Phoenix Scholar

College of Doctoral Studies
Periodical for Research and Scholarship

IS THIS THE

NEW

NORMAL

?

HIGHLIGHTS IN THIS ISSUE

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By the time this edition of the Phoenix Scholar is published, COVID-19's appearance on the American stage (starting in late January and declared a "pandemic" on March 11) will be about four months old.

The nation – on a state-by-state and sometimes city-by-city basis – has been sheltered in place to varying degrees; now areas are starting to relax social distancing rules to find a new balance between keeping coronavirus transmissions and infection rates down, and further damaging to the economy.

As the University of Phoenix was already well versed in online learning delivery practices and leveraging Blackboard, our own unique challenge lay in attempting to extend and repurpose that system quickly in order to host what were formerly face-to-face class experiences at our local campuses to an online synchronous format. In the same manner, we simultaneously had to transition the vast majority of our staff to work from home. With both student and employee needs arising swiftly, many of the challenges had to be addressed in a matter of days to assure that all our students and staff could continue their education and work without any interruption.

COVID-19 in its onset presented the world with an array of challenges that impacted daily and working lives rapidly. This idea of rapid onset of change is the first article in this edition of the Scholar, setting up the backdrop for an interesting edition that helps illuminate the inquiry and issues of working and living in the "new normal." Other articles in this edition of the Scholar speak to how we had to adapt to the urgent sense of immediacy within our own operations and processes as a university while also exploring solutions to these issues from a variety of perspectives. As you will discover in this issue, there were a number of concerns to be solved in a matter of days because they impacted all our campus-based students. Much of our work would involve enacting swift preventative measures for mitigating interrupted back-office processes alongside those more complex issues surrounding the impact to our face-to-face students in education, counseling, and nursing programs. Many of these changes were augmented quickly whereas a few months ago such changes would have been unheard of, but change is something we have always risen to as a university.

Within this edition we also present riveting inquiry into COVID-19, weighing the impact of the pandemic to the major living and working shift that occurred across the world both from a psychological and leadership perspective while also considering the tremendous alteration on the lives of our front-line healthcare workers. My hope is that this issue will widen the aperture of thought from an array of perspectives. Throughout reading about these various angles of dealing with a pandemic, I wonder: what will the "new normal" look like?

Sincerely,

Hinrich Eylers

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Vice Provost, Doctoral Studies and Academic Operations
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COVID-19 Navigating the ROC
WORK   HOME
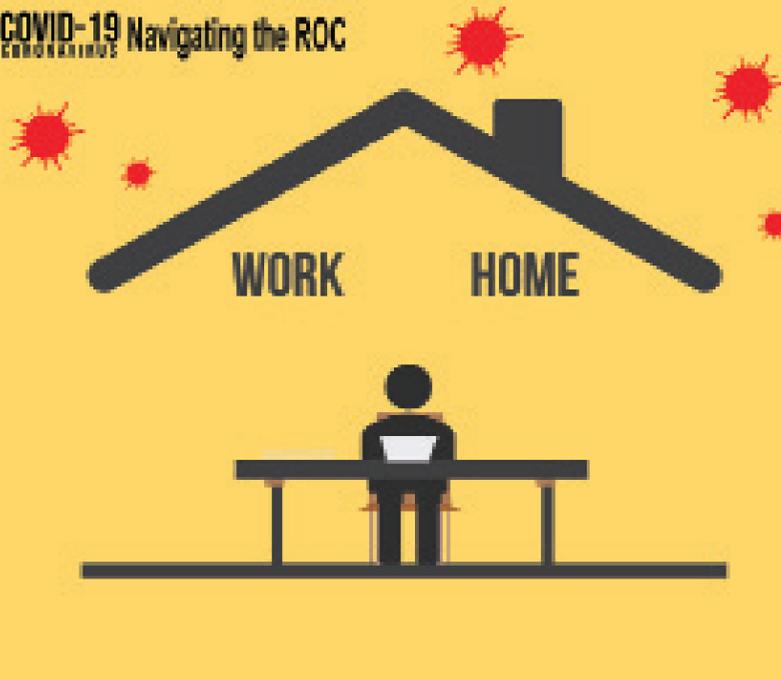
The Psychological Shift: Dealing with Rapid Onset of Change and the COVID-19 Response
Adapted from a 4 Part Blog Series

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COVID-19 is an unprecedented world event. In fact, if we look back over other epidemics such as SARS back in 2003, current reactivity and community response ushers in some parallels witnessed before. However, as the world has encountered a variety of crises over the years, each unprecedented event provides a uniquely different set of variables. COVID-19 has challenged us to work and live differently for our own protection. We have risen to a technological age, where telework has presented new opportunities to engage flexibility, structure, and more. In fact, according to the Bureau of Labor Statistics [1], "more than 26 million Americans—about 16% of the total workforce—now work remotely at least part of the time." Now, many jobs that were not teleworking roles will require a different level of focus, a different or varying acumen from which engagement of the role may have typically occurred.

The luxury of "choosing" to work from home or physically going to work has recently been fundamentally modified as the world deals with the phenomenon of COVID-19. The urgency of arresting the virus has ushered in the need for many organizations to move swiftly into a work from home format, and for many people to self-quarantine. The psychology of working from home is now con-joined by the extraneous variables of family occupying the same workspace. It is a time where we can feel the shock of change, and not just any change but what I will call the ROC or Rapid Onset of Change. This is a term I am borrowing from the medical community and one that emergency room staff know quite well. COVID-19 has not provided us the mental luxury of work-pacing for our lives any longer, as business and educational institutions move rapidly to react and adjust.

This is the first of a four part blog series on adjusting to ROC and how you can adapt to the potentials of this challenge by doing a deeper analysis into a new way of working and living. We will cover in this first exploration an understanding of ROC and how the first of four imperatives will help you manage to the rapid changes occurring in your life now.

ROC Rapid Onset of Change and Worklife

In the medical community, a rapid onset or acute onset of symptomology can happen during emergency room responses where a person who is brought to a hospital for cardiac symptoms (such as shortness of breath, fatigue, or chest discomfort) can suddenly and unexpectedly progress to a full-blown heart attack. Emergency rooms must work quickly to always attempt to rapidly adjust: to identify quickly the underlying causes and determine optimal care needed to address the issue in the emergency moment. I reference this example because - although it may seem extreme - healthcare professionals know all too well the idea of change that turns the corner at a rapid pace, and they have learned to prepare and work exceptionally well to respond to and adapt to change at a moment's notice.

But in the work world where many do not have such preparatory training, such occurrences can be globally altering to the industry where there has been no such precedent. Working in corporate enterprise systems and a variety of other industries, we know change is typically paced, providing the chance to adapt over some length of time. But the rapidity of our current dynamic has ushered in the need to change NOW, to modify the way we work and move throughout the day in the immediate shift of circumstance. As I write this my son was just sent the following picture as a side note of moving to online classes at the local community college he attends.

everyone in their online classes now

Many of his teachers are now struggling with the challenges of moving to an online teaching platform. Nevermind the daunting task of dealing with a new learning platform, but add to that the test of transforming their active teaching disposition from a ground instructor to an online instructor in a matter of days. Struggles like the one just described are emerging all around us in the wake of COVID-19, but how should we deal it?

ROC-IRM Rapid Onset of Change-Incident Response Management

It's important to understand how we can take advantage of our responsivity and reaction to this sudden and compelling onset of change to our daily work lives. Let's talk a bit about incident response management. This term can be found most notably within IT and technology management. According to Science Digest [2], "Incident Response Management involves developing and managing the capability to respond to and recover from disruptive and destructive events." Such industries - like IT - have developed ways to handle extreme situations. Much of what we have experienced in the shift of suddenly being thrust into a new work/home environment was not anticipated nor planned for any of us, but we can learn from some of the best on how to mitigate the change in a healthy and robust way.

There are four primary and important opportunities present in every extreme. We will cover the first of four in this blog post. With this rapid shift in work let's do a quick analysis of the first of the four ways in which to deal with this adjustment.

#1 - Make the Shift to an "Intellectual Focus"

The hardest part of a sudden change is the gap between what we were doing and what we are now thinking. Oftentimes there is an "emotional" lag. A good example is the process of surgery. As part of any surgical procedure, there is some level of anesthetic administered to alleviate the pain. It is a very complex process and the level of anesthetic depends on the invasiveness of the procedure. This process allows patients to not have to endure or feel the pain of the work necessary to help alleviate the condition. It is only after the patient awakes that they begin to feel the gradual inclusion of the pain. Once a patient is released to go home, they will typically be prescribed some variation of medication to help deal with the pain from surgery in the weeks ahead as the body continues to heal. This is where the potential implications of our emotions may set in. Here is how this happens. The body during surgery receives the trauma of surgeons cutting to remove or repair issues. The body acknowledges pain naturally, but during such a process, anesthesia blocks the pain and is consequently removed from the natural response to pain. Soon after surgery, the body begins to understand the magnitude of what has happened and in some ways internally grieves what has happened. It is a nuanced process that occurs amongst the healing that is required for the body to undertake. It can make patients post-surgically depressed or sad in the weeks after surgery. The result manifests in a form of lability, like unexplained crying or sadness, the flux of emotions. But why does this happen? It is primarily because our mind and body were not communicating at the time during the surgery. Rapid change works somewhat like the example above. It doesn't allow for the coalescence of mind and body to adjust in synchronicity.

As a professional licensed counselor, some of the clients I have worked with recently amidst the COVID-19 outbreak describe this feeling of maladjustment. The sudden onset and move from the corporate desk to a home office (or even for those who were already working from home but acquiring more family in proximity) are feeling the emotional lag setting in. That part of our "feeling" brain called the "amygdala" is where we live when we emotionally reason or ruminate, or when we simply "feel" and react emotionally. It is where we go when we grieve, when we are angry or upset. When activated, it consumes a lot of cortical real estate as well. It is also the fastest responding component of the brain to respond to threats to self.

What I am teaching these professionals to do is to attempt to recognize this component and to move forward to the "front brain." Logic and reason need to be "turned on" again. I do not dismiss emotions in all of this, but rather, I encourage clients to schedule a time in the day to honor the emotions. They can take this time to reflect, to write their feelings out regarding the sudden and rapid shift in work-life as a "daily movement" journal. Journaling in itself allows the brain to process many things that if left to its own, will continue on into the night fracturing sleep. By journaling even a few lines you are ensuring that you are also honoring your emotions so that you can stay healthy and get a good night's sleep.

Going back to the emergency room protocol; doctors and nurses engage that front brain aspect. They are aware and always focused as they are immersed in an "objective mode" of thinking, processing quickly through a situation, shining an intellectual focus on what is needed at the critical moment. When you stay front-brain that emotional part of the limbic system where the amygdala resides dims like a light. You can control (through a "managed focus" process) what part you are engaging at any time, but it requires the practice of awareness throughout the day. Working from home is a time to explore the possibilities in you. Asking the following questions will help you jump-start the process. This is the time to problem solve and analyze when met with the rapid onset of change of any kind. You may have already and inadvertently explored these before but if you haven't then take stock, because we are still in the middle of the storm, and change is something to embrace now more than ever. Reflect and see if you can answer these:

1- What is needed for you to do the job right now most effectively and realistically?

2- What workspace have you appropriated to manage through this event?

3- What is your daily routine now? Do you have one?

Each of these questions is important to your response to a "new way" of adapting and working. With ROC, you need to do a quick analysis of where you are at now and what is needed for the work you do. Work on establishing what we refer to in counseling as "stabilization." This means, the ability to balance process amidst the chaos. Here, logic trumps emotions. It's important to asses and to engage "problem solving" which is much different than "coping." According to an article [3] from the US National Library of Medicine, research on the benefits of using problem-solving can also help us with how we cope with issues. Problem-solving allows us a way to examine issues and reduce emotional reasoning that has the potential to confuse thinking.

As you asses, you will of course, want to stay connect. Is there an opportunity to use a visual platform like Zoom or Collaborate? These platforms can allow you to also enhance the ways you communicate, finding efficiencies in the work process while still maintaining connection. Such tools have also come a long way. Zoom has the potential to change backgrounds, adding a variety of locations and environments that change the day to day doldrums of the workplace we may have been used to. Do you need technology, a better phone, a laptop over a desktop, or anything else vital to performing your job in the best way possible?

When it comes to **workspace** many changes occurred so quickly that it probably did feel overwhelming, moving us into emergency room-like circumstances. Our workspace is a very important place. Being at home doesn't mean the loss of this, but rather renegotiating the office to home environment in a quick and meaningful way. Because you may also share the space now, it is important to work with the family to do a quick diagnostic. Talk through appropriating space. Independent realms of working and living should be honored by finding where in your house you want to work. You can reclaim your former workspace wherever you worked before but now it will look and feel different, however, what is most important is that you identify where that space will be, even if it's in a small corner of the room.

The intentional appropriating of workspace also means that you consider the most ideal place in your home where you can work. One of the things with a rapid change in environmental conditions is the need to re-appropriate conditions in our proximity, this is within our control. Honoring our former independent realms of living, where partners went off to work and children to school, everyone had this component in place but now it must be re-appropriated. This is healthy for your entire family as well to engage in the conversation, stake out the space, and talk about honoring those spaces. This can be achieved when we stake out our space to work, whether it is from a kitchen table to the corner of a room, even the garage if you have one. Designating that spot, if you haven't already done so or you want to re-asses, is an important step. Analyzing the space, modifying it for your needs is healthy, and pulls in creative ways to organize your environment. We must honor our independence and psychological need for our own space through a modified system for now so engage the potentials.

Routine is paramount now. If you haven't already felt a sense of being a rat in a never-ending tunnel, then you will surely begin to feel it without an established routine. When that never-ending feeling sets in, it is the feeling that you are working all day and sometimes into the night from your phone or computer without a break. Your meals become scattered, exercise of any type, even a stretch, goes out the window. Morning to night fuse into a dreamlike sequence. Why? Because routine has been breached, severed in fact. Establishing a routine sets healthy boundaries. Routine offers immediate mentally stabilizing components. Having time for segmented activities from work to participate in exercise or family time creates variety and mentally fosters good thinking. This is the potential that routine can usher in if implemented. For mental health professionals, we know the importance of encouraging routine with those who have anxiety because routine helps re-establish a sense of control in an otherwise unpredictable environment.

Getting out of your pajamas and dressing for work should still be part of your routine. This simple act defines the functions of your day. As well, snacks and lunchtime breaks help build your resilience during these times. Start formulating a routine not only for yourself but help those around you to do it as well.

Managing to these essentials and leaning into the idea of intellectual focus during the ROC everyone is experiencing will help mitigate the challenges of adjustment and offer a healthy alternative in moving forward with your life.

To follow the rest of this four part series, please go to our research hub at research. phoenix.edu and see Featured Content.

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Coronavirus Crisis: Considerations and Recommendations for Moving Traditional Students to Online Learning Modalities at Scale

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Amid coronavirus concerns, higher education institutions across the country have implemented plans to transition on-campus students into online environments. These precautionary measures could persist for many months as social distancing and quarantine scenarios are continually implemented to limit the spread of COVID−19. Although this shift in modality is undoubtedly warranted to protect students, a new burden and pressure has been placed on institutions to provide the best educational experience to ensure a seamless continuation of their academic journey in a new learning environment. As a result, administrators must ask themselves if universities are prepared to adopt distance learning at scale indefinitely. The recent coronavirus outbreak may force institutions' hands to provide an answer to this question, whether they are ready or not.

Online learning is not new – but it can become a challenge at scale for the unprepared. Since 1989, when University of Phoenix was a pioneer with the online delivery model (see the Game Changer book), numerous higher education institutions now offer varying capacities of distance learning. The number of students enrolled exclusively in distance learning courses in 2018 was nearly 3.3 million, an increase of 5 percent from the previous year (Inside Higher Ed Article). To differentiate itself, University of Phoenix has leaned into its more than 80,000 working adult learners across the country who attend classes virtually to continually iterate and improve instruction in online environments to meet the shifting demands of

students in a mobile society. Our educational model embraces technology to provide instruction in an engaging and immersive online environment, but also balances this technology with sound pedagogical designs driven by credentialed faculty that also work in the fields they teach.

To best serve students, institutions must understand components that lead to a successful online learning environment to ensure that the student experience remains as seamless possible, and without a loss in fidelity and rigor from one learning modality to another. This requires institutions to balance the factors that go into facilitating an online course to include change management, technology, feedback, instructor presence, and awareness of the online learning design - as successful online learning requires more than just turning on a webcam in conjunction with launching a synchronous conferencing tool. Whether an institution is making a transition to online learning on a temporary or permanent basis, here are a few recommendations and considerations pertaining to distance learning to consider when scaling traditional campus-based students into an online environment based on the experiences of University of Phoenix as one of the most tenured institutions offering courses using online instruction.

Change management and preparing faculty and students for the transition is an essential first step

To conduct a successful transition of traditional campus-based students into an online learning environment at scale begins with change management strategies

and the creation of support materials. Although, it is tempting to dive right into executing the change itself and the process of converting curriculum, preparing faculty for the change and giving faculty support resources is an important first step. Tactically, a good place to start is to create awareness for faculty around the "why" behind the reasons for making the change, and why the use of the specific online or virtual tools at your disposal are the best fit for faculty to help continue to provide instruction to students. Next, faculty should be given information about "how" they will use the online instructional tools and resources to increase their knowledge around the functions that exist in the new online course environment. From there, an institution would want to let their faculty know "what" to do if they have any additional questions and what resources exist that surround the faculty for support during this transition. Support resources for faculty should be created as self-service static resources for review as needed, in addition to real-time live teleconference sessions for faculty on learning how to use this new technology or by providing dedicated call-in for support.

Beyond change management support on a tactical level it is important to provide emotional support to faculty by reminding them the most important thing in the academic process is to continue to keep the spirit of learning and discovery alive in their classrooms - which is something they still have control over. The first session of a course that has been shifted from face-to-face instruction into a virtual format may not be perfect as the students and faculty adjust

to the new environment. However, this is an opportunity to engage in a learning process of change management and working through adversity – which is a great growth opportunity. Additionally, students still crave the knowledge from valued and learned faculty. Even though the classes may not be in the physical environment, the words and knowledge faculty share still has power regardless of the avenue used as long as the focus continues to be on the students and their learning outcomes. During this time faculty should remember to be both empathetic to themselves, as they are adjusting to a change, and as well to extend empathy to students as they are in a transition process together.

Once faculty are prepared for the change, the same change management principles should be extended to students where the students are informed of the "why", "how" and "what" behind the change. Students should be afforded the same types of static and on-demand resources to assist them with the change and prepare the student for what to expect when attending courses in a virtual environment. To assist students with the adjustment process institutions may also want to leverage students pre-existing digital literacy competencies to help ease the transition process. For example, many students have used synchronous teleconferencing tools and social media applications that often mirror functions in the online learning environment. Providing students this frame of reference as a corollary can assist with the adoption process as you find analogous examples to your online learning environment. Because students have the ability to go between traditional face-to-face instruction and online instruction on a course by course basis at University of Phoenix, these change management principles are ingrained in existing resources and processes at the University. Strategically by focusing on the impact of change and the resource needs to support faculty and student transitions between learning environments, the University is able pivot at scale effectively and given insight into the needs and requirements for building its infrastructure to support both learning models simultaneously.

Transition from traditional ground-based classrooms to online learning environments can be assisted through the adoption of universal platforms

When attempting to create a seamless experience, this starts and ends with how all students (traditional or online) interact with a learning management systems (LMS). Face-to-face courses often do not have students interact with an LMS, as this can be perceived as limiting to engagement and experience and considered unnecessary in the traditional brick and mortar classroom. However, introducing students to the functionality of an LMS as a universal hub for accessing course materials or submitting assignments can create a baseline experience which assists in the change management process should a student need to shift to an alternative learning modality.

At University of Phoenix, all of its students – whether online or face-to-face – have courses launched on the LMS and have familiarity with this platform. By using the LMS as a baseline hub for the learning experience, this ensures students possess digital literacy, which has become extremely important during these challenging times. Utilizing an LMS across all modalities and learning styles can also expedite the process to convert students attending courses using physical instruction into virtual sessions if called upon in extreme circumstances given students and faculty will already have login credentials and have had their devices setup previously on the LMS platform.

Integrating learning tools natively into the online classroom can expedite a shift in learning designs if necessary

If an institution's synchronous learning platform is not built into the classroom or LMS directly, a school may be required to stand up independent conferencing software and tools. Thus making communication a challenge and creating complexity for users. Adding or adopting a non-native tool will add a different program or system that students and faculty will need to download and access to effectively communicate. Adoption of an outside synchronous conferencing platform can also add to security risk as well if it is a tool not already formally integrated into an institution's technology stack.

If a synchronous learning platform or tool is built natively into the online classroom and an institution needs to activate an emergency protocol, an institution can simply tell students to go to their LMS portal and click on a link to launch the virtual classroom natively in the system they are already used to accessing for other means. By having this tool readily available and always on, an institution can pivot quickly if needed and mitigate security or FERPA issues as the synchronous tool already sits behind the institution's firewall and is directly tied to the course of record for the student and faculty. At University of Phoenix, the synchronous collaboration tool is native to the LMS, which makes the process of shifting students into a virtual environment easier by reducing complexity, limiting security risk, and minimizing change management activities.

Foundationally design courses to fit multiple modalities and learning designs when creating courses

By foundationally designing courses to fit multiple modalities and learning designs from the ground up curriculum can be delivered through virtual means with limited loss in fidelity. At University of Phoenix, pedagogical design does not need to be deconstructed to fit virtual delivery for ground-based students. This is because the University of Phoenix's curriculum design teams build courses with both teaching methods in mind after consulting with faculty councils and academic leadership on content needs and learning outcomes. This course design process makes a potential shift between modalities easier as learning outcomes and course requirements are considered between both

delivery models. Without multi-faceted design up-front, an institution would need to figure out how to "fit" a traditional course into online delivery on the back-end, and could lose sight of the learning outcomes for the course as the institution reverse engineers the content into a design that was not originally considered.

This is not to say that ground-based courses should be delivered virtually at all times, and it is also not appropriate to think that face-to-face instruction and virtual delivery are interchangeable. However, when designing courses with both learning modalities in mind up-front, this approach can help ensure students are accommodated in the instance of a flipped delivery model without institutional or accreditor concerns of learning outcomes being adversely impacted or diluted.

Engaging online learners at scale requires strategic implementation and use of multiple learning tools to provide context around content being learned

Online learning designs generally combine a mix of synchronous and asynchronous learning activities, which requires strategic decisions to maximize the experience for faculty and students. Creating engaging discussion forums that allow virtual students to benefit from student-to-student and student-to-faculty interactions through the development of practical critical-thinking questions resulting in substantive conversations don't occur organically and require strategic thinking about the online learner through a suite of resources. A discussion question that creates a successful dialog in a physical face-to-face environment may not have the same import when posed in an online environment, and vice-versa. As a result, when creating a learning activity to promote dialog a facilitator needs to be strategic and identify the impact of the activity when real-time interaction and feedback may be limited. A good method to facilitate robust discussions in an asynchronous online environment is to add context to the discussion prompt using multimedia tools.

At University of Phoenix this is accomplished through in-house multimedia and educational technology teams that create adaptive resources so that students are still benefiting from activities that simulate, scale, and enhance face-to-face context; even if the responses to the discussion questions are posted in an asynchronous manner. These tools are "at the ready" because of the University's substantial online presence so that courses that are traditionally offered face-to-face can be adapted to the online environment easily by either dropping these interactive elements into the course shells or by activating these multimedia tools. By leveraging multimedia tools, faculty videos, and other interactive experiences to provide context to class discussions and the learning materials being consumed, a more engaging experience is provided to students that reinforces content mastery regardless of delivery model.

As administrators, understand and provide clarity around the different pros and

cons of the different learning modalities for students and faculty

To facilitate a successful transition of students from traditional face-to-face instruction into an online format requires faculty, staff, and administrators to have clarity on the differences between both modalities, and the benefits each modality provides. Traditional instruction vs. online instruction should not be viewed as one being better than the other, or in a competition. Rather the difference between each modality should be pared down to what type of learning is the most appropriate "fit" for the demands and needs of the learner or the current environment. If a bias or preference is perceived at an institution for one learning modality over another, this can negatively impact the transition process or adoption curve when a change is required. At University of Phoenix the different learning types are considered complimentary and additive to each other that can fit the demands or needs of its working adult student population. As a result, discussions concerning the benefits and the role each modality can play in education are essential to fostering a healthy transition at scale.

For institutions that may not have as much experience with online learning and would like to understand some of its benefits comparatively to physical face-to-face instruction, here are a few items for consideration. Online learning in the right hands is a very powerful teaching and learning modality that allows for unprecedented access and flexibility for faculty and students. Students that are looking for options that provide quick and efficient upskilling, coupled with ability to balance work and family priorities are best served with online instruction. Working adults, busy parents, and underserved populations benefit from online instruction, and often find that this learning environment meets their goals

With online asynchronous learning, students may be able to have more agency over their identity and how they present themselves in the classroom, while not being completely anonymous. Asynchronous online learning can also mitigate the impact of real-time biases and bullying by limiting synchronous interactions between participants. Additionally, because online learning often creates a record of interactions between students and faculty, participants may be less likely to engage in aggressive or offensive behavior as a record is kept, which limits the concept of my word vs. your word scenarios. All of these factors can be combined to create a learning environment that is structured, which can benefit certain learners and remove specific concerns that may emerge with real-time physical instruction. Synchronous online learning can also blunt some of these issues, while giving participants the benefit of more real-time interactions, but from different geographic locations.

That being said, face-to-face learning also provide benefits that online learning cannot provide or replicate, and it allows students specific rich learning experiences that occur with learning in a physical classroom environment. Some of these benefits include development of social skills, real-time peer relationship development, and hands-on skill building for physical vocations. Moreover, faculty and students that benefit from more social learning environments and immediacy with feedback find traditional face-to-face instruction more beneficial.

Like any tool, a classroom (whether it be online or physical) can be used for great good or great harm, so one should not view the online vs. traditional classroom debate as to which environment is better than the other – given that in the hands of a poor faculty member or administrator either environment can create a subpar experience for participants. Rather it is better to look at how online schooling presents itself as an appropriate option for individuals that have a certain learning preference and/or filling specific environmental needs that align with its unique benefits as a delivery model.

Make good use of this time as a learning opportunity, especially where new skill development can occur

It is conceivable that during a crisis like COVID-19, some institutions will be making a transition to online learning on a temporary basis and will return to physical face-to-face instruction once it is safe and feasible to do so. Moreover, during a tumultuous time like this, institutions will be asking students and faculty to flex new muscles and abilities in response to changing conditions. In these instances, this is an excellent opportunity for the academy to focus on co-curricular development. A few examples of co-curricular development that can occur when making a transition in learning modalities at scale follow:

• Digital Literacy Development – A transition like this has faculty and students move up the digital literacy change curve quickly. In a knowledge and information-based society having skills in digital literacy is essential, and the use of online learning tools and LMS environment to learn and collaborate to consume content gives participants real world application to increase their ability with technology and in the process become more digitally literate.

• Enhanced Feedback Skills – In an online or virtual environment, students and faculty quickly learn that clear and concise feedback is king. The need for robust feedback in an online environment is prevalent in the literature for this field, and when making a transition into an online learning environment the need to hone one's ability to give good feedback will become very apparent in practice. During a transition into a virtual learning environment both faculty and students will be given an opportunity to assess the ways they communicate with each other and provide feedback on multiple occasions. Because of the different cadence in receiving and sending feedback, as well as the requirement to use different skills in awareness and empathy with limited real-time cues, this could make for improved communication in the classroom when faculty and students return to face-to-face instruction.

• Change Management Awareness – Necessity is called the mother of invention, and a transition like this forces all parties to look in the mirror and assess their ability to handle and manage change. The experience that society and institutions is currently facing can improve the ability to pivot in a unique situation, which can help students adapt to change when they return to their physical class environments. In fact, this experience can be used as a learning opportunity to discuss the concept of change when students return to their physical classes as a self-assessment and discovery process for a rich in-class discussion opportunity given the importance of this skill will play in their personal and professional lives.

Conclusion

In a digital society there is a false expectation that transitioning classes from one environment to another just takes a faculty member swiveling a webcam around and replicating a lecture normally given on-campus. In practice the process of transitioning instruction from one modality to another requires intentional actions to provide a robust and engaging experience for faculty and students. That is not to say the process of making this transition has to be difficult and overly complex, but rather it can be eased by taking strategic steps to prepare all parties for the potential of change. A successful transition can be accomplished by creating a culture of support that embraces change, using foresight to build content in a flexible manner, understanding both synchronous and asynchronous learning designs, having awareness about the educational technology tools at an institution's disposal, and by leveraging the LMS as a hub for all students. This allows an institution the ability to pivot quickly for students in an emergency situation like this, while creating no encumbrance for any pre-existing online populations given these students studies will continue as normal.

Regardless of what path an institution takes to carry out a transition to virtual instruction at scale, it is critical to embrace the concepts of empathy and understanding for our faculty and students during this challenging time. The Academy is looked as a beacon of light during times of adversity, and given we are granted the opportunity and ability to continue sharing the gift of learning through the use of technology during this time is a blessing. As educators and administrators at the University of Phoenix we have attempted to keep this concept as our north star and the foundation behind our decisions, and hope that the sharing of this information based on our experience is helpful to you on your journey.

NOTE: This article was adapted from content provided in interviews by the authors

Adapting Back Admissions Practices During COVID-19 Crisis

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Educational institutions across the United States have been forced to think creatively to support students in the time of COVID-19. As the pandemic spread and institutions closed quickly in March 2020 to protect the health and safety of students, faculty, and staff, herculean efforts were underway to move traditional bricks and mortar learning online in a matter of days. In addition to instruction, however, there are many other functions that occur within a university setting that are critical to supporting students in achieving their educational goals. For example, even while the pandemic continues, students seek to enroll in degree programs. But how can students obtain the needed transcripts from other institutions to meet admissions requirements or transfer credits while most institutions have sent staff to work from home and closed the doors of registrar's offices? To overcome this challenge, University of Phoenix has implemented a temporary policy exception to support students who seek to enroll. As institutions look to the future beyond COVID-19, use of technology to improve back office processes such as issuing transcripts would help prevent future disruptions.

Official transcripts are commonly required during college admissions processes. Official transcripts are important because they increase the authenticity of the document, allowing the receiving institution to trust the information provided. University of Phoenix policy requires official transcripts for admission to certain programs where a prior degree is required, as well as for evaluation of transfer credit or course waivers. When institutions are closed, or work from home scenarios prevent the use of specialized office equipment required for issuing transcripts, this may delay a prospective student's ability to enroll in a degree program or transfer coursework from that institution.

The University obtains official transcripts in a variety of ways, including paper transcripts, electronic PDF transcripts, and Electronic Data Exchange (EDX). EDX allows institutions to transmit educational records electronically, as data, using EDI or XML standards, which are maintained by the Post-Secondary Electronic Standards Council (PESC) (AACRAO, n.d.). According to the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the "main benefits of EDX are secure data exchange, efficiency gains, automation opportunities and improved student experience due to decreased errors and processing time" (para. 1).

The University has actively pursued EDX partnerships over the last decade to decrease student wait time for admissions and transfer credit decisions and improve operational efficiency. Those partnerships have been even more beneficial throughout the COVID-19 closure because differences in how transcripts are issued ultimately impact the extent to which transcripts are delayed. Most institutions using an electronic method for issuing transcripts have continued to process transcript requests during the COVID-19 closure, decreasing impacts to prospective students seeking to enroll who have attended those institutions. However, institutions still relying on in-house paper processes have been challenged to keep up with requests or have temporarily stopped issuing transcript during this time period.

In order to minimize negative impacts to prospective students whose transcripts are delayed, the University has implemented a policy exception to temporarily accept unofficial transcripts from these students, while still obtaining the official transcripts from the institutions once COVID-19 closures are lifted. This policy exception allows the official evaluation to occur, including the admission decision

and application of transfer credit. Once the official transcript is obtained, a verification process will occur to ensure that the information on the official and unofficial transcripts match. If there are material differences, the official transcript will be the ruling document and appropriate adjustments will be made to the student's record. This policy exception removes the challenges of COVID-19 school closures as a barrier so that prospective students can pursue their educational goals without delay.

Speculation about what the future holds for higher education post-COVID-19 has reached a fever pitch. While most of those contributing to the conversation consider the classroom experience or perhaps student life on campus, the future of back office processes throughout an institution also requires attention. Admissions practices built on manual processes and outdated tools can hamper institutions in meeting their enrollment goals and can cause frustrating delays for prospective students. Moving to more modern solutions, such as the electronic exchange of transcripts, or looking further ahead to solutions such as blockchain credentials, allows colleges and universities to support students efficiently, and prepares the institution with more sustainable processes that can occur even during a campus closure driven by a pandemic. As the future of higher education unfolds, investments in the administrative aspects of the college experience will be critical to meet the needs of students who will surely be navigating a more virtual environment.

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Operationalizing Academic Program Changes in Response to COVID-19

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As the University of Phoenix – as well as other higher educational institutions – reacted to shelter-in-place and quarantine mandates across the United States, each college reviewed their programs for academic and operational considerations. The College of Nursing has multiple courses and programs that require in-person work at a clinical site. The pandemic created issues for students to access clinical sites, obtain preceptors, and generally progress in their program. The College of Nursing acted quickly to address the various potential barriers to student success.

Actions taken

Coursework

Many of our students work on the front line in hospitals, clinics, and other medical facilities. Despite their busy work schedules, students told academic counselors that they wanted to continue. Faculty were encouraged to provide leniency with late work and flexibility with assignments, with the caveat that academic rigor must remain the same.

Post-licensure clinical/practicum placement

For non-patient facing clinical/practicum work, students were given the option to complete work remotely. Interview, proposals, and other activities could be completed through video, skype, or other similar communication methods.

For MSN/FNP clinical placements, several measures were put in place. Students were given the option to progress in their program based on the didactic component of their courses. All required hours must be completed but students were given the flexibility to complete their hours as they were able, rather than having those hours be tied to a specific course. Telehealth hours were also introduced, not only in response to COVID-19 but also in response to the increase of telehealth offerings within health care. Students who were unable to attend in-person residency were provided the option to do some of the skills check-off through live video, which allowed them progress into clinical rotation courses. Finally, the total number of direct patient hours was reduced to match the national certification requirements.

Pre-licensure clinical placement

College leadership consulted state boards of nursing and received approval to use more simulated clinical experiences to meet program requirements. Additionally, where possible, campus leaders worked with local clinical sites to provide options for non-simulation hours. Courses and exams transitioned to Blackboard Collaborate to maintain synchronous learning via remote communication methods. College leaders also collaborated with faculty to identify formative and summative course activities and creatively align these with telehealth activities. For example, students in a Pediatric Nursing course were given the opportunity to meet with families and perform a trauma assessment through a virtual platform. The trauma assessment is a validated reliable instrument that was integrated to align with a course learning outcome.

Operationalizing

For each response to potential barriers there were operational considerations. The college worked with the policy team and other stakeholders to ensure all actions were feasible and within policy. Policy updates were made for exceptions needed for COVID-19 responses. Many of the MSN/FNP actions require manual tracking or specialized reporting. College leaders worked with ACEMAPP, our clinical tracking vendor, to make modifications that would allow for better tracking and reporting.

Each action taken was communicated to faculty, students, and staff to ensure a clear and consistent message was delivered. College leadership collaborated with Faculty Services, Internal Communication, and Student Services to draft and send out communication to each group. Faculty supervisors were also asked to touch base with faculty and address any questions. A faculty chat with Q&A was held so faculty could ask questions and give feedback on our actions.
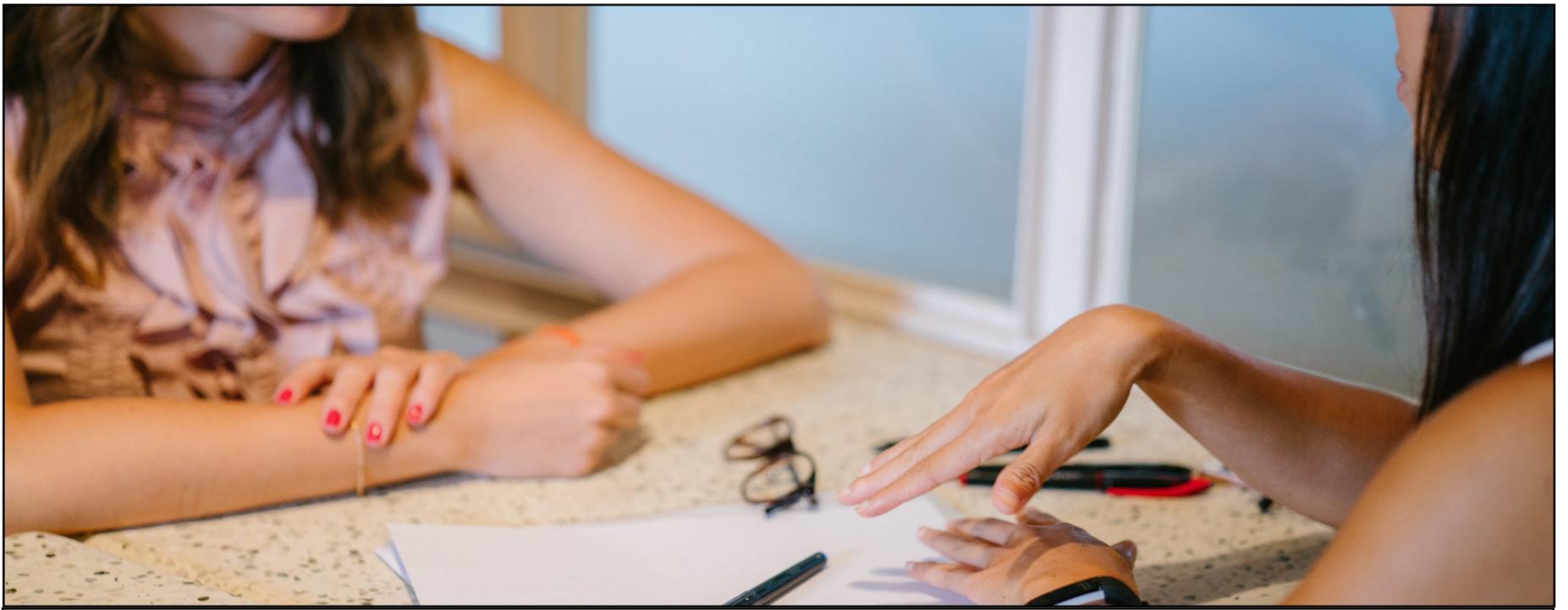
Academic and Community Support During COVID-19

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During the COVID-19 Pandemic, the University of Phoenix adapted quickly to plan arrangements for students to continue to progress through their programs as well as provide community outreach and support for those in need. The College of Social and Behavioral Sciences offers multiple programs that require students to participate in clinical work through in-person field placements. The pandemic created issues for students to access clinical sites, gain direct hours with clients, and progress in their program. The college acted rapidly to address the various potential barriers to student success and added a level of support for our communities through a variety of media outlets.

Assisting field and clinical students

The College of Social and Behavioral Sciences worked with students and faculty in the human services and counseling programs to determine flexible solutions for the accrual of hours, supervision, and course completion as it became very clear that students would need additional support during this time. One alternative solution was the use of telehealth. Students who were already placed in an agency that offered a telehealth option were encouraged to use it if the site provided it as an option. In addition, the college created an internal telehealth solution for students using the Counseling Skills Centers. This allowed students in the counseling program to continue to progress through the program and gain direct hours with clients while still being supervised by a licensed faculty member.

In addition, with faculty approval, students were also provided alternative assignments, such as remote work activities and supervision, virtual presentations, and review of case studies to complete a report or deliverable to be presented virtually. Also, students could work with faculty and their site supervisor to schedule a virtual session for 1:1 professional development. Faculty were also encouraged to create mock-client case management assignments that could be delivered over several weeks and be cumulative over the course to help the students work through real-world scenarios encountered in human services environments.

Another option identified was for students who qualify for an in-progress grade to complete remaining field experience hours over several field placement courses. Students who can accrue excess hours during this timeframe are able to roll those excess hours to their second Field Experience course so they may continue to progress through their program.

As the college identified appropriate steps, communication to faculty, students, and staff was delivered to ensure a clear and consistent message. College leadership collaborated with operations, communications, and student services teams, as well as any accreditors and regulators to keep each group fully informed. The College leadership team provided faculty an opportunity to attend a live Q&A session to understand the implementation of alternative assignments and ask additional questions.

Media support

In addition to helping student progress in their academic programs, the college supported our communities across the country. Over the past 8 weeks our University communications team has been connecting our experts and college staff with many media outlets to discuss the various angles of the Coronavirus Pandemic. Dr. Dean Aslinia, Program Chair for Counseling, discussed many topics to include how to manage your anxiety and mental health during this time, how to speak with your children about the virus, and how to combat isolation and loneliness. He also provided expert advice on how to differentiate between stress and depression, and how to not allow "caution fatigue" to make you complaisant. The support was provided to over 20 media outlets across the nation.

In addition, Dr. Samantha Dutton, Associate Dean of Social Work, contributed to this effort by being interviewed by a local Phoenix radio station on missing milestones. She also created a webinar on how to navigate missed milestones, such as graduations and weddings, which offered 10 tips to help mitigate the impact of not being able to participate in those events and help individuals cope with those missed milestones. Dr. Dutton also offered her suggestions to a magazine for an article that was focusing on how to help employees that were working from home from the manager's point of view. These suggestions help managers learn how to pick up on distress and what to do about it with their employees.

The media support from experts within the College of Social and Behavioral Sciences over the last 2 months provided a multitude of resources to help our students, faculty and the general public respond to the pandemic. The community outreach has helped individuals navigate through these unprecedented times.

College of Education's Pivot

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On March 13, 2020, almost 400 University of Phoenix, College of Education (COE) student teachers were learning that the schools in which they were teaching were being closed due to the spread of COVID-19. State education agencies across the country require student teachers to spend 12-15 weeks apprentice teaching in K-12 schools across America as the culminating clinical experience of their program. Almost overnight, this requirement seemed almost impossible. At this point, some universities told their student teachers that their student teaching would be stopped and that they would have to continue next Fall. They would have to wait another semester. They would have to incur the cost of the class and the time off from work again next Fall.

The typical COE student makes great sacrifices to quit their other job and spend three months student teaching, so asking our students to interrupt their progress and make those same sacrifices again the next semester was not something the COE Education could ask of our students.

Helping as many student teachers as possible to graduate in Spring 2020 quickly became our goal, our north star.

Achieving this goal began with constant monitoring of what flexibility different state education agencies were allowing educator preparation programs to have due to the pandemic. This was no small task given how many different states in which our students live. Next, the college did an in-depth analysis of each student's progress. We learned that some student teachers were able to continue teaching via distance-learning opportunities provided by the local school districts.

However, we soon discovered that for the majority of our student teachers, the K-12 school districts were not prepared to offer robust learning via distance. We needed a different solution for these students. We then decided to create alternative experiences to actual classroom teaching that could achieve the required standards and replace the time in the classroom.

An inspiring group of COE faculty worked quickly create these alternative experiences using resources such as a "Virtual School" (an online, fictional school created by the COE that houses lesson plans, student achievement data, teacher/class/school contextual information, etc.), authentic classroom videos, and other experiences. The faculty created these alternative experiences in one week. The COE then held frequent informational meetings for faculty to help them navigate the many, varied student situations.

In the end, only a very small number of student teachers were unable to complete their clinical experiences. The overwhelming majority of the UOP Spring 2020 student teachers were able to cross the finish line and graduate their program.

The best news is the University of Phoenix College of Education is responsible for staffing almost 400 classrooms across the United States with a fully prepared classroom teacher.
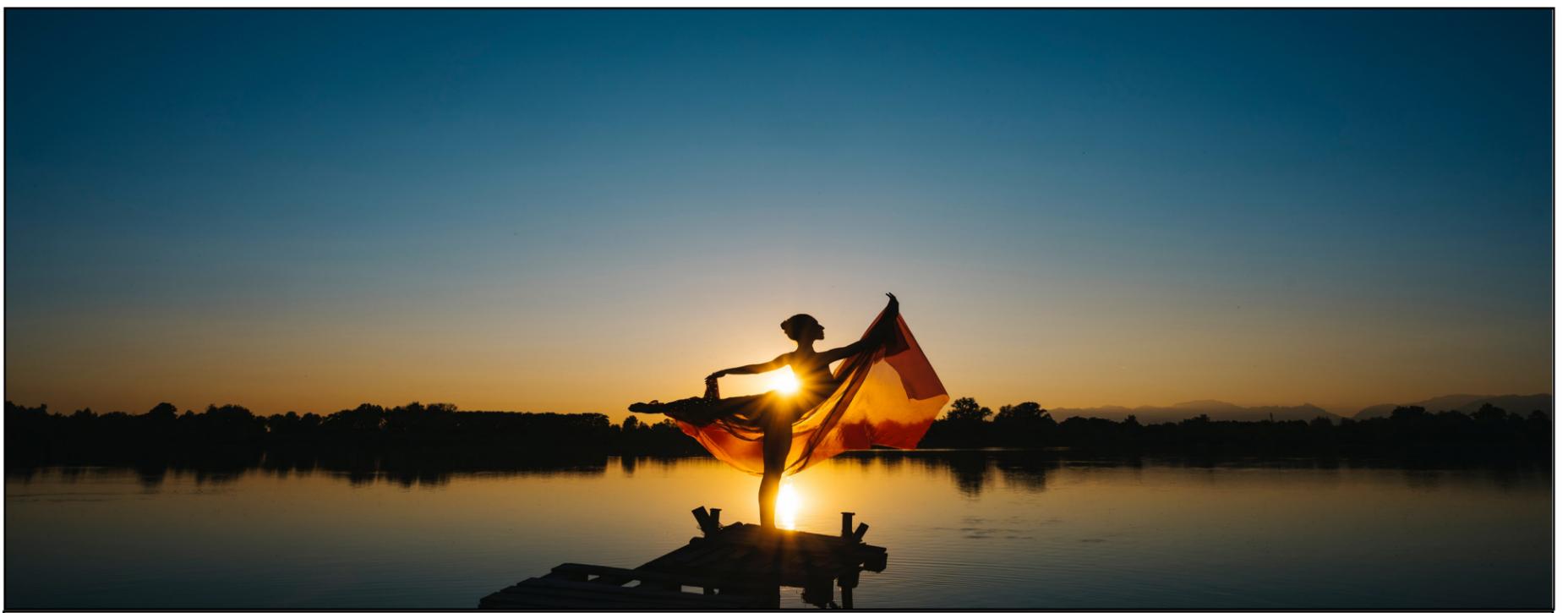
Telemental Health Relief and COVID-19: A Counselor's Thoughts

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In 2014, my full-time solo counseling practice to reduce transportation barriers and reduce caregiver burden, began offering telemental health services to elderly, homebound, and disabled clients. Since there are no patients deemed inappropriate for telemental health – including delusional patients (Sharp, 2011) – telemental health services have now outgrown my brick and mortar practice. As of March 16, 2020, the entire practice is telemental health-focused due to the COVID-19 crisis.

My client population represents a mix of adults with a variety of issues. Some clients come for personal growth and life coaching while others have a diagnosed mental illness, addictions, or a combination of both. Many have a history of sexual trauma – adult survivors of sexual trauma is one of my specialties. The "shelter in place" orders means all are now faced with the increased risk of loneliness. For those already utilizing telemental health care, we are able to add exploration of loneliness to our clinical work. For those new to telemental health, we needed to quickly adjust to a new clinical environment and add the social isolation scope to our work. Then, there were those who refused to continue care, opting to wait out the COVID-19 crisis.

Since the COVID-19 crisis began, all clients have received education on the effects of loneliness. Those who are being treated for mood disorders show rising scores on recent runs of their Beck Depression and Beck Anxiety inventories. Families in therapy for crisis before COVID-19, such as a pending divorce or severe family tension, face a burden of feeling alone and isolated even when sheltered in place with others. Safety planning for these families has been increasingly difficult. All clients have increased check-ins using a HIPAA compliant text messaging app to allow for provider monitoring on a daily basis. All are working in therapy to develop creative options for self-care that do not increase risk of COVID-19 exposure. Those showing signs of increased emotional pain due to social isolation have been provided with crisis and emergency contact numbers in case best laid plans go awry.

Behavioral health care providers who offer telemental health help address two issues that threaten efforts to provide support for those stressed within the current pandemic. Telemental health reduces risk of COVID-19 transmission and access to care can help reduce loneliness as a factor exacerbating pre-existing mental illness and emotional problems. The problem is not all providers were experienced in the delivery of telemental health before the COVID-19 crisis. Further, practitioner need for guidance and training is outpaced by the immediate demand for care. For instance, VSee Messenger – a HIPAA compliant platform for telehealth is closed as of April 1, 2020 to new user sign-ups, and any new patients can be added to the system only by direct, existing provider invitation (VSee, 2020).

The telemental health system ethical and technical guidelines are becoming clearer, but guidance for practitioner competence in telemental are still unclear (Maheu et al., 2018). Counselors are advised to seek clarity on the legalities for their scope of practice from their state licensing board. Clinically, telemental health counselors need to keep in mind the various uncontrollable events on the client's side of the session (Thompson, 2019). When virtually entering clients' living space, the counselor must have a plan for clinical events such as domestic violence and suicide. Counselors also need a backup technology plan in the case of failed connectivity due to device problems or internet issues. Finally, therapists are advised to have a self-care plan in place, especially if they are new to telemental health care delivery, as they are adjusting to developing competency, and are faced with new, potentially isolating experiences in their work.

Telemental health is an effective tool, which, prior to now, was not a widely used scope of practice for many behavioral health care providers. This can mean a person's usual counselor is unavailable during the COVID-19 crisis. Further, some patients may have preferences to only meet in person and choose to wait out the pandemic until they can resume therapy. Therapists whose caseload includes a reluctant telemental health patient, but a patient whose needs will likely escalate due to the crisis, are encouraged to create a safety plan for the client's use similar to what might be offered when the therapist is out of town, sick, or on vacation.

Loneliness due to COVID-19 social isolation may not be an avoidable experience. Alleviating the severity of problems associated with loneliness can be helped by accessing care. Managing life through self-care and by accessing community health aids such as the National Alliance on Mental Illness and the National Suicide and Crisis hotlines is advised. The National Alliance on Mental Illness has a text line open 24/7 text NAMI to 741741. Suicide and crisis lines are also open nationwide 1-800-273-8255. Those at risk for exacerbated illness need to take a proactive, not wait and see, approach. Telemental health allows those experiencing emotional pain to seek help.

Self-Care Recommendations:

1. Get some sun. Exposure to sunlight and nature both help reduce levels of cortisol, a stress hormone;

2. Get some sleep. Immune system function is improved with a full night of sleep;

3. Stay optimistic. Optimism is associated with survival and reduced severity of depression; and

4. Get physically active. Exercise rewires the brain making it less susceptible to the adverse effects of stress.

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Conducting Social Science Research in the Age of Social Distancing and Work from Home

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The new social circumstances of working from home due to the Covid-19 outbreak have transformed many aspects of our lives including conducting social science research. Various research components such as selecting a research topic, identifying an appropriate research design, implementing research procedures, and collecting data may be impacted by the outbreak. Given that the current social circumstances may last for months, researchers, doctoral students, and their committee members most likely need to revise their research projects based on the new conditions to be able to continue their studies. Some of the impacts of the new social order are so profound that they may reshape research practices beyond the current circumstances. Researchers need to learn how to adapt their practices to continue conducting research in this new age. The purpose of this article is to support researchers continuing their studies by providing a brief discussion about the current research topics and suggestions for adaptation of research designs and data collection forms.

Research Topic Adaptations

The most major impact of the outbreak on the field of social science research is a shift in research topics to current, urgent, and applied matters. Many crucial COVID-19 related issues arise in field of education, health care, and business that call for immediate research-based solutions. In the field of education, for example, the focus is shifted to online education at all levels, K-12, higher education, and teaching and learning occurring outside of formal schools. This shift generates urgent new issues to study such as transitioning to an online setting in a very short time, homeschooling issues, and the prolonged dilemma of reopening schools amongst others. In healthcare, enormous current issues emerge such as managing emergency situations at hospitals, health care supplies, health care providers' support, telehealth training, consulting, and therapies. In business, the unemployment rate is spiking to a record high and many sectors such as hospitality, tourism, the airline industry, car manufacturing, and others are shut down. Urgent issues include how to support these sectors and employees during this difficult hardship. Researchers may greatly contribute to these fields and society at large by focusing on these current topics and finding remedies to address these emerging problems.

Research Design Adaptations

Research procedures and designs are transformed in the age of social distancing. For quantitative designs, implementing interventions or treatments in face-to-face settings can now be very difficult or even impossible. Instead of experimental or quasi-experimental designs, researchers may need to now use ex post facto or causal comparative designs focusing on examining the impacts of existing or already occurred matters. Collecting numerical data can be very challenging or impossible as many organizations are either closed or under work-from-home orders. As a result, using archived data for research can be more appropriate in the era of social distancing. Table 1 depicts the adaptation of quantitative designs into the age of social distancing and work-from-home.

Table 1

Adaptation of quantitative designs in the age of social distancing/work-from home

Research design	Focus	Adaptation
Experimental/quasi experimental	Test cause and effect; Random sampling for experimental; Not true random sampling for quasi experimental	Change face-to-face treatment to online treatment if possible; If not, change the design.
Causal comparative/Ex Post Facto	Test cause and effect after the effect occurred	Use online survey, online instrument, online archived data
Correlation	Test relationship; Prediction (criterion and predictor variables)	Use online survey, online instrument, online archived data
Survey	Observational; describe variables	Use online survey, online archive data

For qualitative studies, some of the designs that require direct observations, field notes, immersion in the field, and close engagement with participants may no longer be properly done under social distancing order. Ethnography, for example, requires face-to-face, direct, and prolonged observations in the field and may not be carried out during social distancing. Phenomenology that requires researchers to spend extended time with the participants may not be properly conducted during social distancing. The remaining of qualitative designs may need adaptions. Table 2 depicts some of the most popular qualitative designs and adaptations in data collection forms.

Table 2

Adaptation of quantitative designs in the age of social distancing/work-from home

Research designs	Focus	Adaptation in data collection forms
Ethnography	Describing a culture-sharing group	May not be conducted. Direct observations and field notes are required but not possible
Phenomenology	Understanding the essence of the experience	Multiple prolonged video teleconference/audio interviews. Direct observations and field notes are recommended but not possible
Case Study	Developing an in-depth description and analysis of a case or multiple case	Online Survey, video teleconference/audio interviews, documents. Direct observations and field notes are recommended but not possible in social distancing
Narrative research	Exploring participants' narratives	Video teleconference/audio interviews; documents; social media; online visual art
Grounded theory	Developing a theory grounded in data from the field	Video teleconference/audio interviews
Content Analysis	Interpret meaning from the content of text data	Documents, social media

The components of mixed methods studies such as program evaluation and action research such as program under evaluation, research site, and data collection form need to be revised as described in Table 3.

Table 3

Adaptation of mixed method designs in the age of social distancing/work-from home

Research design	Focus	Adaptation
Program evaluation	Evaluating some intervention or process within an organization which is meant to have a specific outcome	If the intervention is online the research may continue. If not, change the design. Use online research tools for data collection as shown in Table 4.
Action research	Focusing on enacting immediate changes in the research settings	Change the research setting to online, if possible. Use online research tools for data collection as shown in Table 4.

Data Collection Adaptations

In addition to revising the research designs, data collection procedures may need to be changed and mostly switched to online settings in the social distancing era. Table 4 shows data collection forms and online tools. Some forms of data collection such as surveys may be enhanced by using Survey Monkey and Google Forms which provide additional support for data analysis and management. Interviews and focus groups can be conducted via audio/video teleconferencing and may simulate face-to-face interactions. Synchronous and asynchronous online discussions can be used to conduct written one-on-one interviews or focus groups. Direct observation of a research site or participant may be conducted to some limited extent by installing a webcam at the research site. Data related to online behaviors of participants and online artifacts can be collected via social media. Document data can only be collected if online versions are available. Archived online quantitative and qualitative data can provide great research sources for researchers. Evidently, not all these shifts in how data is collected will be negative; many shifts to online forms of data collection may enhance research approaches and make studies more effective. Moreover, new styles of data collection such as written interviews and participants' observation in discussion boards and social media emerge as a result of online data collection.

Table 4

Research tools for online data collection

Data collection form	Online Tool
Survey	Survey Monkey (up to 10 questions free) Google Form (free)
Verbal Interviews (one to one) Focus Groups	Video Tele Conferencing platforms ○ Zoom (Free for up to 10 minutes) ○ Google Hangouts (Free) ○ Microsoft Teams ○ WebEx
Written Interviews (one to one) Focus Groups	Synchronous and Asynchronous Online Discussion Boards
Direct observation	Webcam at the research site
Indirect observation of behavior	Social Media ○ Tweeter ○ Facebook ○ LinkedIn
Artifacts	Online visual arts, via social media ○ Instagram ○ Pinterest
Documents	Online documents & sites
Archived open quantitative data	Large quantitative databases; Examples, http://Data.gov; http://NCES.ed.gov See additional archived data at resources
Archived open qualitative data	Archived online discussion boards

Conclusion

Social distancing and work-from-home mandates may last for a few months in 2020; however, some of their impacts on research practices may endure longer and reshape research practices profoundly. Most likely, online education and work remotely will remain intact as the more efficient cost-saving form of education and work. Thus, research topics related to these issues endure along with research design adaptations for studies conducted in online settings. Furthermore, online data collection tools enhance quality of some collection forms and generate new opportunities for additional data collection forms via discussion boards and social media. Therefore, online data collection remains beyond the current social circumstances. Certainly, it is critical for researchers to learn how to adapt and effectively operate in the current situation and its aftermath. This article sheds light on social science research topics and adaptation practices in the age of social distancing to support researchers continue their studies, remain impactful, and meaningfully contribute to their fields and society at large.
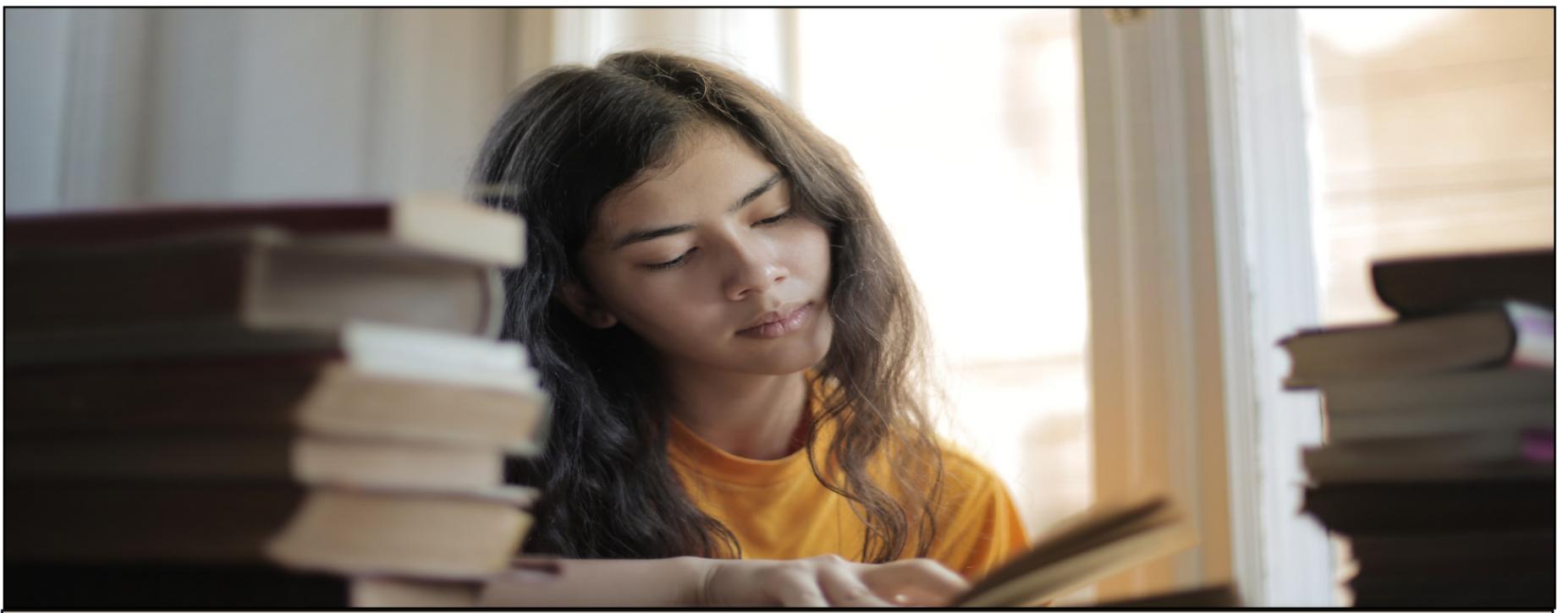
Distance Learning: Lessons Observed from COVID-19

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Social inequality in the United States is one of the glaring issues unmasked by the coronavirus pandemic. Dr. Anthony Fauci, the nation's leading infectious disease physician, has stated that minority populations are being hit hardest by coronavirus due to inequalities in routine health care access, resulting in a higher prevalence of serious underlying health conditions upon which coronavirus preys (Lahut, J. 2020). Although there is much discussion about closing existing gaps in equality, the coronavirus pandemic has revealed the disparities lurking beneath the rhetoric.

Coronavirus has revealed another inequality in addition to health disparities. Access to a Free and Appropriate Public Education has been another victim of coronavirus. Schools closed buildings to stem the tide of coronavirus spread in response to the Centers for Disease Control's guidelines. Consequently, academic instruction has been forced to embrace the platform of "Distance Learning." Many states have moved K-12 classes to online distance learning platforms in an effort to continue the school year. This move has proven to be somewhat challenging for districts for a variety of reasons. In an attempt to deliver distance learning objectives, it has become clear that many American families do not have the means to access online learning platforms due to the lack of necessary hardware or required internet support. Popular platforms for instruction, such as Zoom or Google Hangouts, include screen-to-screen interaction between teachers and their students. However, students without the means to access technology have a distinct instructional and social disadvantage. An inability to access technology automatically places students at a disadvantage in a distance learning scenario. Districts are having to consider how

to deliver educational content to students whose families have limited resources.

Although the overall quality of education has changed since moving to distance learning, the quality of education for a child whose family has limited means is likely vastly different from a child whose family has the means to internet access. Students with internet access are being referred to tutorials, interactive learning sites, and having screen to screen interactions/learning with teachers and other students. Students without internet access may be receiving paper copies of lessons or in worst case scenarios, no lessons. These students are primarily reliant upon their parents for academic support as they do not have access to the tutorials, interactive learning opportunities, or personal contact like students having internet access.

Educational research provides strong evidence that, on average, parents with more education contribute more than parents with less education to raising student performance—even in ordinary circumstances. The current situation families find themselves in across the globe is far from ordinary. With the rapid onset of coronavirus, a time of year typically devoted to spring break and end of year assessments, has been derailed. With the coronavirus school closures, districts and schools are relying on parents to carry out educational activities in their homes.

Now, more than ever, it is critical that rhetoric and lip service be set aside. District leaders and educators must understand that what is being asked of parents will not play out the same from home to home. The reality is that while all parents may experience a sense of frustration with having to step into this temporary instructional role, the majority have the resources at hand to

rise to the occasion so their students will get through this unscathed for the most part. These parents will do what is necessary to rearrange their day to make time for learning.

On the other hand, there is a group of parents that will struggle if districts and schools fail to intervene. Some families are fortunate enough to have an adult with time to focus on their children's learning and have an adult with training as an educator or specialized training in a particular subject. Unfortunately, the reality is that; many do not. These differences highlight the need for schools and districts to adopt strategies to forcefully combat unequal learning opportunities during school closure. Schools on their own are unlikely to be able to fully prevent the inequalities arising from this crisis, but it is essential that they do as much as they can to present a level playing field.

Understanding the difficulties that parents may face is important when planning effective distance learning activities. Appreciate the fact that parents are often multitasking due to the need to care for family members, monitor student learning and meeting the demands of their regular employer. This can be challenging for households with just one child and well-educated family members on hand ready to assist. But what of the elderly grandmother with limited formal education who finds herself raising four grandchildren of various ages? Or, consider the distress placed on working parents who hold low-income jobs in grocery stores that suddenly overnight became "essential" workers so they are not able to be at home to help with school instruction. Likewise, the family whose first language is not English may find this time particularly challenging. More troubling still, is the

fact that not all children will have equal access to distance learning materials due to the lack of internet access within the home.

While well intentioned; schools can inadvertently add stress to families during this time by trying to replicate the typical school day via distance learning. This pandemic finds all of us in uncharted waters and feeling a level of stress. Poor planning from schools can add to family stress. Given the fact that teachers were afforded mere days to prepare, they have put forth a herculean effort to make it happen in record time. Bearing this in mind, all the more reason, the lessons schools provide to parents should be easy to implement and filled with engaging activities.

As is evidenced in the ever changing guidance citizens receive each day from federal, state and local leaders; frustration is higher when directives are harsh and feel punitive. Requiring that someone wear a facial mask when shopping for groceries is better received when there is not an empty threat of jail time attached to it. We all know that law enforcement is too busy to enforce this. Likewise, directions that parents perceive as rigid demands that they cannot possibly meet will make things worse for them and for students. Setting students and parents up for success by providing directions that ease parents' burdens and engage students productively can make things better during this very difficult time. It is also important to keep in mind that the student without internet access is also likely the one who is struggling to get food or whose parent(s) are struggling to provide the basic necessities during this unforeseen situation. Thus, the ability of the parent to act as the teacher in dire circumstances when basic needs are going unmet is potentially placing an unrealistic expectation upon an already stressed family system.

Almost every aspect of the nation was unprepared for the havoc caused by Coronavirus. However, Dr. Fauci has put the U.S. on notice that coronavirus will likely cause future social disruptions (Lahut, J. 2020). None of us know how long the pandemic will linger. While we strive each day to adjust to our new "normal" think of those who are less fortunate. As the days march on, more headlines highlight the inequities and the ugly underbelly of society as it relates to race, finances and access. The good news is that if the virus resurfaces at some point, we will be better prepared if school leaders and teachers are paying attention and listening. What have educators observed that will create better preparedness for next time? How can a system be devised that will ensure that during an emergency, every child will receive a Free and Appropriate Public Education? The answers to these questions are likely different for every school district. However, every district should prepare to answer them. Doing so will allow lessons observed to become lessons learned.

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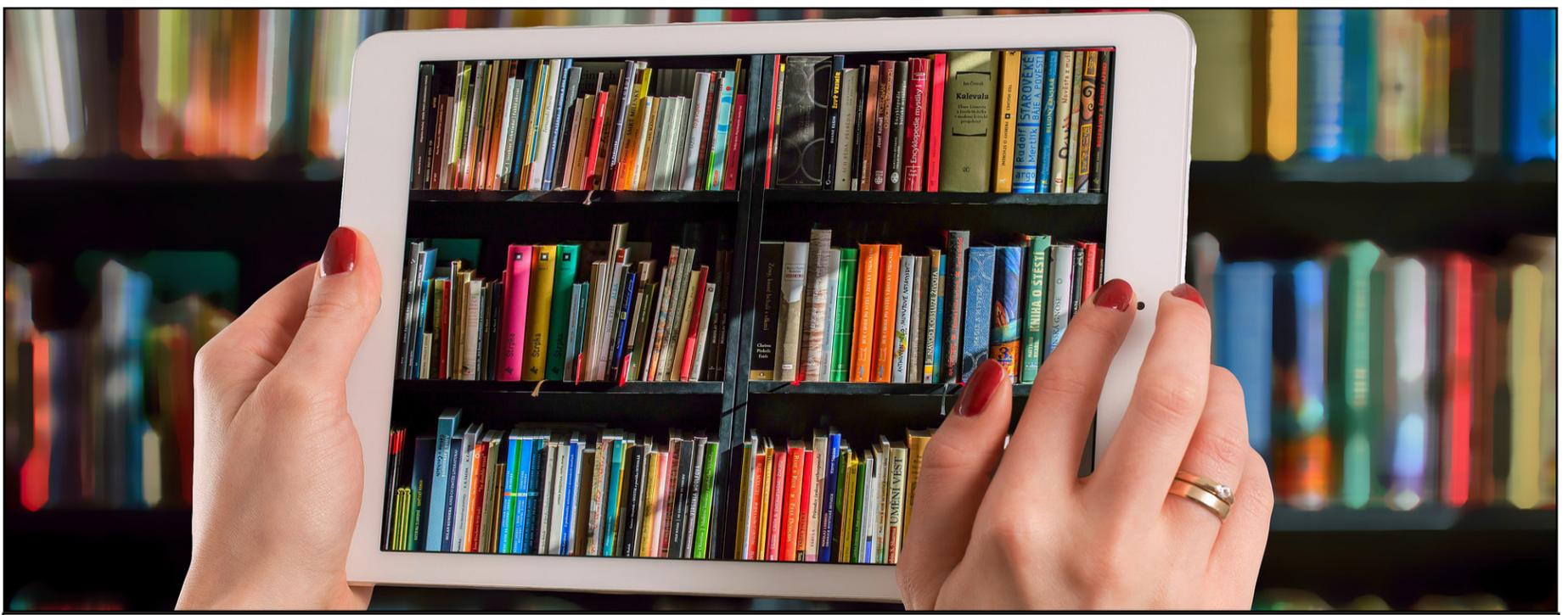
How to Apply Adaptive Leadership During COVID-19 Remote Learning: Solving the Debate of Asynchronous and Synchronous Via the Iceberg Model

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School districts around the country prepare for students to recess from learning each spring. Yet, in 2020, leaders in K-12 education around the nation began planning for learning continuity amid the pandemic of COVID-19. In many boardrooms or incident command centers, within superintendent's offices, leadership teams assembled in an attempt to design an action plan for serving stakeholders pending State Department orders of social distancing, self-quarantine, and shelter-in-place. The main problem: how do we ensure the maintenance of learning for all children in schools that cannot provide technology for each student? Underpinning questions; do we need to offer a laptop to each student in the district, or do we provide a one for each family. If yes, do all students have access to the internet, and how do we know. How do we prepare teachers for remote learning? What are the expectations and implications for learners, parents, and teachers? More importantly, what assumptions and beliefs do we have about our families and their capabilities to access learning from home? Questions keep spiraling.

Challenges with complex issues often require a change in beliefs and approaches to work demand a creative, informed response, not a technical fix.

Adaptive leadership

Misaligned tactics applied to changes that required modifications in beliefs, philosophies, and behaviors create ineffective solutions. In a remote learning scenario during COVID-19, the decision about providing synchronous learning versus asynchronous learning requires an adaptive approach. Leaders must demonstrate empathy, transparency, vulnerability, learn new strategies, and model expectations. Teachers may not have ever posted an assignment on a digital platform, students may not have the attention span to sit in from of a computer for six hours a day, and parents may not have resources to support each child's learning simultaneously. Moreover, families may be ill with COVID-19 and/or have family members dying of the illness in disproportionate numbers by race and ethnicity. To that end, how can we expect synchronously learning when we know more inequities exist than when we were in school buildings?

Run it through the Iceberg

The COVID-19 pandemic created an environment that caused a need for rapid change, and leaders needed to make decisions that hone in on the beliefs and values of educators, parents, and students. Applying a modified Iceberg Model may assist leaders in addressing how to approach remote learning (Senge, 1990).
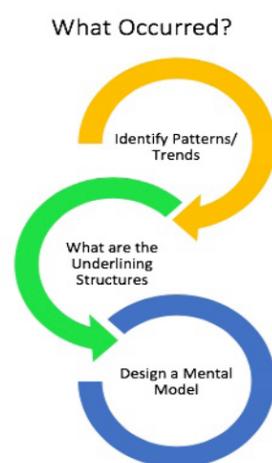
• Identify the event – COVID-19 state orders closed schools

• Identify patterns and trends – What has occurred when students do not have access to schools in the past? What inequities emerge when students cannot access learning from our buildings?

• Identify underlining structures that are present – What are our assets and what are the relationships between our assets, i.e. technology, internet access, food, staff, scope and sequence, professional learning, etc.

• Mental Model – What do we believe about providing education to all students? What are our values around rewarding students who have access to the internet and technology and penalizing families who do not?

Bottom line

School districts deliver instruction in a brick-and-mortar, face-to-face environment. There is no way to replicate what teachers do on a day-to-day basis during this school closure. A key component of adaptive leadership is learning new methods. Given, how this pandemic rapidly changed the way learning and teaching occur, leaders must learn new methods. Leaders must learn which platform or tool aligns with their mental model of remote learning in addition to how to securely provide special education services without breaching privacy rights and expectations. Answers to questions regarding what platform meets the needs of students, parents, and educators require leaders to learn various platforms and how many platforms should one student have to learn for synchronous or asynchronous learning. Addressing the continuity of learning in a K-12 school system for all children is not a technical problem, thus issuing a computer to every child is not an adequate response. Lessons should be asynchronous, meaning that they could be accessed at any time of day.

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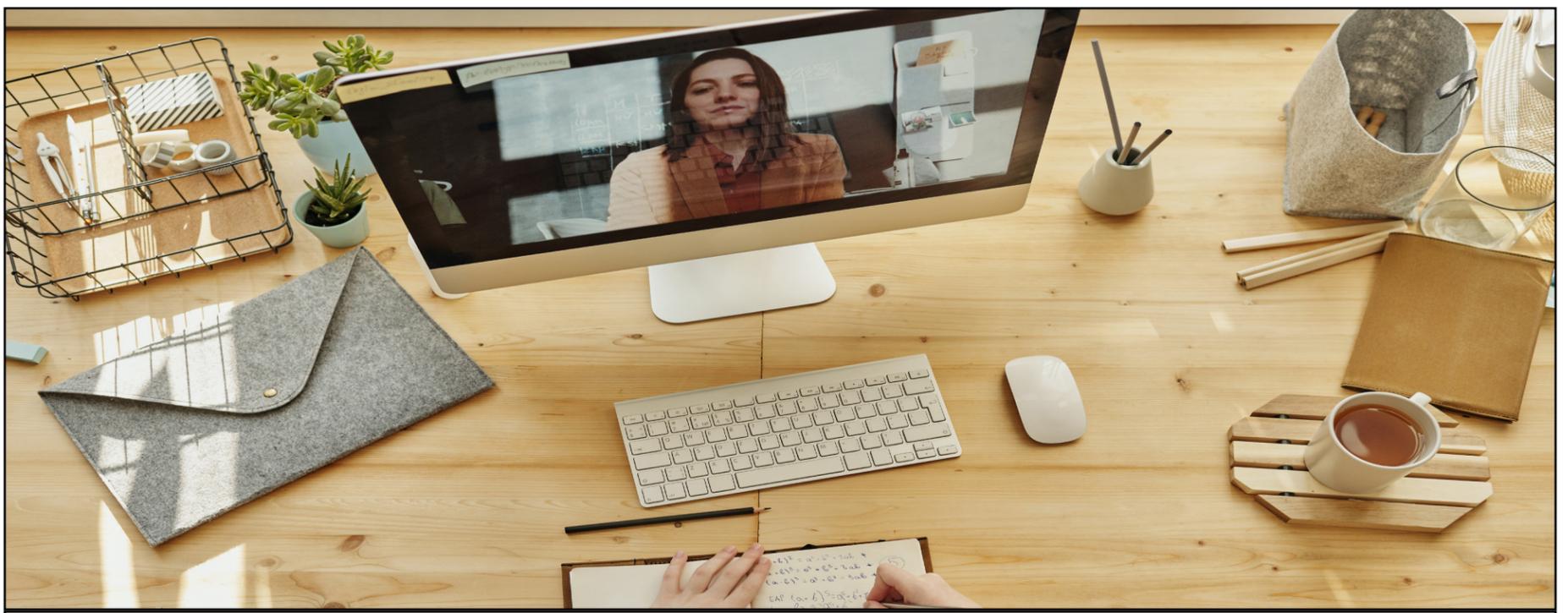
Immediacy in the Online Classroom:
A Prudent Requirement Before, During, and After COVID-19

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With more than 40 years of academic classroom immediacy research, the ability to spur attentiveness and cultivate more meaningful learning is a student experience phenomenon that no class should ever do without. The same holds true for rigorous distance learning, synchronous and asynchronous platforms have and will be put in place at an unprecedented pace as the COVID-19 pandemic continues. However, for K-12 or traditional academicians with little or no online experience, what do they know about eliciting immediacy in the distance learning environment? What do they consciously have to do to spur it on? How does effective immediacy occur in the absence of faculty body language or fewer real-time interactions? The process starts by acknowledging and reacting to student thoughts and emotions in forum discussions, videos, emails, grading papers, and daily or weekly feedback.

In a matter of weeks spring will turn into summer. With no end of the COVID-19 quarantine in sight, the livelihood and economics of K-12 and traditional college and university classes are at stake (Arum & Stevens, 2020). The solution is going online. But that will not guarantee a meaningful student or faculty experience. The efficacy of online teaching and learning is backed by years of research and practice. Conversely, there will always be a group of people who feel learning and teaching in a traditional class is preferred. Some teachers and students have seen online classes as more time consuming and more socially isolating.

While perceptions about online teaching will always exist, they are not always true. Adapting to new routines can be daunting for either faculty or student. Initially, the time needed to set up and manage a distance learning class will increase. But with practice and compliance to learning

outcomes, an online build can be streamlined and replicated for future class sessions. More importantly, with the proper knowledge, practice, and tools, a similar sense of immediacy can be elicited online; the type students experienced for centuries in the traditional class setting.

Many instructors who were attracted to teaching were attracted to have the opportunity to inspire and delight students and make the learning process enjoyable and memorable. Many fondly remember an instructor that inspired them in elementary or secondary school, a role model they would never forget. Most of these role models were lively, passionate presenters who did not just lecture, but got students involved; they imbued immediacy. To understand immediacy and how it is operationalized in the classroom, we need to understand the term immediacy relates to teacher behaviors, not student behaviors. Immediacy itself is defined as the psychological closeness a communicator (sender) conveys between theemself and the recipient of the message (Mehrabian, 1971; 2007). The bulk of teacher immediacy research entailed verbal (Carrell & Menzel, 2001; Swan & Richardson, 2003) and nonverbal (Freitas & Myers, 1998; Rocca, 2004; Chukraborty & Muyia Nafukho, 2015) instructor behaviors.

While some forms of online instruction can allow for verbal exchanges, most communication in the online asynchronous and synchronous classrooms is non-verbal dependent on written postings, pre-recorded videos, and email or chat exchanges. Consequently, for nonverbal teacher immediacy, assessing online body language is not easy; rather, written transactions between instructor and student are the primary focus. As well as making classroom materials more engaging, Conaway et al. (2005) claimed, "strategies for increasing

immediacy online include writing in a conversational tone, using students' names in the postings, and including personal notes in the group feedback" (p. 32).

Building a successful social learning rapport in the online distance learning (ODL) environment between instructor and student is an ongoing process in the online classroom. The timeliness and frequency of written communications typically determine teacher immediacy. Even more important is the degree to which communications foster student psychological comfort. Easton and Katt (2005) stated, "several factors such as teacher immediacy, interaction, and psychological comfort have been identified as influencing collaborative learning" (p. 179).

To ensure that teacher immediacy in the online classroom can radiate from written communications, "instructors need to be aware of the impact that their immediacy behaviors and social presence or lack thereof may have on their students' satisfaction, motivation, and learning" (Swan & Richardson, 2003, p. 81). Thus, how an instructor personalizes communications to a student ties to student satisfaction and as Rocca (2004) noted, increased student attendance.

Thus while electronic canned feedback has its place to offer faster and more frequent consistency, and tools like PhraseExpander that help to easily work in comments across all platforms or those specific to software such as Microsoft Word AutoCorrect that can be easily programmed to provide hundreds of professional instantly inserted comments, must still be complemented by personalization where applicable (Bean, 2014). This way faculty can save time by offering rigorous commentary, and students can receive the

personalization in the form of immediacy they deserve.

Both faculty and student are always looking for ways to save time, but neither should sacrifce a memorable experience in the classroom. So continue to give those lectures live or record them with renewed vim and vigor. Take delight in offering the latest contemporary information that makes your class so special. Create engaging content by carefully selecting fonts, colors, and spacing to aid in the overall online experience (Bean, 2018). And if you need to add other unique engaging assignments, consider using social media to garner more class attention regardless of the subject matter (Bean & Waszak, 2014; 2015).

Immediacy in the online classroom has been and will continue to be a most prudent faculty iniative, one that can increase student attentiveness and retention. Many K-12 online initiatives as well as traditional colleges can and should learn more about scaling online without sacraficing immediacy. They can learn much about immediacy to maintain attentiveness and retention from schools like University of Phoenix and other online higher education institutes who have been successfully doing it for many years (Arum & Stevens, 2020).

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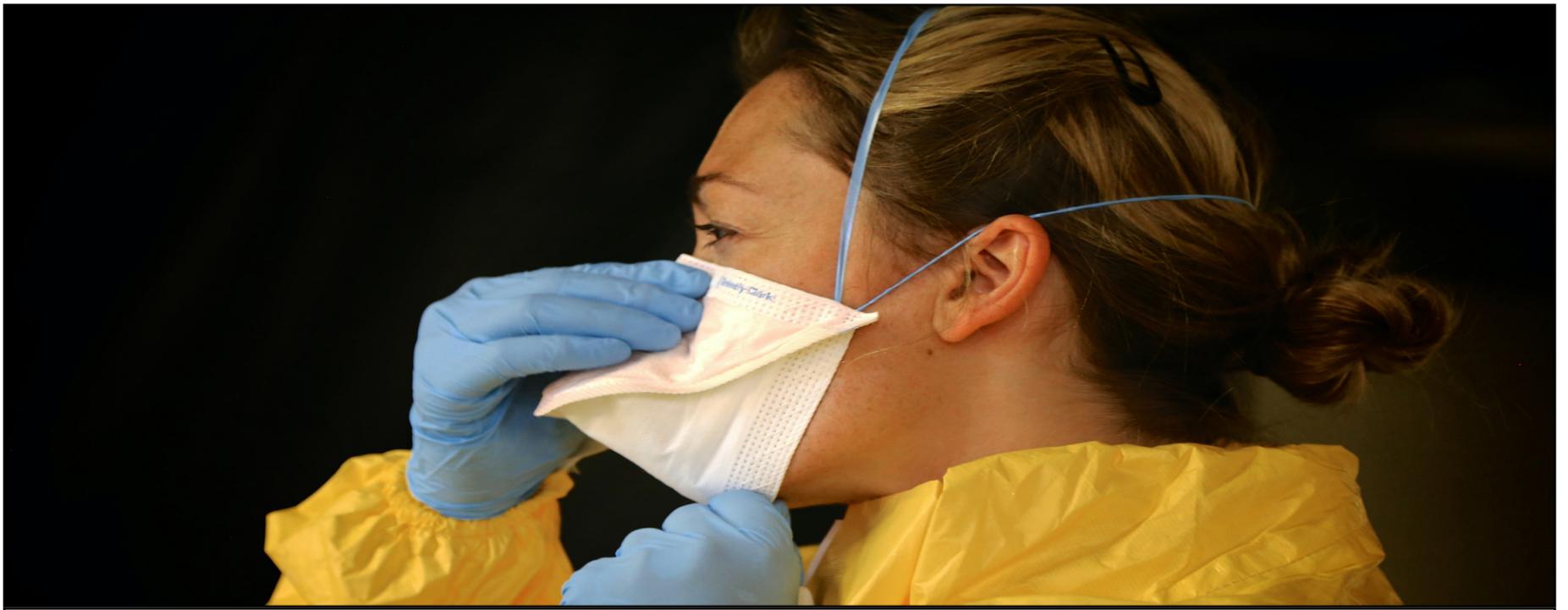
Supporting Our Frontline Healthcare Workers: Reflections from a Nurse Educator

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Working as an online RN Nurse Educator, there have been numerous healthcare disparities noted with the onset of the coronavirus pandemic. The coronavirus pandemic is an unprecedented event that has changed the course of society in one fell swoop. Through my experiences as an educator in this field, this article provides perceptions of the coronavirus pandemic and, consequentially, the mental health care needs of the front-line healthcare workers.

From a Nurse Educators' perspective, the healthcare system simply was not prepared for the impact of this pandemic on our nation's healthcare system. As we note in almost daily media reports, there was not enough personal protective equipment (PPE), tests for the virus or testing ability, ventilators, trained ICU/ER nurses, or rooms for patients. PPE is essential for healthcare employee safety for any type of isolation such as contact, droplet, or respiratory issues (CDC, 2007). Unfortunately, while this equipment remains essential to the safety of those working in hospitals and clinics, the coronavirus pandemic has essentially taxed the supply chain, resulting in a scarcity of resources and a situation where many frontline healthcare workers are at risk.

In the instance of the coronavirus pandemic, the contagiousness and infectiousness of the disease was not well known at the beginning of the spread of this virus. As the Center for Disease Control and Prevention (CDC) and other major healthcare leading organizations gathered new data, through reliable viral testing in affected areas in the United States, health care professionals experienced an influx of continuously changing recommendations and policies. The frequent policy changes had healthcare workers at the bedside confused and unsure as to what specific PPE was required to protect them from contracting the virus. As such, the accumulation of few supplies, little to no testing, frequent changes in policy and unknown PPE requirements created many safety issues for many healthcare workers.

The need for ventilators, properly trained ICU/ER staff and the availability of patient rooms were additional areas that highlighted healthcare disparities in our current healthcare system. Cross-training RNs at the bedside has been a practice in healthcare, but not on a large scale. There is a specific skill set required for working in the ICU and ER departments. Sometimes the ICU and ER staff are cross-trained, and the labor and delivery and mother/baby staff can be cross trained. However, in most hospitals, medical-surgical unit nurses are not cross-trained for the ICU or ER. The lack of specialty trained nurses to properly and adequately care for ventilated patients have created situations that are different from standard practices, such as one ICU trained nurse having more than the standard practice of having only two ventilated patients in their care and an ER nurse caring for a ventilated patient for longer periods of time than recommended by industry standards. As noted by Halm, a RN having more than the industries standard nurse to patient ratio causes potential safety issues for the nurse and patient (2019). The lack of rooms in the ICU compounded the issue by having patients on stretchers in the ER and being cared for by an ER nurse instead of an ICU trained nurse. Further, not having proper beds for patients can increase undesired consequences, such as bed sores and exacerbations of chronic disease, which can lead to poor outcomes (Pagnamenta, 2017).

Another pressing issue within this pandemic is the capacity of hospitals across the nation. Hospitals were tasked to increase their ICU bed capacity by as much as 150%, such as in New York (Cuomo, 2020). By increasing the ICU bed capacity, proper monitoring equipment for a ventilated patient can be provided. However, even though bed capacity was increased, there was the remaining issue of having enough properly trained ICU RNs to care for the ventilated patients. A plea from Governor Cuomo for retired and volunteer healthcare workers to return to the bedside was soon echoed by many other governors throughout the United States facing peaks in coronavirus patients who needed to be ventilated. Additionally, many mobile Army surgical hospitals (MASH) with supplies and personnel were quickly established in New York and other hot spots (Junkins, 2020). These MASH hospitals can be moved as needed as the coronavirus infection spreads and peaks in patients.

Nurse educators recognize the importance of supporting students who may be directly working within healthcare environments providing patient care for those affected by the coronavirus pandemic. Most online RN's are licensed RN's working in the healthcare system while pursuing some form of additional higher education. As with the healthcare system, RN online nursing students were suddenly faced with overwhelming patient loads causing additional working hours while balancing stress from home, work, school life and National Mitigation where non-essential areas were closed.

The National Mitigation Framework, Second Edition, created by FEMA (2020), in essence provides a working framework to focus on setting strategies for whole communities to build, sustain, deliver and coordinate efforts for core supplies and resources at the national, state, and regional levels and coordinating government and private industry efforts. In addition, the President's Coronavirus Guidelines for America (CDC, n.d.) provide additional guidelines such as closure of non-essential businesses, social distancing, avoiding

social gatherings and other practical guidelines to help decrease the spread of the coronavirus. With these guidelines, many governors issued orders such as shelter-in-place, closed non-essential business, and required essential businesses to remain open. All healthcare workers were considered essential workers and required to report to work. This added to the stress of online RN students working in high risk areas with an increased level of transmission of the coronavirus.

Posting a specific thread in each week's discussion board related to the coronavirus pandemic, where RN online nursing students related their thoughts and stories, seems to be a healthy outlet for our RN online nursing students. This provides not only an educational opportunity to examine nursing in action, but an outlet to discuss what they are seeing, thinking, and feeling as they work on the frontlines of this pandemic. Students have relayed chilling stories of having numerous patients on ventilators, being pulled to an ICU area with no previous training; experiencing a lack of supplies, medication, and PPE; staffing issues; responding to sudden cardiac codes; dealing with a high death rate; and experiencing overall fear for themselves, family, and co-workers. Several students related stories of how a co-worker was fine and healthy one day and then falling ill and being put on a ventilator the next day. Some of these co-workers survived but many did not. Online nursing students related the fear and "weirdness" of caring for a co-worker in this situation. One student noted she was "tired of death" and "deathly afraid of going to work" but managed to continue her duties. Through these conversations, one thing is evident: RN online nursing students are terrified but also dedicated as they remain on the frontlines of this surreal war.

Many RN online nursing students note the challenges of making academic progress as they continue matriculation in their programs while also serving as frontline workers within this pandemic. Many have expressed frustration in their own performance for course projects, due to the lack of time left over in a day after meeting many other obligations. Some RN online nursing students have left their online program temporarily since work and home life now dominates their worlds. Yet, the University of Phoenix recognized this extra

strain early on and issued guidance to faculty that has helped students by supporting online instructors as they work with students, such as allowing extended due dates on assignments without penalty. This extra flexibility for students from the university seems to be very beneficial to students and their performance on assignments and within programs.

As the coronavirus pandemic continues to unfold, it is important to consider the vulnerability of our frontline health care workers. While we have examined the needs of these personnel, in relation to PPE and working conditions, we also must consider the mental and emotional wellbeing of each and every healthcare worker, as well. Our frontline healthcare workers have been traumatized by their individual and group experiences with coronavirus. Experiences of fear, death and helplessness can lead to future mental health issues, such as PTSD (Lewis, Arseneault, Caspi, Fisher, Matthews & Moffitt, 2019). Specific mental and emotional health interventions can include both trauma-focused interventions that address the memories of the event and non-trauma-focused interventions that include relaxation, stress inoculation training and interpersonal therapy (Watkins, Sprang & Rothbaum, 2018). As such, the lack of addressing the trauma experienced by our frontline healthcare workers could lead to a massive exodus from our healthcare system, leaving an even bigger shortage in healthcare workers than what existed prior to the onset of the coronavirus pandemic. This is a war unlike any before. Addressing the physical, mental, and emotional impact of this pandemic on our frontline healthcare workers becomes a current and future imperative for us all.

To say that the coronavirus pandemic caught our healthcare system unprepared is an understatement. The lack of equipment, beds, supplies and personnel helped to identify some of the greatest deficiencies in our healthcare system. In addition, the needs for online RN students and mental healthcare needs for all frontline healthcare workers were also identified. Providing flexibility in online education is one viable solution to help online RN nursing students. Addressing and implementing mental health care needs is a current and future obligation that needs to be fulfilled.

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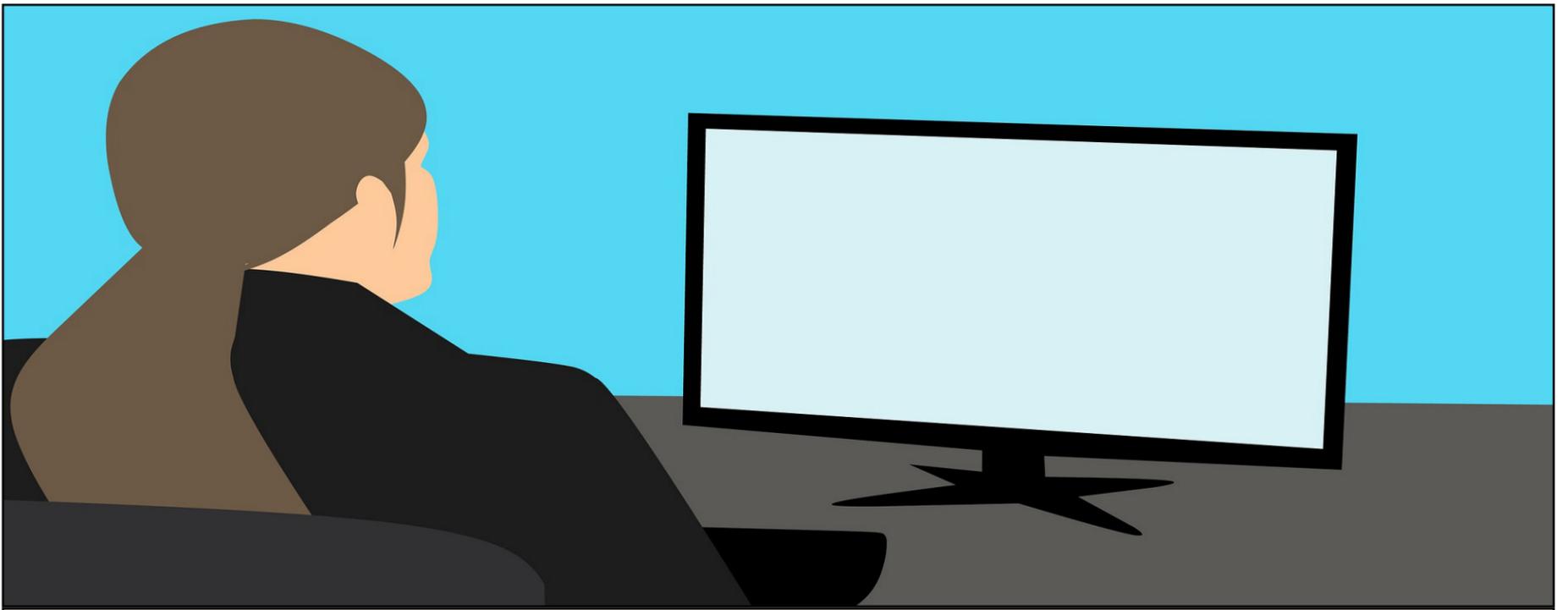
A Teachable Moment for Counselor Education

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When I was earning my Masters of Science in Clinical Mental Health Counseling we were admonish to see clients only in the face-to-face format while earning our hours. While our program was primarily online (with two residencies and numerous videoconferences) our education was focused on in-person face-to-face interventions, our practicum was in-person face-to-face sessions only, and our internship was in-person face-to-face only. During our courses we were exposed to articles on teletherapy and telemedicine, but it was not a part of our formal, regular curriculum.

Regarding regulations, counseling programs are regulated by the Council for Accreditation of Counseling and Related Educational Programs, also known as CACREP. While I was a student it was never clear whether CACREP approved of teletherapy for educational programs for counselors. The focus was always in-person, face-to-face services, and this led to an assumption that teletherapy was second-rate at best. Fortunately, the current crisis has allowed CACREP to more prominently clarify its stance. On their website CACREP clearly outlines the flexible stance this organization has taken. Regarding CACREP standards 3.G and 3.K discussing clock hours for practicum and internship within a program, CACREP clearly states "CACREP does not have any prohibitions against telemental health or distance supervision."

While CACREP regulates educational programs, licensure, however, is regulated at the state level. Within the state of Montana, where I reside, most indices point toward support for telehealth. A lack of clarity comes, however, when discerning the definition of 'face-to-face' supervision. Montana Rule 24.219.604 #2 clearly indicates that supervision must occur 'face-to-face'. Client hours are defined as direct or indirect (with direct client hours including sessions, and indirect hours including

trainings, writing of therapy notes, and the like). However, for supervision, hours must be face-to-face. The question arises, does face-to-face include videoconference technology as found within telehealth? Or, is the presumption that face-to-face automatically includes 'in-person' interactions as opposed to 'at-a-distance' interactions? Thus, a three-fold opportunity arises.

1. First, students and post-graduate therapists completing hours for full licensure should clarify their state requirements regarding in-person and at-a-distance, or telehealth, supervision.

2. Second, programs attempting to adhere to state regulations should also clarify with their states if practicum, internship, and post-graduates seeking full licensure may engage in videoconference telehealth supervision.

3. Third, state legislatures have the opportunity to align state requirements with CACREP policies, including recent statements regarding flexibility and lack of prohibition against telemental health or distance supervision.

The current crisis has made us aware that telemental health and teletherapy are unique aspects within the counseling paradigm. They are far more critical them then we had once thought. In a very short period of time we found counselors scrambling to move their practices online and move away from in-person, face-to-face therapy towards teletherapy. Counseling organizations and online CE organizations quickly put out guidelines, certifications, and best practices pieces regarding teletherapy for the counselors who are already engaged in the practice. And we as counselors in the height of our own anxiety, to meet our clients' needs, continue to eat it up. These ongoing CE trainings and best practices pieces have made us aware that our own education around teletherapy was sorely lacking. It seems that we now have an opportunity to grow counselor education to include issues around practicing

teletherapy including learning how to integrate teletherapy into our practicum and internship experiences. I can only imagine how different counselor responses would have been had we been trained prior to this crisis how to integrate teletherapy for use with multiple client populations. For example, how can teletherapy best be used with children between the ages of five and ten years old struggling with behavior problems, or with seniors struggling with depression and anxiety? I believe the exploding practical use of teletherapy opens up a ripe opportunity for research, training, and education within teletherapy on how teletherapy can best be used with certain mental health disorders and with certain populations. In a sense the current period of Covid-19 crisis is a call to action for CACREP and all counselor or therapist professional organizations to integrate teletherapy and telemedicine into formal educational programs.

So, what might a teletherapy or telemedicine program element look like? It would ideally include discussion of issues related to ethics, use of hardware and software, and use of teletherapy for particular disorders and with particular populations. It would include research that has been done on best practices and on how teletherapy should and should not be used. Also, we would learn about how teletherapy may be used with specific clients, individuals, couples, and groups as well as within different institutions such as community mental health centers and substance abuse treatment centers. We would learn the different social, economic, cultural, and cross-cultural implications of using teletherapy and telemedicine, as well as how a therapist might conduct mental health assessments in a culturally competent manner (and while aware of issues related to social economic status including access to resources such as computer technology) during teletherapy. There are many elements which may be explored, and I

imagine that the field of counseling will be inundated with auto-ethnographic and case-study articles on many of the topics above as we continue the advancement of our knowledge regarding the utility of tele-therapy during times of crisis or otherwise.
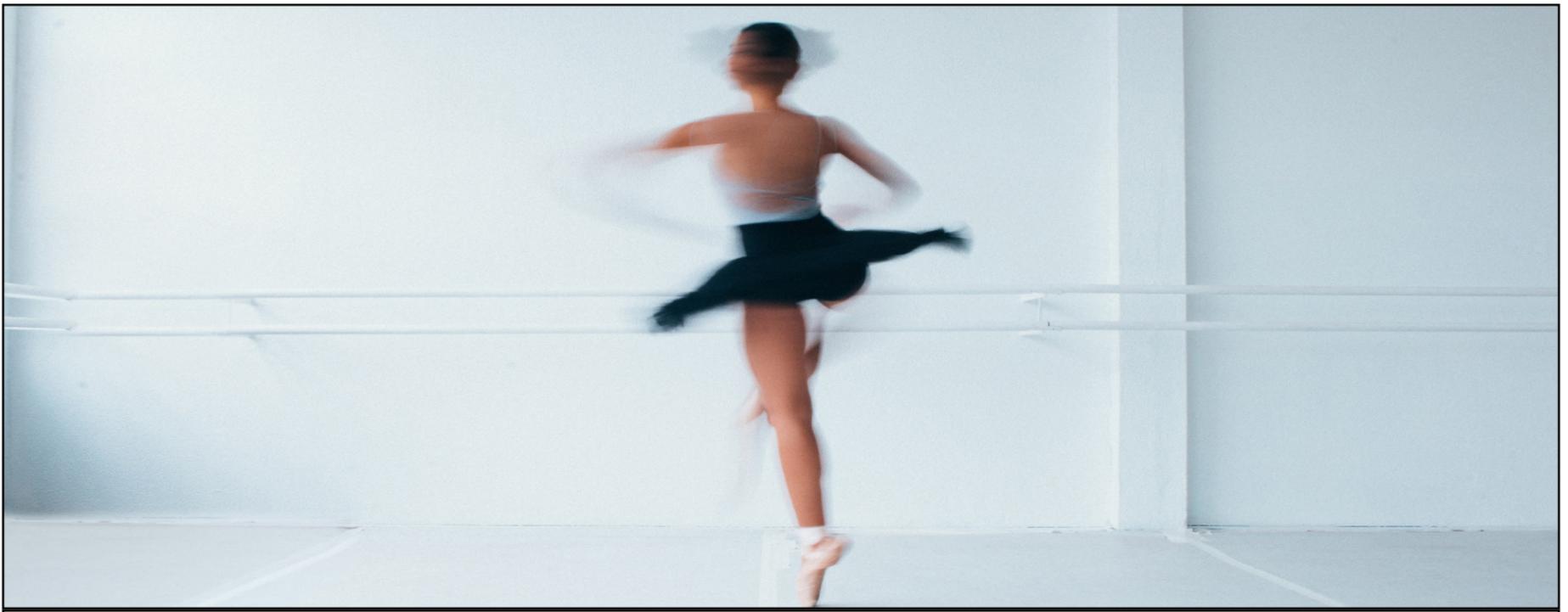
Pivoting of Higher Education in the COVID-19 Era

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The gradual evolution of leveraging learning technology received a disruptive acceleration in Q1 of 2020 by social distancing practices in response to the COVID-19 pandemic. Beliefs in the value of synchronous, asynchronous, online, and onsite learning are passionate discussion points in academic and applied professional subcultures. The inertia against online learning caused by these philosophic divisions must be overcome by higher education (HE) to meet the urgency of this moment. Continuity in delivering knowledgeable and skilled candidates to the recruitment community is essential in maintaining accreditation standards and meeting the economic demand for skilled professionals.

Relevance in Response

Leaders of HE learning groups are challenged with pivoting to technologically enhanced delivery platforms while maintaining solid pedagogic principles to foster successful learning environments. Recent andragogy findings support non-traditional learning models, emphasizing the value and relevance of student-centered learning. These values align with the preferences of Generation Z. The burgeoning Gen Z demographic value organization agility, micro-learning, personalization of training, transparency, and real-time feedback (Petrucci & Rivera, 2018). These groups prefer leaders who demonstrate inclusiveness, commitment, and ethics; they prefer small team-based groups, decreased hierarchy, and flexibility. Social distancing practices facilitated an unprecedented shift toward online synchronous learning; HE is presented with an opportunity to right-size learning environments and add value to service delivery methods; leveraging these opportunities identified in recent andragogy studies.

Strategic Grounding

Formulating a strategic response for an immediate and comprehensive shift from on-ground to online learning revealed the abrasion between HE leadership's top-down and learner's collaborative mindsets. Learning group leader's with middle management experience will be familiar with this conundrum, executing swift change, coordinating collaborative team effort, and maintaining operational efficacy. Adult learning emphasizes learner participation, experiential learning, and personally relevant topics (Wilson, 2018). By including learners in how the online pivot occurs, the challenge is converted into a broader learning opportunity and a way to demonstrate an institution's authentic commitment toward increased personalization of training as espoused by Petrucci and Rivera (2018). The inclusion may mitigate the perception of authoritarian based behaviors found to decrease learning efficacy (Alt & Itzkovich, 2018).

Feelings of empowerment may be amplified through including learners in crafting the swift transition and channeling their efforts through a Triple-V model approach. Mortimer (2016), noted an increase in deep learning, personal growth, and empowerment associated with integrating the virtues of vision, value, and vocation into the learning experience. The COVID-19 pandemic response presents an extreme experiential learning opportunity, applicable to most social science disciplines. Learners have a unique opportunity to participate in and study the impact of external forces and value-based organizational response as consumers of HE and/or as professionals in their respective fields. Learning group leaders have an opportunity to leverage this approach to increase value to the learner and the organization.

The significance of the COVID-19 response impacts both facilitator and student; the magnitude of this event activates aspects Human Learning Theory and Social Constructivism; both concepts recognize the importance of a student-centered approach to learning (Wilson, 2018).

Higher Education Post COVID-19

The COVID-19 era has introduced a shared experience for leaders and learners to connect. Larger opportunities for the Higher Education industry include embracing proven andragogy principles that align with needs of the growing Gen Z consumer while concurrently adhering to the social distancing best practices. The solutions are strategic, inclusive, and add value to the higher education experience.

Immediate adaptability of learning environments to online platforms occurred in Q1 2020 for an indefinite period. Focused formal and informal discussions about fostering supportive learning environments through this difficult time are excellent opportunities to share strategic approaches for adapting course structures to evolving student needs. Learning group leaders are also encouraged to authentically solicit, listen to, and implement suggestions from learners about how to best modify course structure for greater comprehension.

Institutions are encouraged to review learning group sizes and/or create additional opportunities for small group interaction, allowing for greater degree of connection with learners and fulfilling the preferences of HE's larger demographic. Finally, by leveraging the Triple-V model through clarifying the vision, value and vocation application of the online pivot, HE potentially increases learner's feelings of empowerment while facilitating deep learning by contextualizing this unique experience. This strategic approach, founded in pedagogic principles, meet the needs of the new normal, while addressing the evolving needs of the new student populous.

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Pass the Manila Envelope, Turn on the Camera, and Learn During COVID-19

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Families across the world are facing unique challenges since the outbreak of the COVID-19 pandemic ushered in the new year. The pandemic has caused educational leaders and families worldwide to seek alternative instructional methods, to ensure students' learning continues during these times of social distancing. Educators have sought synchronous and asynchronous methods to ensure that disruption in learning is kept to a minimum for the duration of this pandemic. Parents of 55 million school age children in the United States, 5 million in Canada, and 53 million in Brazil (Unesco, 2020) have the added challenge of educating their children at home, often with few to no resources.

State and national governments have required teachers to stay home and teach students online. Many educators are seeking appropriate digital tools to maintain consistent daily skill development in most parts of the western world. A vast number of programs and websites that teachers implement in the classrooms are transitioning to the distance learning environment. Online teaching aids are aimed at math and reading development, and the teachers are supplementing lessons with daily online meetings through platforms such as Zoom, Google Hangouts, and WhatsApp.

Children who live in homes that are ill-equipped with technology experience limited access to online learning. Educators and researchers continue to seek answers to bridge the gap among diverse student populations who have access, and those who do not, to technology and environments that allow learning to continue during the COVID-19 pandemic. The focus of this research team will be to answer questions about how parents support their children's distance learning attendance and experiences, how parents improvise when real-time teaching is not available, and how parents provide physical and social engagement activities for their children to ensure healthy mental and physical well-being.

COVID-19 has changed the way educators teach students, and the mode in which students engage in learning. In Brazil, a nation-wide mandate for students in public and private schools – from pre-primary to tertiary institutions – to remain home and in isolation has left educators to decide the best method of instruction to reach their particular population. Nearly 52, 898,349 students have abandoned the traditional curriculum to face unchartered academic territory for learning across Brazil (UNESCO, 2020).

Educators in large cities and rural areas have sought out alternatives for on-site classes. The method of instruction teachers select varies greatly as does the social infrastructures in Brazil within the 26 states and the Federal District. Instruction via platforms range from Zoom, Google Hangouts, WhatsApp, to applications created by schools. These instructional tools allow teachers and students to learn synchronously imitating the real-time learning that used to be the norm before COVID-19. These new limitations that require students, teachers, parents, and the community to stay home in isolation have brought creative minds and solutions to the forefront of education. Teachers and students continue to expand concepts of what constitutes a classroom and an environment that is conducive to unique instruction. Unfortunately, not every community has the social infrastructure or public funding to purchase rights to synchronous platforms and educational tools to bring teachers and students together on a computer or cellphone screen.

Students in smaller towns with more rustic infrastructure and less public funding must seek out alternative, low-cost methods to bridge the gap among the students and teachers nationwide. Asynchronous methods that involve communication through regular email serve as an instructional tool to ensure students are present on a daily basis. A simple, yet indirect method in small rural towns, nestled near large plantations of corn, soybean, and sugarcane, in the state of Goiás, has involved caretakers and parents dropping off completed homework in plastic covered folders, to secretaries donning masks, and picking up an outbound folder with new assignments to complete and return on a designated day. The educational leaders' lack of technological infrastructure to restructure the classroom via an online platform was cleverly aligned to a no-nonsense solution to exchange plastic manila folders of

homework and new assignments twice weekly.

Where home technology and Internet are not a reality for every student in the public-school system within the interior towns of the state of Goiás, asynchronous systems offer temporary solutions to educators and students who wait for the pandemic to slow in their communities, so they may return to the physical classroom. In these hardworking, rural communities across Brazil and the United States, many students' parents cannot afford purchasing a computer or installing internet into their homes. The asynchronous system is an alternative option for teachers and parents who have exhausted creative ways to allow students diverse activities, to ensure learning continues.

According to one ninth grade student who attends a public school in a rural town in the state of Goiás, and has been home since President Bolsonaro's stay-at-home mandate on April 12th (Unesco, 2020), the students used Zoom for one week of instruction. Teachers decided to move to WhatsApp to facilitate instruction by storing homework and corrections on email and the WhatsApp school group. Five teachers created one group for the ninth-grade class with the school coordinator and director in the group to monitor and ensure students and teachers maintained a professional virtual classroom. Teachers instruct their respective session and send videos from YouTube for students to watch. To avoid inappropriate behavior, the teachers block the video and use the chat only option. The Physical Education teacher made a video of herself conducting exercises with subtitles explaining each exercise. The assignment to complete during the remainder of class was to film themselves conducting each exercise, and to write a reflection of their experiences in a physical notebook. Students were to send in the clipping and a photo of their handwritten assignment to the teacher's email address. (Y. Borges, personal communications, April 15, 2020).

As teachers continue to refine online instruction through multiple platforms, students have faced these new realities with resilience. The students and teachers initiated classes with the Zoom platform but within a few days sought to alleviate technical issues by using WhatsApp (a well-received online application in Brazil), students demonstrated a spirit of resilience by changing from one platform to another to continue studying. Although some private school students have only switched from one synchronous platform to another, and own a laptop, public school students, such as Y. Borges (April 15, 2020) must find a quiet space to study. She voiced her concern about parents and grandparents not understanding that she is studying while using her cell phone, and that they do not take the online learning seriously. WhatsApp was the most recent instructional platform chosen by her school administration. At times, she has been interrupted to help with cooking or to do cleaning during a classroom chat session on WhatsApp. Taking online instruction seriously (by family) has been a struggle for her during the COVID-19 pandemic (Y. Borges, personal communications, April 15, 2020).

How educational and familial counterparts in North America continue education during the COVID-19 pandemic demonstrates diverse instructional tools that connect teachers and students to a virtual classroom. In parts of the United States, students are well-prepared to transition from the physical classroom to distance learning. Students have technology at home and the knowledge of how to utilize the Zoom classrooms and access materials needed for their lessons. However, in many rural and less well off areas, teacher and student preparation for distance learning resembles that of less equipped nations.

Some rural school districts in the United States connect online with students during the COVID-19 pandemic. In Wyoming, each school district had to develop a learning plan and submit it to the Wyoming Department of Education for approval. The learning plans included the use of Zoom, Google Classroom, and other programs (such as Dream Box, IXL, and Raz Kids that students could access at home to improve their skills). Educational leaders in other school districts have required teachers and students to meet for three hours for essential instruction in reading, writing, and math.

Prior to teachers initiating online learning classes, some families in rural areas received support from teachers on how to assist with online learning. Teachers made packets of necessary worksheets for students to use during instruction. The state governor of Wyoming and community leaders asked families to stay home as much as possible. Teachers tried to maintain academic rigor and to lessen parents' stress with the new social distancing and online learning guidelines by delivering the materials to students' homes. Teachers knocked on doors and stepped back the appropriate distance of 6 feet. The teachers were often greeted by students' friends who were observing social distancing with their families.

Some families across the nation experienced difficulties with access to technology in their homes. Some school districts supported less privileged families by allowing bus drivers to deliver hundreds of Chromebooks or computers to students in need. Some families who did not have Internet when the quarantine began were provided with free Internet service so students could continue academic engagement online. In some neighborhoods where Internet services were not available, school buses were set up as hot spots and available for students.

Parents, who cannot join for the three hours of virtual instruction, may access a recording of the lesson to connect and participate with their children's activities. Some teachers prerecord lessons and share with their colleagues to lessen the workload. Parents who remain in the workforce are able to access the work at their convenience. Teachers provide assistance with how to access Zoom and answer questions through scheduled virtual meetings. Students with Individual Learning Plans are instructed through Zoom at scheduled times most convenient for families.

During this unprecedented time in history, teachers and families across the nation are working together, building strong community connections to find solutions to technological and instructional issues to ensure learning continues with minimal disruption. Educators, students, and families across diverse social conditions continue to strive to maintain a new normalcy at home where school and work environments traverse kitchens and living rooms through synchronous and asynchronous systems. As students and families adhere to fluctuating social and educational norms, resilient teachers continue to search for creative and supportive methods to keep the youth of our nations productive and involved in their learning.

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Effective Homeschooling Strategies for Students in the Time of COVID-19

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Homeschooling, sometimes called home education or home-based learning, can be defined as parent- or caregiver-led, or personally funded education outside of a traditional on-campus school (Forrester, 2016). With the emergence of robust virtual schooling and forms of distributed learning, homeschooled children can be taught in a variety of learning environments with a blended approach to education that may include meeting in person and online, in an established home environment, or exclusively online from any location that has an Internet connection. Bosetti and Van (2017) point out that "registration in these courses relinquishes some parental authority over their child's education because these courses are developed, delivered, and supervised by certified teachers employed by an accredited private or public school authority" (p.50). Their learning experiences can be taught by an assortment of instructors, including a parent/caregiver, tutor, or online teacher (Forrester, 2016).

Homeschooling has been around for centuries, but it is beginning to gain more traction in the 21st century as the landscape of public education continues to change. Historically, the federal government, and specifically the US President, have had minimal influence on the nation's education system (Hales, Graves, Durr, & Browne, 2018). For the most part, states can develop and implement their own educational systems.

The coronavirus (COVID-19) is an infectious disease that had its first outbreak in Wuhan, China, but cases have been identified in a growing number of other locations internationally, including the United States (CDC, 2020). COVID-19 has led many state school systems to shut down their school systems until further notice, or have students learn remotely from home until the end of the year. In traditional homeschooling, parents had the option of collaborating with others in public co-op groups using the hybrid approach, but this is not an option due to many states' stay-at-home orders. Therefore, parents are looking for strategies of how to effectively homeschool their children so that they can continue having learning experiences.

This article provides a few strategies that can be used to help parents better support a remote learning and/or homeschooling environment during this pandemic. These strategies include five key components: (a) build academic rapport; (b) select a dedicated learning environment; (c) establish a schedule; (d) collaborate with others; and (e) encourage creativity and life skills. Focusing on these five strategies will ensure that students are able to have a positive and rich learning experience.

Build Academic Rapport

The first strategy is to build academic rapport. Parents may already know what their children like or dislike because they have spent a lot of time with their children over the course of their lives (Holland, 2015). However, when it comes to academic learning, the connection between parent and child is different. Guterman & Neuman claim that "in homeschooling, the interaction between parents and children is more intensive than usual (when children attend school), because the parents and children spend much more time together" (2017, p. 2784). This is why taking the time to build academic rapport is important. Parents need to know their children's strengths and areas that could use improvement in each subject. When getting to know your children academically, it is important to communicate with them about their academic journeys thus far, and to be receptive to what they have to say. Parents can ask the following questions to support their children in their remote learning and homeschooling experiences:

1. In your own words, describe your definition of what remote learning and homeschooling looks like for you in our home.

2. If there were one thing that you could change in how you learn, what would it be, and why?

3. What are some online learning games and/or resources that you use to help you learn better at school?

Each of these reflective questions provides additional insight that is not found on the report card or in the online classroom, but that can be used to help your children at home. Children have a good idea about how they like to learn, and asking them these questions will enhance the academic rapport at home.

Select a Dedicated Learning Environment

The second strategy is to select a dedicated learning environment at home. This area needs to be designed so that children can have a quiet and stable location where they can always go to work (Holland, 2015). This learning environment should be free of any distractions that will prevent children from focusing on their studies. It is also important to design an age-appropriate learning environment. For instance, if the children are in grades K-4, then it is important to set up a home environment in which students can have a comfortable reading area, such as on a bean bag or a couch area that mimics their previous experiences with reading in the classroom (if applicable).

It is also important to ensure that they are able to have learning experiences through play activities. If mini-learning stations are set up to help rotate learning experiences, then it is important to find a location where you can stay within close proximity in

order to facilitate learning and record any observations for when you follow up with your child.

For older students, it is equally important to provide time for independent learning after their online teacher, tutor, or parent has provided them with instruction regarding the topics slated for the learning day. When selecting a dedicated learning environment at home, make sure that it can cover all aspects of the learning process.

Establish a Schedule

The third strategy is to establish a schedule. It's important to stick to a schedule that supports how the family operates and how the children learn. It is particularly important to cater to the children's learning needs. Establishing academic rapport will help parents to know their children's limits. Additionally, the schedule will depend on how the school districts have structured their remote learning online programs. For instance, a teacher may communicate that they are uploading new content to the virtual classroom at a certain time (i.e., 8:00 a.m.), and that the content will be available on until (4:00 p.m.). In this case, the children must be able to review the material and work on that assignment with that timeframe. If there are no limitations to accessing course content, then it is best to establish both a family and school schedule, including learning opportunities to enhance students' social, emotional, and physical educational needs so that everyone is on the same page.

Collaborating with Your Academic Support Team

Even during the COVID-19 pandemic, collaboration can be utilized in order to meet the needs of students. Whether your children are being homeschooled or participating in their school district's remote learning online program will affect how you collaborate with the academic support team. If it is with the school district's remote learning team, then there will be communication with each of the children's teachers, just as if they were in the classroom and parents had access to their parent portal to check on their children's progress. On the other hand, if parents are homeschooling their children on their own and have hired academic support teams such as behavioral interventionists, private tutors, or another qualified educational professionals to provide supplemental educational services, then they will have to schedule online meetings.

The academic support team may opt to meet via a virtual conference platform that has audio, written, video, and recording capabilities that make it similar to an in-person meeting. Another option would be to meet via phone to discuss the students' progress and address any additional concerns. Specifically, for online tutoring support, online tutors conduct their tutoring sessions with clients in a secured, virtual classroom. While parents are focusing on their own work or addressing their other children's needs, the online tutoring sessions can be recorded in a virtual classroom setting, allowing parents to go back and review the tutoring lessons to ensure that they have not missed anything, or to learn more about the topic to create a follow-up discussion. The key to success with online collaboration during the COVID-19 pandemic is flexibility and communication that enables all parties to meet the children's learning needs.

Encouraging Creativity and Life Skills

The last strategy is to encourage creativity and life skills as part of the remote learning and homeschooling experience. During the COVID-19 pandemic, and under the stay-at-home orders mandated in several states, parents may opt to have their children exercise their creative thinking by participating in tasks related to elective topics such as physical education, nutrition, creative arts, photography, music, field trip experiences, and life skills courses. If their children were not able to fit these topics into their normal school schedules, then remote learning during COVID-19 presents a unique opportunity for parents to integrate their child's multiple intelligences to enhance their real-world learning experiences at home. One example is virtual field trips in which students may be able to integrate other content areas, such as writing, creative arts, and science into their learning experiences.

Depending on the age level, parents can also incorporate nutrition and dietary lessons into their school schedules, including meal planning, caloric intake, and planning exercise routines that can be done inside the home without utilizing gym equipment. Another option might be to incorporate digital learning and gaming experiences that may include learning how to code or some other gaming skill that could spark the critical and creative thinking skills of the students. These are opportunities where input from the children could further enhance these learning experiences, and help parents to include their children's interests in their homeschool curricula.

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Scholars Incorporate UOPX College of Doctoral Studies Dissertations for Journal Article Relevant to Hospital Stay and Age

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Synopsis

Preventing hospital readmissions: A transitions of care coordination framework has been published in the 2020 spring edition of Management in Healthcare. Authors are Dr. Jose Masip (DHA alumni) and Dr. Louise Underdahl (associate faculty) from University of Phoenix. The publisher's feedback was positive, and the peer reviewers expressed that it covered an excellent subject, was very well written, and recommended the publication in the journal with no amendments, a rare situation, and very much credit to the authors. The idea to write the manuscript was derived from Masip's College of Doctoral Studies dissertation "The relationship between age & hospital length of stay: A quantitative correlational study" as one of the recommendations for further investigation.

The Transitions of Care Coordination Framework (TCCF) stems from the need to standardize scholarly and practical worldwide justifications for the development of a transitions-of-care model (TCM) to tackle and reduce hospital readmissions (HRAs). The paper discusses the history and basis of government-driven hospital readmission reduction programs in the U.S. and how monetary penalties triggered the improvement in the prevention of HRAs. It additionally elaborates on the primary reasons for HRAs, expanding with scholarly findings from multiple international studies that have showcased differential outcomes in the implementation of care coordination initiatives to reduce the readmissions.

The topic attracts global attention due to the financial implications in the provision of acute hospital care, particularly in aging and chronically-ill populations. The TCCF consolidates organizational, financial, and managerial initiatives and summarizes key general strategies for the design of the TCM. The framework considers general implementation barriers and challenges in multi-player health systems like the necessity to gain the hospitals' medical staff buy-in, examines cultural and ethnic differences, and anticipate organizational resistance.

The primary contribution is that the TCM may indeed become one of the most innovative health management initiatives to promote faster and safer patient recovery in the community (Masip, 2019). The TCM contemplates the integration of acute care facilities with external outpatient services, pharmacies, and agencies, subacute and acute facilities, providers, alternative home settings, among other key players (Masip & Underdahl, 2020). The model also seeks to increase client satisfaction and contributes to reducing unnecessary hospital readmissions during the first month of discharge as shown in Figure 1. Since aging populations correlate with longer hospital stays (Masip, 2019), the recommendation to operationalize the TCM in acute care facilities may also be instrumental in the prevention of unnecessary extended hospitalizations. Future research should evaluate the financial impact of the transitions-of-care program (TCP) on the hospital length of stay.

Finally, Dr. Masip continues to advance new research and create a positive presence in the global healthcare community. His forthcoming publications in 2020 include:

1) The Role of Aging in Hospital Utilization. This paper was indeed an excellent opportunity to disseminate the dissertation findings and expand on them by exploring the relationship between aging and the hospital length of stay in age groups when the normal aging process begins to become phenotypically noticeable up to the age of the estimated life expectancy at birth. This quantitative correlational study adjusts the prediction model found in the dissertation from 87% down to 84% in the aging groups and 78% in individual patients. The estimated publication date: Summer of 2020.

2) Uncontrollable Patient Factors in the Variability of the Hospital Length of Stay. This research revised the dissertation's AGE-LOS conceptual framework by finding a statistically significant association between other uncontrollable patient factors such as sex, race, and civil and the hospital days of care as well as demonstrating a 5% prediction of sex in the variability of the extended hospital stays and its financial implication. The estimated publication date: first semester of 2020.

3) Utilization Improvement Plans for Avoidable Hospital Delays. This manuscript presents a strategic hospital management plan for decreasing and controlling the hospital length of stay by preventing and resolving the different types of avoidable hospital delays.

This paper also contributes to building upon the AGE-LOS framework by further discriminating the types of delays to optimize the financial management of the provision of hospital care. The estimated publication date: Fall of 2020.

4) From Concept to Practice: Operationalizing a Hospital's Transitional Care Coordination Program. The recently published article in Health Management laid the grounds for a supplemental investigation to facilitate the identification of the necessary strategies, tools, metrics, processes, and procedures to operationalize the TCM. This new paper, currently under editorial review for publication, elucidates the TCP implementation in solid phases with a corresponding evaluation plan and starts the scholarly discussion of bridging healthcare and digital public health in light of the COVID-19 pandemic and the TCCF.

Finally, the Management in Healthcare article is one of two collaborative publications authored by Dr. Masip and members of his dissertation team. He and his former dissertation chair – Dr. Tia Patterson – are in line this semester for publication with the second manuscript based on his dissertation: "Uncontrollable Patient Factors in the Variability of the Hospital Length of Stay." Both papers constitute an example of how dissertations can become a line of investigation and how the University of Phoenix College of Doctoral Studies may promote faculty, student, and alumni collaboration. Right after passing his oral defense, Dr. Masip invited his committee members to contribute to these two publications. The joys and benefits of collaborative research include reciprocal learning, exploration of new intellectual horizons, and bridging industries. It has been a win-win experience that opened the doors for a recently graduated doctor

to publish in international peer-reviewed journals and the best way to honor his professors beyond an academic program. As Kurt Vonnegut Jr. (2005) observed, "we are here to to help one another get through this thing, whatever it is…"

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Pandemic: Classroom Consequences

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Time management is a key component for student success (Afkhaminia et al., 2018; Stelnicki et al., 2015). Students manage multiple priorities by incorporating strategies that promote organized thinking and structured routines. When unexpected situations arise that disrupt the learned time management practices, students may exhibit significant changes in classroom behaviors and performance.

Natural disasters, personal or family emergencies, and unexpected workplace responsibilities are disruptions that plague the online, non-traditional student. These instances usually transpire within the normal probability of occurrence and faculty members routinely and successfully handle these situations. Faculty members are encouraged to work closely with the impacted student to minimize the disruption to learning. In the online learning environment defined and planned tasks are frequently replaced by the requirement to adapt to student needs and guide and support leaning to facilitate individual student needs while meeting the common goals of the classroom (de Vries, et al., 2005). The goal is to quickly return the compromised student to established classroom learning routines without affecting the learning of other class members. The 2020 COVID-19 pandemic ushered in a unique and unprecedented level of disruption for students and faculty members. No faculty guidelines are in place to handle the massive changes created by a worldwide virus. Exploring large-scale potential behavioral issues may help faculty members develop a protocol for identifying and managing key online classroom issues during times of major upheaval.

Handling Small–Scale Issues

University of Phoenix provides a plethora of support materials to assist students in times of need. Disability Services, the Early Alert System, and the Life Resource Center are a sampling of programs supporting students' well-being (University of Phoenix, 2020). Faculty members dealing with short-term and small-scale student issues generally maintain regular classroom practices in current courses while working one-on-one or directly with small numbers of impacted students. If faculty members need further support when handling issues, additional support personnel, such as FacultyAssist are available to offer collaborative support.

Pandemic Classroom Issues

In March 2020, the COVID-19 pandemic altered lifestyles, since the spreading virus suddenly directly, or indirectly, affected everyone – students, faculty, and administrators. Shelter at home and social distancing mandates disrupted routines and altered day-to-day activities and, at least for the foreseeable future, are the new normal. Instead of dealing with one or a few students experiencing problems, faculty members are now coping with their own disheveled routines, in addition to dealing with all students being forced to adapt to change (Kamenetz, 2020). The following topics present potential hotspots for classroom disruption as well as recommendations for managing these disruptive circumstances.

Plagiarism

Plagiarism and all forms of academic dishonesty are prevalent within educational settings. More information than ever before is readily available from the internet and this unleashed a "generation of intellectual kleptomaniacs who simply cut and paste with ease" (Awdry & Sarre, 2013, p. 35). During stressful times, however, the incidence of academic dishonesty may increase. Study results from Meng et.al. (2014) indicated that students are aware that academically dishonest behaviors are wrong; however, they exhibit neutralizing or denial behaviors to justify cheating and plagiarism to overcome potentially compromised academic standings. Students may feel that during times when life around them is so uncontrollable, ensuring that their academic pursuits remain intact, even if acquired by dishonest means, seems justified (Selemani, 2018).

"A myopic view of plagiarism as a purely ethical issue is misguided. It is not always simply a deliberate attempt to deceive" (MacLennan, 2018, p. 58). Students may view desperate times warrant desperate measures to maintain normalcy. Faculty members, however, may want to spend more time emphasizing the need for demonstrating moral and ethical fortitude during troubling times. Reaching out to students on a one-on-one basis throughout the course may demonstrate empathy and compassion and acknowledge the mantra of we are all in this together. In troubled times, more than any other, faculty members should act as role models of ethical leadership and continue to hold students accountable for their behavior. This presents opportunities for discussions with students related to ethical decision-making and outcome consequences in their personal professional, and academic lives. This approach mirrors the suggestion of Blum (2010) and Brown and Janssen (2017) who suggested instead of treating plagiarism as morally wrong or as

a crime, faculty should embrace the notion of academic integrity and teach students a set of skills to avoid self-plagiarism, plagiarism, and collusion.

Off-Topic Discussion

Classroom discussions provide opportunities for students to explore and analyze course concepts and generalize to real world applications. Collaborative learning through discussions in the online environment allows students to contribute their individual ideas as well as analyze others' contributions (Salter & Conneely, 2015). Even in online discussions, an element of listening prevails. Wise et al. (2018) posited "the notion of online listening is useful in conceptualizing how learners' attend to other's comments as an active, individually-driven and integral part of online discussion participation" (p. 188). In circumstances like the virus pandemic, many unknowns exist, and students may tend to veer off-topic. Other students in listening mode may ultimately take this opportunity to share thoughts and perpetuate tangent discussions. Frightening times that coexist with many unknowns create situations where students may reach out to each other in discussion threads to make sense of questionable news, myths, scare tactics, as well as important, vital information.

Whenever possible, faculty members should leverage the integration of current events into the discussion threads, if there is a clear correlation to the week's discussion topic. These unstructured forums are often viewed as more relevant and interesting to students, furthering engagement and leaning (Marzano et al., 2011). Pandemic topics offer many prospects for relevant connections to many course disciplines – history, sociology, criminal justice and security, international business, nursing and hospital administration, statistics, economics, finance, and marketing. Exploring current events-related avenues of discussion fosters student engagement and enhances learning that may not have otherwise occurred.

Faculty members should discourage discussions of non-relevant topics that take the focus away from course concepts. Faculty should gently transition the conversation back on topic without diminishing or minimizing student concerns regarding the pandemic. To discourage off topic discussions, an option may be to add a thread underneath the Questions thread to allow students to share information and concerns not related to the course topics. Students should be reminded that the discussions in this new chat-oriented thread do not earn participation points and encouraged to manage time effectively so that the chat thread does not impede their ability to meet weekly participation requirements.

Mental Health and Isolation

Online learning environments evolved to ensure a sense of belonging to a collegial community. Feelings of isolation still exist, however, due to the lack of consistent face-to-face interaction. Many local campus-based students are suddenly forced to join an online learning environment that is totally new and foreign to them to retain active student status. Students unused to the online delivery format may be unprepared to function in the required self-directed study nature or an online course (Rogers, 2015). The shelter at home and social distancing mandates further heighten these feelings of separation and isolation. Mental health has a positive or negative effect on student academic status (Afkhaminia et al., 2018). Even those students and faculty members who are introverted begin to feel "cabin fever" after several weeks of being sequestered at home. While many students are sheltering at home with family members, others may be alone. Families who are used to be being active are now forced to spend 24 hours a day together. The constant togetherness and the possibility of economic hardship as evidenced by the staggering rise in unemployment claims (Department of Labor, 2020) may lead to increased violence and abuse (Lucero, 2016). With death tolls still on the rise, students may be suffering from the sudden loss of family and friends. Each of these drastic alterations from the normal routine could cause changes to mental health.

It is imperative that faculty members closely monitor their students to observe if any online behavioral changes take place. Faculty should note if the tone of a student's posts changes over time to reveal feelings or actions that may be warning signs of mental health issues, such as an extreme drop in academic performance, extreme irritability, sadness, or becoming overly sensitive, or demonstrate sudden unusual thinking processes (American Psychiatric Association, 2018). Since most faculty members are not trained to provide counseling, they should never assume this role. Instead, faculty should consider posting Announcements and reaching out to all students to remind them of the available counseling services and other resources and referrals from the Life Resource Center (University of Phoenix, 2020). All faculty members should familiarize themselves with the student suicide threat procedures located in the Faculty Resources webpage (University of Phoenix, 2020).

Changes in Responsibilities

The lifestyles and home life of all students quickly changed within a matter of weeks due to the COVID-19 pandemic. Some students who are first responders or classified as essential employees are working longer hours. Other students are now 24-hour caretakers to family members who may be sick or well. Experiencing a layoff or having a spouse or significant other suddenly out of work could change the dynamic of family responsibilities.

Faculty members should make every effort to accommodate those students who are committed to continuing their education during this troubling time. While students are always encouraged to share concerns, special efforts should be made during this extended time of turmoil to support, guide, and nurture students. Knowing that the online course classroom may be viewed as a safe haven for shared camaraderie during a crisis could provide comfort for students and faculty.

Conclusion

The 2020 COVID-19 virus evolved quickly and changed lives forever. University of Phoenix faculty members have a commitment to their students to maintain a consistent level of learning in the online environment. Due to the unique changes students may experience during this time, faculty members need to be aware of challenges they may face in the classroom. Effectively managing potential increases in plagiarism, off-topic classroom discussions, mental health issues, and changes to students' personal responsibilities are all vital issues that require suggested protocols. Identifying issues and offering recommendations may ease faculty members' feelings of added stress during a turbulent time.

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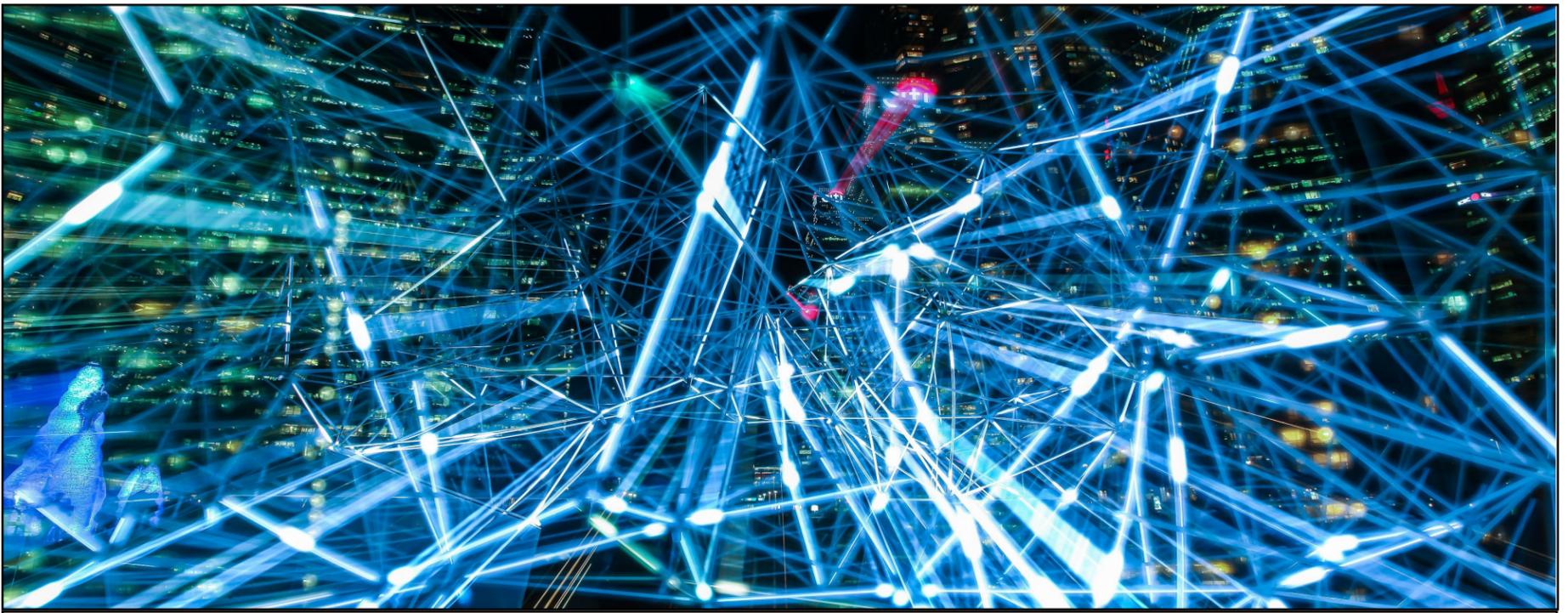
Using Internet Mediated Technology During the COVID-19 Pandemic, Benefits and Pitfalls

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Advances in computer technology offer new opportunities to collect qualitative data. In qualitative research, face-to-face interviews and focus groups are two common data collection mechanisms. In the presence of the current pandemic, COVID-19, meeting with individuals and groups is contraindicated. The federal mandate for social distancing has significantly affected qualitative data collection efforts. Internet mediated technology may provide an alternative for qualitative researchers. The benefits and pitfalls of using Internet mediated technology will be explored.

Introduction

Interviewing is considered the most common qualitative data technique in the social sciences, business, and educational research. However, face-to-face interviews and focus groups have long been a challenge due to time, financial constraints, and logistical considerations (Deakin & Wakefield, 2014). Today, during the COVID-19 pandemic, the collection of face-to-face qualitative data is next to impossible. Internet mediated technology (IMT) provides a viable alternative, but are the current platforms private enough to protect human subjects? The purpose of this article is to provide an overview of the various platforms available and discuss the benefits and pitfalls of using IMR to collect qualitative interview and focus group data.

Internet Mediated Technology Platforms

Skype

Skype is a well-known IMT platform that is available from Microsoft and is widely used for personal use. Skype is easy to use and requires only low-level technical skills. When using the free platform, Skype will accommodate up to 10 users, however Skype recommends limiting video conferencing to no more than five participants to prevent video distortion (Microsoft, 2020). In 2019, Skype added the recording feature, without having to use a third-party vendor to record the audio and video portion of the call (Microsoft, 2020). However, if a larger group is required or audio transcription is needed, a purchased version of the software is required (Microsoft, 2020). Monthly subscriptions are available and can be cancelled within three days of the next billing cycle.

Adobe Connect

Adobe Connect was one of the first professional IMT applications on the market, founded in 2002 (Adobe, 2020). The free version hosts up to 3 participants, but to increase access to 25, a subscription is required. There are multiple applications and extensions available, with a word cloud option plug-in for the free version (Adobe, 2020). However, if you want the voice to text option to transcribe the interview, it is only available on the Adobe Premier Pro version (Adobe, 2020). There is a monthly payment option for students and faculty available; however, an annual subscription is required.

Go to Meeting

Go to Meeting was developed as a business alternative for intercorporate exchange. Second on the scene, Go to Meeting is a well-known platform with multiple users. All plans use Secure Sprocket Layer (SLL) encryption and are Health Insurance Portability and Accountability Act (HIPAA) compliant (LogMeIn, 2020). There are multiple plan types, but in order to record and transcribe interview data, the business version of the platform is required (LogMeIn, 2020). A free 14-day trial is available, with monthly pricing; however, an annual contract is required (LogMeIn, 2020).

FaceTime

FaceTime was developed by Apple for Apple devices as a personal connection IMT application. FaceTime is free and included on most Apple products (i.e. iPhone, iPad). Calls are end-to-end encrypted using an Internet Connectivity Establishment (ICE) between devices (Apple, 2020). FaceTime can be accessed by two or more people simultaneously and the session can be recorded if you own a Macintosh computer. However, FaceTime does not provide a transcription function; therefore, either a third-party vendor or the researcher would need to transcribe the interview (Apple 2020). While connection is reported to be secure, this platform was not developed for business use, requires the use of an Apple product, and may not be the best choice to use for qualitative interviews or focus groups.

Zoom

Zoom is a relative newcomer to the market, developed in 2011, but has quickly gained popularity with its ease of use and features. Zoom offers a free personal space and can host up to 100 participants simultaneously (Zoom, 2020). However, on the free version, the time use is unlimited for one on one meetings but is limited to 40 minutes with groups of more than two (Zoom, 2020). The number of meetings is unlimited, and the recordings can be saved to your personal password protected computer. Meetings on Zoom are secured through SLL encryption, the meeting ID and waiting room feature (Zoom, 2020). When the meeting room feature is used and the researcher admits the participant to the session, anyone who was not invited to participate cannot gain access (Zoom, 2020). Cloud storage is available for an additional charge but is included on purchased versions of the platform. Auto-generated cloud transcripts are included

with the business plan; however, 10 host accounts are required so access to this version could be cost prohibitive (Zoom, 2020).

Benefits of Using Internet Mediated Technology

The use of IMT provides the researcher with specific benefits that the face-to-face interview or focus group may not afford. One of the major advantages is that the use of IMT provides participants with a degree of control during the interview (Hanna, 2012). Based on the IMT selected, either audio alone or audio with video can be selected. While eliminating the video component converts the interview to a telephonic one, the recording and transcription options of the IMT are still accessible. When conducting research related to sensitive subjects, the option audio only option may enhance participation (Archibald et al., 2019).

The use of IMT provides greater flexibility for both the researcher and the participant. Interviews can be conducted anywhere, anytime, as long as there is an IMT compatible device and internet access. The use of IMT facilitates focus groups among multiple time zones, which would not be possible with the traditional interview format (Archibald, 2019). Further, an online platform provides enhanced safety for both the researcher and the participants and may encourage some participants more personal space during the interview (Deakin & Wakefield, 2014). Finally, IMT supports spontaneity in responses, facilitates an active researcher role, and allows the researcher to gain a thorough perspective during the data analysis phase (Tuttas, 2015).

Pitfalls of Using Internet Mediated Technology

Some qualitative researchers perceive that the use of IMT to conduct interviews and focus groups as prohibitive and adversely affects rapport and interview quality (Weller, 2017). Building rapport with the participant, when IMT is used, requires additional groundwork by the interviewer by sharing emails and photographs with each other prior to the interview. Overall, if enough time is spent to develop rapport, participants are more responsive, and the quality of the interview and the data obtain is as robust as in a face-to-face interview (Archibald, 2019).

While IMT is a viable alternative, the major pitfalls encountered are related to the electronic platform, rather than the interview process itself. First, some participants may not be proficient with the IMT platform and will require time to familiarize themselves with it. To mitigate this pitfall, the researcher should contact each participant prior to the interview, assist them to access the software, and allow them to practice. Next, connectivity is a major pitfall of IMT. Typical technical difficulties included low Internet bandwidth, outdated hardware, or limited webcam and/or microphone functionality. During the practice session this functionality should be assessed (Archibald et al., 2019). Once the initial connectivity issues are overcome, video and audio quality can still occur. These quality issues are primarily related to unreliable Internet connection or older electronic devices, which result in dropped calls, lost connections, distorted sound, or call lag time (Archibald et al., 2019). However, if the researcher and the participants are patient and willing to work through the pitfalls, the benefits of IMT outweigh the risks.

Conclusion

In conclusion, IMT provides a viable alternative to collect qualitative interview and focus group data. During the Covid-19 pandemic, it may be the only alternative. IMT offers researcher and participant flexibility and when participants are prepared, hardware and internet access is available, quality qualitative data can be obtained.

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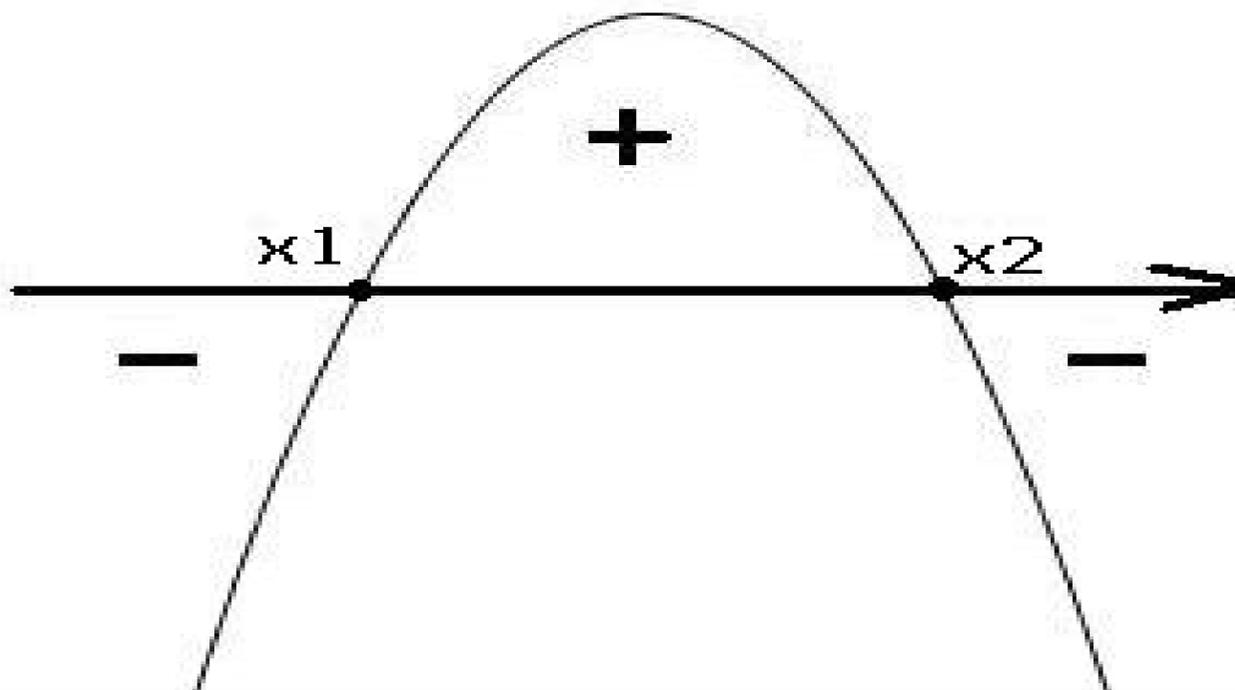
Conceptual Model Intersecting Evidence-Based Management in the Age of Post Modernism

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Abstract

The purpose of this article is to propose a contemporary parabolic model to intersect evidence-based management with epistemological justifications (aka personal truth) of post modernism to solve organizational management problems.. Five stages are presented for organizational leaders to take appropriate action and mitigate effects of management problems: Resolve, Resilience, Return, Reimagination, and Reform. Each of these stages will require humility to listen, learn, and lead appropriately and be flexible to new ways of doing things. Scholars, practitioners, and leaders (SPLs) alike are encouraged to approach problems empirically, not ideologically, and follow the principles of critical thinking and intellectual standards, which use information to scrutinize problems. Professional opinions, experiences, and personal values matter and may help to calibrate the empirical lens via a parabolic approach to assess effectiveness in this intersection – evidenced-based management and epistemological justifications (aka personal truth) of post modernism to solve organizational management problems.

Introduction

At a time when post-modernism was seemingly getting a foothold in society and started to influence business and organizational theory (Hatch, 2018), the data-driven importance of Evidenced Based Management (EBM) seems to have resurged as the preferred management approach to deal with crises as seen in various data sets and examples (Quintero, 2020).

In management literature in general, and particularly with the rise of fake news, our intellectual traditions of rationality are continuously attacked. Postmodernists are critics of the Enlightenment and the very concept of reason (Snedeker, 2001). Morrell and Learmonth (2015) point out how "literature reviews, even those written by experts, can be made to tell any story one wants them to" (p.523). The extreme antithesis of an evidence-based approach are personal truths justified by post-modernist philosophy that all truth is relevant – here is where ego takes over and negative beliefs suffocate prudent decision-making.

Organizational and leadership decision-making models have been researched extensively in management literature. This research ranges from the seminal work of Weick's (1995) organizational sense-making and Snowden's Cynefin model (Snowden & Boone, 2007) on how to manage and make decisions in turbulent and uncertain environments. Pirolli and Card (2005) proposed an iterative model versus the traditional linear model of decision making. Kuwashima (2014) argued and concluded that to have an effective analysis, one must first have a strong awareness analytical models and then choose between the (1) method, namely explanations from multiple perspectives using multiple models, and (2) the method based on the purpose of the analysis.

Kuwashima (2014) argued that in "explaining organizational decision making, there is often an implicit assumption that an organization makes decisions based on rational principles. However, there are situations in which rationality cannot explain all phenomena." (p. 215). For example, the OODA-Loop is a military model developed by Colonel John Boyd as a competitive advantage approach to making better decisions via increased learning using four elements that are non-sequential: (1) Observe, (2) Orient, (3) Decide, and (4) Action (Maccuish, D., 2012). The key to achieving competitive advantage over your opponent was to learn quicker and take appropriate action faster than opponent's ability to do so within their OODA Loop. In other words, how quickly can the leader learn what to observe and then orientate that observation into proper context of the situation to make a good decision and take quick action before the opponent could. The OODA Loop considers qualitative factors like cultural traditions of values and beliefs and genetics to analyze and synthesize new information using previous experiences and information to orient to the present-facing situation. Vagle (2016) refines use of the OODA Loop by proposing solutions to balance automated decision-making using algorithms to reduce racial bias in law enforcement / policing models. Likewise, we propose opportunity to delve deeper into these diverse elements that construct both quantitative and qualitative points of data.

Enter the parabola, a proposal of a conceptual organizational decision-making model fusing both rational, evidence-based decision making with a qualitative approach of individual perspectives. Whether or not the actual data collected forms a parabola model remains to be seen. However, we propose our proposition is plausible according to parabola principles using two independent

variable constructs: (1) Evidenced-Based Management (EBM) and (2) Epistemological Justification (EJ) with each having underlying referents quantified as a derivative to measure the data points on the x and y axes. We encourage thorough literature review, data collection, and data analysis for predictive modeling. In addition, the use of machine learning algorithms and big data techniques in the data collection and analysis to gain deeper insights from structured and unstructured data sets for data modeling and decision-making to capture both quantitative and qualitative data points (Migliore & Chinta, 2017).

Opportunity calls out to scholar, practitioners, and leaders (SPLs) alike to think critically about the intersection of their own epistemological justifications (a.k.a personal truth) of post modernism to solve organizational management problems and the role of evidence-based management. Professional opinions, experiences, and personal truths matter and may help to calibrate the empirical lens using a parabola approach to assess effectiveness in this intersection.

We offer some starting points for investigation and hope to inspire other researchers to join us in determining construct validity and better solutions for organizational decision-making. These starting points may include number of reliable data sources reviewed, accuracy of the data inputs, number of decision supports, type of decision (routine, non-routine, unique, etc.), cultural influences, perceptions of psychological safety, uncertainty, corruption, and overall perception of hope for the future.

McKinsey & Company (2020) identified five stages (hereafter referred to as the 5 Rs) for taking appropriate action and mitigating effects of the coronavirus pandemic that can be applied to other management problems: Resolve, Resilience, Return, Reimagination, and Reform. Each of these five stages influence decision making and impact to organizational and stakeholder needs.

1. The Resolve Stage is about addressing immediate problems to the organization's workforce, customer base, suppliers, and system/technology. The leadership point of focus should immediately address, technology, facilities management, and employee benefits. Technology to equip employees with tools and technology to work from home. Facility management to conduct deep cleaning of all facilities. Employee benefits to revise time off and FMLA policies.

2. The Resilience Stage is about addressing cash/financial management needs during shutdown times. The leadership point of focus is operational liquidity to run productions and provide support tools, such as training and development resources to keep the workforce working and learning at safe social distances.

3. The Return Stage is about creating a plan and being ready to return to business as quickly as possible when coronavirus pandemic situation and economic effects are clearer and less ambiguous. The leadership point of focus is on helping the workforce transition back to workplace changes as a result of the coronavirus pandemic – change management, especially educating and equipping to adjust effectively.

4. The Reimagination Stage is about reimagining what the next normal will look like and implications on how the organization should redesign business model and processes. The leadership point of focus is innovation and creativity capabilities applied to help the workforce think creatively and interact collaboratively to adjust and perform.

5. The Reform Stage is about staying abreast on how regulatory and competitive business requirements may shift and being ready to apply change management capabilities. The leadership point of focus is awareness of changes to federal, state, and local employment laws and HR issues related to the coronavirus pandemic, along with opportunities to qualify for special funding from government sources.

Rousseau (2018) compellingly argued that evidence-based practices "can reduce errors in judgement, improve the quality of information considered, and better suit the challenging environments in which organizational decisions are made (pp. 135-136). Researchers approach a problem empirically and not ideologically and following the principles of critical thinking and intellectual standards using information to scrutinize a problem "excluding belief or opinion that cannot be tested during a process of appraisal. (Clary & Bannister-Tyrrell, 2018, p. 26). We are living in a volatile, uncertain, complex and ambiguous (VUCA) environment and questions are being asked how leadership could make quick and effective decisions in a time of crisis.

Conclusion

Evidence-Based Management is mostly driven by humankind's rational and analytical approach in solving problems. What the coronavirus pandemic has shown that one should use multiple sources of information, including different data models. While the IHMD model was initially off target it improved once more accurate data was obtained. Other models showed different outcomes and one should not base one's assumptions on one specific model but rather use different models and test one' assumptions until a more accurate picture emerges. In this article, we proposed a contemporary model of a parabola to intersect evidence-based management with epistemological justifications (a.k.a personal truth) of post modernism to solve organizational management problems. What do you see missing or in need of improvement with what we are proposing?

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Personal Perspective: Michigan State Senator Michael MacDonald on Applying His Doctoral Degree

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    College of Doctoral Studies

Like many other alum, as a University stakeholder I've done my best to help the community and those around me. I graduated with my doctorate in healthcare administration (DHA) in 2015, after completing my dissertation entitled, Women's Deterrence of Obesity through Exercise Adherence: An Interpretive Phenomenological Analysis. I've always had a true passion for healthcare, which certainly has served me well in this unprecedent time of COVID-19. More than a year and half prior to the pandemic, I ran for a government office and won a seat as a Michigan state senator. I also was fortunate to sit on the Health Policy and Health Appropriations Committee for the state.

My time after receiving my doctorate has primarily been spent working to move into a position where I can most effectively help others. Before my election to the Michigan Senate, I worked with my fellow doctoral alumni at UOPX to launch the inaugural Alumni Mentorship Program. Due to my work in this area I moved onto presenting in front of doctoral candidates and alumni on how to most effectively utilize one's doctoral degree.

It was in the course of this service that I then came into contact with the various Research Centers and the Research Hub. Subsequently, I was able to network with seasoned scholars for presenting at a peer reviewed conference and I am now preparing my dissertation for further scholarly publication. Presenting at the 2020 Qualitative Report Conference (TQR11) at Nova Southeastern University allowed me to reach an international audience of scholars and practitioners, and many colleagues from UOPX. The feedback I received was very important

in adding to the rigor and usefulness of my results, which I plan to use where it is needed most: in the field.

Looking back, it was at my third doctoral residency when I was told by some peers, faculty, and other colleagues, that I could get more use out of my doctoral degree if I were to pursue a political position. In this role, I could potentially help shape health policies with more immediacy than in other positions. It turns out they were right! I am now in a position to do just that with my respective committee and appropriations assignments. Networking at the senatorial level also opened other doors. I soon found myself starting a bi-partisan aerospace and defense caucus. As COVID-19 began severely impacting the U.S., I seized the moment to procure masks and ventilators for our state. There is no question that the joy one feels through helping others is consoling, and I feel considerably blessed to be in the position to do so. I believe the leadership component of the University of Phoenix doctoral program contributed to my ability to make such prudent decisions.

The combined work of my presentation at TQR and my doctoral dissertation is the springboard that can allow me to share the findings outside of the academy. The coronavirus is exponentially worse for those who are obese, leading into the relevance of continuing the research initiative. The ramifications for all of us has been magnified by COVID-19 and our world has been forever changed. Prior to pandemic I had already set into plans to form a new research institute dubbed, Fifth Domain Research Institute (FDRI).

Our mission at Fifth Domain is quite simply to improve humanity. Much of the concentration pilers will include physical and mental health, each of which will need

great care in the many weeks and months following the pandemic. Another piler will focus on military and defense since the security of our country also is extremely important. We also will work on human and environmental studies as well as those current and mounting implications of artificial intelligence (AI) and cyber research as we have all found that much of our quarantined time has relied on our connection via the Internet and its many helpful aspects but also its dangerous isolation capabilities.

The niche of our new research institute goes back to a point I made during my presentation to my fellow doctoral colleagues at TQR. Our efforts and our skills are born in the world of academia, but it's mostly in the real world where I find that those with doctoral degrees have the most potential to shine. FDRI seeks to help those who have a passion for research go beyond simply publishing by finding funding in the private sector in order to make an immediate difference in the world.

I'm thrilled to be in position where I can do research to help my fellow man, and what a great and much needed time to do so. To my fellow University of Phoenix College of Doctoral Studies (CDS) alum and those who are still on their journey, I hope to work with you on many projects in the future and I look to continue to grow, lead, and learn from all of you. Together we are poised to stand tall and proud as we work to get through this time together. We continue to pray for all those affected by the coronavirus and those who have lost loved ones. Through our scholarship, practice, and leadership we can move forward more confidently, using theory and practicality that the world can use today.

20/20 Prudent Leadership Book Series Launched During the COVID-19 Pandemic

College of Doctoral Studies Faculty
Center for Leadership Studies and Organizational Research

On March 14th, Drs LauraAnn Migliore (Center for Leadership Studies and Organizational Research, CLSOR, affiliate) and Erik Bean (CLSOR associate university research chair and Journal of Leadership Studies Leadership Perspectives section editor) launched a new mass media self-help book series dubbed 20/20 Prudent Leadership based on the leadership style of Theodore Roosevelt (26th U.S. President). The work is the culmination of approximately three years of peer reviewed presentations based on a number of Roosevelt's prudent conceptual models of communication authenticity. This included a qualitative study and an autoethnography the two had shared at the 2020 Qualitative Report 11th Annual Conference. They did foresee turbulent times in the new 2020 decade. But in this book two excerpt, Migliore and Bean (2020) lament that few could have predicted, "...the full destructive power of the Coronavirus (COVID-19) tsunami that would, in a matter of weeks, swell to pandemic proportions causing death, hardship, and a Global Financial Crisis (GFC) the likes of which we have not seen since the 2008 GFC and The Great Depression of the 1930s" (p. vii).

These excerpts from book two, 20/20 Prudent Leadership: Conversation, Conduct, Character, & COVID-19 (published on April 25th) recounts the prediction in book one (20/20 Prudent Leadership: Your Values) and the new worldwide pandemic reality. "The local, regional, and geo-political events of the blossoming 2020 decade loom prominently but are largely unknown," (Migliore & Bean, 2020, p. vii). "From China and the Far East, through Asia, Italy, France, the United Kingdom, to Russia, Europe, Israel, Africa, Australia, and South America, no part of our planet was spared its wrath, except Antarctica. Our world has forever changed. And so, the paradigm of the Three Cs (Conversation, Conduct, and Character) for which this installment was predicated upon is more

important than ever. For this installment is now punctuated with a Fourth C, the CO for corona, VI for virus, and D for Disease, COVID-19 (CDC, 2020)!" (p. vii)

Each booklet in the series provides a self-help approach for instilling personal authenticity, that is, being true to self during turbulent times to improve decision making and quality life experiences. The series includes engaging contemporary egregious anecdotes from a variety of pop culture, political, Judeo-Christian and other religious, ideological, national and international perspectives, engaging illustrations and a companion website, PrudentLeadership.com to advance personal and professional success.

Migliore and Bean maintain humanity stands poised to experience a new type of freedom in the wake of the pandemic, but one based solely on the ability to be healthy - physically, mentally, and spiritually. The history of the word prudence and its meaning in terms of human behavior is tied to Theodore Roosevelt's transformational prudent leadership style. Although Theodore Roosevelt braved many unknowns of his first African safari, and when he mapped the River of Doubt, he never faced a pandemic while in office. However. Migliore and Bean agree Theodore Roosevelt would continue to live by his own famous saying, "do what you can, with what you have, where you are at."

The nine-book series uses key Theodore Roosevelt milestones for release dates throughout 2020 and into 2021 and is based on several theories of self-leadership decision making, including cognitive dissonance (a feeling of anxiety that can grow greater when one takes risks outside the scope of his or her personal beliefs). Tools that can help bolster knowing yourself as well as the introduction of a prudent character who represents the atomic nature of decision making, are themes throughout the series.

20/20 Prudent Leadership: Your Values and 20/20 Prudent Leadership: Conversation, Conduct, Character, & COVID-19 book 2, are available on Amazon in either paperback or as a Kindle eBook.

Other forthcoming titles:

3. 20/20 Prudent Leadership: Who Am I -- May 22nd

4. 20/20 Prudent Leadership: Programmed for Excellence -- June 30th

5. 20/20 Prudent Leadership: Meaningful Encounters -- Aug. 23rd

6. 20/20 Prudent Leadership: Theodore Roosevelt -- Sept. 14th

7. 20/20 Prudent Leadership: Assess Your Prudence 1 -- Oct. 27th

8. 20/20 Prudent Leadership: Assess Your Prudence 2 -- Dec. 12th

9. 20/20 Prudent Leadership: Individual Success Plan -- Jan. 11, 2021
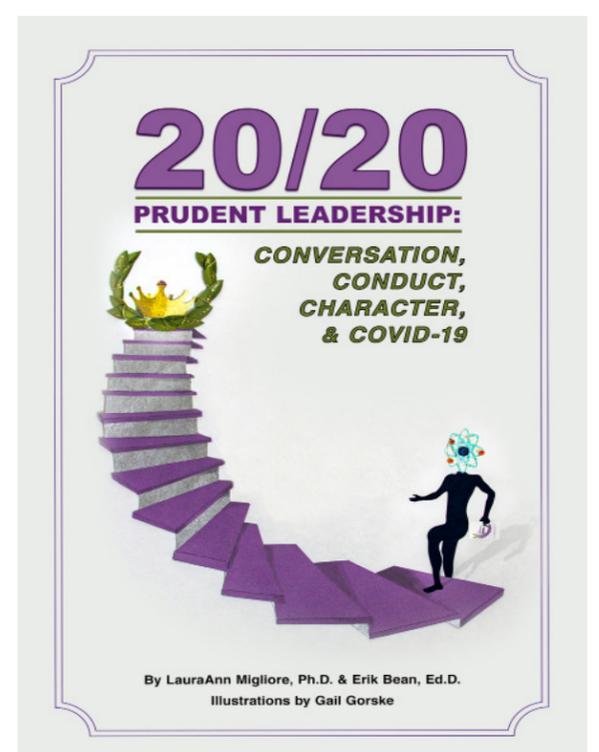
Call for Proposals
KWB Annual Virtual Research Symposium Call for Propsals

August 6th, 7th, 8th

Deadline for Proposals: Friday, June 19, 2020 at 11:59 (Arizona)

The mission of Knowledge Without Boundaries (KWB) is to provide opportunities that enable University of Phoenix faculty, students, and alumni, to develop and achieve their professional research and scholarship goals and, through scholarly leadership, improve the performance of the organizations and communities they serve. The 2020 KWB Annual Research Symposium is a continuation of this mission and it upholds the intended vision to encourage the formation of communities of scholarship for University Phoenix faculty, students, and alumni.

Call for Proposals

We encourage submissions from all content areas based upon research, action research, and best practices around teaching. Proposals will be accepted from faculty, students, and alumni. Presentation proposals are being solicited under two tracks:

1. Research - Share the results of a qualitative and/or quantitative research.

2. Innovative Practice - Provide the opportunity for discussions of a project, program, or practice tool/strategy related research conducted by faculty/students/alumni.

Review Process

A committee of scholars and practitioners will blind-review all qualified entries. So that proposals can be blind reviewed, author-identifying information (name of the author, name of institution) should not appear in the proposal document or in the saved file name.

Session Structure

Each accepted presentation is15 minutes in length and will be grouped, by topic, into a moderated session.

Preparing Your Submission

Please follow the guidelines below when formatting and submitting your proposal:

• Proposals should be prepared in MS Word (DOC or DOCX) or Adobe (PDF) format

• Please save files as: Type_Keyword_KWBRS20 (Example: Reserachpaper_Management_KWBRS20)

• Use Times New Roman, 12-pt font

• Remove all author-identifying information

• Set all margins at 1"

• Single-space the proposal but double-space between paragraphs, headings and text, tables, etc.

• Tables and figures should be inserted into the manuscript/proposal of the text at or near the first mention of the table or figure in the manuscript/proposal

• Center and bold section headings

• Proposals are limited to one page plus references. Proposals exceeding the page limitations will not be accepted.

• Use the American Psychological Association Publication Manual (7th edition) for all references and citations.

All completed proposals should be submitted through InfoReady at this web address:

https://phoenix.infoready4.com/#competitionDetail/1814972

Additional Information

For general questions regarding this call, please contact RS_Proposals@phoenix.edu

Participants may be included in a maximum of three proposals total regardless of role (e.g., presenter, co-presenter).

Proposal authors will be notified of acceptance decisions no later than July 5, 2020.

CDS Student Coffee Chat

Kimberly Underwood, Ph.D.
 University Research Center Chair
 Center for Workplace Diversity and Inclusion Research

On June 20th, the CDS Student Coffee Chat will focus on a phenomenon that impacts many in academia: Impostor Syndrome. Impostor Syndrome (IS) is a pattern where one often questions the validity of personal successes and accomplishments and has a persistent, internalized fear of being exposed as a "fraud" or belief that successes are attributed only to luck or timing.

This session will explore the links of IS to perfectionism and other crippling behaviors, such as avoidance and procrastination. We will also examine strategies to overcome IS and thrive as competent and capable students, scholars, and practitioners.

Date/Time: Saturday, June 20th; 9:00 - 10:00 AM (Arizona Time)

For more information, please visit the Center for Workplace Diversity and Inclusion Research at
https://research.phoenix.edu/research-centers/center-workplace-diversity-and-inclusion-research

Upcoming Events

Date	Topic
May 21; 7-8 pm (EST)	"The Rebrand": Transitioning from Student to Scholar This presentation will share the experiences and lessons learned from alumni and faculty about the transition students face upon completing their programs. For some, this looks like entering or advancing in academia, and for others advancement in industry. But whatever path selected, there are strategies to improving your presence in the world as a scholar and subject matter expert. The post-graduation process, mindset changes, and ten rebranding strategies will be discussed. Such strategies include website development/social media and publishing opportunities. This presentation will also include a list of programs and resources offered to students from the University of Phoenix. Additional tools (most of which are free) from outside of the university will also be shared. Drs. Jane Schumacher, Jay Familant, Dr. Kristina McGaha
May 28; 7-8 pm (EST)	How to Develop and Use Open-Ended Surveys/Questionnaires Audience: All interested researchers including faculty, staff, students, and alumni. Dr. Ryan Rominger
Thursday, June 11th, 7-8 pm (EST)	Writing White Papers People Actually Want to Read While writing a white paper is no easy task, well-written and well-researched white papers can be powerful tools for building credibility in communities of practice. In other words, if you can address the problems that leaders are trying to solve, they will likely read your paper for a solution! This workshop will discuss how to effectively write and successfully market a white paper that gets results. Dr. Kimberly Underwood
Saturday, June 20th; 12:00 - 1:00 AM (EST)	CDS Student Coffee Chat is back! Our topic for June will focus on a phenomenon that impacts many in academia: Impostor Syndrome Impostor Syndrome (IS) is a pattern where one often questions the validity of personal successes and accomplishments and has a persistent, internalized fear of being exposed as a "fraud" or belief that successes are attributed only to luck or timing. This session will explore the links of IS to perfectionism and other crippling behaviors, such as avoidance and procrastination. We will also examine strategies to overcome IS and thrive as competent and capable students, scholars, and practitioners. Date and Time: TBA Link to more information: https://research.phoenix.edu/content/center-workplace-diversity-and-inclusion-research/cds-student-coffee-chat
June 25; 7-8 pm (EST)	How to use Excel for Descriptive and Inferential Statistics Audience: All interested researchers including faculty, staff, students, and alumni. Dr. Brian Sloboda
July 7, 2020; 7-8 pm Eastern Time.	UOPX graduate guest Speaker: Dr. Kristina McGaha, Doctor of Management in Organizational Leadership, honoring Dr. Diana Hart Host: Dr. Louise Underdahl Join this webinar to learn about doctoral journey of the speaker and how the doctoral degree from UOPX impacted career development of the speaker. Audience: All interested participants including faculty, staff, students, and alumni. CDS Alumni SIG

July 16; 7-8 pm (EST)	How to Write Grant Applications Dr. Louise Underdahl; Dr. Rodney Luster
July 23; 7-8 pm (EST)	How to Access and Use Existing /Using Online Assessments And using non publisher-based assessment Audience: All interested researchers including faculty, staff, students, and alumni. Dr. Ryan Rominger
August 2020 (TBA)	CDS Student Coffee Chat
August 2020 (TBA)	CDS Diversity and Inclusion Dr. Kimberly Underwood
Aug 27; 7-8 pm (EST)	How to Analyze Qualitative Data II Audience: All interested researchers including faculty, staff, students, and alumni. Dr. Ryan Rominger
Sept 1, 2020 7-8 pm Eastern Time.	UOPX doctoral graduate guest speaker: Dr. Maria Dominguez, Doctor of Management in Organizational Leadership Host: Dr. Louise Underdahl Join this webinar to learn about doctoral journey of the speaker and how the doctoral degree from UOPX impacted career development of the speaker. Audience: All interested participants including faculty, staff, students, and alumni. CDS Alumni SIG
Sept 17; 7-8 pm (EST)	How to Publish a Peer-Reviewed Journal Article Audience: All interested researchers including faculty, staff, students, and alumni. Dr. Mansureh Kebritchi
Sept 24; 7-8 pm (EST)	How to Collect Data from Social Media-Panel of Discussion Audience: All interested researchers including faculty, staff, students, and alumni. Dr. Erik Bean, Dr. LauraAnn Migliore, Dr. Phil Davidson; Dr. Liz Johnston
October 2020 (TBA)	CDS Student Coffee Chat
Oct 15; 7-8 pm (EST)	Alignment in Research Triad and Research Method and Design Dr. Diane Archer-Banks
Thursday, October 8th; 7-8 pm (EST)	Effectively Synthesizing in Academic Writing Dr. Hilary Johnson-Lutz
Oct 22; 7-8 pm (EST)	How to analyze correlational studies using Pearson r and other correlational analysis tests Audience: All interested researchers including faculty, staff, students, and alumni. Dr. Brian Sloboda; Host: Dr. Ryan Rominger
Nov 3, 2020 7-8 pm Eastern Time.	UOPX doctoral graduate guest speaker: Dr. Jose Masip, Doctor of Health Administration Host: Dr. Louise Underdahl Join this webinar to learn about doctoral journey of the speaker and how the doctoral degree from UOPX impacted career development of the speaker. Audience: All interested participants including faculty, staff, students, and alumni. CDS Alumni SIG
Nov 5; 7-8 pm (EST)	Understanding Theoretical and Conceptual Frameworks Dr. Karen Johnson
Nov 12; 7-8 pm (EST)	How to Write up Quantitative Research Results in Chapter 4 Dr. Stephanie Ferguson
Nov 19; 7-8 pm (EST)	How to Conduct Focus Group Interviews Audience: All interested researchers including faculty, staff, students, and alumni. Dr. Phil Davidson

Join us on the Research Hub for all
Center activities, KWBA dates, and
new research information!

Research.Phoenix.Edu