TIPS FOR HELPING REDUCE STUDENT STRESS

There are many things that faculty can do in the classroom to support students' well-being.

For example:
- Make expectations clear at the start of each semester and include syllabus statements that acknowledge struggle (see sample below);
- Emphasize the importance of coming to office hours, clarify what “office hours” are for, and encourage students to use the teaching assistant; and
- Promote rest as an academic strategy.

It’s important to remember that we live in a world that pits self-care and achievement against each other. With this in mind, invite students to question such mentalities and join a mindset that locates well-being as an act of resistance against toxic norms of society or highly competitive settings. You can help students re-narrate self-care as an instrument that serves academic success. Also, you can remind them that learning (not simply the completion of academic tasks) relies on sufficient energy, time, and space to absorb what is being taught. They don't need to buy into the myth that one must surrender rest in order to do well.

*Sample Syllabus Statement:

Many students face personal and environmental challenges that can interfere with their academic success and overall wellbeing. If you are struggling with this class, please visit me during office hours or contact me via email at XXXX@emory.edu. If you are feeling overwhelmed and think you might benefit from additional support, please know that there are people who care and offices to support you at Emory. These services – including confidential resources – are provided by staff who are respectful of students’ diverse backgrounds. For an extensive list of well-being resources on campus, please go to: campuslife.emory.edu/support. And keep in mind that Emory offers free, 24/7 emotional, mental health, and medical support resources via TimelyCare: timelycare.com/emory.