

Insights into Pharmacy Faculty and Staff Well-being during the Sars-CoV-2 Pandemic

Administered by: Byron Suits, Pharm. D. candidate and Rachel Riggins, Pharm. D. candidate

Presiding Faculty: Kelly Gable, Pharm. D and Misty Gonzalez, Pharm. D

Abstract:

Global conditions brought about by Covid-19 forced the education system to abandon traditional methods of instruction and migrate to an online format. As a result of this transition, many have been left feeling isolated as the amount of social interaction they receive decreased significantly. Social isolation has been shown to contribute to depression, poor sleep quality, impaired executive function, and impaired immunity. Studies focused on the effects of previous pandemics have shown increases in anxiety and stress to be common, however, these studies were targeted at students and ignored the part instructors contribute to the student-teacher dialogue. A thirty-five question survey was developed using Qualtrics and disseminated via email to SIUE faculty and staff. It was available from July 16 through August 16 of 2020. 33 respondents completed the survey, yielding a 53.2% response rate. The results of this survey showed that 51.5% of respondents felt that Covid-19 had negatively impacted their mental health while 48.5% said it also hindered their productivity. As expected, the most common reactions after hearing about the work from home order were stress and anxiety with being scared for the future coming in a close third. Many of SIUE faculty and staff report difficulty completing tasks, feeling emotionally drained, and feeling less productive during the initial phases of Covid-19. These feelings coincide with the period primary and secondary school systems also moved to an online format as well as businesses shutting down, thereby forcing families into work from

home arrangements. We believe this coincides with the disillusionment phase of the SAMSHA disaster response model and demonstrates the need to intentionally address the personal and professional needs of University communities.