FOSTERING WELL-BEING IN ONLINE CLASSES

Acknowledge the unprecedented circumstances students are facing and the potential impact.

Check in with students.

Help students find value and relevance in the subject matter.

Foster peer-to-peer relationships.

Foster instructor-student relationship.

Create a safe classroom environment.

Support learning outside the classroom.

Help students find value in the learning process.

For more information see: Teaching Practices that Support Student Wellbeing: A Tool for Educators (2015), University of British Columbia

WARNING SIGNS OF MENTAL ILLNESS OR EMOTIONAL DISTRESS IN ONLINE STUDENTS

General
- Patterns of behavior that are out-of-character.
- Reports changes in sleeping.
- Reports changes in eating.
- Your own gut feeling that something is not right.
- Expression of concern from peers or family.

Unusual Behaviors
- Hostile, accusatory, manipulative, disrespectful, or threatening.
- Bizarre, erratic, grandiose, or paranoid.
- Obsessive or anxious.
- Depressed or apathetic.
- Unusually elated.
- Use a lot of negative emojis.

Emails, discussion posts or other communications are:
- Late or missed assignments, or repeated requests for accommodations.
- Repeated absences or tardiness.
- Deterioration in quality of work, especially if sudden.
- Failure to respond to emails or calls.

Indirect or Direct Expressions
- Suicide, death, hopelessess, helplessness, feeling trapped, being a burden, or disconnection/isolation.
- "What's the point?"
- "You won't have to worry about me."
- "Nobody cares."
- "I can't take it anymore."
- Giving away possessions.

Somatic Complaints
- Headaches
- Stomach problems
- Notable weight gain or loss.
- Disheveled

Adapted from Barr, B. (2014). Identifying and Addressing the Mental Health Needs of Online Students in Higher Education Online. Journal of Distance Learning Administration, Volume XVII, Number II, Summer 2014 University of West Georgia, Distance Education Center.

Academic
- Late or missed assignments, or repeated requests for accommodations.
- Repeated absences or tardiness.
- Deterioration in quality of work, especially if sudden.
- Failure to respond to emails or calls.

Appearance
- Swollen or red eyes.
- Reports sleep problems.
- Reports changes in eating habits.
- Notable weight gain or loss.
- Disheveled

Self-Help
- The University Counseling Center (UCC)
  - Walk-in crisis: 8 a.m. to 5 p.m. Mon - Fri
  - 574-631-7336
  - All students: 24/7 Helpline: 574-631-TALK
  - Need to Talk with pastoral staff available both in-person and remotely

- The University Health Services (UHS)
  - Walk in: 8 a.m. to 5 p.m. Mon - Fri
  - Consultation: 24/7 week 574-631-7497

- Care and Wellness Consultants
  - Help identifying resources at Notre Dame or elsewhere 574-631-7833

- Self-Help App Guide
- UCC Self-Help Toolbox

RESOURCES

IF YOU HAVE CONCERNS

- Reach out via phone, email, or text and request a time to talk over the phone or Zoom.
- Express care and concern and share the specific reasons why you are concerned.
- Listen and let the student talk and feel heard.
- Pay attention to your gut reaction.
- Refer the student to support resources if you think the student needs additional help.
- Follow up "How are you doing since we last spoke?"
- Consult your Dean, the UCC, or a Care and Wellness Consultant to share observations or concerns, especially if the student refuses support.
- Take care of yourself. This is a stressful time for everyone. Be as caring to yourself as you are to others.

Crisis Resources
- 911 for a life-threatening emergency
- On-campus Drop-in Crisis Services UCC 24/7: Helpline: 574-631-TALK
- National/Local Hotlines & Resources

Self-Help Resources for Students
- Self-Help App Guide
- UCC Self-Help Toolbox

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Supporting Student Well-Being in Online Learning Environments

As the primary connection between the student and the University, instructors are in an important and unique position to impact student mental health and well-being during these unprecedented circumstances. Instructors can have a positive impact by facilitating an online environment that is supportive and that fosters a sense of connection and community. It is also important for instructors to be alert to signs of student distress, so they can intervene and connect students to appropriate resources.