



# Managing Stress During Distance Learning: How Faculty Can Support Their Students

Moderators:

**Sofia B. Pertuz, PhD**

Chief Diversity & Inclusion Officer and  
Senior Advisor for JED Campus

**Kyle Sebastian**

Higher Education Programming Coordinator

Panelists:

**Maren Greathouse, Ph.D. Candidate**

**Louise Douce, Ph.D.**

**Brian R. Mitra, Ed.D.**

**David Rivera, Ph.D.**

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*This webinar will be recorded, and slides and transcript from closed captioning services will be made available to all registrants.*



# The Jed Foundation (JED)

A non-profit organization that protects emotional health and prevents suicide for our nation's teens and young adults. JED partners with high schools and colleges to strengthen their mental health, substance misuse and suicide prevention programs and systems.

[www.jedfoundation.org](http://www.jedfoundation.org)

# Description

- Faculty play an important role in the lives of college students, especially during times of uncertainty. As colleges and universities navigate the constantly evolving changes in response to COVID-19, we recognize that there is much stress and anxiety that instructors need to manage whether they were already teaching online or were recently required to shift to online modes of content delivery for students.
- In this webinar, JED's Chief Diversity and Inclusion Officer Sofia B. Pertuz, Ph.D. will moderate a panel of experts sharing tips on how faculty can provide support for their students during distance learning while keeping in mind the needs of particularly vulnerable student populations.

# Today's Moderators



**Kyle Sebastian**  
**JED Campus, Higher Ed.**  
**Programming Coordinator**

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**Sofia B. Pertuz, PhD**  
**Chief Diversity & Inclusion Officer**  
**& Senior Advisor for JED Campus**

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# Today's Expert Panelists



**Louise Douce, PhD**  
JED External Contributor,  
Subject Matter Expert:  
JED Campus



**Maren Greathouse**  
JED External Contributor  
Associate Director for  
Diversity & Inclusion Education  
Tufts University



**Brian R. Mitra, EdD**  
JED External Contributor  
Dean of Student Affairs at  
Kingsborough Community College



**David Rivera, PhD**  
Associate Professor of  
Counselor Education at  
Queens College -  
City University of New York

# Agenda

- Introductions and Overview
  - Faculty and Vulnerable Student Communities
  - Supporting Student Wellness From a Distance
  - Identifying Students in Distress
  - Administrative Decision Making and Practical Considerations
  - Q & A
  - Conclusion
-

# Learning Outcomes



By attending this webinar participants will learn:

- considerations for student support that arise as faculty shift from in person to virtual learning due to COVID-19
  - JED's Comprehensive Approach to mental health promotion and existing resources for supporting student wellbeing
  - unique needs of vulnerable student communities
  - how to identify students who may be in distress and address/report student issues when they arise
  - preventative and self-care methods for faculty members
  - practical considerations for understanding your campus resources and your institution's administrative decision-making
-

# Areas of Concern for Faculty and Students






- How do I **effectively** shift from in person instruction to virtual?
- How do I assess student academic performance? Will/Has my institution moved to a new grading system? Are we doing pass/fail? And if so, what is the impact for transcripts and other future considerations?
- How do I make sure that the coursework is as accessible as possible?
- Which are the campus traditions that are being cancelled or modified?
- Are we still having a commencement ceremony? How do we celebrate student achievements?
- What are the resources I can share to help students with their mental health needs?
- How do I help students (and myself) handle overall uncertainty?
- And so many more!!!



# JED Resource Web Page: COVID-19 and managing mental health



 **GET HELP NOW**  
Text "START" to 741-741  
or call 1-800-273-TALK (8255)

GET JED UPDATES  MENU 

MENTAL HEALTH RESOURCE CENTER ▾ WHO WE ARE ▾ WHAT WE DO ▾ NEWS & ISSUES ▾ GET INVOLVED ▾

## COVID-19 and managing mental health

JED Community,

News of a widespread public health concern like COVID-19 (Coronavirus) can cause feelings of uncertainty and anxiety. Many students across the nation are dealing with sudden changes to their regular schedules and some are faced with having to quickly leave their campuses without contingency plans yet in place. These developments can be stressful. At the same time, families and school leaders are working to provide the necessary support to their loved ones and students.

It's completely expected and appropriate to experience fear during situations like these. It's also important to know how to manage overwhelming anxiety and keep perspective as the situation unfolds. Here are some resources and tips that may be helpful:

- ▶ The Centers for Disease Control (CDC) has guidance on [managing mental health](#) and coping during COVID-19 for children and caregivers, as well as [guidance for higher education administrators](#).
- ▶ The [Child Mind Institute](#) has published a resource on how to talk to young people about COVID-19.
- ▶ The [Hope Center](#) has outlined resources for supporting college students during this crisis.
- ▶ The [American College Health Association](#) has created a guide to help college health staff and campus administrators address COVID-19 on campus.
- ▶ The [World Health Organization](#) (WHO) has information on travel, media resources, and other research on COVID-19.
- ▶ Anxiety and Depression Association of America Psychologist Jelena Kecmanovic provides some science-based [strategies and tips](#) for coping with COVID-19 anxiety.
- ▶ [Safety on campus](#) during the COVID-19 outbreak.

[bit.ly/JEDCOVID19](https://bit.ly/JEDCOVID19)

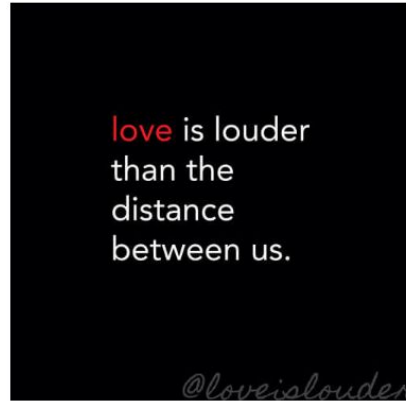


*how will you*  
**STAY TODAY?**

Right now, physical distancing and staying safe is the way we show kindness and love to each other. Being apart doesn't mean we are alone or disconnected. We can use this moment to be more connected than ever. Follow [@loveislouder](#) for tips, tools and resources for taking care of our physical and mental health, and supporting each other during this time of uncertainty.

Taking care of our mental health and supporting each other helps us cope with stress and anxiety, and protect our immune systems so we can fight the spread and impact of the virus. Explore the sections below for simple things we can do every day as we stay in and social distance to feel better, stay strong and feel connected.

If you or someone you know are feeling overwhelmed right now, you aren't alone. To have a free, confidential chat with a trained counselor 24/7, text HOME to 741741 or call 1-800-273-TALK (8255). You can find more resources for getting help and feeling better at the bottom of this page.

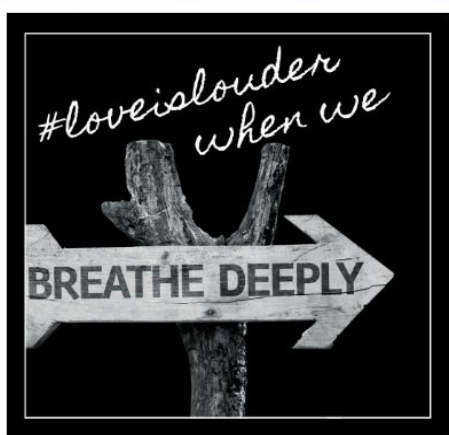


[www.loveislouder.org](http://www.loveislouder.org)

# #STAYCALM

Our emotional health has a powerful impact on our physical health. It's normal to feel stressed or anxious in times of uncertainty — especially when it causes changes to our routine and can create financial strains. But when we aren't taking care of our mental health and finding ways to cope, it's harder for us to manage that stress and support the people around us. When our mental health is strained, it can also weaken our immune system. Right now, we need to be healthy physically...and emotionally. Check out some tips below for staying calm and protecting our mental health. It's OK to reach out for help if you need it.

You can text HOME to 741741 or call 1-800-273-TALK (8255) anytime for a confidential conversation with a trained counselor.



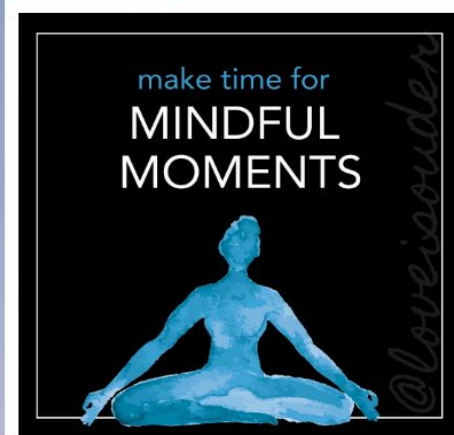
### TAKE A DEEP BREATH

When we are feeling overwhelmed or get a burst of anxiety, our body often reacts by taking rapid, shallow breaths. Slowing and deepening the breath helps us feel more calm and gain a better perspective on the situation. Check out the video from Calm below for a short breathing exercise you can do anytime to destress, relax and recharge. Try doing a breathing exercise when you first wake up, before you go to bed at night, and anytime you are feeling overwhelmed.



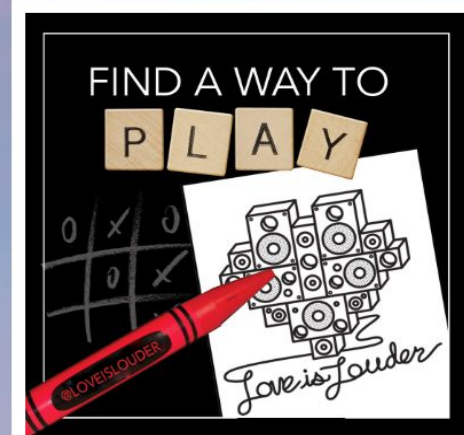
### PRESS PAUSE

It's important to be patient with ourselves and others while we are staying in and physical distancing. Tension can be high and tempers can flare. If you start feeling overwhelmed, anxious or angry, the best thing to do is step away from the situation and **Press Pause**. Taking a minute to regroup and recharge gives us better perspective so we can decide how to react, whether to react, and what to do next. [Find more ways to Press Pause.](#)



### FIND MINDFUL MOMENTS

It's important to be patient with ourselves and others while we are staying in and physical distancing. Tension can be high and tempers can flare. If you start feeling overwhelmed, anxious or angry, the best thing to do is step away from the situation and **Press Pause**. Taking a minute to regroup and recharge gives us better perspective so we can decide how to react, whether to react, and what to do next. [Find more ways to Press Pause.](#)



### TAKE A PLAY BREAK

Play breaks aren't just for kids. Research shows that getting playful can reduce stress and help us feel calmer. We should try and take play breaks every day that we're staying inside and self-distancing. Color, paint, sculpt, make slime, play games.

We've created a coloring sheet you can [download here](#) to get you started.

[www.loveislouder.org](http://www.loveislouder.org)

# JED's Comprehensive Approach to Mental Health Promotion and Suicide Prevention for Colleges and Universities



Develop independent living skills, social and emotional skills, and resilience

Identify and limit access to dangerous means

Ensure the right policies and protocols are in place to handle crises



Foster connectedness and belonging

Create opportunities and systems to notice someone in distress

Reduce shame, secrecy, stigma so people will reach out for help

Ensure high quality services

# JED Campus Domain Considerations for Remote/Online Learners



## Promote Social Connectedness



- Experiencing loss of in-person connections
- Time zones may impact participation

## Develop Life Skills



- Challenged by unique life circumstances
- Distractions due to microaggressions

## Increase help-seeking behavior



- Access to care more difficult
- Lack of knowledge about where & how to find help

# JED Campus Domain Considerations for Remote/Online Learners



## Identify Students At Risk



- Easier to identify in person vs. online
- May present in different formats

## Provide Mental Health/Substance Use Services



- Fear confidentiality is compromised
- Access to culturally responsive care

## Follow Crisis Management Procedures



- Shift in procedures and response systems
- Campus reach

# Thoughts from the field:

*Our students, faculty and staff are not immune to the unprecedented stress related to the pandemic and the economic decline it is causing. Faculty and staff need to take care of themselves and their own families and to model care and compassion for their students. The “coverage” of certain topics in the syllabus for the spring semester will not be the same as it would have been in normal circumstances. Nothing will be the same. But if students around the country can enhance their skills of resilience, self-care, and compassion and respect for others in this time of crisis, they will have learned skills more important than any “content” that could have been covered in so-called normal times.*



~ Benjamin Rifkin, Ph.D.  
Dean of the Hofstra College of Liberal Arts and  
Sciences & Professor of Russian      Hofstra  
University

# Thoughts from the field:

*I think it's important for faculty to shift their expectations during this time. The online learning shift is the easier part. Managing emotions during time of uncertainty makes it especially difficult. I've told my students that I will not be my best self as a professor and I don't expect them to be their best selves. I've condensed assignments, gotten rid of others, provided "soft" deadlines, etc. Teaching with grace is my motto now more than ever.*



~ Nicole Pulliam, Ph.D., Assistant Professor,  
Monmouth University School of Education



# Thoughts from the field:

*As a low income student at NYU, I was given only a 48-hour window to move out. Professors need to be open to the idea that though they may provide reassurance and resources available to their students, it will often still mean that students will have trouble focusing on their studies (and personal lives) due to external circumstances. Some students may simply be trying to survive both mentally and physically, and will not perform the same as they would have normally.*



~ Julissa Guillen-Davila,  
undergraduate student,  
New York University, Class of 2021  
JED Intern

# Faculty and Vulnerable Student Communities



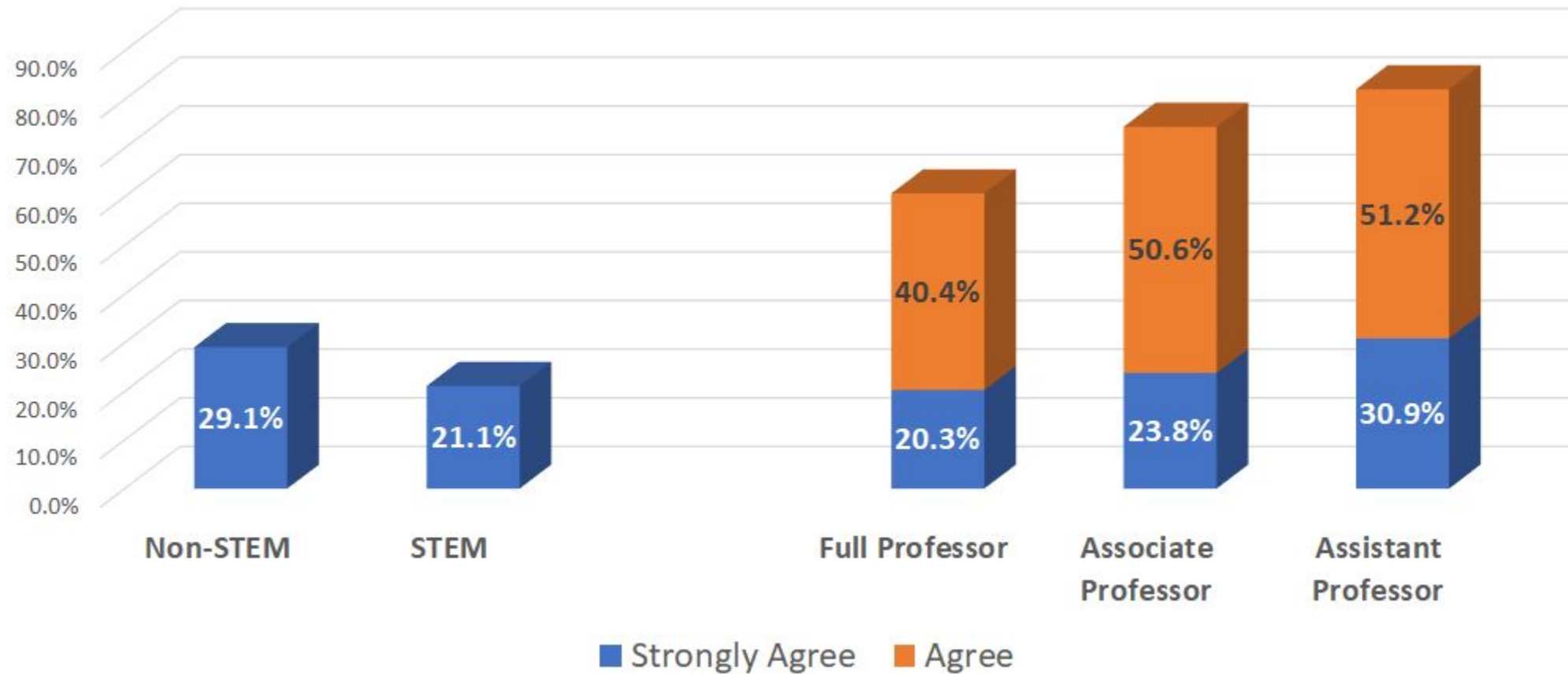
## **Maren Greathouse**

Associate Director for Diversity & Inclusion Education,  
Tufts University

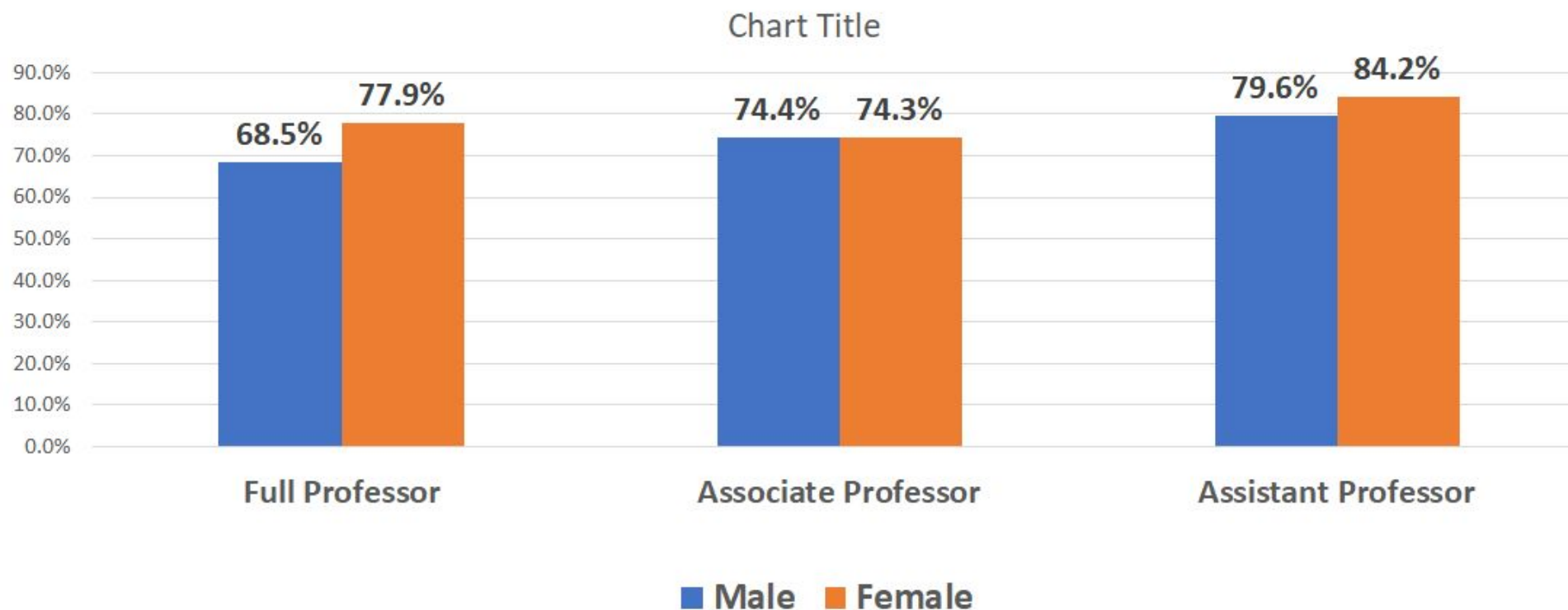
JED Subject Matter Expert

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# Strongly Believed They Had a Responsibility to Students' Emotional Development



# Responsibility to Students' Emotional Development- By Gender (SA/A)



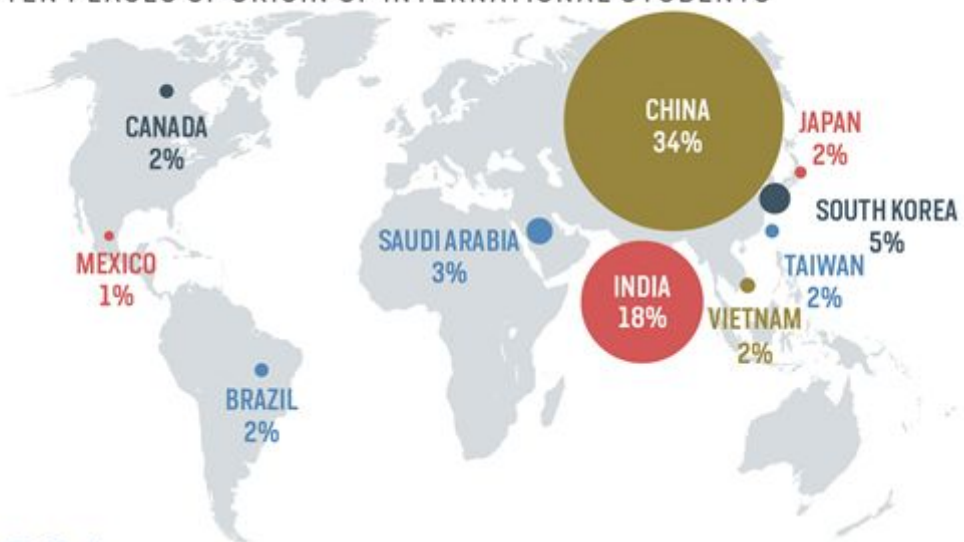
# Vulnerability in Quarantine

- International Students
- Students of Color
- Queer-Spectrum & Trans-Spectrum Students
- Students Dealing with Violence in the Home
- Housing/Food/Resource-Insecure Students
- Students who are caregivers to Children or Elders
- Students with Disabilities
- Students Managing Anxiety, Depression, Etc.
- Students who are military-connected
- And many others!



# International Students

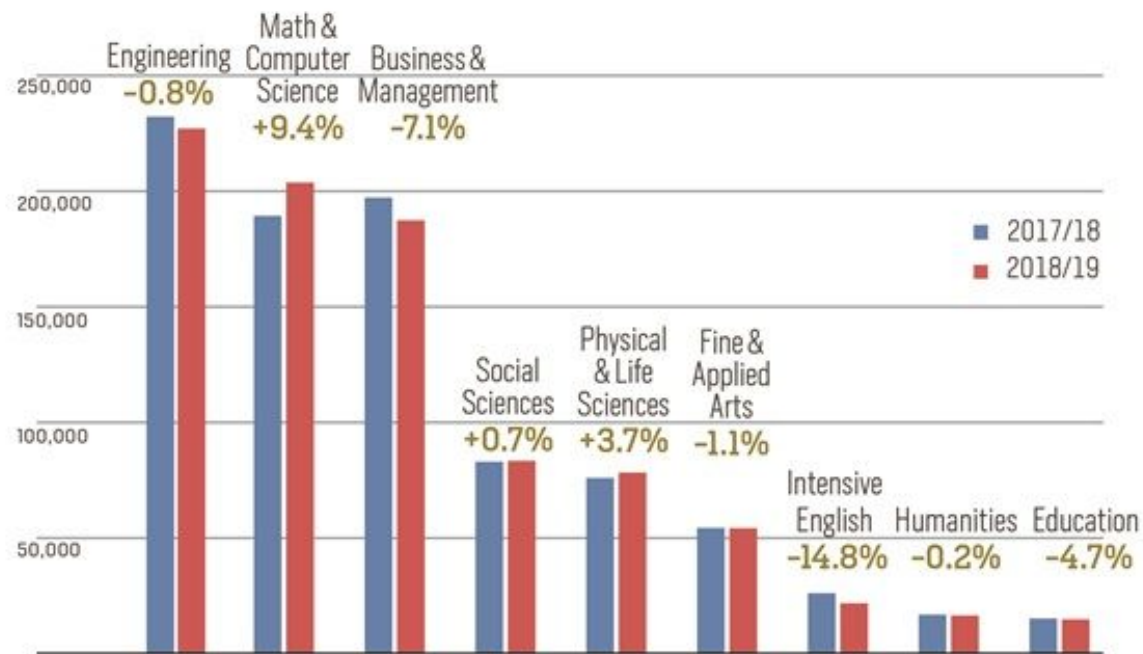
TOP TEN PLACES OF ORIGIN OF INTERNATIONAL STUDENTS



**52%** of international students come from China and India.

Source: Open Doors: Report on International Educational Exchange is a comprehensive information resource on international students and U.S. students studying abroad. It is sponsored by the U.S. Department of State with funding provided by the U.S. Government and is published by IIE. For more information, visit [www.iie.org/opendoors](http://www.iie.org/opendoors).

SELECTED FIELDS OF STUDY OF INTERNATIONAL STUDENTS

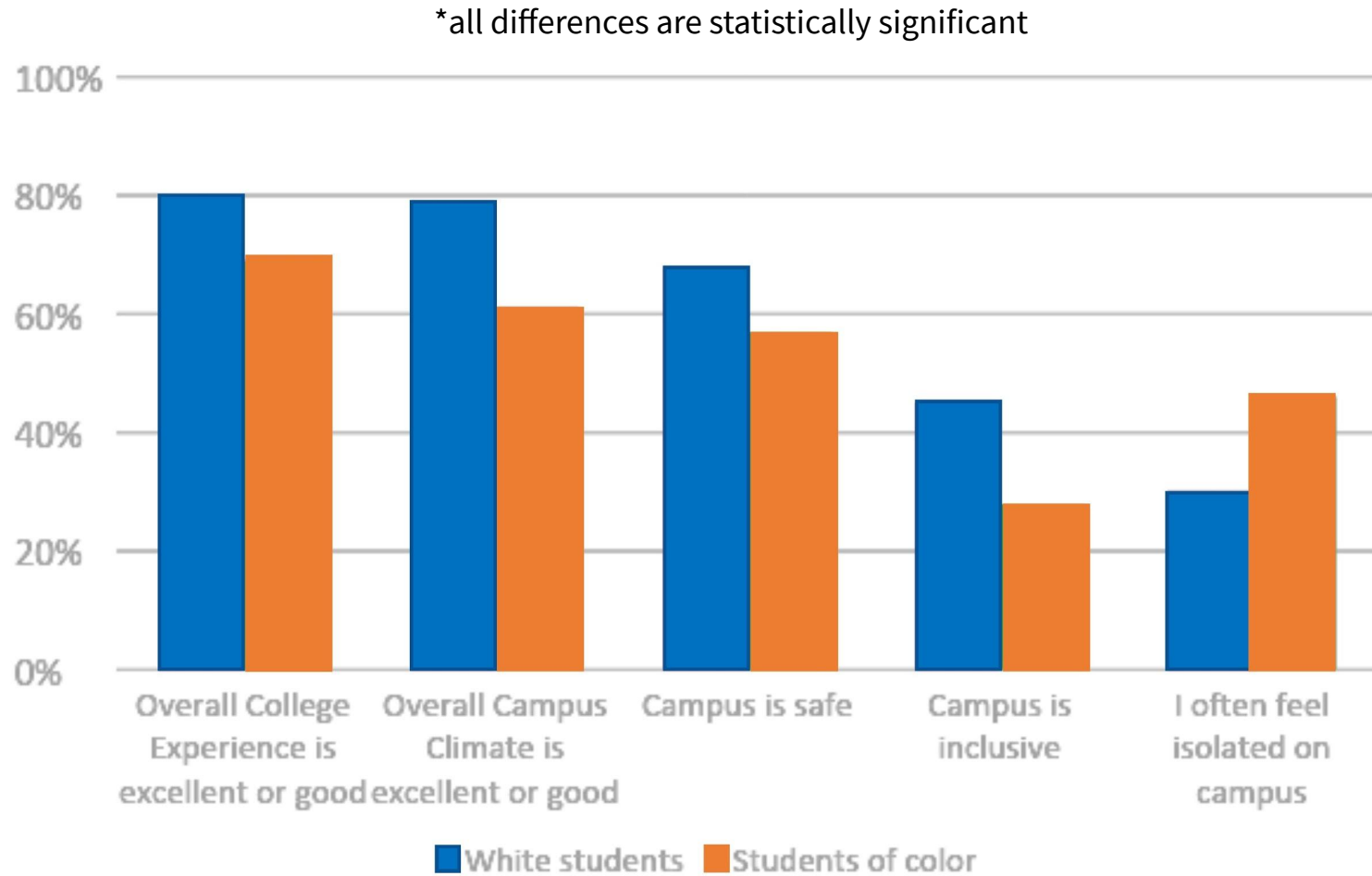


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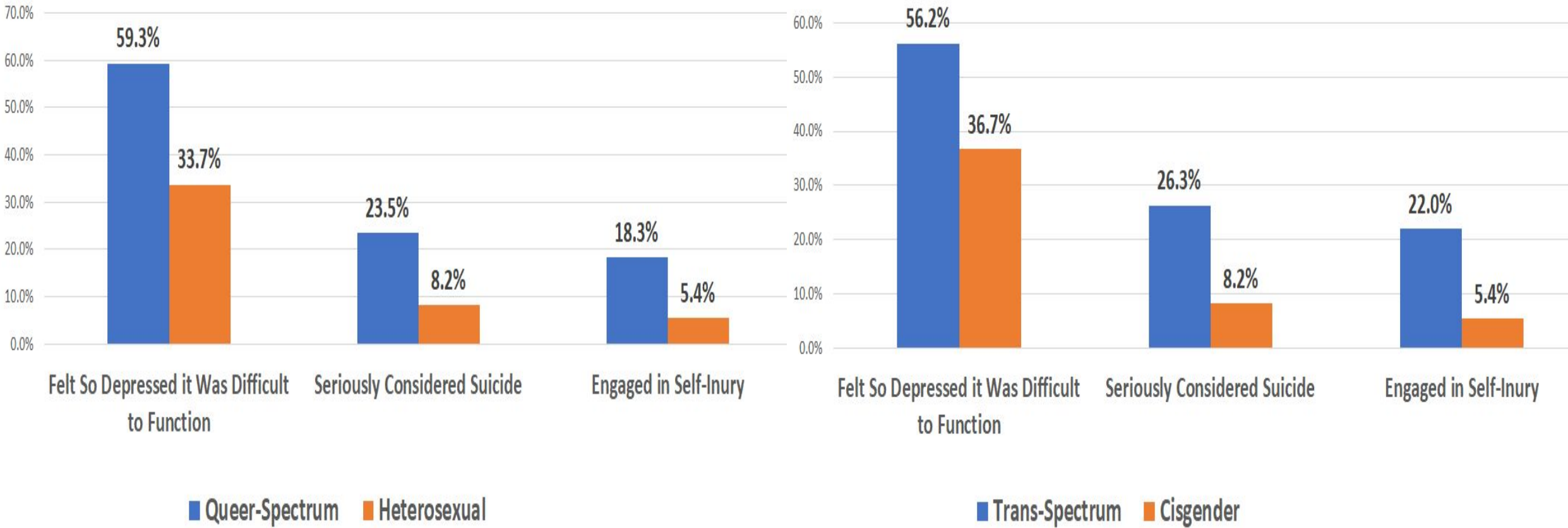
# Students of Color



**The college experience is rated LESS favorably by students of color**



# Mental Health: Queer & Trans Students





# Resource-Insecure Students



**50%** of community college students and almost **33%** of 4-year college students are affected by food and/ or housing insecurity.

**Food Insecurity**  
**Housing Insecurity**  
**Resource Insecurity**



Source: [https://hope4college.com/wp-content/uploads/2020/03/BTFP\\_SupportingStudentsDuringCOVID19\\_v2\\_Final.pdf](https://hope4college.com/wp-content/uploads/2020/03/BTFP_SupportingStudentsDuringCOVID19_v2_Final.pdf)

# Supporting Student Wellness from a Distance



**David P. Rivera, Ph.D.**

Associate Professor, Queens College -CUNY

National Advisor, The Steve Fund

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# Transitioning to Distance Education

1. Faculty Technology & Online Teaching Competency
  2. Technology Equity?
  3. Synchronous vs. Asynchronous Instruction
  4. Student Engagement
  5. Faculty Support
-

# Supporting Student Wellness

- We are in this together: Assume everyone is suffering
  - Provide wellness resources to all students:
    - Space for students to share their COVID-19 experiences:  
Challenges & Coping
    - Encourage schedule consistency
    - Incorporate daily “Wellbeing Checks”
    - Include mindfulness in your classes:  
[www.mindfulnessforteens.com](http://www.mindfulnessforteens.com)
-

# Supporting Student Wellness



- Give students the opportunity to individually check-in
    - Via e-mail, online office hours
  - V-A-R Support Framework (Active Minds)
    - Validate
    - Appreciate
    - Refer
-

Are you a young person of color?  
Feeling down, stressed or overwhelmed?

**Text STEVE to 741741**

**In crisis? Text STEVE to 741741.**

Are you a young person of color? Feeling down, stressed or overwhelmed? Text STEVE to 741741 and a live, trained Crisis Counselor will receive the text and respond to you quickly to provide support. The volunteer Crisis Counselor will help you move from a hot moment to a cool moment.

**With support from the Knight Foundation**, the Steve Fund has partnered with Crisis Text Line to provide this text messaging service as a means to improve the critically needed access for young people of color to crisis counseling. The Fund views text messaging as a key component of its strategy towards



- **Crisis Text Messaging Service:** The Steve Fund has partnered with Crisis Text Line and offers free, on-demand crisis counseling using text messaging as a means to improve the critically needed access to crisis counseling for young people of color. Trained Crisis Counselors are available 24/7 to receive texts and respond quickly to provide support.
-



The Steve Fund Knowledge Center is a resource for expert information about the mental health and emotional well-being of students of color.



White papers



Expert presentations



Webinars



Interviews

# Other Online Resources

- 7 Cups ([7cups.com](https://www.7cups.com))
    - Free supportive chats and affordable online therapy resources
  - Active Minds ([ActiveMinds.org](https://www.activeminds.org))
    - Mental health awareness and support for young adults
  - Mental Health Apps
    - Headspace; Talkspace; Calm; Moodfit; MoodMission
-



# Identifying Students in Distress



**Louise Douce, Ph.D.**

External Contributor to JED &  
JED Campus Subject Matter Expert

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# Psychological Impact of Quarantine



- Increased Anxiety
- Increased Anger
- Substance use and abuse
- Triggered PTSD

Source Lancet 2020:395 912-920:

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# Stressors During Social Isolation



- Uncertainty of duration
  - Fear of infection – for self and loved ones
  - Frustration and boredom
  - Grief :
    - Loss of career opportunities, sports competition & rituals
    - Loss of loved one or public figure to whom one feels connected
  - Inadequate or contradictory information
  - Distrust of those with perceived authority and/or power
-

# Stressors Post Isolation/Quarantine



- Finances
  - Stigma
  - Grief
  - New normal as whole world recovers
-



# Tips for Online Education Student Support

- Self Care – for yourself and your students
    - Add self care tips to daily lectures/ppts
    - Invite students to share
  - If concerned, ask “Are you OK ?” in a private message
  - Employ Principles of Active Listening: Hear on 3 levels
    - Content of what they are saying
    - Emotions they are feeling
    - Behavior in response to those thoughts and feelings
-

# Responding to “Are You OK?” answers

- Offer Support for their concerns and express belief that they can manage this
    - They are not alone; this is new for us all; we are in this together
  - Provide guidance for anything in your realm of expertise
    - Study skills, time management, anxiety with technology, new format
  - Provide referral contacts to your institutions' adapted support services
  - Give suggestions for other needed resources in their community
    - Food, shelter, safety
  - Remind them that good self care is necessary for learning
-



# Know the Current Resources for your Institution – some are changing daily

- Counseling centers are setting up digital services
    - Digital platform, telephone, triage, crisis lines
    - Some have a mix of in person and digital service for campuses not totally closed
  - Campus food banks or take out meal plans
  - Health care resources for typical health care needs as well as COVID-19
  - Financial Aid services for concerns about loans, employment, emergency \$
  - Career services for those graduating, applying for internships, study abroad
  - Don't be afraid to say “I don't know about that, but let me find a contact who can help you”
-

# You and other online Instructors may be students' **only** connection to the institution

- You do NOT have to be everything to them
  - You CAN be a GOOD BRIDGE
-



# Attending to Your Own Self Care



- Sleep, healthy nutrition, exercise
    - Know your healthy and unhealthy coping strategies
    - Create new structures for your days and weeks
  - Setting up appropriate space for teaching; privacy
  - Setting limits
    - Times to contact you; digital office hours
  - Managing demands from others
    - Students, colleagues and administration
    - Children, spouses, partners all working/learning at home
    - Care & concern for other family members, neighbors, friends
  - Reasonable expectations
    - New for us all. Perfection is not possible
  - Taking space and time for self
-

# 10 Ways to Maintain Your Vitality in Teaching



1. Keep Changing
2. Give Active Assignments
3. Do Dull Tasks first
4. Forge Connections with Students
5. Make Lessons Accessible
6. Bring in Real World Issues
7. Stay Current with New Strategies
8. Network and Collaborate
9. Teach What Matters Most
10. Know Your Strengths

Source: Pappas,S.(2020). 10 ways to maintain your vitality in teaching. APA Monitor on Psychology, (Apr/May).

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# Administrative Decision Making & Practical Considerations for Campus Resources



**Brian R. Mitra, Ed.D.**

Dean of Student Affairs,  
Kingsborough Community College

JED Campus Subject Matter Expert

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# Administrative Decision Making: Behind the Scenes



Federal and State  
Mandates

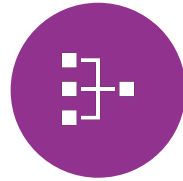


System Decisions



Individual College  
Continuity Plans

# Administrative Decision Making: Communication



System



Campus



Student



Faculty/Staff

# Administrative Decision Making: Understanding Your Students



Various Roles



Technology  
Needs



Work



Learning  
Styles



Who is  
missing?

# Administrative Decision Making: Adjustments



Flexibility



Hour-by-Hour Decisions



Communication

# Practical Considerations for Campus Resources: Know Resources Available



Counseling/Wellness Centers Services



Community Agencies/Single Stop Services



Food Pantries



Emergency Scholarships/Funds



Access-Ability Services



# Practical Considerations for Campus Resources: Communication



INFORMATION  
OVERLOAD



WEBSITE



CONSISTENT  
COMMUNICATION

# Questions for our panelists?



**Louise Douce, PhD**  
JED External Contributor,  
Subject Matter Expert:  
JED Campus

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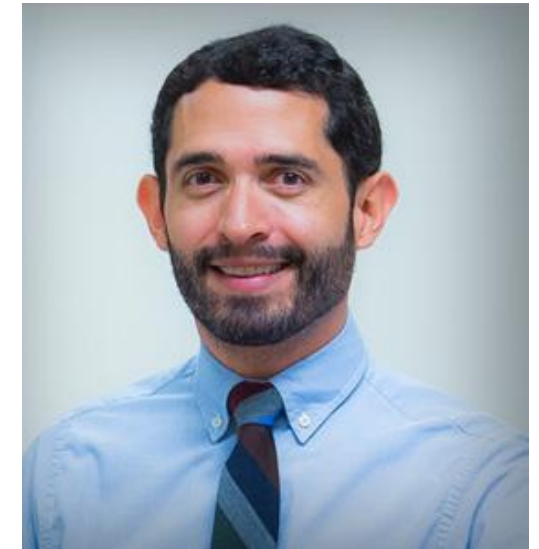
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# Thank you.



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[jedfoundation.org](http://jedfoundation.org)

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# Online Resources



The Jed Foundation Covid-19 Mental Health Resources Page

<https://www.jedfoundation.org/covid-19-and-managing-mental-health/>

Crisis Text Line

<https://www.crisistextline.org/>

The Trevor Project

<https://www.thetrevorproject.org/get-help-now/>

The Hope Center

[https://hope4college.com/wp-content/uploads/2020/03/BTFP\\_SupportingStudentsDuringCOVID19\\_v2\\_Final.pdf](https://hope4college.com/wp-content/uploads/2020/03/BTFP_SupportingStudentsDuringCOVID19_v2_Final.pdf)

The Steve Fund

<https://www.stevelfund.org/knowledgecenter/>

The Equity in Mental Health Framework

<https://equityinmentalhealth.org/>

Active Minds

<https://www.activeminds.org/>

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# Online Resources (continued)



Living with Worry and Anxiety Amidst Global Uncertainty (available in 20 languages)

<https://www.psychologytools.com/articles/free-guide-to-living-with-worry-and-anxiety-amidst-global-uncertainty/>

EDUCAUSE - resources for faculty working remotely

<https://library.educause.edu/topics/information-technology-management-and-leadership/working-remotely>

7 Cups

<https://www.7cups.com/>

ASHA

<https://www.asha.org/Advocacy/Considerations-Regarding-COVID-19-for-Schools-and-Students-with-Disabilities/>

Association on Higher Education and Disability

<https://www.ahead.org/home>

Being Successful in the Online Transition: A Guide for Students

<https://www.noodlepartners.com/resources/>

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# Helpful Recorded Webinar Links

- ACHA - COVID-19 Resources and Webinars
    - [https://www.acha.org/ACHA/Resources/Topics/2019\\_Novel\\_Coronavirus\\_2019-nCoV.aspx](https://www.acha.org/ACHA/Resources/Topics/2019_Novel_Coronavirus_2019-nCoV.aspx)
  - Hope Center
    - <https://hope4college.com/resources/>
  - NADOHE - COVID-19: DE&I Implications and Considerations
    - <https://zoom.us/rec/play/vZx-ce79qTs3GlaUuQSDVPOvW426ffqshyRlrPOPyky0WyFSYVWgYeMXa7DygC8tZxCyF0GO1WiRCw1v?continueMode=true>
  - NASPA - Leveraging Best Practices in Supporting and Engaging Online during Campus Closures
    - [https://webinar.ringcentral.com/webinar/register/WN\\_5D\\_y4iApTC27ZuxW-u6gnQ](https://webinar.ringcentral.com/webinar/register/WN_5D_y4iApTC27ZuxW-u6gnQ)
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