

REALTIME FILE  
UMMS - Supporting College  
Students with Mental Health  
Conditions in the Wake of COVID 19  
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>> AMANDA: Hi, everyone, and thank you for joining today's webinar. The title to the webinar is: 'Supporting college students with mental health conditions in the wake of COVID 19'.

And it will be brought to you by Michelle Mullen at the University of Massachusetts Medical School Transitions to Adulthood Center for Research.

I want to thank everyone for joining us.

We are blown away by the amount of people who have registered for this webinar, so much so that not everyone is going to be able to get in. We have hit our cap of attendees.

So, if you have friend or a colleague who have not yet been able to log in, please apologize to them on our behalf, and let them know we'll be sending an audio recording of the webinar, as well as copies of the slides and other links.

And we are hoping to do a Part 2 question and answer session.

Next slide, please?  
Go to the next slide, please? Thank

you.

So, we just wanted to thank everyone again for joining us, and also thank U MASS medical school for the support they have provided to make this webinar possible.

Next slide, please?

Housekeeping: So, because we have such a big audience, we did want to let everyone know that you will be muted for the entirety of the webinar.

There is a question and answer session, and I'll be providing guidance on that shortly on how to participate in that.

Instead of having people answer their questions or get their questions answered and asked out loud.

You can access live captioning via the link on the screen.  
That will be up for the next minute or so, if you want to write that down.

And we can also send that out into the chat box for you, if you need to click that to access live captions.

This webinar is being recorded.  
And we will provide it and e mail you out a copy to share with your colleagues and anyone else who might be interested.

If you are entering in, we ask that you put in the unique audio pin that was provided to you on your go to webinar portal.

And that ensures that we can make sure

you're all muted, and that we have the tech accessibility.

If you are having any technical difficulties, feel free to e mail our wonderful organizer Dee, [deirdre.logan@umassmed.edu](mailto:deirdre.logan@umassmed.edu) on the screen, or use the questions tab and we will try to get that answered for you.

Next slide, please?

Webinar housekeeping: As you see on the screen, there is a tab on the righthand side of the image of what you're probably seeing.

To the left, you'll see the slides as Michelle walks you through them.

And on the right, you'll see that you're muted, that you have computer or phone audio and how to access that.

On the bottom of that, you'll see the questions tab, which I'll talk about more in a second.

So, on this screen, you're seeing the second red box on the bottom left hand side of your screen. That's where you would type in your question for any staff.

We have multiple people managing this webinar, so they will be getting to your questions as soon as possible.

We are holding all questions for Michelle, the presenter, until the end, so there's time to address your questions.

So for now, if you have audio or tech

related questions, drop them into the chat.

If you have questions for Michelle, drop them in the same spot and we'll be addressing them later.

If you're having issues with audio, join through either your mic and speakers or via your telephone. Click that button in the top red box that says, 'computer audio' or 'phone call'.

You can toggle between which one that you use.

Next slide?

As I said, you can type your questions and comments into the question panel.

And we're going to go to the next slide.

So, right now I'm going to turn it over to Michelle Mullen, your lead presenter, who is going to take it away with today's agenda.

Again, feel free to comment in the chat, if you have any tech issues or have any questions.

>> MICHELLE: Thank you, Amanda.

So folks, we've been told that we can't use our webcams, which is kind of odd for me.

So, I'll turn on my camera for a second and say hi.  
Thank you for coming.

we appreciate you and everything that

you're trying to do for students that you're supporting.

And because of the lag, I'll turn myself off now.

But I wanted to say thank you for coming.

Weird to hear a voice and not a face.

So today, we'll talk about the changing college environment, how to identify supports needed for students, and how we can creatively and remotely support the students who used to be on campus.

And my focus today will really be about how these students organize themselves to finish up the rest of the semester.

And so, we have had a bit of a lag. I was the person that was transitioning Amanda's slides, so a bit of a lag.

So, this webinar is for practitioners who are providing some type of supports, emotional, for college students with mental health conditions.

So, this is largely on support education, providers, mental health providers, accessibility and disability offices, folks who work in those offices, as well as counseling.

And largely, these groups do not come together and have discussions. But we recognize that all of us are now serving the same population in a way that is largely uncoordinated.

It was really heartwarming when we

were looking at the questions that you guys sent in advance.

Like, how do I help? We just want to help.

This is just so hard for everyone. And it was very, very sweet. And so, we appreciate you.

And so, our focus today is how do we really provide strategic supports and intentional support for students? And in this kind of hectic and crazy time.

So, you may be struggling with some of the same things.

If your students are off campus and you live in the same area, you may not be at work either.

And so, working from home and kind of transitioning to a new set of expectations, hopefully you can get something from this webinar.

We also want to know what are some other things that you folks need in content.

And so, you can use the chat function to tell us if there are additional webinars that you think would be helpful for you, your staff, and your students and their families. We're open to all suggestions.

So, I really don't need the slide.

[Laughter]

>> MICHELLE: Because we kind of all

know this:  
This is an unprecedented time.

And everyone is in turmoil and everyone is feeling some level of vulnerability; and because we are physically distant, we also feel socially distant.

And so, with that, sometimes being able to use our typical supports and strategies are not as easy.

So, students with mental health conditions and we mean all mental health conditions; we don't mean specifics, but this includes those with psychosis, bipolar depression, anxiety, so anything that would be considered largely a mental health condition.

Those folks may be seen as higher psychiatric risks because of their previous mental health history.

The increased social isolation and undoubtedly, if your identity is as a college student, being able to finish this semester with such a large sense, a high sense of uncertainty, it's very, very stressful.

So, you increase stress; and therefore, you increase some folks' vulnerability to increase symptoms, decreased connection.

And so, being able to focus on how to best serve these students and help them finish school is the intention of today's discussions.

So, at last count, it seemed like there was 268 schools that have been



closed, post-secondary institutions.

And the last slide, you'll see a link to a USA Today article.

And this fellow is tracking all the schools that are closed.

So, if you click a certain link in the article, it will take you to his Google doc, which is so cool.

So, over 260 something schools have been closed.

There is an increased displacement of vulnerable student populations.

So, not only those with mental health conditions, but those with mental health as well as financial student housing insecurity.

Students have been asked to leave campus, sometimes even during their spring breaks.

Because of this displacement, students do not have the access to the same resources that they had: library, study space, computers, friends, Internet, like everything.

For students who were commuting, some of that is not as significant of a loss, meaning you may still have a home where you lay your head at night.

But there may be other losses, such as food insecurity.

There's also a reduction in support that you guys know.

You have to then, instead of seeing people in person, you have to figure out ways to be able to provide virtual support.

And then there is this assumption that students are going to be able to pick up kind of right where they left off before spring break, where they are able to attend to all of their academic needs.

So, there is this saying now that's kind of being circulated called panicgogy, which is a combination of panic and pedagogy.

So, as students are wildly displaced, their professors are left to transition from inperson classes to online classes.

So, you have people who are relatively untrained, largely, for people that only did in person classes. And for them to convert the rest of the 6 weeks of classes is something that would be learnable online and interacting.

So, there has been chaos on campus, so we have some suggestions.

And so, the intention of this webinar is really to be, just try to be really helpful.

So, as a little background probably I should have said this earlier I have provided support education services, direct services to college students with mental health conditions through adulthood programs through disability services, now largely developing interventions, and increasing academic persistence for college students with mental health conditions, and have developed an intervention that really focuses on

how do we increase the academic in this college population, students with mental health conditions.

In the upper righthand corner, there's an emblem that says 'type' at the end.

But the intention of this discussion today is to provide some suggestions that may be helpful to you.

And so, we'll talk after this slide about what are some of the things, how do we do a good needs assessment, how do we assess where people are and meet those basic needs and moving past the basic needs to help them finish this semester.

So, one of the things that we've heard a lot from the young adults that we work with is like when things are really hard, it's hard for you guys as practitioners.

It's hard for students, so pour as much love on these students as you possibly can.  
Be sweet.

You know, send messages of affirmation.  
Normalize that it's hard; it's hard for everyone.

And you know, sometimes it's hard to be able to think how you can get through this.

So, if you have the ability to talk with your students, be able to articulate they have gotten through hard things before.

This is not to suggest to minimize

what is currently happening, because this is different.  
This is very different.

But they have their strengths and they have their supports, and trying to figure out how you can frame these so that it means it's chaotic and it's troubling but in some ways there are some good foundations for them to lean on, even if there's not very many.  
Being able to identify some.

And I'm Italian.

[Laughter]

>> MICHELLE: So, second, treats go a long way.  
So, if you can send a little treat, you know, a little food, have virtual meetings via Zoom and send something in advance, that sometimes goes a long way.

So, we want to engage students as they go through this really hard time.

Some of this may not be possible for some of you.  
We don't even know where some of our students have gone.

So, but when you can, do the things that you can.

And given the questions that you guys have already asked before this webinar, it seems like you're already thinking like that, like how can we be helpful at all.

So, the way that the rest of this presentation will go and then we'll

open it up for discussion with some of your questions, so please keep them coming as I'm talking.

Our intention earlier was to have a webinar.

We didn't think there would be so many people that would show up.

So, we thought that we'd be able to have this round table discussion.

We're happy that people were interested.

But that then reduced our ability to have this kind of round table discussion.

So, the way that we'll talk about how do you identify existing supports. How do you kind of bridge the gap?

What should we do with some of this down time that some people are reporting because they're not traveling?

And then, what are some strategies that we believe can make the difference?

So, there are a lot of things that are changing by the minute on campus.

And so, if you're a campus provider, then you are probably at the peak of this.

Some schools have emergency financial aid for displaced students, especially lower resource students.

For those of you supporting college students but you are not on campus, contacting schools and finding out, looking on their website, schools have

been pretty transparent about the resources on their websites.

You may have to do a little bit of digging to find it.

But if you have existing contacts on campus, let's say you're a community support education provider, call the person that you have a good relationship with.

And register in financial aid and disability services.

And ask, are there some things that you guys are providing to students?

Because some students don't have the ways to reach out.

Finding out if their providers and prescribers are transitioning to Tele Health.

For a long time there's been barriers related to this.

So, now that it's not an option for people to come into services, now providers are loosening the Tele Health requirements.

So, for those of us on the call who are disability or accessibility service providers, thinking about getting in contact with people that have been registered but have not received services from you during the semester, these folks are displaced.

And they may need more assistance.

For community-based providers, figuring out, of your students that

are not registered, is it too late to register?

Presumably, it is not.

But there are some things that go into registration.

We are suggesting that students get registered really up front initially.

So, in the event that they need assistance, they have assistance.

So, thinking about what does accessibility accessibility services are asking for right now to help students with mental health conditions.

Identifying if your student is connected to a BIT, behavioral intervention team or a behavioral health team, depends on the campus, what they're called.

But if so, they need these services.

And representatives on these teams can often find additional services or reach out to students.

So really, the idea now is that we're just identifying, what are all the things that people have?

And can we put them into place, so that we're acting as a group that cares for the students, moving forward?

So, is there anything in your community that can bridge the gap, like for someone doesn't have a computer?

Is your local cable provider providing Internet for students?

So, this idea that students have their own computers and their own lap high speed Internet is not true for a lot of students that we serve.

So, figure out, what are the existing supports.

Some things for us to consider as supporters are, what are the new expectations for this semester?

Is every student going to be held to the same standard as the beginning of the semester?  
We don't believe so.

These are unprecedented times.

There are some discussions among faculty that, you know what?  
We are looking for students to show some level of engagement.

But we understand that this is a different time.

So, better understanding with the student about what the new expectations are.

Does the school that your student is going to, do they now have a pass/fail option?  
Some are now doing credit/no credit.

So, thinking about the implication of taking a pass/fail.  
How is it different?  
Does it influence future goals?

So, people who are later in their



academic trajectory like we have students who are in a masters or PhD; maybe the pass fail isn't as important.

or students who are in freshman year, but is there students that want to go to into a certain program and they need a certain grade?

Is this going to get in the way?

So, thinking through some of these things is important.

Another thing in helping your students, are all the assignments the same?

If I don't complete some assignment, can I still pass?

So, there are some things we don't know.

If it was a typical semester, we can say, all right, let's look at how much this is weighted.

So, some of the kind of rules of thumb we used before in thinking like, okay, how do we negotiate the connector, this is new terrain for everyone here.

And as I said earlier, another thing to consider is, do the students that you currently serve need accessibility, disability services?

And are there different accommodations for assistive technology that would better suit them now from home?

So, some of the standard accommodations are extended time on

tests, and distractions free classrooms.

well, that's going to be very difficult to assess right now, when people are living in studios with other people, or living in their car.

So or back at home with their family and their younger and older sibs.

So, what we know to be true about confined college campuses is no longer as confined and no longer as controllable.

So, thinking through some of these things.

If you folks are interested in larger webinars or discussions, please put it in the chat function.  
we want to be helpful to you.

and we know lots of people who also want to be helpful to you.

we have lots of folks, not just me, who would be interested in helping our community.

And the intention of this presentation was really to kind of help the good people doing the good work.

we've been there.  
It's hard.

So, if we can be helpful in any way, we want to.

Some additional things that you also want to consider for some students who really either do not have the

resources and you can't get the resources and pass/fail doesn't seem like a good option is taking an incomplete an option?

Does that affect them in a particular way, moving forward?

Is a medical withdrawal necessary?

So, we think about these things as, do disability services and campus administrators that will it affect their satisfactory academic progress?

That means, does it affect kind of how quickly they're moved towards graduation?

But I really strongly encourage folks to help their students to write e mails to their professors, saying, you know, what are the new expectations?

Or prepare to be able to ask these questions in their remote classes now.

If expectations change, then you have a better sense if you'll pass or if you'll fail either with a grade or with pass/fail.

So, really thinking about how you make these decisions is incredibly important, also incredibly stressful.

So, being a resource for folks, you are very valuable at this point.

And then the last thing to consider kind of is, rolling all these things together, which is to really act intentionally.

So, identify for students about, what

are their basic and academic needs?  
what are the community resources and relationships I, as a provider, can activate to help this person?

what are the resources that I can pull together for folks that need these needs, and how is it different for each of the students that I serve?

And then, how do I connect students to these resources?

So, some folks are telling me in direct service, like we have a lot of time now, because we're not seeing anyone.

But while you're away, you have to spend more time to ensure that students are not going down the road of a disastrous semester remotely.

So, thinking about how, do we kind of keep the goal in mind and finish the semester, when we, also, are supporting these folks remotely?

Is it through Zoom?  
Is it through FaceTime?  
Is it through calls, texts?  
Is it through all of those things?

Because in the absence of really intentional services now, students will have a very, very hard time.

So, we talk a lot about preventing destruction and seeing the red flags.

There are no red flags here, right?  
So now, we're reacting, which is sometimes what you do.

But we also want to prevent further

unraveling.

This is a hard time, as you know.

For you guys thinking about yourselves, some of you are no longer going to work; you are home, working from home.

I am working from home. And you have to be able to do what you are supposed to do during the workday now in your home, which is very, very, very difficult.

So, we are going to go over four kind of like big skills or strategies that I believe can help to kind of reduce the static or the noise and some hopefully a lot of anxiety, so that students can finish the semester.

So, in addition to this, we're going to post some U tube videos that you can then share with your students that we think are helpful in doing some of these things.

So, the four main strategies I want to talk about today is reducing distractions, physical organization, mental organization and electronic organization.

And my belief is that if you help students to kind of feel settled or grounded in this new terrain, that some of what they're experiencing closes out.

So, if you think about having 17 screens opened on your computer, 1,000 PDFs on the bottom, 14 e mails going, that's a lot to manage.

So, if we close out some of these windows and start to work at the task at hand, some may feel more contained.

If there are other things that you want information on, please, once again, put it in the chat function.

So, I wanted to start with minimizing distractions.

I don't know if some of you are experiencing this as you're moving your work/office spaces to home and some of your children are no longer in school, but also at home, where you're supposed to be doing home instruction with your children as you're doing your own work.

Everyone is at home, kind of staying at home, obviously.

So, the importance of minimizing distractions is incredibly important.

Some of these distractions we can't help at this point.

But if we don't attend to helping a student kind of get grounded and figure out a system at home, they will be spending a lot of time, what they consider is doing a lot of work or feel like they're doing a lot of work, but getting very little done.

So, there is this idea of attention residue, which is every subsequent task to the first has less band width, right.

So, every time you're disrupted in something, whatever you start doing next, has less kind of space.

Another thing to keep in mind in addition to kind of like as you go through the day, you become less and less cognitively able to attend to more and more things.

Every time you're disrupted, it takes about 23 minutes to re-immense into an activity.

And so, we have to figure out how, for ourselves, how to set up a space for success, reducing the internal and external distractions.

And so, for college students who are living on campus, this is the same thing. They had to do this, too.

But now they're in a different environment. And they may not be set up for success.

Now, arguably, everyone can improve in these areas, right?

This is like a continuum of skills.

But if we help students think through this now, it may be helpful in reducing internal and external distractions.

So, we know that distracted people work faster, but they also have a higher workload, more stress, more frustrations, more time pressure, and they exert more effort.

So, right now, because of where we are and how stressful this is, we actually don't want to increase people's

stress.

But rather, how do we figure out a way of reducing people's stress, but having them to produce more?

So, reducing distractions, I think, is important, and may be very difficult to do at this time.

But thinking through, how do we help students set up these kind of skills and systems, and use new and safe planning.

okay. Let's see how we set up our office space.

Like, how did you set up your space to do your work, right?

Thinking about how to use technology to help students set up systems in their homes, I think, is one of the keys to being able to provide an intentional support during this time.

Okay.  
So, we're going to talk about some strategies for minimizing distractions.

So, at U MASS, all of our staff, faculty, everyone largely except for our hospital staff and critical services I suppose are now working from home.

So, everyone is feeling this.

I think that you folks that are working from home are also feeling this, that it's very, very hard to get things done when you're unable to go to your workspace.



For a student, maybe the library or the coffee shop, which we'll get to.

But so, we have some simple strategies to clear off your workspace.

So, some students with learning disabilities as well as mental health conditions, this is not the first step.

But sometimes they will just put their computer in on the table or on the coffee table or in the couch with lots of clutter and space issues, right?

So, there's like coffee cups and magazines.  
And so, if we close out clutter, if we minimize clutter, it also minimizes mental clutter.

So, cleaning off the space is the first thing to do, which is sometimes like I had said, an unknown.  
It's not an automatic thing.

So, we think about how do we operate for college students who now are in this kind of weird space?

How do we get things done?

And so, all the e mails and the being able to kind of focus on the task at hand, minimizes what we would consider external but internal distractions.

So, if your e mail is on all the time, then you're constantly getting these distractions.

And while you may not be aware of it,

it disrupts what is you're doing.

So, minimizing the e mail from -- what used to happen is that if you think about your experience at work, people would walk by your office. They would stop in.

You'd have these meetings and chit chat, and all that does now is in the e mails and text messages that you get.

So, thinking about how to minimize or condense the period where students are interrupted in their tasks maybe three times a day, so in the morning and in the afternoon and later in the day.

For students, it may be different.

But all their professors are now e mailing the campus services. They're e mailing all the time, you know, have notifications coming in from the campus or Blackboard.

All of your notifications.

So, thinking about, how do we minimize technology to get things done? It's hard initially.

But then it's liberating as you figure out, oh, this actually works.

Some people turn on the out of office notification. For students, this may be difficult. So, talking to your students about that is helpful.

Lots of students don't have jobs right now if they're affected on campus, because many work studies are over

because of this or internship hours.

So, thinking through, what are the implications for work, lots of college students with mental health conditions or with or without mental health conditions work.

We also know that younger students so, this is not just for younger students, but it could be for any students is that being able to silence their cell phone during work periods, this is very, very difficult for people to do initially, particularly for young adults because they are so tethered to their phones.

But then, trying to set up free times where they can, like, freely roam.

So, it doesn't have to be restricted all the time, but identifying and we'll talk a little bit about time management, about how you set it up so that you can then like do things as you want, right?

So, unstructured time, where you can find out what's happening in the news or completely avoid the news.

So, minimizing distractions is kind of very difficult to do, especially now in transitioning time.

But it will be helpful in kind of reducing some of the elevated, what am I supposed to be doing?  
How am I supposed to be getting everything done, type of feeling.

So, the second is physical organization and creating space and developing systems.

So, students have been like moving out. They're transitioning from schools to some type of home, we hope.

We know that some students are not.

I believe it's upwards of 18 percent of community college students are homeless; 14 percent of 4 year college students are considered homeless.

So, we know that some students are really struggling here.

And so, for the students who are struggling with homelessness and other types of insecurity, figuring out what those services, emergency services and stable services are for them is incredibly helpful.

For students who are transitioning to some place that they can call home, there is a big kind of shock to the system.

They're also managing the transition from in person to online classes, and from paper to electronic files.

So, lots of students already have electronic files. Lots of students will be transitioning to electronic files.

So, when at home, when working from this new home, creating a new type of workspace.

So, if you're helping people to do this and I would argue that you should, because what we found in our

research is that students with mental health conditions struggle with organization.

And if they do not have the help that they may want or may need to kind of set up a system or set up an approach at home, then they spend a lot of bandwidth, like a lot of cognitive energy and emotional energy just trying to find things and get settled and start things.

And that feels very, very disruptive.

And so, some of you may be thinking, well, this is going to be very hard to do.

It's not as hard students are super appreciative, particularly if they're struggling with something for assistance.

Some of you may be thinking, I don't do this.

Or maybe you could expand your role given the time, and FaceTime or Zoom with someone and say, is there a way that we can set it up so that you're successful?

I know that you say that you like X, Y and Z.

We can talk through some of the questions about what you would ask them.

So, starting with the clean workspace is super helpful, as I just said.

But some people are like, I think a table is really helpful.

Some students are like, I do my best

work in bed.

I'm like, really?  
How do you type papers really well?

Thinking through how people work the best is incredibly important.

And then figuring out, have they ever had experience with learning management systems before?

And these students will struggle the most, especially those moving to Zoom classrooms.

Say an older student or a student that has really struggled organizationally, how are they going to manage all the new types of information coming in?

So, my argument is that physical organization, if you know where your papers are, if you know where your stuff is, that creates mental organization.

You have one level of structure that helps to kind of, like we said, X out some of those 20 computer screens that you have open: close those out.

Close out the PDFs.

So, when thinking about physical organization, it's really helpful to understand from the students' perspective of, what do they need to do to be successful at home?

So, I was once a firm believer that different tasks may need different space, right.

So, sometimes you need a super quiet

spot.

Sometimes you need a semi quiet, a little bit of background noise, a lot of background noise.

But know that we have to start thinking about how we create those spaces at home, where these different types of work can be done.

Because you'll still have to do your creative writing at home.

You literally, if you're in certain places in the U.S. right now, you can't go anywhere, because there's no place that's open.

So, you have to figure out how to do that at home.

So, understanding for what courses do people or under what circumstances have the best types of outcomes?

So, where do you write, think, study, prepare the best for psychology, writing, philosophy?

So, for each course, what does it look like for you?

Some students will have great answers for that;  
some won't.

And so you think, well, where is it the hardest to get stuff done?  
And you try to avoid creating a space like that.

You will have students, they're up against really significant barriers.

So, you have a working mom, a student who has young children in school, then you have some barriers that you can't put a 4 year old in another room for hours to do your work, right?

So, these are real hardships.

Thinking about, what are some resources are incredibly important.

But there will need to be some level of flexibility with both the faculties and the school about what happens for students that have these unique set of circumstances, that they don't consider when considering the traditional college student.

So, understanding the circumstances and the places and then kind of figuring out, like can we do this in your home?

Is there a way?

Is there a time?

So, I put a link here [coffivity.com](http://coffivity.com), however you want to say it. I can't say it.

[Laughter]

>> MICHELLE: It's a cool website. Go to it.

It has free background noises for college students.

So, like university background noise, coffee shops; like it's kind of cool.

So, for some students that need that kind of coffee shop background noise, there is a place where you can get that, and you can import it for yourself.



so, thinking about, are there artificial ways that you can create, and natural ways that you can create some of the circumstances that students work better under?

And then obviously this is where I start to think about it earlier, what about the barriers with working at home or working from someone's car, right, if you have a student who's experiencing homelessness?

So, who do they live with?  
what gets in the way?

So, one of the things to explore with students that you're serving, like what's getting in the way of you starting this?

And it could be just, I don't know what I'm supposed to be doing now. I don't know how I'm going to get this done.  
You know?

So, there is a sense of panic, not only professors, but for students. Like there's not that much time left in the semester.

So, if this is where we are with students, like what do I have to get done to finish?  
what are the expectations of me?

Answering those questions is super important.

But then thinking about, like how do we kind of blow up and start over our time, and test management strategies?

So, right now the idea is that we okay, keeping the goal in mind, every day is going to be hectic.

We're going to finish school, minimize distractions as best as we can.

We'll set you up at home, and we'll figure out day by day, week by week, what you have to do to get it done, right?

So, if those are their needs, then they will be very helpful.

They also have basic needs, so you have to meet those first.

So, time management, how much time do I have and how much time will it take to get done, right?

So, this is really about the time component.

Task management is, what do I actually have to do, and when do I have to get it done?

So, these are two different components that people obviously think are the same thing, but they're not.

Often, it's a combination of both.

And so, time management, you and all of your students will probably be getting a revised syllabi, and they go through very carefully to see, like, has the reduction in class participation changed?

Has the number of assignments changed?

Has the weighting of those assignments

changed?

And enter all the new assignments into a calendar your student does not have a calendar, right?

Now, it's even more important.

There is no face to face time with professors.

Professors do very little reminding anyway.

But now, there may be more of that, or you may get overcommunication, where you can't answer all of these e mails. You can't read all of them.

So, we don't know how students are experiencing the professors.

But as support providers, that's what you can find out.

Are you getting any communication from this professor?

So, time management is figuring out, putting in the calendar, what are the things that I have to get done?

what are the new assignments?  
what are the class times?

Some students are now participating in class times in different time zones, which is really hectic to think about, if you consider some of these students who went from California to New York or from Washington to Florida, and you need students are all over the place.

So, now kind of figuring out, what does the new calendar look like?

If your students are not using calendars, this is a very important time to start as a wave organization.

And then figure out with time management and later with test management, is what is negotiable and what is not?

So, this is a real life skill. You figure it out in college. You got that for the rest of your life.

But one of these assignments needs to happen on Thursday, needs to happen on Friday.

Some of the professors now will be probably much more flexible than they have in the past, because they also are in a very foreign situation, most of them.

So, I was speaking to a mentor of mine recently. And he was telling me about a person he works with.

He says, if it's not on the calendar it doesn't and I said it doesn't get done. he said even better than that; it doesn't exist.

He's totally right.

If it not on the calendar, it doesn't exist. If it's not there, you don't know that it needs to get done.

If you think about, for those of you who are support providers, if I or anyone take your calendar today, you

will have no idea what you're doing perhaps later today or tomorrow.

So, students need to be able to rely on their calendars just the same as kind of dictating, right?

We want folks to this is a hectic time, but being able to kind of keep the goal in mind, we have 6 weeks left.

Let's just get through, you know maybe even 5 weeks, depending on where you are. But like, be to do list, calendar oriented, right?

So, people say, well, how am I supposed to do this with the person that I'm serving?

And so, if you use Zoom and Zoom has some free software that you can use for meetings that last 45 minutes.

But you can Zoom with folks, and they can show their calendar if it's paper, or you can share the screen if it's electronic.

If anyone needs help with some of these technology answers, please let us know.

Once again, drop it into the chat function.

But I would argue for students, especially students with mental health conditions that may be struggling with increased symptoms, lack of support, that a to do list is even more important.

And the to do list is, what do I have to get done today?  
when do I have to do it?  
what has to get done by the end of the week?  
when do I have to do it?

So, daily and weekly to do lists.

Sometimes that's what a provider can do with someone.

Like all right, let's make the list for today, tomorrow, Wednesday, Thursday, Friday, you know, for the whole week.

And because sometimes time management, having these blocks that seem so permanent, is not helpful.

Where somebody else, as a task management, I can move these things around as long as I know that it gets done by Wednesday, right?

I can move these things around.

Don't have to do it in the morning. I can do it in the evening if I want to.

But being able to figure out what needs to get done and when is incredibly important, especially when people's lives feel so hectic.

So, prioritizing tasks.

Now, task management could be on your calendar, or it can be separate.

I don't have real preferences about it.

I mean, I have a personal preference, but helping, working with your students to figure out, like, what works best for you?

So, some may have come to this webinar, hoping to get something else.

But when you ask students what they need, they and people with mental health conditions about achieving their goals it's the tactical, instrumental help.

Like, how do I do this?

So, this is kind of how I operate, which is this is, how we do this.

And you do it in the partnering way.

I can tell you; I am also a student.

[Laughter]

>> MICHELLE: I know this is a real experience for me right now, too.

If someone else says to me, you know, what do you need to do?

I wrote this once: I want to kill someone when they say that to me.

Like, I'm all right doing as much as I can.

Like, I don't have any more space for anything else.

This is not the reaction, what we want from students, but rather, be sweet, be kind, be gentle, which is like, you know what? There's lots to think about.

Can I help you in any way?

Maybe I can figure out with you to write down what has to get done this week, so you're not missing anything.

Or I can help you to remind you, that we can put it in your calendar.

Think about how you can be helpful to them.

I see that you're struggling with getting these things done.  
Like, how can I be helpful to you?

I know that some other person told me is helpful to do a to do list for the day; however, you need to frame it for your students.

Take it and figure out with that student be kind, but sweet.

But figure out a way of how to frame it, so that students want to take the help.

But if you frame it as, like, you need to make a to do list, not all students will respond well to that, especially when right now, like they are doing all the things that they possibly can to survive in school.

So, this is an example of my to do list.

It's messy, and I would never want my calendar to look like this.

But I have the ability to start again with a piece of paper.

So, your to do list can be any thought



that you have.  
It could be the things that you have  
to get done.

But if you have a thought not related  
to the things you're doing, put it on  
the list.

So, if it's on the list, you're not  
going to forget about it.

And often, one of the things that we  
do to distract ourselves, if we have  
an idea, like, oh, I have to mail this  
person and we stop our task, we go and  
do that e mail.

Now, that takes us a long time to get  
back to that original task.

If you just plop it, you know, done  
the e mail, you're not as distract  
plop down the e mail on the to do  
list.

So, as a way to contain yourself and  
providing structure using these things  
to leverage productivity, it helps you  
to feel more organized, which also  
helps to reduce the anxiety and kind  
of like spin your wheels.

So, electronic organization, some  
students will need zero help here,  
zero.  
They can teach you a thing or two.

Other students will be wildly  
disorganized, particularly if they're  
being oriented to a new learning  
management system, or if their  
professors are wildly unorganized.

And let me tell you that professors  
are lots of them are wildly

disorganized.

So, then students aren't working well, either, right?

So, figuring out, how do they download the files that are either being e mailed throughout the day, or being uploaded on their LMS, which is learning management system.

That's kind of like the online platform that students learn from these days.

So, do they download them right away?

Is everything saved to their desktop?

Are they using the tree system, meaning this is the name of the course.

And in the course, there's course reading, course assignments, discussion board posts.

And those folders then so, if you start to think about a tree of files, is that helpful for the student?

So, thinking about, this is basic strategies, and that helps students a lot, and thinking about how do I send these things?

what version was I working on?

So, being able to kind of create these automatic places so, when a student goes to their e mail, they have a system of like, all right, I download them all.

I label them here. I put them there, and that's where they stay.

As compared to a student that constantly has to go back and find the e mail with the attachment, and then just only look at the attachment, or they close it out and they can't find it again.

So, these are the things that spin students' wheels that make them feel like there is something I cannot get done.

So, if we take a little time to think about, like, all right, this is crazy town. Everything is super hectic.

How do we get set up so that you're feeling good, and the little things that get in the way for everyone so, any way that you can frame it so that you can get your grubby little paws through Zoom to help students is the way that may be helpful to a lot of your students.

Like I said, some students won't struggle with this at all.

But students with mental health conditions are struggling the most with this.

An older study that we had done, when we asked students what were the top things that they struggled with that got in the way of completing their classes and their course work, functioning skills like prioritizing tasks and time management, tasks management stamina, that all trumped what we would consider classic mental health symptoms.

So, students know that they struggle

with this.

So, being able to help them in any way is probably one of the best things that you can do during this time of uncertainty, in addition to helping with kind of like the basic needs.

So, my last note for today and then we'll kind of move to questions so, for those of you who are still interested, pop 'em in.

But my last tip for today will be about one of my preferred apps for class organization, which is Notability.

So, loss of your students who attend classes online. Some of them will be recorded. Some will not.

Notability is an app of low cost, between \$5 and \$15. It can be used on a laptop, on a desktop, on a PC, on Apple, on tablets, on phones.

And you can upload power point PDNs, and you can record classes and sync the audio with your note taking.

So, if your professor sends you out a slide deck, you can upload it to Notability, turn it on.

Write notes in the power point slide deck, while syncing with the professor's audio.

So then, if you're in a place where you get distracted because your dog pees on the floor or your kid comes into the room or you get a phone call

from emergency financial aid, you can answer those things.

And when you come back, you can write rewind.

And then when you go to review your notes, you literally just click that word 'rewind', and it will sync you to where you wrote that word in that day's lecture.

So, you don't have to listen to three hours again.

You rewind to the part where you walked away or got distracted. And then you take notes there.

This allows you to strategically think about your courses.

You don't have to play them all over again.

But those are the spots that you can go to.

In my opinion, this is pretty amazing.

You can then upload them.

Everything can be placed in the same in a place.

You can upload 'em to your desktop if you want.

You can create files in Notability.

So anyway, one of my favorite things.

So, if you can encourage students to use this, it may be helpful, especially with the reduced ability to be attending to all classes online, which is also hard to do.

So with that, I'm going to transition to questions and answers.

So, Debbie is working her magic right now, calling some of your questions that you've been asking.

So our website is here, which is the [umassmed.edu/hype](http://umassmed.edu/hype).

Our larger transitions ACR sensor is here, as well.

please direct any questions that you have to us at [hype@umassmed.edu](mailto:hype@umassmed.edu).

So, here we are.

So, Debbie, if you can unmute yourself?

I hope that we have some questions that I can be helpful in answering.

>> DEBBIE: We, do indeed.  
Hi, everyone.

Thank you, Michelle, for a super informative and timely webinar.

I thought we might start the questions with this one; that is: How often should we try to be in contact with students during this time?

>> MICHELLE: Awe, that's a really good question.  
So and it's a hard question.

I would say check in with your folks. People who respond, ask them what they need.

Set up a time to meet via Zoom if you can, so you can see their face.

We have been told by young adults that if we don't tell to you stop texting, they will continue to do so because it's helpful.

Don't make it hard to come back to services.

So, if have you students that you can't find or are not responding, continue to check in.

Hey, thinking about you.  
Just thinking about how this may be helpful.

Be encouraging; be sweet.  
Be engaging, so that when they come back, our focus is actually to help people.

And so, sometimes when we're ready to help, they're not ready to take it.  
But we want to encourage them to come back entirely.

So, thinking about that.

You don't want to become annoying, but that's a hard line, too.  
Where are the lines?

Initially, you may want to reach out a couple of times the first couple of weeks saying, hey, you know, I thought about you.

I saw that this class came back online today, or just checking in that you were able to get your stuff out of your room.

You know, any way that you can engage them is helpful.

But I would say don't stop periodically reaching out over time, because it may just be at that right time that you get them.

So, if you text, I would encourage texting.

Google Voice helps you to text and not use your own personal cell phone.

So, if there are issues relating to texts in your own personal cell phone students get e mails. They don't really respond to e mails.

But we think that killing them with kindness in any way that you can and trying to reengage is super helpful.

So, thanks for that question. It's not an easy answer.

But be kind. Don't make it hard for them to come back to services, and be encouraging.

So, those are some of the messages. Go ahead, Debbie.

>> DEBBIE: That's great.

So, we have another question come in about special advice that you would have for disability service coaches, who are working as the new quarter starts.

>> MICHELLE: Yeah, yeah. Oh, sweet.

This is, it's a hard, hard time.

So, for those of you that are on the quarter system, trimesters, everyone's going to be affected with all of these terms blending in.

But I think, talking about some of the questions asked earlier and you can frame it as the condition affect your



organization, just generally.

within disability services, you kind of have to frame, like how did your condition affect your ability to do this?

And then I would say in your home for these types of courses, and figure out, are there different types of apps that would work for these students?

Are there some special accommodations?

So, you know, it's not a very popular accommodation.

but it may, in these needs time, actually be more we may want to consider more carefully a reduced course accommodation, if that's applicable for students with certain types of mental health conditions, working from home.

and so, for those of you that are supporters, it could be instead of 12 credits to be considered full time, nine credits may be considered full time, to be able to manage disabilities when the environment right, it's environment induced.

so, if you're working from home as a forced choice, you're not enrolling in an online class.

But if you intended to take in person classes, you can do these things. But now you have to take an online course.

is it reasonable that a reduction in the number of courses is reasonable?

Because now you're dealing with different types of environments.

I think accommodations in the environment is particularly difficult, because you don't have those controls like you used to have.

So, thinking about like, what does time and a half look like?  
what does a distractions free course exam look like?

These are very different things.

what does a note taker look like?

So, I think that these are hard times.

and if people are interested in thinking about these things, you are welcome to have I'm interested in having these discussions, because students often don't know what to ask for.

So, as a community, thinking through like, what do reasonable accommodations look like during COVID 19?

I think that's a legitimate use of people's time.

we're all in very, very difficult situations.  
so, I appreciate that question.

>> Debbie: that's great, Michelle.

we had another one during registration that a lot of people are thinking about.

and that is: How to work with

students who see all these changes happening and immediately drop out without seeking support.

when is how do we help students decide when their mental health is more important than staying in class?

>> MICHELLE: Yeah.  
So, I think that's a really good question.

And one of the things I think that we have which is different at different times is time is actually on our side with this.

Meaning that faculty are being much more flexible.

So, this idea of all classes not being penalized, not held against you.

And then you don't have to decide, in the middle of April, is the signaling from the school saying like we know that this is hectic?  
We know that this is hard.

So, for the students that you have contact with, I would encourage you to encourage them to hold tight for a couple of weeks to see if we can kind of figure this out.

Like, let's figure out like what faculty actually wants.

what are your professors going to ask for you to do?

will they actually be grading according to the rubric?

Being able to say to students like,

you're struggling; everyone's struggling.

If this is too hard, it's too hard.

What would be great is if we could figure out a way of helping you get the things that you need, and figuring out if we can stay in the course for this semester.

Some students sometimes throw up their hands because they feel it's too hard.

And I think this is where strategic supports come in, which is like, let me hold that power, right.

The good thing is that everyone is in chaos. you're not the only one feeling like this.

And knowing that you can take incomplete or pass fails really far into the semester, where otherwise it won't be granted is a signal.

And so, some students will be convinced when they come to see you.

But there is a frame here, is faculty don't want to penalize students for things that are outside of their own control.

And if there is a way of saving this semester that does not put you at greater risk, then why do it? Like, right?

So, we don't want to make people feel any worse or increase anyone's symptoms.

So, but if there is a way that we can just ride this out and take the next two weeks to assess, then we can kind of determine you can determine if this makes sense for you, once you know what the expectations are.

Students are in lots of places, just coming back to school this week. and it's chaos, literally chaos.

So, I appreciate that question.

People are going to be struggling all over.

And to the benefit of a college student with mental health conditions, entire classes are going to be a struggle.

They're not going to be the only ones feeling like this, right?

It's like kind of a universal experience of college students.

And for those of you that have served this population for a long time, it's actually a nice balancing, which is like, we're not the ones having to figure out how do you frame these questions and how do you do these things.

But other students may not be continuing, because right now everyone wants to know, is this going to be graded hard?

Like, do I have to handle this one? Can I have an extension?

Is there flexibility?

There's all these questions that go through students' minds when they have increased symptoms or when the stress becomes too high.

Now, everyone's going to be asking, with or without mental health conditions.

So, my advice to students or supporters of students that are thinking, I'm just going to drop now and cut the loss, there's things like, we have a couple a handful of weeks left.

If we can save it, let's save it, but not at cost of your mental health.

But if there's ways we can do that, let's listen close to your faculty and school for the next couple of weeks.

Right now, we don't really know; every day the college campus changes, and so does our country.

So, I think we're all trying to figure this out together.

But being flexible, being responsive and being aware I think are the things that as providers, we can be super intentional.

And I don't know if that's helpful.

But Debbie, do you have any question or a follow up?

>> DEBBIE: Yeah, there are.

And this is actually somewhat related to what you were just saying.

Somebody here had a question about what to tell a student whose instructor is not updating the course calendar or the syllabus.

How to work with that situation?

>> MICHELLE: Yeah.  
I think this is good.

So, there are a couple of things I think that we have to be mindful of, is faculty are being thrust into a different learning environment, too, and so they may be very late.

But also, I would say document, document, document.

So, help the student write an e mail that is nice.

I know this is really hard for you guys.  
most people are focusing on the implications of students, but it's really hard for us, too.

But given everything that's changing, do you know when you'll have the updated syllabus?

And do you have a sense of when you'll have X,Y, and Z, right?

And so, being able to send those e mails to your professor with or without a response, then document the other people later, like the dean, should the tide not be in your favor later, right?

So, I think there are a certain set of skills that we can teach students, which is what's the saying building

vinegar and bees?

It's something like bees are

>> DEBBIE: You catch more with honey than vinegar.

>> MICHELLE: Yes.

[Laughter]

>> MICHELLE: So, being able to figure out, how do you give feedback to your professors, prompting them what you need in a way that they want to respond to you.

Because that's a skill.

Also, documenting so that you can make your case to someone else for an appeal.

So, my feeling and now don't go by my feeling because it's just mine but my feeling is that we will be having an amazing A flexibility for all students during this time.

what I would encourage is for your students not to fall off the radar, however, and show back up at the last day without submitting anything for the last six weeks.

That will not be seen kindly by professors.

So, early and often communication.

Be kind.

That's the skill set to get what you need, and then documenting.

So, I think that it is hard for



students, but that they should not be quiet.

So, if that e mail goes unanswered, then later in the week at the top of the next week, say hey, I know this is a busy time for you; just following up.

Below is the e mail that I sent about the changing course curriculum.

Now, I have helped to craft lots of e mails like this for students that I serve.

They take the first draft.

They pass it to me, and I say, oh, you may want to consider saying this, or I say out loud the things I just said to you, and they put their own spin on it.

So, this is how we can help students develop good skills for school and work and in their own personal lives.

But here, the squeaky wheel will get the oil.  
I think you're learning I'm not very good with sayings.

[Laughter]

>> MICHELLE: Really encourage that skill development and advocating for students is important.

>> DEBBIE: One last question, yeah.

A lot of people have asked about how to support students with social isolation.

>> MICHELLE: Yeah.

>> DEBBIE: And international students who are far from home, who are experiencing a certain kind of that.

>> MICHELLE: Yeah.  
So, I think this is really hard.

And I know that there's some really good work now being done by other groups including ours, but other groups or social connectiveness during this time.

And we can post some resources for this, too.

But some students are doing virtual study groups.  
so, going, like getting their own zoom lines; they're free right now.

And people just calling in and being quiet and working together.

There are new apps.

But I think it's like setting up, how do you create your social circle in times like this? re create your

I then I think that and to those people that may be a little work on the provider's part, which is like, oh, when did you guys get together before?

Maybe you can do like virtual coffee, or maybe you can do like, you know, happy hour, virtual happy hour or family dinners, right.

So, there are those components that you can be like thoughtful about.

There are other students that were, like, not very connected interpersonally, but rely on the social connectedness.

So, they didn't have a lot of friends, but they would go to the student center, and you know, be around other people and have lunch, or be able to see the other guy from that class.

And they would kind of, you know, say hi or whatever.

So, I think there we have a different situation, where students that aren't terribly connected interpersonally, so someone can't just say, oh, sign on to Zoom now.

We can we can do our math work together.

But really, we're relying on the informal like and passerby kind of connections.

And I think that is the one that's more difficult to do.

And I think our campus folks may be able to ask to see if they're trying to post like the virtual, like lunch hour.

So, some schools are doing more innovative things to help people stay connected, so people can just like zoom into a line.

And kind of have people around, which is kind of like a cool idea.

But I think that it is very, very hard at a time where everyone is mandated

to stay inside, to identify for a student that is socially isolated.

Like, how do you become more connected?

There is another sister group of ours. it's the Temple University Collaborative for Community Inclusion, run by Mark Salzer.

And he done a Webinar today too on community inclusion during COVID 19.

So, after this webinar, you guys may want to go and check out go check out what they're doing at their center.

That's salzer@templeuniversities collaborative for community inclusion.

So, they may have good resources, too.

And once again, we are trying to kind of pack our resource list with those things that would be helpful for you guys.

The only other thing that I can think about is if you are providers, asking college students that you're serving if you can host a virtual social hour.

So, every day at these times, Boston University.

And we'll be posting this, too.

And the AO program has free kind of web based activities that people can join like sports centers, where people come together and just talk about which is kind of funny to think about, because there are no sports right now

but thinking about these things.  
So, those are some examples.

So, if you want to check out niteo,  
Boston University, in the center for  
psyche rehab, so, if you Google search  
those three things but we'll also  
be sending out a link to their virtual  
workshops.

But there are some things that you can  
do and try to do on your own.

And then there's other things that you  
can try to connect people to.

But you folks are doing amazing  
things, and it's incredibly hard.

And right now, it's really about how  
can we be super flexible, super  
responsive, and be intentional in a  
way that is helpful to our students,  
keeping the students where they are  
with minimizing the stress, knowing  
that this is stressful for all  
students; and helping students to make  
good decisions of, can I ride out the  
next couple of weeks?

or is it too much?  
Am I taking an incomplete?  
Am I taking a medical withdrawal?

Am I what am I doing?

And if we can be helpful to you at  
all, we're happy to do that.

So hopefully, you can load in the chat  
function the things that you need.

We recognize, for your friends and  
colleagues, if they weren't able to do  
this, that we'll be hosting another

discussion hour for the attendees that have not been able to participate today.

But perhaps we can also send out that subsequent Q and A to the e mail that we're sending out with these materials for you guys, too.

So, I appreciate your time.

I want to say that we appreciate the good work that you're doing.

And I hope that you're all staying safe and healthy and staying connected, social distancing physically distancing, but socially staying connected.

It's a very hard thing to do. If we can be helpful in any way, please let us know.

And I know that we're a little over time.

So, I don't know if, Debbie or Amanda, if you needed to say anything else, before we wrap up?

>> DEBBIE: No, but thank you, Michelle. That was wonderful.

And we have lots of great questions that we can follow up on during the Part 2.

>> MICHELLE: Great.

well, thank you, guys, for coming. We appreciate you.

And please let us know how we can be

helpful.  
Take care.