

'To tell or not to tell'

Disclosing a psychiatric disability in an educational setting

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BACKGROUND

THE TOOL

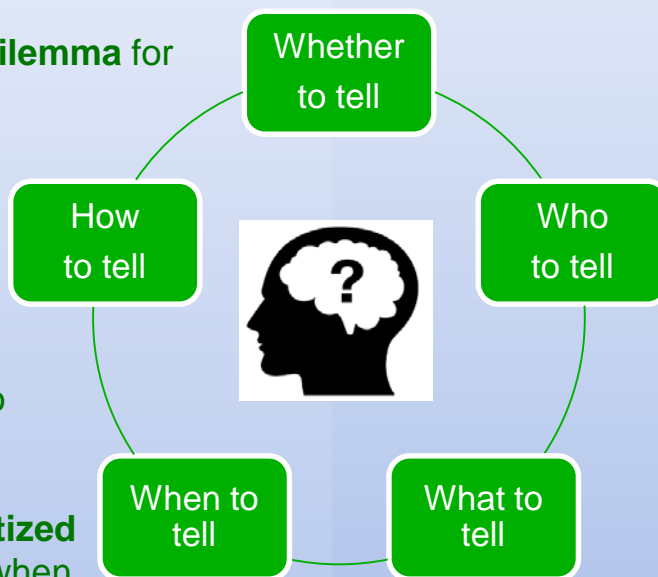
Mark is 22 years old and at a point in his study to start his internship. He has an interview with the director of the company where he would like to do his internship. During the interview the director asks Mark why one year on his curriculum vitae is blank. Mark tells him that for one year he has been treated for a psychosis. The director ends the interview quickly and Mark never heard from him again.

- Students are encouraged to **carefully think about** all 5 aspects of this skill
- Worksheets** were made to support this

A frequently experienced **dilemma** for students with psychiatric problems is the decision **to tell or not to tell** about these problems at school.

Disclosing can have **positive effects** (access to accommodations; more understanding), but many students fear to be **stigmatized or discriminated** against when disclosing their psychiatric past or present.

It is important to **prepare** students for situations in which the 'disclosure dilemma' can occur. However, many educational professionals **do not know** how to support these students.



Identify Whether to Tell	
a. Identify benefits:	b. Identify risks:
c. Consider the balance:	

•It's a **personal decision**: the student is the only one who can make it, taking into account his/her own situation and circumstances

EXPERIENCES WITH THE TOOL

- ✓ Students indicate to experience less anxiety about disclosing
- ✓ "I do not feel stressed out anymore; I know that I will not disclose my psychiatric past to my fellow students"
- ✓ Short, clear and concrete tool

OBJECTIVE OF THE PROJECT

To (further) develop a tool for professionals and students that gives support in making a **well-informed decision** about disclosing or not.

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