro sessions are followed by a longer break. In the Study Coaching the Pomodoro-tool is used on the GSD (Get Stuff Done) joint study sessions where each member in the Study Coaching does their own assignments or tasks during the 25-minute working period and has small discussion/peer support session during the small break. (Koulutus.fi, 2022.)

Tools to manage whole study modules and divide them into smaller parts that are easier to comprehend and manage are important in the Study Coaching. One of the tools is a Map of the Big Picture. It is done in a visual way that helps the student to see the whole study area in one glance. Everyone can do their map in a format that is pleasing and understandable to them. In the map the student will first have to decide what is the big picture they are looking to comprehend or manage; is it materials for an exam or project or other large entity of materials that covers lots of information and steps. Then the entity is divided into smaller components with memorable headings. The preferred maximum number of these

headings is 5-7. The student should create a visual chart where with using of symbols or colors they can easily see how many components there are in the whole. Each heading that was earlier created is one component and under it, again using symbols or phrases or abbreviations the student will gather information from the entity so that it will be easy to see and understand what the entity or component is about with just one glance. This will help some to manage bigger study areas easier. (Eriolaisten oppijoiden liitto, 2021.)

Kanban is also a popular tool to manage the whole study area. In it, the student can monitor what will need to be done, what is in progress, and what is already done. Kanban-board was originally developed for industrial use to manage the process of bigger productions. It will help to visualize the progress of what will need to be done for the chosen study area. Kanban is part of lean-method where in this case the idea is that dividing the big study area into smaller components they are easier to manage and do than when staring down at the whole study area and trying to do everything at the same time which often prevents anything to be done properly and will waste time and resources. (Hietaniemi, 2020.)

7.2 Techniques

As it was mentioned before in section 6.2.1. the use of motivational interview techniques and open-ended questions are used in the first discussion with a member interested in the Study Coaching. The motivational Interview technique is a simplistically said technique where two or more people have a conversation about change. Professionals can guide the conversation but the motivation and goals for change come from the participants. Motivational Interview was created to benefit the people wanting change in their lives and who are ready to commit to the self-change. In the motivational interview, the people participating in it are the experts in their own lives with their own strengths, resources, and motivations for the change and the professionals are guides who use their skills and tools to evoke motivation in the participants. (Miller, 2013, pp.12, 22-23.)

Open-ended questions known also as "Socratic questions" (named after the Greek philosopher who is said to be the one who created the open-ended questions) are forms of questions where a person is coaxed into answering with more than one word yes/no answers or the answer is not limited to certain options. The person asked these questions are pushed to answer with all of their knowledge, understanding, and feelings of the topic they are questioned at. With these kinds of questions, the Study Coach can detain more detailed and descriptive information about the member's motivations and wishes for their Study Coaching goals. An example of open-ended questions in the context of the Study Coaching could be "How do you see your future?" versus a closed question "Are you interested in studying something in the future?". (Sull, 2021.)

A solution-oriented approach is ideal in the Study Coaching. As it is said before the Study Coaches work as guides or coaches supporting the participating members in their learning process, they do not order or decide the tasks or goals for the member. The solution-oriented approach is used to support the member participating in the Study Coaching to identify what kind of goals they have in their Study Coaching and what they are willing and ready to do at the time to achieve their goals. The solution-oriented approach is used when creating goals and steps on how to achieve them for the members; the member will decide on their main goal with the help of the Study Coach and then after discussing with the Study Coach the member decides on smaller steps or mid goals and what they will do to achieve them. Sometimes the smaller goals may need their own mid-steps. The Study Coaching is part of the process to achieve the goals step by step. (Germaine, 2018.)

Positive psychology is an approach to guide the participating members into creating proactive solutions to developing their own strengths and capacities rather than focusing on past difficulties and weaknesses in their process of achieving their Study Coaching goals. Positive psychology in learning was created when it was noticed that a negative mental attitude can inhibit learning. The goal of positive psychology in learning is to develop the member's psychological well-being

which has a positive impact on personal, social, and academic efficiency. (James & Walters, 2020, pp. 170-171.)

7.3 Passive and Active Learning Styles

The Study Coaches can guide the participating member in the different uses of passive and active learning and try out which is more beneficial to the member. People have different ways they are learning new things better and these differences are good to take into consideration in each of the member's study plans. In active learning, the student participates in different activities and discussions about the topic of their learning to help them comprehend the topic. The benefit of active learning is that the student uses more of their critical thinking skills and with that learns to use the learned materials in more versatile manners that are easier to move into practical settings. One tool of active learning is self-checking or self-testing where the student creates flash cards or practice exams (or in the case of the Study Coaching asks the Study Coach to help with these) and then uses these as a practice tool to keep track of their learning progress. (Spark School, 2022; Raivio 2021.)

Passive learning methods are more traditional ways to try to achieve comprehension of the study topics such as reading study materials and listening to lectures. Passive learning methods are good for building the writing and listening skills of the student. Passive learning tools are for example reading the materials again for revision. To some, this could be a good tool for learning but for others, the benefit is not that good as the material is never revisited from different angles or processed with active learning synapses in the brain. Another familiar passive learning tool is underlining phrases from the material while reading it. It can help to see important parts from larger text materials but the problem often is how the student will decide what are the important parts. This tool loses its benefit if too much of the text is underlined without differentiating parts or topics from each other. (Spark School, 2022; Raivio 2021.)

Also, the Study Coaches can guide and support the members in learning to use different virtual learning environments, mobile phone applications, and computer programs when needed. Also as a part of the e-Clubhouse project, there are members in the Clubhouses who are trained to help other members with a computer or other digital system problems.

8 ETHICAL PERSPECTIVES AND RELIABILITY

This chapter discusses the ethical perspectives and reliability of this thesis. This thesis is research-oriented and it was done in the framework of research integrity at Diaconia University of Applied Sciences. The ethical perspectives and issues of reliability in this thesis that are discussed further in this chapter are the conflict of interest I as the student had towards the topic, the guidelines of responsible research ethics, data handling and -protection principles and implementation, research permit and thesis agreements, plagiarism, and publicity of the finished thesis.

There could be a conflict of interest for the topic of the Study Coaching as I the student doing this research am a Clubhouse member participating in the Study Coaching. It has been important for me to maintain a neutral position toward the research topic and not let any positive or negative bias impact the research or the results. Perfect objectivity is not possible in any research as people are not capable to shut down their self during their research so what is important is that the one that conducts the research tries actively to be aware of their bias and not let it affect their study. (Saaranen-Kauppinen & Puusniekka, 2006). As the student doing this thesis, I have decided to approach the topic as a whole concept of the Study Coaching without taking into consideration what I myself have done or received from the Study Coaching unless the topic has come out in other situations as well. I have approached the topic more from theoretical and academic views and used most of the things I have read, seen, or heard with verified facts and referenced sources. My involvement in the Clubhouse community has been a benefit for the study as I have had opportunities to participate in and follow different functions and meetings that have had topics related to the study. The materials and ideas that I might have gained from these meetings have not been used in the research as they are rather they are used as directions to ideas and topics that needed to be researched more in-depth for the study.

As the student doing this thesis research, I have studied the guidelines of responsible research ethics from materials provided by the Diaconia University of

Applied Sciences as was agreed upon in the ethical recommendations for thesis writing (Arene, 2020). I have followed both the ethical recommendations for thesis writing by the Rectors' Conference of Finnish Universities of Applied Sciences Arene and the responsible conduct of research guidelines by the Finnish Advisory Board on Research Integrity TENK. These guidelines and the checklist the materials have given were used in this thesis process as a tool to ascertain that the ethical recommendations and conduct have been followed throughout the process.

In different types of studies, different ethical perspectives need to be considered. For example in studies done in social science fields, different types of ethical considerations can arise than in studies done in technical sciences. All the ethical perspectives come from the norms and peers in the specific scientific field in which the study in question is done. (Reber, 2016.) In the case of this thesis, the ethical perspectives that need to be taken into consideration come from the ethical norms followed in the academic thesis works at the Diaconia University of Applied Sciences.

Data handling and data protection during the thesis process has been taken into consideration during the thesis process. There was a data handling and data protection plan made during the planning stage of this thesis process. It was decided that all data received from interviews would be used anonymously and all data that could be used to identify the individuals were removed from the data during analyzing process. Consent forms were required from the people participating in the interviews and in the forms was written down the agreement on how to handle the given data. All interview materials have been agreed to be destroyed after this thesis process has ended and names and other identifiable material had been removed from the material during the transcription of the interview materials.

It was inquired during the planning stage of this thesis from the work-life partner that would there be a need to apply for a research permit from them. The work-life partner announced that it was not necessary. The representative from the work-life partner ESKOT ry signed the thesis agreement with me and the

supervising teacher from Diaconia University of Applied Sciences. All involved partners authorized the thesis plan and the thesis research was started.

This thesis was written with the understanding that unacknowledged borrowing or plagiarism and misappropriation are not allowed in the thesis process. I as the student doing this thesis acknowledge that I understand that the Diaconia University of Applied Sciences will execute fact and plagiarism checking with all written materials.

All the partners in this thesis process are in the understanding that the finished thesis and research is published and thus a public document. As it was earlier mentioned this thesis does not include any kind of personal data where people participating in the thesis process as in the interviews could be identified. All the data and results in this thesis have been written by me and I take full responsibility for this thesis.

As the student doing this thesis, I feel that the ethical perspectives have been taken into consideration while doing the thesis process. Admittedly some questions did raise from the topic of bias as I am a member of an ESKOT ry Clubhouse and participate in the Study Coaching. In the end, I decided that it did not affect my research as the research questions were answered from the materials from interviews and other sources. Some topics that I had witnessed or experienced in my own Study Coaching path I was unsure if could use those in the materials for the research until I came to receive them from other sources verifying them.

It was clear from the beginning that I wanted to do the interviews anonymously. That way no bias toward the people participating in the research or the topics that came forward in the interviews could affect the results and it also allowed me to use the material in a way that felt comfortable to me. As the Interviews were done in Finnish I felt that using quotes could change the understanding of the subject matter as they would need to be translated first. Using Finnish in analyzing phase was preferable as it is my first language.

9 DISCUSSION

This chapter discusses the conclusion of the research questions and has a reflection on my professional development from doing this thesis research.

9.1 Discussion of the Conclusion of the Research Questions

When I asked myself what the Study Coaching in ESKOT ry Clubhouses is I had an inkling of thought about what I was on to. I knew that it was support and coaching for members who were studying something but what was the building blocks it was built on? First I started to break down what I knew about the topic into theoretical aspects. In the end, I came to choose the concepts of the Clubhouse model, lifelong learning, social empowerment, and study coaching as clear separate aspects that are part of the Study Coaching in ESKOT ry Clubhouses.

As I have mentioned in Chapter 2.5. these concepts are all connected to each other when mirroring them in the topic of my study the Study Coaching in ESKOT ry Clubhouses. Support and coaching are the ways clubhouses work empowering their members to learn and thrive in a way that they can live their lives as independently as possible with minimal professional interventions or contacts. The Clubhouse model is the base where everything else is layered on. In the Clubhouse model members use lifelong learning to learn and utilize new skills they have gained from participation on the work-ordered day. They receive social empowerment and validation from the clubhouse community that taught them these new skills and prepare them to be the ones to transfer the skill forward to the next member.

From my research to answer the research questions of what is the Study Coaching in ESKOT ry Clubhouses and what kind of tools and techniques are used in the Study Coaching, I have concluded that these key concepts are also the

principles that build the Study Coaching on ESKOT ry Clubhouses. Support from the Study Coaches and fellow members empowers the participants on their path of learning with the help of tools such as those mentioned in Chapter 7. The goal is to support and coach the member of the Study Coaching to achieve their goal with their own individual strengths. To have the participants gain knowledge and tools to carry them in their life outside of the Clubhouse environment and into the surrounding society.

With the use of thematic data analysis, I can see how the materials from the interviews and webpages provide the answers to my research questions and justify my choices for key concepts for this study. The principles of the Clubhouse model, lifelong learning, social empowerment, and study coaching are at the center of the answers found in the materials and explained in Chapters 6 and 7.

9.2 Discussion of the Topic on Existing Studies

I could not find existing studies done on the topic of ESKOT ry Study Coaching. For existing literature, on study coaching or study support, I have used materials for example from the Strength for Studies project that was implemented by the Diaconia University of Applied Sciences and the Diaconia College of Finland, Nyyti ry, and the Research Foundation for Studies and Education Otus. The project focus was on supporting students in the transitional stages of their studies and improving services in support of educational equality. The target group of the project was students in upper secondary schools and universities of applied sciences who were in danger of suspending their studies, returning to their studies, or whose studies were delayed. (Ärting & Hannukkala, 2020.)

If mirroring my thesis study on what the Study Coaching is to the research of the Strength for Studies project we can see that in both support is a key element to increase and maintain the student's motivation and strengths in their studies. There is a need for support in the forms of individual support, peer support, and

community support based on the results of the Strength for Studies project and which is one of the main elements in the Study Coaching. (Ärling & Hannukkala, 2020.)

9.3 Evaluation of Professional Development during the Thesis Process

I feel that this thesis process has been important to my professional development as a future social care worker. I was able to use the methods and tools I have learned during my studies at the Diaconia University of Applied Sciences to achieve my goal in this research. It has opened my eyes to how the courses and assignments we do during our studies can have an actual benefits and uses in the profession. I have found in me a passion for researching and categorizing new information which I hope I can apply in the future in my profession or perhaps with further studies.

The topic of this thesis has been important to me from the beginning as a member of the Clubhouse. I have known and benefited from the Study Coaching in my own studies but I have to admit that I have not before this thesis process ever stopped to think about what the Study Coaching actually is. I had seen the small portion that affected me but never thought about the rest that is not seen openly in every action in the Clubhouse operations.

Now I understand the role of the Study Coaching in the everyday operations of the Clubhouses. And I know how the Study Coaching is planned individually for each participating member and what kind of tools and techniques are used for it. And how the ability to listen and see the needs, wishes, and strengths of individuals can be used to support and guide the individual to find the motivation to make changes or reach goals that will enhance their lives.

This thesis process has made me see how I can use the knowledge and understanding I have learned during my studies and this research process in the future. It has opened my eyes to possibilities in my career I had not thought of before.

10 CONCLUSION

In this chapter, there is a summary of the study of what the Study Coaching is, and recommendations and ideas for further studies on the topic of the Study Coaching.

10.1 Summary and Reflection on Mentioned Concepts

At the beginning of this thesis process my research questions were what is the study coaching done in the ESKOT ry Clubhouses and what kind of tools and techniques are used in it? I started wondering what could be the key concepts of this topic and how they would connect with the topic and each other. At first, I decided to study the theoretical Clubhouse model as the Study Coaching I was researching was part of operations in Clubhouse settings. As the goal of the Clubhouse model is to provide the Clubhouse members opportunities to return to mainstream employment or education and live satisfying life as part of society it was clear that the Study Coaching was created to be part of the solution for this. (Hänninen, 2012, p.57; McKay et al.,2018.)

The clubhouse model brought out the concept of lifelong learning and social empowering as they are in significant part in the clubhouse models and thus they are part of the Study Coaching. The Study Coaching includes everything related to learning or studying in the day-to-day operation of the Clubhouse so one of its main objectives is to maintain and increase lifelong learning in the Clubhouses. As learning in any form supports the learner to adhere routine schedule which is also important to be able to work, study and participate in regular society (Biesta et al., 2011). One big aspect of the clubhouse model is the community in the clubhouses and the participation of the members in that community. I can see a path from that to the key concept of social empowerment. Social empowerment uses individuals' strengths to increase the strength of the community. And the

Study Coaching uses peer support and the support of the Clubhouse community in its process. (Wolf & Jonker, 2020).

For the last key concept for this thesis, I decided to choose the concept of study coaching. As the Study Coaching is mainly just part of the Clubhouse model that has something to do with supporting members in studying and learning I decided to look up what study coaching is outside of that framework. Everyone who is studying something may need support in their studies regardless are they members of clubhouses or not so educational institutes and other stakeholders on that topic have created different ways and projects to provide and increase support in studies for those who need it.

In the end, the key concept of this thesis is all intertwined with each other to create a theoretical and conceptual framework for the Study Coaching this thesis is about.

The next step for me in the research for my research questions was to find out what the Study Coaching was for those who are part of it. So I decided to interview some of the Study Coaches in the ESKOT ry Clubhouses. I used open-ended questions and informal interview settings to gain knowledge of the topic from these experts. I was able to get a lot of material for my first data analysis rounds.

After transcription the interviews and removing all identifiable personal information from them I used the qualitative thematic data analysis method to code the data for concepts or words that seemed important to the topic. During three rounds of coding, I gathered enough subcategories to do a new data collection round. The next data collection round was directed towards the ESKOT ry Clubhouse webpages that had information on the Study Coaching in them.

During the first round of coding, I started to gather a list of tools and techniques the Study Coaches used which I completed with data gathered from the web pages. For this list, I also used the information I had observed in the Clubhouses and events that were about clubhouses and their operations.

After collecting enough analyzed data I started the writing process of the results I had found from the analysis to the research questions. I started by dividing the topic into what the Study Coaching is and then opened more some aspects of it. I decided to write about the individual-, group-, and community support that is part of the Study Coaching and then write about networking in the Study Coaching within the ESKOT ry and outside of it. In the last part of the results, I wrote a small toolbox of tools and techniques used in the Study coaching. I tried to find academic or other referable sources for each finding.

10.2 Recommendations and Ideas for Further Studies

The Study Coaching is an interesting concept and there could be multiple new studies on it. One interesting deeper study concept could be how or if the Study Coaching does affect recovery with the participants. As people who participate in the Study Coaching are people recovering from mental health problems does the participation in the Study Coaching help with the recovery? Learning can be seen as a way for people to increase their self-confidence and to self-improve their life skills and resources so does it affect it?

There could be project base studies on networking in the Study Coaching. Perhaps some educational institutions would be interested in collaboration for a peer support group or workshops where with the help of the tools used in the Study Coaching students could study together. Or study how the Study Coaching can add to the support services the school provides.

One fascinating concept could be a collaboration with the ESKOT ry Clubhouses to clubhouses in the neighboring countries. How is support for studies and learning organized there and are there similarities with the Study Coaching of ESKOT ry Clubhouses? Could there be joint projects where there could be visits from

different clubhouses to each other and into the educational opportunities that are in the areas of the Clubhouses?

And as I researched for my study on the Study Coaching I came to see there are not many theoretical or academic studies done on the Study Coaching. Perhaps one of the first steps in further studies of the Study Coaching could be a literary review of the Study Coaching that could help more ideas and studies to be created from the topic.

The work-life partner has expressed interest in adding my thesis findings to their introduction folder for new Study Coaches and using it as a tool when creating materials for an introduction on the Study Coaching for the international community of Clubhouses. I hope this thesis will have future use for my work-life partner in their everyday operations and future research or development projects on the Study Coaching.

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APPENDIX 1. INTERVIEW QUESTIONS

- What the Study Coaching is? How would you describe it?
- What kind of tools and techniques do you use in the Study Coaching?
- How would you develop the Study Coaching?
- What should new Study Coach know and do starting the Study Coaching program in their Clubhouse?
- How would you increase networking between ESKOT ry Study Coaching operations?
- What would you describe to be the effects of the Study Coaching on the participating members?

APPENDIX 2. THE CONSENT FORM FOR THE INTERVIEWS

KIRJALLINEN SUOSTUMUS OPINNÄYTETYÖN HAASTATELUMATERIAALIEN KERÄÄMISEEN / WRITTEN AGREEMENT FOR GATHERING INTERVIEW MATERIALS FOR THE THESIS

Opinnäytetyön nimi / Name of the thesis: Learning as a means to recovery – Study Coaching in Clubhouse

Vastuuhenkilö / Person in charge of the materials: Niina Tikkanen

Kerättyjä materiaaleja saa käyttää ja julkaista yllä mainitussa opinnäytetyössä. / The materials gathered can be used and published in the thesis.

Minulle on kerrottu haastattelun tarkoituksesta opinnäytetyötä varten ja ymmärrän että haastattelua käytetään siinä tutkimusmateriaalina. Olen tietoinen, että osallistuminen haastatteluun on vapaaehtoista. Olen myös tietoinen siitä, että identiteettini jää vain tutkijan tietoon ja että lopulliseen opinnäytetyöhön ei tule materiaalia mistä voi tunnistaa haastateltavan. / I have been informed that the interview materials is done for thesis and that the materials will be used as research purpose. I am aware that the participation is voluntary. I am aware that the identity of the interviewee is only known by the student doing the research and that there will not be any identifiable data in the finished product.

Päivämäärä / Date:

Allekirjoitus / Signature:

APPENDIX 3. THE WEBPAGES OF ESKOT RY CLUBHOUSES

The webpages used for data analysis:

- <https://www.helsinginklubitalo.eskot.org/tyollistyminen-ja-opintojen-tuki/>
- <https://itahelsinginklubitalo.eskot.org/tyollistyminen-ja-opintojen-tuki/>
- <https://tikkurilanklubitalo.eskot.org/opinto-ja-tyoyksikko/>
- <https://nurmijarvenklubitalo.eskot.org/opintojen-tuki/>
- https://imatranklubitalo.eskot.org/tyollistymisen_ ja_opintojen_tuki/
- <https://www.lahdenklubitalo.eskot.org/opintovalmennus/>
- <https://tuusulanjarvenklubitalo.eskot.org/tyollistyminen-ja-opintojen-tuki/>