

**CLEVELAND STATE UNIVERSITY SCHOOL OF NURSING
WORKING WITH STUDENTS DURING THE COVID-19 EXPERIENCE
TIPS FOR SUPPORTING STUDENTS DURING THE ALTERNATE DELIVERY METHOD**

Students who are transitioning to an alternate delivery learning environment (online learning environment) during the COVID-19 pandemic may experience an increased level of stress as they may be unfamiliar with completing academic work remotely or using alternate delivery methods. **Some behaviors you may see if students are being challenged in coping with the uncertainty we are facing and the demands of online learning include:**

1. *Several emails to professors indicating that they do not understand course instructions or expectations, perhaps sharing that they cannot manage all of the due dates and assignments*

Suggestion to assist:

- a. Be present in the course site throughout the semester; check courses daily, respond to students questions and emails daily
 - b. Create a supportive online course community by sharing a statement that indicates that the professor is here to help the students be successful in the course and that 'we are all in this new learning experience together—you are not alone'
 - c. Review due dates and assignments for clarity
 - i. If a student is overwhelmed with due dates, consider allowing extra time to complete their assignment. This may be the case if students are caring for children at home while schools are closed and completing their coursework is interrupted by childcare or caring for elderly parents
 - ii. Ask student if there are extra responsibilities that they have at home/work as a result of this pandemic and help them problem-solve how to complete their course work
 - d. Assist them to carve out and organize their time devoted to academic work
 - e. Post due dates clearly within Blackboard; use the calendar function to identify due dates (assignments with due dates in Bb automatically link to the calendar for the course in Bb)
 - f. Develop a set of explicit expectations for your learners and yourself as to how you will communicate and how much time students should be working on the course each week
2. *Posting responses in the public discussion forum in Bb that indicate that they do not understand the assignments*

Suggestions to assist:

- a. Review and repeat directions for assignments and course expectations; encourage questions from students and reply to all in the course (unless it is a private communication) as many students may have the same questions

TIPS FOR ONLINE SUPPORT FOR STUDENTS

- b. Have clear and concise evaluation rubrics associated with each assignment or discussion; this can lessen stress for the students in that they have a better understanding of what is expected of them in order to be successful
 - c. Encourage students to share helpful tips that they are using to complete assignments or organize their study time, particularly when they may be interrupted by family caretaking responsibilities
 - d. Use a variety of large group, small group, and individual work experiences to keep students engaged in the course
 - e. Ask for informal feedback early and often throughout in the semester—help students to know you ‘hear’, understand their concerns and welcome their suggestions
 - f. Prepare discussion posts that invite responses, questions, and reflections
 - g. Search out and use content resources that are available in digital format if possible (provide links to library resources, articles, YouTube videos)
 - h. Record a Panopto greeting; perhaps consider producing one each week to give encouragement, highlights of what was accomplished thus far and what students will be doing in the next week/module
 - i. Combine core concept learning with customized and personalized learning
 - j. Plan a good closing and wrap activity for each module and the course
3. *Becoming Missing in Action (MIA) in courses*
Suggestions to assist:
- a. Indicate in the syllabus how often students are expected to sign into their course (e.g. three times per week); let students know you will be monitoring participation so you can assist them in moving forward with their course work
 - b. Check course participation and when the students last accessed the course in Bb
 - c. If students appear to be MIA, send them an email to check on them to see if things are OK or if they have questions (you can send a course message within Bb and also a message to their CSU email address; if they do not respond to email when you have given them a date to respond back to you, call them at home and see if they have questions; document your outreach
4. *If students are sharing that they are having trouble coping with the uncertainty we are all facing*
- a. Acknowledge their feelings and thank them for sharing
 - b. Refer them to the CSU Care team that can be accessed remotely
 - c. Tips to help all during this time include:
 - i. Limiting their viewing of news media regarding COVID-19—be informed but do not spend an inordinate amount of time watching every news coverage, Googling COVID-19, etc.
 - ii. Check the CSU website daily for COVID-19, CSU and you for the latest university guidance on our response to the pandemic and for accurate information regarding COVID-19

TIPS FOR ONLINE SUPPORT FOR STUDENTS

- iii. Get rest, eat as healthy as one can, take walks in the park or neighborhood keeping social distancing in mind
 - iv. Reach out to support systems that they rely upon (family, friends, spiritual community, health care providers including mental health care providers)
5. General tips for engaging students in an alternate delivery method:
- a. Use email for pushing out messages to the students that will be picked up on whatever device they are using (laptop, PC, Cell phone, IPAD); if this is an urgent message, repeat in the announcement area of Bb
 - b. Use Announcements as needed but do not over-use or students will ignore the announcements
 - c. Suggested using:
 - i. General schedule reminders, such as holidays, assignments, and project deadlines
 - ii. Reminders about the week's activities
 - iii. Announcements about special opportunities and events online
 - iv. Reminders about general course processes, such as the importance of making discussion postings early in the week
 - v. Use the calendar feature in Blackboard to help students remember (having more than one way to remind students is helpful)