

Revitalising Universities in (Post-)COVID Times

Special Edition: A collection of papers from
the Revitalising Universities in
(Post-)COVID Times Symposium held at
University of Tokyo 2022

Guest Editor: Naomi Berman



UNESCO OBSERVATORY
MULTI-DISCIPLINARY eJOURNAL IN THE ARTS

VOLUME 9, ISSUE 1, 2023



UNESCO OBSERVATORY MULTI DISCIPLINARY eJOURNAL IN THE ARTS

REVITALISING UNIVERSITIES IN (POST-)COVID TIMES
VOLUME 9, ISSUE 1, 2023

GUEST EDITOR Naomi Berman

**EDITORIAL
TEAM** Editor in Chief
Lindy Joubert

Associate Editor
Naomi Berman

Designer
Anais Poussin

Cover Image: Photo by [Samuel Berner](#) on [Unsplash](#)

ISSN 1835 - 2776

UNESCO E-Journal

an Openly Published Journal affiliated with
The UNESCO Observatory at
The University of Melbourne

Edited and published by Lindy Joubert

Founding Director of the UNESCO Observatory

Email: lindyaj@unimelb.edu.au

Endorsed by the Melbourne Graduate School of Education



UNESCO OBSERVATORY MULTI DISCIPLINARY eJOURNAL IN THE ARTS

REVITALISING UNIVERSITIES IN (POST-)COVID TIMES
VOLUME 9, ISSUE 1, 2023

ABOUT THE e-JOURNAL

The UNESCO Observatory refereed e-journal promotes multi-disciplinary research in the Arts and Education and arose out of a recognised need for knowledge sharing in the field. The publication of diverse arts and cultural experiences within a multi-disciplinary context informs the development of future initiatives in this expanding field. There are many instances where the arts work successfully in collaboration with formerly non-traditional partners such as the sciences and health care, and this peer-reviewed journal aims to publish examples of excellence.

Valuable contributions from international researchers are providing evidence of the impact of the arts on individuals, groups and organisations across all sectors of society. The UNESCO Observatory refereed e-journal is a clearing house of research which can be used to support advocacy processes; to improve practice; influence policy making, and benefit the integration of the arts in formal and non-formal educational systems across communities, regions and countries.

UNESCO OBSERVATORY MULTI DISCIPLINARY eJOURNAL IN THE ARTS

REVITALISING UNIVERSITIES IN (POST-)COVID TIMES
VOLUME 9, ISSUE 1, 2023

INTRODUCTION This special Issue presents a selection of papers presented at the Revitalising Universities in (Post-)COVID Times Symposium, held at the University of Tokyo, November 2022. This hybrid event gathered academics, educators, and experts from Australia, Japan and other regions to discuss the future of higher education as universities navigate pathways out of the pandemic. The experience of the pandemic may vary between countries based on cultures, expectations, and social organisation, therefore exploring a diversity of experiences and expectations as universities reopen offers a fruitful point of differentiation and comparison between globally diverse educational spaces.

Echoing Connell's original call to rethink the 'good university', COVID has thrown into question taken-for-granted notions about the position of universities, forcing a reframing of understandings around their social purpose. The pivot to online during the pandemic has highlighted the potential for digital technology to transform the way we teach and learn. Yet it has also become clear that such transformation does not come without its social, economic and wellbeing costs. Indeed, questions around whether the response measures introduced by universities across the globe early in the pandemic are still valid and viable need to be asked, as institutions decide what gets kept, thrown away, amplified, or diminished. The symposium provided a space for reflection on these questions as well as broader philosophical and theoretical deliberations on the 'good university'.

Naomi Berman
Guest Editor

REVITALISING UNIVERSITIES FOR GRIEVING STUDENTS IN (POST-)COVID TIMES

AUTHORS

Alexandra Ridgway¹, Ashton Hay², Angela Matthews³,
Lauren J. Breen², and Illene Cupit⁴

BIOGRAPHIES

Dr Alexandra Ridgway

Dr Alexandra Ridgway is a sociologist and socio-legal scholar of family, personal and intimate life who completed her PhD at The University of Hong Kong in 2020. In addition to researching topics relating to family breakdown and relationship loss, Alexandra has also written about her experiences of grief and chronic pain. Her autoethnography on writing a PhD whilst grieving the loss of her father was published in the journal, *Higher Education Research and Development* in 2022. She remains a Fellow at the Centre for Criminology at The University of Hong Kong.

Ashton Hay

Ashton Hay is a current PhD student. She completed her undergraduate degree in psychology with honours in 2018. Her fourth-year research focused on developing a research agenda for grief and bereavement care in Australia, which was published in *Death Studies*. Ashton was supervised by Professor Lauren Breen for her fourth-year research as well as her current PhD.

Her PhD explores the experiences and support needs of University students. She has completed her first study, a systematic review of international literature on the experiences of bereaved students in higher education.

¹ The University of Hong Kong

² Curtin University

³ University of Michigan

⁴ University of Wisconsin

BIOGRAPHIES CONT.

Dr Angela Matthews

Dr Angela Matthews facilitates support group discussions for children grieving the death of loved ones, and she utilizes autoethnography to examine how personal experiences of grief can contribute to greater public good. Her research explores grief and its connection to college success in addition to utilizing writing as both therapy and method to uncover how we feel about past experiences, process the trauma of those experiences, learn from them, and find ways to move forward. Angela also works as a Course Operations Specialist in the Center for Academic Innovation at the University of Michigan.

Professor Lauren J. Breen

Lauren Breen, Ph.D. FT, is a Professor of Psychology and Discipline Lead of Mental Health Psychology at Curtin University, Perth, Australia. Lauren's publications show substantial breadth across multiple areas of dying, death, and bereavement. She is passionate about communicating her research findings to health professionals and the wider community within her own country and around the world and translating her research into policy and practice. She recently delivered a TEDx talk on grief, which should be online in the coming months.

Illene Cupit

Illene Noppe Cupit is the Ben J. and Joyce Rosenberg Professor Emerita of Psychology and Gender Studies at the University of Wisconsin-Green Bay. Dr. Cupit teaches courses in Dying, Death, and Loss, Infancy & Early Childhood; Psychology of Women; and Psychology of Resiliency. Her research and publications have focused on college student bereavement, adolescent grief, the use of social media in death and dying, and global issues related to trauma and loss. She is an active member of ADEC (Association for Death Education and Counselling), where she was the President for 2012 - 2013. In addition, she founded and directs Camp Lloyd, a summer day camp for grieving children. Dr. Cupit currently is studying Clinical Mental Health at the University of Wisconsin-Milwaukee in preparation for becoming a Licensed Professional Counselor.

ABSTRACT

Up to 40 percent of university students are bereaved at any given time; these numbers are likely to be exacerbated as a result of the COVID19 pandemic. Despite these figures, the development of policies and procedures to support grieving university students has been slow and uneven. In this paper, international experts in the area of university student grief present research, along with their own observations and thoughts, on the impact of COVID19 on student experiences of bereavement. Included are suggestions for how tertiary institutions across the globe can be revitalised to better support grieving students during their time of need. We begin with an overview of the issue of university student bereavement, which has been investigated thoroughly by researchers for more than two decades, and how COVID19 has intensified and complicated these concerns. We conclude with recommendations for institutional change.

KEYWORDS

COVID19, death, loss, student bereavement, student grief, university policies and practices

STUDENT BEREAVEMENT IN THE CONTEXT OF HIGHER EDUCATION: PREVALENCE, PERSONAL CHALLENGES, AND INSTITUTIONAL GAPS

One of the most stressful events students in higher education can face is bereavement (Arnett, 2000), this being defined as experiencing the death of a close person (Parkes, 1970; Stroebe et al., 2008). Being exposed to such a loss is, importantly, not uncommon. It is estimated that 30-55 percent of undergraduates and 27 percent of postbaccalaureate students have faced the death of a significant other within the prior two years (Balk et al., 2010; Pollard et al., 2017; Varga et al., 2015; Walker et al., 2012) with Cupit and colleagues finding that, for the latter group, the rate was even higher, reaching at least 42 per cent (Cupit et al., 2016; Cupit et al., 2021). Although the frequency of this situation should be a cause for concern, there remain significant gaps in the responses bereft students receive from their tertiary institutions. Students have, for instance, reported that it is often challenging to navigate the logistics of gaining extensions and/or leave and that such processes can be time and resource-intensive, as well as emotionally difficult (Cupit et al., 2016; Spiccia et al., 2022). Furthermore, bereavement-specific support services provided by universities are also often inconsistent (Balk, 2011) with only a few universities offering a dedicated bereavement leave policy for students, irrespective of the fact that many provide this to their staff (Liew & Servaty-Seib, 2018).

In fact, limitations in institutional responses to bereft university students exist despite strong evidence that this cohort has significant needs to be addressed. After all it is not only the immediate loss which causes disruption to students' lives but also the aftermath: the way in which the loss impacts students personally including the emotional and multidimensional responses it elicits, i.e., their grief (Parkes, 1970; Stroebe et al., 2008). Grade averages for students who are grieving have been known to decline in the first six months post bereavement (Cupit et al., 2021; Servaty-Seib & Hamilton, 2006), with this reduction in performance being at least partially explained by difficulties grieving students face with concentration and remaining motivated along with their increased likelihood of insomnia (Balk et al., 2010; Cupit et al., 2016; Hardison et al., 2005). It is not only in relation to academic results where

grieving students are seen to struggle but also in their ability to continue their studies, with the risk of attrition being high (Ebert et al., 2019). Yet these findings, which should trouble universities due to their financial dependence upon student enrolment and completion, have not led to widespread change. Improvements tend to be uncoordinated within and across universities and are often dependent upon the advocacy of particular individuals (usually grief specialists) within their home institutions. In fact, this lacuna seems to reinforce the way in which students' grief, which is overwhelmingly experienced by young people, is so frequently overlooked, as reflected by a recent comment in *The Lancet* where young people's grief was described as "the last taboo in public health" (*The Lancet*, 2022, p. e647).

Interestingly, although a quarter of students claim they would seek assistance for an emotional problem (Ebert et al., 2019), less than ten percent reported using their university's support service for grief purposes (Andersen et al., 2013; Varga et al., 2021). Reasons offered for non-engagement were stigma aligned to engaging with services; views that services were unhelpful; or the existence of barriers to service access (Spiccia et al., 2022; Tan & Andriessen, 2021). Regarding the latter, bereft students have shared that many did not even know such services existed or how to reach them (Cox et al., 2015; Cupit et al., 2021). Furthermore, students who did seek support, often through academic staff with whom they had most contact, did not always receive appropriate referrals (Tan & Andriessen, 2021). It is perhaps unsurprising then that grieving students have often viewed their institution more negatively following bereavement (Walker et al., 2014). In fact, these students have frequently reported that they found informal support (friends, family, religious/spiritual communities, and peer support groups) more helpful than what is offered by universities (Cousins et al., 2017; Cupit et al., 2021). Peers too have spoken of how they wish to provide support for their grieving friends but often lack information on how best to do so (Tedrck Parikh & Servaty-Seib, 2013) meaning that universities have frequently failed to provide them with much-needed guidance in this regard. Considered together, these findings underscore the importance of embedding peer-based programs, education about the grief process, and information as to how to offer informal support into university programs of mental health care.

Student bereavement is a pressing concern and yet it has frequently been pushed aside by universities who have been unwilling or unable to prioritise it in the development of their university policies or practices. The arrival of COVID19 and the deaths associated with its spread should have, one would think, prompted universities to re-examine their responses to grieving students and explore how they can better care for this population. Although there have been some instances where this has occurred, overall the issues outlined above remain. In fact, we would argue that the situation has in many ways worsened, not only because of the rise of student bereavement due to pandemic circumstances but also because of universities under-prioritising this issue, focusing instead on other matters such as infection control, transitioning teaching and learning online, and back-to-campus policies. Given this pressing need we examine, in the following two sections, the issue of university student bereavement in the context of the pandemic while also making suggestions for how, in moving forward, universities should, as a priority, be revitalised to better support students who are bereft.

UNIVERSITY STUDENT GRIEF IN THE ERA OF COVID: THE EMERGENCE OF NEW CONCERNS

Although the number of grieving university students was already considerable prior to 2019, the excess deaths brought about by COVID19 (Hillis et al., 2021) have likely resulted in a greater number of university students experiencing death losses. For instance, in a recent study in Turkey undertaken by Oral and Karakurt (2022), it was found that 28.8 percent of undergraduates had lost someone close due to COVID (350/1217) with these students found to be below average in psychological hardiness. It is not only the increases in deaths caused by the COVID virus itself, however, which are alarming but also other types of death that have risen since COVID. In the US, for instance, there have been rises in death by suicide (especially for young males), drug overdose (fentanyl), and accidents (Centre for Disease Control, 2021). A combination of factors is thus likely to have contributed to increases in the numbers of students grieving during school. It also cannot be ignored that the death losses many students have faced are unlikely to have occurred in isolation.

In fact, they have regularly taken place alongside other experiences of non-death loss such as those of unemployment, relationship breakdown, financial loss, and social isolation. Despite these factors, which all point towards increases in student bereavement rates, we are yet to see a global commitment from universities to enhance systems of support. Instead, institutional responses have been mixed, ranging from the introduction of new approaches to continuing with the status quo or, alternatively, failing to engage with the issue of student grief altogether.

While some universities have made positive changes in how they respond to grieving students, important gaps remain and, in some instances, grieving students have been provided with less care than prior to the onset of COVID (Glickman, 2021). In examples that we have observed of better practice, some universities have expanded their counselling services in response to COVID and more readily distributed resources to students, faculty, and staff. Included in these resources has been information about the grieving process, support services available, and how to manage one's wellbeing during times of crisis. We are also aware that a number of universities have responded to the rise of COVID-related deaths by introducing compassionate leave for students affected by loss during this time. Yet, a large proportion of institutions have failed to take action and, in some instances, supports that pre-existed for bereft students appear to have lessened leaving grieving students at these universities even more adrift in the university system than usual. Students who are separated from family and friends - such as international students - can be particularly vulnerable to the deleterious consequences of grieving alone during school.

It is important to ask why a health crisis of such epic proportions, and one that has a mounting death toll, has overwhelmingly failed to encourage universities to adopt best practice systems of support for students facing the loss of loved ones. This question is especially important considering the known impact of COVID interruptions on student daily living and stress levels (Benson & Whitson, 2022) and its generation of other mental health problems such as anxiety and depression (Ma et al., 2020). One explanation for university inaction in relation to this issue could be that COVID has demanded such

substantive changes in how universities operate that the needs of grieving university students have been overlooked in the hurry to make other urgent system changes, both in terms of teaching and learning as well as in efforts to protect the health of students and staff. Since COVID's arrival, for example, institutions have opted to increase the number of courses delivered online. The need to rapidly introduce technologies into universities where staff may have been unprepared for their arrival has quite possibly distracted administrators from other glaring issues such as the needs of students who are bereft. Furthermore, with the virus moving so rapidly and with such dire consequences if contracted, universities have had to swiftly tighten processes of hygiene management and establish models of response to infection. Many universities have also focused on the mental health concerns of their students who suddenly found themselves in lockdown, out of work and online (Buizza et al., 2022). Despite such awareness, issues of grief and loss have still been largely pushed to the sideline by institutions, perhaps parked as a matter to attend to later once the situation settled.

Moving universities fully online has, we contend, had other problematic consequences for students in the depths of grief. Whereby faculty may have previously been able to identify students who needed additional support and proactively reached out to them, their ability to do so has been less likely to occur since COVID. Casual, in-person interactions between staff and students, which can be so meaningful in forming human connection, such as before/after class or during class breaks, have become less available during online learning, removing an important opportunity for students to disclose loss and gain support from others. It is also vital to recognise that university staff have themselves been under increasing pressure during this time, expected to learn new systems, undertake more administrative functions and, for some, juggle these alongside their own caring responsibilities (Chen et al., 2022a; Chen et al., 2022b; Casacchia et al., 2021; Pather et al., 2020). Thus, it is not only the reduced opportunity for disclosure during informal interactions which may have prevented students from seeking support through staff but also that the expectations placed on staff themselves may have hindered their ability to detect or effectively respond to students experiencing personal difficulties, loss included.

COVID has not only created barriers for students in reaching out for support, but it has also added complexity to the way they experience grief. Travel restrictions and border closures, which also arose due to COVID19 and often during lockdown periods, meant some students would have been unable to spend quality time with family and friends before or after a death or attend death-related rituals, all of which are important for processes for grieving. These absences were, of course, much more pronounced for those who were studying interstate or internationally and thus geographically distanced from family and friends. Although some universities provided special consideration in these circumstances, the fact that most institutions did not have a dedicated bereavement leave policy for students to begin with (despite offering this to staff) meant that they did not have the structures in place to adequately respond to student grief needs. Furthermore, the failure to introduce such initiatives early in the pandemic, despite grief being a front and central issue during this time, further highlights the underlying reluctance of universities to make changes in this area. This absence reflects a much wider issue too—the fact that young people’s bereavement needs have been largely unattended to during the pandemic (UK Commission on Bereavement, 2022), a situation which has prompted the young people themselves, along with their parents, to recommend that support from peers, schools/universities, and services all be improved (UK Commission on Bereavement, 2022; Harrop et al., 2022).

Finally, it is important to note that university student grief during the pandemic would not have been experienced equally. Data points to how minority populations have been at greater risk of losing loved ones during this time and are a group known to be more prone to grief complications (Al-Gamal, 2019). For instance, in the United States, the Centre for Disease Control and Prevention reported in 2021 that the highest overall death rate due to COVID occurred among non-Hispanic American Indian or Alaskan Natives and non-Hispanic Black or African American populations (CDC, 2021) meaning that students from these backgrounds were more likely to experience the death of a loved one than their white peers (see also ElTohamy et al., 2022). This differentiation is reflective of wider findings that people of colour have experienced bereavement at a higher rate than their White counterparts since

COVID emerged (Moore et al., 2020). Possible reasons for deaths being more likely among minority populations are that members of these groups tend to work in essential fields, including health work, thus making them more exposed to the virus than those who could work from home. In addition, in some countries such as the U.S., they face greater barriers to accessing health care. Although further research is certainly needed to ascertain the impact of COVID deaths on different groups, it can also be predicted that the situation would be more severe for international students who originated from countries without vaccine access as well as those caught in states of war such as Ukraine and Myanmar where citizens are simultaneously exposed to dangers brought about by political strife along with the virus itself. With the above in mind, it is not only important that universities address the needs of grieving students more directly and effectively but that they additionally consider how this experience differs depending upon students' backgrounds. Universities, therefore, need to negotiate the tricky path of implementing responses which can respond flexibly to individual needs while also ensuring that resources are allocated equitably across the student cohort.

For students, the effects of feeling unsupported by their university during such a difficult time, both socially and personally, can be profound. The focus of universities during COVID on student health more broadly, while at the same time overlooking student grief experiences, points to a serious system disconnect. This oversight has serious consequences. A lack of recognition by universities and unhelpful responses from staff and peers often disenfranchises students' grief, this being when a person's grief is not publicly acknowledged, or socially supported, (Doka, 1989; Varga, 2015). In these circumstances, it can be difficult for students to seek support when needed, causing them to become at risk for developing ineffective coping mechanisms and avoid seeking support (Hay et al., 2022). In sum, universities continue to reflect a death-avoidance culture when, as argued by Heather Servaty-Seib (2020), we in fact need to make death "talkable." This is especially important in a climate in which the mental health of students is becoming a greater concern. As noted by the American Psychological Association (2022), during the 2020-2021 academic year, more than 60 per cent of these students met

the criteria for a mental health problem, because “college students today are also juggling a dizzying array of challenges, from coursework, relationships, and adjustment to campus life to economic strain, social injustice, mass violence, and various forms of loss related to COVID-19” (Abrams, Oct 12 2022, emphasis added).

We cannot ignore the unprecedented nature of COVID19 and the profound effect it has had (and will continue to have) on our grieving students. The coronavirus outbreak shares many features with natural disasters such as multiple losses, the closure of schools and facilities, the stopping of productive activities and the reduction in services and supplies – all of which can compound to create grief complications. It also is more likely to involve ICU deaths which is known to be highly traumatic for relatives (Gesi et al., 2020). These factors only provide further weight to the acknowledgement that grieving university students need targeted, specialised, and evidence-based support, especially now in (post-)pandemic times.

Universities have the potential to lead the conversation in relation to how we, as a society, can better respond to the bereft, both those affected by COVID-related deaths and otherwise. While we have, in this paper, made a particular argument for the need for universities to improve their responses to grieving students as a particular group, it is crucial that this occurs within a wider institutional shift whereby staff also receive better support during their experiences of loss and where gestures of empathy towards the bereft becomes the norm within university settings. To that effect, we offer below some practical steps for how universities can begin to make such changes.

UNIVERSITIES LIVING WITH COVID – RECOMMENDATIONS FOR SYSTEM CHANGE FOR GRIEVING STUDENTS

In response to the concerns outlined above we recommend that the following changes are undertaken by universities worldwide to revitalise their response to the needs of grieving students during the (post-)COVID era and ensure this meets best practice:

- Universities need to offer a dedicated bereavement leave policy for bereaved students and encourage staff to offer flexibility without repercussions for students who need to take time off to grieve.
- Grieving students may need to take classes remotely, or at alternative times, and these options should be made available.
- Universities should ensure their counselling service providers are up to date with their understanding of and interventions for grief (Breen, 2011) and provide specialised counselling options and peer group support available for grieving students. If these initiatives do not exist, it is important to explore the potential to introduce them, such as through reaching out to other universities that already have effective systems in place.
- Universities need to provide culturally sensitive support for their grieving students. One promising approach which could be introduced to support grieving students, especially those from culturally diverse backgrounds, is Relational-Cultural Therapy, a feminist response developed by Jean Baker Miller and colleagues. This model centres relationships as key to mental health, the development of a therapeutic relationship based on mutual empathy, and a recognition of the impact of oppression, marginalisation, and social stratification on personal experiences (see Frey, 2013).
- All university staff need to be trained in how to respond supportively to the bereft. It would also be beneficial to extend this training to students who are often unsure of how to best support their grieving peers despite their desire to do so. Drawing on the concept of grief literacy (Breen et al., 2022), a grief literate university would ensure bereft students (and staff) are supported.
- Consider teaching all students grief coping methods as a preventative measure for mental health problems, including those that may stem from bereavement.

- Promote research efforts regarding the nexus between university student grief and the emergence of COVID, with the goal of identifying tailored grief interventions in response. Such research would serve to fill a key gap as to what is known about the grief experiences of university-aged people, given that much more is known about grief interventions for older adults (Johanssen et al., 2019; Komischke-Konnerup et al., 2021) and children (Bergman et al., 2017).

It has never been more necessary for grieving students to receive quality support than now, during a health pandemic that continues to generate large numbers of deaths on a daily basis. This is not only necessary for student retention and to ensure they reach course completion, but also to prevent students' grieving experiences from leading to mental health concerns. The past two plus decades has seen two research programs that have sought to improve the predicament faced by grieving university students. The first was led by the work of Balk and colleagues who sought to identify the extent of the problem of university student grief and was followed, secondly, by the work of Servaty-Seib and colleagues who used an activist approach to enact university policies that acknowledged college student bereavement. As we now transition into a (post-)COVID world, a third approach is required. This is especially necessary considering the uncertainty of the future, not only in relation to the ever-changing COVID landscape, but also the likelihood of other future events of significant social concern whether these be different health pandemics, natural disasters, or climate-related emergencies.

Moving forward, our approach needs to shift towards the revitalisation of universities so that they can best respond to the needs of a diverse grieving student population whose experience of living and studying through COVID has irrevocably shaped and continues to shape their lives, and who require a specialised approach to support them as they process their grief and progress along their path to becoming society's next generation of contributors. Succeeding requires translating research findings into best practice, the goal being to use the evidence obtained to not only develop university responses to grieving students but also educate those involved in these institutions on the role grief and loss plays in student life.

REFERENCES

- Abrams, Z. (October 12, 2022). Student mental health is in crisis. Campuses are rethinking their approach. American Psychological Association, 53(7). Available online at: <https://www.apa.org/monitor/2022/10/mental-health-campus-care>
- Al-Gamal, E., Saeed, S. B., Victor, A., & Long, T. (2019). Prolonged grief disorder and its relationship with perceived social support and depression among university students. *Journal of Psychosocial Nursing & Mental Health Services*, 57(2), 44–51. <https://doi-org.dbgw.lis.curtin.edu.au/10.3928/02793695-20181023-03>
- Andersen, J. P., Silver, R. C., Stewart, B., Koperwas, B., Kirschbaum, C. (2013). Psychological and physiological responses following repeated peer death. *PLoS ONE* 8, e75881. <https://dx.doi.org/10.1371/journal.pone.0075881>
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469–480. <https://doi.org/10.1037/0003-066x.55.5.469>
- Balk, D. E., Walker, A. C., & Baker, A. (2010). Prevalence and severity of college student bereavement examined in a randomly selected sample. *Death Studies*, 34(5), 459–468. <https://doi.org/10.1080/07481180903251810>
- Balk, D. E. (2011). *Helping the bereaved college student*. Springer.
- Benson, O. M., & Whitson, M. L. (2022). The protective role of sense of community and access to resources on college student stress and COVID 19 related daily life disruptions. *Journal of Community Psychology*, 50(6), 2746–2764 <https://doi.org/10.1002/jcop.22817>
- Bergman, A. S., Axberg, U., & Hanson, E. (2017). When a parent dies – a systematic review of the effects of support programs for parentally bereaved children and their caregivers. *BMC Palliative Care*, Article 16. <https://doi.org/10.1186/s12904-017-0223-y>

Breen, L. J. (2011). Professionals' experiences of grief counseling: Implications for bridging the gap between research and practice. *Omega: Journal of Death and Dying*, 62(3), 285-303. <https://doi.org/10.2190/OM.62.3.e>

Casacchia, M., Cifone, M. G., Giusti, L., Fabiani, L., Gatto, R., Lancia, L., ... & Roncone, R. (2021). Distance education during COVID 19: an Italian survey on the university teachers' perspectives and their emotional conditions. *BMC Medical Education*, 21(1), 1-17. <https://doi.org/10.1186/s12909-021-02780-y>

Chen, W., Brenes, D., & Bergerson, A. A. (2022a). Community, Communication and Expectations for Teaching. In A. Aldous Bergerson & S. R. Coon (Eds.), *Understanding Individual Experiences of COVID-19 to Inform Policy and Practice in Higher Education* (pp. 46-60). Routledge. <https://doi.org/10.4324/9781003189855-7>

Chen, W., Brenes, D., & Bergerson, A. A. (2022b). Teaching Online and Caring for Students and Colleagues. In A. Aldous Bergerson & S. R. Coon (Eds.), *Understanding Individual Experiences of COVID-19 to Inform Policy and Practice in Higher Education* (pp. 31-45). Routledge. <https://doi.org/10.4324/9781003189855-6>

Cousins, C., Servaty-Seib, H. L., & Lockman, J. (2017). College student adjustment and coping. *OMEGA - Journal of Death and Dying*, 74(4), 386-409. <https://doi.org/10.1177/0030222815598911>

Cox, B. E., Dean, J. G., & Kowalski, R. (2015). Hidden trauma, quiet drama: The prominence and consequence of complicated grief among college students. *Journal of College Student Development*, 56(3), 280-285. <https://doi.org/10.1353/csd.2015.0030>

Cupit, I. N., Servaty-Seib, H. L., Tedrick Parikh, S., Walker, A. C., & Martin, R. (2016). College and the grieving student: A mixed-methods analysis. *Death Studies*, 40(8), 494-506. <https://doi.org/10.1080/07481187.2016.1181687>

Cupit, I. N., Wilson-Doenges, G., Barnaby, L., & Kowalski, D. Z. (2021). When college students grieve: New insights into the effects of loss during emerging adulthood. *Death Studies*, 1-11. <https://doi.org/10.1080/07481187.2021.1894510>

Doka, K. J. (1989). Disenfranchised Grief. In K. J. Doka (Ed.), *Disenfranchised Grief: Recognizing Hidden Sorrow* (pp. 3–12). Lexington Books.

Ebert, D. D., Mortier, P., Kahlke, F., Bruffaerts, R., Baumeister, H., Auerbach, R. P., Alonso, J., Vilagut, G., Martínez, K. U., Lochner, C., Cuijpers, P., Kuechler, A., Green, J., Hasking, P., Lapsley, C., Sampson, N. A., & Kessler, R. C. (2019). Barriers of mental health treatment utilization among first year college students: First cross national results from the WHO World Mental Health International College Student Initiative. *International Journal of Methods in Psychiatric Research*, 28(2), e1782. <https://doi.org/10.1002/mpr.1782>

ElTohamy, A., Hyun, S., Macaranas, A. R., Chen, J. A., Stevens, C., & Liu, C. H. (2022). Testing positive, losing a loved one, and financial hardship: Real-world impacts of COVID-19 on US college student distress. *Journal of Affective Disorders*, 314, 357-364. <https://doi-org.eproxy.lib.hku.hk/10.1016/j.jad.2022.07.022>

Frey, L. L. (2013). Relational-cultural therapy: Theory, research, and application to counseling competencies. *Professional Psychology: Research and Practice*, 44(3), 177-185. <https://psycnet.apa.org/doi/10.1037/a0033121>

Gesi, C., Carmassi, C., Cerveri, G., Carpita, B., Cremone, I. M., & Dell'Osso, L. (2020). Complicated grief: what to expect after the coronavirus pandemic. *Frontiers in Psychiatry*, 11, 489. <https://doi.org/10.3389/fpsy.2020.00489>

Glickman, K. (2021). Prolonged grief disorder in a diverse college student sample. *Frontiers in Psychology*, 11 (604573). <https://doi.org/10.3389/fpsyg.2020.604573>

Hardison, H. G., Neimeyer, R. A., & Lichstein, K. L. (2005). Insomnia and complicated grief symptoms in bereaved college students. *Behavioral Sleep Medicine*, 3(2), 99–111. https://doi.org/10.1207/s15402010bsm0302_4

Hay, A., Howell, J. A., Rudaizky, D., & Breen, L. J. (2022). Experiences and support needs of bereaved students in higher education. *Omega: Journal of Death and Dying*, OnlineFirst. <https://doi.org/10.1177/00302228221096565>

Hillis, S. D., Unwin, H. J. T., Chen, Y., Cluver, L., Sherr, L., Goldman, P. S., ... & Flaxman, S. (2021). Global minimum estimates of children affected by COVID-19-associated orphanhood and deaths of caregivers: a modelling study. *The Lancet*, 398(10298), 391-402. [https://doi-org.eproxy.lib.hku.hk/10.1016/S0140-6736\(21\)01253-8](https://doi-org.eproxy.lib.hku.hk/10.1016/S0140-6736(21)01253-8)

Johannsen, M., Damholdt, M. F., Zachariae, R., Lundorff, M., Farver-Vestergaard, I., O'Connor, M. (2019). Psychological interventions for grief in adults: A systematic review and meta-analysis of randomized controlled trials. *Journal of Affective Disorders*, 253, 69-86. <https://doi.org/10.1016/j.jad.2019.04.065>

Komischke-Konnerup, K. B., Zachariae, R., Johannsen, M., Nielsen, L. D., O'Connor, M. (2021). Co-occurrence of prolonged grief symptoms and symptoms of depression, anxiety, and posttraumatic stress in bereaved adults: A systematic review and meta-analysis. *Journal of Affective Disorders Reports*, 4(100140). <https://doi.org/10.1016/j.jadr.2021.100140>

Liew, C. H., & Servaty-Seib, H. L. (2018). College student grief, grief differences, family communication, and family satisfaction. *Death Studies*, 42(4), 228–238. <https://doi.org/10.1080/07481187.2017.1334014>

Ma, Z., Zhao, J., Li, Y., Chen, D., Wang, T., Zhang, Z., Chen, Z., Ju, Q., Jiang, J., Fan, F., & Liu, X. (2020). Mental health problems and correlates among 746 217 college students during the coronavirus disease 2019 outbreak in China. *Epidemiology and Psychiatric Sciences*, 29(e181), 1-10. <https://doi.org/10.1017/s2045796020000931>

Moore, S. E., Jones-Eversley, S. D., Tolliver, W. F., Wilson, B. L., & Jones, C. A. (2022). Six feet apart or six feet under: The impact of COVID-19 on the Black community. *Death Studies*, 46(4), 891-901. <https://doi.org/10.1080/07481187.2020.1785053>

Oral, M., & Karakurt, N. (2022). The impact of psychological hardiness on intolerance of uncertainty in university students during the COVID-19 pandemic. *Journal of Community Psychology*, 50(8), 3574-3589. <https://doi.org/10.1002/jcop.22856>

Pather, N., Blyth, P., Chapman, J. A., Dayal, M. R., Flack, N. A., Fogg, Q. A., ... & Lazarus, M. D. (2020). Forced disruption of anatomy education in Australia and New Zealand: An acute response to the Covid 19 pandemic. *Anatomical Sciences Education*, 13(3), 284-300. <https://doi.org/10.1002/ase.1968>

Parkes, C. M. (1970). "Seeking" and "finding" a lost object: Evidence from recent studies of the reaction to bereavement. *Social Science & Medicine*, 4, 187-201. [https://doi.org/10.1016/0037-7856\(70\)90115-0](https://doi.org/10.1016/0037-7856(70)90115-0)

Pollard, B. L., Varga, M. A., Wheat, L. S., McClam, T., & Balentyne, P. J. (2017). Characteristics of graduate counseling student grief experiences. *Illness, Crisis & Loss*, 28(3), 255-274. <https://doi.org/10.1177/1054137317730525>

Servaty-Seib, H. (2020, April 4). Benefits of Making Death Talkable. TED X Purdue. Available at https://www.youtube.com/watch?v=T_pfV5SyRN4

Servaty-Seib, H. L., & Hamilton, L. A. (2006). Educational performance and persistence of bereaved college students. *Journal of College Student Development*, 47(2), 225-234. <https://doi.org/10.1353/csd.2006.0024>

Spiccia, C. N., Howell, J. A., Arnold, C., Hay, A., & Breen, L. J. (2022). Supporting bereaved students in higher education: student perspectives. *British Journal of Guidance & Counselling*, OnlineFirst. <https://doi.org/10.1080/03069885.2022.2028721>

Stroebe, M. S., Hansson, R. O., Schut, H. E., & Stroebe, W. E. (2008). *Handbook of bereavement research and practice: Advances in theory and intervention*. American Psychological Association.

Tan, J., & Andriessen, K. (2021). The experiences of grief and personal growth in university students: A qualitative study. *International Journal of Environmental Research and Public Health*, 18(4), 1899. <https://doi.org/10.3390/ijerph18041899>

Tedrick Parikh, S. J., & Servaty-Seib, H. L. (2013). College students' beliefs about supporting a grieving peer. *Death Studies*, 37(7), 653-669. <https://doi.org/10.1080/07481187.2012.684834>

The Lancet. (2022). A last taboo on public health [editorial]. *The Lancet Public Health*, [https://doi.org/10.1016/S2468-2667\(22\)00175-X](https://doi.org/10.1016/S2468-2667(22)00175-X)

UK Commission on Bereavement. (2022). Bereavement is everyone's business. Accessed October 10 2022 from https://bereavementcommission.org.uk/media/xube5elb/ukbc_summary_report_low-res.pdf

Varga, M. A. (2015). A quantitative study of graduate student grief experiences. *Illness, Crisis & Loss*, 24(3), 170–186. <https://doi.org/10.1177/1054137315589700>

Varga, M. A., Lanier, B., Biber, D., & Stewart, B. (2021). Holistic grief effects, mental health, and counseling support in bereaved college students. *College Student Affairs Journal*, 39(1), 1–13. <https://doi.org/10.1353/csaj.2021.0000>

Walker, A. C., Gewecke, R., Cupit, I. N., & Fox, J. T. (2014). Understanding bereavement in a Christian university: A qualitative exploration. *Journal of College Counseling*, 17(2), 131–149. <https://doi.org/10.1002/j.2161-1882.2014.00053.x>

Walker, A. C., Hathcoat, J. D., & Noppe, I. C. (2012). College student bereavement experience in a Christian university. *OMEGA - Journal of Death and Dying*, 64(3), 241–259. <https://doi.org/10.2190/om.64.3.darnett>