



Service Priorities and Programmes
Electronic Presentations

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PAED Epilepsy SEN Pilot Narrative Therapy cum Psychoeducational Group (規劃學習路)

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Multiple discipline approach

Strengths on coping with learning impairment

Happy chess created by parents

Introduction

Most studies have documented problems in academic performance of children and adolescents with epilepsy when compared with healthy children and adolescents or children with other chronic conditions. It matches with clinical observation that some PAED epileptic patients are falling with special education need (SEN) symptoms, which will put them at increased risk of emotional, behavioral and cognitive disturbance or disorder. TMH PAED&AM Department collaborated with Occupational Therapy Department and Community Services Centre conducted the narrative therapy cum psychoeducational group “Scratching My Study” (規劃學習路) for their academic achievement with QoL.

Objectives

The project aimed at (1) handling stress from study, (2) fostering acceptance of education impairment of epileptic patients, and (3) facilitating coping ability for SEN, and (4) improving the QoL of group members.

Methodology

The parallel group structure was adopted. PAED neurology specialty nurse, occupational therapist and social worker played the role of group leaders. Each group session lasted for 90 minutes. Modalities of health talk, games, metaphor of “Learning Ship”, group discussion, sharing and auction of unique outcomes were used during group session 1, 2 and 4. The SEN training workshop was conducted by occupational therapist. It aims at facilitating : understanding on epilepsy, how to learn effective according their own ability, understanding of nature of SEN, introduction of related community resources, acceptance of learning impairment of epileptic children, and improve their quality of life.

Result

A parallel group “規劃學習路” (2 individual sessions for both parent group and patient group, and 2 combined session for both) were conducted from 24.6.2017 to 22.7.2017, for 8 epileptic children (aged 6 to 10) and their parents (5 mothers and 1 father), with adoption of narrative therapy and SEN workshop. All group members were recruited by referral of PAED Neurologist. The target group members were 6 to 8 for each group for maximization of group therapeutic effect. Total PAED 8 epileptic children (aged 6 to 10) and 6 parents joined 4 individual sessions (2 for patient group and 2 for parent group), from 24.6.2017 to 22.7.2017 inclusively. Both patients shifted the focus from stress of academic study to love, care to their children, and to accompany patients developing their interests and talents, e.g. music, art and sport (Triathlon). Patients could feel care, love and acceptance from their parents. Total 58 strengths on coping with learning impairment were collected via group sessions, e.g. love, children’ listener, parent’ s support, emotional control. Patients and parents played the “Happy Chess” (created by parents) together. They exerted mutual understanding, happiness and enjoyment of life. They can still live in happy life even under adversity from epilepsy and study problem. Due to these positive preliminary results, the program will be expanded to adolescents for next group on 2018.