



**‘To tell or not to tell’
Disclosing your mental health problems in an
educational setting**

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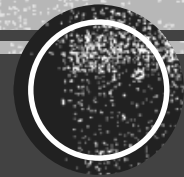
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Stockholm, September 4th, 2019

Program

- Introduction / disclosure-tool/ Whether to tell
- Lunch break
- Who and When to tell
- How and What to tell
- Coffee break
- Research on the tool / summary and evaluation

BACKGROUND



Melissa

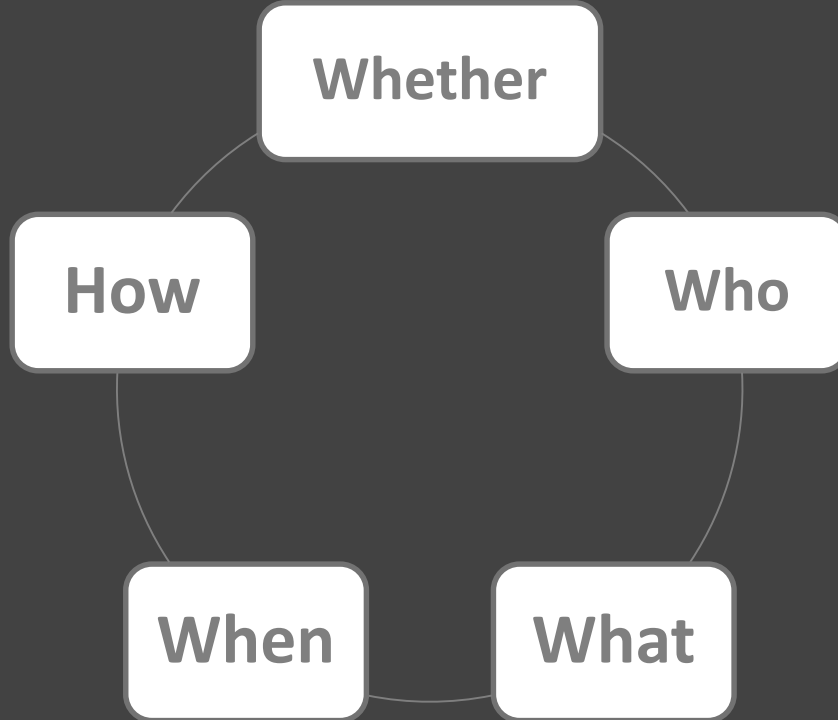
Melissa is 23 years old and a first year university student. At the age of 19, Melissa became very depressed. She attempted suicide and has been admitted to a mental hospital for some time. She has been in day treatment at the same mental health organization for the past two years. The last year, Melissa has been doing very well and she went back to study Economics again (at a different university). In an introductory meeting with a professor and other students, the professor asks Melissa: “Melissa, what have you done before you came to this university?”. Melissa is surprised by the question and doesn't know what to say.

Disclosure

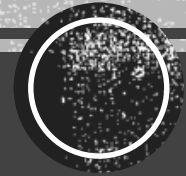
Disclosing your mental health problems means that you tell someone about your past /current problems

To decide whether to tell about your mental health problems or not, you could consider the following steps:

5 aspects of the skill Disclosing



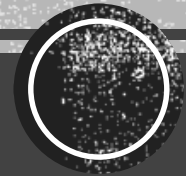
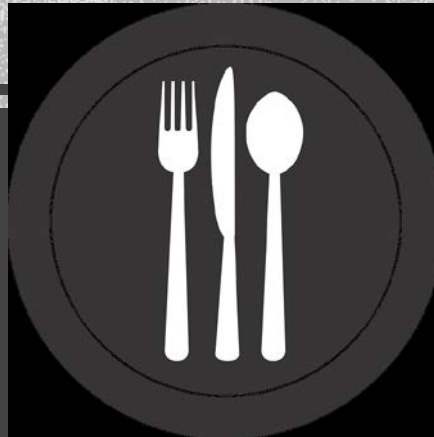
WHETHER TO TELL



Practical aspects

- Number of meetings: on average 4
- Duration of the meetings: on average one hour
- Location: quiet room / preference of the student
- Professional: from education or mental health
- Manual

LUNCH BREAK!



WHO AND WHEN TO TELL



HOW AND WHAT TO TELL





RESEARCH



Project (april 2016-april 2018)

- Collaboration between three universities of applied sciences in the northern part of the Netherlands
- Goal: further development, application and evaluation of the disclosure-instrument

Research questions

1. Does the degree to which the students are *concerned* about disclosing or not decline after using the disclosure-tool?
2. Does the level of experienced *decisional conflict* (uncertainty about a course of action) decline after using the disclosure-tool?
3. What are the *experiences* of the students with the disclosure-tool?

‘Through the meetings I gained more insight into the ways in which disclosure is possible and the advantages and disadvantages that disclosure can bring along’

disclosure in a
looked at how
te about

‘Although I did not succeed the first time (due to a deadline to tell it) I finally succeeded with support. Now a whole load has fallen off my shoulders. I am happy that this tool made a difference’

‘Really good topics on the workheets, it were exactly the things about which I was doubting and could not make the right choice. The questions were clear and short’.

Experiences of the professionals

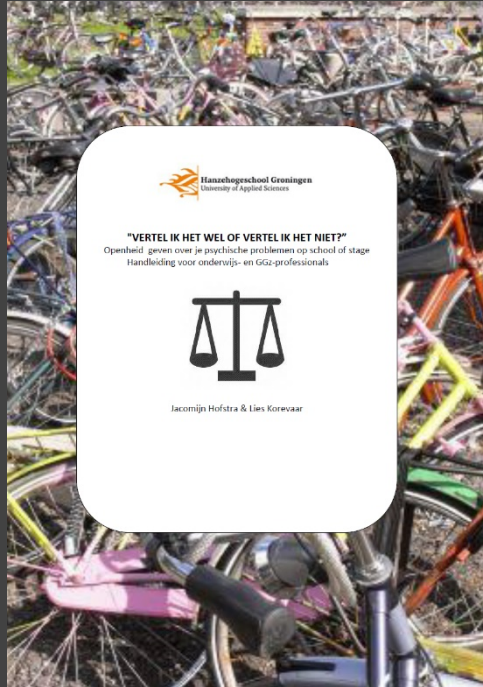
Disclosure-tool?

- Gives great support for researching whether or not to disclose together with the student
- The 5 steps give the students confidence and peace
- Good tool to start talk about the problems of the student

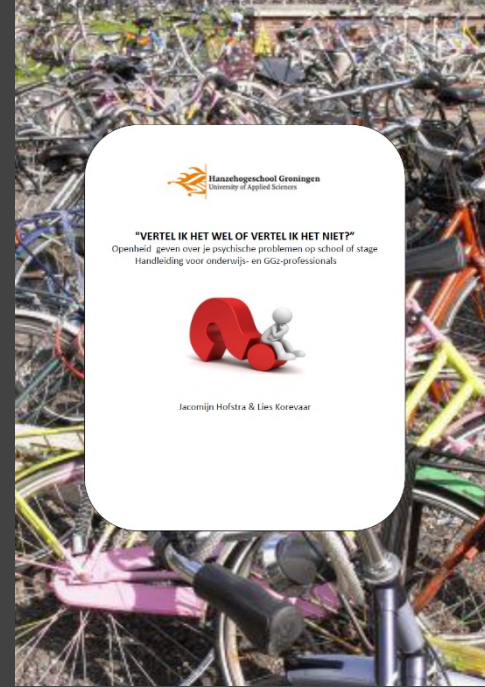
Worksheets?

- Worksheets make the meetings more structured and limited to the topic
- A bit forced at the beginning, later on a well-integrated part of the meetings
- Step by step analysing a big and vague question/ problem

Products



Manual for professionals



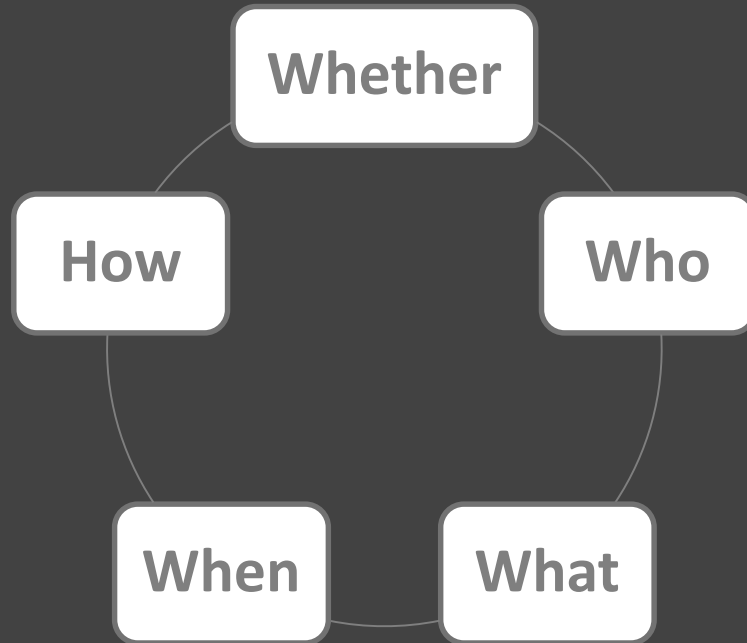
Worksheets for students

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SUMMARY AND EVALUATION



5 aspects of the skill Disclosing





**Hanzehogeschool
Groningen**
University of Applied Sciences

Academie voor Sociale Studies

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