

TEACHING DURING TRAUMATIC EVENTS

This guidance sheet includes advice to address a range of psychologically tumultuous events and is being sent out today in acknowledgement of the situation in the US capital. Our intent is to help you and your students to acknowledge and process such events together.

Regardless of the subject matter, students bring their full selves and life experiences to the classroom with them. In acknowledging that this year's events continue to bring a heightened sense of emotions amidst intense national events. These resources are to help faculty navigate a classroom environment where students may simultaneously exhibit behaviors of jubilation, fear, anger and/or general disengagement and lack of focus. As an instructor, you may feel that it is hard to hold a class or address an issue directly, yet taking some time to share resources of support with students is a great service to them.

All instructors of any rank should feel free to contact otei@clemson.edu for guidance, feedback, and other support.

CLEMSON RESOURCES

STUDENT WELLNESS AND DIALOGUE

- Provide students with reminders and encouragement that they can get help through CAPS: <https://www.clemson.edu/campus-life/student-health/caps/>
- Community building touchstones we turn to during tough dialogues, specifically across difference: [https://www.couragerenewal.org/PDFs/CourageRenewal-CircleOfTrust-Touchstones-stones-\(c\)2016-web.pdf](https://www.couragerenewal.org/PDFs/CourageRenewal-CircleOfTrust-Touchstones-stones-(c)2016-web.pdf)

FACULTY/STAFF WELLNESS

- Visit [Clemson's EAP site](#) for resources for faculty and staff.
- Several links for Clemson resources are listed on the Wellness during Covid page: <https://www.clemson.edu/covid-19/moving-forward/health-wellness.html>, including resources on stress and mental health.

"Many instructors are already doing a tremendous amount of additional work, including additional care work, both within their teaching and potentially in their home lives. Some instructors also may be experiencing additional vulnerability in this political moment because of their course content and/or because they hold identities that are targeted in racist, homophobic, and antisemitic public discourse and action. While "self care" is encouraged verbally in many spaces, we hope to normalize attending to your own wellbeing in practice." From [Teaching and the Election](#), from the University of Oregon.

TEACHING DURING OR AFTER AN EVENT

- 1) Make sure everyone is safe, first of all
- 2) If you are teaching, help students with difficult events by following this process:
 - Acknowledge their feelings, and provide Clemson resources, especially information for CAPS
 - Allow students to remove themselves from class if they are not able to be attentive
 - Take care of yourself (use Clemson resources)
- 3) If you feel able, and as is appropriate to your content:
 - Connect your disciplines to broader social systems
 - Refocus and help students commit to civic engagement within their communities.

Review trauma-informed teaching practices (sample resources below):

- The Chronicle's Teaching Blog: <https://www.chronicle.com/newsletter/teaching/2020-06-04>
- [Difficult Dialogues \(from Vanderbilt University's CTL\)](#)
- [Making the Most of Hot Moments in the Classroom \(from University of Michigan CRLT\)](#)

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