Tonicha Child | ARP Presentation | Wednesday 31 January

# Navigating Burnout:

Strategies for Supporting Students with Unseen Disabilities

# My research question:

**How can educators effectively manage and mitigate burnout among students with unseen disabilities?**

# Positionality Statement:

- Former UAL student
- Identify as someone with an unseen disability
- Empathic approach
- Acknowledging potential bias

"Weight of Fatigue" from *Contours of Self* (Child, 2020)

# Rationale

“All students, without exception, whether they have a disability or not, and whether their disability is visible or invisible, have the right to learn. Moreover, that learning should be of high quality and students should be able to particulate fully in university life, both academically and socially.”

*(Moriña, 2022)*

# Maslach Burnout Inventory (MBI)

| | MBI subscales | | | |
|---|---|---|---|---|
| | Emotional Exhaustion | Depersonalization | Personal Accomplishment | Involvement (optional) |
| Frequency (n = 420) | | | | |
| M | 2.71 | 1.57 | 4.23 | 2.29 |
| SD | 1.30 | 1.17 | 1.04 | 1.28 |
| Intensity (n = 1025) | | | | |
| M | 3.33 | 2.13 | 5.02 | 2.92 |
| SD | **1.49** | 1.54 | 0.97 | 1.46 |

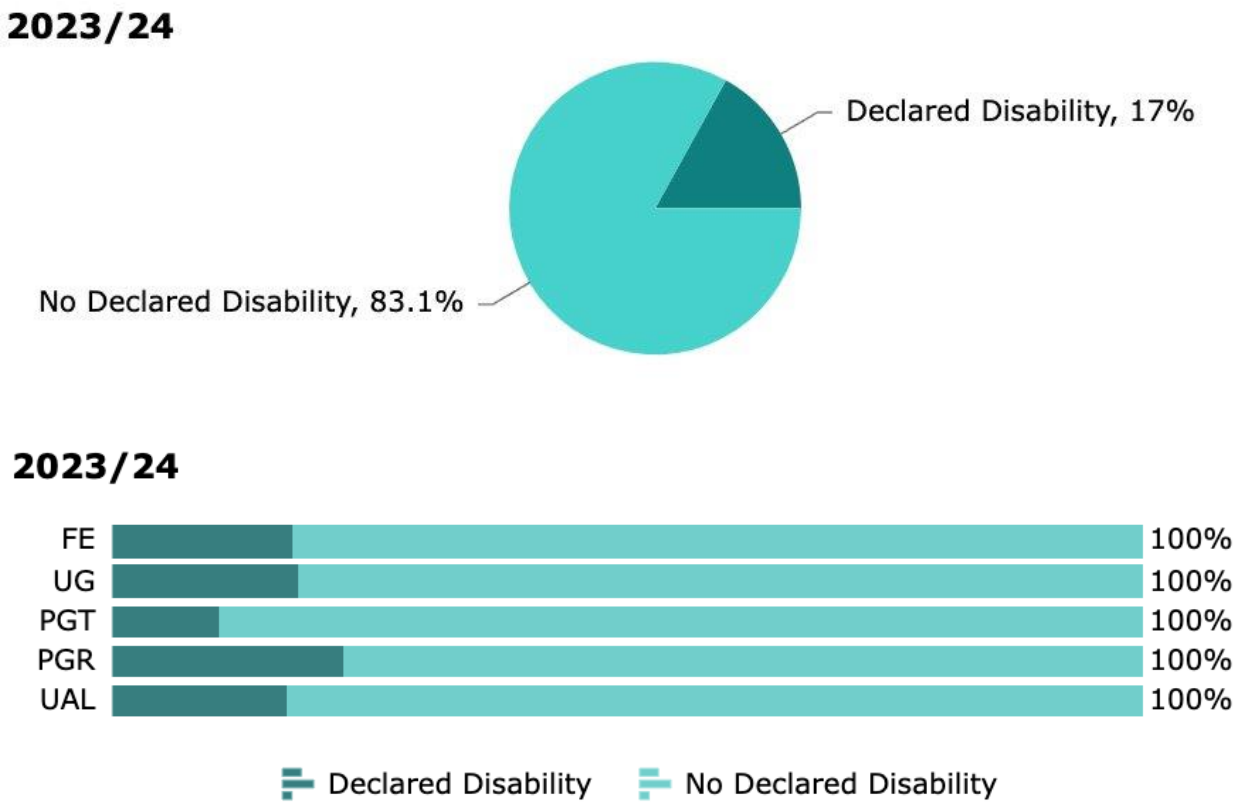
Summary statistics for intensity are based on both samples of respondents. Statistics for trequency are based on the second sample only since more response alternatives were available to the second sample than to the first.

Means and standard deviations for the subscales of the MBI, (Maslach and Jackson, 1981)

# Student Burnout + Disability Disclosure

"It is not clear however whether this focus indicates a belief that students opting for a vocational course of study experience more stress than other students... Very few studies have adopted a qualitative methodology" (Robotham and Julian, 2006)

Grimes et al. (2019) note that **there is a largely invisible population of students with these types of disabilities who do not record or report their difficulties**.




Dashboard Data: UAL-Wide Declared Disability Percentage over different types of courses. (UAL Dashboard, 2023)

# Research Methods

- Literature Survey
- Sem-structured interview with Disability Educator/Professional
- Focus Group with Year 1 students in MA UXD

## Project Overview

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### Student Focus Group

01/12/2023

**Overview of the Project:** The research focuses on understanding the experiences of students with invisible disabilities in managing academic stress and exploring ways to enhance support mechanisms within our university. However, it's important to note that participation in the focus group does not require disclosing any disabilities or personal information. Your thoughts and experiences as a student are valuable regardless of your background.

A Monument for the Anxious and Hopeful by Candy Chang (2018)

**The aim** of this research is to gain a better understanding of the experiences faced by students within our academic community, particularly in relation to burnout and the support available to mitigate its impact.

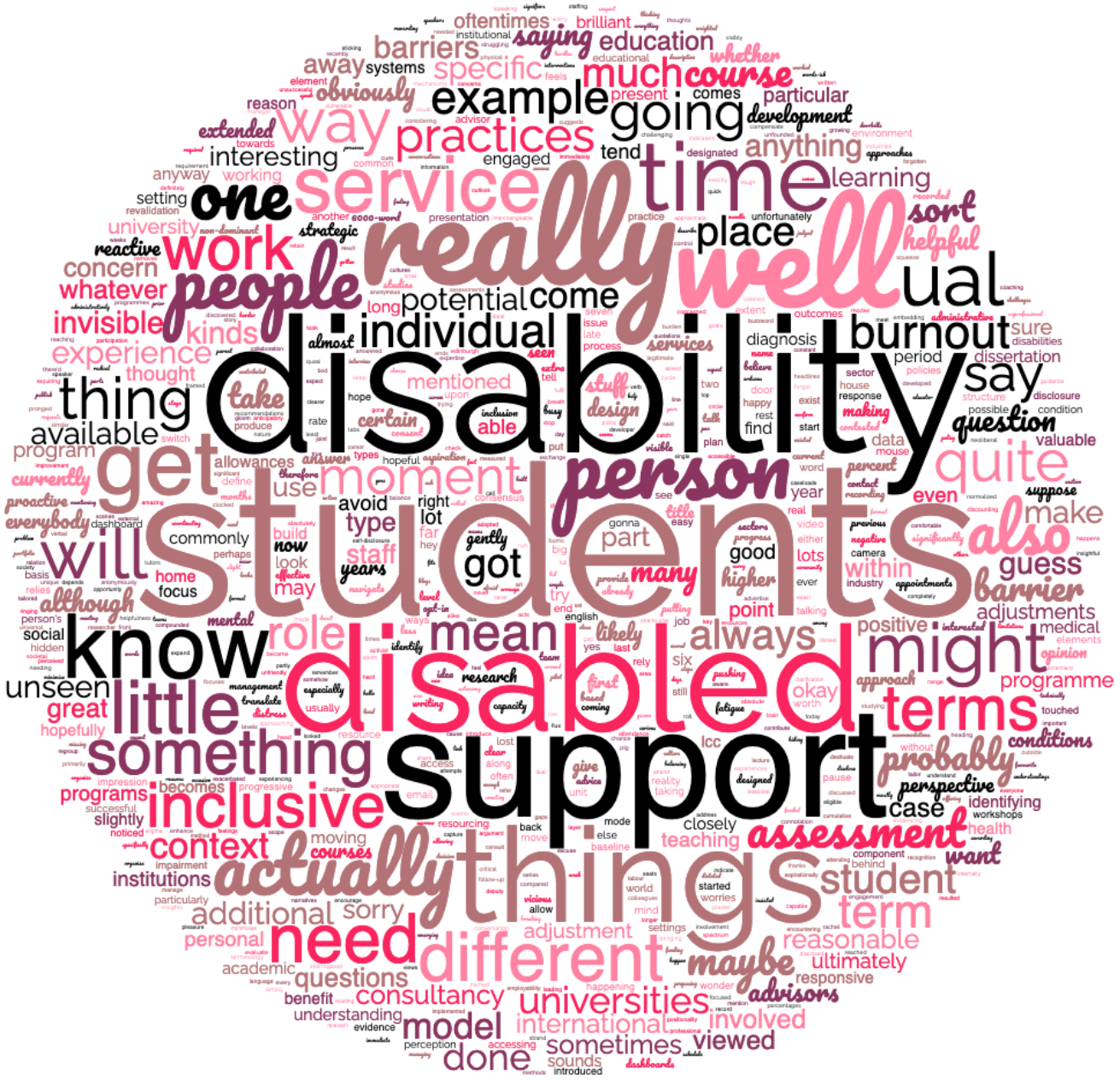
Your involvement in this focus group would be immensely appreciated. If you're interested in participating or have any questions, please feel free to **respond via email (t.child@lcc.arts.ac.uk) by Thursday 30th November.**

**Focus Group Details:**

December 1, 2023
12:00 PM - 3:00 PM (incl. 20 min break)
Room: D211

**Thank you** for considering this opportunity to contribute to our academic community. Your insights will play a significant role in shaping positive changes.

# Reflection on Interview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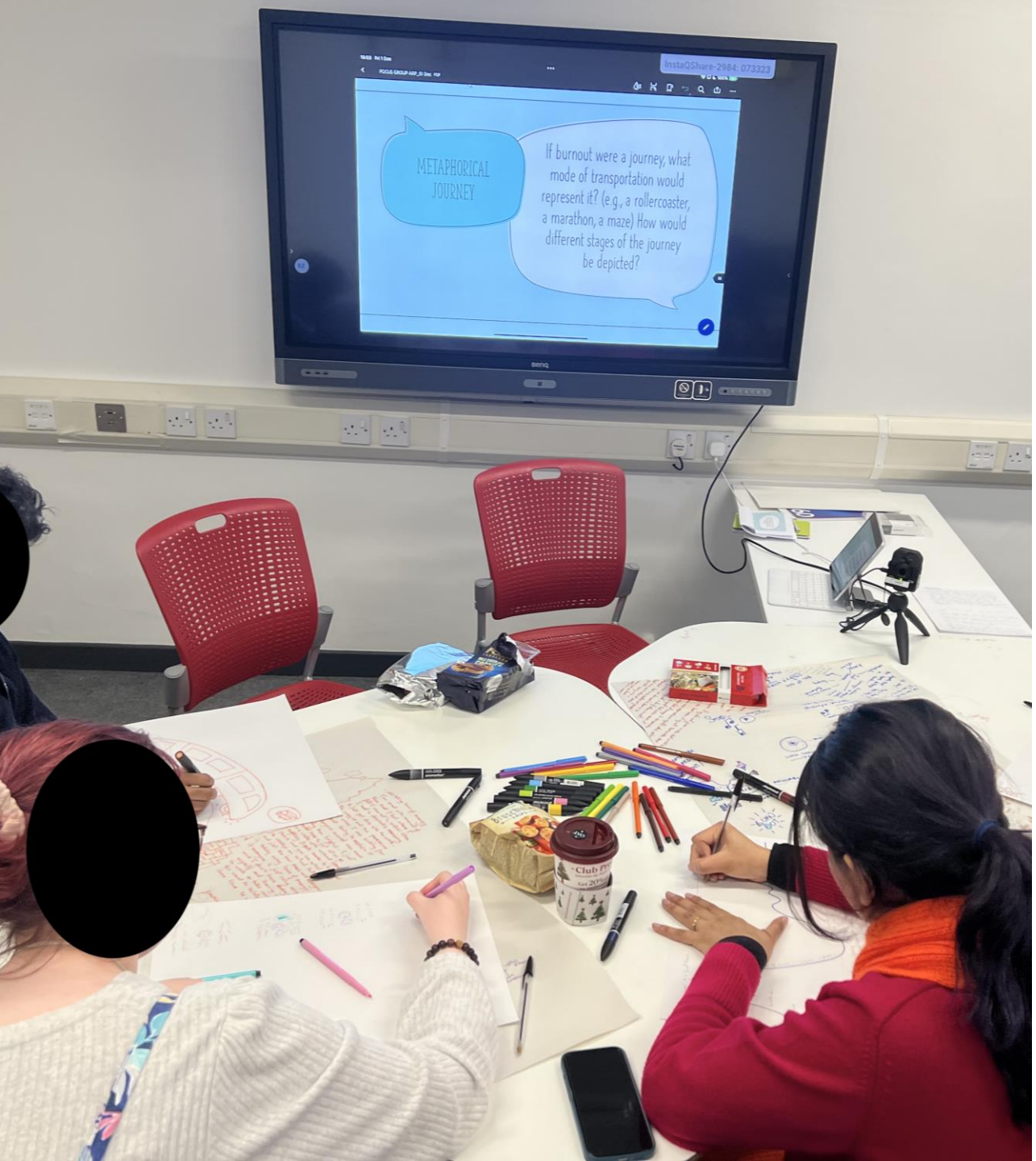
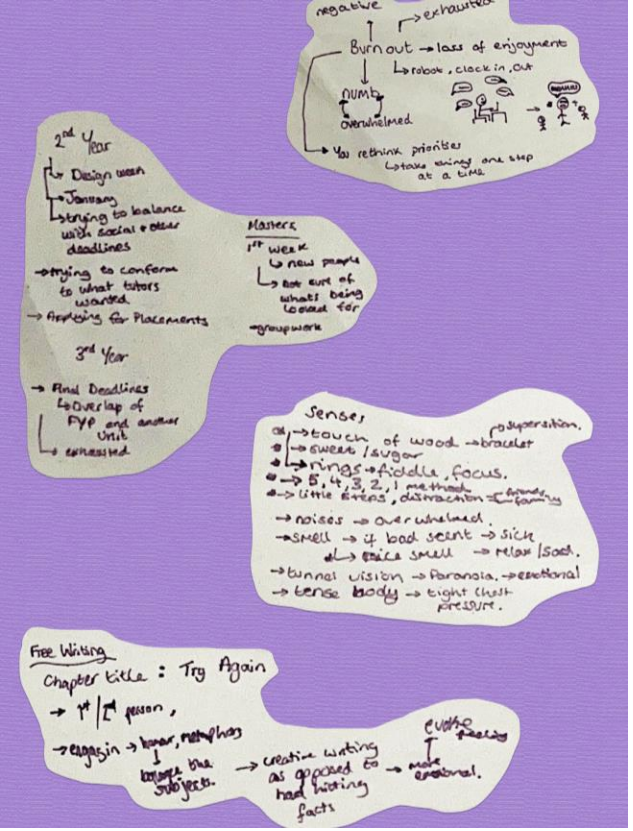
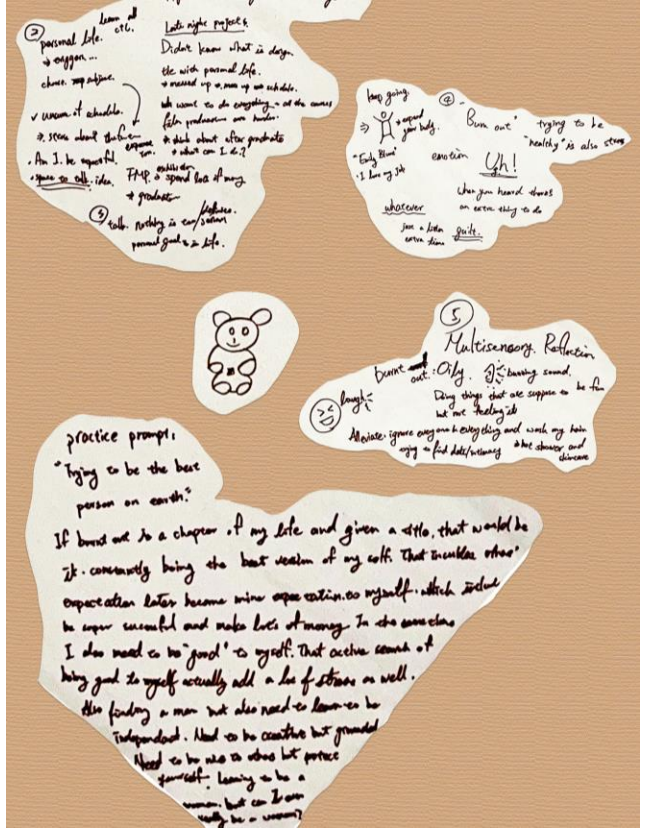
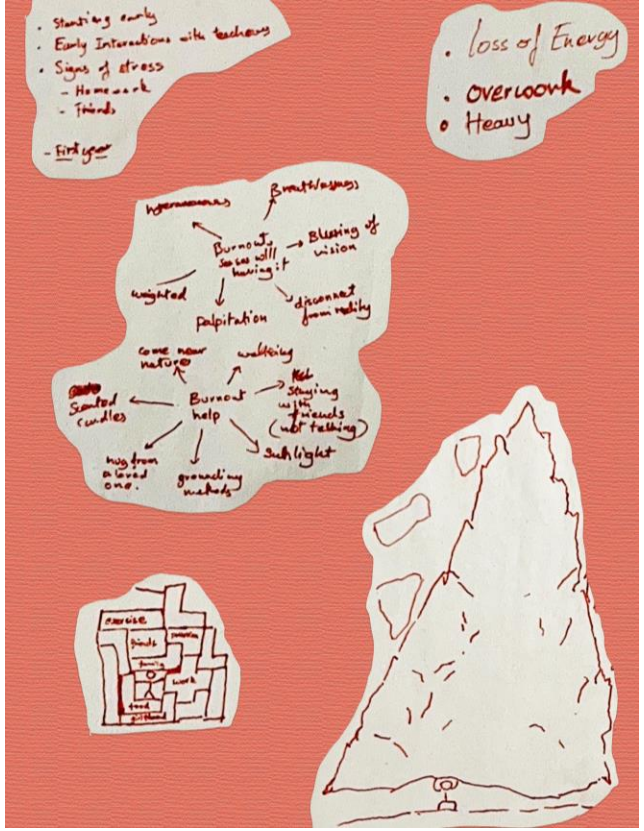


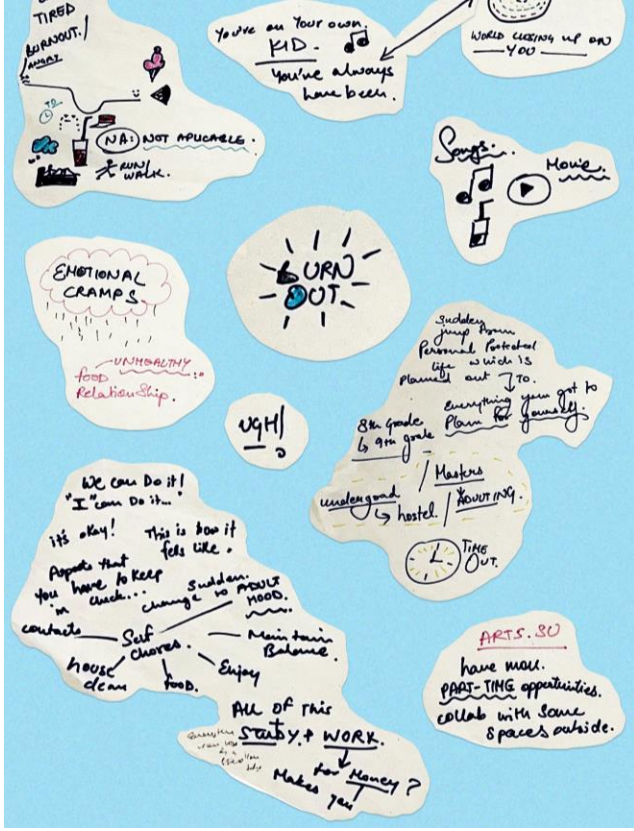

# Focus Group

- Your Academic Journey...
- What is Burnout...
- Emotional Spectrum...
- Multisensory Reflection...
- Free Writing Exercise: Tell the story of your most vivid experience related to burnout...
- Metaphorical Journey...

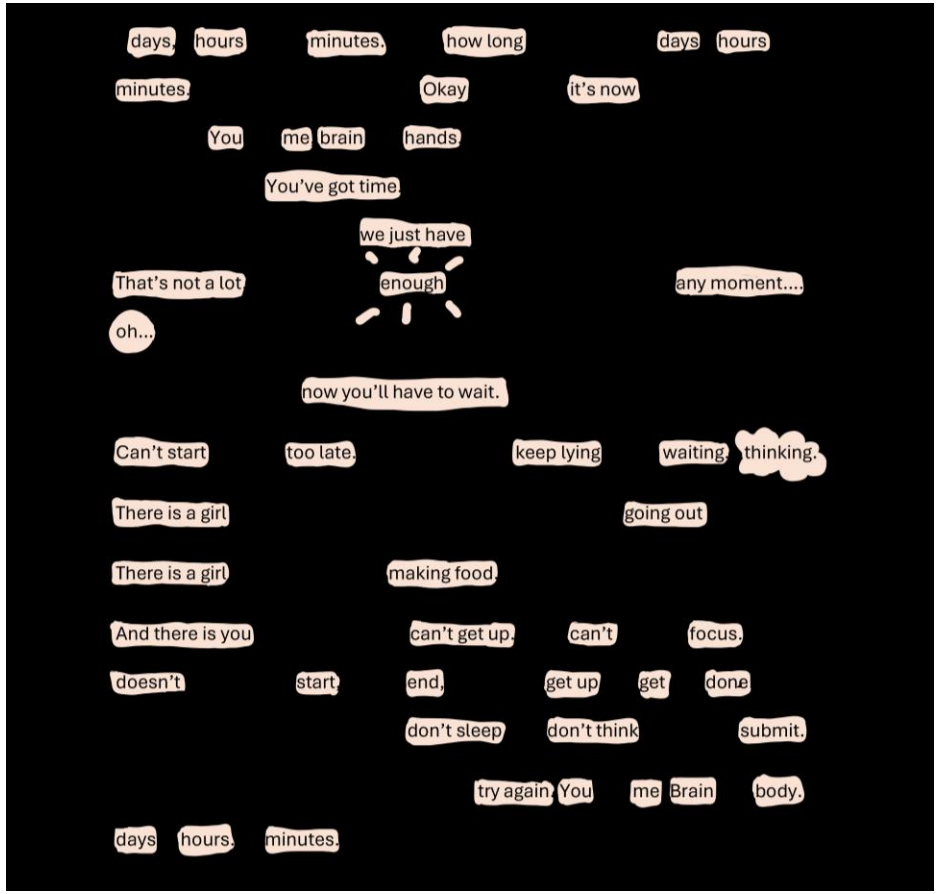


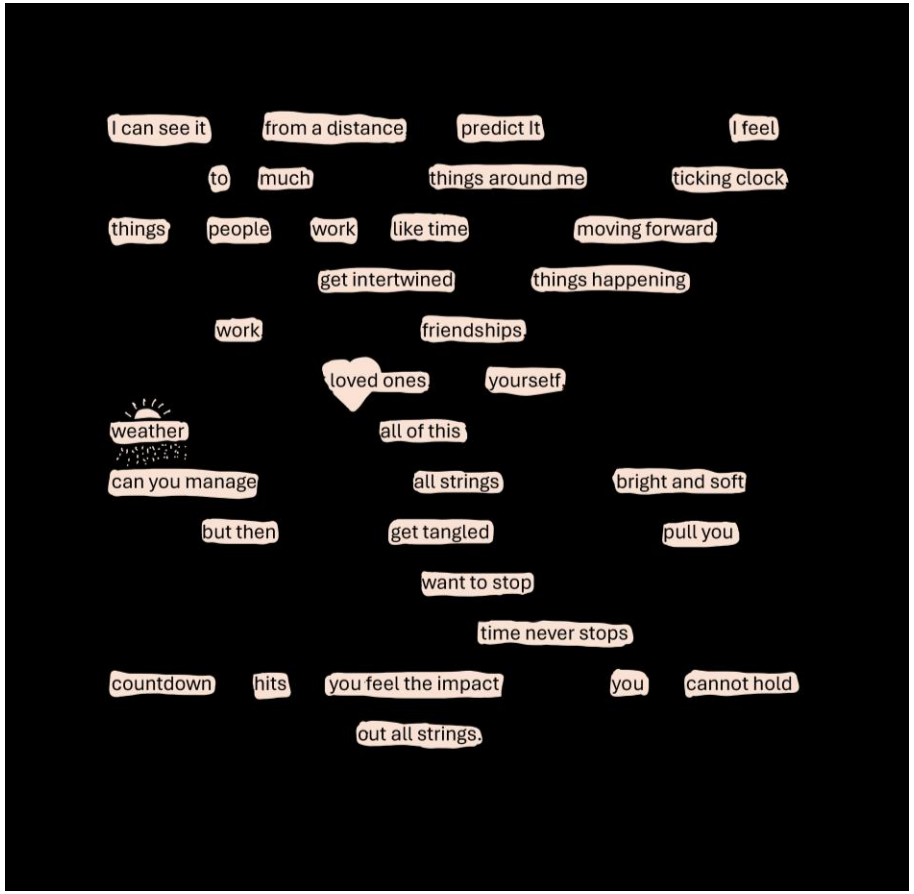




# Student Notes/Drawings

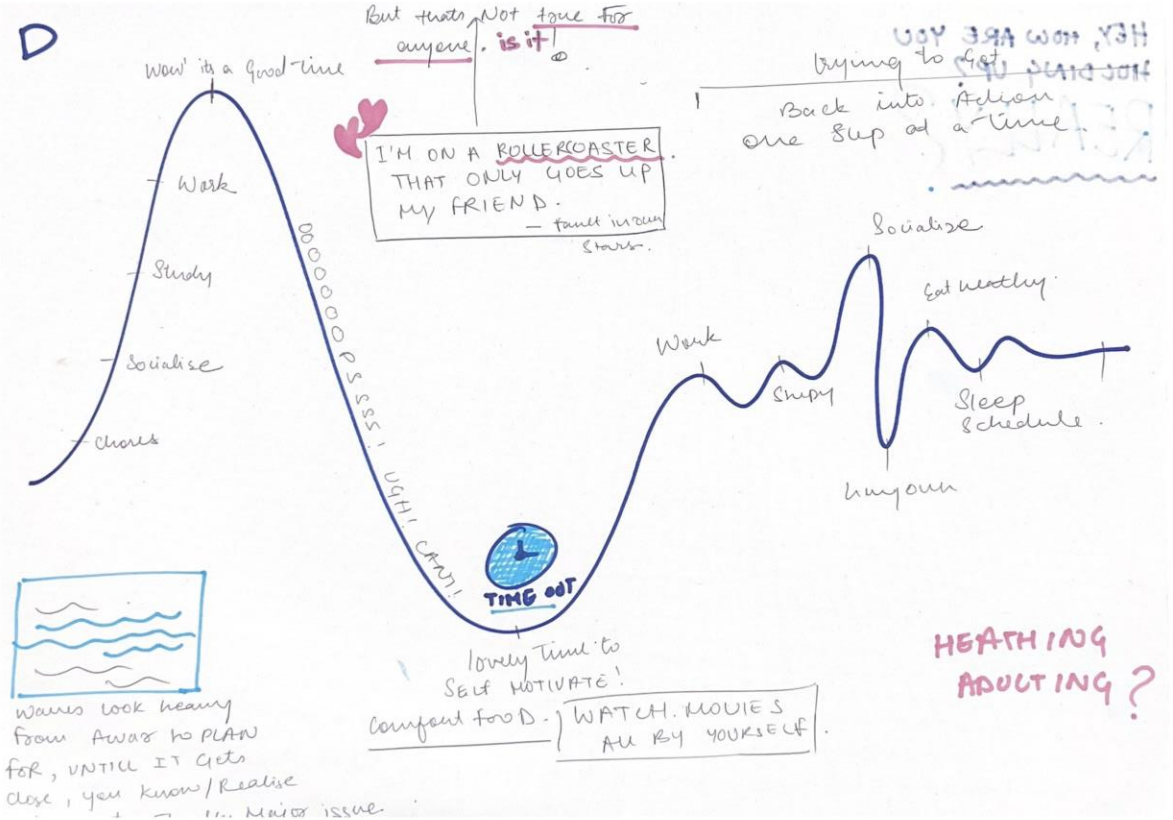


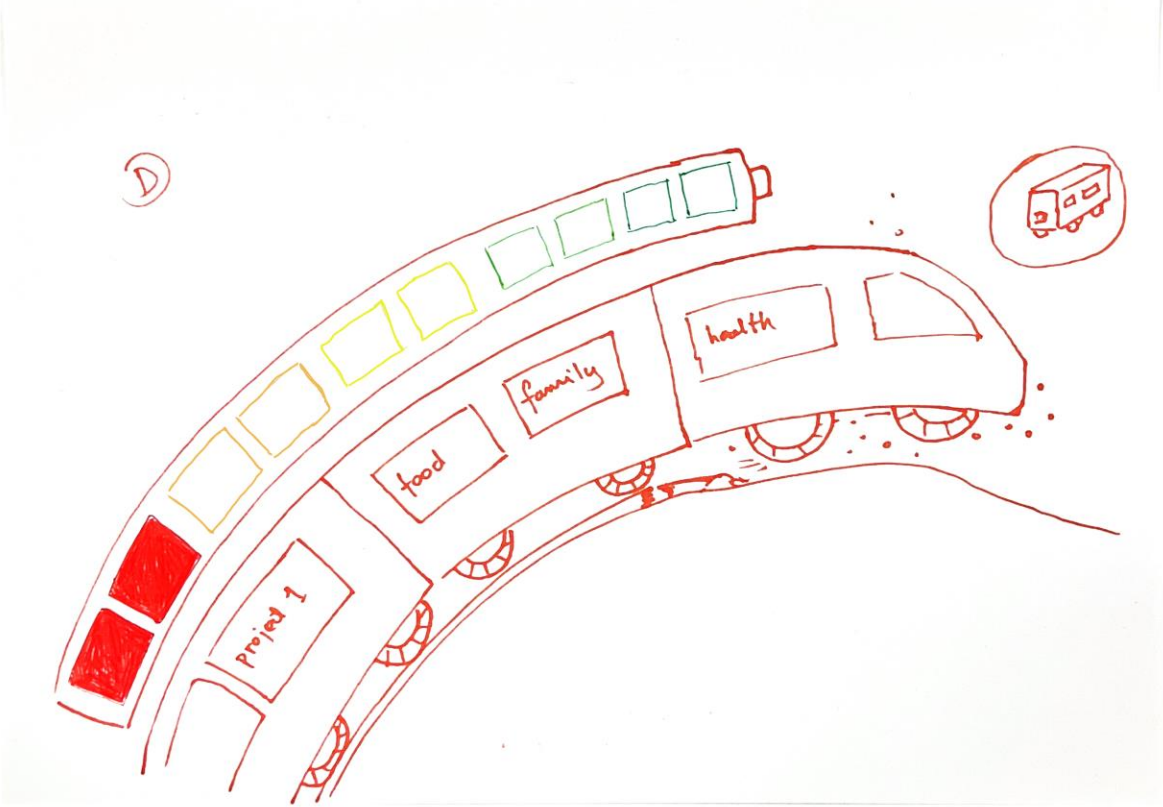




# Free Writing and Data Poetry

**Story Prompt**: Tell the story of your most vivid experience related to burnout.

Additional free writing prompts were given based on 'ReVision Story-Making' (Gruson-Wood, 2022)




# Metaphorical Journey of Burnout

Lakoff & Johnson (1980)

Q: If burnout were a journey, what mode of transportation would represent it? (e.g., a rollercoaster, a marathon, a maze) How would different stages of the journey be depicted?

# Summary of Findings

| |
|---|
| Academic Pressure |
| Group Work Dynamics |
| Transition Challenges |
| Support Systems |
| Individual Coping Strategies |
| Multisensory Experiences |

# Next Steps: Workshop ... ?

“People experience and resist oppression on **three levels**: the level of **personal** biography; the group or **community** level of the cultural context created by race, class, and gender; and the systemic level of social **institutions**. Black feminist thought emphasizes all three levels as sites of domination and as potential sites of resistance.”

(Collins, 2000)

# Workshop Plan

**Objective:**

- Equip students with personal strategies to manage burnout.
- Foster a supportive course community.
- Provide insights and suggestions for institutional improvement.

**Personal**: Students

**Community**: Course Community

Institution: UAL

**Activities:**

- ❑ Multimedia Stress Mapping
- ❑ Multisensory Guided Meditation
- ❑ Tangible Stress Ball Making

- ❑ Collaborative Vision Board
- ❑ Metaphorical Group Drawing
- ❑ Interactive Storytelling

- ❑ Inclusive Design Brainstorming
- ❑ Timeline of Support Experiences
- ❑ Mindful Institutional Feedback

# References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Images:

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