

Balancing Academic Standards and Student Mental Health

We know that our professors care about our students' wellbeing. They want to see them succeed and to be mentally and physically healthy while doing it. In some situations, it may feel as though you are being forced to make a decision between the mental health of a student and maintaining your academic standards. We hope this graphic helps you in those times.

Spectrum of Faculty Approaches

Enabling

Balanced

Rigid



Making unreasonable concessions, giving in to student demands because of pity, waving academic standards because of displays of emotion or pleading. This can reinforce helplessness, low work ethic, and unrealistic expectations for exceptions to be made.

Acknowledging DSO accommodations, communicating respectfully and openly with students. Maintaining learning objectives to ensure course outcomes are being met. Providing encouragement and support to students. This helps students build confidence and realistic expectations of future work-life.

Being completely insensitive to the mental health of students. Offering no options or flexibility to students with significant and/or documented life circumstances or mental health challenges. This excludes students who have legitimate disabilities or life events occurring, which most employers take into account.

*Still have questions? Reach out for a consultation!
We'd love to help you navigate these difficult situations.*

Counseling Center
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