



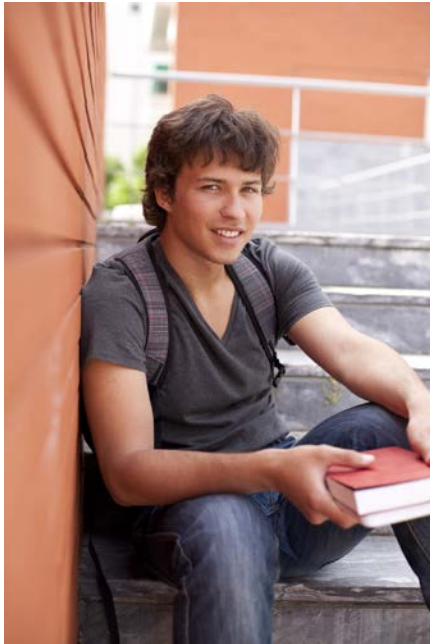
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**A recording of this webinar and a PDF of the presentation
will be available online at
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October 22, 2013



Recovery on Campus: Supporting young adults with mental health difficulties in the post- secondary education setting



Webinar presented by
Susan Shapiro & Devin Fox



Presenters



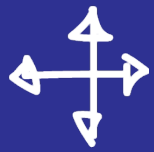
Susan Shapiro, Ph.D.

Director, Student Disabilities Services
University of Pennsylvania



Devin Fox, M. S. W.

Executive Director
Young People in Recovery



Education Webinar Objectives

Participants will be able to:

1. Discuss trends in college attendance and the importance of college for emerging adults;
2. Explain the challenges of living away from home while going to school and being in recovery;
3. Understand the relevance of the law and documentation guidelines;
4. Describe the processes of disclosure and obtaining accommodations; and
5. Understand factors promoting success, including resources and social support.



Susan Shapiro



Susan Shapiro, Ph.D.

Director, Student Disabilities Services
University of Pennsylvania



Trends

- Demographics of students have changed
- Increase in students with psychiatric disabilities
- High school counselors are more vigilant and demanding more from parents
- Greater parental involvement
- Less stigma
- Veterans
- Greater number of individuals are seeking treatment



Post-secondary education and emerging adults

- Post-secondary education provides a context for positive development of emerging adults:
 - Explorations of ideas, opportunities, lifestyles
 - Development of beliefs and values
 - Exploration of possible roles
 - Seeking of varied life experiences
- Time of identity development
- Opportunity to start fresh



Living away from home



- Changed relationships with parents and other family members
- Transition from friendships and supports established in secondary education settings.
- Changes in available mental health services.
- Different social expectations in college settings.
- Requires planning for this transition.



Understanding the law

- IDEA/FAPE vs. ADA and 504
- Confidentiality FERPA/HIPPA
- ADAAA 2008
 - Substantial impact
 - Functional limitations
 - History
 - Previous use of accommodations



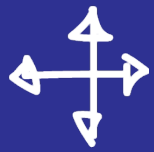
Psychiatric disabilities

- Substantially limited
- Diagnosis is not enough for accommodations
- Otherwise qualified



Substance abuse

- ADA Former drug addicts may be protected under the ADA when the addiction may be a substantially limiting impairment:
 - Must be no longer engaged in illegal drug use.
 - Or are in a rehabilitation program and not engaged in illegal drug use.
- 42 CFR Part 2—requires confidentiality of medical records regarding substance abuse with few exceptions.



Documentation guidelines

- Evaluator qualifications
- Current (6 months to 1 year)
- Comprehensive
 - Diagnosis
 - Functional limitations





Facilitating transition

- Involved in transition planning as a high school student
- Self-advocacy
- Self-determination
- Medication
- Independence
- Ownership
- Balancing parental involvement



Accommodations



- Extended time for in-class exams
- Less distracting setting
- Note-taker
- Consideration
- Technology



Campus resources

- Disabilities services
- Counseling center
- Learning resources
- Tutoring
- Professors and teaching assistants
- Advisor
- College office
- Dean's office
- Career services



Experiences of a young adult



Devin Fox, M. S. W.
Executive Director
Young People in Recovery



Defining recovery

- Recovery is defined by the young person who is experiencing it.
- Aspects of recovery that may be important to the individual young person
 - Education
 - Employment
 - Housing
 - Opportunity to experience life



Potential advantages of disclosure

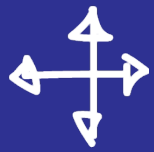
- Access to reasonable accommodations
- Legal protection against discrimination
- Reduces stress because the secret does not need to be protected
- Support in order to be successful
- Enhances self-image as it allows for self-advocacy



Potential disadvantages

- Exclusion
- Stigmatization
- Trouble with self-image
- Being seen as needy
- Disclosure is difficult





Disclosure questions

- Should I disclose?
- If I decide to disclose, who is an appropriate person to tell?
- When should I disclose?
- How much should I disclose?
- What should I disclose?





Social support



- Club or organization
- Job/work study
- Volunteer
- Faith-based organizations
- Family support
- Peer support



Peer initiatives

- Active Minds
 - <http://www.activeminds.org/>
- Alcoholics Anonymous & Narcotics Anonymous
 - <http://www.aa.org>; <http://www.na.org>
- Faces and Voices of Recovery
 - <http://www.facesandvoicesofrecovery.org/>
- NAMI on Campus
 - <http://www.nami.org/>
- Young People in Recovery
 - <http://youngpeopleinrecovery.org/>
- Youth MOVE
 - <http://www.youthmovenational.org/>



Peer advocacy

RESEARCH & TRAINING CENTER ON PATHWAYS TO POSITIVE FUTURES





Question and Answer Session

Q & A

Moderator: Eileen Brennan



Slides and References

Today's slides and references are available at:

The screenshot shows the website for the Pathways Transition Training Collaborative (PTTC). The header features the logo with the text "PATHWAYS 2 POSITIVE FUTURES" and "RTC 4". A navigation menu on the left includes links for Home, About, Research, Training, Publications, Connect, and Resources. A search bar is located at the top right. The main content area is titled "TRAINING COLLABORATIVE" and lists project staff: Pauline Ilvanjee (Co-Principal Investigator), Eileen Brennan (Co-Principal Investigator), and Michael Walker (Summer Intern). A description follows, explaining the collaborative's purpose in supporting service providers and young people with serious mental health conditions. A photo of a young woman in a graduation cap and gown is shown on the left. Social media sharing options for Facebook and Twitter are provided. A "RECENT PUBLICATIONS" section on the right lists several documents, including a white paper, an FAQ, a research review, and a literature review.

[www.pathwaysrtc.pdx.edu/
proj-trainingcollaborative.shtml](http://www.pathwaysrtc.pdx.edu/proj-trainingcollaborative.shtml)



Additional Questions

**If you have additional questions
or feedback, please contact us**

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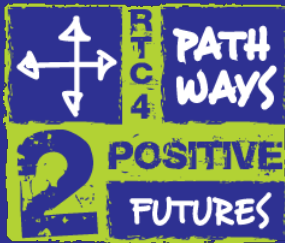
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Our project website

www.pathwaysrtc.pdx.edu/proj-trainingcollaborative.shtml



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