

# Psychology's Understanding of the Challenges Related to the COVID-19 Global Pandemic in the United States

AUGUST 2020

The COVID-19 global pandemic and its ensuing economic crisis have resulted in a cascade of societal challenges, including illness and death, prolonged social isolation, job loss, and reliance on remote work and online education. The pandemic has also cast a bright light on the destructive effects of health, educational, employment, legal, and criminal justice disparities and inequities. We are witnessing a confluence of forces—a rapidly spreading and dangerous disease, coupled with widespread anti-racism protests and a pre-existing mental health crisis—that interact synergistically and have a disproportionate impact on marginalized populations. Many of these already vulnerable populations are at heightened risk for infection, including: Black, Indigenous and People of Color (BIPOC), older adults, those with certain chronic health conditions, front-line providers, and other essential workers, as well as individuals in nursing homes, jails, prisons, and migrant detention facilities. The discipline and profession of psychology is responding to these challenges across multiple domains to safeguard and promote our nation's health, family life, educational attainment, and work productivity. Most notably, as the science of behavior, psychology is helping to improve and increase adherence to mitigation behaviors (e.g., physical distancing, wearing masks, and handwashing) and to ameliorate widespread stress, anxiety, depression, and hopelessness. These feelings of despair are heightened for many individuals in response to unclear, conflicting, and at times harmful guidance from federal, state, and local government officials regarding mitigation efforts (e.g., wearing masks), coupled with indications of disdain and mistrust of science.

The goal of this policy statement is to identify challenges that the nation is facing or will face relative to the pandemic and associated crises for which psychological science and expertise can be applied through the adoption of a population health approach at multiple levels with attention to equity concerns. The following four key societal domains are highlighted: health and well-being; family and social development; education, training, and learning; and work, organizational, and human performance.

## HEALTH AND WELL-BEING

The COVID-19 pandemic has exposed the nation's inequitable systems and structures that marginalize and increase vulnerability among many at-risk populations. This disease is spreading more rapidly as a result of social inequality and injustice, which contributes to disease clustering among those already at higher

risk for poor health, thereby multiplying their disease burden. Furthermore, the direct effects of illness, loss of loved ones, fear and prolonged uncertainty, stress from economic fallout and mitigation strategies, and health care inequities all contribute to the psychological stress of the pandemic. The most common immediate effects include: depression, anxiety, and physical reactions, such as insomnia and headaches (Wang et al., 2020). There is also substantial evidence emerging that isolation, stress, and trauma throughout the lifespan have long-term adverse effects on physical and psychological well-being (Girdhar et al., 2020). Furthermore, these effects are magnified in high-risk and disadvantaged groups (APA, 2019), including those with limited access to psychological resources and effective supports. The COVID-19 pandemic has also increased risk factors for substance use, and addiction (Rothman et al., 2020). More than 35 states have reported increases in opioid-related mortality since the pandemic began (AMA, 2020). Many people with substance use disorders faced challenges in accessing needed services prior to the pandemic, and social, economic, and virus-related anxiety has aggravated these challenges (Ornell et al., 2020). Social isolation and stress related to the pandemic can increase susceptibility to substance misuse, addiction, and relapse (University of Michigan, n.d.), particularly for older adults, front-line workers, and those who experience economic insecurity and/or job loss (Panchal et al., 2020). Researchers are calling for greater investments in preventive modalities that promote emotional resiliency building and help address the factors that make patients susceptible to reliance on opioids and other substances (Silva & Kelly, 2020).

Psychological interventions, such as psychotherapy, targeting specific stressors and symptoms are critical components of an interprofessional approach to addressing the direct and indirect effects of the pandemic. Psychological interventions are effective in addressing the effects of trauma (APA, 2017; McCleary & Figley, 2017), depression (APA, 2019; 2019a), and anxiety (Barlow, 2008; Vøllestad et al., 2012). The development of psychological symptoms in other disasters and mass casualty events has been mitigated or limited through the application of psychological knowledge and evidence-based practices. These include psychological first aid (APA, 2020c), early interventions to develop social support, and coping skills that promote resilience (APA, 2020a; Dubey et al., 2020; Kaczurkin & Foa, 2015). In response to the current pandemic, for example, psychological interventions have assisted older adults in combatting the anxiety and depression arising from social isolation, which can be exacerbated by "lockdownslock downs" of

nursing homes or retirement communities (van Dyck et al., 2020). However, access to psychological care remains a barrier for many underserved populations and those for whom health risks limit opportunity for in-person services. Advocacy to increase support for delivery of psychological services through telepsychology and interstate license portability is imperative.

Telehealth (i.e., videoconferencing) and audio-only phone services allow psychologists to have regular contact via phone or video visits with all patients. This ensures that individuals can continue to receive necessary psychological care while reducing risks for transmission of COVID-19. Telehealth, tele-testing, and audio-only phone services are also critically important since they hold great potential to reduce geographic, cultural, and linguistic barriers, but clinicians must apply a health equity lens (Rothman et al., 2020). Utilization of community health workers and other traditional health workers can also be better integrated into health systems (Hansmann & Kind, 2020).

Psychological interventions reinforced by effective communication strategies are needed across populations and settings to increase engagement in COVID-19 testing, social isolation, wearing of masks, and other PPE (when accessible). In settings where these mitigation strategies are not feasible, effective institutional policies and business practices are needed. It is imperative that communications from federal, state, and local government officials, others in positions of authority, and the news media provide clear and accurate information about effective mitigation efforts to reduce stress (APA, 2020b) and the spread of the virus (Bursztyn et al., 2020). These messages should be informed by psychological science, which offers evidence-based approaches to help increase cooperation with contact tracing (and the supportive isolation for those likely affected), as well as vaccinations, when available. Psychologists can also promote messages and interventions to enhance psychological resilience and capacity to cope with adversity.

Direct interventions are needed for those with COVID-19 and their families, whether or not the patient is hospitalized. The virus can have significant long-term health consequences that could require ongoing intervention and management, as well as a need to address subsequent distress and uncertainty, along with the potential fear and stigma of those who might have the virus (Jutte et al., 2015). Further, psychologists who practice in medical, surgical and rehabilitation hospitals have been available to provide important clinical services to patients who have had to be treated with mechanical ventilation secondary to COVID-19. These patient care services include addressing psychological symptoms of anxiety when intubated and fear when being weaned from mechanical ventilation, as well as addressing possible PTSD and cognitive symptoms (Jutte et al., 2015) after ICU and ventilation treatment (Perren & Brochard, 2013; Chahraoui et al., 2015). Finally, as the death rate rises, increasing numbers of families will be coping with grief and loss (Verdery et al., 2020) and psychological interventions for individual, families and community grief may be beneficial (Weir, 2020).

High risk for COVID-19 is further exacerbated by health and health care disparities related to receiving adequate prevention and treatment of major chronic conditions, such as diabetes, cardiovascular disease, and asthma. While behavioral lifestyle interventions are effective and evidence-based (Mayberry et al., 2019), their effectiveness is limited by the presence of social needs (e.g., food insecurity, insufficient housing, lack of transportation, and unemployment) that interfere with optimal engagement in health behaviors (Shippee et al., 2020). With over 40 million Americans applying for unemployment, a large proportion being racial/ethnic minorities, the prevalence of these social needs will only continue to rise. There will be a need to ramp up behavioral health studies and implementation of existing digital programs that promote weight management, diabetes management, and cardiovascular health.

News media reports tend to focus on the dominant culture's experience of the pandemic, which can present a distorted perception of reality since they do not shine a light on the most vulnerable—including people of color, older adults, essential workers, people with disabilities, people with low incomes, and others. However, psychological science underscores that diverse populations experience pandemics differently, as do individuals who have prior experience with epidemics, such as HIV/AIDS (Paul, 2020). People with low incomes, for example, often enter a natural disaster or event with increased vulnerability (e.g., financial, food, or housing insecurity), which may take years from which to recover (Joseph et al., 2014; Rhodes et al., 2010). Many African-American men are afraid to wear masks in public out of concern for increasing their risk for negative encounters with police (Thomas, 2020). While media attention has been directed to the plight of nursing homes, other institutional settings, such as facilities for people with disabilities, homeless shelters (Kuehn, 2020), correctional settings (Montoya-Barthelemy et al., 2020), and migrant detention facilities, are also hard hit by the pandemic. So too are "essential workers"—disproportionately people of color—who work in settings with high levels of interpersonal contact (Kantamneni, 2020).

Psychological science has helped to understand how these systems and settings increase risks, whether for coronavirus infection or its collateral consequences, such as psychological distress. Some of these settings are overcrowded and/or disproportionately populated with people of color, and include individuals needing behavioral health services (Alexander et al., 2020). The policies and practices of these institutions can even promote and further racism toward a population that is deprived of mechanisms to advocate for self-care and safer conditions (Kovera, 2019), subjecting already vulnerable individuals to greater risk for infection. For example, incarcerated individuals may be at higher risk to become infected with COVID-19, and interactions with psychologists and other professionals who might be carriers of, or become infected with, the virus need to be considered, especially given that some staff professionals travel from prison to prison (Wallace et al., 2020).

The challenges point to the need for an intersectional analysis of COVID's impact with other psychosocial vulnerabilities, such as homelessness and poverty (Hankivsky & Kapilashrami, 2020). These health determinants can be exacerbated by systemic discrimination and societal bias on the basis of race, ethnicity, sexual orientation or gender identity, ability status, and other marginalized identities (Pew Research Center, 2020). Racial/ethnic minorities are more likely to acquire, have complications from, and die from COVID-19 (Centers for Disease Control and Prevention [CDC], 2020a). This higher risk is due to many factors, including the disproportionate share of people of color in "essential" jobs—as discussed above—and the higher rate of chronic health conditions in these populations, which are complex in origin but are powerfully shaped by social, economic, environmental, and behavioral factors. Among them are structural factors and everyday experiences rooted in racism and discrimination. Structural inequities—such as residential and school segregation—set the stage for poorer health among many people of color because they limit educational attainment and economic mobility, disproportionately expose these populations to sources of environmental degradation, limit access to healthy foods (e.g., surrounding so-called "food deserts") and even make doctors and clinics harder to find (Smedley, 2012).

## **FAMILY/SOCIAL DEVELOPMENT**

The effects of COVID-19 on psychological health and well-being (APA, 2020a, APA 2020c) have multiple pathways, impacting individuals across the lifespan to various degrees. Experiences during childhood have long-term effects on physical, neurological, social-emotional, and behavioral development that can last throughout the lifespan (Dubey et al., 2020), leaving a generation especially vulnerable to the adverse effects of the pandemic.

Research has shown that early socialization is essential for healthy brain development in children (Blakemore, 2010; Hari et al., 2015; CDC/ Harvard, 2014) and that promoting active socialization and learning can lead to multiple cognitive and psychological benefits and resilience (NASP, 2020). However, due to the social isolation arising from COVID-19, many children are unprepared to deal with the stress and tension that their families are experiencing (Lee & Ward, 2020). Sources of prolonged stress may involve caregivers and family members impacted by medical illness, including death and loss of ability to grieve; economic distress from job loss and related concerns, such as homelessness and food insecurity, and social isolation resulting from mitigation strategies that include physical distancing, stay-at-home orders, and school closing. Excessive stress, particularly what has been termed toxic stress, can have damaging effects on child development, learning, and health (Shonkoff & Phillips, 2000). With social isolation, children are experiencing disappointment and grief, which are contributing to mental health problems. Parents are also struggling to maintain their children's engagement and interest in learning (Harris, 2020).

There are unique and important risk factors for multigenerational families and those providing foster care, caring for a vulnerable person, and/or living in close quarters (e.g., sharing a small apartment). More Americans—64 million—are living in multigenerational households than ever before (Pew Research Center, 2018). These families have the important responsibility and increased psychological burden of behaving as if everyone in the family constellation is at higher risk for COVID-19 in order to protect those who are more vulnerable.

Since the pandemic began, access to quality child care has diminished, which continues to disproportionately affect women (Glynn, 2018). Access to child care is vital to family well-being and professional effectiveness. Psychologists report that some women are experiencing heightened anxiety and depression due to having to care for their children and manage online schooling while simultaneously pursuing their own demanding career roles (Miller, 2020). In a recent survey, U.S. adults reported an average level of stress significantly higher than in 2019 (APA, 2020d), with parents of children under age 18 reporting even higher average levels of stress; 46% reported their stress as 'high' whereas only 28% of adults without children reported the same. Parents are faced with novel, challenging decisions daily—such as whether their children should attend school in the fall or visit peers or grandparents and how much screen time they should be allowed—which results in mental fatigue and exhaustion and can compromise decision making and overall well being (APA, 2020b).

The conditions during COVID-19 related to health, finances, family, and other stressors may lead to additional adverse events, including increased incidence of physical and psychological abuse, and/or violence (SAMHSA, 2020). There are many reports of increased interpersonal violence in the United States and across the world during the pandemic, as evidenced by increased utilization of emergency hotlines and first responder services (UNWomen, 2020). Some vulnerable children are deprived of their most nurturing relationships with school personnel, who also serve as mandated reporters for child abuse. The negative impact appears to be more pronounced in under-resourced populations, such as those with high levels of unemployment, who are living in close quarters and have fewer opportunities to physically distance during conflict.

Psychologists play a critical role in delivering services to mitigate risk factors that can magnify the impact of trauma and social isolation and to provide interventions (including for interpersonal violence) that significantly reduce the long-term adverse effects and improve outcomes (Herman et al., 2019; McLaughlin & Lambert, 2017). Supporting families and developing safety nets in schools is a critical strategy for treating the immediate and long-term effects of COVID-related stress in families.

## EDUCATION, TRAINING, AND LEARNING

Due to the COVID-19 pandemic, students and educators across the breadth of education have needed to adapt to an ever-changing situation where teaching and learning must now be reimaged. There is an urgent need to address the effects of the COVID-19 pandemic on education and training, with an emphasis on ameliorating pre-existing and worsening inequity. Most affected have been disenfranchised racial and ethnic minority individuals and communities, as well as minority-serving institutions (Gasman & Jones, 2020). Major concerns across the breadth of education are highlighted below in the areas of technology, educational attainment, basic needs, and special accommodations, as well as impacts on educators.

### Technology

The necessary shift to online education for public health has nonetheless presented a number of challenges for students and educators. The challenges are experienced disproportionately by underrepresented students, particularly for low-income and students of color (Gonzales et al., 2020), highlighting disparities that exist in relation to technology usage, access, and knowledge (i.e. *Digital inequities*, Thomas et al., 2019; *digital inequalities*, Kvasny, 2006). Many students do not have access to technology at home, must share a computer with other household members, and have inadequate or no internet connectivity (Nuamah et al., 2020; Pew Research Center, 2019). Disruptions and digital obstacles are more common for low-income families, many of whose children are completing their schoolwork on a cell phone (43%), through public Wi-Fi (40%), or are unable to complete their work at all (Vogels et al., 2020). An alarming consequence is the exacerbation of the racial, socioeconomic, and rural achievement gaps that existed prior to the pandemic, including learning gaps that occur during summer break (Auxier & Anderson, 2020; Irving, 2020). Unique technology-related concerns exist at every level of education. Young children, in particular, may require more assistance and monitoring from adults in the home, who themselves may be working from home, or have other children. Children are experiencing negative effects with online instruction, such as the loss of social interaction with peers and teachers (Weingarten, 2020). In college, research experiments, laboratory classes, and clinical practica may not be feasible to complete online whether due to logistics or privacy reasons.

At the continuing education level, over one-quarter of older adults do not use the internet (Pew Research Center, 2019), and these numbers are higher among low-educated, rural, and racial or ethnic minority older adults (Anderson, 2019; Pew Research Center, 2019). Provision of training in use of new technologies is required to allow older adults access to necessary psychotherapies and other telehealth services. Further, psychology state licensing boards may require face-to-face continuing education. Even when technological access and ease of use are adequate, stigma is still associated with online instruction, which may be exacerbated by the sudden nature of the crisis (Hodges et al., 2020). Research supports evidence-based principles for the design of effective online instruction (Hodges et al., 2020; Mayer, 2014, 2020);

however, educators must be supported to receive adequate training in ways that do not further overburden educators economically or logistically. Given the importance of technology in adapting to the pandemic for public health, issues related to technology access, reliability, usability, and technological disparities will be among the most important to address.

### Impacts to Educational Attainment and Outcomes

This shift to online education in the midst of the pandemic will undoubtedly affect educational attainment and outcomes. For example, primary and secondary students' acquisition of learning outcomes has diminished since the shift to online education, and the losses have been greater for students who were already struggling academically (Kuhfeld et al., 2020). Learning gaps emerge for vulnerable children over extended breaks, such as summer vacations, and it can be expected that these vulnerable children will differentially have poorer learning outcomes relative to their peers with the transition to online education (Rand Review, 2020). Peer and teacher-student relationships are significant contributors to students' engagement in, and enjoyment of, school (Harris, 2020; NRC/IOM, 2004; Thapa et al., 2013). Further, minority students may feel less connected in an online learning environment (Ke & Kwak, 2013) and experience greater barriers to campus engagement, similarly important to postsecondary educational outcomes and attainment (Kuh et al., 2006; Shin, 2008). The aforementioned technological barriers will also hinder academic performance and may impact attrition (Jaschik, 2020).

At the graduate level, Health Service Psychology (HSP) programs, as well as basic psychological science graduate programs, face unique challenges. Attainment and assessment of HSP competencies require practice and observation (Borden & McIlvried, 2010). Preliminary evidence indicates that remote supervision works similarly, although not identically, to in-person supervision (Inman et al., 2019; Rousmaniere et al., 2014; Sorlie et al., 1999). The therapeutic relationship is a key to therapeutic success (Safran & Muran, 2003; Wampold & Imel, 2015), which may be more challenging via telepsychology. Yet, given the economic downturn and need for physical distancing, HSP trainees remain understandably concerned about their training (Bell et al., 2020), particularly as some training clinics have suspended some or all services (Hames et al., 2020). Basic psychological science students (and educators) may experience barriers to conducting research that is laboratory-based and difficult or impossible to conduct virtually and thus hinder attainment and assessment of research competencies. Graduate students experiencing greater external stressors resulting from the pandemic—stressors which students of color, low-SES students, and women students were already more likely to experience (Lantz & Davis, 2017; Wilcox et al., 2019)—may find their academic performance and progress hindered further. This has serious implications for the diversity of the psychology workforce pipeline. Concerns have also arisen about the plight of international students enrolled in U.S. colleges and universities faced with campus closures and online education.



## Effects of Basic Needs Disruption on Education

It is well-established in the literature that unmet basic needs have detrimental effects on educational outcomes and attainment. Food, income, and housing insecurity, child supervision, barriers to psychosocial engagement, and safety issues have become more pronounced as a result of the pandemic (APA, 2020b; Goldrick-Rab et al., 2020; Nuamah et al., 2020), with Black students experiencing these disruptions at higher rates (e.g., Goldrick-Rab et al., 2020). Students of color and low-SES students already evidenced higher rates of unmet basic needs prior to the pandemic (e.g., Goldrick-Rab et al., 2017; Goldrick-Rab et al., 2019). Critically, adversity in basic needs is related to student disengagement from schooling and ultimately to attrition (e.g., Goldrick-Rab et al., 2019). Housing insecurity interrupts access to online instruction and, in some cases, may move students into other school districts or enrollment zones. Schools are a primary provider of behavioral health services to children and adolescents (Rones & Hoagwood, 2000), and school closures have interrupted access to behavioral health and, in the case of primary and secondary education, separated children from a 'secure base' where their behavioral health and safety needs are noticed and addressed (Nuamah et al., 2020).

Of note, food insecurity among college students, most notably students of color and low SES students, is higher than the national average (Freudenberg et al., 2011; Gaines et al., 2014; Maroto et al., 2015; Morris et al., 2016; Hughes et al., 2011; Patton-López et al., 2014). Food insecurity has been demonstrated to be related to poorer psychological and physical health (Farahbakhsh et al., 2017; Hughes et al., 2011; Patton-López et al., 2014), lower GPAs (Maroto et al., 2015; Morris et al., 2016; Patton-López et al., 2014), and difficulty concentrating (Farahbakhsh et al., 2017). Poorer physical and mental health, poorer academic performance, and family income have been linked to attrition (e.g., DeBerard et al., 2004; Eisenberg et al., 2009; Ishitani, 2006). Furthermore, students of color and low-SES students, as well as the current student generation more broadly, are less likely to have "financial reserves" (Kurz et al., 2018; Lopez et al., 2020). Such financial precarity may be further exacerbated for graduate students, who already experience stagnant stipends and benefits, and the rising costs of both education and cost of living (Lantz & Davis, 2017; Wilcox et al., 2019). Potential disruptions to access student loans, assistantships, and other forms of graduate student support may negatively affect living situations, food security, and well-being—and potentially increase vulnerability to COVID-19.

Some graduate students will fear for their safety and security and that of their extended family members with whom they reside, which is heightened when the student must go to campus in person or potentially lose the placement (Bell et al., 2020). Students who are also employed as frontline workers may not have the privilege of working from home. Psychologists and educators in the workforce are not immune from such financial precarity and safety concerns; they may also be experiencing job losses, reduction in pay, financial, housing, and food insecurity, and health and safety concerns. Given the multitude challenges confronting both

educators and learners during the pandemic, flexibility built into policies may help them navigate other obligations (e.g., caregiving).

Furthermore, psychosocial engagement and development are key to both educational process and outcomes. In K-12 schools, opportunities to make and be with friends is the aspect of school that students value most highly (NRC/IOM, 2004), while effective teacher-student relationships promote students' attachment to the classroom (Rudasill et al., 2010). By disrupting these key relationships, physical distancing has diminished students' engagement in schooling and learning (Harris, 2020). Low-income students and students of color already experience more challenges in developing a sense of campus belonging, which is likely to be exacerbated by the pandemic (Nguyen & Herron, 2020; Pew Research Center, 2020). In addition to campus engagement, mentorship in postsecondary education is a crucial part of student development (Gruber et al., 2020). In the midst of increasing demands on educators resulting from the pandemic, faculty may have less time to invest in mentoring students, which may negatively impact students' personal and professional development. This is further true for graduate students, as professional socialization is a primary purpose of in-residence graduate education, as well as professional development opportunities, such as conferences.

## Special Accommodations

The COVID-19 pandemic has also resulted in myriad barriers to educational attainment for students with disabilities (Kutscher & Tuckwiller, 2019), which are likely to increase due to lack of assistive resources (i.e., in-person note-takers, aides, technology). State-funded early intervention services, interrupted by the pandemic, are typically provided to 2-3% of children (Macy et al., 2014). Moreover, with reduced access to pediatricians and other medical providers and services, children are not being identified for referral, and their access to vital interventions is being delayed. This is particularly troubling for lower-income and ethnic minority families who already experience significant disparities in access to early intervention screenings and services (Macy et al., 2014; Marks et al., 2015). Five to six percent of preschool-age children and 10-12% of school-age children receive special education through the Individuals with Disabilities Education Act (Macy et al., 2014). Given the U.S. Department of Education requirements (2020), dramatic changes will likely be necessary to implement Section 504 and Individualized Education Program plans since many services provided through such accommodations cannot be provided digitally, and parents may not be able to be reasonably expected to bridge the gap. Children with complex medical and/or behavioral challenges will be particularly impacted by these limitations; use of adjunct assistive technology may not be appropriate for children with disabilities who may not understand or be able to use the technology to communicate (Van Allen et al., 2011; Schaeffer, 2020).

At the college level, past research has demonstrated that students with disabilities who utilized campus-based assistive services were more likely to persist through degree completion (Newman

et al., 2020). However, such services may be more difficult or impossible to provide through distance learning. This gap may require more inclusive course design and greater professional development for educators to assist with the needs of students with disabilities. Smith and Ayers (2006) argue that careful planning in the design of online courses with an equity-minded approach is key and offer suggestions for culturally responsive distance education learning strategies at community colleges (Newman et al., 2020). Identification of students who may require greater assistance, however, creates concerns related to privacy. For example, the CDC (2020a) encourages higher education administrators to discuss with students in high-risk categories their need for accommodations; however, this requires the disclosure of private health information. In this regard, it will be important to reduce stigma and ethically consider how to safeguard both the privacy and well-being of all students.

### Impacts on Educators

Finally, it is important to note that educators are also coping with personal and professional effects of the COVID-19 pandemic. Teachers report feeling anxious, fearful, worried, overwhelmed, and sad (Cipriano & Brackett, 2020). Furthermore, K-12 teachers report that online instruction is inferior to classroom instruction and that they are exhausted from trying to manage all the new challenges associated with distance learning (Weingarten, 2020; Gewertz, 2020). There is evidence that women and early-career educators may be less productive and less effective in their teaching roles than their male counterparts due to their increased demands from overseeing their own children's schooling and child care responsibilities (Flaherty, 2020; Malisch et al., 2020; Vincent-Lamarre et al., 2020). This reduced work productivity may result in delayed tenure clocks or even tenure denial. Educators are often required to provide their own technology and home office space, with limited or no reimbursement (Will, 2020), which is more keenly felt by those who are disproportionately undercompensated (e.g., women, educators of color, adjuncts; and substitute teachers). Professional development opportunities related to online teaching for educators are limited, ultimately affecting student outcomes and exacerbating disparities (Tawfik et al., 2016). Administrators are also encouraged to discuss the need for accommodations for remote teaching with educators and staff who are in high-risk categories (CDC, 2020a); however, this requires disclosure of health and other personal factors, including the health of at-risk family members, which may involve some risk for contract, pre-tenure, and other disproportionately vulnerable educators. It will be important to ethically consider how to safeguard both the privacy and well-being of educators and staff, recognizing that jeopardizing their health and safety subsequently jeopardizes the health and safety of students.

### WORK, ORGANIZATIONAL AND HUMAN PERFORMANCE

The COVID-19 pandemic has dramatically disrupted the work that people are able to perform, forcing some out of work (U.S. Bureau of Labor and Statistics, 2020), radically disrupting operations, and exposing workers to new risks and challenges. Two key questions face workers and employers as they deal with the impact of COVID-19: 1) How are the changes in the workplace likely to impact worker, team, and organizational performance, and what can be done to maintain performance at the highest possible level?; and 2) How are the changes in unemployment and the work context likely to affect worker well-being, and what can be done to maintain a healthy workforce?

Individual, team, and organizational performance (Klein & Kozlowski, 2000) are likely to be affected differently by pandemic-related disruption, including remote work. Among U.S. workers fortunate enough to retain their jobs, approximately half are now exclusively working remotely from home (Guyot & Sawhill, 2020), compared to roughly 7% prior to the start of the pandemic (World Economic Forum, n.d.). A survey of U.S. workers who shifted to remote work as a result of COVID-19 indicates that 45% believe that they have become more productive and just 14% believe they are less productive (K. Oehler, personal communication, June 26, 2020). Yet, another survey found that 35% of employers are grappling with changes in employee productivity since the onset of COVID-19 in the U.S. (Society for Human Resource management, 2020). Key contributors to positive individual performance include clear goals (Locke & Latham, 2002) job-relevant knowledge and skills (Noe, 2020), high-quality feedback (Kluger & DeNisi, 1996) and engagement and motivation (Macey & Schneider, 2008). Surveys indicate that employers are investing in employee engagement, but that workers still feel less connected (Society for Human Resources Management, 2020). Team performance depends on clear membership, compelling goals, structures that enable collaboration and sharing of information, effective means of solving problems and resolving conflict, and outstanding coaching (How employees are feeling right now, 2020). The fact that most current work teams had the opportunity to work face-to-face before the pandemic should be helpful (Kraut & Resnick, 2012), but going forward it will be a challenge to integrate new members with reduced onsite contact. Another challenge will be team performance monitoring, which benefits from informal interactions (Driskell et al., 2018). Both team and organizational performance depend on workforce engagement, which requires fostering alignment with an organizational vision, demonstrating concern for workers and their well-being, adopting workplace policies that workers consider to be fair and reasonable, and ensuring that workers receive the support they need from their managers and leaders to be successful. Organizations need to ensure that pandemic-related policies are deemed fair, reasonable, and supportive by employees.

Workplace well-being is central to psychological health (Kossek et al., 2012) and constitutes a core employer obligation (Benoit, 2019). Remote and onsite work each present challenges and

opportunities. Regarding remote work, a recent Australian study found that 39% of those working at home reported high or very high levels of psychological distress, a three-fold increase from 2018 (Katz, 2020). Such stress can be caused by social isolation, challenges to work-life balance, technology challenges, threats to autonomy, and concerns about career prospects (Abel & McQueen, 2020). Despite these challenges, the increased flexibility afforded by remote work is valued by workers (Cooper & Kurland, 2002). Keys to implementing remote work effectively include time for online social interaction, support for work-life balance, regular check-ins regarding job performance and career prospects, and effective use of technology and tools (Allen et al., 2015). While remote work has increased substantially, many jobs can only be done onsite—for example, food service, driving, caregiving, correctional work, and retailing. It is imperative for organizations to create a safe work environment for them (How employees are feeling right now, 2020). Yet, modifications for safety can make work more complex and slower, decreasing productivity (Society for Human Resource Management, 2020). Organizations can support their onsite workers by providing training on resilience and dealing with challenging interpersonal situations, while offering access to emotional support groups, behavioral health services (US Department of Veterans Affairs National Center for PTSD, 2020) and high quality, affordable childcare.

The necessary reliance on remote work currently poses particular challenges for the legal and criminal justice system. Possible risks to the administration of justice can arise from the inability of detainees to consult with counsel (who are not allowed to enter jails), the use of virtual arraignments, hearings and trials, prolonged pre-trial detention, and delays in the conduct of forensic mental health assessments (Godoy, 2020). Due to health safety concerns, detainees are also unable to receive visits from family and friends, which can exacerbate feelings of isolation and depression (Penal Reform International, 2020). Persons of color are disproportionately affected due to their disproportionate representation among the prison population (Alexander et al., 2020). It is essential to safeguard the fundamental rights of all detainees, as well as to take action to safeguard their physical and psychological health.

One growing segment of the workforce meriting special consideration is *unemployed persons* (US Bureau of Labor and Statistics, 2020). Recent studies have shown that young adults (18-29) and Hispanic/Latinx and Black Americans were most likely to have experienced getting laid-off, losing a job, having difficulty accessing food and shelter, or taking a reduction in pay during COVID-19 (Coven & Gupta, 2020; Lopez et al., 2020; Schaeffer & Rainie, 2020). Psychological support can be provided as components of One-Stop Career Centers and job search services. Also hit particularly hard by the pandemic are *workers in precarious or low-paying jobs*, including housekeepers, food servers, custodial staff, drivers, and retail workers. These work conditions are associated with lack of protection and benefits, depression, and food and housing insecurity (US Bureau of labor and Statistics, 2020). In the COVID-19 era, these challenges now include working in

potentially unsafe conditions and pressure to continue to show up for work, no matter one's physical or psychological health. Psychologists, organizational leaders, and policy makers can support unemployed, precarious, and low-wage workers by advocating for raising the minimum wage (World Economic Forum, 2020), advancing policies that support decent and dignified work for all (Blustein et al., 2019) and ensuring consistent protections for workers (Austin, 2020).

*Workers with elevated health risks and levels of stress* include other groups of particular concern. Black workers face particular health risks, since they are over-represented in essential jobs in the health and transportation sectors where physical distancing is impossible (Gould & Wilson, 2020). Health care and long-term care workers (Lu, 2020), as well as workers classified as essential who work in high-risk industries, such as meatpacking, restaurants, transportation, teaching, hair styling, child care, and eldercare workers, also face elevated levels of stress and COVID-19 infection risk (Lu, 2020). Correctional officers and incarcerated individuals are exposed to environments that are often overcrowded and unsanitary (Blakinger & Hamilton, 2020; Park & Meager, 2020). With elevated physical health risks come threats to psychological health. Practical steps to mitigate these risks include workspace redesign, COVID-19 testing, contact tracing, safe spaces to quarantine, adequate health insurance, paid sick leave, and hazard pay. Working parents and others with dependent care needs also experience special challenges securing care that will allow unimpeded time to work, which can result in significant work-family conflict and stress (Poms et al., 2009). Older workers may face greater health risk, as well as technology challenges that can be overcome readily with training (Charness et al., 2001). Finally, *workers experiencing high levels of stress* due to the pandemic are in need of psychological support. Effective strategies include allowing for part- or full-time remote work, as necessary; part-time employment; and flexible work hours that include breaks for exercise and outdoor activities (Lau et al., 2019).

## CONCLUSION

The discipline and profession of psychology—with its strong foundation in science—is working with other disciplines, policy-makers, and other stakeholders, including our global psychology partners, to help to reduce the morbidity and mortality caused by the coronavirus and to address its resultant widespread collateral damage in such areas as family life, educational attainment, and work productivity. Prolonged social isolation due to the pandemic has placed inordinate stress on many interpersonal/familial relationships and has threatened normal child development, which is dependent on interaction with peers and others. Likewise, our educational system has been upended with the necessity of implementing online instruction across levels, which is not equally accessible to low-income and other marginalized students. Employers have also become dependent on remote work, which is not an option for front-line providers and other essential workers, with many other individuals becoming unemployed in the midst of layoffs and closures arising from the economic

crisis. The expertise and diversity of the psychology field—which includes clinicians, researchers, educators, and consultants across numerous specialty areas—offers the synergy to develop compelling solutions to challenges arising from this global pandemic, including the disparities and inequities that have been exacerbated across our health, educational, employment, legal, and criminal justice systems.

## REFERENCES

- Abel, T., & McQueen, D. (2020). The COVID-19 pandemic calls for spatial distancing and social closeness: Not for social distancing! *International Journal of Public Health*, 65, 231–231.
- Alexander, A. A., Allo, H., & Klukoff, H. (2020). Sick and shut in: Incarceration during a public health crisis. *Journal of Humanistic Psychology*. <https://doi.org/10.1177/0022167820930556>
- Allen, T. D., Golden, T. D., & Shockley, K. M. (2015). How effective is telecommuting? Assessing the status of our scientific findings. *Psychological Science in the Public Interest*, 16, 40–68.
- American Medical Association. (2020). Issue brief: Reports of increases in opioid related overdose and other concerns during COVID pandemic. Updated July 8, 2020, available at <https://www.ama-assn.org/system/files/2020-07/issue-brief-increases-in-opioid-related-overdose.pdf>
- American Psychological Association. (2017). *Clinical practice guideline for the treatment of posttraumatic stress disorder (PTSD)*. <https://www.apa.org/ptsd-guideline/>
- American Psychological Association. (2019). *Clinical practice guideline for the treatment of depression across three age cohorts* <https://www.apa.org/depression-guideline/guideline.pdf>
- American Psychological Association. (2020a). *Social and emotional learning*. Retrieved from: <https://www.apa.org/topics/covid-19/education-social-emotional>
- American Psychological Association Commission on Accreditation [APA]. (n.d.). *Implementing regulations, Section C: IRs related to the Standards of Accreditation*. Retrieved from [https://irp-cdn.multiscreensite.com/a14f9462/files/uploaded/Section%20C\\_1.15.2020%20update.pdf](https://irp-cdn.multiscreensite.com/a14f9462/files/uploaded/Section%20C_1.15.2020%20update.pdf)
- American Psychological Association. 2020a. APA Professional Practice Guidelines. Retrieved from: <https://www.apa.org/practice/guidelines>
- American Psychological Association. 2020b. Building your resilience. Retrieved from: <https://www.apa.org/topics/resilience>
- American Psychological Association. 2019a. Clinical Practice Guideline for the Treatment of Depression Across Three Age Cohorts. Retrieved from: 2017a. Clinical Practice Guideline for the Treatment of Posttraumatic Stress Disorder (PTSD). Retrieved from: <https://www.apa.org/ptsd-guideline/>
- American Psychological Association. 2019b. Guidelines for Psychological Practice for People with Low-Income and Economic Marginalization. Retrieved from: <https://www.apa.org/about/policy/guidelines-low-income.pdf>
- American Psychological Association. 2017b. Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf>
- American Psychological Association. 2020c. Psychological First Aid Resources. Retrieved from: <https://www.apa.org/practice/programs/dmhi/psychological-first-aid/resources>
- American Psychological Association. 2020d. Stress in the Time of COVID-19. Stress in America 2020, 2. Retrieved from <https://www.apa.org/news/press/releases/stress/2020/report-june>
- American Psychological Association. Help Center. See additional resources for general education and consultation, Managing Stress for a Healthy Family <https://www.apa.org/helpcenter/managing-stress>, and How Stress Affects Your Health <https://www.apa.org/helpcenter/stress>
- Anderson, M. (2019). *Mobile technology and home broadband 2019*. Pew Research Center. Retrieved from <https://www.pewresearch.org/internet/2019/06/13/mobile-technology-and-home-broadband-2019/>
- Andrews, E. E., Ayers, K. B., Brown, K. S., Dunn, D. S., & Pilarski, C. R. (2020). No body is expendable: Medical rationing and disability justice during the COVID-19 pandemic. *American Psychologist*. Advance online publication. <http://dx.doi.org/10.1037/amp0000709>
- Austin, J. C. (2020). American workers' safety net is broken. The COVID-19 crisis is a chance to fix it. *Brookings*. <https://www.brookings.edu/blog/the-avenue/2020/04/30/american-workers-safety-net-is-broken-the-covid-19-crisis-is-a-chance-to-fix-it/>
- Auxier, B., & Anderson, M. (2020). As schools close due to the coronavirus, some U.S. students face a digital 'homework gap.' Pew Research Center. Retrieved from <https://www.pewresearch.org/fact-tank/2020/03/16/as-schools-close-due-to-the-coronavirus-some-u-s-students-face-a-digital-homework-gap/>
- Barlow, D. H. (2008). *Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual* (4th ed.). NY: The Guilford Press.
- Bell, D. J., Self, M. M., Davis, C., III, Conway, F., Washburn, J. J., & Crepeau-Hobson, F. (2020). Health service psychology education and training in the time of COVID-19: Challenges and opportunities. *American Psychologist*. Advance online publication. <http://dx.doi.org/10.1037/amp0000673>
- Benoit, D. (2019). Move over, shareholders: Top CEOs say companies have obligations to society. *Wall Street Journal*. <https://www.wsj.com/articles/business-roundtable-steps-back-from-milton-friedman-theory-11566205200>
- Blakemore, S. J. (2010). The developing social brain: Implications for education. *Neuron*, 65(6), 744–747. <https://doi.org/10.1016/j.neuron.2010.03.004>
- Blakinger, K., & Hamilton, K. (2020). "I begged them to let me die:" How federal prisons became Coronavirus death traps. *The Marshall Project*. Available at <https://www.themarshallproject.org/2020/06/18/i-begged-them-to-let-me-die-how-federal-prisons-became-coronavirus-death-traps>
- Blustein, D. L., Kenny, M. E., Di Fabio, A., & Guichard, J. (2019). Expanding the impact of the psychology of working: Engaging psychology in the struggle for decent work and human rights. *Journal of Career Assessment*, 27(1), 3–28. <https://doi.org/10.1177/1069072718774002>
- Borden, K. A., & McIlvried, E. J. (2010). Applying the competency model to professional psychology education, training, and assessment: Mission bay and beyond. In M. B. Kenkel & R. L. Peterson (Eds.), *Competency-Based Education for Professional Psychology*. Washington, DC: American Psychological Association.
- Bursztyn, L., Rao, A., Roth, C., & Yanagizawa-Drott, D. (2020). *Misinformation during a pandemic* (Working Paper No. 2020-44; BFI Working Paper). Becker Friedman Institute for Economics, University of Chicago. <https://bfi.uchicago.edu/working-paper/2020-44/>



- Centers for Disease Control [CDC]. (2020). *Interim guidance for administrators of U.S. institutions of higher education: Plan, prepare, and respond to coronavirus disease 2019 (COVID-19)*. Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-ihe-response.html>
- Centers for Disease Control and Prevention. (2020). Morbidity and Mortality Weekly Report: Coronavirus Disease 2019 Case Surveillance — United States, January 22–May 30, 2020. Available at file:///C:/Users/Brian%20Smedley/Downloads/CDC%20MMWR%20COVID-19%20Demographics%20Report%20June%2015%202020.pdf.
- Center on the Developing Child at Harvard University. (2014). Key Concepts: Toxic Stress. Retrieved from [http://developingchild.harvard.edu/key\\_concepts/toxic\\_stress\\_response](http://developingchild.harvard.edu/key_concepts/toxic_stress_response)
- Chahraoui, K., Laurent, A., Bioy, A., & Quenot, J. (2015). Psychological experience of patients 3 months after a stay in the intensive care unit: A descriptive and qualitative study. *Journal of Critical Care*, 30, 3, 599 DOI:10.1016/j.jccr.2015.02.016
- Charness, N., Kelley, C. L., Bosman, E. A., & Mottram, M. (2001). Word processing training and retraining: Effects of adult age, experience, and interface. *Psychology and Aging*, 16, 110-127. <https://doi.org/10.1037/0882-7974.16.1.110>
- Cipriano, C. & Brackett, M. (2020). Teachers are anxious and overwhelmed. They need SEL now more than ever. Retrieved from: <https://www.edsurge.com/news/2020-04-07-teachers-are-anxious-and-overwhelmed-they-need-sel-now-more-than-ever>
- Cooper, C. D., & Kurland, N. B. (2002). Telecommuting, professional isolation, and employee development in public and private organizations. *Journal of Organizational Behavior*, 23, 511-532.
- Coven, J., & Gupta, A. (2020). *Disparities in mobility responses to COVID-19*. NYU Stern Working Paper. Retrieved from <http://arpitgupta.info/s/DemographicCovid.pdf>.
- DeBerard, M. S., Spielmans, G. I., & Julka, D. L. (2004). Predictors of academic achievement and retention among college freshmen: A longitudinal study. *College Student Journal*, 38(1), 66-80. Retrieved from <https://www.questia.com/library/p1917/college-student-journal>
- Driskell, J.E., Salas, E., & Driskell, T. (2018). Foundations of teamwork and collaboration. *American Psychologist*, 73 (4), 334-348.
- Dubey, S., Biswas, P., Ghosh, R., Chatterjee, S., Dubey, M. J., Chatterjee, S., Lahiri, D., & Lavie, C. J. (2020). Psychosocial impact of COVID-19. *Diabetes & Metabolic Syndrome*, 14(5), 779-788. Advance online publication. <https://doi.org/10.1016/j.dsx.2020.05.035>
- Eisenberg, D., Golberstein, E., & Hunt, J. B. (2009). Mental health and academic success in college. *The B. E. Journal of Economic Analysis & Policy*, 9(1). <http://dx.doi.org/10.2202/1935-1682.2191>
- Farahbakhsh, J., Hanbazaza, M., Ball, G. D. C., Farmer, A. P., Maximova, K., & Willows, N. D. (2017). Food insecure student clients of a university-based food bank have compromised health, dietary intake and academic quality. *Nutrition & Dietetics*, 74, 67-73. <https://dx.doi.org/10.1111/1747-080.12307>
- Flaherty, C. (2020). No room of one's own: Early journal submission data suggest COVID-19 is tanking women's research productivity. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2020/04/21/early-journal-submission-data-suggest-covid-19-tanking-womens-research-productivity>
- Freudenberg, N., Manzo, L., Jones, H., Kwan, A., Tsui, E., & Gagnon, M. (2011). *Food insecurity at CUNY: Results from a survey of CUNY undergraduate students*. Retrieved from <http://web.gc.cuny.edu/che/cunyfoodinsecurity.pdf>
- Gaines, A., Robb, C. A., Knol, L. L., & Sickler, S. (2014). Examining the role of financial factors, resources and skills in predicting food security status among college students. *International Journal of Consumer Studies*, 38(4), 374-384. <https://dx.doi.org/10.1111/ijcs.12110>
- Gasman, M., & Jones, B. (2020). *Research brief: Humility and resilience: Minority serving institutions in the age of coronavirus*. Retrieved from <https://cmsi.gse.rutgers.edu/sites/default/files/COVID-19%20Research%20Brief.pdf>
- Gewertz, C. (2020). Exhausted and grieving: Teaching during the coronavirus crisis. Retrieved from: <https://www.edweek.org/ew/articles/2020/04/16/exhausted-and-grieving-teaching-during-the-coronavirus.html>
- Girdhar R., Srivastava V., & Sethi S. (2020). Managing mental health issues among elderly during COVID-19 pandemic. *Journal of Geriatric Care and Research*, 7(1), 29-32
- Glynn, S. J. (2018). *An unequal division of labor: How equitable workplace policies would benefit working mothers*. Center for American Progress. Retrieved from <https://www.americanprogress.org/issues/women/reports/2018/05/18/450972/unequal-division-labor/>
- Godoy, J. (2020). Defendants' rights hang in the balance amid pandemic. *Law360* <https://www.law360.com/articles/1253895/defendants-rights-hang-in-the-balance-amid-pandemic>
- Goldrick-Rab, S., Baker-Smith, C., Coca, V., Looker, E., & Williams, T. (2019). College and university basic needs insecurity: A national #RealCollege survey report. Retrieved from [https://www.insidehighered.com/sites/default/server\\_files/media/HOPE\\_realcollege\\_National\\_report\\_EMBARGOED%20UNTIL%20APRIL%2030%203%20AM%20EST%20\(1\).pdf](https://www.insidehighered.com/sites/default/server_files/media/HOPE_realcollege_National_report_EMBARGOED%20UNTIL%20APRIL%2030%203%20AM%20EST%20(1).pdf)
- Goldrick-Rab, S., Coca, V., Kienzl, G., Welton, C. R., Dahl, S., & Magnolia, S. (2020). #RealCollege during the pandemic: New evidence on basic needs insecurity and student well-being. Retrieved from [https://hope4college.com/wp-content/uploads/2020/06/Hopecenter\\_RealCollegeDuringthePandemic.pdf](https://hope4college.com/wp-content/uploads/2020/06/Hopecenter_RealCollegeDuringthePandemic.pdf).
- Goldrick-Rab, S., Richardson, J., & Hernandez, A. (2017). *Hungry and homeless in college: Results from a national study of basic needs insecurity in higher education*. Retrieved from <https://hope4college.com/still-hungry-and-homeless-in-college/>
- Gonzales, A. L., Calarco, J. M., & Lynch, T. (2020). Technology problems and student achievement gaps: A validation and extension of the technology maintenance construct. *Communication Research*, 47(5), 750-770. <https://dx.doi.org/10.1177/0093650218796366>
- Gould, E., & Wilson, V. (2020). Black workers face two of the most lethal preexisting conditions for coronavirus-racism and economic inequality. Economic Policy Institute. Retrieved July 06, 2020, from <https://www.epi.org/publication/black-workers-covid/>
- Gruber, J., Borelli, J. L., Prinstein, M. J., Clark, L. A., Davila, J., Gee, D. G., Klein, D. N., Levenson, R. W., Mendle, J., Olatunji, B. O., Rose, G. L., Saxbe, D., & Weinstock, L. M. (2020). Best practices in research mentoring in clinical science. *Journal of Abnormal Psychology*, 129(1), 70-81. <https://dx.doi.org/10.1037/abn0000478>
- Guyot, K., & Sawhill, K. G. (2020). Telecommuting will likely continue long after the pandemic. Brookings. <https://www.brookings.edu/blog/up-front/2020/04/06/telecommuting-will-likely-continue-long-after-the-pandemic/>
- Hames, J. L., Bell, D. J., Perez-Lima, L. M., Holm-Denoma, J. M., Rooney, T., Charles, N. E., Thompson, S. M., Mehlenbeck, R. S., Tawfik, S. H., Fondacaro, K. M., Simmons, K. T., & Hoerstring, R. C. (2020). Navigating uncharted waters: Considerations for training clinics in the rapid transition to telepsychology and telesupervision during COVID-19. *Journal of Psychotherapy Integration*, 30(2), <https://www.questia.com/library/p1917/college-student-journal>

- Hankivsky, O., & Kapilashrami, A. (2020). Intersectionality offers a radical rethinking of COVID-19. *The BMJ Opinion*, <https://blogs.bmj.com/bmj/2020/05/15/intersectionality-offers-a-radical-rethinking-of-covid-19/>.
- Hansmann K. J., & Kind A. J. H. (2020). Community Health Workers and COVID-19. *Health Affairs (Millwood)*; 39(6):1097. doi:10.1377/hlthaff.2020.00554
- Hari, R., Henriksson, L., Malinen, S., & Parkkonen, L. (2015). Centrality of Social Interaction in Human Brain Function. *Neuron*, 88(1), 181-193. <https://doi.org/10.1016/j.neuron.2015.09.022>
- Harris, E. A. (2020). It was too much: How remote learning is breaking parents. *New York Times*. Retrieved from <https://www.nytimes.com/2020/04/27/nyregion/coronavirus-homeschooling-parents.html>
- Herman, K. C., Reinke, W. M., Thompson, A. M., & Hawley, K. M. (2019). The Missouri Prevention Center: A multidisciplinary approach to reducing the societal prevalence and burden of youth mental health problems. *American Psychologist*, 74 (3), 315-328.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. Retrieved from <https://medicine.hofstra.edu/pdf/faculty/facdev/facdev-article.pdf>
- How employees are feeling right now: Data-driven insights during COVID-19* (June 2020). Retrieved June 23, 2020, from <https://www.glintinc.com/wp-content/uploads/2020/06/Glint-Data-Insights-June-2020.pdf>.
- Hughes, R., Serebryanikova, I., Donaldson, J., & Leveritt, M. (2011). Student food insecurity: The skeleton in the university closet. *Nutrition & Dietetics*, 68(1), 27-32. <https://dx.doi.org/10.1111/j.1757-0080.2010.01496.x>
- Inman, A. G., Sepideh, S. S., & Luu, L. P. (2019). Telesupervision: Building bridges in a digital era. *Journal of Clinical Psychology*, 75(2), 292-301. <https://doi.org/10.1002/jclp.22722>
- Irving, D. (2020). The COVID slide: How to help students recover learning losses. Retrieved from: <https://www.rand.org/blog/rand-review/2020/07/the-covid-slide-how-to-help-students-recover-learning.html>
- Ishitani, T. T. (2006). Studying attrition and degree completion behavior among first-generation college students in the United States. *The Journal of Higher Education*, 77(5), 861-885. <https://dx.doi.org/10.1080/00221546.2006.11778947>
- Jaschik, S. (2020). Colleges could lose 20% of students. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/admissions/article/2020/04/29/colleges-could-lose-20-percent-students-analysis-says>
- Joseph, N. T., Matthews, K. A., & Meyers, H. F. (2014). Conceptualizing health consequences of Hurricane Katrina from the perspective of socioeconomic status decline. *Health Psychology* 33(2), 139-146. <https://doi.org/10.1037/a0031661>
- Jutte, J. E., Erb, C. T., & Jackson, J. C. (2015). Physical, cognitive, and psychological disability following critical illness: What is the risk? *Seminars in Respiratory and Critical Care Medicine*, 36(6), 943-958.
- Kaczurkin, A. N., & Foa, E. B. (2015). Cognitive-behavioral therapy for anxiety disorders: An update on the empirical evidence. *Dialogues in clinical neuroscience*, 17(3), 337.
- Kantamneni, N. (2020). The impact of the COVID-19 pandemic on marginalized populations in the United States: A research agenda [published online ahead of print, 2020 May 8]. *Journal of Vocational Behavior*, 119, 103439. doi:10.1016/j.jvb.2020.103439.
- Katz, C. (2020). *Tripled levels of poor mental health: But there is plenty individuals and managers can do*. Work Design Research. <https://www.transformativeworkdesign.com/post/tripled-levels-of-poor-mental-health-but-there-is-plenty-individuals-and-managers-can-do>
- Ke, F., & Kwak, D. (2013). Online learning across ethnicity and age: A study on learning interaction participation, perception, and learning satisfaction. *Computers & Education*, 61(1), 43-51. <https://dx.doi.org/10.1016/j.compedu.2012.09.003>
- Klein, K. J. & Kozlowski, S. W. J., (Eds.). (2000). *Multilevel theory, research, and methods in organizations: Foundations, extensions, and new directions*. Society for Industrial and Organizational Psychology Frontiers Series. San Francisco: Jossey-Bass.
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254-284.
- Kossek, E. E., Kaillaith, T., & Kaillaith, P. (2012). Achieving employee wellbeing in a changing work environment: An expert commentary on current scholarship. *International Journal of Manpower*, 33, 738-753.
- Kovera, M. B. (2019). Racial disparities in the criminal justice system: Prevalence, causes, and a search for solutions. *Journal of Social Issues*, 75, 1139-1164. doi:10.1111/josi.12355
- Kraut, R. E., & Resnick, P. (Eds.). (2012). *Building successful online communities: Evidence-based social design*. Cambridge, MA: MIT Press.
- Kuehn, B.M. (2020). Homeless shelters face high COVID-19 risks. *Journal of the American Medical Association*, 323(22):2240. doi:10.1001/jama.2020.8854
- Kuh, G. D., Kinzie, J. L., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2006). *What matters to student success: A review of the literature* (Vol. 8). Washington, D.C.: National Postsecondary Education Cooperative. Retrieved from [https://nces.ed.gov/ipeds/data/ipedsdatatools/2012/ipeds\\_data\\_toolbox/ipeds\\_data\\_toolbox.cfm?table=1](https://nces.ed.gov/ipeds/data/ipedsdatatools/2012/ipeds_data_toolbox/ipeds_data_toolbox.cfm?table=1)
- Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020). Projecting the potential impacts of COVID-19 school closures on academic achievement. (EdWorkingPaper: 20-226). <https://doi.org/10.26300/cdrw-yw05>
- Kurz, C., Li, G., & Vine, D. J. (2018). "Are Millennials different?" *Finance and Economics Discussion Series 2018 - 080*. Washington, D.C.: Board of Governors of the Federal Reserve System. <http://dx.doi.org/10.17016/FEDS.2018.080>
- Kutscher, E. L., & Tuckwiller, E. D. (2019). Persistence in higher education for students with disabilities: A mixed systematic review. *Journal of Diversity in Higher Education*, 12(2), 136-155. <https://doi.org/10.1037/dhe0000088>
- Kvasny, L. (2006). Cultural (re)production of digital inequity in a US community technology Initiative. *Information, Communication & Society*, 9(2), 160-181. <https://dx.doi.org/10.1080/13691180600630740>
- Lantz, M. M., & Davis, B. L. (2017). For whom the bills pile: An equity frame for an equity problem. *Training and Education in Professional Psychology*, 11(3), 166-173. <https://dx.doi.org/10.1037/tep0000162>
- Lau, B., Shiryaeva, O., Ruud, T., & Victor, M. (2019). What are they returning to? Psychosocial work environment as a predictor of returning to work among employees in treatment for common mental disorders: A prospective observational pre-post study. *PloS One*, 14(4), e0215354.
- Lee, S. J., & Ward, K. P. (2020). *Research brief: Stress and parenting during the coronavirus pandemic*. Ann Arbor, MI: Parenting in Context Research Lab. [https://www.parentingincontext.org/uploads/8/1/3/1/81318622/research\\_brief\\_stress\\_and\\_parenting\\_during\\_the\\_coronavirus\\_pandemic\\_final.pdf](https://www.parentingincontext.org/uploads/8/1/3/1/81318622/research_brief_stress_and_parenting_during_the_coronavirus_pandemic_final.pdf)
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation. *American Psychologist*, 57(9), 705-717.

- Lopez, M. H., Rainie, L., & Budiman, A. (2020). *Financial and health impacts of COVID-19 vary widely by race and ethnicity*. Pew Research Center. Retrieved from <https://www.pewresearch.org/fact-tank/2020/05/05/financial-and-health-impacts-of-covid-19-vary-widely-by-race-and-ethnicity/>
- Lu, M. (2020). The front line: Visualizing the occupations with the highest COVID-19 risk. *Visual Capitalist*. <https://www.visualcapitalist.com/the-front-line-visualizing-the-occupations-with-the-highest-covid-19-risk/>
- Macy, M., Marks, K., & Towle, A. (2014). Missed, misused, or mismanaged: Improving early detection systems to optimize child outcomes. *Topics in Early Childhood Special Education*, 34(2) 94-105. <https://dx.doi.org/10.1177/0271121414525997>.
- Macey, W. H., & Schneider, B. (2008). The meaning of employee engagement. *Industrial & Organizational Psychology*, 1(1), 3-30.
- Malisch, J. L. et al. (2020). Opinion: In the wake of COVID-19, academia needs new solutions to ensure gender equity. *Proceedings of the National Academy of Sciences*. Retrieved from <https://www.pnas.org/content/pnas/early/2020/06/24/2010636117.full.pdf>
- Marks, K.P., Griffen, A.K., Herrera, P., Macias, M.M., Rice, C.E., & Robinson, C. (2015). Systemwide solutions to improve early intervention for developmental-behavioral concerns. *Pediatrics*, 136(6), e1492-4. <https://dx.doi.org/10.1542/peds.2015-1723>.
- Maroto, M. E., Snelling, A., & Linck, H. (2015). Food insecurity among community college students: Prevalence and association with grade point average. *Community College Journal of Research and Practice*, 39(6), 515-526. <https://dx.doi.org/10.1080/10668926.2013.850758>
- Mayberry, L.S., Lyles, C.R., Oldenburg, B., Osborn, C.Y., Parks, M., & Peek, M.E. (2019). mHealth Interventions for Disadvantaged and Vulnerable People with Type 2 Diabetes. *Curr Diab Rep* 19(12), 148. doi:10.1007/s11892-019-1280-9
- Mayer, R. E. (2014). *The Cambridge Handbook of Multimedia Learning* (2nd ed.). New York: Cambridge University Press.
- Mayer, R. E. (2020). *Multimedia Learning* (3rd ed.). New York: Cambridge University Press.
- McCleary J., & Figley, C. (Guest Editors) Resilience and Trauma: Expanding Definitions, Uses, and Contexts in Traumatology (2017). Retrieved from <https://www.apa.org/pubs/journals/special/6232301>.
- McLaughlin, K. A., & Lambert, H. K. (2017). Child trauma exposure and psychopathology: Mechanisms of risk and resilience. *Current Opinion in Psychology*, 14, 29-34.
- Miller, J. (2020). COVID-19 has hit women hard, especially working mothers. Retrieved July 20, 2020, from <https://news.usc.edu/171617/covid-19-women-job-losses-childcare-mental-health-usc-study/>
- Montoya-Barthelemy, A. G., Lee, C. D., Cundiff, D. R., & Smith, E. B. (2020). COVID-19 and the correctional environment: The American prison as a focal point for public health. *American Journal of Preventive Medicine*, 58(6), 888-891. <https://doi.org/10.1016/j.amepre.2020.04.001>.
- Morris, L. M., Smith, S., Davis, J., & Null, D. B. (2016). The prevalence of food security and insecurity among Illinois University students. *Journal of Nutrition Education and Behavior*, 48(6), 376-382. <https://dx.doi.org/10.1016/j.jneb.2016.03.013>
- National Association of School Psychologists (NASP) (2020). *Mental Health and Academic Achievement* [Research summary]. Bethesda, MD: Author. Resources retrieved on July 2, 2020 from: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts>
- Nearly half the global workforce risks losing livelihoods during the pandemic—ILO. (n.d.). World Economic Forum. Retrieved June 28, 2020, from <https://www.weforum.org/agenda/2020/04/nearly-half-of-global-workforce-risk-losing-livelihoods-in-pandemic-ilo/>
- Newman, L. A., Madaus, J. W., Lalor, A. R., & Javitz, H. S. (2020). Effect of accessing supports on higher education persistence of students with disabilities. *Journal of Diversity in Higher Education*. Advance online publication. <https://dx.doi.org/10.1037/dhe0000170>
- Nguyen, D. J., & Herron, A. (2020). Keeping up with the Joneses or feeling priced out?: Exploring how low-income students' financial position shapes sense of belonging. *Journal of Diversity in Higher Education*. Advance online publication. <http://dx.doi.org/10.1037/dhe0000191>
- Noe, R.A. (2020). *Employee Training & Development* (8th ed.). New York: McGraw-Hill Education.
- Nuamah, S., Good, R., Bierbaum, A., & Simon, E. (2020). School closures always hurt. They hurt even more now. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2020/06/09/school-closures-always-hurt-they-hurt-even.html>
- Oehler, K. personal communication, June 26, 2020.
- Ornell, F., Moura, H. F., Scherer, J. N., Pechansky, F., Kessler, F., & von Diemen, L. (2020). The COVID-19 pandemic and its impact on substance use: Implications for prevention and treatment. *Psychiatry Research*, 289, 113096. Advance online publication. <https://doi.org/10.1016/j.psychres.2020.113096>
- Panchal, N., Kamal, R., Orgera, K., Cox, C., Rachel, R., Hamel, L., Muñana, C., & Chidambaram, P. (2020) The Implications of COVID-19 for Mental Health and Substance Use. Kaiser Family Foundation, available at <https://www.kff.org/coronavirus-covid-19/issue-brief/the-implications-of-covid-19-for-mental-health-and-substance-use/>
- Park, K. & Meagher, T. (2020). A state-by-state look at coronavirus in prisons. *The Marshall Project*. Available at <https://www.themarshallproject.org/2020/05/01/a-state-by-state-look-at-coronavirus-in-prisons>
- Patton-López, M. M., López-Cevallos, D. F., Cancel-Tirado, D. I., & Vasquez, L. (2014). Prevalence and correlates of food insecurity amongst students attending a midsize rural university in Oregon. *Journal of Nutrition Education and Behavior*, 46(3), 209-214. <https://dx.doi.org/10.1016/j.jneb.2013.10.007>
- Paul, C. (2020). For those who lived through the HIV/AIDS epidemic in Seattle, the coronavirus pandemic brings echoes of past trauma. *The Seattle Times*. <https://www.google.ca/amp/s/www.seattletimes.com/life/for-those-who-lived-through-the-hiv-aids-epidemic-in-seattle-the-coronavirus-pandemic-brings-echoes-of-past-trauma/%3famp=1>
- Penal Reform International (2020). Briefing - Coronavirus: Healthcare and human rights of people in prison.
- Perren, A., & Brochard, L. (2013). Managing the apparent and hidden difficulties of weaning from mechanical ventilation. *Intensive Care Medicine*, 39, 1885-1895 (2013). doi: 10.1007/s00134-013-3014-9
- Pew Research Center. (2018). A record 64 million Americans Live in multigenerational households. Retrieved from: <https://www.pewresearch.org/fact-tank/2018/04/05/a-record-64-million-americans-live-in-multigenerational-households/>
- Pew Research Center. (2019). *Internet/broadband fact sheet*. Retrieved from <https://www.pewresearch.org/internet/fact-sheet/internet-broadband/#who-has-home-broadband>
- Pew Research Center. (2020, April). *Health concerns from COVID-19 much higher among Hispanic and blacks than whites*. Retrieved from [https://www.pewresearch.org/politics/wp-content/uploads/sites/4/2020/04/PP\\_2020.04.14\\_COVID-Health-Impact\\_FINAL-1.pdf](https://www.pewresearch.org/politics/wp-content/uploads/sites/4/2020/04/PP_2020.04.14_COVID-Health-Impact_FINAL-1.pdf)
- Pew Research Center. (2020). Many Black and Asian Americans Say They Have Experienced Discrimination Amid the COVID-19 Outbreak, file:///C:/Users/Brian%20Smedley/Downloads/PSDT\_07.01.20\_racism.covid\_Full.Report.pdf.



- Poms, L. W., Botsford, W. E., Kaplan, S. A., Buffardi, L. C., & O'Brien, A. S. (2009). The economic impact of work and family issues: Child care satisfaction and financial considerations of employed mothers. *Journal of Occupational Health Psychology, 14*(4), 402.
- Rand Review (2020). Essay. The COVID slide: How to help students recover learning losses. Retrieved from: <https://www.rand.org/blog/rand-review/2020/07/the-covid-slide-how-to-help-students-recover-learning.html>
- Rhodes, J., Chan, C., Paxon, C., Rouse, C.E., Waters, M. & Fussell, E. (2010). The impact of Hurricane Katrina on the mental and physical health of low-income parents in New Orleans. *American Journal of Orthopsychiatry, 80*(2), 237-247. <https://doi.org/10.1111/j.1939-2005.2010.01027>.
- Rothman S., Gunturu, S., & Korenien, P. (2020). The mental health impact of the COVID-19 epidemic on immigrants and racial and ethnic minorities [published online ahead of print, 2020 Jun 17]. *QJM. 2020hcaa203*. doi:10.1093/qjmed/hcaa203.
- Rones, M., & Hoagwood, K. (2000). School-based mental health services: A research review. *Clinical Child & Family Psychology Review, 3*(4), 223-241. <https://dx.doi.org/10.1023/A:1026425104386>
- Rousmaniere, T., Abbass, A., & Frederickson J. (2014). New developments in technology-assisted supervision and training: A practical overview. *Journal of Clinical Psychology: In Session, 70*(11), 1082-1093. <https://dx.doi.org/10.1002/jclp.22129>
- Rudasill, K. M., Reio T. G., Stipanovic, N., & Taylor, J. E. (2010). A longitudinal study of student-teacher relationship quality, difficult temperament, and risky behavior from childhood to early adolescence. *Journal of School Psychology, 48*(5), 389-412. <https://dx.doi.org/10.1016/j.jsp.2010.05.001>
- Safran, J. D., & Muran, J. C. (2003). *Negotiating the therapeutic alliance*. Guilford.
- SAMHSA (2020). Intimate Partner Violence and Child Abuse Considerations During COVID-19. Retrieved from: <https://www.samhsa.gov/sites/default/files/social-distancing-domestic-violence.pdf>
- Schaeffer, K. (2020). As schools shift to online learning amid pandemic, here's what we know about disabled students in the U.S. Pew Research Center. Retrieved from <https://www.pewresearch.org/fact-tank/2020/04/23/as-schools-shift-to-online-learning-amid-pandemic-heres-what-we-know-about-disabled-students-in-the-u-s/>
- Schaeffer, K., & Rainie, L. (2020). *Experiences with the COVID-19 outbreak can vary for Americans of different ages*. Pew Research Center. Retrieved from <https://www.pewresearch.org/fact-tank/2020/06/16/experiences-with-the-covid-19-outbreak-can-vary-for-americans-of-different-ages/>
- Shin, R. Q. (2008). Advocating for social justice in academia through recruitment, retention, admissions, and professional survival. *Journal of Multicultural Counseling & Development, 36*(3), 180-191. <https://dx.doi.org/10.1002/j.21611912.2008.tb00081.x>
- Shippee, T. P., Akosionu, O., Ng, W., et al. (2020). COVID-19 pandemic: Exacerbating racial/ethnic disparities in long-term services and supports. *J Aging Soc Policy, 32*(4-5), 323-333. doi:10.1080/08959420.2020.1772004.
- Shonkoff, J. P., & Phillips, D. A. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press.
- Silva, M. J., & Kelly, Z. (2020). The Escalation of the opioid epidemic due to COVID-19 and resulting lessons about treatment alternatives. *American Journal of Managed Care, 26*(7), 202-204. <https://doi.org/10.37765/ajmc.2020.43386>
- Smedley, B. D. (2012). The lived experience of race and its health consequences. *American Journal of Public Health, 102* (5), 933-935.
- Smith, D. R., & Ayers, D. F. (2006) Culturally Responsive Pedagogy and Online Learning: Implications for the Globalized Community College, *Community College Journal of Research and Practice, 30*(5-6), 401-415. <https://dx.doi.org/10.1080/10668920500442125>
- Sorlie, T., Gammon, D., Bergvik, S., & Sexton, H. (1999). Psychotherapy supervision face-to-face and by videoconferencing: A comparative study. *British Journal of Psychotherapy, 15*(4), 452-462. <https://dx.doi.org/10.1111/j.1752-0118.1999.tb00475.x>
- Survey: How Covid-19 is changing the workplace. (2020). Society for Human Resource Management. <https://www.shrm.org/about-shrm/press-room/press-releases/pages/survey-how-covid-19-is-changing-the-workplace.aspx>.
- Tawfik, A. A., Reeves, T. D. & Stich, A. (2016). Intended and unintended consequences of educational technology on social inequality. *TechTrends, 60*, 598-605. <https://dx.doi.org/10.1007/s11528-016-0109-5>
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research, 83*(3), 357-385. <https://dx.doi.org/10.3102/0034654313483907>
- Thomas, A. (2020). I'm a black man in America. Entering a shop with a face mask might get me killed. *The Guardian*, April 7, 2020, available at <https://www.theguardian.com/commentisfree/2020/apr/07/black-men-coronavirus-masks-safety>
- Thomas, S., Howard, N. R., & Schaffer, R. (2019). *Closing the gap*. Washington, DC: International Society for Technology in Education.
- University of Michigan, Department of Psychiatry. (n.d.). Addiction, Substance Use and Recovery during the COVID-19 Pandemic. Available at <https://medicine.umich.edu/dept/psychiatry/michigan-psychiatry-resources-covid-19/specific-mental-health-conditions/addiction-substance-use-recovery-during-covid-19-pandemic>, accessed July 20, 2020.
- UNWomen (2020). COVID-19 and Ending Violence Against Women and Girls. Retrieved from: <https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2020/issue-brief-covid-19-and-ending-violence-against-women-and-girls-en.pdf?la=en&vs=5006>
- Van Allen, J., Davis, A. M., & Lassen, S. (2011). The use of telemedicine in pediatric psychology: Research review and current applications. *Child and Adolescent Psychiatric Clinics of North America, 20*(1), 55-66. <https://dx.doi.org/10.1016/j.chc.2010.09.003>
- van Dyck, L. I., Wilkins, K. M., Ouellet, J., Ouellet, G. M., & Conroy, M. L. (2020). Combating heightened social isolation of nursing home elders: The telephone outreach in the COVID-19 Outbreak Program. *The American Journal of Geriatric Psychiatry: Official Journal of the American Association for Geriatric Psychiatry, S1064-7481(20)30365-1*. Advance online publication. <https://doi.org/10.1016/j.jagp.2020.05.026>
- Verderer, A., Smith-Greenaway, E., Margolis, R., & Daw, J. (2020). Tracking the reach of COVID-19 kin loss with a bereavement multiplier applied to the United States. *PNAS*. <https://www.pnas.org/content/early/2020/07/09/2007476117>
- Vincent-Lamarre, P., Sugimoto, C. R., & Larivière, V. (2020). *The decline of women's research production during the coronavirus pandemic: Preprints analysis suggest a disproportionate impact on early career researchers*. Retrieved from <https://www.natureindex.com/news-blog/decline-women-scientist-research-publishing-production-coronavirus-pandemic>
- Vogels, E. A., Perrin, A., Rainie, L., & Anderson, M. (2020). *53% of Americans say the Internet has been essential during the COVID-19 outbreak*. Pew Research Center. Retrieved from <https://www.pewresearch.org/internet/2020/04/30/53-of-americans-say-the-internet-has-been-essential-during-the-covid-19-outbreak/>



- Vøllestad, J., Nielsen, M. B., & Nielsen, G. H. (2012). Mindfulness-and acceptance-based interventions for anxiety disorders: A systematic review and meta-analysis. *British Journal of Clinical Psychology*, 51(3), 239-260.
- Wampold, B. E., & Imel, Z. E. (2015). *The Great Psychotherapy Debate: The Evidence for What Makes Psychotherapy Work* (2nd ed.). Routledge.
- Wang, C., Pan, R., Wan, X., Tan, Y., Xu, L., Ho, C. S., & Ho, R. C. (2020). Immediate psychological responses and associated factors during the initial stage of the 2019 Coronavirus disease (COVID-19) Epidemic among the General Population in China. *International Journal of Environmental Research and Public Health*, 17(5), 1729. <https://doi.org/10.3390/ijerph17051729>
- Wallace, M., Hagan, L., Curran, K. Williams, S. Handanagic, S., Bjork, A., Davidson, S., Lawrence, R., McLaughlin, J., Butterfield, M., James, A., Patil, N., Lucas, K., Hutchinson, J., Sosa, L., Jara, A., Griffin, P., Simonson, S., Brown, C.... Marlow, M. (2020). *Morbidity and mortality weekly report: COVID-19 in correctional and detention facilities – United States, February-April 2020*. US Department of Health and Human Services/Centers for Disease Control and Prevention. <https://www.cdc.gov/mmwr/volumes/69/wr/pdfs/mm6919e1-H.pdf>
- Weingarten, R. (2020). Teachers want to be in a classroom – Congress must make it safe. Retrieved from: <https://www.usatoday.com/story/opinion/voices/2020/07/19/opening-schools-safely-coronavirus-randi-weingarten-column/5458961002/>
- Weir, K. (2020). Grief and COVID-19: Saying goodbye in the age of physical distancing. Retrieved July 20, 2020 from <https://www.apa.org/topics/covid-19/grief-distance>
- Wilcox, M. M., Barbaro-Kukade, L., Pietrantonio, K. R., Franks, D. N., & Davis, B. L. (2019). It takes money to make money: Inequity in psychology graduate student borrowing and financial stressors. *Training and Education in Professional Psychology*. Advance online publication. <https://dx.doi.org/10.1037/tep0000294>
- Will, M. (2020). Should schools pay for teachers' Internet access? *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2020/05/04/should-schools-pay-for-teachers-internet-access.html>
- Working from home was a luxury for the relatively affluent before coronavirus—Not any more.* (n.d.). World Economic Forum. Retrieved June 24, 2020, from <https://www.weforum.org/agenda/2020/03/working-from-home-coronavirus-workers-future-of-work/>