

## Editorial Introduction

This volume of *Educator Perspectives* represents a new beginning for the scholarly voice of the College of Education at Angelo State University. Built on the foundation of the college's previous journal, *The Journal of Teaching Effectiveness and Student Achievement (JTESA)*, *Educator Perspectives (EPJ)* seeks to share voices of educators from across a spectrum of disciplines, on a wide variety of topics, and in a variety of formats. The editorial team (listed below) worked with diligence, dedication, and passion to bring this first issue to readers; we believe that our readers will be impressed by the strength of the peer-reviewed articles included.

We chose mental health as the theme for this issue well before the pandemic. However, many of the articles published here are understandably shaded by the epic events of 2020. You will find the articles are theoretically sound and yet also practical as they impart strategies educators can implement in their classrooms to improve the mental health of students and themselves. Gardner and Stephens-Pisecco offer insight and advice for teachers struggling with promoting resilience in distance education contexts. Palmer, Noble, and Witnapatirana make connections between state and federal law, and what counselors can do to increase coping skills while also decreasing stressors that often lead to school violence. Curtis and Kelly introduce the 4 Fs, a framework that supports mental health instruction for college students, most of whom come to campus with an understanding of mental health based on movies and television. Nurse Educators Goddard and Rich add a compelling view from the medical field, describing not only the mental and physical effects of stress but how educators can both recognize and advocate for the mental health of college students. Musgrove shares Buddhist principles that enhance well-being and details their potential for positive effects when applied to college curricula. Finally, Briwa provides an autobiographical essay about his own journey grappling with the social stigma of seeking help and how faculty-led interventions can improve college students' access to mental health services.

We are excited to present these six articles that offer a broad view of mental health issues and solutions in the midst of these challenging times. We hope that readers will correspond with the authors concerning any further questions or comments they have concerning their work.

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