

— Responding to Students and Faculty

03/19/2021



Michelle Reiter-Miller, MS, LLP
Social Science Department Chair
Associate Professor - Psychology
Baker College - Online and On Campus

mreite01@baker.edu

Poll: Which of the following are true for you?

Choose all that apply.

- ☐ I felt supported by my institution when Covid struck.
- ☐ My institution did a good job reaching out to students.
- ☐ My institution offers me an employee assistance program (EAP).
- ☐ I know that we have many students in distress.
- ☐ As a supervisor, I did not know how to best support my employees.
- ☐ I needed more support from my supervisor during the pandemic, including how to best support our students.

Session Goals

- Discuss efforts of Baker College to help employees and students
- Identify different types of stress reactions.
- Explore methods of reducing acute and chronic stress.

What did Baker College do?

- “I’m Stressed, You’re Stressed, We’re All Stressed” What Can We Do About It?” - March 26, 2020
- “Mental Health and Self Care” - July, August and September
- “How to Avoid Burnout” November



What did we talk about?

- Stress and Trauma
- Racial Tension
- Differentiating different types of stress reactions
- Understanding the physiology of stress
- Identifying different ways for self-care and coping

(Beheshti, 2020; Franklin, 2019; Smith et al., 2007)



Ways to Cope

- Coping is individualized, changing, and requires multitasking
- Review the reactions that you are having
 - Does the coping choice match the reaction?
 - For example...
- Pick one or two things at a time; write them down so you remember



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What can you try?

Be kind to yourself * Exercise - anything physical * Schedule a little bit of fun
* Laugh * Reduce caffeine * Apps - like HeadSpace, Calm * Scale back on what's
disturbing you * Stretch * Connections with your loved ones * Touch (15 seconds) or
more * Don't forget about physical intimacy * Don't Sponge * Journal * Express
yourself in some way - drawing, journaling, writing, working with clay/playdoh *
Hobbies * Play music * Dance * Play with pets * Learn something new -- Masterclass,
Rosetta Stone, there are sooooo many * Try to get sun (with sunscreen) * Maintain
routine * Set daily goals (even little ones) * Change your PJs occasionally * Look for
the "what went well" * Help others/Give * Spiritual beliefs, attend virtual gatherings as
available and applicable *



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**Reach out if you need to. If your reactions become
overwhelming or if they are significantly affecting your daily life,
you may benefit from additional support**

What can you do?

As a supervisor, remember that everyone may be experiencing this differently.

- Be familiar with your resources at your institution (for example, EAP).
- Ask
- Acknowledge the difficult

As an employee, contact HR and find out resources available (for example, EAP)



- Seek support
- Understand that you are not alone
- Acknowledge the difficult

Poll: Which of the following are true for you?

Choose all that apply.

- ☐ As a supervisor, I learned some new ideas about how to best support my employees.
- ☐ As an employee, I learned some new information about stress and how to cope with stress.
- ☐ I have some new ideas about what my institution could do to help support staff and students.

Contact Information

Q&A

Michelle Suminski, CPA, MBA
masumins@oaklandcc.edu

Michelle Reiter-Miller, MS, LLP
mreite01@baker.edu



May Micro-Seminar Presentation

- Panelist are being recognized by the Alliance for Excellence in Online Education for designing and delivering best-in-class online courses
- Panelist will demonstrate techniques used in developing and facilitating award winning online courses
- Each panelist will demonstrate portions of their classes and field questions
- Friday, May 21 at 10:00 AM
- Save the date!



References

Beheshti, N. (2020, May 28). *10 eye-opening statistics on the mental health impact of the coronavirus pandemic*. Forbes.
<https://www.forbes.com/sites/nazbeheshti/2020/05/28/10-eye-opening-statistics-on-the-mental-health-impact-of-the-coronavirus-pandemic/#36a2baad2df0>

Franklin, J. D. (2019). Coping with racial battle fatigue: Differences and similarities for African American and Mexican American College students. *Race Ethnicity and Education*, 22(5), 589-609. <https://doi.org/10.1080/13613324.2019.1579178>

Smith, W. A., Allen, W. R., & Danley, L. L. (2007). "Assume the Position . . . You Fit the Description": Psychosocial Experiences and Racial Battle Fatigue Among African American Male College Students. *American Behavioral Scientist*, 51(4), 551–578.
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