We’re not trained professionals when it comes to determining what is going on with our students.

So we can try to decipher facial expressions or posture, or the wording in emails or questions.

But that’s not enough.

We only have a little contact time with them each week. And during that time, we’re teaching. That time isn’t two-way.

If we think there’s a problem, we’ll find a way to ask.

We’re good at teaching because we care. Because we care about them as human beings.

And these humans are going through so much all the time, so we have to know what we can do to help as much as we can.

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What mental health care does the university provide? Where is it located? How can students access it?

Do the students know who they can reach out to if they need help? Is there a resource available?

These are the details we need to know, and be ready to share with them.

They need to know there's no stigma to having problems, no concerns with reaching out.

So we reach out. We create an atmosphere that it is okay to not be okay.

And through it all, we make sure we keep up the little things.

Like simply showing we care, every class.

How's everybody doing? Everyone doing alright?

Just a reminder, that I'm here if you need someone to talk to, okay?

It's not always enough. But sometimes it is.