

2023 CACJ Annual Training Conference

Case Management for Justice Professionals

How to lead from the front line

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First things first...

The opinions, findings, and recommendations expressed in this presentation are those of the authors and do not necessarily represent the positions or policies of the Bureau of Justice Assistance or the Center for Justice Innovation State-Based Adult Drug Court Training and Technical Assistance Program.

Center for Justice Innovation

Our approach involves collaboration among:

- research and evaluation
- direct-service programming
- training and expert assistance

The technical assistance (TA) team provides specialized support to multidisciplinary criminal legal stakeholders and organizations. As thought partners, we take time to identify and understand stakeholders' needs and address those needs with targeted training or specialized assistance from appropriate experts in the field.



Learning Objectives

- Understand the impact of language use on individuals, starting at initial engagement
- Become client oriented
- Develop case management plans
- Assist with needs outside of SUD treatment
- Serve as a single point of contact for client

What is the most important part of being a case manager?

What is the biggest challenge as a case manager?

Case Management Principles

- Offers the client a single point of contact with the health and social services systems
- Client-driven and driven by client need
- Involves advocacy
- Community-based
- Pragmatic
- Anticipatory
- Must be flexible
- Culturally sensitive

Core Components of Case Management:

Engagement and Initial Assessment



Individual Service Planning



Monitoring and Documentation of Progress



Case Coordination



Exit Planning



Case Closure

Initial Engagement and Assessment

Stigmatizing
language can
reinforce **negative**
public perceptions of
substance users

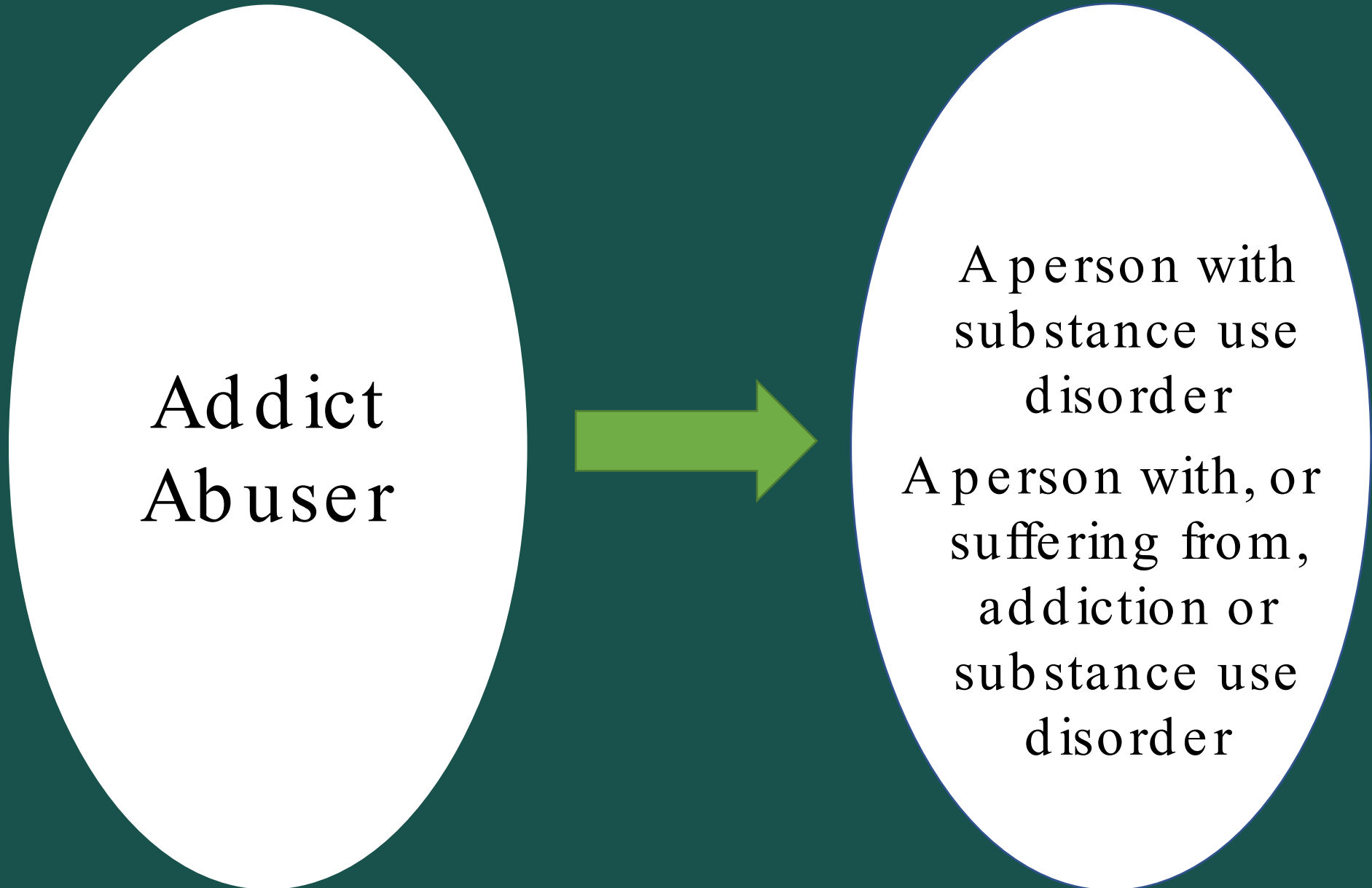


Use of person-centered and inclusive language may build trust and strengthen communication between participants and providers.

Person-First or Person-Centered Language

This language prioritizes the individual over their health condition, disability, or disease.







Strengths-Based Approach

Using a strengths-based approach can also serve to reduce stigma and facilitate engagement with participants.

Person-Centered Approach for Individualized Justice

- Participants know themselves best
- Important to incorporate a participant's perspective and input into their plan
- Driven by the participant
- Link participants to tailored community-based services

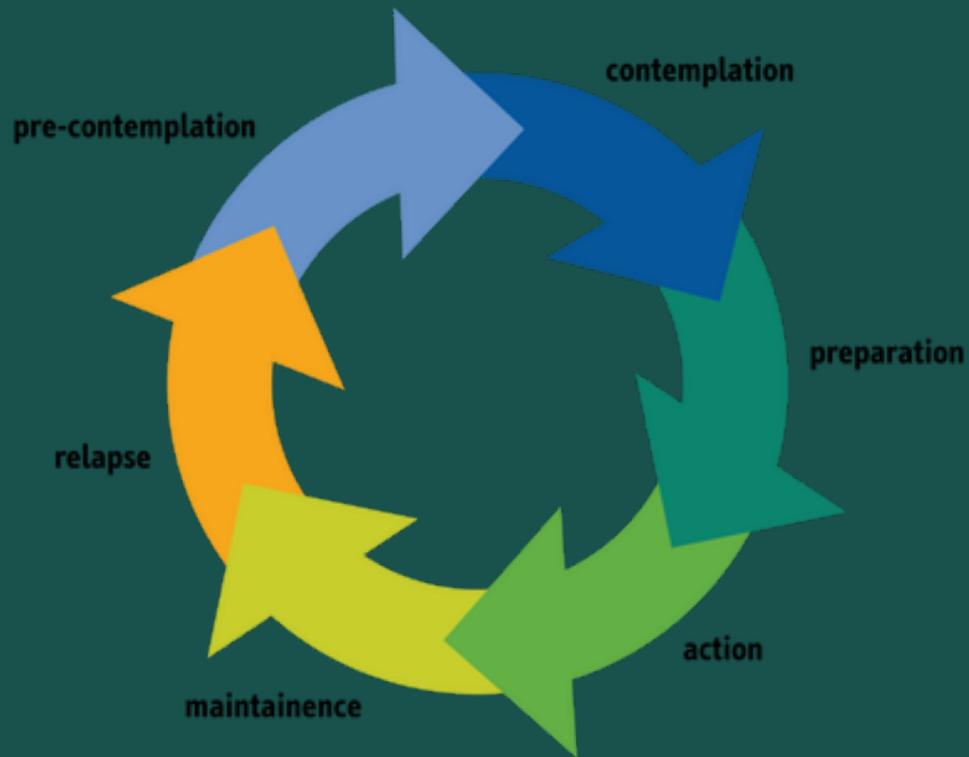
Therapeutic Alliance

Collaborative planning & therapeutic alliance increases client retention, recovery buy-in, longer-term stability

Conducting strength-based assessments:

- Friendly conversation, not interrogation
- Actively listen to client's perspectives and experiences and take their ideas seriously
- Notice something positive about the person
- Ask yourself if you are expecting strengths and not just challenges
- Avoid blaming, diagnosing or labeling

Motivational Interviewing



Transtheoretical Model of Change
Prochaska & DiClemente

Helps mitigate power imbalance
Saying motivational things is not MI

Common misstep: the 'pep talk'
MI requires slowing down, listening

MI misuse consequence: clients are compliant, but not invested

Example questions to elicit strengths during assessment

Resilience: How have you managed to overcome/survive the challenges that you have faced? What have you learned about yourself during those times?

Support: Who are the people that you can rely on? Who makes you feel understood, supported, or encouraged?

Esteem: What do you feel proud of? What positive things do other people say about you?

Perspective: What are your ideas about your current situation?

Change: What do you think is necessary for things to change? What can you do to make it happen?

Case management must be flexible

Case management requires an ability to understand the natural course of addiction and recovery, to foresee a problem, to understand the options available to manage it, and to take appropriate action.

Culturally sensitive

- Valuing diversity
- Making a cultural self-assessment,
- Understanding the dynamics of cultural interaction
- Incorporating cultural knowledge
- Adapting practices to the diversity present in each setting

INTEGRATED PLANNING

Personal

Human: values, skills, self-esteem, self-knowledge

Physical/financial: income, housing, food stability, mobility, system navigation

Social

Family, friends, partners, colleagues

Groups: recovery-oriented; activity or skill/interest-based

Well-Being

Hope for the future; happiness; future-orientation

Managed stress, anxiety, MH

Cultural & Community

Shared experiences, values, spiritual/religious orientation;

Recovery-oriented services; visible and accessible

Personal

Social

Culture &
Community

Well-
Being

Identify Problem Statement, Goal, Objectives, and Interventions to Create a Plan

Challenges/problem statements

Problem statements are based on information gathered during the assessment

Look at the most significant issues present in the client's life

Identify the challenges that are most acute or troubling to the clients functioning and balance this with their priority areas

Creating a Goal

A brief statement of the problem/situation you expect to change
Tied to the assessment and challenges/problem statement

Goals are based on challenges and reasonably achievable

- If you can see the client do something (i.e.-complete a journal entry, attend appointment, etc.) then it is an objective.
- If you can't see a client do something (i.e.-reduce anxiety) it is a goal

Creating Objectives

Objectives are what the client will do to meet those goals

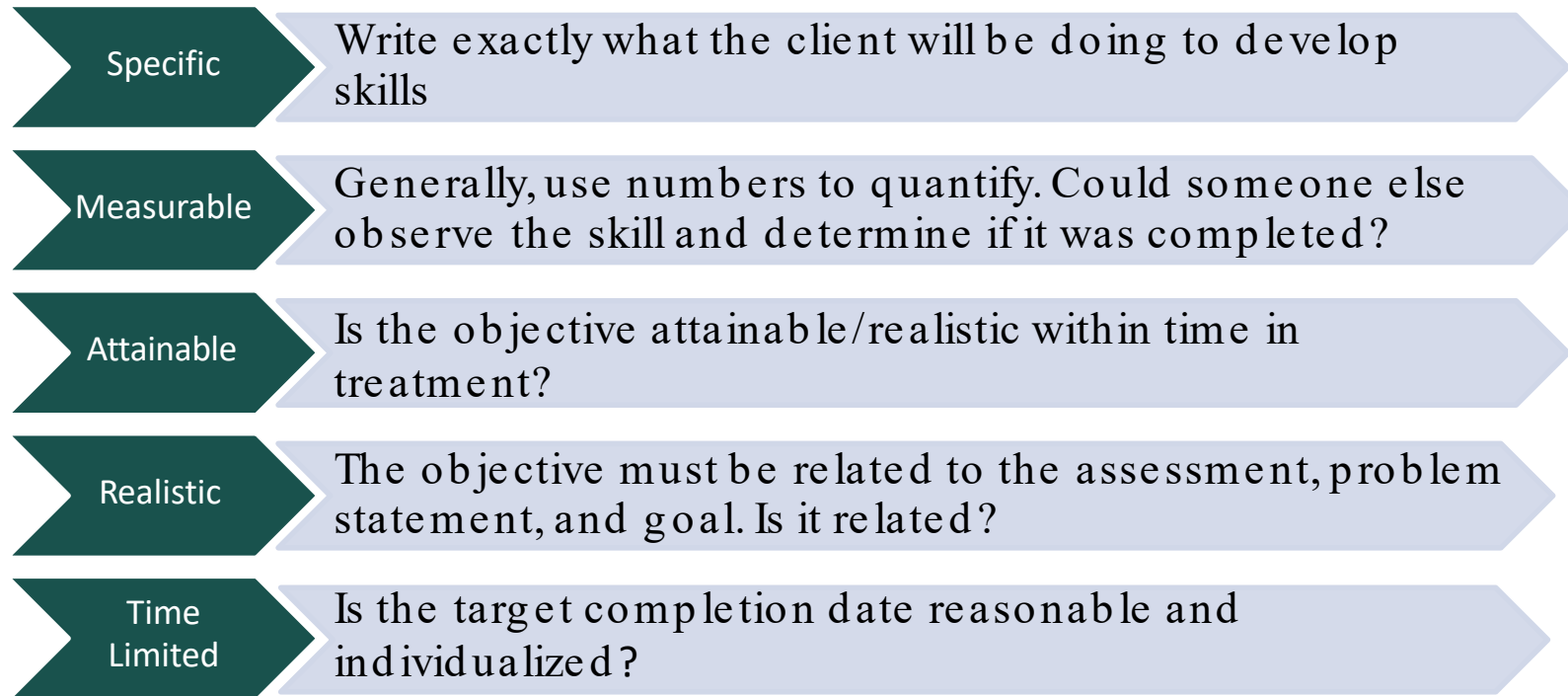
Objectives (visible) must be stated in measurable language, and it should be very clear when the client has completed the objectives.

Should be clearly stated

Objectives are the skills developed by the client and, when accomplished, will result in the achievement of the long-term goal.

Each objective should include a target end date for completion

Think SMART



Identified needs

Sam and the case manager work together to develop a list of needs to be addressed, related goals, and objectives. The case manager discusses with Sam a list of services intended to address these needs and meet her goals. These services include:

- Outpatient treatment (indicated by a standardized tool)
- High School Equivalency Exam
- Prosocial recovery groups/activities
- Case conferences with a social worker assigned to child custody cases to coordinate services
- and court orders
- Walk-in warrant schedule to address traffic matters

Short-term goals

Action-oriented goals with individualized indicators appropriate for your program

Short-term Goal:

Sam will obtain her HSE within 6 months

Example questions for short-term goals:

- What specifically would you like to accomplish?
- What is your situation now, and what do you want to be different in the next 3-6 months from now?

Long-term goals

Develop a statement with the client about his/her hopes, wishes, and /or intentions for the future. If possible, help client connect their short-term goals and objectives with their larger vision for the future

Long-Term Goal:

Sam will apply to colleges in September 2024

Example questions for long-term goals:

- What do you want your future to look like?
- How will you notice when things are on track to the future you want?
- What needs to happen for your future to become what you want it to be?

Needs Outside of Substance Use

Functions of Case Management

1. Assessment
2. Planning
3. Linkage
4. Monitoring
5. Advocacy

LINKAGE

The 'Other' SUD: System *Underperformance* Disorder

Consider individual's history with:

- Schools/teachers
- Child welfare/social workers
- Healthcare/doctors, nurses
- Social services/housing
- Psychiatry/doctors
- Jails and prisons/police
- Courts/judges, lawyers
- Media/journalists, public opinion

- Identifying a point of contact
- Providing “soft” handoffs
- Sharing pertinent case information

Linking Participants with External Agencies

Single Point of Contact

- Participants receive services from multiple agencies
- Provide well-structured referrals
- Offers continuity for participants

MONITORING

Monitoring

- Participant progress
- Adjusting case management plans
- Sharing information with relevant parties

Basic Information to Share

- Referral to treatment and behavioral health, housing, and social services
- Attainment and maintaining employment or enrolling in an educational program
- Completion of case management goals

Memorandums of Understanding

Include MOUs for each team role, including:

- Role
- Responsibility
- Ethics

All team members should have the MOUs for each team role

<https://www.ndci.org/resource/sample-documents/>

ADVOCACY

Advocacy

- Address goals in the case management plan
- Direct and professional
- Individual, administrative, and policy

Initial Assessment Checklist

Coaching Tool Checklist for Initial Assessment
Components <ul style="list-style-type: none"> <input type="checkbox"/> The assessment is conducted in the language that client speaks. <input type="checkbox"/> Strengths of the client are noted in the assessment. <input type="checkbox"/> Resources of client are identified, including skills, other service providers, and support systems. <input type="checkbox"/> Assessment includes a brief history/background of the challenge(s) related to needed services <input type="checkbox"/> Assessment determines eligibility for services offered by the program. <input type="checkbox"/> Assessment includes the individual's willingness and readiness to engage in services.
Characteristics <ul style="list-style-type: none"> <input type="checkbox"/> Provides description of whole client, not simply the presenting problem <input type="checkbox"/> Written in objective language <input type="checkbox"/> Non-judgmental <input type="checkbox"/> Proper grammar and spelling
Notes/Feedback

Individual Service Plan Short-Term Goal Checklist

Coaching Tool Checklist for ISP Short-Term Goals
Components <ul style="list-style-type: none"> <input type="checkbox"/> Specific: Clearly specifies what client wants to achieve <input type="checkbox"/> Measurable: Describes what it will look like to reach the goal and milestones on the way <input type="checkbox"/> Achievable: Goals, objectives and tasks are possible and attainable <input type="checkbox"/> Realistic: Client can realistically accomplish these tasks with the resources that (s)he has <input type="checkbox"/> Time-framed: Clear timeframe is developed for each goal, objective, and task <input type="checkbox"/> Strength-based: Client's strengths and resources are used in developing goals, objectives and tasks <input type="checkbox"/> Includes milestones, which are clear incremental steps toward achieving short term goal <input type="checkbox"/> Includes methods for how the tasks will be accomplished <input type="checkbox"/> Includes the person responsible <input type="checkbox"/> Goal/outcome is connected to program outcomes
Notes/Feedback

Documentation / Progress Note Checklist

Coaching Tool Checklist for Progress Notes
Components <ul style="list-style-type: none"> <input type="checkbox"/> Describes objective account of interaction <input type="checkbox"/> Provides assessment of the situation and the client (ie. state of being and ability to complete tasks) <input type="checkbox"/> References short-term goal/outcome to be met as outlined in ISP <input type="checkbox"/> Includes client's strengths and resources <input type="checkbox"/> Includes data or new information gathered <input type="checkbox"/> Clearly states steps taken by client toward goal since last interaction <input type="checkbox"/> Clearly states steps taken by case manager toward goal since last interaction <input type="checkbox"/> Includes next steps/plan with timeframe
Characteristics <ul style="list-style-type: none"> <input type="checkbox"/> Thorough, yet concise <input type="checkbox"/> Describes direct observations, not opinions <input type="checkbox"/> Proper grammar and spelling
Notes/Feedback

Questions?

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