

1 Collaborate

with the student to understand the issue

Listen effectively

Squarely facing
Open posture
Lean forward
Eye contact
Relaxed position

Ask questions

Open ended questions
such as those starting
with "What ..."
Clarify and paraphrase,
then ask probing questions.

Be attentive

Look for non-verbal cues
How are they reacting?
Be culturally aware, and
mind your use of language

2 Brainstorm possibilities

for how to address the issue

Past experience

What has the student tried already?
What resources have they used?
What are their strengths? (Innate resources)
What are their interests and passions?
What could they change?

Your experiences

Be cautious when sharing
your own experiences.
Emphasize that it is your
own experience, and might
not suit everyone.

3 Explore resources

relevant to the student's concerns

Knowledge of resources

Your role is to provide knowledge
of resources on campus and in the
community. Get to know them!
What resources do you wish you
had known about in first year?

Know your limits

You are NOT tutors, counselors, or academic advisors.

Know when to refer high risk students

High risks behaviour, risk of self-harm. Signs of anxiety, fear,
excess stress, depression, grief/loss, hopelessness, social isolation,
substance abuse, internet addiction, etc.
Refer to counseling, academic advisors, or student health.

4 Develop an action plan

guiding the student to their own solutions

Feel free to share what worked for you, but preface it
with "What worked for me was..."

Ask them "What is your first step?"

Let students come up with their own possible solutions.

5 Follow up with the student

the most important step!

"Let's reconnect..." or "May I email you next week to see how things are going?"
Make sure you stay in touch, and plan a set time and place to meet again.