



Hogg Foundation
for Mental Health



Episode 157: Student Well-being During Finals Week (Transcript)

[00:02:49] Ike Evans: Okay. We're at the end of the semester and it probably felt like it went by in an instant. Let's linger on that point a bit. Thinking about the start of the semester to now, is it just startling how quickly you're at this point?

[00:03:21] Montse Lopez: Yeah. I guess I feel like it went by fast, the holidays really crept up on me. Before I knew it I was like, oh I have to go home for Thanksgiving Break and now I have to leave in a week for Christmas break. It just seems very fast, but looking back on the start of the semester, it's been a long time. I feel like such a different person than who I was at the beginning of the semester.

[00:03:50] Ike Evans: How would you have described yourself?

[00:03:52] Montse Lopez: Well, I definitely wanted to get more involved on campus, so I took up a leadership position in one of the nonprofit orgs and I rushed a sorority the same semester, so that kept me busy. Very busy. I came into the semester with less drive than I have now.

You have to really schedule and know when and what to prioritize when you have a lot of stuff going on. It's helped me a lot, having a schedule and knowing what's coming up and expected.

[00:04:40] Ike Evans: So Carissa, what do you have to say about the semester tempo as you've experienced it?

[00:04:42] Carissa Ceasor: I feel like everything runs on different timelines. I remember when I first joined the speech team. We have a once a week meeting and on my second ever meeting the coach just vaguely mentioned that I had been there for a week, a single week. And I fully thought it had been a month.

School seems to be rushing by super fast, and it's like there's no one rhythm for the semester for me. In the start of this year I was experimenting with anything and everything. I tried E and E, great program, not for me. I also rushed.

[00:05:26] Ike Evans: What program was that?

[00:05:28] Carissa Ceasor: E and E is Events and Entertainment. They do different things on campus. I tried to join a Greek org and they're great people but I was like I don't know if I want this time commitment. I'm a very do-an-activity person and I was spending a lot of time just sitting and chatting. And I love sitting and chatting, but not as an obligation.

But yeah, I feel like things have settled down a little bit towards the end of the semester.

[00:05:58] Ike Evans: Okay, so you have this last hurdle in front of you.

So what looking back have been, I guess, the most significant challenges that you have each encountered during this semester?

Actually, it doesn't have to be confined just to this semester, but I don't know. However you might define the arc of your time here at UT, what things have emerged for either of you as just things that are on your mind a lot or thorns in your side.

[00:06:36] Montse Lopez: So, I think I could speak a lot on this because I would definitely say this is the first semester where I felt like I had a community here. It's my first semester of my junior year and it's taken me this long to find people that share the same beliefs as me, values just like attitudes. Overall, because UT is a very white predominant school and to find Mexicans, it was difficult for me. And I've multiple times tried to join other organizations, but at the same time, it just didn't, I guess, fill that need of having your own community.

And I always had a really bad homesickness around this time, especially when you're stressed and when you can barely take care of yourself during finals. I just would want to go back home and that would affect me in such a negative way academically.

But now that I felt my sorority sisters and such, I feel like it set a better rhythm. And now I have people to go to, and you just have your group here, and I find myself being homesick a lot less.

I can even say I don't want to go back home for this winter break.

[00:08:03] Carissa Ceasor: That's really nice.

[00:08:05] Ike Evans: Yeah. And did you ever see yourself rushing?

[00:08:09] Montse Lopez: Absolutely. Not to discredit the Greek community, but I just didn't see myself as a Greek person at all, but a friend of a friend of a friend that I knew really encouraged me, so I went for it this semester and really, really don't regret it.

I'm glad that I went through the process.

[00:08:37] Ike Evans: Okay, Carissa, you're up.

You're a freshman, correct?

[00:08:45] Carissa Ceasor: I am.

[00:08:45] Ike Evans: Okay. How much is your head spinning or has it been?

[00:08:51] Carissa Ceasor: Oh, just absolutely rotating. I feel like I stuck the landing coming into UT in the way that I intended, which is, I didn't immediately fall on my face, and I'm proud of that. I think that's an accomplishment, being incredibly genuine.

But yeah, there has been a challenge in finding a community. I find myself scared of Black UT. It's not for any legitimate reason. I just keep getting in my own head about things like, 'Is my hair not good enough?' But the parts of Black UT I've interacted with in a significant way have

wonderful people involved, like UT BIPOC Pop. All of it has been a wonderful experience. I'm just gathering the guts to get engaged with them more. It's something that's really important to me, and I think that's why the fear of failure comes in.

I'm also a really forgetful person. I have a class where the assignments have a one- or two-hour turnaround. And the number of assignments for that class I have not done...It's really hard for my brain to stay on top of everything at every moment.

Ike Evans: What do you do to get out of your own head?

[00:11:38] Montse Lopez: Personally, I usually shut down in moments like these, and I tend to isolate a lot. So purposely making plans and going to socialize, even if it's just studying with a person at a coffee shop, making that effort really helps me. Because if I isolate, and it just goes further and further, and I stay to myself, and I stay in my head more. So, again, the fact that I've been planning more this semester, it's helped me mentally as well, keeping that balance between academics and socializing and taking care of myself and whatnot.

[00:12:25] Carissa Ceasor: Yeah, I was a military kid, so a lot of my friends are online. But it's one thing where when I'm in my head, those are people I reach for, especially now, because I've known them for years, and it feels steady to be able to go back to this community that I've had. So, yeah, I have to make myself get out of my dorm. My dorm, all dorms, are too small.

The other day, I was shocked by how much better I felt after just walking through a Target and buying fruit snacks. I didn't even tend to buy anything, but I was like, oh, I need fruit snacks.

And I came back to my dorm, and I was just like, that was such a breath of fresh air.

I feel like it's really easy to feel like UT is so big and try to find this tiny little place within it to stay in, but things like that can make a big difference.

[00:13:15] Ike Evans: Okay. When I was a student, with regards to whatever, when I would tell my folks about what I was dealing with, only sometimes was I really candid about that. Other times, I gave them a very amended picture of what was going on, and usually only just focusing on the academics, not the existential reality of life in college. So how much is that the case for you, that you're able to sort of give very detailed updates to your people about what's going on with you?

[00:14:03] Montse Lopez: So, it was very clear since my freshman year of college that I had developed some anxiety, and coming from a Hispanic household, it's really not welcome. Mental health is not a thing there. You just suck it up, and you've got to go with it. So it took a lot for me to find resources by myself and not feel guilty about doing that or not disregard what I was feeling. So, since my first semester of freshman year, I've utilized a lot of the UT mental health resources and have found out a lot about myself and a lot of things.

I was also diagnosed with mental disorders, which was very new. Very new. Yeah.

And yeah, my parents did not react the way I wanted them to, so I just shut that off. I stopped telling them about what I was doing because one aspect was that they were undermining what I was feeling, and the other aspect was that they were worried about me. They're not here. It's a five hour drive to my hometown. So I stopped letting them know for multiple reasons. I didn't want them to worry because it was very evident that it took a toll on them when I was telling them about my mental health. But also they didn't care.

[00:15:52] Ike Evans: Yeah.

[00:15:56] Carissa Ceasor: In my family, it's this weird back and forth because I have always been a person who's needed to be very conscious and aware of my mental health since elementary school, and my siblings to an extent, too. So, my parents sort of got this crash course when we reached that age where we were sapient. And it's a strange conversation to navigate because in my extended family it's also not a 'thing'. And so, it's this bubble of communication, semi-communication that we hold up.

I've had a habit since middle school of just not telling my parents anything unless I needed to be driven somewhere. It drove my mother up the wall. She'd be like, 'Where are you? What are you doing?' And so, I don't keep them as updated as I could about my situation really. But I do have people, mentors outside of my parents who I tend to reach for the most.

Just today I sent one of my mentors a text saying, 'My GPA is not going to be the best this semester.' And the first thing he said, in all caps, was 'DON'T PANIC.' I needed that.

[00:17:26] Ike Evans: So Toby I want to get you into the conversation now. Maybe you could start just by introducing yourself, and what your role at UT is, and just general thoughts and feelings, reactions that you've had while listening to Montse and Carissa.

[00:17:48] Toby LeBlanc: Hi. My name is Toby LeBlanc. I am one of the CARE counselors in the McComb School of Business and also in Jackson Geosciences. And the CARE program is an extension of the Counseling and Mental Health Center at UT. We're embedded counselors in the colleges, and it's been so much fun to listen to both of you.

A lot of what you're talking about is a lot of what I hear in my role as a CARE counselor.

So, we've been talking about stress, we've been talking about finals. But what's amazing to me is to listen to how much of what we're talking about is not finals and not necessarily school stress. Right. It's finding your identity, finding your community, finding your rhythm, finding out about whatever mental health things need to be addressed and taken care of. So, it's all this extra stuff around school.

This is what we hear at CARE the most.

And to me it's pretty important what you all are talking about. This is the era of your life where identity, you're figuring it out. Up until this point, your community was kind of your co-author on your identity and you had people that you'd known, maybe your entire lives. And then you get here and you've got to find your own people and you've got to kind of start authoring your own identity. And you've got to do that while you go to school and take classes and take tests and do those types of things. So listening to you all talk through that, it's tracks with what I know.

And it always impresses me as far as feelings go and the way I react. It's always impressive to me. Honestly, it's why I love being a CARE counselor. It's why I love working at UT, This stage of life is really hard, but it's also really magical that y'all are doing these amazing things while managing a really hard course load and learning really important material, really important information.

[00:19:49] Ike Evans: You mentioned finals, so I do want to bring the conversation back around to that. I'm going to disclose that my worst semester as an undergrad was actually supposed to have been my last semester.

I went into a pretty profound spiral where it was a few different things, but mostly just my own

lax habits finally catching up to me, And then I was a little bit overloaded with courses and it was a domino effect.

want you to consider somebody in that kind of a situation, Toby. They sense that they're spiraling. Maybe it's not too late to salvage something from the semester, even though straight A's out of the question.

What is the one thing, the one bit of advice that you would have for someone in a situation like that that maybe you probably suspect they're not already doing.

[00:21:13] Toby LeBlanc: Just one thing?

I would say that quality over quantity is something to focus on, because whenever we are in a stressful situation, we tend to focus on how much time we need to spend on it, how much work we need to do. And we start piling on lots of hours. We start piling on lots of schoolwork and trying to do everything for as long as we can to see how much can get done. And as we do that, our minds get tired, our mental health starts to suffer, our stress levels go up, which starts to impact performance. Our focus goes down, our motivation goes down, and once that happens, you're spiraling because the more your motivation goes down, the less you can do. The less you can do, the more stress you feel. The more stress you feel....there we go.

So, focusing on quality over quantity. What I mean by that is focus on doing your best work, which means that if you're studying for six hours, your last four hours aren't going to be the same as your first two. So, study for two, take a break. And go do something that recharges you. Walk around Target to buy fruit snacks maybe. Go do something that reduces your stress level and it will increase your performance back up. You may not get the straight A's like you thought, but what it can do is keep you afloat enough to make the grades you need to make to get through the semester.

In fact, I go as far with a lot of my students as talking about how to build self-care into your schedule. Instead of just thinking of self-care as, 'When I'm done, I'll go to the park or I'll go to Target or something like that. No, I'm going to go to Target at five this afternoon before I study. Because I know it clears my head.' Or, 'I'm going to go for this walk when I wake up in the morning because I know when I get to class I'll be in a much better headspace to pay attention.' I'm going to schedule a nice long Netflix binge this weekend because I need a soft landing after those finals. So, being able to focus on the quality of your work, notice when the work is feeling good, when your brain's clicking and you're getting things done, and when it's not, that's when it's time to start building in self care time.

[00:23:28] Ike Evans: Back to our two students - how are you finding the finals and how much is it its own problem? Or is it more along the lines of what you've already said?

[00:23:48] Carissa Ceasor: I have been really lucky.

I don't think this is particularly common to have most of my classes not have final exams. During finals week, we have final exam, but it's equally weighted to other exams.

I do have one final exam, but it's an essay, so in my head it doesn't count.

It feels like this part of the year could be a lot more stressful than it is as far as tests. So I'm a little bit nervous about future semesters.

But even rounding out the semester, seeing the rest of my grades come in really quickly

compared to the rest of the semester, it's a lot at once.

I think I hadn't even realized that's what I was doing. Just taking that time to be like, okay, I'm stepping away for like 2 hours because I can't right now. I think I did not feel great about taking that time away from my studies. I feel like I got in the habit of thinking, 'I'm behind, therefore I have to keep paying this time debt, even if it isn't getting me anywhere.'

But actually taking the time to step back has kept me afloat this semester, and I'm hoping that'll last. I'm fairly sure that'll last until winter break.

[00:25:23] Montse Lopez: I like to say I wake up every morning and I ask myself, 'Will I finish my finals or will my finals finish me?' Yeah, finals are definitely a 'thing.' I have three finals on the same day.

It's been rough. I have to purposely, like Carissa said, take moments to step back and just not do work because it will not be productive if I sit there. Nothing's going to get done unless I step away.

So, I think recognizing when to do that has been really important around these times.

And this is my fifth and final semester with finals. So, I've gathered all that I can over the semesters and realized that what helps me is to study with people and to treat myself after studying. And that's what's keeping me a little sane. But yeah, it's definitely the most I've done all semester.

[00:26:41] Ike Evans: What classes are you all taking?

[00:26:46] Montse Lopez: I'm taking two psychology courses. Abnormal and developmental. I'm taking evolution, physics, physics lab, and a microbiology lab.

[00:26:56] Carissa Ceasor: I'm taking fun little classes. I'm taking Intro to Ancient Greece, Native American History, History of the Black Power Movement, a class called Our Global Backyard, and I think I'm forgetting one, but I will remember it.

[00:27:14] Ike Evans: I was an English major, so y'all know I needed to get at least one humanities person in the conversation. So, thanks for that, Carissa.

Abnormal psych. I did take that. I really loved the case studies.

[00:27:32] Montse Lopez: Very interesting.

[00:27:36] Ike Evans: Harrowing in some cases too.

So, Toby, identity has come up in this this conversation and I'm really glad that it has. I guess a follow up would be what Carissa sort of hinted at, that there's sometimes a kind of burdensome dance you have to do with respect to your own identity.

Then Montse, you also mentioned what a game changer it was for you to find a community that was responsive to you, to aspects of your identity. How much of an awakening has that been for the both of you? We tend to individualize mental health quite a bit still.

[00:28:44] Montse Lopez: Yeah. I would definitely credit my mental health to a lot of my not going out and finding people. I knew there were organizations and I knew there were people out there that were like me. It was just that anxiety that didn't let me meet new people. It was like, 'What if I'm not Mexican enough? What if they think I'm weird?' And that stuck with me for a long time.

Finally, after two years of therapy, I have gained the courage to go out and meet people, and I don't regret it at all.

[00:29:22] Carissa Ceasor: Yeah, it's been really interesting. One of the things I've been trying socially recently is to stop masking so much. I am not in a little itty bitty high school anymore where there's one group of people, I have options.

And so one thing, I've been trying to just be me in the way that I want to be me and let people take it or leave it. I found that it invites people who also just want to relax, and it's been really nice. One thing, identity wise, that was not something I anticipated was whether or not I'm an adult.

I've had very much the immigrant experience: 'You're an adult, you're not an adult yet. You're an adult. You're not an adult yet.' That sort of back and forth within my family.

And it's been nice especially to find people my age, people one or two years older than me who are just handling all of these things. There's probably a spectrum of 'adulthood-ness,' but we're getting really close. I have a job. I will pay taxes this year. That's pretty 'adult.' So, it feels like I have the right to claim my identity in a way that I didn't feel entirely before.

[00:30:50] Montse Lopez: I agree with Carissa a lot. I consider myself a baby adult. One year my parents were making me lunch and driving me everywhere. The next, they dumped me off here and I had to figure out everything myself. I've got to give myself a little bit of credit sometimes because I have a job, I'm in organizations, I go to school full time, I pay my rent, I cook for myself, have to clean for myself, have to do all these things that my parents did previously. And this big shift, it's difficult, but I have to remember that it's my first rodeo here. I've still got to learn a lot of things.

[00:31:42] Ike Evans: Toby, what kinds of things do you find yourself saying a lot to students, particularly during this time of year, that could be distilled down into general tips and advice for whoever happens to listen to this podcast.

[00:32:05] Toby LeBlanc: This time of year, as we've been talking about this whole time, there are so many different stressors. You're dealing with all the life stressors on top of all the final stressors. And the most difficult part about this time of year around finals is they're all coming back to back. You've got three in a day, Montse.

There's not a lot of room for that self care I was mentioning before, which is why you have to double down on what I was talking about earlier, scheduling it in for yourself, making deliberate intentions, deliberate actions to try and just relax yourself. Whether it be a big one where you decide to stay in bed all weekend because you haven't slept enough. or it's something small like, 'You know what? I need to step away from my studies for a couple of hours, make some dinner, and just not be a super overachieving student for a little while.'

So the thing that I find myself talking about the most with students is to make sure you're taking breaks. Remind yourself that you are a human, a carbon-based organism that has limits. Your brain is an organ that gets tired just like every other organ, and your job is to respect it when it's tired and give it what it needs, so that it can rest and recuperate.

And make sure that you're being a bit more preventive with it, because being reactive is sometimes too late. Waiting until you're completely stressed out and on the verge of a panic attack, that's not where you start doing anxiety prevention. It's more like, 'Okay I have three finals coming up. I'm going to go to bed early the night before and actually get good sleep. The next night I'm going to go out with my community and let loose and get rid of some stress.'

Being really deliberate about your stress management, treating yourself like an actual human being and not an achievement automaton. those are the things I usually cover the most.

[00:33:58] Ike Evans: Toby, you seem rather young, but I don't want to make any assumptions about how long you've been at this. Has there been any kind of shift that you have noticed in either the quantity or quality of mental health support that you find yourself being asked to provide over time?

[00:34:22] Toby LeBlanc: Well, I'm happy to say I'm in my 15th year of doing this at UT, so I've been watching students for that long. And what I have noticed is that the pressure seems to be going up for students over the course of the last 15 years. Students feel increasing pressure to achieve, to be the best, to do as much as they can, to get as far as they can, as fast as they can. And I'm still not quite sure what it's about. I don't know if it's the idea of scarcity, like 'Maybe there aren't as many good jobs out there,' or the idea that 'If I don't get to the best of what I'm doing, I won't get to do what I want.' I don't quite know what's pushing it along. But I do notice that students feel a lot more pressure to be achieving, to constantly be working, and often feeling like they're behind. What I see the most is students constantly feeling like no matter where they are, even if they're out in front, they're behind, they should be doing more.

A conversation that we end up having first is debunking that. In a lot of ways, being able to stop and look at the ways we are adulting, look at how much we've progressed in the short amount of time that we've been here, that it was a week, but it felt like a month. Well, why did it feel like a month? Because so much growing up happened during that time and we've been doing so much during that time. That's part of what we spend time talking about.

We also debunking future, because I think there's this idea that we're all going to have it together at some point, that we are going to turn into these adults and we should be making it all make sense. And an idea that because it doesn't all make sense right now, we're failing or we're falling behind.

But in reality, as a card carrying adult, I'm still getting it together. I'm still pulling it together. I'm still figuring it out. Most days are my best guess, hopefully not clinically, but just in general. That's something that I talk about a lot with students, that we're all still learning. Even when you feel like you should have already arrived, you're still arriving.

[00:36:31] Carissa Ceasor: I had a conversation with a mentor of mine earlier in the year when I said, 'I don't know if I am an adult or when I should be an adult. And she said, 'Girl, you're not kidding. You're never going to get there.'

And it was really reassuring to hear because coming up through grade school, every milestone feels very much like you're checking a box. It's very achievement-based. And then, coming into college, there's nobody to tell you that you've done good or how good you've done or that you're the best.

One of my biggest stressors was that I couldn't see my grades all the time. I had no idea how I was doing in half of my classes.

You have to just choose a direction and keep walking in it. I said to the same mentor, 'I'm making so many decisions every single day in the first two weeks.' I was beat, I was tired.

But I think it's something that you kind of grow into a little bit. You don't grow out of the difficulty. You just grow into being aware that it's going to be difficult.

[00:37:50] Montse Lopez: A lot of my stress is because I feel like time is running out. Like, in my head, I'm practically 40 and I should already have everything together. I should already have my life together. Why am I not looking at houses right now? Crazy stuff like that. And I haven't even graduated college.

Rmember that there is no destination. I guess everyone's going to end up somewhere different and it will work for them.

[00:38:35] Ike Evans: Well, I'm practically 40 too.

So, this needs to be a podcast later. So I'm going to do the intro that I should have done when we first started and then I think maybe we could wrap it up after that.

I'm here with Toby LeBlanc. He is a counselor at the Counseling and Mental Health Center at UT and also the CARE program at the University of Texas at Austin and also Montse Lopez and Carissa Ceasor, both current student workers for the Hogg Foundation, as well as undergraduate students at the University of Texas. Welcome to all of you.

[00:39:31] Carissa Ceasor: Hi.

[00:39:34] Ike Evans: So, this is not a therapy session, but this is your chance to ask any one question that you would want to ask Toby.

It doesn't have to be anything particularly profound, just something weird that recently happened.

Doesn't even have to involve you personally. Just anything that you might want to pick his brain about while you have him here.

[00:40:04] Carissa Ceasor: I definitely know what mine is. Okay, so coming into this year, I am in a FIG, which is a Freshman Interest Group. It's basically about 19 other students who I'm taking most of my classes with. And we have a little group where we communicate and dish tea about our classes. It's not a professional space. And one thing that I've noticed throughout this year is that so many people are so stressed all of the time, making the assumption that their professors are going to eat them if they don't come in with their homework done or something.

That would be my question to these freshmen who are coming in who don't really know the UT resources or how to gauge the social space, especially those coming from really competitive high schools that puts people into that mindset. What would you say to those people if you had the chance?

[00:41:03] Toby LeBlanc: Well, the first thing I would do is get them acquainted with as many resources as possible. The Counseling and Mental Health Center is a great resource. The CARE counseling program has counselors embedded in every college. So, the good part about the program is that the CARE counselors know their college and they know the culture within that college. Students can talk to their CARE counselor and not only get a mental health perspective, but also a perspective on the culture of their college, how it folds into their mental health experience and how it may inform or impact it.

I'd also try to get them acquainted with any of the other campus resources that we have. We have so many for our students, but I honestly think being able to put the students back into their story is important.

We talked earlier about how we come from these competitive high schools where all of our grades are in these checkboxes that we can look at. 'I'm doing this', 'I made this grade,' 'I'm going to this class and moving forward.' But when we come to this university, things look very different.

Even more stressful is when you leave this university. It looks way different. There are no grades, there are no checkboxes and things like that. So, whenever I'm meeting with a student

who is talking about the stress of college and how they feel overwhelmed by their classes, I try to put them back into the story. I say, 'Hey, you're just starting on this journey. You're learning about college. It's kind of like your unofficial extra class. You have all your class hours, but then you also have getting used to college. It's knowing when to wash your clothes. It's knowing how to get yourself up in the morning, get dressed, if you've never been the person motivate yourself through that. So, putting the students back into their story and saying, 'Look, you're doing all this stuff and there's lots of room and space to grow and to move around that. If you don't do well on a test, there's going to be another test. If you are struggling with something, there's going to be a resource.' So I just put them back into their story, put them back into their world that they're in, and let them know that there is help if you need it and you're going to get better.

[00:43:19] Montse Lopez: So, this is a very prestigious college and many of us are in the top six percent of our high school class. Most of us are overachievers and try to get those really good grades. What advice would you have for someone who was always an overachiever and always had those top scores and then going to college it just wasn't the same story?

[00:44:11] Toby LeBlanc: I have this conversation so often. This is one that I'm very familiar with. The answer I would give is very, very similar to the previous question. To put you back in your story. 'You were a big fish in a little pond. Now you're a big fish in a big pond full of big fish.

And the thing to remember is which pond you're in and why you're in this pond. You're here because you're the best of the best of the best. You were playing pro level in the minors, and now you're playing pro level in the pros.

'If you are just now being challenged at a level at which you're struggling, that means this is where you're supposed to be. This is the level at which you're supposed to be working. Back there, you weren't being challenged.

'You are also your achievements. They've gotten you here. And in your next level, achievement is going to come from a much different place. It's going to come from how hard you work. It's going to come from the relationships that you build. Nobody's going to be checking grades in your yearly evaluations from your supervisor. There will be no grades. So being able to start validating yourself from a different place is important,'

I think a lot of students who are high achievers have developed so much validation and so much of how good we are from those grades make it to the point where sometimes we don't look at any other places in our lives for validation, to say, I'm enough here. I'm enough here. Being able to start validating your work ethic, how intelligent you are, how innovative you are, how you just figure things out, how resilient you are is important. It's important to be able to validate those other parts of yourself. It will help you to kind of step away from needing the grades to tell you how good you're doing.

[00:46:01] Ike Evans: Okay. Toby, Montse, Carissa, thank you so much for taking the time to contribute to this experiment. I really do appreciate it.

[00:46:13] Carissa Ceasor: Thanks for having us.

[00:46:15] Montse Lopez: Thanks.

[00:46:18] Toby LeBlanc: Thank you so much.

