5 Strategies for Supporting Mental Health in Teaching

Take a Break

Practice Mindful Communication

Promote Connection

Exercise Flexibility & Adaptability when Possible

Embed Self Care and Wellbeing Strategies

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Take a Break

- **5 to 10 minutes** during class
- Consider rhythm of **tests/assignments** - more frequently, smaller stakes
- Give **yourself** a break – both in time and let yourself off the hook
- Provide **grace** and **understanding** (to you, too)

Encourage students to use their break. You need it, too.

BREATHE, STRETCH AND TAKE A BREAK

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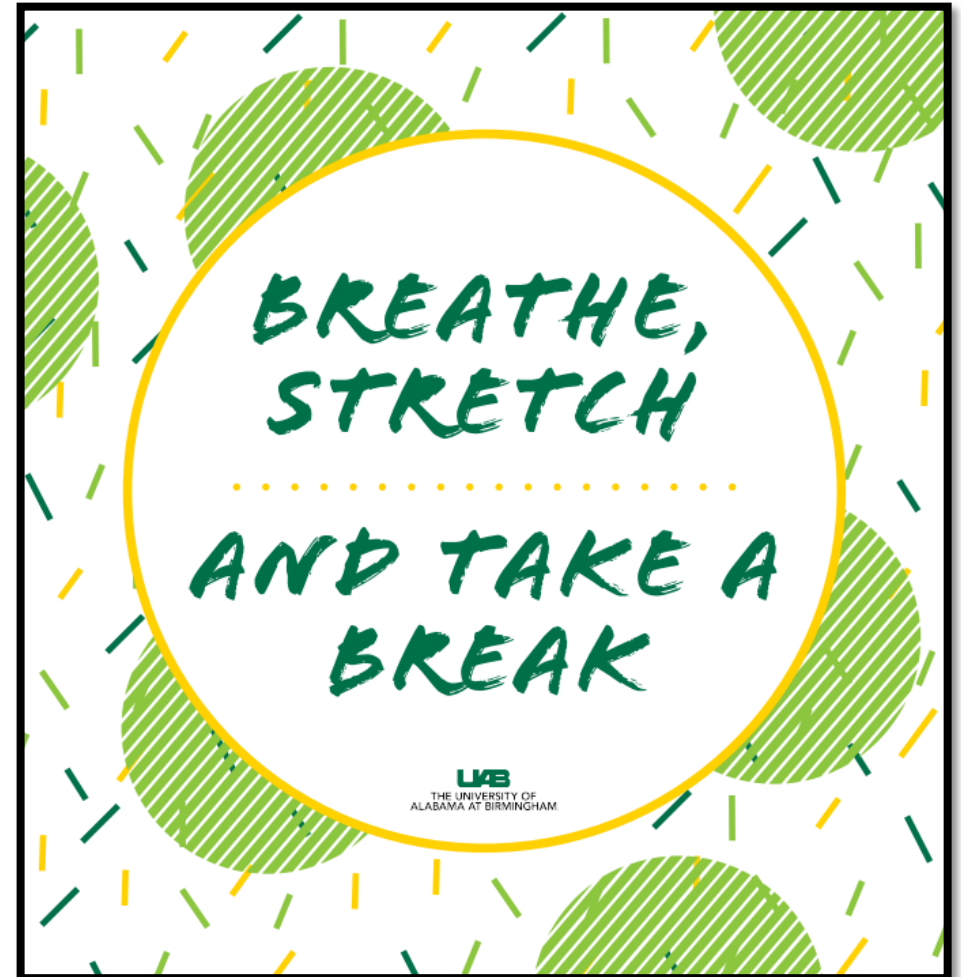
Practice Mindful Communication and Listening

www.uab.edu/students/counseling/faculty-and-staff

Syllabus statements

Include a statement in your syllabus that indicates your support of student mental health and includes information about mental health support available to students and how to access them.

View Syllabus Statements

READ THE SYLLABUS

YOU MUST

memegenerator.ne

Practice Mindful Communication and Listening

Timely Canvas Announcements

Post **messages of support** to students

Provide encouragement to **prioritize mental health** and manage stress.

Include reminders of **resources** available

Respond to Emails and Calls

Respond within **24 hours** when possible.

Let students know when you are back-logged.

Share the **best way to reach you**.

Plan time in your day to respond.

Provide clear information

Be **clear and explicit** with expectations.

Use **transparency.**

Be **consistent** with communication.

Offer opportunities to **ask questions**.

Follow up with answers.

Use Temperature Checks

Use **formative assessments** to check in with students.

Ask for feedback about how teaching and learning strategies are working.

Use **active listening**

Promote Connection

Arrive 15 minutes early or stay late

Be available for questions and conversation.

Check in with students on a more casual, **human-to-human** way.

Personally welcome & send off

Welcoming students by name lets them know they are seen by you and you notice them.

End class with encouragement or positive reminder.

Use small groups

Breakout rooms and small groups can provide structured interaction, students are able to get to know peers and **build connections** .

Consider establishing **regular small groups** with checkins.

Encourage cameras are on for online courses

Keep your **camera on** and encourage students have theirs on as well, as they are able and as appropriate.

If you have mostly lecture, be sure to build in some time without sharing your screen with cameras on.

Promote Connection

Do Check-Ins

- Use Zoom polling, Poll Anywhere, or Google Forms

- **Temperature** check
  - How are you doing?

- **Individual Check -Ins**
  - Kognito At Risk for Faculty and Staff
  - www.uab.edu/uabcares/kognito

Kognito
A Free Online Resource to Help You Help Someone

YOU MATTER.

YOU ARE IMPORTANT.

YOU ARE NOT ALONE.

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UAB cares

Exercise flexibility and adaptability when possible

How much time for tests
Are you evaluating for speed, especially for online tests

Format of questions & Study Guides
Check in with students about how they work

Outside assignments and time spent
Is it a reasonable amount of time and what you would expect

"Syllabus Week" or "0" week, Attendance policies

Embed Self Care and Wellbeing Strategies

Take care of yourself

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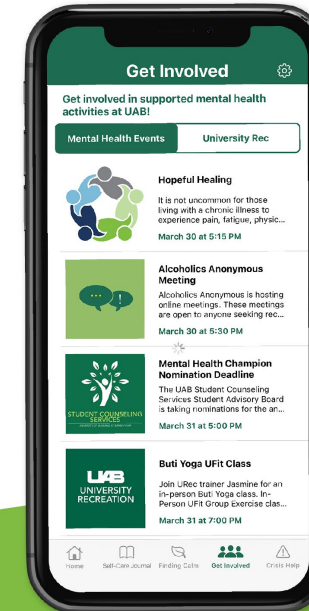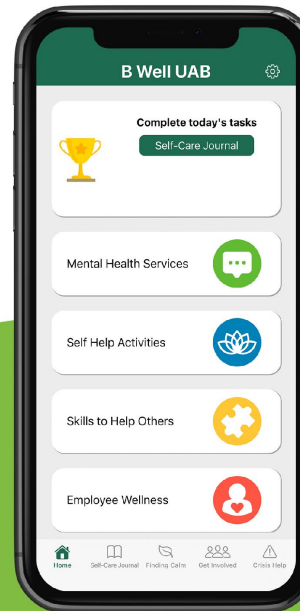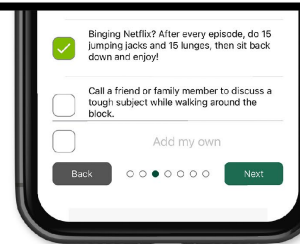
Embed Self Care and Wellbeing Strategies

Compassion: self & others	Movement	Sleep	Routine with breaks	Consumption: nutrition & media

Promote, model, and create a classroom culture that supports self care

Summary

- Know and share resources
- Proactive
  - Syllabus statement
  - Designing course content, tests, major assignments in smaller chunks
- Ongoing
  - Create community by recognizing students by name, arrive early or stay late
  - Do temperature checks regularly
  - Ongoing messaging to promote mental health, self-care
- Responsive
  - Intervene in timely manner when you recognize concerns
  - Know how to have conversations around mental health
  - Refer and consult when needed
- Take care of yourself