



Virtual Support

Building Staff and Student Resiliency Through Times of
Change and Distance

Audio Options

Refer to the webinar confirmation email you received in your inbox.

Date Time: Jul 23, 2018 11:30 AM Eastern Time (US and Canada)

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join: [https://eab.zoom.us/j/477956446?tk=v76BQ7-](https://eab.zoom.us/j/477956446?tk=v76BQ7-GGtjFFkf-Cv5w3gWr_whS5K-viY_KTcb9uQE.DQEAAAAAH0JXhZsS3ITZWJ1VVNSMjRzY2FFMWxxZ1NBAA)

[GGtjFFkf-Cv5w3gWr_whS5K-](https://eab.zoom.us/j/477956446?tk=v76BQ7-GGtjFFkf-Cv5w3gWr_whS5K-viY_KTcb9uQE.DQEAAAAAH0JXhZsS3ITZWJ1VVNSMjRzY2FFMWxxZ1NBAA)

[viY_KTcb9uQE.DQEAAAAAH0JXhZsS3ITZWJ1VVNSMjRzY2FFMWxxZ1NBAA](https://eab.zoom.us/j/477956446?tk=v76BQ7-GGtjFFkf-Cv5w3gWr_whS5K-viY_KTcb9uQE.DQEAAAAAH0JXhZsS3ITZWJ1VVNSMjRzY2FFMWxxZ1NBAA)

Note: This link should not be shared with others; it is unique to you.

[Add to Calendar](#) [Add to Google Calendar](#) [Add to Yahoo Calendar](#)

Or iPhone one-tap :

US: +16468769923,,477956446# or +16699006833,,477956446#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 646 876 9923 or +1 669 900 6833

Webinar ID: 477 956 446

International numbers available: <https://zoom.us/j/477956446>

Using Your Computer Speakers

If you select the "Computer Audio" option, please be sure that your speakers or headphones are connected.



Using Your Telephone

If you select the "Phone Call" option, please dial in with the phone number and access code provided.



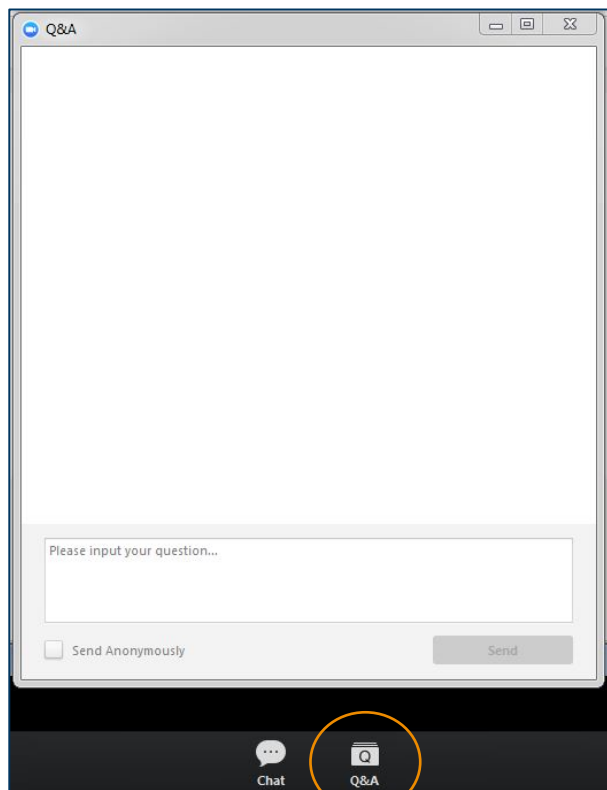
Using Zoom

Asking a Question

To ask the presenter a question, navigate to the Q&A button at the bottom of your screen and type it into the Q&A Panel.

After the webinar, a member of our team will be in touch to follow-up on your questions individually.

Type your question here



Today's Presenters



Matt Mustard

Senior Strategic Leader

MMustard@eab.com



Lindsay Schappell

Strategic Leader

LSchappell@eab.com



Jenna Dell, Ed.D.

Director, Research Advisory Services

JDell@eab.com





- 1 Mental Health in Times of Crisis
- 2 Managing Your Staff's Engagement
- 3 Managing Your Student's Care
- 4 Q&A



Mental Health in Times of Crisis

Understanding Reactions in Self and Other

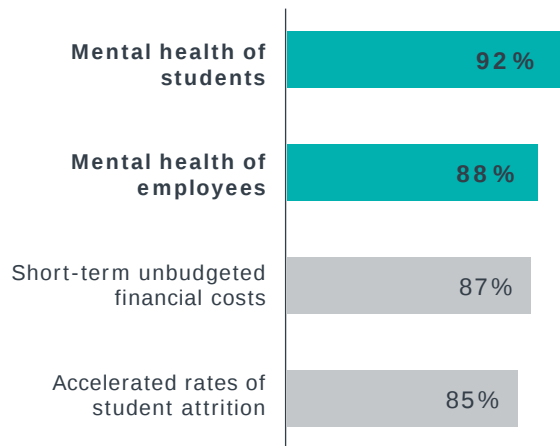
SECTION

1

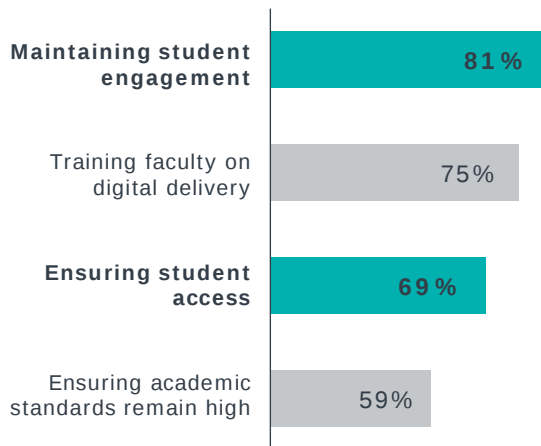
Scoping the Situation

172 College and University Presidents Surveyed by The Chronicle

Top **immediate-term issues** related to COVID-19 crisis:

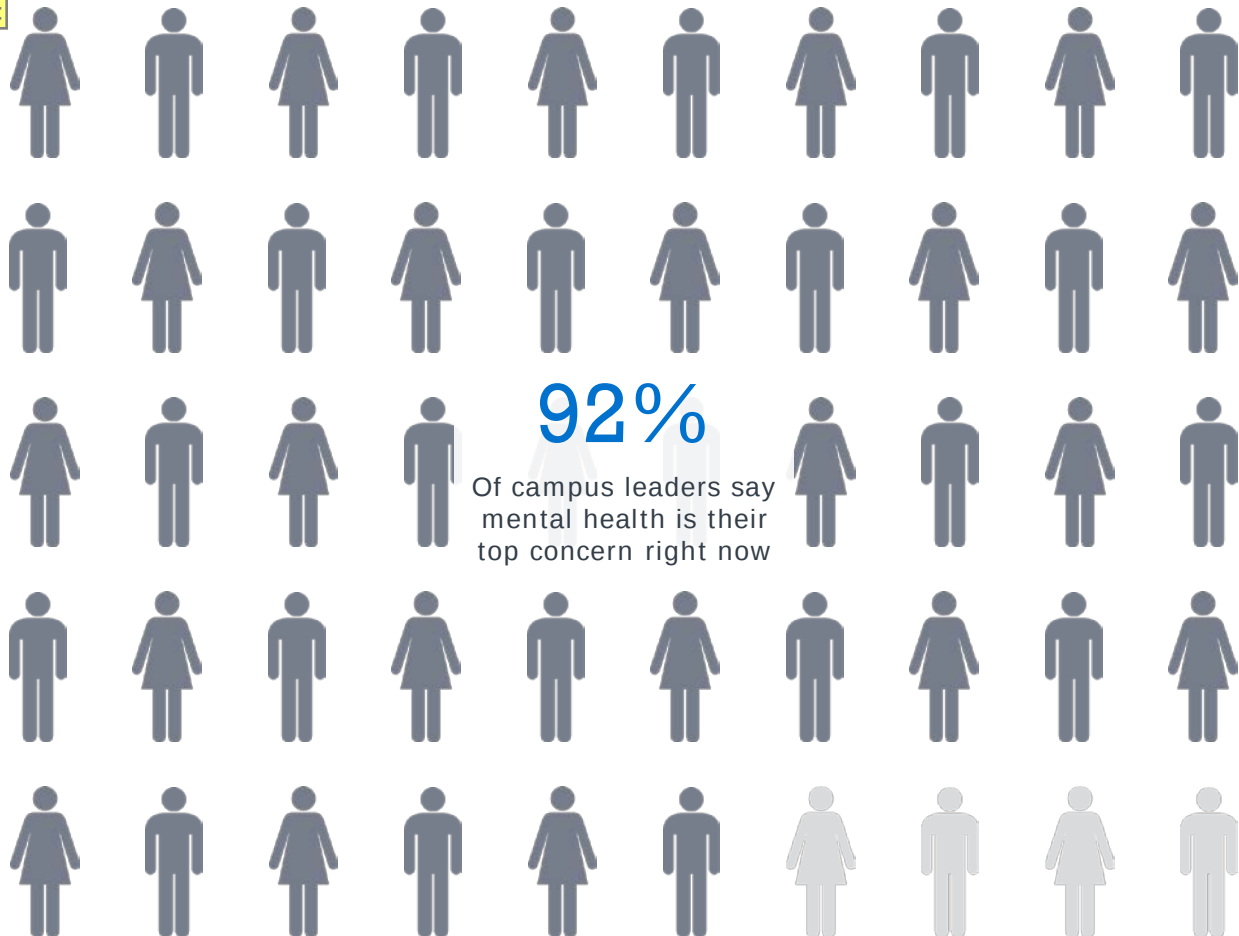


Top challenges associated with moving to **remote or online classes**:



Presidents put the mental health of students and employees atop their list of **short-term concerns**, while financial stability and potential enrollment declines are top **longer-term worries**

Source: Lederman, Doug: "Presidents Fear Financial, and Human, Toll of Coronavirus," *Insider Higher Ed*, 27 March 2020 (<https://www.insidehighered.com/news/survey/college-presidents-fear-financial-and-human-toll-coronavirus-their-campuses>)







Before We Begin

Ground Rules for Today

We are not asking you to become therapists or counselors to your staff or students. It is unethical to provide that level of care and can do more harm to assume those roles than to refer to those trained and available to provide care in these moments.

When in doubt, validate, appreciate and refer to those who can help beyond your capacity.

Common Cognitions During Crisis

What We're All Feeling—Including Your staff and Students



Emotional

- Shock
- Anger
- Despair
- Emotional numbing
- Terror/Fear
- Guilt
- Phobias
- Depression or sadness
- Grief
- Irritability
- Hypersensitivity
- Helplessness/Hopelessness
- Anhedonia
- Dissociation



Cognitive

- Impaired concentration
- Impaired decision-making ability
- Memory impairment
- Disbelief/Denial
- Confusion
- Distortion
- Decreased self-esteem
- Decreased Self-efficacy
- Self-blame
- Intrusive thoughts or worries
- Nightmares



Physical

- Fatigue
- Insomnia
- Sleep disturbance
- Hyperarousal
- Somatic complaints
- Impaired immune response
- Headaches
- Gastrointestinal problems
- Decreased appetite
- Elevated startle response



Interpersonal or Behavioral

- Alienation
- Increased relationship conflict
- Vocational impairment
- Avoiding reminders
- Crying/closing off easily
- Change in eating patterns
- Tantrums/outbursts
- Regression in behavior
- Elevated risk-taking behavior
- Aggression



Coping During Crisis Mimics Grief Process

Not “The New Normal”—But Grief Over Loss of Normalcy

- 1 **Denial:** *This virus won't affect us.*
- 2 **Anger:** *You're making me stay home and taking away my activities.*
- 3 **Bargaining:** *If I social distance for 2 weeks everything will be better, right?*
- 4 **Sadness:** *I don't know when this will end.*
- 5 **Acceptance:** *This is happening; I have to figure out how to proceed.*



Managing Your Staff

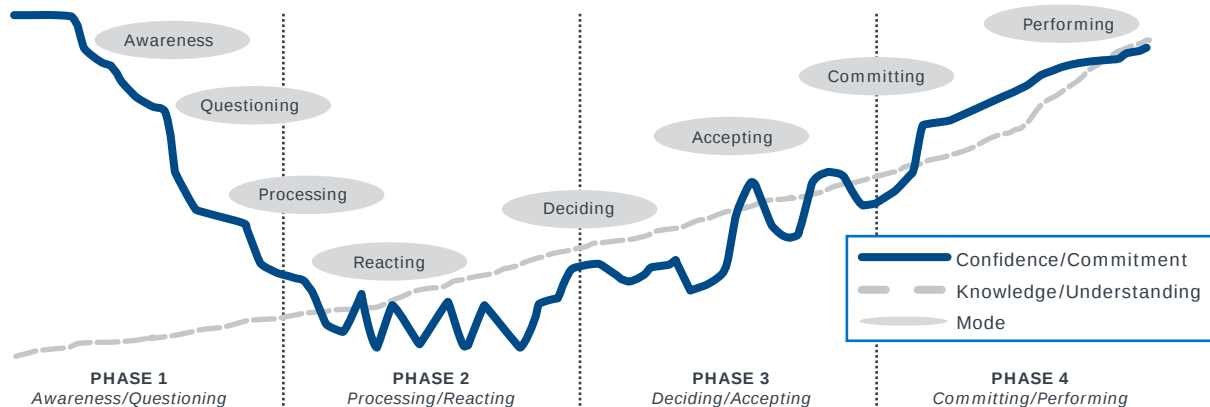
Getting What You Need While Ensuring They Do, Too

SECTION

2



The Predictable Phases of Change



INDIVIDUAL RESPONSES – highly variable based on personality, desire for change, past experiences with change, etc. →

Questions

Surprise, confusion and denial



Emotions

Fear/anger/sense of loss
Victimization/resistance/bargaining
Some may exit, some may have minimal or positive reactions



Transition

Absorption of specific impact
Consideration of options and cost-benefit analysis
Decision whether to “bet with”



The New Normal

Adoption of changes
Increasing mastery
The new is now normal



MANAGER ACTIONS that can help decrease lows and accelerate movement to next phase →

Inform / Explain

Provide facts and timelines.
Clearly explain change; use many channels.
Invite questions and iterate why you are committed.
Repeat, repeat, repeat.

Listen / Empathize

Acknowledge sense of loss (even good changes bring some losses).
Expect emotion; validate concerns
Allow absorption time.
Listen to resisters/detractors – they can help flag valid concerns/needs.

Support / Coach

Provide details and training and point out upsides/opportunities.
Solicit (and use) input from staff.
Coach/invest time with valued staff.
Enlist influencers to help others.

Perform / Innovate

Model personal commitment.
Help people gain mastery.
Be generous with recognition.
Foster ongoing improvement, express gratitude, and develop future leaders.

Flexible Operating Options

15

What does your institution provide?

- PTO rollover?
- Flexible workday hours?
- Wellness offset hours?
- Reduced schedule options?



Things to Consider:



► Shifting Hours of Operation

have your team start earlier or work later to better address home needs



► Avoid Employee Burnout

Build a happier workforce by finding new ways to celebrate work done well



► Shift to a results-based approach

Manage team members' work output of completed tasks instead of 'time in seat'



► Take Advantage of Resources

Fully utilize technology like mobile options for Zoom, Slack, and Outlook

Managing the Business



Quantify Your KPIs, but Don't Micromanage Your Team

Taking Stock of Your Team



Assess **Priorities**

Look at your team's goals and work plans and consider what can be adjusted and what absolutely must be prioritized. What is essential? How would you label each priority?



Assess **Goals**

Examine your staff's performance goals. Does anything need to be changed that they cannot reasonably accomplish given current limitations?



Assess **Stress Levels**

People currently can't control some aspects of their lives. Removing more control by micromanaging your team may reduce your stress but will increase theirs. Ask staff what *their* current version of success looks like.



Assess **Accountability**

Set up virtual "co-working" sessions for people to join for an hour at a time (on mute!). Add an accountability measure by having staff share their goals for the session at the beginning and reporting on their progress at the end.

Is That Meeting Necessary?

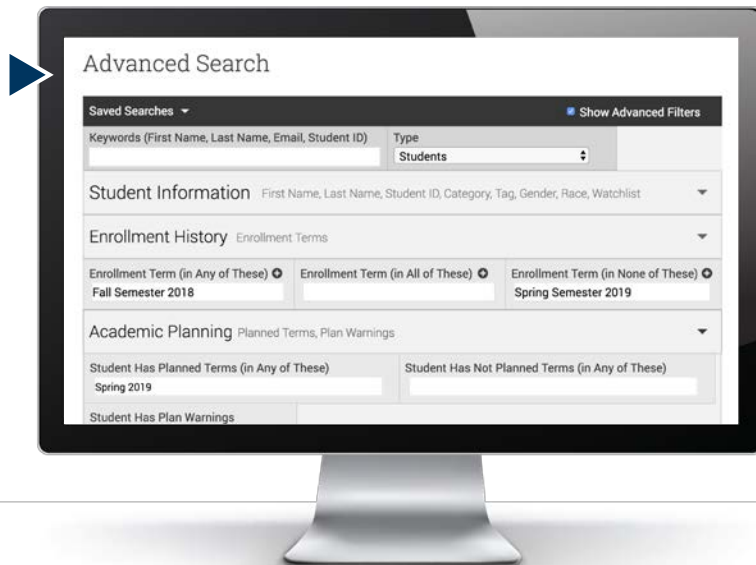
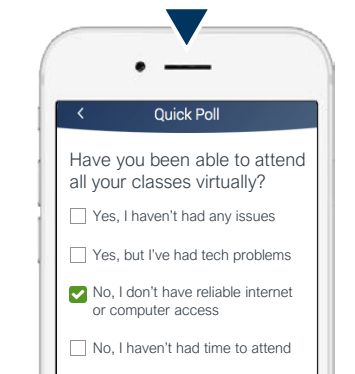
17

Will This Meeting Reduce Your *Team's* Anxiety, or *Your* Anxiety?

Use Navigate to Pulse-Check Outcomes Instead of a Meeting

Which students should your team prioritize meeting with?

Use Navigate Student **Quick Polls** to assess student needs and **Advanced Search** to quickly find the students who require additional support



Is That Meeting Necessary?

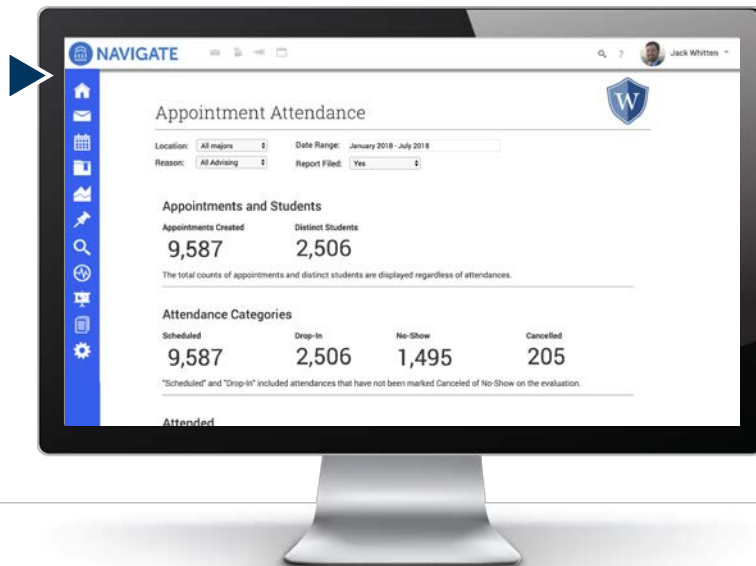
18

Will This Meeting Reduce Your *Team's* Anxiety, or *Your* Anxiety?

Use Navigate to Pulse-Check Outcomes Instead of a Meeting

How many appointments are taking place across your team?

Use **Activity Analytics** or **Appointment Reports** to see the high-level scheduling and attendance rate of appointments



In your check-ins with direct reports, you should ask the following:

- 1 Do you have everything you need to be productive and comfortable while you're working remotely?
- 2 Is there anything about your remote work set-up that might present challenges or that we may need to work around?
- 3 Is there anything I can do to support you?
(*then, offer solutions where possible*)



Team Member Brainstorming Rubric



Team Member's Guide: Think through the relevant information that affects you and your team's situation. Be honest and incorporate your needs for rest and physical and mental self-care. Feel free to add topics to this list; it is meant to be a starting point. We recognize this is a fluid situation and encourage employees and managers to revisit this conversation as needs evolve.

Topic	Personal Situation / Description
Caretaker Needs • Number and ages of children at home • Number and conditions of extended family now under employee's care • Needs of children or extended family (special care, sleep schedules, homeschooling, physical activity, doctor's appointments, etc.)	
Schedule Impacts Time blocks when you are: • Able to work with full focus • Available to work while also attending to needs of others • Available with advanced notice to rearrange in case of emergencies • Fully unavailable	

Supporting Coaching and Management Conversations



Lead With Empathy

1

Listen



- Prepare for the conversation: consider timing and potential distractions
- Anticipate sensitive issues, and be on the lookout for verbal and non-verbal cues from your staff

2

Confirm Understanding and Ask Clarifying Questions



- Empathize, but do not strengthen complaints with over-the-top reaction or complete agreement
- Get to the heart of the issue: ask questions to understand why this matters, what factors are at play, and what this will impact

3

Answer Their Questions



- Be thoughtful with your word choice
- Consider the [Nudge Theory](#) of word choice, keeping it in mind with how you present options or choices for moving forward

4

Transition Back to the Meeting



- Follow up, reflect, and share notes (especially if there are next steps)
- It's useful to have documentation of any difficult or serious conversation





Supporting Your Students

Moving through Maslow's Hierarchy of Needs to Student Success

SECTION

3



“One can choose to go back toward safety or **forward toward growth**. Growth must be chosen again and again; fear must be overcome again and again.”

-Abraham Maslow



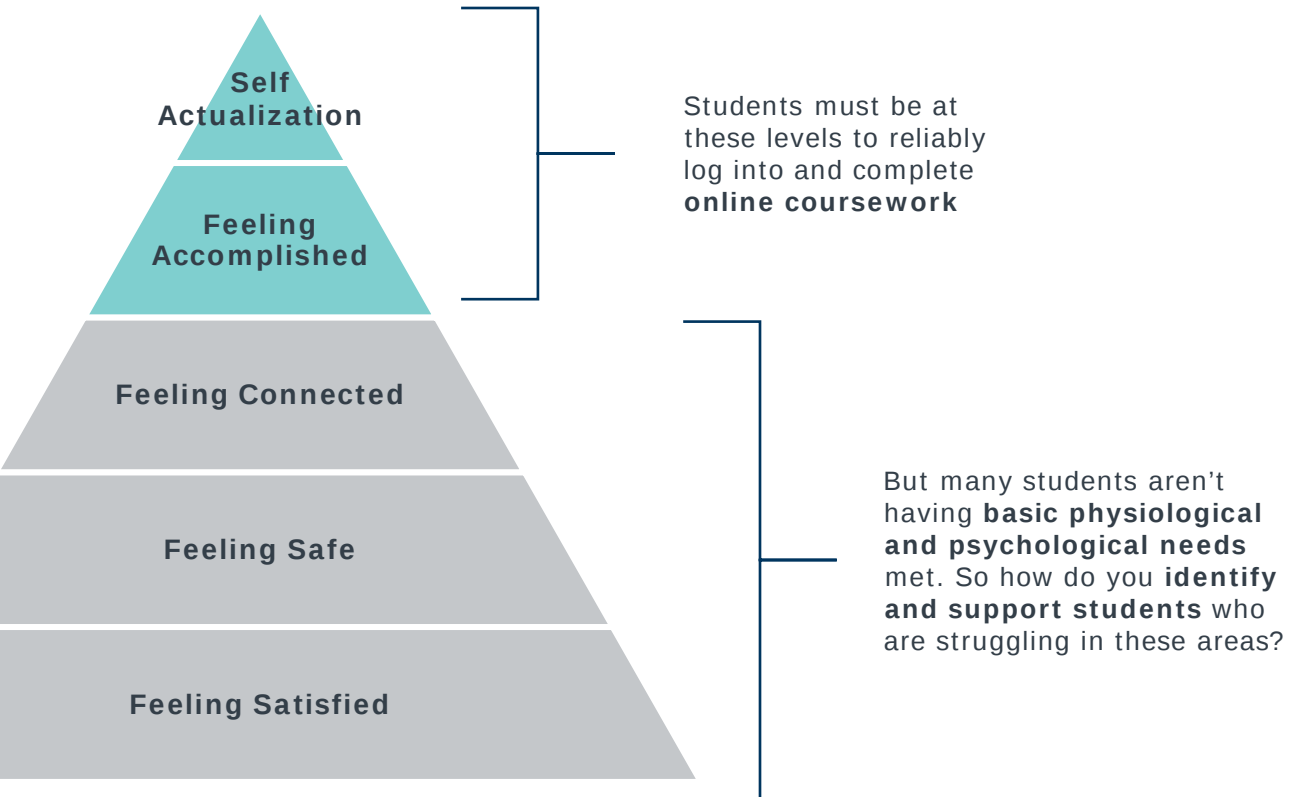
Maslow's Hierarchy of Needs



Resource:
EAB's Toolkit for
Addressing Students'
Basic Needs



Maslow's Hierarchy of Needs



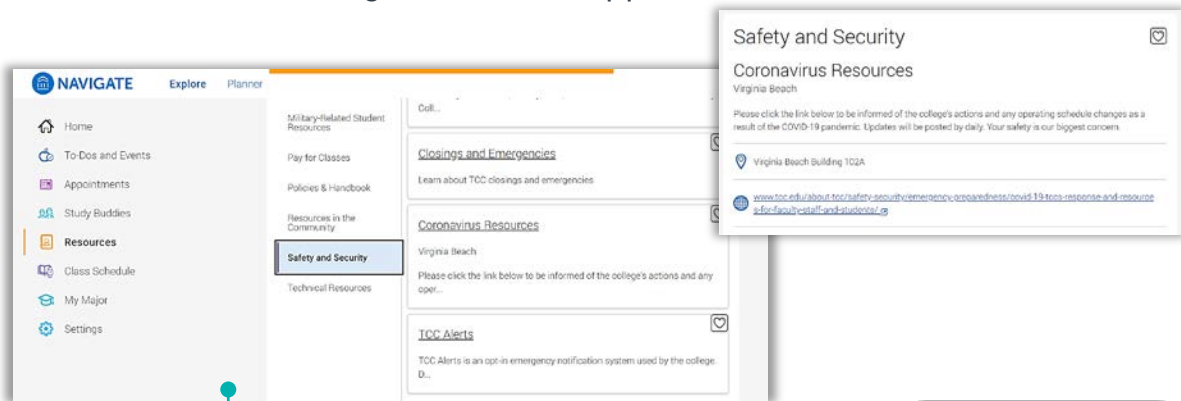
Communicating Flexibly Based on Student Need

Student Needs	Key Questions to Consider
Physiological Needs • Nutrition (obtaining food or preparing meals) • Personal health (both mental and physical) • Maintaining adequate housing and sufficient sleep • Balance in necessary daily life roles and activities	• Have you asked your students about their needs for shelter, sleep or sustenance? • Do you know which students could benefit from your virtual physical or mental health resources?
Psychosocial Needs • Feeling of academic adequacy • Sense of love and belonging	• When did you last reach out to your students to acknowledge their hard work in this transition? To empathetically connect and communicate that you are here for them?
Human Needs • Motivators to persist in studies • A sense of basic safety and security • Financial security for tuition and other expenses	• How are you thinking about leveraging micro grant funding during this crisis?

Use Navigate Student **Quick Polls** to identify students struggling with these basic needs, and use **Advanced Search** and advisor **Campaigns** to ensure they receive support

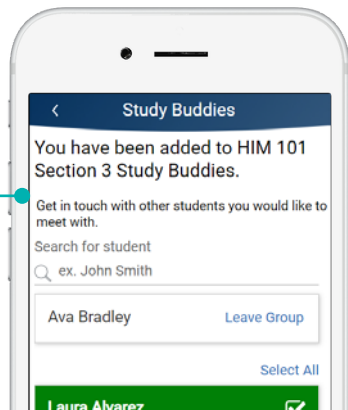
Using Navigate as a Virtual Support Structure

Resources in the Navigate Student App



Update your school's resources in Navigate's **Content Administrator Tool (CAT)** to include COVID-19 and general health info. Ask your EAB Strategic Leader to help you build a temporary Resource Category to group these together

Actively promote **Study Buddies** as a way for students to engage (virtually) with classmates



Suggested Navigate Quick Poll and Survey Prompts

Allow students to select any that apply to them:

Basic Needs

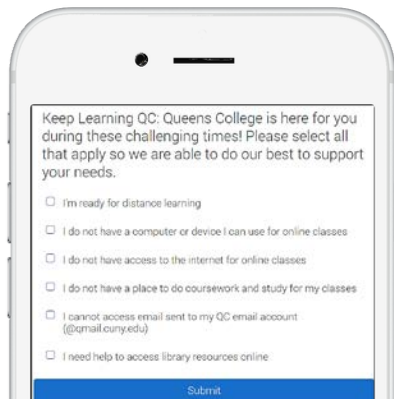
- I am concerned about having a place to stay for the rest of the term.
- I have concerns about covering food expenses while living off campus.
- I am concerned about covering everyday expenses while living off campus.
- I am concerned about paying tuition for this term while living off campus.
- I do not have access to a working computer/tablet off campus.
- I am concerned about having reliable or working internet access while off campus.
- I am currently not passing one or more classes.
- I am concerned about my academic standing.

Supplementary Support

- I would like to know my options to attend virtual [tutoring sessions/supplemental instruction/office hours].
- I would like to [hear from/receive support from] the counseling center while campus is unavailable.
- I would like to know my options to meet virtually with [my advisor/career center/financial aid office].
- I had a job on campus/off campus and would like to know my options to continue working.
- I would like to receive inspirational reminders and tips from someone from campus who knows me

Plans for the Future

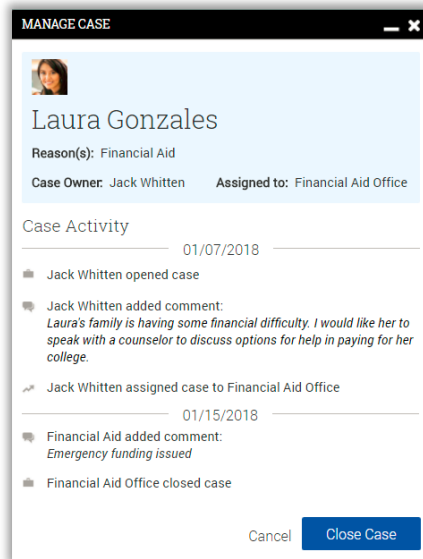
- I am considering [withdrawing/disenrolling] from classes for the rest of the term.
- I am concerned about graduating on time because of recent events.
- I am concerned that I will not be able to find a summer internship or permanent job while off campus.



Following Up with Students in Need of Support

Use case management, reporting, watch-lists, and campaigns to engage with flagged students and connect them to resources

- Watchlists can easily be created from lists generated from reports!
- Note Reasons can also be strategically used to help support student groups





Working with Faculty to Meet Students' Remote Needs

30

Best Practices from Social Psychology and Crisis Response

1

Flexible Schedules

Flexibility for course assignments and participation expectations are critical for students dealing with many of their (or their family's) needs

2

Robust Support System

Create a support system and resource library that allows students to address their questions and concerns quickly and on their own schedule

[Use Navigate Student resources, including to-dos, events, and promotion](#)

3

Interactive, Engaging Learning

Develop group projects where learners to complete an online assignment, such as developing a blog or presentation. Help students connect and communicate with other learners to avoid feelings of isolation

[Encourage students to use Navigate Study Buddies to connect](#)

4

Encourage Realistic Goals

Encourage students to set realistic goals and track their progress along the way. Offer reflection online activities that prompt them to think about their current beliefs and question assumptions

Working with Faculty to Meet Remote Needs

Using Progress Reports

Solicit feedback from faculty to identify students with certain needs and connect them to the right support.

Sample alert reasons:

- Haven't logged into online learning
- Student needs technology or WiFi
- Direct referrals to additional support departments

Professor Aalsberg:

Thank you for helping us create a quick snapshot of students who need extra resources to access online instruction. Your related information with you, please do not include any health/medical details in your comments.

ECON-1401-HD13-LEC Microeconomics

	Student Name	Do you have concerns about this student?	Alert Reasons (You must choose at-least one if th
1	Abbas, Aisha	☒ Yes ☐ No	No home internet access No laptop or tablet No response to emails or other outreach since March 10 Other concern--see comment
2	Acosta, Isaías	☐ Yes ☐ No	
3	Ahmad, Mahdy	☐ Yes ☐ No	
4	Ahmed, Alvie	☐ Yes ☐ No	
5	Beauvais, Jacob	☐ Yes ☐ No	
6	Charles, Zaqan	☐ Yes ☐ No	Alert Reasons

Scaling Support via Navigate Student

Opt-in Resilience and Grit Content Throughout Times of Crisis

How It Works



Promote via social media, email communications or even a Quick Poll to get students to opt-in to messages



Students sign up to receive resiliency nudges, either via text message or push notification as their settings allow



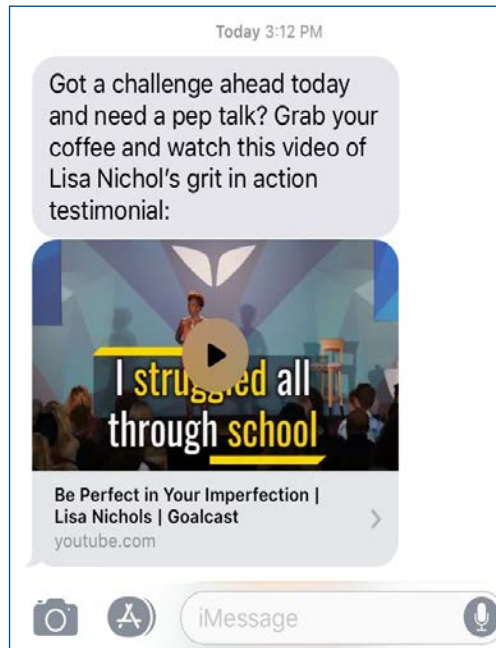
Students receive brief messages that keep resilience top of mind or promote resources



We bring this to students and say, “We know that sometimes life gets hard. Would you like these **inspirational reminders from someone who knows you can do it?**”

*Jennifer Blackwell, Academic Advisor
Delaware Technical Community College*

Sample Post





Navigate Student Content to Build Resiliency

Opt-in Messages to Ensure Student Engagement and Touchpoints

Sample nudges here:

- Did you know...?
 - Plug self-service and self-help resources provided by institution
- Stress-less resources
 - YouTube Yoga sessions, Short and easy non-academic tasks
- Mental health awareness resources
 - Know the signs (in self and other)
 - Virtual counselling options (institution and no/low-cost apps or sites)
 - <https://www.timely.md/campushealth-faqs/>
 - <https://www.virusanxiety.com>
- Positivity and mindfulness
 - Quotes from famous civil liberties leaders, therapists or educators
 - Tips that are applicable now and throughout academic career (study and self-care habits to blend together)



Q&A

Use the Q&A Box to Ask Questions

SECTION

5



Please Fill Out the Exit Survey!



- As you exit the webinar, you will be directed to an evaluation that will automatically load in your web browser.
- Please take a minute to provide your thoughts on the presentation.

THANK YOU!

Please note that the survey does not apply to webconferences viewed on demand.



Appendix



National or Virtual Resources Available



What They May Be Feeling

- **Anxiety** about the situation, your health, and the health of your loved ones
- **Concern** about your ability to effectively care for children or other dependents
- **Uncertainty** about how long this situation will last and what the future holds
- **Loneliness** caused by social distancing and not engaging in-person with friends and family
- **Anger** about behaviors and actions of others that put people at risk
- **Boredom** caused by the inability to engage in regular day-to-day activities
- **Desire** to abuse alcohol or drugs to cope
- **Symptoms of depression** such as feelings of hopelessness, changes in appetite, or sleeping

- First and most importantly: **Take breaks from watching, reading, or listening to news stories**, including social media. Hearing about the pandemic repeatedly can be upsetting.
- Encourage your direct reports (or challenge yourself) to consider identifying one or two reputable, fact-based news sources and make the decision to only follow those ones. Examples include the [CDC](#), the [World Health Organization](#), or your local public health department.
- If your institution offers Employee Assistance Program through your insurance, promote that to all staff proactively. It's free and confidential
- Many doctors offices are moving to a tele-health model. Inform your staff proactively as well
- ▶ Exercise with free online yoga classes through [yoga works](#) and [other indoor options](#)
- Free guided meditation available through many apps, or YouTube/Streaming services
- [VirusAnxiety.com](#): COVID-19 specific, with globally-applicable self-care practices
- [Findhelp.org](#): Free or reduced-cost programs that help folks find food, help paying bills or other services
- [SAMHSA's Free National Helpline or Textline](#) (free or low-cost substance abuse or mental health services near you): **1-800-662-HELP (4357)**
- SAMHSA's Disaster Helpline: 1-800-985-5990 (English and español)
- SAMHSA's free texting service: Txt "TalkWithUs" to 66746

COVID-19 EAB Resources



Upcoming Webinars

[Building a Summer Strategy to Promote Persistence and Degree Progress](#)



Tuesday, May 5
1:00-2:00pm EDT

[Meeting Students' Financial Needs in a COVID-Prompted Recession](#)



Tuesday, June 16
1:00-2:00 EDT

Past Webinars

Introducing Navigate Enhancements to Help You Virtually Support Your Students

Best Practices for Serving Students Remotely

Preparing Now for Student Success Post-Pandemic

[Refining Navigate Promotion: Strategies to Increase Student and Staff Adoption](#)

Managing a Student Success Team in a Virtual Environment