



'To tell or not to tell' Disclosing a psychiatric disability in an educational setting

Hanze University Groningen (NL) - Ledovec, Plzen (CZ) - AEIPS Lisbon (PT) Student Welfare organization of Bergen SiB & NAV (NO)

Whether

to tell

BACKGROUND

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.

How

to tell

tell

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.

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.





THE TOOL

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

Who

to tell

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

•It is a personal decision:

the student is the only one who can make it, taking into account his/her own situation and circumstances

When to What to tell

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- ✓ 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

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