Though we wander from her side, In our hearts she'll e'er abide.
Let her sons and daughters sing Of Alma Mater triumphing

Text by Professor Emeritus David Gerstein Department of English
Tune “Madrid” arranged by Professor Emeritus B. Glenn Chandler Department of Music

Week One is in the Books-

The first week of remote teaching is behind us and we have come through this shared moment in Central’s history a bit wiser, a bit more tech-savvy, and probably a bit exhausted. While this may not have been the welcome back from Spring Break week that you are accustomed to, it is our sincere hope that it is a week you are proud of. If you live close enough to campus you may have heard the clear but faint sound of the Davidson chimes wafting up from Stanley St. playing the Alma Mater. It may have even brought a tear to your eye as you realized how deeply you miss campus and your Central students. While the technology needs and the internet slow-downs may have been frustrating and not everything went the way you wanted, that’s okay; that feeling of hearing those chimes is the one that we hope you will hold on to and the one that resonates. You may have felt the very same feeling communicating with students through Teams, Skype, Zoom, WebEx, or even social media. Hearing their voices is comforting, despite the challenges and the uncertainties. But more than this, it reminds us of why we are working tirelessly to educate our students this semester, and that we are all in this together.

We all know there are difficult days in the classroom, even when we are meeting our students face-to-face; we also know that those days have a way of fading into the background by the end of May while we remember our students’ successes, victories, and notes of appreciation for days, weeks, months, years, (some of us) decades. That is to say, the difficult moments will end; our students need us to be strong right now and support them as they navigate these waters alongside us. The boat only moves forward when we all paddle together as a team. Our job today, tomorrow, and next week is to try our best and support our students to our fullest capability. By making the effort to connect virtually and reminding them that you are still here, you are doing just that.

This second version of the Survival Guide is a companion to the first version that was shared last week. This guide serves not as a “how-to” teach online manual but offers tips and suggestions that can help you support your students emotionally (let’s be honest, we’re all carrying more stress and anxiety than we were a few weeks ago), take care of yourself, and yes, add to your remote teaching tool-box. We encourage you to read its pages and use it as a guide when you find that you need some encouragement, when you feel like you need a pick-me-up, or when you need a break from e-mails but want to connect to campus. Above all, we hope that this guide
does not prevent you from taking the time you need to recharge a bit and remain healthy during these unprecedented times.

Remember, we are all in this together, learning and adapting the best we can in a constantly evolving reality. This isn’t what any of us wanted - we all prefer and enjoy the face-to-face interactions of a traditional classroom. As a united Central family, it is our hope that we continue to pull together, navigate these uncharted waters, and provide our students with the collegiate level learning experience they deserve.

Collegially,

*Christina Robinson, Kris Larsen, and Jennifer Nicoletti*
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLACKBOARD ASSIGNMENTS</td>
<td>4</td>
</tr>
<tr>
<td>BLACKBOARD TESTS</td>
<td>5</td>
</tr>
<tr>
<td>REDUCING THE RISK OF CHEATING</td>
<td>6</td>
</tr>
<tr>
<td>FACULTY GUIDELINES FOR STUDENT CONDUCT</td>
<td>8</td>
</tr>
<tr>
<td>RESPONDING TO STUDENT STRESS</td>
<td>12</td>
</tr>
<tr>
<td>SOCIAL AND EMOTIONAL LEARNING</td>
<td>14</td>
</tr>
<tr>
<td>HELPFUL TIPS AND LINKS</td>
<td>16</td>
</tr>
</tbody>
</table>
Blackboard Assignments

Are you looking for an online submission area for student papers? Then Blackboard Assignments are for you! (figure 1)

Adding an Assignment to a Course

1. Access your course
2. Create a Content Area
3. Click the Assessments Menu and choose Assignment

See below for more information and videos

Assignments: If you would like your students to submit their papers online, the Blackboard Assignment tool can help! You can create, and grade assignments directly through Blackboard.

1. Creating Assignments –
   • If you have assignments already prepared, as a Word or .pdf file you can upload them as assignments, set your due date, and allow students to submit their work directly through Blackboard.
   • You can also create new assignments directly in Blackboard and link to content from many popular publishers.
   • As an added bonus, creating Blackboard assignments will simultaneously create a column in your Blackboard gradebook!
   • To see how, please watch this short Video or consult our quick reference guide.

2. How to Grade an Assignment –
   • Assignments are gradable items in Blackboard, you can also leave comments on your students work, and record the overall score in one screen.
   • To see how, please watch this short video or consult our quick reference guide.
Need to have an online assessment?
The Test Tool can help you get your quizzes, tests and exams online (figure 1).

Adding a Test to a course:

1. Access your course
2. Create a Content Area
3. Click the Assessments Menu and choose Test

See below for more information and videos

Tests: is a versatile Blackboard tool providing ease of grading for the instructor and a simple interface for students.

1. Benefits of using Blackboard Tests
   • There are multiple questions types in Tests such as true/false, multiple choice and multiple answer, fill-in-the-blank, short answer and essay to name a few.
   • Questions can be randomized to prevent cheating
   • Tests can be timed
   • Multiple attempts can be given
   • Exceptions can be made for students needed more time or special accommodations

2. Grading Tests
   • Once you create a test, a Grade Center column is automatically created
   • Auto-grading occurs for most question types (exceptions short answer and essay)
   • You can view when your students accessed and submitted the test
   • You can reset the test for a retake if needed

For more information you can attend an Online Test training session, view video tutorials or access step-by-step directions.
### Guidelines to Reduce the Risk of Cheating in Online Examinations:

<table>
<thead>
<tr>
<th>Mode of Cheating</th>
<th>Method(s) to Reduce it</th>
</tr>
</thead>
</table>
| Students obtain old exams                                                       | • Do not send out electronic files of the exam  
• Change your exams regularly                                                     |
| Students obtain answers to the exams before taking the exam                     | • Do not post the answers to the exam until the exam deadline is over                                                                                  |
| Students copy the exam while they are taking it (copy and paste into a word doc or make a screenshot) and then distribute to others in class | • Do not keep your exams available or open for extended periods of time so that students don’t have time to look up answers to questions before they take the exam.  
• Present exam questions one at a time as opposed to having all questions posted. This makes it more difficult to make a screenshot. Students would still be able to copy and paste each question into a word doc or screenshot every question individually. |
| Students have a web browser open in another page and look up answers to questions while taking an exam | • Do not allow students that much time. The exam should be timed and only allow enough time for students who know the material to answer the questions without looking up answers online or in notes.  
• Do not allow backtracking so that students cannot quickly go through the exam and then go back and start looking up the answers to all of the questions. |
| Students have all of their notes open in another window and do a search (i.e. find) in their notes to look up answers as they are taking the exam | • Time the exam more stringently. Only keep the exam open long enough for students who know the material to answer the questions based on what they know and not by looking up answers. |
| Students who are friends can be taking the exam together either at the same time in the same room or on the phone together or one takes it while another looks up answers and then the other takes it | • Randomize the questions and answers  
• Have a pool of exam questions so that students will not have the exact same exam  
• Stringent time limits so that students don’t have enough time to look up answers |
| Students consistently have “computer issues” and ask for you to re-open their examination after they either spent 20 minutes in the exam reviewing every question or they submitted the exam and then received all of the answers to each question (if you have it set up where they get the correct answer when the exam is submitted) | • Make suggestions in the syllabus that students should not use wireless internet connections to take their exams  
• Suggest that students take the exam at a local or university library  
• Have a rule stated in the syllabus that you will not re-open exams |
Online Exam Control Procedures (OECPs). Material adapted from Cluske, G.R. and Ehlan,C.R.

1. Offer an online exam only at one set time so that students in the class cannot form a team and take the exam sequentially (the first person likely getting the lowest score and others getting an A).

2. Open up the exam for a stringent period of time. If you are giving a multiple-choice exam, it has been shown that approximately 45 seconds per question is more than enough time for students who know the material to be able to answer the question. You do not want to give students enough time on the exam to be able to do a google search or do a search (find tool) in their notes to get the answer. Students will not have enough time to be searching for answers if the timing is only long enough for them to answer the question.

3. Randomize the sequence of the exam questions as well as randomize the answer choices just in case students are taking the exam together on nearby computers and asking, “what did you get for question 10?”

4. Present your exam questions one at a time. By not having all of the questions on one screen, it makes taking a screen shot of the exam more difficult.

5. Present exam questions one at a time and do not allow back tracking. This will reduce the ability of students to finish the exam early and then go back to questions and do a web search or note search to find the answers.

6. Make a bank of questions. Students will get a percentage of each exam that is different from other students.

7. Students should only be allowed to access the exam ONCE. This is difficult since each semester we have students who call and say that the exam crashed in the middle of taking it. You can set a rule that there are NO EXAM RESETS and suggest that students not use a wireless internet connection to take their exam and also to not save each answer individually. If a student does have a problem, you can see how long they spent in the exam and which questions they already answered (make a print out of their exam) and then open the exam again but give them a new time limit and the questions that they can answer. BE CAREFUL – if you have the computer set so that the student gets the answer when their exam is finished. If they accidentally submit the exam before they meant to and then tell you the computer crashed (when in reality they submitted the exam), they will have gotten the answers to all of the questions at the end of their exam (this happened to me and the student sent me a screen shot and didn’t realize that I saw that they received every answer…….). This is another good reason not to post answers until after the exam deadline.

8. Instructors should change at least 1/3 of the multiple-choice questions on each exam every time the course is taught.

9. Design the questions so that they are not all recall questions, which are very easy to look up on a browser or do a find in their notes while taking the exam. If a good portion of the exam has higher-level questions, such as application questions, then students will not be able to find the answers using a quick google search or the find took in the notes or online textbook – they will need to understand the material to answer the question and most typical cheating methods will not help (unless they have a friend with them that knows the material).
Below are the main elements of the Student Conduct of Conduct that apply to online learning!
Please read the document that follows for additional information on each.

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Academic misconduct, which includes, but is not limited to, plagiarism and all forms of cheating.</td>
</tr>
<tr>
<td>2.</td>
<td>Acts of dishonesty, including but not limited to the following:</td>
</tr>
<tr>
<td></td>
<td>- Misuse of University or College documents</td>
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<tr>
<td></td>
<td>- Knowingly furnishing false information to any CCSU official, faculty member, or staff.</td>
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<tr>
<td>3.</td>
<td>Actual or threatened physical assault or abuse, threatening behavior, intimidation, or coercion.</td>
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<tr>
<td>4.</td>
<td>Sexual misconduct may include engaging in one of more behaviors:</td>
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<tr>
<td></td>
<td>- Sexual harassment</td>
</tr>
<tr>
<td></td>
<td>- Sexual exploitation</td>
</tr>
<tr>
<td>5.</td>
<td>Intimate partner violence.</td>
</tr>
<tr>
<td>6.</td>
<td>Violations of privacy, including, but not limited to, voyeurism and the use of web-based, electronic or other devices to make a photographic, audio or video record of any person without his or her express consent.</td>
</tr>
<tr>
<td>7.</td>
<td>Hazing, which is defined as an act which endangers the mental or physical health or safety of a Student, or which destroys, damages, or removes public or private property for the purpose of initiation or admission into, affiliation with or as a condition for continued membership in a group or organization.</td>
</tr>
<tr>
<td>8.</td>
<td>Stalking, which is defined as repeatedly contacting another person.</td>
</tr>
<tr>
<td>9.</td>
<td>Harassment, which is defined as conduct which is abusive, or which interferes with a person's pursuit of his or her customary or usual affairs.</td>
</tr>
<tr>
<td>10.</td>
<td>Behavior or activity which endangers the health, safety, or well-being of oneself or others.</td>
</tr>
<tr>
<td>11.</td>
<td>Offensive or disorderly conduct which causes interference, annoyance or alarm or recklessly creates a risk</td>
</tr>
<tr>
<td>12.</td>
<td>Conduct prohibited by any federal, state, and/or local law, regulation or ordinance.</td>
</tr>
<tr>
<td>13.</td>
<td>Theft, unauthorized use, or abuse of University or College computers and/or peripheral systems and networks.</td>
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FACULTY GUIDELINES RE STUDENT CONDUCT

As you all know, Central Connecticut State University has moved to online course delivery during the Spring 2020 Semester. This does not mean that the Student Code of Conduct does not still apply to your students. A reminder has been sent to students concerning several Code provisions that are particularly applicable in an online learning environment. See the list below. Pursuant to the procedures in the Code, the Office of Student Conduct (OSC) will continue to investigate, charge and determine responsibility on reports of student misconduct. Should you need to report student misconduct, please do so by completing the reporting form at this link.

http://www.ccsu.edu/conductvioform

Now that you are delivering your courses online, it is important to remember that all personally identifiable information in student education records is confidential pursuant to the Family Educational Rights and Privacy Act. This includes email communications with your advisees and students in your courses and assignments submitted by these students. Please review the University’s FERPA policy at this link.

https://www.ccsu.edu/registrar/policies.html

1. Academic misconduct, which includes, but is not limited to, plagiarism and all forms of cheating.
   
   a. **Plagiarism** is defined as the submission of work by a student for academic credit as one's own work of authorship which contains work of another author without appropriate attribution.

   b. **Cheating** includes, but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests or examinations; (ii) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (iii) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; and (iv) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.

2. Acts of dishonesty, including but not limited to the following:

   a. Misuse of University or College documents, including, but not limited to forging, transferring, altering or otherwise misusing a student fee card, student payroll card, identification card or other College or University identification document, course registration document, schedule card, transcript, or any other institution-issued document or record.

   b. Knowingly furnishing false information to any CCSU official, faculty member, or staff.

3. Actual or threatened physical assault or abuse, threatening behavior, intimidation, or coercion.

4. Sexual misconduct may include engaging in one of more behaviors:

   (a) **Sexual harassment**, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education; submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting the individual; or such conduct has the purpose or effect of substantially
interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment. Examples of conduct which may constitute sexual harassment include but are not limited to:

- sexual flirtation, touching, advances or propositions
- verbal abuse of a sexual nature
- pressure to engage in sexual activity
- graphic or suggestive comments about an individual's dress or appearance
- use of sexually degrading words to describe an individual
- display of sexually suggestive objects, pictures or photographs
- sexual jokes
- stereotypic comments based upon gender
- threats, demands or suggestions that retention of one's educational status is contingent upon toleration of or acquiescence in sexual advances.

... (c) Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the receding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;
- Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- . . . Engaging in non-consensual voyeurism;
- . . . Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or
- Possessing, distributing, viewing or forcing others to view illegal pornography

5. Intimate partner violence is defined as:

- Including intimate partner violence, which is any physical or sexual harm against an individual by a current or former spouse or by a partner in a dating relationship that results from . . . (4) sexual harassment, as defined in section 5 above or, (5) sexual exploitation, as defined in section 5 above.
- . . . Threat of abuse, which can include but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse, which can include but is not limited to, . . . name calling, threatening to hurt one's family members or pets and humiliating another person.

6. Violations of privacy, including, but not limited to, voyeurism and the use of web-based, electronic or other devices to make a photographic, audio or video record of any person without his or her express consent, when such a recording is intended or likely to cause injury or distress. This includes, but is not limited to: (i) surreptitiously taking pictures or videos of another person in spaces such as sleeping areas, bathrooms, gymnasiums, locker rooms, and changing areas; and (ii) sexually exploiting another person by electronically recording or permitting others to view or electronically record, consensual sexual activity without a partner's knowledge or permitting others to view or listen to such video or audio tapes without a partner's knowledge and consent. Publicizing or threatening to publicize such records will also be considered a violation of this Code.
7. Hazing, which is defined as an act which endangers the mental or physical health or safety of a Student, or which destroys, damages, or removes public or private property for the purpose of initiation or admission into, affiliation with or as a condition for continued membership in a group or organization. The express or implied consent of the victim will not be a defense to an allegation of hazing. Consenting to the activity by remaining silent or not objecting in the presence of hazing is not a neutral act and is also a violation of this Student Code.

8. Stalking, which is defined as repeatedly contacting another person when:
   a. The contacting person knows or should know that the contact is unwanted by the other person; and
   b. The contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life.

   As used in this definition, the term "contacting" includes, but is not limited to, communicating with (including internet communication via e-mail, instant message, on-line community or any other internet communication) or remaining in the physical presence of the other person.

9. Harassment, which is defined as conduct which is abusive or which interferes with a person's pursuit of his or her customary or usual affairs, including, but not limited to, such conduct when directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation or expression, age, physical attribute, or physical or mental disability or disorder, including learning disabilities and mental retardation.

10. Behavior or activity which endangers the health, safety, or well-being of oneself or others.

11. Offensive or disorderly conduct which causes interference, annoyance or alarm or recklessly creates a risk thereof at CSCU or CSCU premises, CSCU web or social media sites, at a CSCU-sponsored activity or in college or university courses, including cyber bullying. This offense does not apply to speech or other forms of constitutionally protected expression.

12. Conduct prohibited by any federal, state, and/or local law, regulation or ordinance.

13. Theft, unauthorized use, or abuse of University or College computers and/or peripheral systems and networks, including, but not limited to:
   a. Unauthorized access to CSCU computer programs or files;
   b. Unauthorized alteration, transfer or duplication of CSCU computer programs or files;
   c. Unauthorized use of another individual's identification and/or password;
   d. Deliberate disruption of the operation of CSCU computer systems and networks;
   e. Use of the Institution's computing facilities and resources in violation of copyright laws (including unauthorized peer-to-peer file sharing of copyrighted material, including, but not limited to, copyrighted music, movies, and software);
   f. Use of computing facilities and resources to send obscene messages (which are defined as messages which appeal mainly to a prurient, shameful or morbid interest in nudity, sex, excretion, sadism or masochism, go well beyond customary limits of candor in describing or representing such matters, and are utterly without redeeming social value); and
   g. Violation of the BOR Policy Statement on Acceptable and responsible use of Information Technology resources and/or any applicable BOR computer use policy.
Responding to Student Stress

Our rapid transition to a fully remote learning environment coupled with the COVID-19 pandemic is likely to increase stress, anxiety, and depression for our students. This can, in part, be due to a lack of in-person contact with others, technological challenges, isolation from peers and others who are typically available for support, familial pressures, and financial challenges.

As part of the Central family, we must all do our part to continue to support our students through these very challenging times. Central’s approach to addressing student mental health issues is consistent with a public health approach. This approach focuses on promotion, prevention and early intervention. The outline below provides an overview of steps you can take to support your students and advisees during this unusual time in history.

1. Promoting student mental health:
   - Encourage students to engage in self-care activities particularly during high stress times
   - Demonstrate compassion and interest in their well-being
   - Avoid the use of stigmatizing language (e.g., words such as crazy, nuts, insane, etc.).
   - Let students know about the Student Wellness Center’s counseling services and how the SWC’s counselors can help. These services are:
     - Available on-line via Tele-health during campus closure (from 8:00 am – 6:00 pm)
     - No cost to students
     - Confidential
     - Available to all enrolled full-time and part-time students
     - Voluntary

2. Support the Student Wellness Center’s and the community’s prevention initiatives:
   - Promote and remind students about wellness activities and initiatives
   - Encourage students to participate in wellness activities and events
   - Provide incentives for participation in these events
   - Provide students with information about community resources, such as:
     - Infoline (2-1-1 or www.211ct.org)- provides 24/7 information and mental health and social welfare resources throughout CT, including emergency mobile crisis services
     - National Suicide Prevention Lifeline (1-800-273-8255)- provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals.

3. Intervene with students quickly through early identification:
   - Be aware of changes in the student and look for changes in:
     - Behavior
     - Appearance
     - Attitude
     - Grades
     - Attendance
     - Quality of work
     - Production of work
• Take the first step rather than waiting for the student to come to you:
  o talk to the student
  o be supportive and compassionate
  o avoid psych jargon
  o express that you are concerned about their well-being and want to support their success
  o check-in with colleagues to see if they are noticing similar changes
  o become familiar with the counseling services offered on campus
  o seek clinical consultation by calling the Student Wellness Center (860-832-1926) if you have a concern about a student and are not sure what to do
  o assist the student in calling to make an appointment for counseling at the SWC
  o contact the SWC immediately if the student is experiencing acute distress due to suicidal ideation, homicidal ideation and/or disclosure of an assault of any kind (see below)
  o remain calm and confident that together we can partner help students who struggle with mental health issues

In the event that a student discloses to faculty, staff or others providing services to students that they are experiencing suicidal thoughts or feelings, it is important to recognize that support is available, and they should never feel they are in a position to manage the situation on their own. As such, the following steps should be taken:

1. Listen to what they student is saying and take comments about suicidality seriously
2. Do not hesitate to specifically ask the student if they are experiencing suicidal thoughts if you think the student is reluctant to disclose this information- it is often a concern that bringing up suicide may precipitate an attempt, but this is not the case. Addressing the issue conveys a willingness to support them and keep them safe by addressing these thoughts
3. Be supportive and let the student know that you are concerned about their well-being and want to assist them in getting the help they need
4. Take action by calling one of the numbers below based on the situation- respond calmly, but with urgency. Ask the student to join you on this call; but it is important to keep in mind that student consent is not required in this type of emergency situation:
   a. Call 9-1-1 immediately if you suspect or the student reports that they are at imminent risk of making a suicide attempt, then follow up with an email to the Student Wellness Center’s email address (sws@ccsu.edu) and to the Dean of Students so they can follow-up with you and the student
   b. In your best judgement, if imminent risk is not a concern at that time, contact the Student Wellness Center at 860-832-1926
   c. Contact 9-1-1 if after 5:00pm, but also follow up with an email to the Student Wellness Center’s email address (sws@ccsu.edu) and to the Dean of Students so they can follow-up with you and the student
   d. In any of the scenarios listed above, be prepared to provide the following information:
      i. Student’s name, current location and contact information (if known)
      ii. Clear and factual information about what the student said
      iii. Your concerns about the student’s well-being
On behalf of CCSU Ana Grace Project and the Center for Excellence in Social and Emotional Learning we are pleased to announce that every Monday night at 9pm, we are streaming through the Ana Grace Project Facebook Live and hosting short sessions focused on understanding “Where do we go from here”. All faculty, staff, and students are encouraged to tune in. You might also consider contributing to this important work, our CCSU community and community at large need you . . . Social and Emotional Learning: CENTRAL to You . . . We hope to “see” you online soon.

Nelba Márquez-Greene
CCSU Ana Grace Project
n.marquez-greene@ccsu.edu

Kimberly Kostelis
Dean, School of Education and Professional Studies
Kimberly.Kostelis@ccsu.edu
Helpful Tips and Links

Feeling Stressed About Online Classes?

**Apps for reducing anxiety:**
1. Insight Timer
2. Calm
3. Headspace - costs $
4. Simple Habit
5. Down Dog (yoga app)

**Apps to practice time management:**
1. Flora - Focus Habit Tracker
2. Focus Keeper

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Coping Skills for Dealing with Uncomfortable Emotions

Coronavirus and Learning from Home: Tips to Support Success for K-12 Students and Families

Feeling Anxiety about Coronavirus? A Psychologist Offers Tips to Stay Clearheaded

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Back to Table of Contents
Yoga works on the level of one's body, mind, and energy. Regular practice of yoga brings positive changes in the practitioner – strong muscles, flexibility, patience and good health.

'Panic-gogy': Teaching Online Classes During The Coronavirus Pandemic

Advice for Faculty Members in a Turbulent Time

EMPLOYEE ASSISTANCE
Faculty and staff are reminded that CCSU’s Employee Assistance Program (EAP) provides confidential assistance with stress, emotional difficulties, marital and family issues, alcohol and drug problems, or financial or legal concerns that may be affecting work performance. Use of the EAP is voluntary, and confidentiality is assured. Six sessions of short-term counseling are provided free-of-charge. Please reach out to The Lexington Group at 800 676-HELP (4357).