

**De Anza College Tutorial and Academic Skills Center
All Tutor Meeting
Friday, May 1, 2009 12:30-1:20 pm in S43**

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CAMPUS RESOURCES AND REFERRALS
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WELCOME & ANNOUNCEMENTS

- Please make a nametag, find a seat, and introduce yourself to two people you do not know.
- Please read the handout “How to Refer Students to Campus Resources”
- Timesheets signed by today!
- Read the latest news in The Task
- Thank you DASB, Senior Tutors, volunteers!
- Welcome Suba Marti!
- Congratulations, Tutors of the Month!

WARM-UP/FOLLOW-UP ACTIVITY

Work with your table to make a list of all the De Anza programs and services you know, including what they do, where they are, and names of staff, if you know them...the table with the most programs and information is first in line for snacks! (after the new tutors enrolled in the 1:30 class.)

CAMPUS PROGRAM PRESENTATIONS

Alicia Cortez--Counseling and Puente
Debbie Centanni—Educational Diagnostic Center and Disability Support Services
Alerie Flendez—Writing and Reading & Listening & Speaking Centers
Pauline Yeckley--Library
MaryJo Lomax--Health Services
Ryan Bellon--Financial Aid

CLOSING AND SNACKS

LRNA 98 (new individual general subject) please tutors go to L73 for class so we can start right at 1:30!

**Next week:
Non-adjunct Subject Area Roundtables
12:30-1:20 in S43**

How to Refer Students to Campus Resources

Tutors are generally knowledgeable, caring, and trustworthy, and can be helpful resources in times of trouble, but tutors should not be expected to solve tutee's problems on their own. Tutors can enhance the educational and personal development of their tutees by providing information and referrals if they think the student is in distress or could benefit from help that is beyond what a tutor can or should provide.

Non-Crisis Referrals

Your tutees may not know about the many campus services and programs to help students with various aspects of their lives. Look up these services on the De Anza website:

<http://www.deanza.edu>

Financial Aid Career Center Transfer Center Academic Advising	Disabled Student Services Educational Diagnostic Center Assistive Technology Training Center
Renew Program (Reentry students) Student Success and Retention Services Educational Opportunity Program (EOPS) Occupational Training Institute	Listening and Speaking Lab Library Honors Program

Counseling Department: <http://www.deanza.fhda.edu/counseling/>
Crisis and Emotional Counseling: Laurel Torres, 864-8781, torreslaurel@fhda.edu

When to Refer

- The student admits that there is a problem and asks for assistance that you are not able or willing to provide;
- You have talked with the person and helped as much as you can, but further assistance is needed;
- The problem is more serious than you feel comfortable handling.
- Do not refer if you don't feel comfortable doing so. It may be that the referral should come from a staff or faculty member rather than a tutor.
- If you would like advice on how to handle the referral, talk to your supervisor.

Signs that a Student May Need Help

Refer for Counseling if there is evidence that the problems have hurt the individual's ability to function academically, physically, occupationally, or socially. The following characteristics illustrate distress:

- *Academic/Intellectual:* procrastination, repeated attempts to obtain deadline extensions or postpone required activities, poor academic/work performance, excessive absences.
- *Emotional:* falling asleep, social withdrawal, depressed or apathetic mood, crying, inappropriate or exaggerated reactions to situations; disturbing material in assignments;

- *Physical*: marked changes in personal hygiene or appearance, signs of drug or alcohol abuse, poor physical coordination;
- *Social*: changed interaction patterns, inappropriate irritability or anger with others, disruptive social behavior, threats to harm oneself or others.

Communication Strategies When Making a Referral

- Speak privately with the student. Be straightforward, direct, and honest in your communication.
- Show concern for the student's welfare. Acknowledge that you are aware of a problem or distress.
- Describe your observations of the student's behaviors in detail. (e.g., "I've noticed that you have repeatedly asked for deadline extensions." "I've noticed the odor of alcohol on your breath lately." "I've noticed that you have been crying a lot and seem sad.")
- Describe how the behavior is interfering with normal operations (classroom, workplace, interpersonal, etc.), but avoid criticizing or sounding judgmental.
- Listen carefully to the student's thoughts and feelings without agreeing or disagreeing. Restate back what you are hearing from the student.
- Discuss possible alternative solutions to the problem. Discuss pros and cons of each option.
- Recommend that the student seek help from an appropriate resource listed on the back. State that the problem does not have to reach crisis proportions to benefit from professional help.
- Acknowledge the student's fears and concerns about seeking help. Explain that it takes courage to face one's limitations, but that professional help will help solve the problem and/or help the student to feel better.
- Offer to accompany the student or assist in scheduling an appointment.

When Students Resist Seeking Help

- Except in emergencies or when infringing workplace requirements, students have the right to accept or refuse counseling.
- Accept the person's decision, but recommend that he/she might want to take some more time to decide. Leave the situation open for possible reconsideration at a later time.
- If you feel uncomfortable with the student's decision, call campus service and ask their advice