

# STUDENT MENTAL HEALTH & DISTANCE LEARNING DURING COVID

A. Levine, 2020



## A New World

Understand and acknowledge for yourself *and* your students that living through a pandemic is not "normal" and thus, feeling increased anxiety is completely understandable.

While you do not need to sacrifice the rigor of your courses, make sure to approach grading and deadlines humanistically, leaving space for students to share their experiences



## Mind Your Cup

You cannot pour from an empty cup. The expectations placed on faculty at this time have been great, and it is OK to allow yourself time to process this. We do not exist in a vacuum and should not engage in self-talk that makes us believe we should be more productive or less affected by what is going on around us. Share those messages with students as well.



## Consistency

For some students, we may be their most consistent form of contact. Many students are not home with their families, and do not have the opportunity to be with their family through milestones, births, deaths, or to process this pandemic together. The consistency of coursework, communication, or class meetings should not be taken lightly.



## Safety Concerns

Domestic violence, self-harm, and food insecurity concerns are heightened at this time. Being a consistent and open presence for your students will allow you the opportunity to hear their concerns directly and to ascertain if something is "off". Go with gut instincts and follow-up via zoom or a phone call to find out more.

## Do what you can

Educators are not mental health professionals and should not try to act as one! Look and listen for warning signs, be there for your students, but most importantly, be prepared to refer them to the appropriate resources and **follow-up on those conversations.**

ask [who]: friends/family/supports that are around

ask [what]: hobbies/self-care/wellness activities are occurring (or not)

ask [where]: does the student know how and where to access resources

ask [when]: how long and often has the student felt down or stressed

ask [why]: if a student says they are feeling sad/anxious/stressed

ask [how]: does the student plan to feel better

## Resources

Suicide Hotline: 1-800-273-8255

National Crisis Textline: text CRISIS to 741741

SAMHSA Helpline: 1-800-662-HELP (4357)

USDA National Hunger Hotline: 1-866-3-HUNGRY / 1-877-8-HAMBRE

Link: [Access Living Resource Guide for People with Disabilities](#)