

## Bruin Post:

### Five Tips of support as we Transition to an Online Learning Environment this quarter

These tips are for students, faculty, staff and anyone else that is part of the UCLA campus. Let's all support each other during these times.

- **Check-in with each other:** Faculty and staff should designate class time to check-in with students and have students check-in with one another. These can be built in to the lecture time for 10 minutes or less so that it is not something extra that people have to do outside of this designated time. Students should remind professors and TAs to allow for this time. Staff and faculty meetings should also facilitate this time. Please see the following tips [here](#) and [here](#) for ways faculty can support students during this stressful time.
- **Establish a routine:** Try to establish some normalcy and a regular sleep-wake cycle while working from home. Make your bed, take a shower, change into different clothes, set a bed time and a time to wake up. Get outside every day and catch some sunshine! Create a routine that works for you. This will help to feel more productive and establish normalcy and consistency to your day.
- **Monitor screen time:** Balance screen time with other activities. This can be cooking, art, exercise, calling a friend or family, writing poetry, cleaning, organizing, getting outside to walk, run, bike or hike, reading books, etc. If you feel overwhelmed with zoom, google hangouts, etc., its ok and healthy to turn off the screen and do something else. Broaden your view, looking to the horizon or gaze at stars. Check out some tips [Here](#) and [Here](#).
- **Browse Smartly:** Manage your information channels. Here are some trusted websites: [UCLA Health](#), [University of California Coronavirus](#) and [The CDC Coronavirus](#). Try to avoid news and information overload and fatigue by balancing news sources. If you find yourself checking multiple times a day, take a break and do something else.
- **Reach out:** You are your own best advocate. Make sure your basic needs are met. This is a change to your normal being; feelings of sadness, disappointment, anxiety, lack of concentration or motivation, etc. are normal and expected. **We are here for you!** Here are some resources that you can access any time:
  - [CAPS](#) :
    - CAPS Crisis Line: **(310) 825-0768**
  - [Economic Crisis Response Team](#)
  - [Staff and Faculty Counseling Center](#)
  - [UCLA Depression Grand Challenge](#): Track your mental health and know when to reach out for help.

## Staff Recommendations Checklist

### **In making a strong referral, consider:**

- Focusing on the “Person First, Problem Second”
- Summarizing what was said, a distressed student may not remember all the information in the moment
- Responding to distress as natural reactions rather than as problems
- Consider all the various options of mental health resources, not just CAPS
- Connecting someone to mental health resources with a warm handoff
  - Inquire about any barriers in seeking support; decrease stigma by humanizing the situation**
  - Listen to the student rather than listing off resources**
  - Create a plan for follow-up or another check-in (if appropriate)**

### **If referring to CAPS, consider:**

- Asking them if they have considered suicide and have a plan if you felt concerned about their safety
- Educating yourself on the CAPS experience in order to debunk myths (refer to the next page)
- Discussing other mental health modalities other than just individual therapy
  - Informing students about Coping Through The Quarter and Wellness Skills Groups**
  - Livehealth, Screening and Treatment for Anxiety and Depression (STAND) Program**
- Informing students about the option of off-campus therapy

### **Departmentally, consider:**

- Establishing a location for mental health and wellness resources
  - Facilitate access to important phone numbers related to support services, such as Counseling and Psychological Services (CAPS), Center for Accessible Education (CAE), Resilience In your Student Experience (RISE), 24-hour suicide prevention hotlines**
  - Ensure mental health information is accessible for the students in waiting rooms and offices**
- Highlighting a different campus resource at every staff meeting
- Soliciting and utilizing student feedback; identifying areas where students are struggling
- Developing departmental protocol for situations when you do not feel safe or equipped to help a student
- Training student employees on resources that may be beneficial to them; check in with them about the student perspective

### **In supervising student employees or interns, consider:**

- Allowing time to attend trainings on teaching skills and mental health topics
- Asking them about student climate and ways to address common challenges faced by students
- Encouraging student employees and interns to share mental health and wellness resources with students
- Your student employees and interns are students: check in about their mental health

### **For personal growth in wellness literacy, consider:**

- Making time to take care of your own well-being
  - Access resources from the Mindful Awareness Research Center (MARC) such as guided meditations**
  - Try UCLA Recreation’s free FitWell Program for staff & faculty including Fit Zones classes, Fit Breaks, Mind Fit, enroll in Movemail, attend workshops, etc.**
  - Utilize resources from the Staff & Faculty Counseling Center**
- Bookmarking, joining listservs, attending trainings on wellness resources on campus (not just CAPS)
  - CAE, LiveHealth Online, Therapy Assistance Online (TAO), RISE, Peer Assistance & Wellness Support (PAWS), WAZO Connect, Active Minds, Resilience Peer Network, GRIT Coaches, Bruin Resource Center, Campus Assault Resource & Education (CARE) etc.**
  - Trainings on how to best support LGBTQ students, Undocumented Students, Students of Color, Students with Dependents, Veteran Students, Transfer Students, International Students, etc.**

## Faculty Recommendations Checklist

### Departmentally, consider:

#### Discussing department or classroom climate and sources of stress for students

- Solicit and utilize student feedback: identify areas where students are struggling, think about mid-quarter evals

#### Making small changes that could lead to positive impact on student mental health

- Consider student sleep schedules (e.g. morning deadlines encourage all-nighters)
- Avoid assignments due the same day as midterms or finals; distribute weight of assignments
- Look into economical options for course readings and materials

### In The Classroom, consider:

#### Sharing mental health information in class throughout the quarter

- Insert a section on the syllabus and/or on your class page that outlines important phone numbers related to support services, such as Counseling and Psychological Services (CAPS), Center for Accessible Education (CAE), Resilience in Your Student Experience (RISE), 24-hour suicide prevention hotlines
- Include info on lecture slides; create space for students to share peer programming on mental health

#### Encouraging students to build a community/connection with others in class

- Make space for students to interact and/or dialogue to get to know each other
- Allow students to make announcements for their organizations and clubs

### In one-on one interactions, consider:

#### Fostering the instructor-student relationship

- Regular reminders about office hours; offer alternatives if the student is unable to attend office hours
- Share passion for the subject; humanize the field by sharing struggles encountered in your career

#### Connecting someone to mental health resources with a warm handoff

- Inquire about any barriers in seeking support; decrease stigma by humanizing the situation
- Listen to the student rather than listing off resources
- Create a plan for follow-up or another check-in (if appropriate)

#### Acting on a situation if you feel concerned about a student's wellbeing

- Discuss directly with the student; connect them with resources
- Consult with a department colleague or campus partner if uncertain

### In supervising TAs, consider:

#### Checking-in with the TAs about student wellbeing

- Allow time to attend trainings on teaching skills and mental health topics
- Identify students of concern and ways to address common challenges faced by students
- Encourage TAs to share mental health and wellness resources with students
- Your TA is a student: check in about their mental health

### For personal growth in wellness literacy, consider:

#### Making time to take care of your own well-being

- Access resources from the Mindful Awareness Research Center (MARC) such as guided meditations
- Try UCLA Recreation's free FitWell Program for staff & faculty including Fit Zones classes, Fit Breaks, Mind Fit, enroll in Movemail, attend workshops, etc.
- Utilize resources from the Staff & Faculty Counseling Center

#### Bookmarking, joining listservs, attending trainings on wellness resources on campus (not just CAPS)

- CAE, LiveHealth Online, Therapy Assistance Online (TAO), RISE, Peer Assistance & Wellness Support (PAWS), WAZO Connect, Active Minds, Resilience Peer Network, GRIT Coaches, Bruin Resource Center, Campus Assault Resource & Education (CARE) etc.
- Trainings on how to best support LGBTQ students, Undocumented Students, Students of Color, Students with Dependents, Veteran Students, Transfer Students, International Students, etc.