



SUPPORTING COLLEGE STUDENTS WITH MENTAL HEALTH CONDITIONS IN THE WAKE OF COVID-19

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The Transitions to Adulthood Center for Research

Acknowledgements



The mission of the Transitions to Adulthood Center for Research is to promote the full participation in socially valued roles of transition-age youth and young adults (ages 14-30) with serious mental health conditions. We use the tools of research and knowledge translation in partnership with this at risk population to achieve this mission.

Visit us at: <https://www.umassmed.edu/HYPE>
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Topics for Today's Discussion



The changing college environment

Identifying support needs

“Creative” ways to remotely support students

Critical organizational strategies

Q&A



Supporting Students Remotely



- This webinar is for direct service practitioners who are providing instrumental and emotional support to college students with mental health conditions:
 - Community-based SEd and MH providers
 - Campus-based Accessibility/Disability providers & CAPS
- The focus is to help students organized in this hectic time in order to finish the semester.
- You may be struggling with the same thing...maybe some of these tips and strategies could help some of us who are now working from home.



COVID, College, & Mental Health



- This is an unprecedented time.
- Everyone is in turmoil.
- In times like these, everyone is more vulnerable.
- Students with MHC may be more vulnerable
 - Higher “psychiatric risk”, previous MH history, increased social isolation, increased stress regarding finishing classes
- Increased access to telehealth (depending on state)
- Trying to cope and adjust to new “normal”¹



Understanding the changing college environment



- Over 200 schools have closed over the last several weeks²
- Displacement of vulnerable student populations
 - Increased risk of financial, food, and housing insecurities
- Reduction in critical resources
 - Libraries, study spaces, dorms, dining commons...friends, professors...computers, high-speed internet
- Reduction in number of in-person supports on and off campus
 - Uncertainty regarding the access of virtual support
- Assumption that every college student can be virtual and responsive to academic needs
- “Panicgogy”- combination of panic + pedagogy³



Some suggestions to help students who are affected by these changes...



- Ask what type of help they need
 - Some of this will be related to school, others will be related to basic needs
- Pour a lot of love on these students
- Normalize that this is hard for everyone
- Affirm their strengths and their supports
- Ask about when they got through previous hard times in the past
 - Identify critical supports, resources, activities, people...
 - Is there a way to get/access these things remotely?
- Suggest ways to stay connected while physically distant from support
- Send some treats...treats go a long way



Identifying Existing Supports for Students



- Does the school the student attends have emergency financial aid?
 - Are they helping to connect lower resourced students to access necessary technology to participate online?
- Are their mental health providers & prescribers transitioning to tele-health?
- Are they currently registered with Disability/Accessibility Services?
- Are they connected to BIT/ campus behavioral health team?
- Are there are any additional resources in your community targeting this population that can bridge the gap?



Things to consider...



- What are the “new” expectations of the semester?
- Does the school where the student’s enrolled have a current option to convert classes to Pass/Fail?
 - Explore if P/F of certain classes will hinder future goals
 - Explore how the expectations change as a result of moving to P/F
 - Explore if certain assignments are not completed could they still receive a P (Pass)
- What does registration for OAS/ODS look like now for students?
 - Are there different accommodations/AT that students can now receive that would be helpful from home?
 - And are they needed? Or are all students being accommodated? Are all classes being recorded?



Some more things to consider...



- Is taking Incomplete(s) an option?
- Is a Medical withdrawal necessary?
 - Explore if Satisfactory Academic Progress standing would be affected
- Acting intentionally...develop & connect resources to meet the need:
 - Identify needs (both basic and academic) of each student,
 - Activate your community resources and relationships,
 - Develop robust and targeted resource lists to meet each need,
 - Tailor for each student, and
 - Actively connect each student to **critical** resources.





BASIC NEEDS TO ORGANIZATIONAL STRATEGIES: KEEPING THE GOAL IN MIND...FINISH THE SEMESTER



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Finishing the Semester: Critical Strategies



- 1) Reducing Distractions
- 2) Physical Organization
- 3) Mental Organization
- 4) Electronic Organization

We will be posting a resource list of YouTube videos and other resources for you to watch (if you're interested) and to send to your students to help with develop these strategies/spaces.



1. The Importance of Minimizing Distraction



- In the absence of minimizing distractions, students will spend an inordinate amount of time “doing” work, but getting very little done
- Every subsequent task has less attention than the preceding task (see Attention Residue by Leroy, 2009)...
- It takes us 23 minutes to re-immense into an activity after being disrupted (Mark et al., 2008)
- Figure out how to reduce internal and external distractions...
 - Setting up a space for success...and what we need to do to maintain it



Distracted People Work Faster, but...



- experienced a higher workload,
- more stress,
- higher frustration,
- more time pressure, and
- effort (Mark et al., 2008).

Students may attribute this difficulty with too much work
or their mental health condition,
*they may just need a little help developing skills and
systems...*



Minimizing Distractions: Strategies



- Start with a clean work space...close clutter, makes mental clutter
- Be driven by the to-do list...
- Check email infrequently: *maximum 3x a day??*
 - Turn on “out of office” notification
- Turn off app notifications
 - Identify times in your calendar to check notifications from school (the dating app can wait)
- Silence cell phone during working times
 - Hide it??
- Set up free times where able to freely “roam”
youtube/apps/news



2: Physical Organization: Creating Space & Developing Systems



- Managing the transition:
 - School to “home”
 - In-person to on-line
 - Paper to electronic files
- Create a work space
 - Clean surface that does not face something distracting
 - A table is helpful, some people may disagree with me...
- Navigating learning management systems
 - Emails/notifications/announcements in the LMS
- *Physical organization creates mental organization*



Physical Organization: Setting up a work study space at home



- Once a firm believer of different tasks may need different spaces
 - ...library, coffee shop, friend work-group...
 - We now need to think about creating spaces at home where different types of work can be done.
- Ask students under what circumstances/ places they performed best for certain activities:
 - Where did you [write/think/study/prepare] the best for [each course]?
 - <https://coffitivity.com> (helpful background noises)
- Ask about barriers to successfully working at home?
 - Who do they live with? What gets in the way when at home? Is it hard to start tasks?



3. Mental Organization: Time and Task Management



Time Management:

- How much time do I have? And how much time will it take?

Task Management:

- What do I have to do? And when do I have to get it done?

Time Management:

- Enter all new assignments into calendar, for each class
- Enter class times...some students are now in different time zones than their classes
- Figuring out what is negotiable and what is not...*a real life skill*





If its not on
the
calendar...
it doesn't
exist!!!

	SUN 26	MON 27	TUE 28	WED 29	THU 30	FRI 31	SAT 1
T-04		BS Den night M START DAY AT 9:30	M START DAY AT 9:30 PHILLY SCHEDULE LIGHTLY O	DO NOT SCHEDULE	DO NOT SCHEDULE	BS Pinewood Derby M START DAY AT 9:30 SAM SWIM MEET	SAM SWIM MEET
AM					NAC slide prep 7 - 10am		WW 8 - 9am
AM			Doctor appt- Alice Gall 9 - 10am				
AM		HYPE 2.0 weekly 9:30 - 11am Kathryn Office/Zoom Line		HYPE 2.0 weekly 9:30 - 11am Kathryn Office/Zoom Line	Meet with Michael abou 10 - 11am	DO NOT SCHEDULE 10am - 12pm	
AM	5k Sunken Meadow w M 11am - 12pm	Test Bluejeans- Pen 11am - 12pm	Michelle & Leslie, 10:30				
PM		Cost- Effectiven ess Class 11:30am -	Cost-Effectiveness Class 11:30am - 1pm	Johanna, 11:30am	Policy Analysis 11am - 2pm		
PM		VA Restructuring Servic 1pm, https://umassmed	SSI Policy Information v 1 - 2pm	Prosem 12 - 1:30pm		HYPE National Advisory Council Kickoff Call 12 - 2pm Zoom info inside invite	
PM		FastTrack Roundtable 2 - 3pm	Michelle & Thomas- article discussion 2:15 - 4pm	Michelle & Louise, 2pm		HYPE Feasibility Paper 2pm, https://umassmed	
PM		Stop Working from 3:15 3:15 - 4pm	M STOP WORKING 3:15 - 4:15pm	Sally 3 - 4pm	NAC slide prep 3 - 4pm	M STOP WORKING 3:15 - 4:15pm	
PM				Michelle/Marsha Re 4pm, Marsh			
PM			Dinner with Phyllis 5 - 6pm	NAC slide prep 4:30 - 10pi		Swim Meet 5 - 9pm	
PM				Kickoff Cal 6pm, Zoom			
PM							



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Task Management:



- Create daily and weekly to-do lists
 - What do I have to get done today? When do I have to do it?
 - What do I have to get done by Friday? When do I have to do it?
- Can “live” inside a calendar or be separate...
- Try not to say: “You know what you need to do...[FILL IN THE BLANK]” students will want to kill you...they are already just trying to survive





TO DO:

- CH email final project
- ~~send~~ PRINT ECON ARTICLES
- finish email to Tony Rostain
- send materials to Liza - responses,
- SRL, Co Dots, LeRoy, Trussion
- Contact Bridgeway about trial participation
- call Ryan
- text Craig Young
- email to Cher re: grade
- respond to Tony Rostain
- finish CBD + send to J.S.
- send email to Mairnerice - re:
final paper
- send email to Steve Marcus re: T4
- proposal for Johanna
- proposal for Rinaad
- write abstract for Rinaad - feasibility HYPE



4. Electronic Organization



- Some students will need zero help here...and can teach us a thing or two...other students will struggle big time
- Ask about how they set up their files on their computer from their LMS
 - Do they download right away? Does everything get saved to the desktop?
 - Do they have a “tree” system? How are the files by course going to be organized?
- Help to create automatic places where files are stored
- Help to create a standard way of naming files (e.g. last revised date at end of file name)



My preferred App for Class Organization: Notability



- Recording classes
 - Helps to have record while distracted
 - Ability to record classes and sync with written notes
 - Developing cues so a student doesn't have to listen to the whole class again
 - Such as: stepped away, rewind here, I have no idea what they are talking about, or simply "?"
 - Notability syncs writing with the audio that is being played at that moment
- Allows for import of powerpoint, pdfs, word docs...you can add pages and take notes while listening to the lecture...amazing (in my opinion).
 - Audio, ppt, and notes are then sync'd
- Can develop folders per subject to maintain course organization
- Clearly, there are others, please see our resource list, if you need additional options.



Stay Connected!



Additional questions or inquiries for our team?

Contact us directly at HYPE@umassmed.edu

Sign up for our e-mail newsletter for our products and announcements!

Text **TRANSITIONSACR** to **22828**

Visit us at
UMassMed.edu/HYPE and
UMassMed.edu/TransitionsACR



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Question and Answer

Tell us how we can be helpful...now and in the future!



Type your questions or comments into the “Questions” tab.



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