



## Making a Referral to CAPS

### When to Contact CAPS:

- **Questions:** You have questions about CAPS' services, whether a referral is appropriate, or how to make a referral
- **Consultation:** You need help assisting a student who has resisted your referral efforts
- **Concerns:** You are concerned about a student (E.g. the student is talking or behaving in a way that is unsafe, bizarre, or unusual).

### Things to Remember (The 3 C's):

- **Commitment:** You want students to know that you are committed to helping them and that you are not "dumping them off onto someone else."
- **Collaboration:** Successful referrals result from joint decisions made between the student and the person helping the student. You are not responsible for the choices the student makes. You can only provide insight to help motivate the student to focus on improving their well-being.
- **Confidentiality:** CAPS has an obligation to protect a student's confidentiality. However, you can follow up with the student to see if they followed through with a referral.

### Tips on How to Refer a Student to CAPS:

- **Show that you care, but discuss your limitations:** E.g. "I can support you with this, but I think that a clinician at CAPS can be most helpful to you in addressing this problem."
- **Be specific about why you are referring a student:** E.g. "CAPS has some people who are really good at helping students address family problems." (Rather than, "Why don't you go over to CAPS?")
- **Make a personal referral:** E.g. "I've met \_\_\_\_\_ at CAPS. I find this person very easy to talk to. Maybe I can give that person a call to help guide us through the process."



- **Offer to call or walk with the student to CAPS:** E.g. “Would it be okay if we call CAPS together/walk over together?”
- **Make a plan for follow up:** E.g. “Is it okay if I’ll check with you on Monday to see how your meeting went?”

### How to Refer a Reluctant Student to CAPS:

- **Explore reasons for unwillingness:**
  - E.g. “What might be getting in the way?”
  - E.g. “Tell me about your thoughts/perceptions/prior experiences with CAPS or other professional counselors?”
- **Listen and express concern:**
  - E.g. “I feel concerned about you.”
- **Explore need for alternatives**
  - E.g. “Can we think of other ways you could feel supported?”
- **Normalize help seeking**
  - E.g. “A lot of students go to CAPS for all kinds of things. No issue is too big or too small.”
- **Seek consultation**
  - If you feel worried, call CAPS for support. Your self-care is also valued.
- **Follow up**
  - Follow up with the student and/or CAPS to continuity of care
  - Following up also shows you are still dedicated to the student and it is not, “out of sight, out of mind.”