

Making Referrals to Campus Resources

Step 1: Think broadly about resources

Consider a broad definition of resources to include services, programs, people, technology, and physical spaces on campus. There are likely many different options that can support a student in any given situation*. Don't assume students know about resources; it can be worth having a conversation about office hours, emailing an instructor, or communicating with an academic advisor

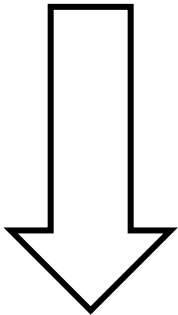
Step 2: Listen for opportunities to make a referral.

Students rarely come out and say "Hey! I need a referral!" The cues and opportunities to connect a student to a resource will be more subtle. As you listen for these cues, be cautious of jumping to conclusions about the best resource for the student or assuming they haven't tried it yet.

Step 3: Think *with* students about appropriate resources

There are a range of ways you introduce the idea of using a resource. Given the type of resource and level of urgency, your approach can range from a prompting question to a more direct recommendation. Providing support to the student in making a decision or identifying next steps will create more buy-in.

*Student has more
time and energy,
less urgency*



*Student has little
time and energy,
more urgency
less executive
functioning*

"Sounds like you want some help with that. What feels like a good next step?"

"Have you tried any campus resources or are you familiar with any that might help?"

"Would you like to hear about some possible resources or options that might be useful?"

"Have you considered _____?"

"I'd like to recommend a resource if you're open to it."

"I'm concerned and would like to suggest you consider _____."

Step 4: Do they have enough information to take action?

Some students get stalled in the place between knowing about a resource and following through with that action. We can support students in taking action by helping them think through the logistics, making sure they have enough information about the resource, and giving space to any concerns they have. Some conversation tools include:

- Prompt decision making or planning. . . “Did any of those options seem appealing or particularly useful?” “What are you thinking you’ll do next?”
- Share your knowledge of what to expect – “You’ll make an appointment by ____.” or “On the day of you’ll ____.”
- Help them identify some advantages and the value of it “How will this help you?”
- Help them think through how they’ll prepare for it: “What might you ask when you’re there? What questions do you want answered?”
- Normalize the experience and validate their decision to take advantage of the resource: “I talk to a lot of students in a similar situation” or “This is great. I am excited for you to take this step.”

Step 5: Follow-Up

When possible, check in with the student to ask if they took advantage of the resource, how it went, and what they’ll do next. Regardless of whether they’ve used the resource, it shows you care.

*If you want to know about more resources for students or aren’t sure what resources are available, the Academic Success Center can help.