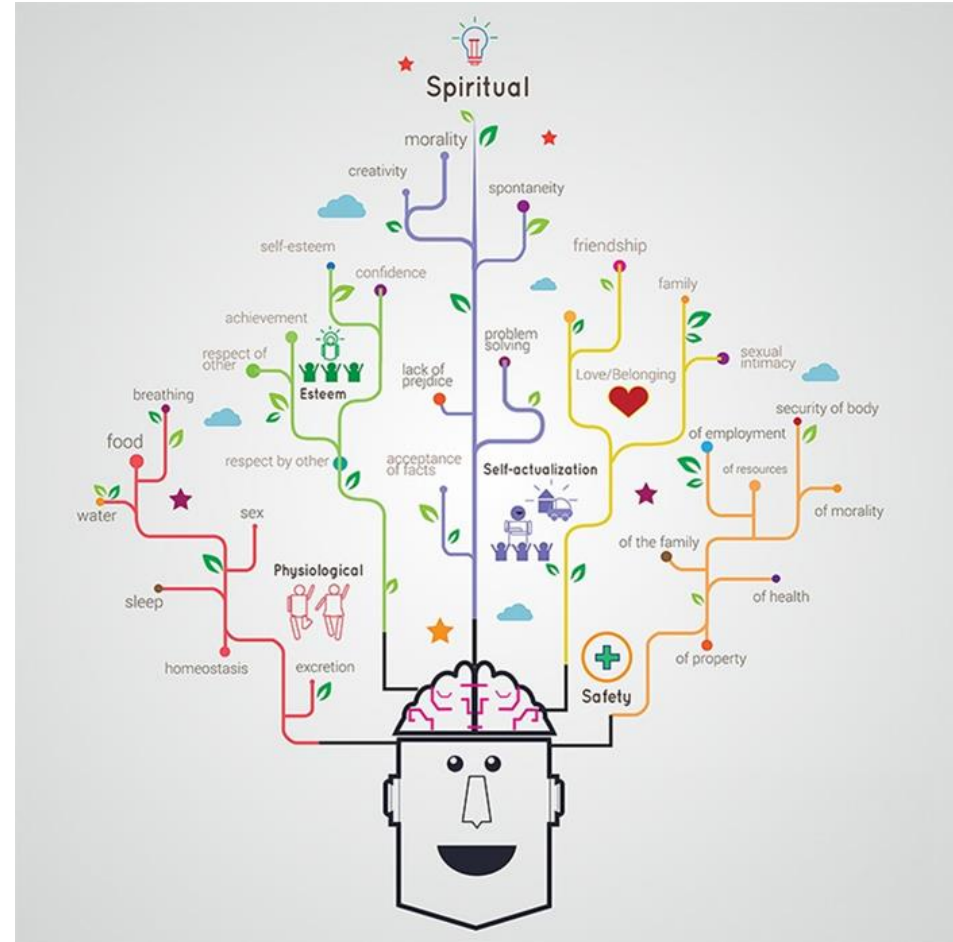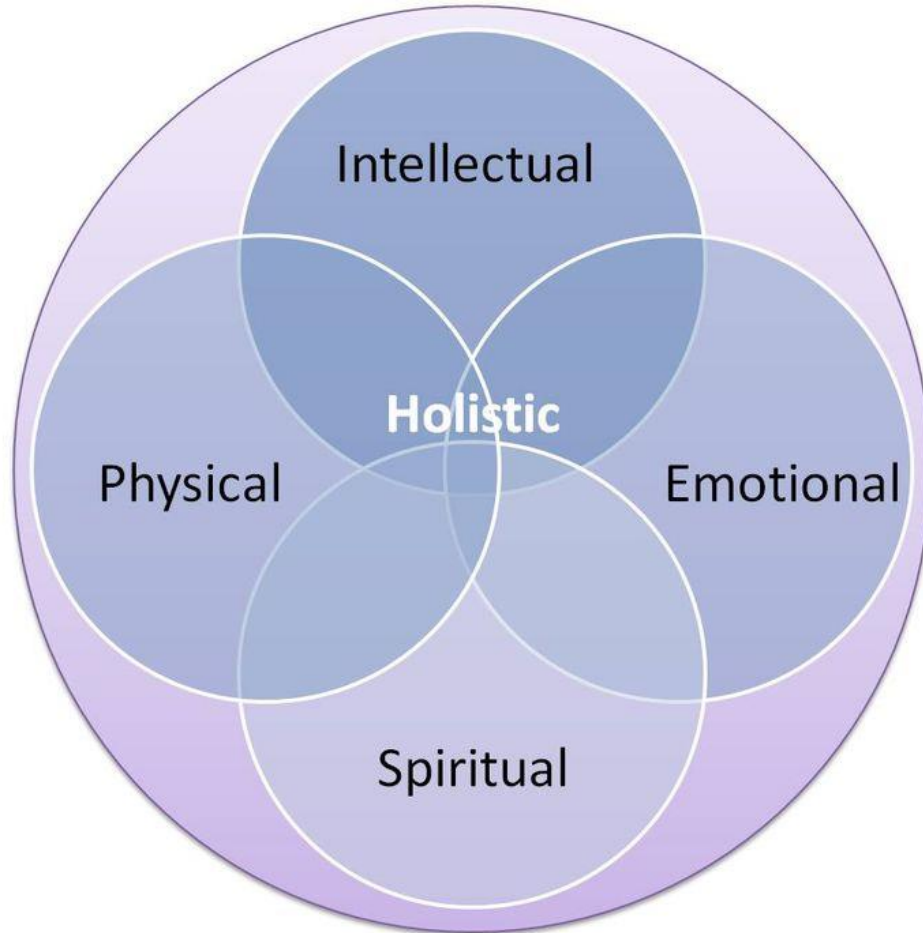# SUPPORTING UNIVERSITY STUDENTS DURING COVID-19

Cary Hopkins Eyles, MA, CAP
Deputy Director, ICUDDR
Instructor, University of Tampa

TEACHING TO THE WHOLE PERSON

TEACHING TO THE WHOLE PERSON

As University faculty, we are used to teaching primarily to the intellectual part of our students
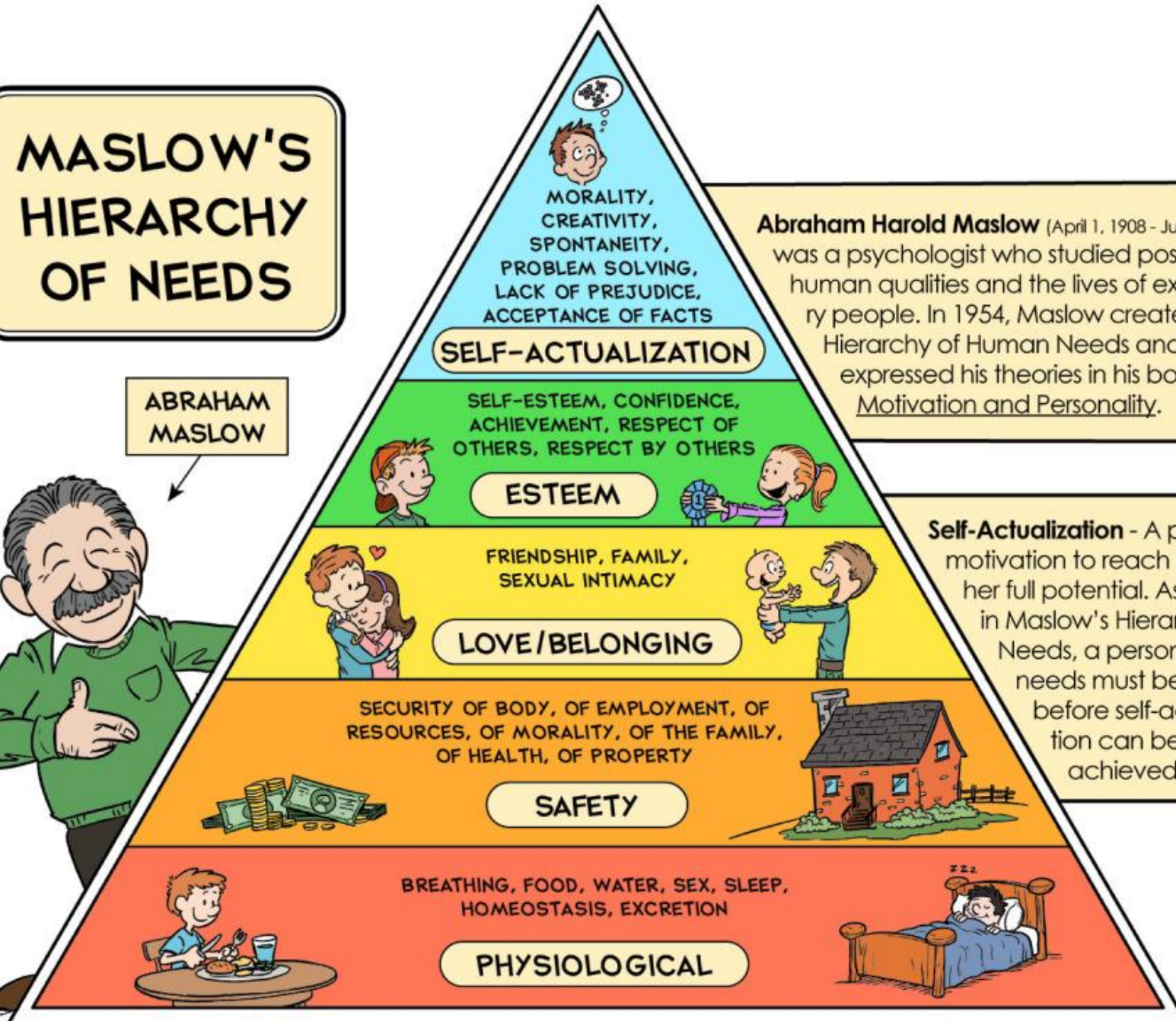
In fact, we may shy away from these other areas and want to maintain strict boundaries

While maintaining professional boundaries, we may have to adjust our teaching style to ensure our students are physically safe, emotionally secure, and spiritually well
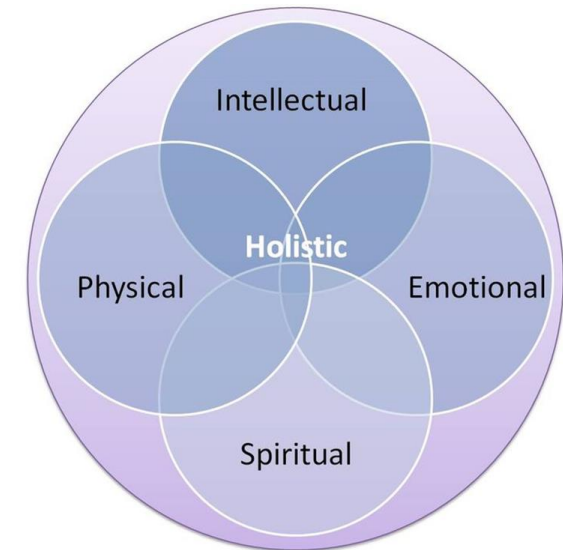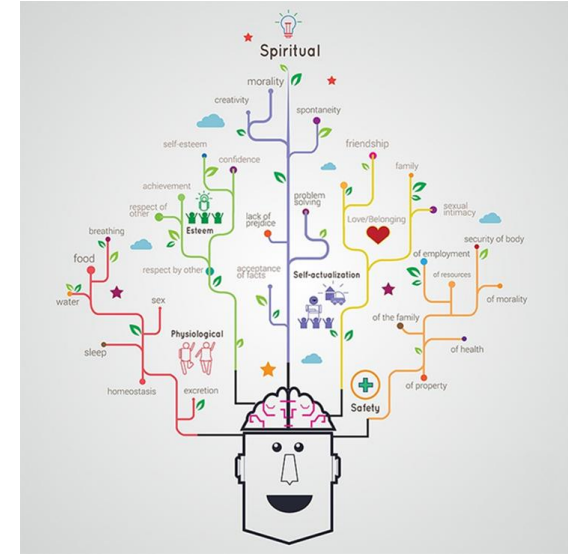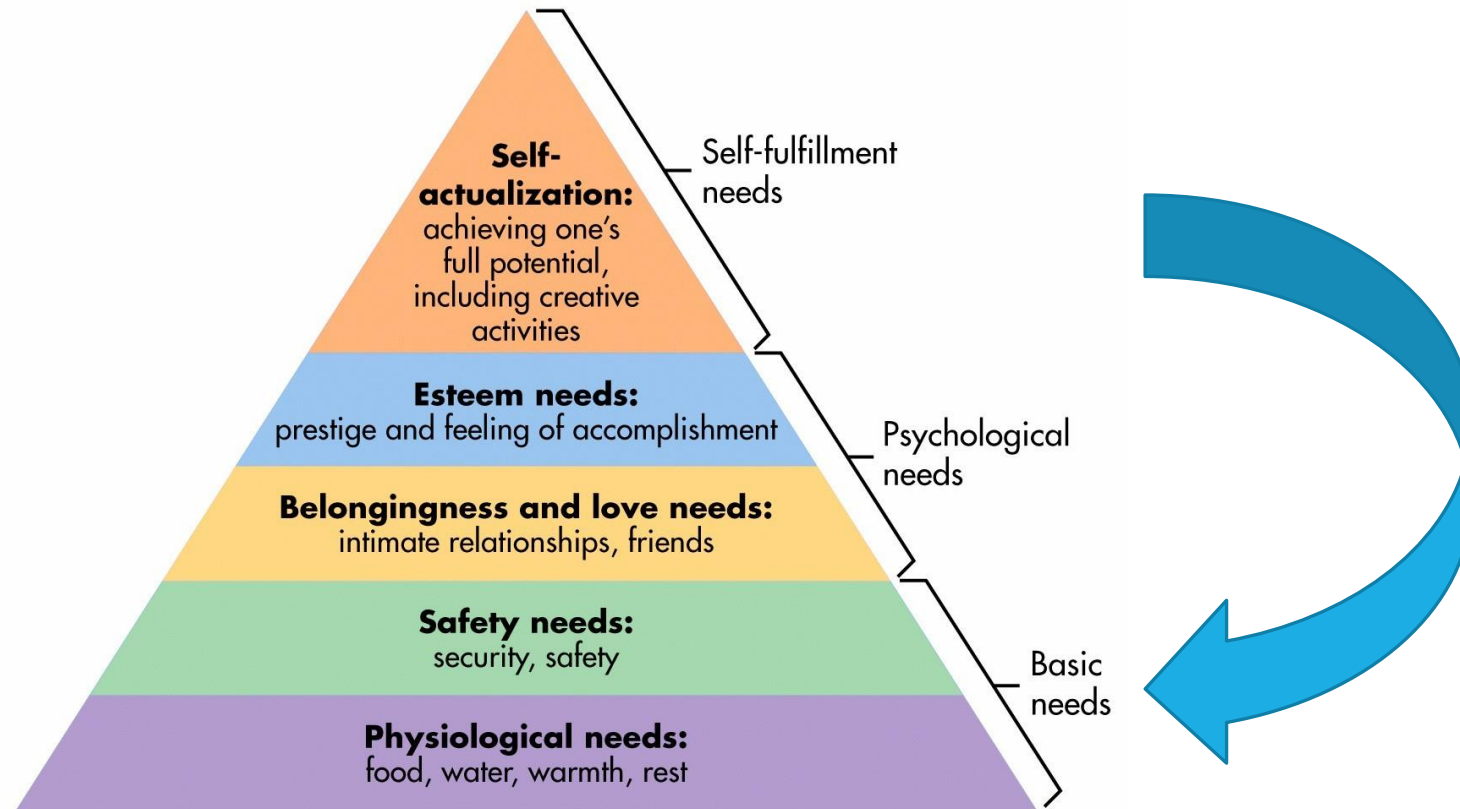
MASLOW'S HIERARCHY OF NEEDS

MASLOW'S HIERARCHY OF NEEDS

Physiological needs include breathing, food, water, sex, sleep, warmth/cool, clothing – biological requirements for survival

Once one's physiological needs are satisfied, the needs for security and safety become important

Safety and security needs include feeling our body is safe, financial security, social stability, some order, predictability, and control, law and order, feeling safe against illness and injury

MASLOW'S HIERARCHY OF NEEDS
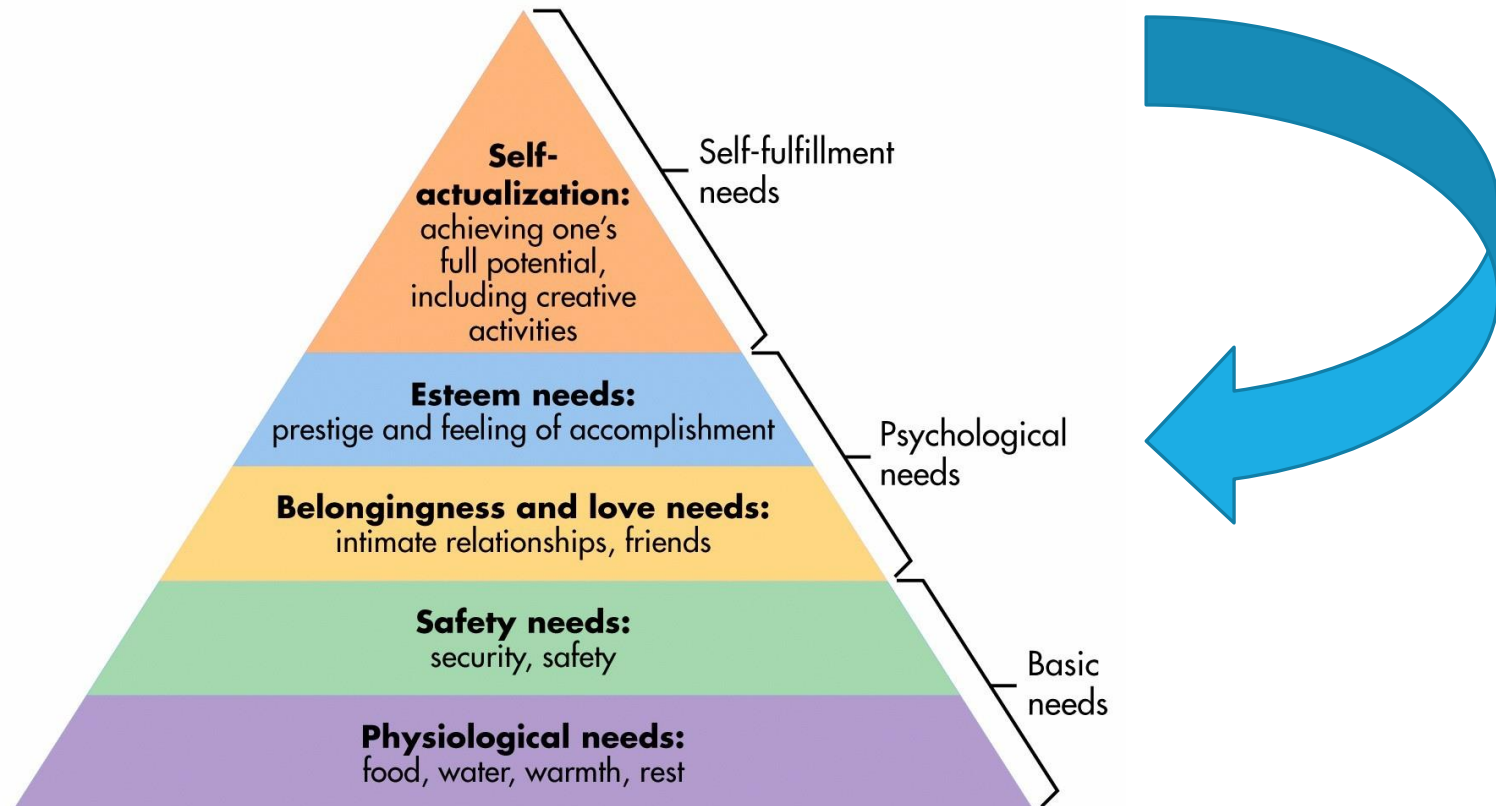
We cannot and are not expected to meet all the students' needs but we are a trusted authority and can at least check in and offer resources that our institutions or community may have available

TEACHING TO THE WHOLE PERSON & NEED LEVELS

TEACHING TO THE WHOLE PERSON; PHYSIOLOGICAL NEEDS

Ask! Offer compassion and empathy

Include plenty of breaks and offer a more flexible schedule as you can so that students ensure they all of the necessities checked off their list
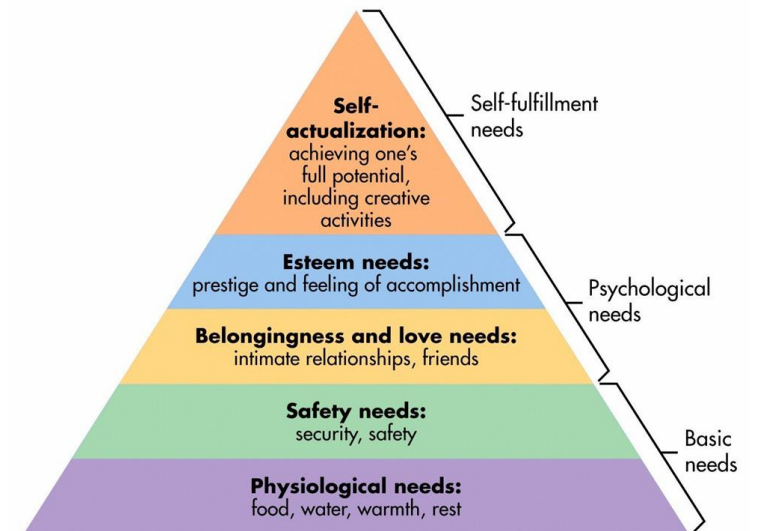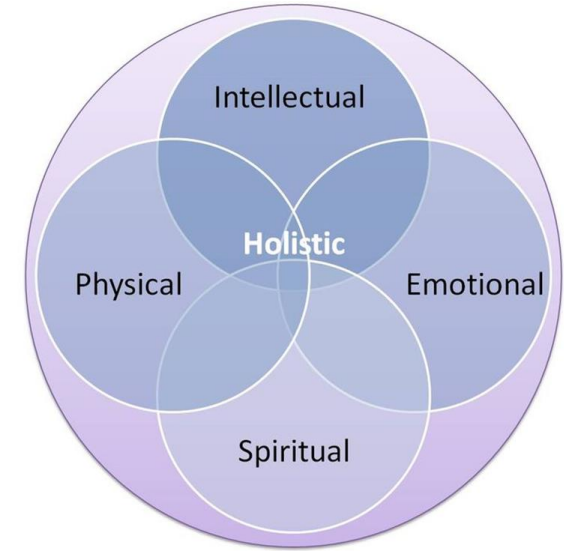
Ask! Open the subject so people feel safe talking to you

Are people safe from bodily harm and do they have secure housing, employment?

Also create a supportive and calm setting that doesn't trigger their security needs (background music, calming colors, imagery that makes them feel safe and secure)

Another way to take care of their security needs is to create a support system that allows them to address their questions and concerns quickly, such as an email contact form or online discussion board

TEACHING TO THE WHOLE PERSON & SAFETY NEEDS

Taking care of a learner's social needs can be tricky in traditional online learning environments

Social learning activities and resources into your eLearning strategy you can fulfill this need and make the learning experience more interactive and engaging

Develop group collaboration projects where learners must work together to complete an online assignment, such as developing a blog or presentation

TEACHING TO THE WHOLE PERSON & SOCIAL NEEDS

Encourage	Encourage them discuss key topics with their peers on social media pages and online forums
Give	Give them plenty of opportunities to connect and communicate with other learners to avoid feelings of isolation
Show	Show them you are human while still being professional and they will feel a social connection in your class as well

TEACHING TO THE WHOLE PERSON & SOCIAL NEEDS

Feel	Give	Ask
Learners must feel confident and capable in order to fulfill their esteem needs	Give students opportunities to participate, or assignments, and give them praise when they successfully complete a task	Ask students what they enjoyed or did not like about things you did with them, readings, etc.

# TEACHING TO THE WHOLE PERSON & ESTEEM NEEDS

TEACHING TO THE WHOLE PERSON & SELF-ACTUALIZATION NEEDS

We encourage students to set realistic goals and track their progress along the way

Offer them reflection activities that prompt them to think about their current beliefs and question their current assumptions

It is our responsibility to give them the tools and knowledge they need to realize their true potential and purpose, so that they can then strive toward their own personal definition of success
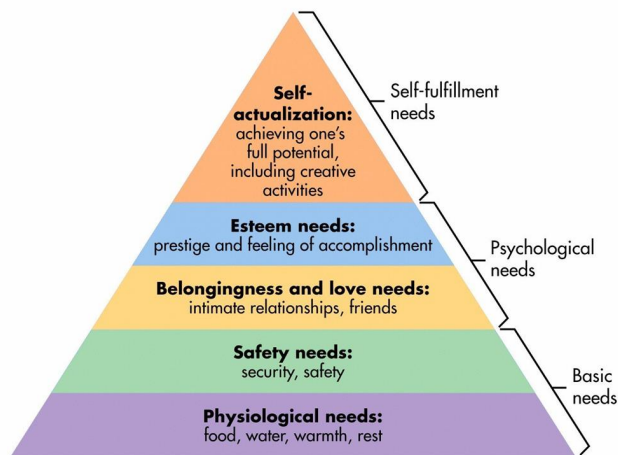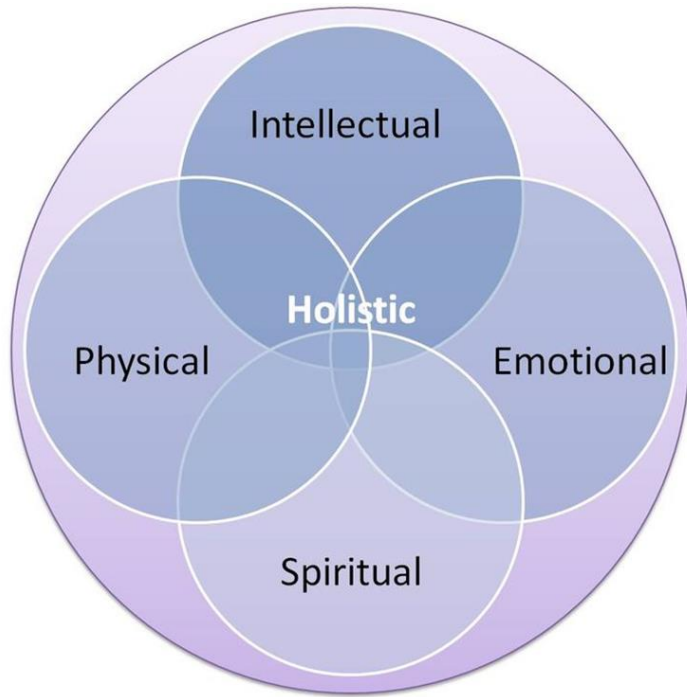
OPEN THE DOOR

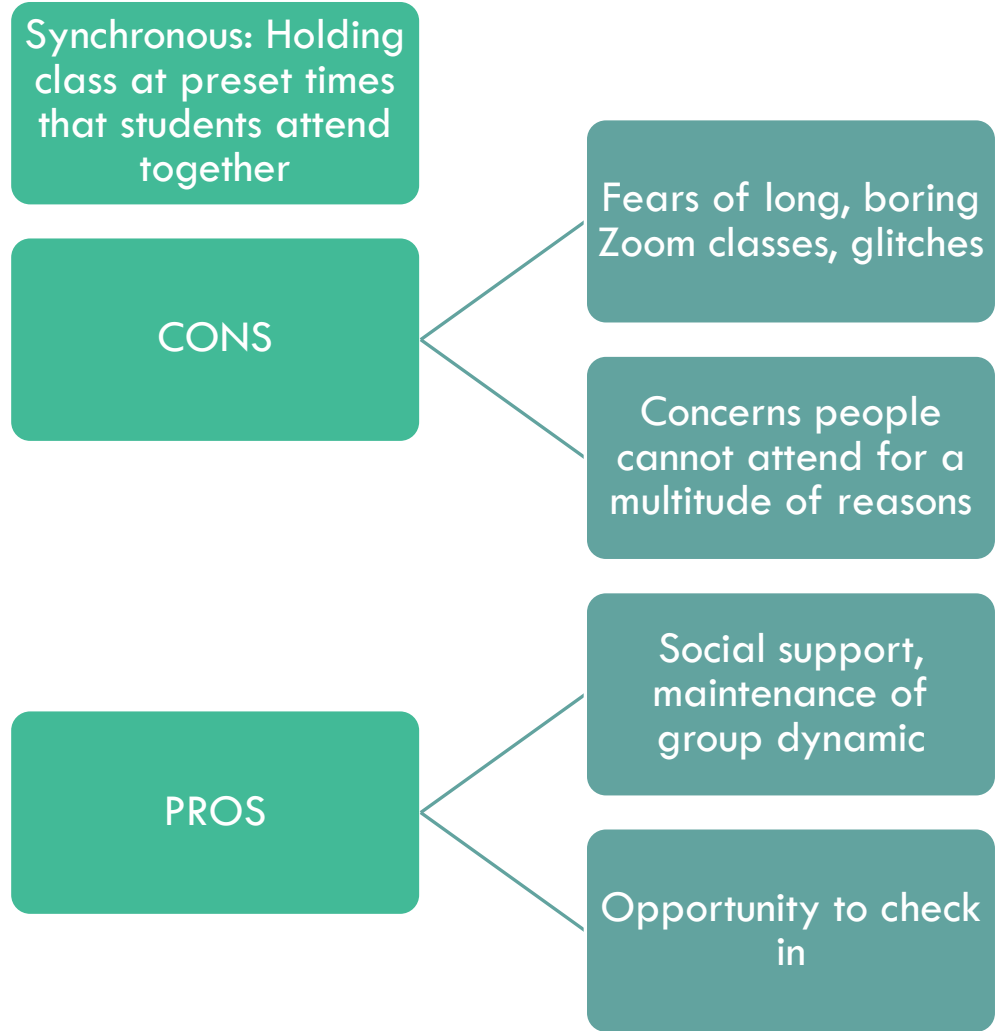SYNCHRONOUS: HOLDING CLASS AT PRESET TIMES THAT STUDENTS ATTEND TOGETHER

ASYNCHRONOUS: ORGANIZING ACTIVITIES SUCH AS LECTURES, QUIZZES, AND DISCUSSIONS THAT STUDENTS CAN COMPLETE AT A TIME OF THEIR CHOOSING

PROS AND CONS TO BOTH

SYNCHRONOUS VS ASYNCHRONOUS

SYNCHRONOUS VS ASYNCHRONOUS

Synchronous: Holding class at preset times that students attend together

CONS
- Fears of long, boring Zoom classes, glitches
- Concerns people cannot attend for a multitude of reasons

PROS
- Social support, maintenance of group dynamic
- Opportunity to check in

SYNCHRONOUS VS ASYNCHRONOUS

Asynchronous: Organizing activities such as lectures, quizzes, and discussions that students can complete at a time of their choosing

CONS

No social contact

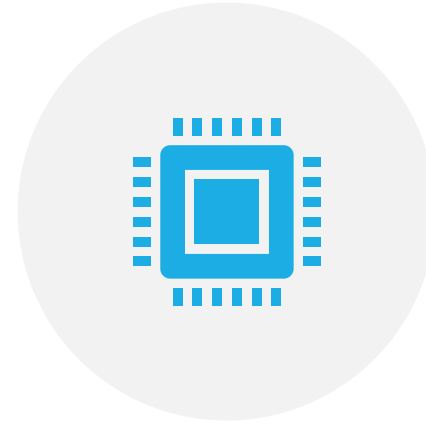Can't check in in the same way

PROS

Flexibility, able to do things on their terms/when they can

STUDENTS MAY HAVE BEEN INTENTIONALLY AVOIDING ONLINE CLASSES

TECHNOLOGICAL ISSUES SUCH AS LOW BANDWIDTH OR NOT HAVING ONLINE ACCESS OR LAPTOPS/COMPUTERS AT ALL

ADDITIONAL CHALLENGES
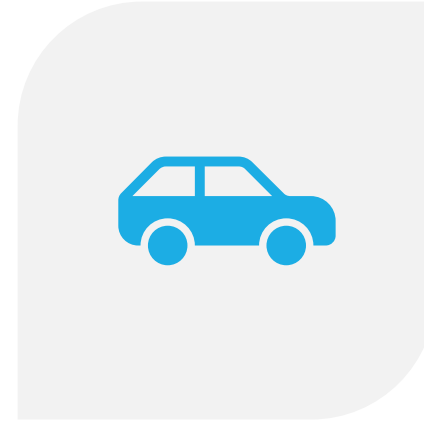
Some students or areas do not have internet access

Even if families have internet and computers, etc, the family is likely sharing

ADDITIONAL CHALLENGES

HOME
LIFE/ENVIRONMENT

MOTIVATION,
SUPPORT, DRIVE

ADDITIONAL CHALLENGES

ADDITIONAL CHALLENGES

Online fatigue: multiple classes online, assignments online, discussions/chats

Faculty should become familiar with resources beyond our usual scope

For instructor

For students

SELF-CARE IN TIMES OF CRISIS

RESEARCH CARRIED OUT BY JOHN ADAMS, ONE OF THE LEADING EXPERTS ON OCCUPATIONAL STRESS, HAS INDICATED THAT THE FOUR MOST EFFECTIVE STRATEGIES OF COPING WITH STRESS WERE OF A "WORK LESS HOURS AND WORK SMARTER IN YOUR LIFESTYLE" TYPE OF SOLUTION. IN ORDER OF EFFECTIVENESS HE FOUND THAT WE SHOULD TRY TO:

1. Build resistance through healthful lifestyle: deep relaxation, nutritious diet, supportive friendship

2. Compartmentalize work life and home life

3. Engage in regular physical exercise

4. Interrupt strained situations and withdraw physically from them if they become exhaustive