

## Case Management Interventions: Doing With vs. Doing For

One of the key components of this work is *how* we intervene and support. As second-generation BITs move towards a prevention model of threat assessment, the need for proper case management skills has increased. We all know we need to help our students, but the question is how?

I frequently discuss the concept of *doing with vs. doing for* in case management trainings, because I think it is a simple and effective description of two high-impact approaches one can take when supporting students. Both are useful, easy to remember, and can be utilized at different times throughout the case management process.

Generally, *“doing with”* is a great approach for lower-level concerns and is founded in the idea that we want to teach students the skills they need so that they won’t need our services again. It is an empowerment approach and operates under the assumption that we are offering teachable moments in our work. Essentially, we utilize this approach when the risk level is low and the opportunity for learning is high.

Here are some examples of *“doing with”*:

- Helping a student draft an email to a professor, in their meeting with you, that they can send out later, and discussing appropriate responses.
- Practicing how to have a conversation with financial aid.
- Helping the student brainstorm questions they want to ask another department.
- Coaching the student on strategies they could use when they are facing an obstacle in the future.

We utilize *“doing for”* when there are high level concerns present and issues might be time-sensitive. This approach is more likely to be utilized when we are safety planning, focusing on harm-reduction, and concerned about reducing overall risk.

Here are some examples of *“doing for”*:

- Writing emails directly to professors when a student is hospitalized or unable to access email.
- Contacting housing administration for the student when there is a safety concern.
- Reaching out to providers directly to discuss treatment plan/concerns.
- Inviting parents into action planning on behalf of the student.

Remember that neither approach is necessarily better, it’s more about what approach is most appropriate for the student based on their risk level and assigned

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interventions. When determining whether to *do with* or *do for*, utilize your rubric upon initial referral and after the intake appointment. Assigning a risk level and utilizing corresponding interventions will help you determine whether you need to focus on teaching skills or reducing risk.

Keep in mind that this is fluid; you can move from one approach to another as well. You may be initially focused on reducing risk, and then once that has been successful, move towards coaching and empowerment.

Finally, to ensure the student receives wrap-around case management services, whether you are *“doing with”* or *“doing for,”* it is always important to follow up on the outcomes of the approach. Check in with your student about the success of their action plan. Follow up with referral sources. And of course, document all of your actions.

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