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Sharpen your pencils and pack your bags - incomplete course completion. Why are mental health in-patients leaving supported education - Case Study.

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Background: Recently, an increased focus in the use of supported education (SE) and the associated benefits attained for mental health consumers has been presented in the literature. For some the confrontation of SE still poses enormous challenges for the mental health consumer. An internal desire to achieve educational outcomes is at times not enough. When an individual experiences difficulties with managing stress and anxiety the person can feel trapped, leaving them unable to find a balance between the stress and anxiety and the attainment of course completion. One such a case will be presented in this paper. **Aim:** This exploratory study aims to: 1. Describe how stress and anxiety is influencing incomplete course completion for patients residing in hospital. 2. Explore what elements of support assisted interim return to study whilst residing in hospital.

Methodology: The study used a qualitative design, via subjective data recording and analysis; informal patient interview using open-ended semi-structured interview questions; a review of the literature. **Results:** Published evidence highlights that successful integration into supported educational programs offers a myriad of benefits for mental health consumers. Although individuals stress and anxiety levels when participating in SE plays a key role in the outcomes achieved. Whilst there is a reported interest in learning new skills, training or re-education, and a feeling of needing some training before applying for work by this patient group. There is evidence that suggests that stress and anxiety influences the willingness to study and take part in SE programs. **Conclusion:** This paper attempts to explore that whilst mental health in-patients are taking on work and study roles, factors such as stress and anxiety are impacting course completion.