

CHRONIC ILLNESS

The College Experience for Students
with Chronic Illness: Implications for
Academic Advising

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ABOUT THE AUTHORS

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Special interest in researching academic advising in special populations

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- ▶ As defined by the CDC:
 - an illness that lasts longer and requires care of more than 12 months
- ▶ Examples:
 - ▶ Cancer
 - ▶ Eating Disorders
 - ▶ Diabetes
 - ▶ Lupus
 - ▶ Asthma
 - ▶ Mental Illness
 - ▶ Crohn's Disease
 - ▶ Obesity



WHAT IS A CHRONIC ILLNESS?

NEW VS OLD DEFINITIONS OF CHRONIC ILLNESS

Traditional definition

chronic lyme disease, Crohn's disease, sickle cell anemia, and diabetes

Modern definition


Amputation, Depression, Bi-polar disease, ADHD, Obesity

96%
of chronic illness
is invisible
a lot of people do understand...
we just don't know who

SILENCE IS OFTEN A COPING
MECHANISM

► Facets of Chronic Illness

THE VIEWPOINT MUST BE HOLISTIC
SELF MANAGEMENT/PERSONAL
EXPERIENCE.
FAMILY INVOLVMENT
CLINICAL EXPERTISE AND SYMPTOMS
WORK/SCHOOL SUPPORT
COMMUNITY AWARENESS/ACTION
POLICY



- ▶ Magnitude/Nature of social support network

VARIATION IN NETWORKS
IE 16-47 WAS THE RANGE

NOTE:FEMALES SHOW LESS
VARIABILITY

SHOWS IMPORTANCE OF NETWORKS ON CAMPUS



IMPLICATIONS OF RESEARCH

The number of students with chronic illness is increasing

Also, the classification, diagnoses, treatment of chronic illness is changing



- ▶ Male vs. Female
- ▶ Social Development and Dependence on Family
Dependence vs. Enabling
- ▶ Delay in Developmental Transitions:
Adolescence to Adulthood
(just an FYI: the typical transition markers are
marriage and financial independence)

CONSEQUENCES OF CHRONIC ILLNESS



MALE VS FEMALE

Males may be at higher risk than females for problems with adjusting to college. This is evident as well in students with chronic illness.

Note: Mentioned by researchers and noticed by advisors

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a blue gradient background.

CHRONIC ILLNESS IS A PART OF DIVERSITY

“As the student population continues to diversify, every campus finds itself with more people that the original system was not designed to accommodate”

Byrd, M. L. (1995). Academic advising ain't what is used to be: Strangers in the university. *NACADA Journal*, 15(1), 44–47.

EMERGING ADULTHOOD

New period of lifespan development

Ages ~18-29

Only become evident in the past few decades, specific to US

Initial step of full fledged, modern “independence”

Defined by financial responsibility, marriage, children

“Feeling in between”

Similar responses from starkly different social backgrounds and economic prospects

Coined by Dr. Jeffrey Arnett

CONTRIBUTORS TO “EMERGING” ADULTHOOD

Larger percentage of young people attending college extends transition from adolescence to adulthood in a *large demographic*

Before passage of initial GI bill, 1944, few high school grads went to college, usually males. Now a majority of young people attend some form of post-high school education

Women make up a majority of college grads.
Accompanied by changes in marriage age/rates.

50 years ago: Men age 22 and women age 20

Today: Men over 28 and women over 24

Higher rates of students with Chronic illness attending college

OFFSETTING OF ADULTHOOD

Evidence of “Emergence of Adulthood” exists and contributing factors can be measured

Students with a Chronic illness have another compounding factor to the “Emergence” period

In a holistic sense, the cumulative effect is not additive, but rather exponential

Family dependence

Additional monetary stress/worry

Greater time commitments due to clinical and follow up appts



HOW CAN ADVISORS HELP

Courtesy and foresight is key!!!

Disclosure is not mandatory,
but the more information the
better

Know UNM support systems





CLASSROOM AWARENESS

Knowledge of the illness is key,
given disclosure

Ex. Classroom accessibility

ASK INNOVATIVE QUESTIONS

Is there anything OUTSIDE of school that will make attending class difficult? -
Cam

How is your family?

Are there financial strains

They will disclose if they want to

UNM'S CURRENT RESOURCES

If a student discloses, then refer to ARC

Amanda Butrum and the support team

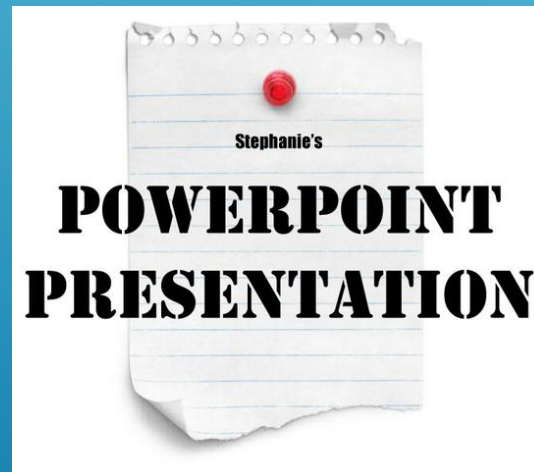
DOS –Lisa Lindquist

Faculty facilitation

**No current support groups on campus*

- ▶ Propose that we add a QUICK slide to our NSO presentation that mentions ARC for Chronic Illnesses and Accommodation Services!!!

NSO



OTHER CONTRIBUTORS

Marisa Tapia (Cam's amazing student)

Amanda Butrum(ARC)

