

# ADVOCATING FOR YOUR STUDENT'S WELL-BEING



A guide from the students' perspective

## BE OBSERVANT

### **Be Aware. Be Perceptive.**

Your mentee is also human. Be aware of the environment and circumstances your student is working in (e.g. political climate, familial circumstances). Is your student showing signs of stress such as anxiety or low energy? Are they feeling safe and secure in their work and personal life?

## CHECK IN

### **Reach out. Show Support.**

Every student is an unique individual, and their circumstances may differ because of their environment, family, political climate, etc. An informal email, or brief check - in at the beginning of your weekly meeting will show your student that you are a support anchor for them.

## ASK QUESTIONS

### **Listen Actively. Be Sensitive.**

Especially when things go wrong, or progress is slower than expected, there is a reason. Mentors need to listen, hear and support. Your students will be the most productive when they feel supported by their mentor professionally and personally. Ask your student how are they doing and listen actively if your student chooses to share.

## REFER TO ON-CAMPUS RESOURCES

### **Refer. Be An Advocate.**

Research advisors cannot give medical or mental health services to their advisee. Therefore, it's important for you to know where your student can go if they need additional help; and you could offer to walk them there if needed.

## KEEP AN OPEN DOOR

### **Reassure. Be Approachable.**

Your student may not open up to you immediately, or they may be going through something that lasts a long time. It's important to reassure them that you will continue to support them in and out of the academic sphere. Make time for them to talk to you when they need someone to listen.