

A COMMUNITY PROJECT BY GROUP 5

# STAY MINDFUL

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## Introduction :

A disability describes any condition an individual is affected by that causes an impairment to the body or the mind. These impairments limit the person's ability to do certain activities and restrict their interaction with the world around them. People with disabilities are often viewed as one group of people that include all forms of disabilities. However, the community of people with disabilities are a diverse group that have a variety of different needs. There are many disabilities that are visually apparent whilst others are not as evident known as 'Invisible Disabilities'.

A disability can be a condition that is presented at birth such as a disorder of a gene or a chromosome. For others it can be associated with developmental conditions that become apparent during childhood or related to an injury and accident. Some of these effects are associated with longstanding conditions such as diabetes resulting in vision loss or nerve damage and some are progressive conditions such as muscular dystrophy.

This booklet is to inform the reader about various different disabilities, their effects on the individual with the condition and what people can do to stay mindful of the different needs of the disabilities. There is also information about the current facilities currently available at UAL and ideas on further improvements that could be made to help the quality of life for those with disabilities while studying at UAL.

- **Inattention** means a person wanders off task, lacks persistence, has difficulty sustaining focus, and is disorganized; and these problems are not due to disobedience or lack of comprehension.
- **Hyperactivity** means a person seems to move about constantly, including in situations in which it is not appropriate; or excessively fidgets, taps, or talks. In adults, it may be extreme restlessness or constant activity.
- **Impulsivity** means a person makes hasty actions that occur in the moment without first thinking about them, or a desire for immediate rewards.

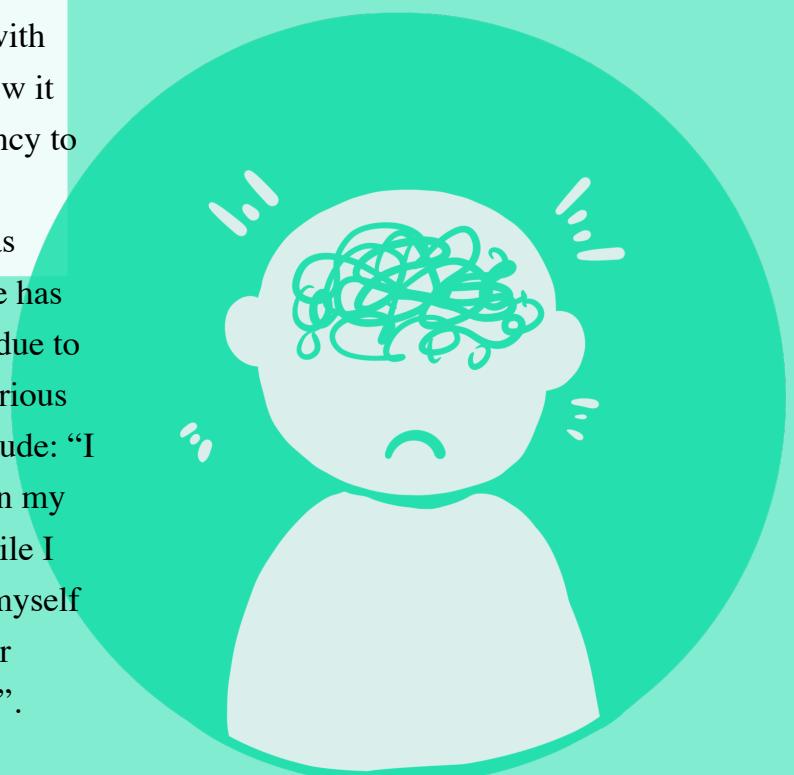
# ADHD

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## Examples:

Some known figures who have been diagnosed with ADHD include Michael Phelps. He described how it made schoolwork difficult for him and his tendency to move caused him to act up in class, resulting in difficulties with getting his work finished. He was diagnosed at age 9. Adam Levine has said that he has trouble writing songs and focusing in the studio due to his diagnosis. People with ADHD have found various ways to cope with daily life, some examples include: “I carry a colourful wallet, so I can find it quickly in my handbag”, “I turn on music and keep moving while I clean and tidy up from room to room”, “I write myself a note and stick it in my pocket. When I reach for something in that pocket, I see what I need to do”.

**Attention-deficit/hyperactivity disorder (ADHD) is a disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development.**



## **Further Information**

These are the main characteristics presented with ADHD. Some people only have problems with one of these behaviours, while others may suffer from both inattention and hyperactivity- impulsivity. Most children have the combined type of ADHD. It is normal to have some inattention, unfocused motor activity or impulsivity. For some people with ADHD, these behaviours are more severe, with symptoms that occur more often and interfere with the quality of how they function socially. For a person to receive a diagnosis of ADHD, the symptoms of inattention and/or hyperactivity-impulsivity must be chronic or long-lasting, impair the person's functioning and cause the person to fall behind in the typical development for his or her age. Most children with ADHD receive a diagnosis during the elementary school years. For an adolescent or adult to receive a diagnosis of ADHD, the symptoms need to have been present before age 12. Symptoms can appear as early as between the ages of 3 and 6 and can continue through adolescence and adulthood. Symptoms of ADHD can be mistaken for emotional or disciplinary problems or missed entirely in quiet, well-behaved children, leading to a delay in diagnosis. Adults with undiagnosed ADHD may have a history of poor academic performance, problems at work, or difficult or failed relationships.

## **Potential Ways of Help**

For many people, ADHD medications reduce hyperactivity and impulsivity and improve their ability to focus, work, and learn. Medication also may improve physical coordination. Some ADHD medications are stimulants and some are non-stimulants.

Several specific psychosocial interventions have been shown to help patients and their families manage symptoms and improve everyday functioning such as: behavioral therapy, cognitive behavioral therapy, parenting skills training, stress management techniques, support groups.

## **Effect on Daily Life**

Individuals with this disorder may experience problems such as:

- Disorganization: have problems organizing tasks and activities, keeping materials and belongings in order, lose things, having messy work and poor time management, and failing to meet deadlines.
- Poor management/planning skills
- Problems focusing: overlook/miss details, make careless mistakes, have problems sustaining attention, not follow through on instructions or start tasks but quickly lose focus and get easily side tracked, be easily distracted by unrelated thoughts or stimuli, be forgetful.
- Trouble multitasking
- Anxiety/restlessness: fidget and squirm, be constantly in motion, talk nonstop
- Mood swings
- Trouble with social occasions; blurt out an answer before a question has been completed, finish other people's sentences, or speak without waiting for a turn in a conversation, interrupt or intrude on others. Not seem to listen when spoken to directly.

### **Tips for kids:**

1. Keeping a routine (for adults as well)
2. Organizing everyday items
3. Using organizers
4. Being clear and consistent
5. Giving praise/rewards when rules are followed

### **Tips for adults:**

1. Making lists
2. Using a calendar for scheduling
3. Using reminder notes
4. Assigning a special place for important items like keys

## **Further Information**

Dyslexia is believed to be caused by the interaction of genetic and environmental factors. Some cases run in families. Dyslexia that develops due to a traumatic brain injury, stroke, or dementia is called an "acquired dyslexia". The underlying mechanisms of dyslexia are problems within the brain's language processing. It is diagnosed through a series of tests of memory, vision, spelling, and reading skills. It is separate from reading difficulties caused by hearing or vision problems or by insufficient teaching or opportunity to learn.

# **Dyslexia**

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**Dyslexia is a common learning difficulty that can cause problems with reading, writing and spelling. It's a specific learning difficulty, which means it causes problems with certain abilities used for learning, such as reading and writing.**

**Unlike other learning disabilities, intelligence isn't affected.**

**There are six types of dyslexia:**

Phonological dyslexia; difficulty with decoding words

Surface dyslexia; having trouble seeing the whole word, which causes comprehension difficulties and greatly increases processing time required for reading

Visual dyslexia; trouble reading and remembering what has been seen on a page

Primary dyslexia; refers to dyslexia when it is a result of a genetically inherited condition

Secondary/developmental dyslexia; due to infections, and sometimes poor nutrition in the womb, some babies experience brain development issues which can cause neurological impairment and result in dyslexia

Trauma/acquired dyslexia; due to a brain injury from trauma or disease, they can sometimes develop difficulties with language processing, which result in dyslexia.

## **Examples:**

Some known figures who have dyslexia are Leonardo da Vinci, Walt Disney, John Lennon and Albert Einstein who frequently described his thought process as being non-verbal: “Thoughts did not come in any verbal formulation. I very rarely think in words at all. A thought comes, and I may try to express it in words afterwards”.

## **Potential Ways of Help**

Techniques and support:

1. Occasional 1-to-1 teaching or lessons in a small group with a specialist teacher.
2. Phonics (a special learning technique that focuses on improving the ability to identify and process the smaller sounds that make up words).
3. Technology like computers and speech recognition software that may make it easier to read and write.

There are many ways to help students (and potentially other people) with dyslexia:

1. Bullet points may be more useful than blocks of text.
2. Include a vocabulary list of keywords (glossary) that will make it easier to read.
3. Provide written notes, so that copying from the board/presentation is not an issue.
4. Give plenty of time to complete the work.
5. Give an overview before a presentation and a summary afterwards.
6. Record the presentation.

## **Effect on Daily Life**

Apart from having problems with reading, writing and spelling which greatly affects day-to-day life people with dyslexia have been shown to have many strengths as well:

- Seeing the bigger picture
- Finding the odd one out
- Improved pattern recognition
- Good spatial knowledge
- Picture thinkers
- Sharper peripheral vision
- Business entrepreneurs
- Highly creative
- Thinking outside the box - problem solving

## **What to consider when making a presentation:**

- The spacing between the letters, words and lines
- Font size.
  - Text colour and background.
- Align text to the left and keep a consistent layout
- Use images and diagrams to support text.
- Keep content short, clear and simple.
- Consider producing materials in other formats (e.g. audio or video).

# Language Disorder

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## Further Information:

Examples include specific language impairment, better defined as developmental language disorder, or DLD, and aphasia, among others. Language disorders can affect both spoken and written language, and can also affect sign language; typically, all forms of language will be impaired. Current data indicates that 7% of young children display language disorder, with boys being diagnosed twice as much as girls. Preliminary research on potential risk factors have suggested biological components, such as low birth weight, prematurity, general birth complications, and male gender, as well as family history and low parental education can increase the chance of developing language disorders.

## Language disorders tend to manifest in two different ways:

- Receptive language disorders, where one cannot properly comprehend language. Receptive language disorders can be acquired or developmental. With the latter, difficulties in spoken language tend to occur before three years of age. Usually such disorders are accompanied by expressive language disorders.
- Expressive language disorders, where one cannot properly communicate their intended message. Similarly, such disorders can occur during a child's development or they can be acquired. This acquisition usually follows a normal neurological development and is brought about by a number of causes such as head trauma or irradiation. Unlike those with a speech disorder, the problem with expressive language disorders pertains not only to the voice and articulation, but to the mental formation of language, itself.

**Language disorders or language impairments are disorders that involve the processing of linguistic information. Problems that may be experienced can involve grammar (syntax and/or morphology), semantics (meaning), or other aspects of language.**

## **E**ffect on Daily Life

With receptive language disorders symptoms that affect a person's daily life include: struggling to understand meanings of words and sentences, struggling to put words in proper order and inability to follow verbal instruction.

Features of an expressive language disorder vary, but have certain features in common such as: limited vocabulary, inability to produce complex grammar, and more lexical errors. If it is a developmental disorder, the child will have difficulty acquiring new words and grammatical structures. The child will often begin speaking later than his/her peers and progress at a slower rate linguistically. Due to the very nature of these disorders, the child may struggle with academics and socializing with peers.

## **P**otential Ways of Help

Institutions such as colleges and universities have found ways to accommodate language disorders. For example, by the use of altered tests or assignments, augmentative and alternative communication (ACC), text-to-speech technology and verbal tests.

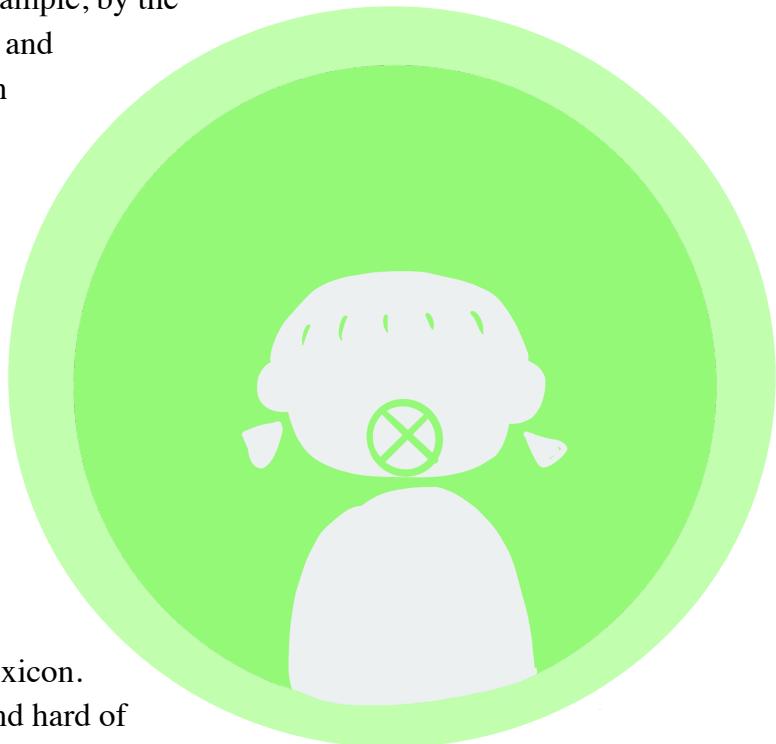
Treatment options regarding receptive language disorders include: language therapy, special education classes for children at school, and a psychologist if accompanying behavioral problems are present. Experts that commonly treat expressive language disorders include speech pathologists and audiologists.

Another way to help people with language disorders is to learn sign language. Sign languages use the visual-manual modality to convey meaning. Sign languages are full-fledged natural languages with their own grammar and lexicon.

Although signing is used primarily by the deaf and hard of hearing, it is also used by hearing individuals, such as those unable to physically speak, those who have trouble with spoken language due to a disability or condition or those with deaf family members.

## **E**xamples

A famous example of someone with a language disorder would be Marylin Monroe. After a traumatic event at the age of seven, Marylin Monroe began to stutter and had severe difficulties with communication. Through many years, she was able to get the stuttering under control but it would surface during her adult life in situations where she felt nervous or flustered. Winston Churchill is another well-known figure who suffered a form of language disorder. He suffered from a speech impediment that made the pronunciation of the letter 's' difficult as well as a pronounced stutter. He would work against his speech issues by practicing tongue twisters and rehearsing his diction.



# Hearing Loss

## Further Information

Hearing loss may be caused by a number of factors, including: genetics, aging, exposure to noise, some infections, birth complications, trauma to the ear, and certain medications or toxins. A common condition that results in hearing loss is chronic ear infections. Hearing loss is diagnosed when hearing testing finds that a person is unable to hear 25 decibels in at least one ear. Testing for poor hearing is recommended for all new-borns.

Hearing loss can be categorized as:

- mild (25 to 40 dB)
- moderate (41 to 55 dB)
- moderate-severe (56 to 70 dB)
- severe (71 to 90 dB)
- profound (greater than 90 dB).

There are three main types of hearing loss: conductive hearing loss, sensorineural hearing loss, and mixed hearing loss.

**Hearing loss is a partial or total inability to hear. It may be present at birth or acquired at any time afterwards, it may occur in one or both ears and it can be temporary or permanent. Hearing loss related to age usually affects both ears and is due to cochlear hair cell loss. Deaf people usually have little to no hearing.**



## Effect on Daily Life

Hearing loss can have far-reaching implications for the person and those close to them. Untreated hearing loss can impact the person's health as well as well-being. Such implications include:

- higher rates of depression, social isolation and cognitive decline
- facing high medical costs
- high risk of dangerous trips and falls
- unemployment and lower earnings at work
- Difficulty understanding everyday conversation
- A feeling of being able to hear but not understand
- Having to turn up the TV or radio
- Asking others to repeat often
- Avoidance of social situations that were once enjoyable
- A sense of exhaustion after a day of listening to other people
- Increased difficulty communicating in noisy situations like restaurants, lively family gatherings, in
- Tinnitus, or ringing and/or buzzing sounds in the ears

## Examples

Chris Martin, lead singer of Coldplay, has said he started noticing hearing loss at age 25, as well as tinnitus. "There's no doubt it's been caused by years of being on stage and subjected to very loud decibels of music," he's said. A victim of domestic violence, Oscar winner Halle Berry lost 80 percent of her hearing in her left ear in 1991 when an abusive boyfriend struck her repeatedly. She often speaks about her hearing loss to raise awareness and help other women break the cycle of violence.

## Potential Ways of Help

Some types of hearing loss, especially conductive types, can be medically or surgically corrected but others cannot. The most common treatment for sensorineural hearing loss is properly fitted hearing aids. Hearing aids are widely available in a range of styles, colours, sizes, technology levels, and price points. They do more than just help you hear—hearing aids will make you healthier overall, too.

## What can we do:

- Learn about hearing loss
- Learn sign language
- Use subtitles or provide transcripts
- Use linear, logical layouts
- Provide an interpreter or allow people to provide one for themselves, when booking appointments
- Don't make telephone the only means of contact

# Visual Impairment

**Visual impairment, also known as vision impairment or vision loss, is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses. Some also include those who have a decreased ability to see because they do not have access to glasses or contact lenses. The term blindness is used for complete or nearly complete vision loss.**

## Further Information

The most common causes of visual impairment globally are

- uncorrected refractive errors (43%)
- cataracts (33%)
- and glaucoma (2%)

Refractive errors include near-sightedness, far-sightedness, presbyopia, and astigmatism.

Cataracts are the most common cause of blindness. Other disorders that may cause visual problems include age-related macular degeneration, diabetic retinopathy, corneal clouding, childhood blindness, and a number of infections.

According to the International Classification of Diseases there are 4 levels of visual function:

- blindness
- normal vision
- severe visual impairment
- moderate visual impairment

There are some different terms used to describe levels of vision disability. These terms include, 'partially-sighted,' 'low-vision,' 'legally blind,' and 'totally blind.' Partially-sighted means the person has some form of visual disability that may require special education. Low-vision is usually used to refer to people who experience a more severe loss of vision that is not necessarily limited to distance vision. They may need large print or Braille. People who are legally blind have less than 20/200 vision in their better eye, or a very limited field of vision. People who are totally blind are unable to see and often use Braille or other non-visual forms of media.

## **E**xamples

An example of a known figure with blindness/visual impairment is Stevie Wonder. Blind from infancy, Wonder signed with Motown Records as a pre-adolescent at age twelve. It is thought that he received excessive oxygen in his incubator which led to retinopathy of prematurity.

## **E**ffect on Daily Life

Visual impairment may cause difficulties with normal daily activities such as reading and walking without adaptive training and equipment. Such problems include:

- Mobility
- Reading
- Communication
- Using computers/technology

## **P**otential Ways of Help

The World Health Organization (WHO) estimates that 80% of visual impairment is either preventable or curable with treatment. Many people with significant visual impairment benefit from vision rehabilitation, changes in their environment, and assistive devices. Tools that assist visually impaired people include:

- The white cane with a red tip – the international symbol of blindness – may be used to improve mobility. A long cane is used to extend the user's range of touch sensation. Some visually impaired persons do not carry these kinds of canes, opting instead for the shorter, lighter identification (ID) cane.
- A small number of people employ guide dogs to assist in mobility. These dogs are trained to navigate around various obstacles, and to indicate when it becomes necessary to go up or down a step. However, the helpfulness of guide dogs is limited by the inability of dogs to understand complex directions.
- GPS devices can also be used as a mobility aid. Such software can assist blind people with orientation and navigation.
- Some blind people are skilled at echolocating silent objects simply by producing mouth clicks and listening to the returning echoes.
- Government actions are sometimes taken to make public places more accessible to blind people. Public transportation is freely available to the blind in many cities. Tactile paving and audible traffic signals can make it easier and safer for visually impaired pedestrians to cross streets.
- Adaptations of coins and banknotes, so that the value can be determined by touch.
- Labelling/tagging clothing and other personal items.
- Marking controls off household appliances.
- VoiceOver or Google TalkBack.



# Physical Disabilities

A physical disability is a term used to define disabilities that can be described to limit a person's physical function, mobility, dexterity or stamina. Some forms of physical disabilities can be short term such as minor injuries to the extremities while other forms can be long term injuries or conditions apparent from birth.

## Further Information

There are two main physical disability groups; Musculoskeletal disability and Neuromusculoskeletal disability. Musculoskeletal disabilities describe conditions that affect the joints, muscles and bones. This includes diseases or deformities that cause the muscles to be unable to correctly move and the loss and deformity of limbs.

Musculoskeletal disabilities are commonly linked to depression and often increases the individual suffering the condition to develop other chronic health conditions. Musculoskeletal disability includes conditions such as:

- Rheumatoid arthritis
- Psoriatic arthritis
- Osteoporosis
- Osteopenia
- Sarcopenia
- Back pain
- Neck pain

Neuromusculoskeletal disabilities include conditions that affect the body from being able to move correctly from a degeneration of the nervous system. This means that the motor neurons that are involved with controlling the movement of the muscles do not carry information correctly causing the muscles to be unable to function. Neuromusculoskeletal disability includes conditions such as:

- Muscular dystrophy
- Myasthenia Gravis
- Spinal muscular atrophy
- Amyotrophic lateral sclerosis
- Multiple sclerosis
- Myopathy
- Peripheral neuropathy

## Examples

A theoretical physicist, astrophysicist, cosmologist, and eminent scientist, Stephen Hawking was diagnosed with ALS at age 21: he was given 2 more years to live. He lived until he was 76-years-old. He had been paralyzed from head to toe for over thirty years and used a voice synthesizer to be able to communicate, and a wheelchair that he operated through slight movements of the head and eyes.

Frida Kahlo suffered polio during her childhood and, according to some sources, also had spina bifida, which caused dysmetria in her right leg. In addition, her spinal problems were aggravated by an accident suffered in her adolescence, which left her with physical issues for her entire life.

Frida spent much of her life in bed suffering from severe pain. Even so, she became one of the most famous artists of all time and an icon of the twentieth century.

## Effect on Daily Life

Each individual affected by a physical disability struggle with unique handicaps. Two people who are suffering from the same condition may struggle with different aspects related to the disability. These difficulties are often evident in schools, universities and at the workplace where every individual is expected to work at the same standard. Some examples of the difficulties of a physical disability include:

- Fatigue
- Maneuvering between spaces such as classrooms or workstations
- Using a standard keyboard and mouse
- Using certain tools, machines and writing equipment
- Side effects from medications
- Commuting to and from campus/work/school

## Potential Ways of Help

Addressing these issues that those with physical disabilities may face, there are many things that can be done to improve the accessibility for these individuals. Some ideas include :

- Having wider corridors to allow for easy wheelchair access
- Accessible lifts for buildings with multiple floors
- Assistive technology for computer based work
- Adjustable workstations and seating
- Doors that are easy to open, automatic
- Accessible toilets



# Ehlers-Danlos Syndrome

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**EDS is a group of inherited disorders that affect your connective tissues — primarily your skin, joints and blood vessel walls.**

**EDS happens when your body doesn't make a protein called collagen in the right way. Collagen helps form the connections that hold your body's bones, skin, and organs together. If there's a problem with it, those structures can be weak and more likely to have problems. EDS is a genetic disorder. That means it's something you get from your parents. If one of your parents has this condition, you're likely to have it, too.**

## Further Information

Symptoms include:

- Overly flexible joints. Because the connective tissue that holds joints together is looser, your joints can move far past the normal range of motion. Joint pain and dislocations are common.
- Stretchy skin. Weakened connective tissue allows your skin to stretch much more than usual. You may be able to pull a pinch of skin up away from your flesh, but it will snap right back into place when you let go. Your skin might also feel exceptionally soft and velvety.
- Fragile skin. Damaged skin often doesn't heal well. For example, the stitches used to close a wound often will tear out and leave a gaping scar. These scars may look thin and crinkly.

Symptom severity can vary from person to person and depends on the specific type of Ehlers-Danlos syndrome. It can range from somebody having something really mild like loose joints and it can go all the way up to being life-threatening in many different ways. The most common type is Hyper-mobile EDS (90%).

### **Examples:**

There are thirteen different types of EDS:

- Classical EDS (cEDS)
- Classical-like EDS (clEDS)
- Cardiac-valvular EDS (cvEDS)
- Vascular EDS (vEDS)
- Hypermobile EDS
- Arthrochalasia EDS (aEDS)
- Dermatosparaxis EDS (dEDS)
- Kyphoscoliotic EDS (kEDS)
- Brittle Cornea Syndrome (BCS)
- Spondylodysplastic EDS (spEDS)
- Musculocontractural EDS (mcEDS)
- Myopathic EDS (mEDS)
- Periodontal EDS (pEDS)

### **Effect on Daily Life**

This condition can cause a wide range of unpleasant symptoms such as:

- Pain in the joints and muscles
- Joint dislocations
- Early onset arthritis

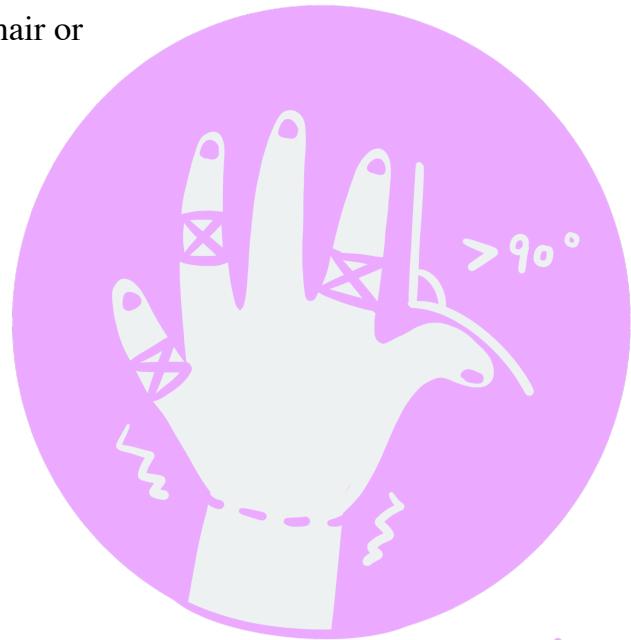
### **Potential Ways of Help**

People with EDS have to see several kinds of doctors including:

- An orthopedist, who specializes in joint and skeleton problems.
- A dermatologist, who treats skin conditions.
- A rheumatologist, who deals with diseases that affect connective tissues.

### **Some treatment options include:**

- Physical therapy and exercise to build muscle tone and help coordination. Stronger muscles can make it less likely to dislocate a joint. Helpful exercises can include walking, low-impact aerobics, swimming, or bicycling. Physical therapy is especially important for children with EDS.
- Braces or other assistive devices, like a wheelchair or scooter, to make getting around easier.
- Calcium and vitamin D supplements to help strengthen the bones.
- Over-the-counter drugs to help with joint pain (or alternatively prescription medication)
- Women with EDS may need special care if they're pregnant because of possible issues with pain.



### **Some things can help make day-to-day life easier:**

- Using soft-bristled brushes to brush teeth.
- Thick pens or pencils can help ease strain on fingers.
- Wearing protective clothing or pads over the knees and elbows to prevent bruising or cuts.
- Avoid contact sports and high-impact exercises like running or skiing

Also, a therapist, counsellor, or support group might help the person deal better with the

# UAL Disabilities Services

## Services

### Counseling, Chaplaincy and wellbeing advice

Access free and confidential support with emotional or course related issues, and mental health advice. Our chaplaincy service also provides faith and spiritual support.

Support for physical health, mental health or wellbeing.

### Mental health Advice

Get advice on managing your mental health and wellbeing.

Support and advice regarding the mental health and wellbeing

The Mental Health Advice team are professionals from various disciplines including Social Work and Mental Health Nursing

Provide with professional recommendations, advice on medication and treatment options / well-being advice and help in managing symptoms.

Help to access the NHS and other organizations outside of the university  
Provide advice, guidance and ongoing support

Help navigate student journey at UAL as well as support in accessing external services where appropriate

### Health advice

Access advice on your health and find out how to register with a GP

#### Chaplaincy

Find out how to contact a chaplain and what support they can offer you

#### Counseling

University of the Arts London offers free, one-to-one, confidential counseling to students at each College, as well as at the Student Centre in High Holborn.

#### Urgent support:

Contact: 020 75146251

studenthealth@arts.ac.uk

#### Request and appointment

For full access and route guides to all our sites visit

DisabledGo

#### Emergency

In a life treatment emergency, or if you are actively

suicidal call 999 immediately or go to your nearest

Hospital Accident and Emergency dept.

#### Urgent

If your emergency is urgent but not life threatening

you can: Dial 111 and request medical advice from the NHS

Request an urgent appointment at your GP surgery

Attend an NHS Walk-in Centre

Counseling is an opportunity to talk, in private, to a trained professional from outside of one's day-to-day life.

Exploring and reflecting on feelings and thoughts, through talking, can help students who are finding things difficult to get a deeper understanding of themselves, and find ways to address and work through whatever is impacting on their studies, well-being, and day to day responsibilities.

Some of the areas in which counseling can be helpful are:

- Course related problems.
- Low mood and depression.
- Anxiety and stress.
- Relationship issues.
- Bereavement.
- Loneliness.
- Sexuality.
- Gender identity.
- Family issues.
- Homesickness.

### **Appointments and enquiries**

To make an appointment with a counsellor, students should complete the Counseling and Health Advice Request Form. The counseling administrator will then contact the student by telephone to arrange the first appointment.

### **Meeting a counsellor**

At the first appointment, the counsellor will ask a few questions, inviting the student to talk about what has brought them to counseling.

The counsellor and student will decide whether any further appointments would be useful, and what those meetings should be focussed on, as well as how often to meet.

The counsellor may also discuss other types of support and consider if it would be more appropriate for the student to be seen by another colleague from the Counseling, Health Advice and Chaplaincy Service, or elsewhere in the University, or to seek support from an external service.

Most students come for a short series of appointments with the same counsellor.

Counseling appointments are 50 minutes long. The counsellors are professionally qualified and operate to the BACP Ethical Framework for good practice, produced by the British Association for Counseling and Psychotherapy.

### **Missing a counseling appointment**

Students should inform the counseling administrator as soon as possible if they are not able to attend an appointment by telephoning **020 7514 6251**.

Missed or cancelled appointments will normally count as part of the agreed number of sessions and not replaced.

### **Support for when things are at their worst**

Sometimes, people feel low or out of control to the point that they consider self-harm or suicide. The most important thing to do in this situation is to talk to someone. Talking can help you to see things differently and decide not to act, or to access help to keep safe.

If you are a UAL student and need immediate support, please call 020 7514 6251.

If it is out of office hours, please visit the Helplines & Emergency Support page for details of helplines and organizations you can contact at any time.

# Health Advice



*My other senses support my eyes to read the world and life*

The Health Advice Service provides advice and information to students at University of the Arts London (UAL) on registering with a doctor (GP) in the UK and about any other aspect of health and well-being.

Advice is available for students who have questions or concerns about:

- lifestyle (including alcohol, drugs and smoking)
- healthy eating
- physical wellbeing
- infectious diseases
- sexual health
- mental health

Students usually meet with a health adviser for a one to one appointment at the Student Centre at High Holborn but advice can also be offered by telephone or by email, if it is difficult to attend an appointment.

If you have applied for a course at UAL and would like to speak to a health adviser before it starts, please email [studenthealth@arts.ac.uk](mailto:studenthealth@arts.ac.uk). This could be about a pre-existing medical condition, access to specific medication in the UK, if you will be coming from abroad, understanding how the National Health Service (NHS) works, or anything else.

## Appointments and enquiries

To request health advice, whether physical or mental health related, or to book an appointment students should complete the Counseling and Health Advice Request Form.

If they know the type of health advice they require they can indicate this, and provide any other relevant information. The student will then be contacted by email or phone with advice in response to the enquiry, or to set up an appointment.

Telephone enquiries or emails to [studenthealth@arts.ac.uk](mailto:studenthealth@arts.ac.uk) are also welcome.  
Registration with a doctor (GP/ General Practitioner)

It is very important for students to register with a GP in London at the beginning of your studies, even if they are already registered elsewhere in the UK. For those with pre-existing health conditions early registration is especially important. Prompt registration will avoid delays in accessing health care when it is needed the most. Free NHS treatment is accessible to all UK and EU students, and those International students on a full-time course lasting more than 6 months. Prescriptions and dental treatment may need to be paid for.

The NHS Choices website has a facility to search for GP services. Students can also contact the Health Advisers by email at [studenthealth@arts.ac.uk](mailto:studenthealth@arts.ac.uk) for more information about registering with a GP in London.

## Holborn Medical Centre

If your address is within any of the following post-codes you are eligible to register with Holborn Medical Centre

The Holborn Medical Centre is located 64 Lamb's Conduit Street, London, WC1N 3NA. To register with Holborn Medical Centre visit the Holborn student health website.

## Hurley Group

You can also register online at one of the Hurley Group GP Practices if you live in their catchment area. Please visit the Hurley Group website for more information. If your post-code is not listed above, and you do not live in the Hurley Group catchment area, you will need to find a GP you can register with near where you live by using the NHS Local Search facility.

## Urgent medical attention

Urgent appointments can be booked at your Doctor's surgery during office hours. You can also visit an NHS Walk-in Centre or in an emergency, an Accident and Emergency department at a hospital.

Charges for GP prescriptions, dental care and opticians

You have to pay some of the cost towards prescription charges, dental care and optical services but you may be eligible for help towards this under the NHS Low Income scheme.

To apply you need to fill out an HC1 form, which you can collect from your College or at one of the Student Help-desks at High Holborn, London College of Communication or Central Saint Martins.

I have a beautiful brain,



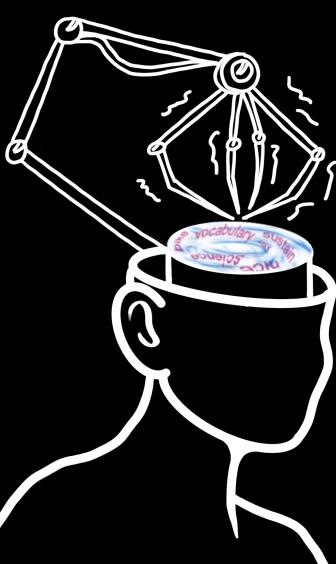
ability to focus on tons of things at same time.



It is time wasting  
to explain



## A BETTER WORD GRAB IS NEEDED

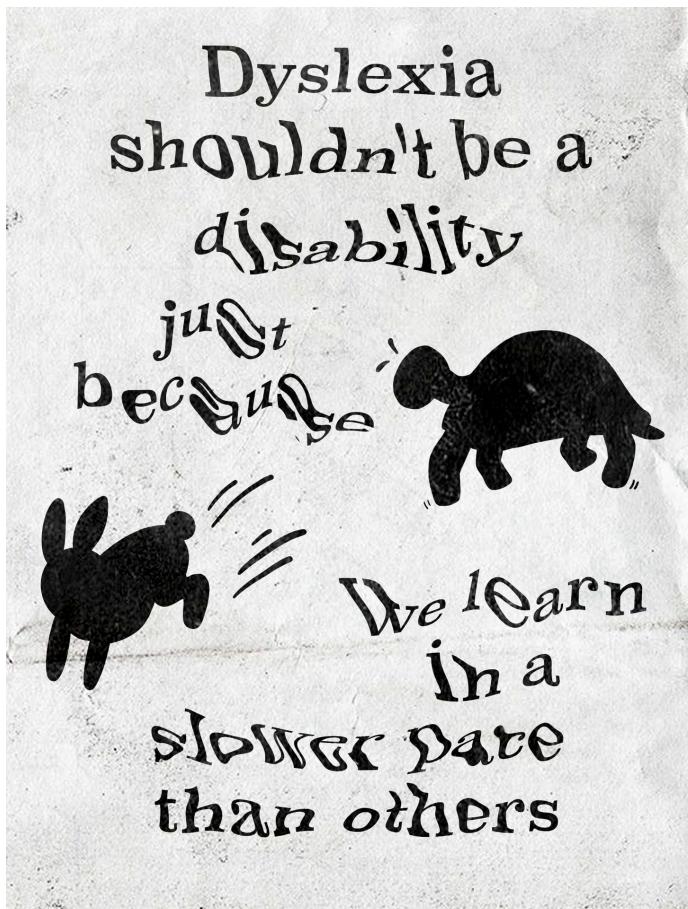
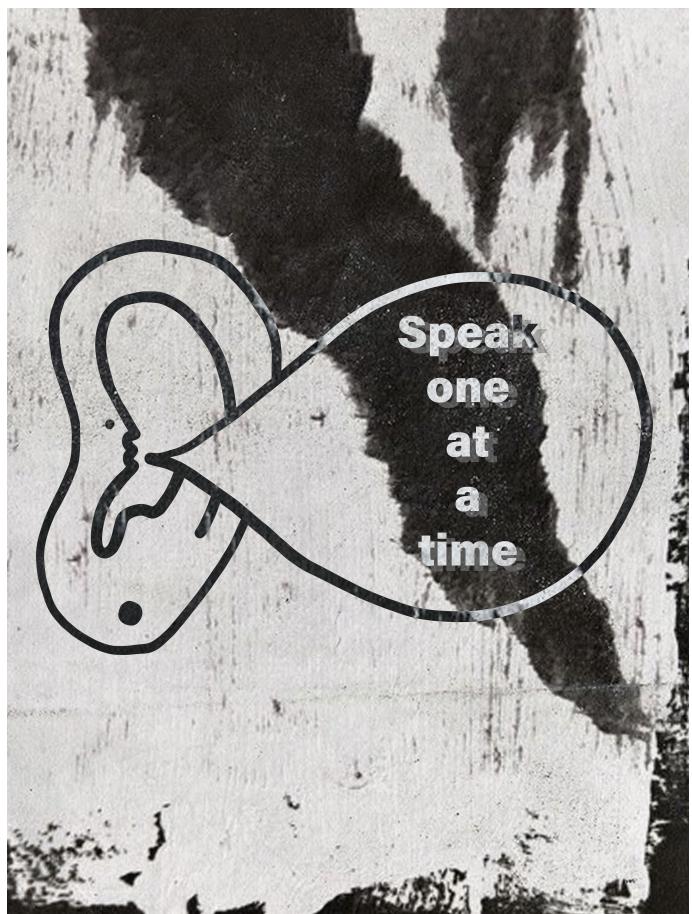
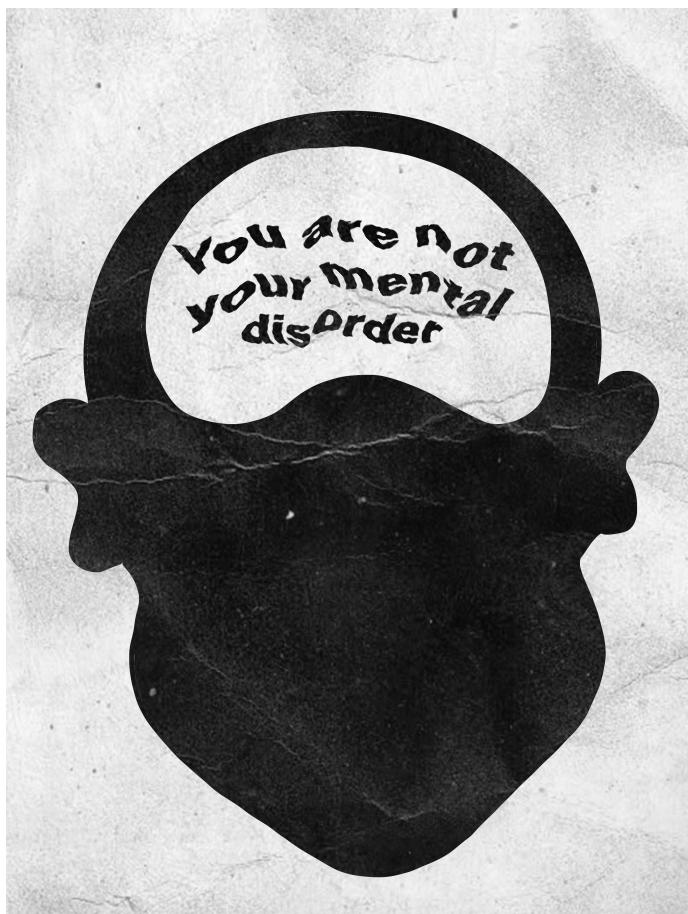


### Chaplaincy

- The Chaplaincy Service at University of the Arts London (UAL) offers pastoral and spiritual care to students and staff.
- The chaplains also organize events and activities in relation to faith, spirituality and the arts. Pastoral care is a model of emotional and spiritual support that can be found in many cultures and traditions.

### Meeting a chaplain

- The chaplains can meet students at each of the College sites, and can also provide telephone and email support. UAL students are invited to speak to the chaplains about anything which is on their mind at any point during their studies, and the chaplains can also help at times when students are depressed, feeling under pressure, dealing with loss or bereavement or when, for any reason, they feel like they can't cope.
- To arrange a meeting with a chaplain, or to make a general enquiry, students should use the telephone or email contact details on artschaplaincy.net.



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