

A new model of Disability Support

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Annie's story

- Annie's depression and anxiety was increasing
- Annie was no longer sleeping much and could not concentrate in lectures or complete assignments
- Annie was considering withdrawing from University as she could no longer cope with the demands

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Annie's story

- Annie was referred to the Disability Service by one of the staff on campus
- Annie was linked to coaches who helped her plan catch up with her coursework and prepare for her assignments and exams
- Annie was able to catch up with her course work and complete the semester

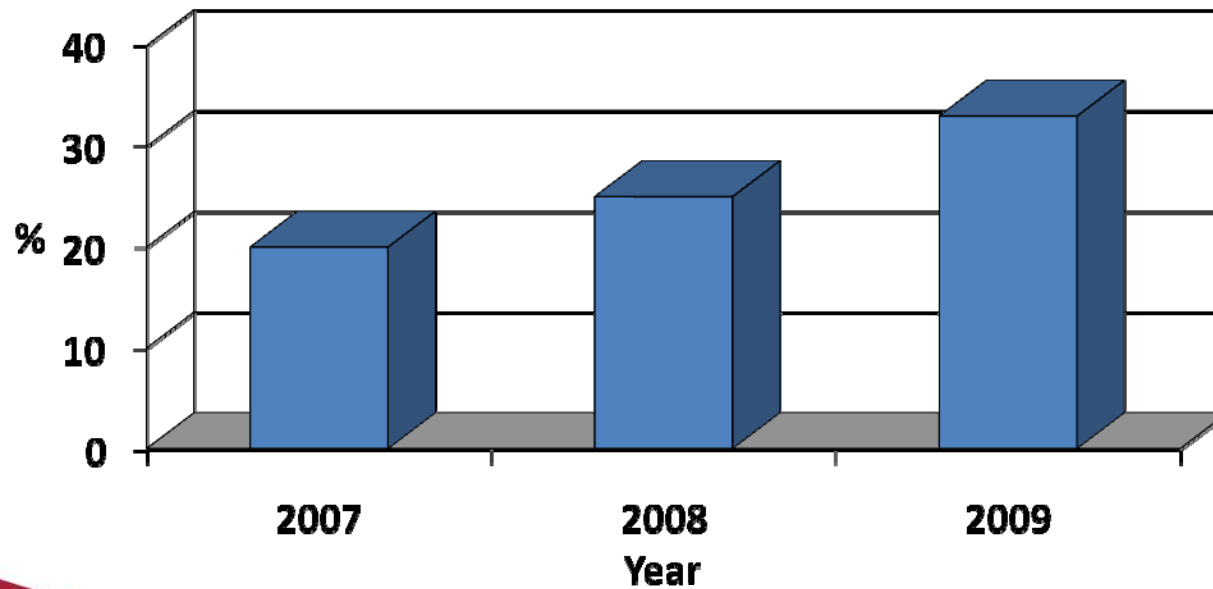
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A few of our own facts:

- The total number of students registering with the Disability Service has increased by more than 30% from 2009 to 2010
- The number of students registering with the service is growing five times faster than the growth in the number of students coming to University

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% of students registered with the DSU who have a mental illness



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A closer look at the students we work with:

- 33% required access to the quiet study areas in the library
- 10% required coaching
- <1% had in class and very intensive in class coaching or daily contact following discharge from hospital

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Our legislative framework:

- The Federal Disability Discrimination Act (1992) requires Universities to provide the services and supports required by people with a disability, including a mental illness, to access a University education, *unless the University faces unreasonable financial hardship in doing so*

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- We provide coaching when:
 - The students disability adversely impacts on:
 - Comprehension
 - Planning
 - Academic writing
 - The physical study area on campus

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The coaching provided to these students:

- Recognising the different needs of these students;
 - Orientation to the physical and cyber spaces
 - Organisational coaching to assist with planning
 - Subject specific coaching
 - Academic writing coaching
 - Lifestyle coaching and occupational therapy

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A new Case Management Role:

- Coaching Co-ordinator
 - Recruit coaches for all students requiring coaching
 - Provide induction training and orientation for coaching
 - Locate suitable rooms for coaching to occur
 - Problem solve all the issues

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An Occupational Therapy Role:

- O/T assessment of lifestyle and space
 - Identify strategies to maximise energy
 - Assess the study environment to reduce stress
 - Provide training and/or equipment
 - Referral to other services

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Coaching for campus orientation:

- Physical and cyber spaces;
 - Student email
 - Blackboard
 - Turn it in
 - Lecture theatres and tutorial rooms

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Coaching for planning:

- Learning the skills to be organised;
 - Preparing for assignments
 - Preparing for exams
 - Weekly readings
 - Being ready for tests and quizzes

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Coaching for subjects:

- Learning the subject material;
 - Assisting with comprehension
 - Assisting to learn key skills like referencing
 - Reviewing assignment feedback
 - Being ready for tutorials

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Coaching for Academic writing:

- Expressing yourself academically;
 - Getting ideas on to paper
 - Learning the rules of writing academically
 - Using the feedback on assignments
 - Learning to read the questions

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Coaching for lifestyle and study:

- Learning to get the best from each day;
 - Making the most of the energy that you have
 - Reviewing the study environment(s)
 - Referral to other services
 - Improving the work/life balance

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Other services for high support students:

- A new service model;
 - A “drop in” service
 - After hours on-call service
 - More service locations on campus
 - Extended hours

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Working with students with a mental illness:

– Ongoing pro-active case management

- Pro-active intervention
 - We no longer wait for students to contact us
- Follow-up calls for missed appointments
- Follow up check that things have been completed
- Regular reviews of the services that are in place

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Working with high support students:

- Coaching – case study
 - The Academic noticed that Betty was struggling in tutorials and falling behind with assignments
 - The Academic referred Betty to the Disability Service
 - Betty met with a Disability Advisor who linked her with a coach for each of her subjects and also referred her to the Occupational Therapist

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Working with students with a mental illness:

- Coaching – case study
 - Coaches met with Betty weekly throughout the semester
 - Betty caught up with her assignments and was ready for her exams
 - The Occupational Therapist reviewed Betty's study area and provided her with ergonomic furniture that reduced fatigue