

Faculty Recommendations Checklist

Departmentally, consider:

Discussing department or classroom climate and sources of stress for students

- Solicit and utilize student feedback: identify areas where students are struggling, think about mid-quarter evals

Making small changes that could lead to positive impact on student mental health

- Consider student sleep schedules (e.g. morning deadlines encourage all-nighters)
- Avoid assignments due the same day as midterms or finals; distribute weight of assignments
- Look into economical options for course readings and materials

In The Classroom, consider:

Sharing mental health information in class throughout the quarter

- Insert a section on the syllabus and/or on your class page that outlines important phone numbers related to support services, such as Counseling and Psychological Services (CAPS), Center for Accessible Education (CAE), Resilience in Your Student Experience (RISE), 24-hour suicide prevention hotlines
- Include info on lecture slides; create space for students to share peer programming on mental health

Encouraging students to build a community/connection with others in class

- Make space for students to interact and/or dialogue to get to know each other
- Allow students to make announcements for their organizations and clubs

In one-on one interactions, consider:

Fostering the instructor-student relationship

- Regular reminders about office hours; offer alternatives if the student is unable to attend office hours
- Share passion for the subject; humanize the field by sharing struggles encountered in your career

Connecting someone to mental health resources with a warm handoff

- Inquire about any barriers in seeking support; decrease stigma by humanizing the situation
- Listen to the student rather than listing off resources
- Create a plan for follow-up or another check-in (if appropriate)

Acting on a situation if you feel concerned about a student's wellbeing

- Discuss directly with the student; connect them with resources
- Consult with a department colleague or campus partner if uncertain

In supervising TAs, consider:

Checking-in with the TAs about student wellbeing

- Allow time to attend trainings on teaching skills and mental health topics
- Identify students of concern and ways to address common challenges faced by students
- Encourage TAs to share mental health and wellness resources with students
- Your TA is a student: check in about their mental health

For personal growth in wellness literacy, consider:

Making time to take care of your own well-being

- Access resources from the Mindful Awareness Research Center (MARC) such as guided meditations
- Try UCLA Recreation's free FitWell Program for staff & faculty including Fit Zones classes, Fit Breaks, Mind Fit, enroll in Movemail, attend workshops, etc.
- Utilize resources from the Staff & Faculty Counseling Center

Bookmarking, joining listservs, attending trainings on wellness resources on campus (not just CAPS)

- CAE, LiveHealth Online, Therapy Assistance Online (TAO), RISE, Peer Assistance & Wellness Support (PAWS), WAZO Connect, Active Minds, Resilience Peer Network, GRIT Coaches, Bruin Resource Center, Campus Assault Resource & Education (CARE) etc.
- Trainings on how to best support LGBTQ students, Undocumented Students, Students of Color, Students with Dependents, Veteran Students, Transfer Students, International Students, etc.