

BANNAR

the barbara ansell national network
for adolescent rheumatology

The educational impact of COVID-19 on young people with rheumatic disease

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With contributions from Your Rheum members
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NHS

National Institute for
Health Research

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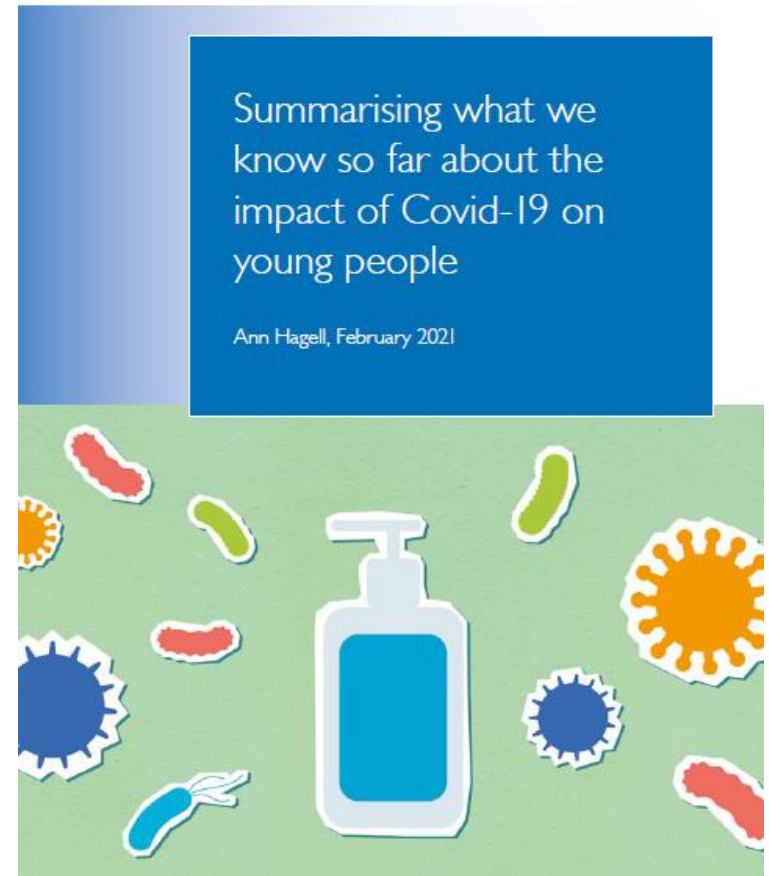
NHS

Manchester University
NHS Foundation Trust

Learning Objectives

- To demonstrate the impact of the pandemic on the education of young people with rheumatic conditions
- To understand the young person's perspective
- To highlight how health professionals can support young people

ayph | Association for
Young People's Health



Summarising what we
know so far about the
impact of Covid-19 on
young people

Ann Hagell, February 2021

Young People with rheumatic conditions: Pre-pandemic

- Desire to live a normal life without prejudice from school, social settings and the workplace

Min M et al 2021 systematic review of experiences of living with JIA

- Key barriers experienced by YP: physical challenges, participation , social anxiety

Chomistek K et al 2019

- Childhood onset rheumatic disease

↑ Students vs age-matched controls BUT

↓ employment rate

Diaz-Mendoza et al 2015 (Spain)

COVID Pandemic and Education

- Most CYP missed around 6 months of going to school in 2020 and early 2021

Andre et al 2020

- 25% of families found home schooling challenging because of digital access

Smith and Barron 2020; Ofcom 2020

- 1 million CYP in UK received their education via smartphones

Ofcom 2020

Vocational readiness for all: peri-pandemic

- Only 11% young people reported that their school/college had spent enough time discussing future career options with them

Education and Employers Report 2020

16-25 year olds surveyed Feb-May 2021

- 20% students had NOT acquired key career-related competencies eg cv writing, writing cover letter or personal statement
- 20% students failed to secure an internship for 2021
- Majority of students perceived a worsening of their job skills learning

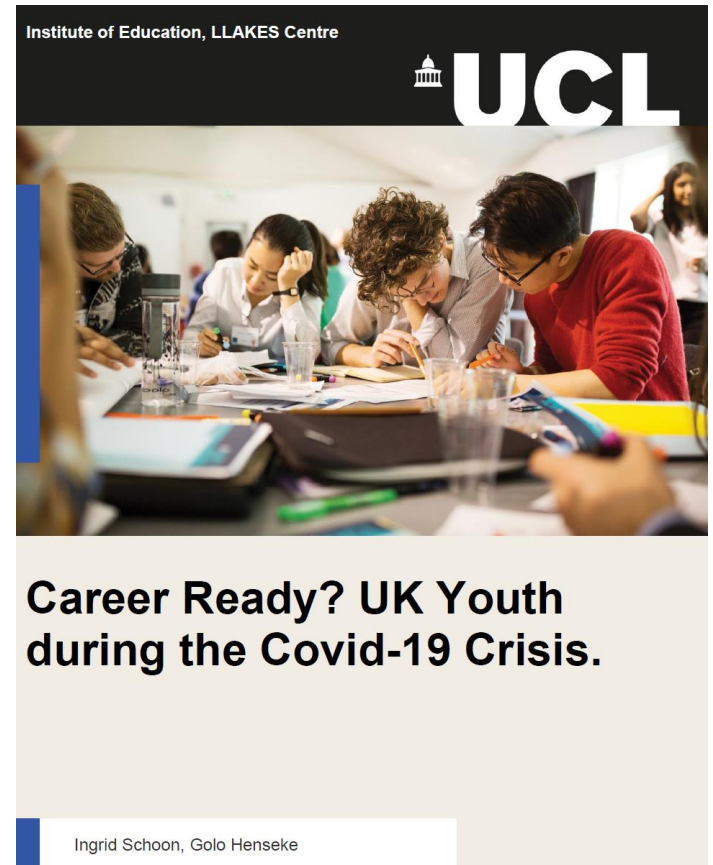
Schoon I & Henseke G 2021

“Quadruple Whammy” for young people with a rheumatic condition

1. Lost learning time
2. Limitations of virtual learning
3. Lack of work experience placements and internships

PLUS

4. The impact of covid on their rheumatic condition, their health and healthcare



2021

Photo by A Walter Salinas Lopez

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“Having a rheumatic condition made it more difficult to get out of bed in the morning due to stiffness and fatigue, therefore I did lots of lessons from bed which wasn't really good for my focus and also sleep”

General

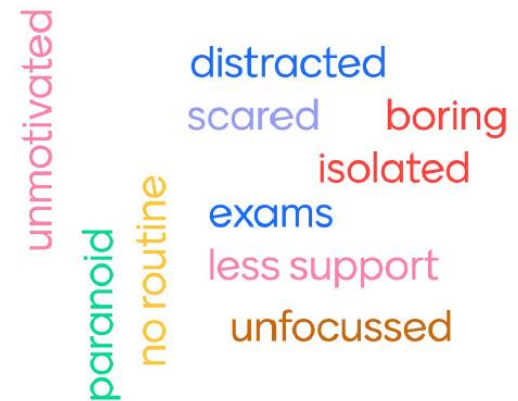
- Scary
- Annoyed
- The not-knowing but also aware that no one knew
- Felt neglected; less support
- Feelings of isolation and loneliness
- Less alert, less focussed, less motivated.
- Lockdown education – BORING!
- Terrible timing – in middle of experiments and unable to continue lab work
- Online working – last year's recorded lectures; supervisors didn't know either
- Communication issues – had to learn to check emails!

Key Aspects

- Exams
- Transitions:
 - Primary to secondary school;
 - School to college
 - College to university
 - Starting new job placements
- Work experience
- No proms/end of year celebrations
- Career paths
- Employment prospects

Your Rheum Members

How has Covid 19 affected your education?



Impact on education median 8 (6-9)
[0=not at all; 10 = a great deal]

Concerns for the future

"I'm worried about what my GCSEs will count as to future employers as we didn't sit the usual exams. I still want to be a nurse but the pandemic has highlighted how difficult it is being a nurse for me."

"Lack of proper college course work. Experience in a proper exam. Branded as being the COVID generation that didn't do a proper exam"

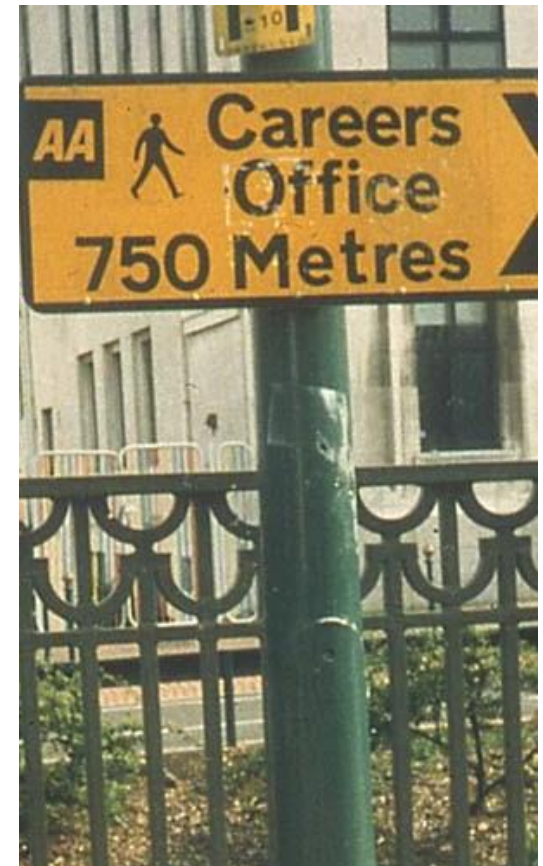
"...all interview processes have been online which I find more difficult to portray my true self and personality compared to in-person interviews"

Impact on health

- Added anxiety regarding risk
- Confusing mixed messages regarding risk including shielding letters
- Concerns re use of public transport – some YP wear 2 masks
- Hospitals scary places due to covid risk
- Sudden medication change – IV to sub cut treatment
- Long waiting times in adult services
- Impact on additional medical problems other than JIA
- Impact on mental health

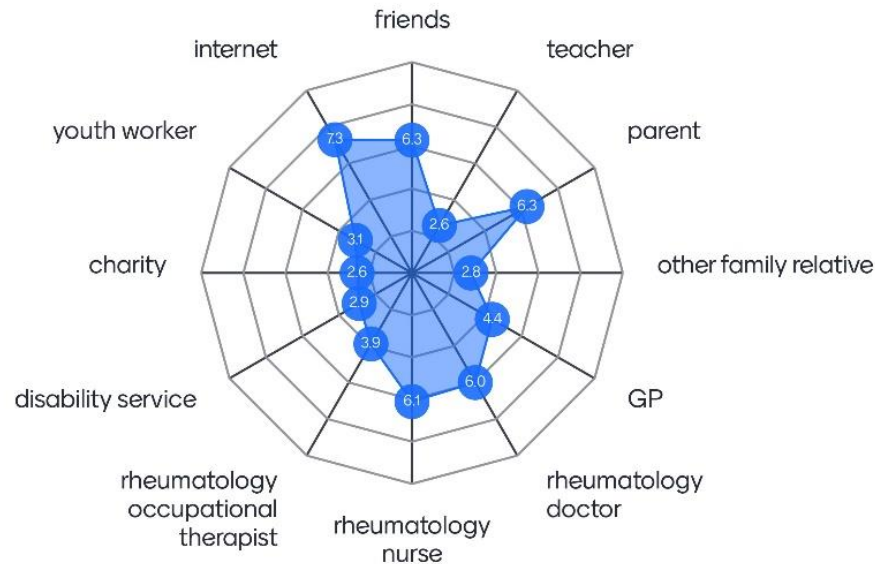
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Key role for Rheumatology Professionals

How likely are you to go to these folk to discuss something about your school life/work/career which may be related in some way to your condition?



Need for Acknowledgement of impact of pandemic on NHS

“It’s like having a fulltime admin job”

Added stress from:

- Withheld number issue
- Frustration with voice mail
- Limited availability of helplines (8-9am)
- Different numbers for different aspects of care, all of which have voice mails
- GP limit to 1 issue per consultation if you have JIA and uveitis
- Negative side of virtual consultations *“you can tell fibs easier on the phone”*
- Aggressive Did Not Attend DNA policies – discharge after 2 missed appointments even when covid related

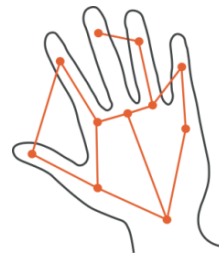
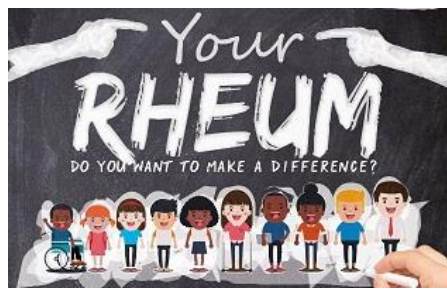
What health professionals can do

- Acknowledge the quadruple whammy of the pandemic on young people and showing that they understand
- Make services more accessible for young people
- Support initiatives for virtual work experiences eg Your Rheum initiative
- Liaison with teachers
- Educate parents re: impact on young people

“From experience I know that letters from my care team explaining my condition and why it may affect my ability to complete work and assignments has been very useful in allowing me to perform to the best of my ability within my education but also allows me to focus on remaining healthy and my condition to remain well managed and at bay “

Conclusions

- The pandemic has been tough going for everyone including young people in education
- Young people have the additional stress of managing their condition as well as navigating an everchanging NHS
- Future research will tell us the true impact of covid on young people's vocational development
- Health professionals are in an ideal position to support young people with respect to their education and vocational readiness and their parents

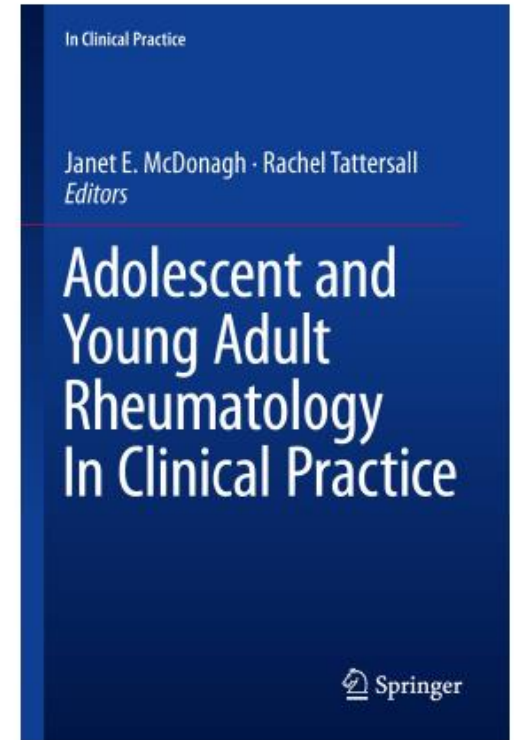


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Thank You for Listening



The University of Manchester

