Wellbeing at School and at Home in New Mexico

WASH NM

July 1, 2020

An offering to New Mexicans from the faculty and students of the Department of Individual, Family and Community Education at the University of New Mexico

Relationships

Social distancing and stay-at-home orders have stretched all of our relationships in one way or another. From our life partner, to our children and our parents, to the brief interaction with the grocery clerk, all of our relationships work differently now. Our extra time with others, our anxieties and fears, our lack of “alone time”, the uncertainties of the future, all complicate how well our relationships are, or are not, functioning.

New Mexico Native American Communities and COVID-19

The Native American communities in New Mexico have been badly affected by COVID-19. Here are ways to learn about those impacts and ways to help:


2. [https://pueblorelieffund.org/](https://pueblorelieffund.org/) -- The All Pueblo Council of Governors and the Indian Pueblo Cultural Center have created and are administering a Pueblo Relief Fund.

3. [https://nmcf.org/programs/native/](https://nmcf.org/programs/native/) -- The Native American Relief Fund from the New Mexico Community Foundation and others.


5. [https://navajotimes.com/coronavirus-updates/relief-for-coronavirus/](https://navajotimes.com/coronavirus-updates/relief-for-coronavirus/) -- Several different organizations are described in The Navajo Times.
6. https://docs.google.com/document/d/1SqZbnumftCBEx12-kuHiOuSpCufHAEkIy5MiMD9v_l/edit -- COVID-19 Navajo Nation Family Resources compiled by: First Things First Navajo Nation Region, Project Indigenous Launch (NNOSERS), Navajo Nation Early Childhood Coalition, McKinley County Early Childhood Coalition, Navajo Head Start.


8. This story describes how Navajo youth are stepping up: https://www.statnews.com/2020/05/26/navajo-nation-covid-19-youth-response-elders-health/.


**Simple Pleasures:**

These are our latest finds for relatively quick, easy, often healthy, things you can do during COVID-19 restrictions.

**An IFCE Observation:**

Jan Armstrong (Professor of Educational Psychology) writes about doing things that are mentally good for us, like growing and maintaining our relationships to land, place, and the Earth.

One of the benefits of spending more time close to home is that it has allowed us to learn more about our hobbies and crafts and to explore new areas of interest. From the IFCE Department point of view, activities that capture interest and foster sustained attention over time have noteworthy cognitive, psychological and physical benefits. Hobbies allow us to cultivate an identity that is not directly related to either work or family (where our identities and the roles we play are often ascribed to us by social structure, tradition and habit). We choose the things that interest us, and have the power to decide how much energy to invest in them. The pandemic seems to have increased public interest in growing plants for their beauty and their practical value as a source of fresh, healthy food.

Gardening is a low-cost hobby that requires patience and planning, invites physical exercise, and provides unlimited opportunities to learn. It is an activity that lends itself to cross-generational collaboration and conversation, gentle enough to do with masks on when
physical distancing is not feasible. New Mexico has many different microclimates, each offering unique environmental conditions and challenges. New Mexico State University in Las Cruces offers a great source of information for all gardeners – from novices who want to understand the basics to experts ready to increase their knowledge base and hone their horticultural skills. Here is information about home vegetable gardening in New Mexico:

https://aces.nmsu.edu/pubs/circulars/CR457/welcome.html

While the Indian Pueblo Cultural Center museum may still be closed, its restaurant and bakery are open. It seems likely the Resilience Garden has been planted, though no events have been scheduled as yet. *Edible New Mexico* featured an article that describes the IPCC Resilience Garden and describes the long history it represents. See Mike Barthelemy (2018) “Two Natives in a Garden: Indian Pueblo Cultural Center’s Resilience Garden.”

https://www.ediblenm.com/two-natives-in-a-garden/

*Fine Gardening Magazine* featured an article about “Ben and Joanne’s Garden in Rural New Mexico.” The photographs are wonderful and the story helps to explain why, as with many things, New Mexico is a place like no other:


Although the pandemic has resulted in cancellations and adjustments for every organization, groups of dedicated gardeners continue to collaborate and share information "at a distance". There are local garden clubs throughout the state. The *Albuquerque Garden Center* resumed activities on May 18, 2020, though it is probably wise to check hours before visiting. Here is a list of Council of Albuquerque Garden Clubs members, with information on how to contact them:

https://www.albuquerquegardencenter.org/club-membership/

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**It’s a Marathon not a Sprint:**

We’re on a long road to new things. Pace yourself!

Given the many pressures our relationships are currently under, we may want or need help in navigating them. Unfortunately, sometimes the pressures make bad things worse like child abuse or domestic violence *nationally* and specifically in *New Mexico*. Here are resources to call for assistance with a number of different concerns:

- AGORA crisis line: 1-855-505-4505 (available 24/7)
- New Mexico Crisis line: 1-855-662-7474 (available 24/7)
• New Mexico Peer to Peer Warmline: 1-855-466-7100 (available to call 3:30pm – 11:30pm / text 6pm – 11pm)

• SafeHouse [https://www.safehousenm.org/](https://www.safehousenm.org/) If you or someone you know is experiencing domestic violence, safe house offers a wealth of resources and help! Staff is available 24/7 and the housing program offers 90 days of free lodging, alongside therapy for you and your children, as well as a children’s program, safety planning, and many others.

• Many therapists and counselors have shifted their practices online using HIPAA compliant telehealth services. [Psychologytoday.com](https://www.psychologytoday.com) is one place to look up a licensed clinician in your area.

Smoking, vaping, and drinking alcohol are coping choices some make, though with long-term consequences. Our colleagues at the UNM [Center on Alcoholism, Substance Abuse, and Addictions](https://hr.unm.edu/docs/ehp/substance-abuse-resources-covid19.pdf) have suggestions for how to avoid these as coping mechanisms:

An IFCE Observation:

Ryan J. Kelly (Associate Professor of Family and Child Studies) studies the impact of sleep on family dynamics and other relationships. He notes that sleep problems increase family aggression.

Our current COVID-19 situation has resulted in a change in our life routines, one important routine being our sleep. As most people can attest, not sleeping well can result in feeling groggy, irritable and impatient. Perhaps not surprisingly, sleep problems also elevate risk for people to become aggressive. Sleep problems impair functioning in the prefrontal cortex, a region of the brain that helps control emotions including aggressive impulses. Sleep problems also amplify angry feelings and hostile thoughts, both of which lead to aggression. In other words, sleep problems often lead people to become irritated and provoked more quickly and they may even behave in ways that they would otherwise see as wrong or that are in sharp contrast to their values.

Along this line, researchers who are interested in understanding the underpinnings of family violence and aggression have taken a strong interest in sleep. Couples who do not receive sufficient and/or high quality sleep (for example, frequent night wakings or difficulty falling asleep) are prone to having heated arguments. Such couples are also at risk to behave in ways that are destructive to their marriages. This includes name calling, making a partner feel guilty or shamed and physical aggression (slapping, hitting, throwing objects). Sleep problems also decrease parents’ abilities to be patient with their children, which can lead to resorting to harsh disciplinary tactics. My new research has shown that fathers in particular are prone to yell/scream, verbally assault and hit their children when they have not received sufficient and
high quality sleep. On a more positive note, research has shown that obtaining more optimal sleep can improve the marital relationship and parent-child relationship.

The $1,000,000 question may then be, "how can I obtain optimal sleep?" As one can imagine, this oftentimes is easier said than done. Many individuals live in a context that does not promote sleep. For example, those living below the poverty line often work multiple shifts to make ends meet, do not have climate control (a hot residence in the summer and below freezing temperatures in the winter), live in areas where air quality is low and outside noise is high (e.g., near airports), and have insufficient sleeping supplies (e.g., few beds, no rooms designated specifically for sleeping); such conditions strike at the core of what is required for optimal sleep. To give another example, nightshift workers understandably face obstacles to maintain a consistent sleep schedule. Overall, out of no fault of their own some individuals face an uphill battle to obtain good sleep because of the context in which they reside. In such cases, changes to the context hold promise for improving sleep. For instance, providing more optimal sleeping conditions for those facing impoverished living conditions has been shown to be effective and many companies now require that shift workers take naps during the night shift.

At the individual level, there are steps one can take to obtain good sleep. Below is a list things from the field of sleep health that have been shown to improve sleep and daytime functioning:

- The brain’s sleep system thrives on consistency. Along this line, one of the most important steps one can take is to maintain a consistent bed and morning wake time. Similarly, it is very helpful not to fluctuate the amount of sleep one receives each night.

- The National Sleep Foundation has begun to offer recommendations on the amount of sleep one should obtain. These recommendations are increasingly being based on what has shown to correlate with optimal health. See the following website: https://www.sleepfoundation.org/articles/how-much-sleep-do-we-really-need

- Individuals who struggle to fall asleep often experience anxiety and they may begin to stare at the clock or ruminate how tired they will feel the following day. There are things one can do. Take the clocks out of the room. Also, sleep cannot be forced. Give yourself permission not to sleep or to take a long time to fall asleep.

- Maintain a regular exercise schedule and engage in physical activity daily.

- Limit exposure to screens at night.

- Read a comforting book before bedtime or journal happy thoughts.

- Maintain a consistent bedtime routine. In other words, try to do the same things each night before bed.

- Try to avoid spending time in the bedroom when not sleeping.
● Naps are useful; for those who do nap, ensure that they occur around the same time each day.

● Prioritize sleep. While this may be easier said than done, valuing sleep like other facets of health (e.g., diet, oral hygiene, exercise) will help reach optimal health.

● Create a fun and inviting sleep environment. For example, invest in a new mattress, place desired artwork on the bedroom walls or paint the bedroom walls calming colors (i.e., light grey). Create your own oasis!

Here is a National Public Radio story about “Getting Sleep in Uneasy Times”: https://www.npr.org/sections/health-shots/2020/06/02/865483669/how-to-get-sleep-in-uneasy-times.


This is a suite of resources for families of young children: https://www.first5la.org/parenting/articles/tips-for-families-with-young-children/.


Gains and Losses:

All of these changes!
Some are true losses big and small.
Some, though, are gains.

Reel Fathers is a New Mexican non-profit that works to engage fathers. Check them out at https://www.reelfathers.org/.

One of the gains of these times is the need to learn new things -- ready or not. Journaling is an excellent way to process that learning and to solidify the gains. See this article from National Public Radio about how to start: https://www.npr.org/2020/06/11/875054593/not-sure-what-youre-feeling-journaling-can-help.

Another gain is time to help others. Here is a possibility: Bakers Against Racism just held a virtual bake sale. Check the organization out for other upcoming activities: https://www.bakersagainstracism.com/.
Have you been fortunate so far in these times . . . and feel guilty about it?:
http://spsp.org/news-center/blog/poulin-perils-being-fortunate#gsc.tab=0.

**Coping Skills:**
We need to recommit to what works and to learn new ways.

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**An IFCE Observation:**

Martin Jones (Associate Professor of Educational Psychology) studies how peer relationships affect kids’ academic performance. He writes here about the importance of peer relationships amid COVID stay-at-home restrictions.

As the schools began closing when the coronavirus began spreading, I told several people that my research on peer relationships in schools never had less value. I was totally wrong. Over the past few months, I’ve watched adolescents, adults, young children, and the elderly crave and find unique ways of maintaining their friendships and peer relationships. No, these are not the same ways of interacting as before the coronavirus pandemic spread, but they are still valuable and meaningful. Below are some good pieces of advice as well as some useful anecdotes about friendships during the time of quarantine.

**Introverts and extroverts both need social interactions.** When coronavirus first spread, several of my more introverted friends joked that they were prepared and looking forward to quarantining. As days turned into weeks, those jokes ebbed away. Everybody needs interactions with friends to maintain good mental health. Whether you are more introverted or extroverted doesn’t change the need for social interaction.

**Teenagers on cars in parking lots.** Not long ago, The Albuquerque Journal published a photo of two teens sitting on the roofs of their two separate cars in a parking lot chatting with each other. I thought that was a brilliant way to maintain social interaction and keep social distance. Even as restaurants and bars open, keeping social distance will help minimize spread of coronavirus, and keeping social distance really does not hamper social interaction. I chatted with a neighbor outside this morning, but we kept at least six feet apart. No problem.

**Social media, Zoom, and Skype aren’t the same as physical interaction.** Social media is most often an extension of a physically present relationship. That is, virtual relationships expand from face-to-face interactions. While a variety of social apps and software (Zoom, Skype, Facetime) allow for social interaction, the body does not respond the same as being physically present around people (i.e., the release of oxytocin). For most people, being physically present with other people is going to feel more emotionally fulfilling than just using social media and video chats, but please keep the social distance.

**New ways of socially interacting.** Quarantine can also be seen as an opportunity for connecting with friends and family in different ways. If a child is taking an online class, set aside
time for people to just chat with each other on Zoom as if they were in a face-to-face classroom. You may also like playing online trivia games with friends or meeting up with friends in parks and open spaces. As evident by the unprecedented explosion in bicycle sales, getting outside with friends and family is a whole new way of socially connecting with people as well as being quite healthy. Maybe this is when your family learns they love gardening together or going for hikes.

**Bullying is still happening, but maybe differently and maybe less.** There is no data right now, but it is likely that bullying is still happening. The other day, as I went for a run at a local high school track, a group of teenagers was running football drills. They were also throwing insults at each other in a non-playful manner. Just because school is out does not mean that bullying has ended. Bullying may be occurring less as students have fewer physical interactions, but cyberbullying is likely still occurring as well as other relational aggression (i.e., spreading rumors via text message). So, keep an eye on your child to see if they are bullying others or are getting bullied.


Here’s a detailed report about the disconnectedness of teens and young adult and how it may get worse with COVID-19 restrictions: [http://measureofamerica.org/youth-disconnection-2020/](http://measureofamerica.org/youth-disconnection-2020/).

**Helping children cope with COVID-19 anxieties and pressures:**


Social Bubbles could be one approach to expanding your social circle while still staying safe: [https://www.npr.org/2020/05/17/857531803/the-pros-and-cons-of-social-bubbles](https://www.npr.org/2020/05/17/857531803/the-pros-and-cons-of-social-bubbles).

**An IFCE Observation:**

Ashley Martin-Cuellar (Post-doctoral Fellow in Family & Child Studies and a Marriage and Family Therapist) reminds us all to listen first to understand and not to respond, something important in all of our relationships.

Have you ever felt the urge to share a story right after you just heard a story? Like, “Oh! I have got one! You are not going to believe this story…” Conversation moves from person to person, another story and another thing to share… with everyone listening just to be reminded of a time when…

Or have you ever had a conversation with a partner, and they tell you about their day and then you say, “well, you'll never guess what happened in my day…” Or when a partner may say something you did wrong and you come back with, “well, you aren’t so great either…”

We oftentimes listen just to respond. We listen just enough to have something to say back that is witty, smart, funny, to defend ourselves, one-up another person, to be better than, or to push back. I find in my own life and in my practice as a Marriage and Family Therapist working with couples and families, that we do a lot of listening to respond and not enough listening to understand.

It takes work to listen to understand. It takes a conscious effort to listen with the intent to hear and not just for what you are going to say next. It takes being mindful and attuned to yourself and your thoughts throughout a conversation. It takes focused attention on the person sharing their story.

I challenge my couples and parents (and myself!) to practice this intentional listening skill to see what happens when we really listen. What would it be like to listen to your partner/child/friend/colleague’s story with the intent just to hear it? No fixing, no advice, no follow-up story… just listening for how they felt, or for the funny things that happened, for the punchline, or for the poetic way that the story played out. We can just appreciate that they shared it with us. Listening with the intention to understand someone gives meaning to their story for them and for you. When we reflect what we heard it gives the storyteller an opportunity to elaborate and give further details. As we continue to physically distance from one another, social connection and being heard is even more important than ever. We can really enhance our relationships and connections with others through practicing our attuned listening skills.
This psychology today post speaks more specifically to listening skills and how to listen to understand more and listen to respond less:
https://www.psychologytoday.com/us/blog/the-right-balance/201610/are-you-really-listening-or-just-waiting-talk.

Especially for couples:

- With closures and physical distancing requirements, New Mexico Couples are getting in with the "change the date" wedding invite trend:

- Being inside with a partner all day everyday may be wearing on the relationship. This Psychology today post offers 5 tips for couples navigating their relationship during COVID19:

- This Wired article also discusses some ways to get along better under stay-at-home orders:

- Acknowledging the losses is a way forward for many couples:
  https://ideas.ted.com/how-to-keep-quarantine-from-ruining-your-marriage/.

- From the Institute for Family Studies:

How to politely ask someone to maintain social distance:
http://spsp.org/news-center/blog/holtgraves-social-distance-communication#gsc.tab=0.

Tolerating people with different views than our own:

This article from Ideas at TED explains the importance of taking care of yourself while you’re taking care of others:
This National Public Radio article offers ways to think about whether and how to visit out-of-town relatives:
https://www.npr.org/sections/health-shots/2020/06/24/880962631/taking-a-trip-to-visit-grandparents-or-older-relatives-tips-to-reduce-the-risk.

This article from the American Psychological Association details the importance of self-care for older adults: https://www.apa.org/news/apa/2020/03/self-care-older-adults.

How to say goodbye and grieve at a distance. Advice from the American Psychological Association: https://www.apa.org/topics/covid-19/grief-distance.

**Conflict Resolution:**

All of our relationships take extra attention right now. Conflict, unfortunately, happens easily.

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**An IFCE Observation:**

Ashley Martin-Cuellar (Post-doctoral Fellow in Family & Child Studies and a Marriage and Family Therapist) reminds us to give others the permission to feel.

Giving someone permission to feel is a gift. This gift does not require much from the person giving permission, except a non-judgemental presence as the person feeling describes whatever may be coming up for them emotionally. Permission to feel provides the space that everyone needs to develop emotionally and can be a catalyst for healing and growth. Dr. Marc Brackett, a professor for Yale University’s Child Study Center and the founding director of the Yale Center for Emotional Intelligence, describes this gift given to him by his uncle. He says that “everyone needs an Uncle Marven.” Uncle Marven allowed him to feel anything and everything needed as he processed through trauma from his past. Marc recently wrote a book titled *Permission to Feel* where he shares his research on emotions and outlines the five necessary skills to create the environment for someone to have permission to feel. These five skills create the acronym RULER: Recognizing, Understanding, Labeling, Expressing and Regulating. The following is a quick overview of each of these skills. Dr. Brackett’s book offers further explanation, examples, and supportive research.

**RULER Skills:**

Recognizing emotions in ourselves and others: It can be difficult to understand what we are feeling, and oftentimes our projection of emotion onto others may be inaccurate as well. We all have emotions and our emotions can be complicated! Sometimes we can feel 2 or 3 emotions at the very same time. We need to recognize that we all have emotions and that feeling these emotions is okay.
Understanding emotions: Emotions are frequently evoked by something. Understanding where the emotion came from, or the trigger to that emotion, can be important in the process of understanding the emotion. Understanding the origins of emotions and processing through and digging deeper into the emotion can build understanding.

Labeling emotions: We may think we are feeling mad, but really, we are frustrated. We may think we are feeling anxious, but really, we are feeling inadequate, or envious. Creating a more elaborate emotional vocabulary can support our labeling of our emotions and can prompt further recognition of our emotions and the understanding of those emotions in ourselves and others.

Expressing emotions: This is how we show how we are feeling to others. Sometimes we suppress our emotions. Sometimes we may explode. Skill in expression of emotions involves paying attention to context and setting. How and where we express our emotions is a model to our children.

Regulating emotions: Regulation is a self-monitoring process. Regulation does not mean ignoring the emotion, but it involves the recognition, understanding and labeling processes, to then manage and decide how you wish to express the emotion. It is a mindful process and involves practice. Being able to regulate your emotions can allow others to feel safe to share theirs.

These skills can be continually developed and attuned to as we interact with peers, children, colleagues, and strangers. As parents and caregivers, we can teach these skills to our children. We can provide space for their emotions, ask them questions to uncover the possible labels to the emotions, and process through and dig deeper into emotions to understand them further. We can model the regulation of emotions and the expression of emotions and offer strategies and suggestions as our children learn to do the same. We can provide a safe and compassionate space for ourselves and others to have permission to feel.

Interviews with Dr. Brackett by Brene Brown and Lisa Ling listed below share Dr. Brackett’s emotion journey and his process to writing this book.

Link for Lisa Ling interview with Dr. Marc Brackett: [https://youtu.be/3v5obmjCSIY](https://youtu.be/3v5obmjCSIY)

Link for Brene Brown interview with Dr. Marc Brackett: [https://brenebrown.com/podcast/dr-marc-brackett-and-brene-on-permission-to-feel/](https://brenebrown.com/podcast/dr-marc-brackett-and-brene-on-permission-to-feel/)
The New Mexico 19:
Science is an extremely important part of many of our COVID-19 conversations and decisions. There are other important factors, too, yet understanding and perhaps even contributing to the science needed to successfully navigate these times we are in is critical. Here are 19 science resources for New Mexicans to consider and to participate in:

1. Help scientists better understand the COVID-19 effects on you and your family. Here are three opportunities:
   - New Mexican researchers are working to understand food security and access during COVID-19. Any New Mexican 18 years old or older may participate.
     - English version: https://foodaccessandsecurityenglish.questionpro.com
     - Spanish version: https://acesnmsu.az1.qualtrics.com/jfe/form/SV_87VroW6YXbFqqyx
   - The All of Us Program at the National Institutes of Health is recruiting people to be in its studies. See https://directorsblog.nih.gov/2020/06/16/nihs-all-of-us-program-joins-fight-against-pandemic/.
   - Several suggestions from this website at the University of Michigan: https://healthblog.uofmhealth.org/wellness-prevention/everyone-vs-covid-19-how-you-can-help-science-make-progress

2. The University of New Mexico Health Sciences Center distributes a daily briefing on COVID-19 news and information, primarily for New Mexico policy makers and health care workers. You, too, can sign up to receive it. See all briefings and information on how to receive the daily e-mail at https://digitalrepository.unm.edu/hsc_covid19_briefings/.

3. Researchers and health care teams are hard at work at the University of New Mexico Health Sciences Center on COVID-19 related issues, including work on a vaccine and published work about American Indian Community susceptibility to COVID-19. Keep up with their work at http://hscnews.unm.edu/news/what-you-need-to-know-about-the-corona-virus.

4. New Mexico State University Aggies are equally hard at work on COVID-19 issues: https://nmsu.edu/coronavirus/aggies-stepping-up.html

5. Scientists at Los Alamos National Laboratory are contributing expertise in lots of ways. Here’s a story about some of their efforts in the Santa Fe Reporter: https://www.sfreporter.com/news/coverstories/2020/05/06/model-citizens/. LANL also
maintains a website about its efforts:

6. Sandia National Laboratory is studying mask-cleaning among many other things:

7. Christus St. Vincent Health Care in Santa Fe is conducting COVID-19 studies:

8. Here’s a personal COVID-19 risk calculator that may help you think about your own risks: https://riskcalc.org/COVID19/.

9. This is a second personal COVID-19 risk calculator:

10. Families can chat live with a scientist about your science questions!
https://www.skypeascientist.com/.

11. The Federation of American Scientists has a Coronavirus Project website devoted to debunking misinformation and translating scientific information into easy to understand language: https://fas.org/ncov/.

12. It is very important for scientists to communicate clearly right now:

13. How to understand COVID-19 Graphs:

14. How to use graphs to better understand COVID-19 effects:

15. A summary of the science of wearing a mask:

16. Science that helps us cope with COVID-19:

17. The President of the American Medical Association addresses the need to avoid disinformation about COVID-19:
18. ScienceDirect, an academic publisher, is providing free access to all of its scientific writings relevant to COVID-19 at this time:

19. Here’s an interesting read from the Nuffield Council on Bioethics about the roles science could/should play in COVID-19 public policy:

For Those in the Helping Professions:
Webinars for five different types of professionals regarding abuse and neglect during COVID-19:

Many different resources from Harvard’s Center for Child Development specifically tailored to our COVID-19 times:

Social Science has much to contribute right now:

This brief argues that child welfare and the risk of abuse needs to be taken into account when making policy decisions about back-to-work and back-to-school:

This brief looks at extended impacts on child development of closures:

The Bookshelf -- References and Other Resources
Things the WASH NM Team has read or seen that you might want to examine more closely


Children’s book: Double Dip Feelings By Barbara Cain—Online reading of this book:
https://www.youtube.com/watch?v=qUeday8SXzI

Coming up Next:
Careers, Childcare, Back-to-Work on July 15 -- Some of us have lost jobs. Some of us have found new jobs. Some of us are looking for new jobs. Some of us are going back to our pre-COVID-19 workplaces. Many of us have to figure out childcare arrangements (again!). The re-opening of the economy brings fresh opportunities and challenges to us all.
About WASH NM:
The faculty and students of the Department of Individual, Family and Community Education in the College of Education and Human Sciences at the University of New Mexico would like to offer to all New Mexicans thoughts, ideas, and resources from ourselves and our areas of study and work -- counseling, educational psychology, family & child studies, and nutrition -- to enlighten, soften, and aid the COVID-19-related transitions. We intend to make this offering bi-weekly, each with a theme relevant to our times.

We are exiting the initial phase of the Coronavirus effects on our lives, and we are realizing that we face not a pause in our realities to which we will soon spring back but a new reality entirely. We held our breath, put our collective and individual heads down, and gutted it out so far. Now, we face the marathon, not a sprint, of placing ourselves, our children and families, our work selves -- everything -- into this new normal. In these changes, we owe ourselves and those around us opportunities to note and to grieve the losses, big and small, and we also owe it to ourselves and others opportunities to see and seize and solidify the gains. Some of these changes have been good! We’ve (re)discovered simple pleasures like baking, walks, family meals, reading, laughing together. Some of the changes have been among the hardest we’ve faced. We’re in need of new and better coping skills, and, with tensions running high, we need new and better conflict resolution strategies, too. Even simple interactions aren’t simple these days! With informed reflection and action throughout this time, we can all improve our Wellbeing at School and at Home in New Mexico.

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How to Pick Up the WASH NM:
All issues of WASH NM are available in pdf format at:
http://coehs.unm.edu/departments-programs/ifce/wash-nm.html

An e-mail distribution list (WASH_NM-L) will announce each new issue. You can subscribe to the list by sending a message to listserv@list.unm.edu

Leave the Subject field blank.

In the body of message type (with no other text): subscribe WASH_NM-L Firstname Lastname

About the
Department of Individual, Family and Community Education:
The department houses four diverse, but interconnected, programs that prepare students to address the myriad issues faced by the State of New Mexico. Our faculty members are leaders in their disciplines of Counselor Education, Educational Psychology, Family and Child Studies, and Nutrition; although each of these programs reflect different professional fields and identities, we all have shared values of human development, diversity, and excellence in scholarship and teaching. We offer various Bachelor’s, Master’s, and Doctoral Degrees and a number of programs have achieved national accreditations in their fields, a true marker of success and innovation.

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https://coe.unm.edu/departments-programs/ifce/index.html