

Prescription 9: Case Management

---

**Prescription 9: Case Management**

---

Facilitator Overview

Competency:	<i>Case Management</i>
Content:	Covers case management process generally and strength-based assessments in particular.
Lessons:	<ul style="list-style-type: none"><li>• Lesson A: <i>What Is Case Management?</i></li><li>• Lesson B: <i>Interviewing Your Client</i></li><li>• Lesson C: <i>Case Study-A Lesson in Case Management</i></li></ul>
Estimated Total Time:	3 hours max + Case Study (2 hrs)
Methods / Media	<ul style="list-style-type: none"><li>• All-Team activity</li><li>• Team discussion</li><li>• “Reader”</li><li>• Brainstorming</li><li>• Small-group activity</li><li>• Role-play</li></ul>
Assessment Method:	<ul style="list-style-type: none"><li>• Pre- and Post-test</li><li>• Worksheets</li><li>• Report back</li><li>• Demonstration</li></ul>

## Prescription 9: Case Management

---

Facilitator Preparation

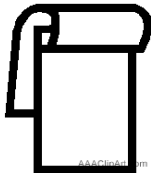


### **What You Will Need for All Lessons in this Module:**

- easel
- flip pad
- large colored markers

### **Introduction to the Competency – 5 minutes**

The Competency



**Present** the definition of this competency:

- Case management is a set of skills that better enables you to support health center clients as they use their *own* strengths to meet their individual and family needs.



**Point out** the lesson(s) that you have selected for the Site Team to cover in this module, from the 3 lessons available to you.

If you will have other presenters or lessons separate from this curriculum, **review** the schedule with the team.

Prescription 9: Case Management

**Lesson A: What is Case Management?**

Lesson:	<b>What is Case Management?</b>
Objectives:	<p><i>Note: If member service assignments will involve any step of case management, this lesson should be included in Pre-Service Orientation. If not, it may be trained within the first three months.</i></p> <p>After completing this lesson, members will be able to:</p> <ul style="list-style-type: none"> <li>• Describe case management as a connecting element in the continuum of patient care.</li> <li>• Define the role of the case manager.</li> <li>• Identify 5 elements of case management process.</li> <li>• Identify 5 critical case management skills.</li> </ul>
You will need:	<ul style="list-style-type: none"> <li>• Prepared flip page labeled <i>Lesson Objectives</i></li> <li>• “HealthCorps Reader” for this module</li> <li>• Prepared flip page with enlarged Bio-Psycho-Social Model diagram used in Module 1</li> <li>• Worksheet: <i>Bio-Psycho-Social Factors</i></li> <li>• 6 different colors of sticky notes, index cards, or cut paper (18+ per member = 3+ of each color)</li> <li>• Prepared flip page labeled <i>Elements of Case Management</i> with list from “Reader” pages 2-3</li> <li>• Forms / handouts used by your center’s case management function.</li> </ul>
Estimated Time:	1 hours 30 minutes max
Gaining an Understanding:	<ol style="list-style-type: none"> <li>1. Introduce the lesson objectives.</li> <li>2. Members read the “HealthCorps Reader” Part One.</li> <li>3. Display prepared flip page with diagram.</li> <li>4. Introduce <i>case management</i>.</li> <li>5. Display prepared flip page labeled <i>Elements of Case Management</i>.</li> </ol>

Prescription 9: Case Management

	<ol style="list-style-type: none"> <li>6. Ask questions from the “Reader.”</li> <li>7. Members match factors on the diagram with the sequence of case management elements.</li> <li>8. Summarize <i>case management</i>.</li> </ol>
Building Skills:	<ol style="list-style-type: none"> <li>1. Brainstorm on case management skills.</li> <li>2. Discuss which of them are critical.</li> <li>3. Present overview of case management at your health center.</li> </ol>
Reflection might include:	<p>Suggested discussion questions:</p> <ul style="list-style-type: none"> <li>• In your personal experience with medical and social service agencies, have there been people who served the case manager role for you?</li> <li>• Does your service assignment touch the case management process at any points?</li> <li>• Do you have strengths in any of the 5 skills we identified as critical for effective case managers?</li> <li>• Does it sound so far as if case management would be an interesting type of work? Why or why not?</li> </ul>
Follow-up activities might include:	<ul style="list-style-type: none"> <li>• Return to the hypothetical Latino family whose son has asthma: have the Team walk the family through the six elements or phases of case management.</li> <li>• Invite a health center case manager as guest speaker to build on this lesson with specific (but anonymous) examples from the community served.</li> <li>• Have members who are interested shadow a case manager for a day.</li> </ul>

## Prescription 9: Case Management

---

### Lesson A



### **What is Case Management?** -- 1 hours 30 minutes max



**Direct** members to Prescription 9: Case Management in the Participant Guide.

### Lesson Objectives



**Introduce** the objectives of this lesson:

After completing this lesson, members will be able to:

- Describe case management as a connecting element in the continuum of patient care.
- Define the role of the case manager.
- Identify 5 elements of the case management process.
- Identify 5 critical case management skills.



**Direct** members to locate the “HealthCorps Reader” for this module and read Part One: The Case Management Process.

**Allow** 5 minutes while observing individuals to gauge their reading comfort and speed.

## Prescription 9: Case Management

---



**Display** the prepared flip page with enlarged Bio-Psycho-Social Model diagram used in Module 1: Community Health Advocacy

**Display** the prepared flip page labeled *Elements of Case Management*.

**Direct** members to turn to Part One in the “Reader.”

**Ask** questions from the “Reader,” such as:

- ✓ “What aspect of the family’s health is the doctor, nurse, or physician’s assistant most likely to address?”
- ✓ “How is *case management* different from that?”
- ✓ “What is a *referral*?”
- ✓ “Where have you heard this adage before, ‘If you give a man a fish, he eats for a day; if you teach a man to fish, he eats for a lifetime’?”
- ✓ “Tell me something about each of the *elements of case management*.”



**Re-display** or **point to** the prepared flip page with enlarged Bio-Psycho-Social Model diagram used in Module 1.

**Direct** members to consult the “Reader” and try matching an element of case management to each category on the diagram.

**Emphasize** that you are looking for the “pieces” that a case manager would address directly.

**Allow** 3-5 minutes.

**Ask** for volunteers to make a guess about each element of case management.

*Answers:*

- ✓ Patient Identification: all 6 (possibly minus spiritual)
- ✓ Patient Assessment: all 6 (possibly minus spiritual)
- ✓ Goal Setting: physical, mental, emotional, environmental
- ✓ Development and Implementation of an Action Plan: physical, mental, emotional, environmental
- ✓ Patient Referrals: all 6 (possibly minus spiritual)
- ✓ Follow-up and Reassessment: all 6 (possibly minus spiritual)

If members caught on to the fact that it’s not a 1-to-1 match

## Prescription 9: Case Management

---

between the elements and the categories, **congratulate** them!

If members tried sticking to a 1-to-1 correlation, then ask a follow-up question:

- “Would it really be case management if the process split the *physical* from the *emotional* from the *environmental* and so on?”

**Read** aloud the following description:

“*Case management* is an approach to care that considers all aspects of a family’s health. Case management plays a key role in promoting and maintaining an entire family’s health. *Case manager* is often a specialized position within the health center, but case management is also an approach to health promotion which considers the multiple systems affecting the family’s health.”



Building Skills

30 minutes max



**Give a 10-15 minute break.**

Meanwhile, **prepare** for Building Skills.

**Label** a new flip page *Useful Skills*.

**Ask** a member to serve as scribe and record key words.

**Brainstorm** on any and all skills that would help a person be an effective case manager.

Once the members have provided all of their ideas, **add** any important ones they missed.

*Answers should include most of these:*

- ✓ *Good communicator*
- ✓ *Organized*
- ✓ *Able to build trust*
- ✓ *Honest*
- ✓ *Straightforward*
- ✓ *Aware of people’s feelings*
- ✓ *Good listener*
- ✓ *Engages families comfortably*
- ✓ *Sets appropriate boundaries*

## Prescription 9: Case Management

---

- ✓ *Recognizes family strengths*
- ✓ *Uses family-centered approach skillfully*
- ✓ *Patient*
- ✓ *Good documentation skills*
- ✓ *Doesn't take things personally*
- ✓ *Knows local resources*
- ✓ *Respects confidentiality*
- ✓ *Dependable / responsible*

*Note:*  
If your Team is large, divide into 2 or 3 groups for this part of the activity. Then have them compare notes.

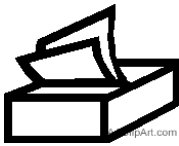
**Direct** the team to decide amongst themselves which 5 of the skills listed could be termed critical skills.

**Allow** 5 minutes.

- If the team has agreed upon 5 items, **star** those 5 on the page.
- If the team has narrowed the list somewhat but more than 5 remain, **check off** all of the items that remain and **lead** a discussion that will get the list down to 5. Then **star** those 5.

**Present** information about how the case management function is set up at your health center. You might include handouts:

- ✓ Materials that your center's case managers provide to clients
- ✓ Blank forms used by your case managers
- ✓ Page showing the organizational chart of that department
- ✓ Page of staff names, titles, and contact information



Suggested discussion questions:

- In your personal experience with medical and social service agencies, have there been people who served the case manager role for you?
- Does your service assignment touch the case management process at any points?
- Do you have strengths in any of the 5 skills we identified as critical for effective case managers?
- Does it sound so far as if case management would be an interesting type of work? Why or why not?
  
- Invite a health center case manager as guest speaker to build on this lesson with specific (but anonymous) examples from the

Follow-up  
Suggestions

## Prescription 9: Case Management

---



community served.

- Have members who are interested shadow a case manager for a day.

**Proceed** to either:

- Lesson B: *Interviewing Your Client*, Prescription 9: Case Management, or to
- The beginning of Prescription 10: Primary Care Environment.

## Prescription 9: Case Management

---

*NOTE:  
This page is intentionally left blank.*

## Prescription 9: Case Management

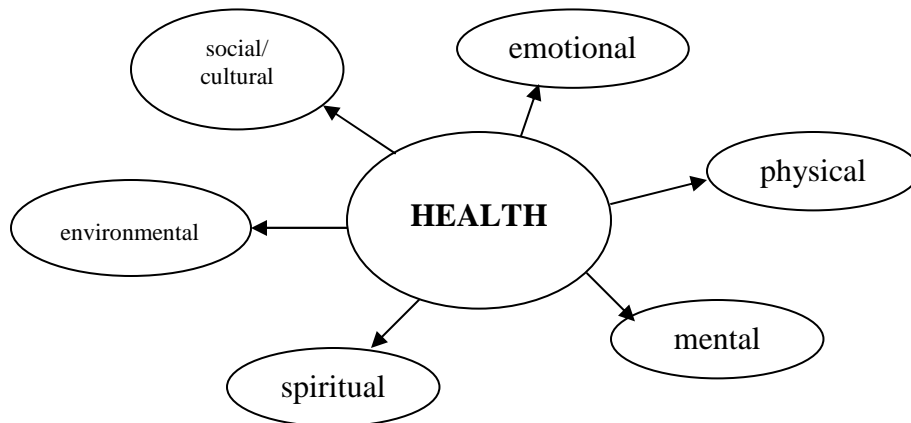
---

### Lesson A: *What Is Case Management?*

#### Worksheet: *Bio-Psycho-Social Factors*

*Instructions:*

1. *This diagram matches the outline of the larger version displayed by your facilitator. Color each of the outer ovals to match the larger version, or label them to match.*
2. *The facilitator will give you a set of sticky notes, index cards, or cut-up paper in those colors.*
3. *S/he will direct you to write a single idea on each piece — a factor that may affect a hypothetical family’s health, positively or negatively. If you think of an idea related to their emotional lives, write it on the color of note that matches “emotional” on the diagram, and so on.*
4. *During discussion of all of the factors your Team has thought of, enter on this copy of the diagram those that seem especially important to you.*



Prescription 9: Case Management

## Lesson B: Interviewing Your Client

Lesson:	<b>Interviewing Your Client</b>
Objectives:	After completing this lesson, members will be able to: <ul style="list-style-type: none"> <li>• Demonstrate how to conduct an initial client interview that includes strength-based assessment.</li> </ul>
You will need:	<ul style="list-style-type: none"> <li>• Prepared flip page labeled <i>Lesson Objective</i></li> <li>• “HealthCorps Reader” for this module</li> <li>• Worksheet: <i>Can You Find the Silver Lining?</i></li> <li>• Worksheet: <i>Assessment Form</i></li> </ul>
Estimated Time:	1 hours 30 minutes max
Gaining an Understanding:	<ol style="list-style-type: none"> <li>1. Introduce the lesson objective.</li> <li>2. Members read the “HealthCorps Reader” Part Two.</li> <li>3. Ask questions from the “Reader.”</li> </ol>
Building Skills:	<ol style="list-style-type: none"> <li>1. Divide the Team into 4 or 8 groups.</li> <li>2. Groups complete the Worksheet: <i>Can You Find the Silver Lining?</i></li> <li>3. Groups report back.</li> <li>4. Debrief by asking questions.</li> <li>5. Introduce <i>open interview</i>.</li> <li>6. Discuss <i>open-ended</i> vs. <i>close-ended</i> questions.</li> <li>7. Members role-play open interviewing using Worksheets: <i>Can You Find the Silver Lining?</i> and <i>Assessment Form</i>.</li> <li>8. Debrief by listing plusses and deltas.</li> <li>9. Members read aloud the NY State DOH principles from the “Reader.”</li> </ol>

### Prescription 9: Case Management

---

Reflection might include:	Suggested discussion questions: <ul style="list-style-type: none"><li>• Do I find it easier to ask someone <i>what they need</i> or <i>what they are able to do</i>?</li><li>• Judging by the role-play, what are 3 things I can improve in my <i>open interviewing</i> technique?</li></ul>
Follow-up activities might include:	<ul style="list-style-type: none"><li>• Have members who are interested each shadow a case manager for a day.</li><li>• Invite a guest speaker from a <u>different</u> agency to describe how they do case management for a different target population and/or in a different community.</li></ul>

## Prescription 9: Case Management

---

### Lesson A



### **Interviewing Your Client** -- 1 hours 30 minutes max



**Direct** members to Prescription 9: Case Management in the Participant Guide.

### Lesson Objectives



**Introduce** the objective of this lesson:

After completing this lesson, members will be able to:

- Demonstrate how to conduct an initial client interview that includes strength-based assessment.



**Direct** members to locate the “HealthCorps Reader” for this module and to read Part Two: Strength-Based Assessments.

**Allow** 5 minutes while observing individuals to gauge their reading comfort and speed.

**Ask** some questions from the “Reader” such as:

- “What do we mean here when we say ‘bifocal vision’?”
- “Are you glad to find out that case managers have a way to focus on the positive with their clients?”
- “How does it help the family when case managers include both *asset-based* and *needs-based* assessments?”

Answers might include:

- ✓ It’s inclusive: all people have gifts.
- ✓ It encourages families to develop specific action plans.
- ✓ It allows families to make progress by building on what they already do well.

## Prescription 9: Case Management

---

- ✓ It shifts the power to make progress from the professional to the family or individual.
- ✓ It promotes client self-reliance.
- “How does it help the case manager to include both strength-based and needs-based assessments when beginning to work with a client?”

Answer: Mainly because of all the things it does for the family!  
Also, because the more families become self-reliant, the more new families can be served by the case manager.

## Prescription 9: Case Management

---

### Building Skills

1 hour 30 min. max



**Direct** members to locate the Worksheet: *Can You Find the Silver Lining?* in the Participant Guide and read the instructions.

**Allow** 3 minutes.

**Ask** if members have any questions.



Divide **the team into 4 or 8 groups (ideally 3 to a group)**.

Point out **that**:

- **These are common service situations for case managers, and**
- **This is an opportunity for members to “pull out” every single asset from each scenario.**

*Note:*

If you have a small team, divide into 2 groups, and each will report back on 2 of the scenarios.

Allow **10-15 minutes**.

Circulate **to see how the groups are doing and to offer assistance**.

**Call “Time!”**



Going around the room, **direct** the groups to report back:

- If there are 4 groups, each group takes one of the scenarios.
- If there are 8, two groups share on the same scenario and the whole team discusses any differences of opinion.

When all groups have shared, **ask** members to discuss the following questions:

- “Was it hard to identify strengths?”
- “Was it something you would do naturally?”
- “Is it something you can learn? If so, how?”
- “How will you use this skill in your service assignment?”

**Reiterate** that assessments can be conducted in a variety of ways.

**Introduce** the term *open interview* as a method that gets away from rigid checklists and allows the individual or family to “tell their story” somewhat freely.

## Prescription 9: Case Management

---



**Ask**, “Can anyone tell us the difference between an *open-ended question* and a *close-ended question*?”

*Answer:*

- ✓ *An open-ended question has no specific answer — it’s inviting the other person to tell you their story in their own way. It allows them to talk about information, attitudes, and behaviors from their own perspective.*
- ✓ *A closed-ended question has a very limited set of possible answers, often only two: “yes” and “no.”*

If no one can answer your question satisfactorily, **hold off** giving an answer. **Give** clues instead:

- **Ask** a member, “\_\_\_\_\_, do you have any pets?”
- After s/he answers, **ask** the team, “Was that an open-ended or a close-ended question?”
- Of whoever answers correctly, **ask**, “What sort of example can you provide us of an open-ended question?”

*Example could be anything like:*

- ✓ *“How are you today?”*
- ✓ *“What is your neighborhood like?”*
- ✓ *“Why is your driver’s license from Rhode Island when you’ve been living in Massachusetts so long?”*

**Emphasize** that *open-ended questions* are an important tool for *open interviewing*.

**Take** the idea one step further: **direct** the team to think of open-ended ways to ask the following questions:

- Close-ended: “Did you take the medication?”

*Answers might include:*

- ✓ *“Do you have any concerns about the medicine?”*
- ✓ *“How does it taste?”*
- ✓ *“How is the treatment going?”*

- Close-ended: “Are you married?” [*This one is harder.*]

*Answers might include:*

- ✓ *“Who are the members of your family?”*

## Prescription 9: Case Management

---

- ✓ *“Who lives in your apartment?”*

## Prescription 9: Case Management

---



**Direct** members to locate the *Worksheet: Assessment Form* in the Participant Guide and read it.

**Allow** 2 minutes.

**Explain** that half the team will be “clients” and the other half, “case managers.”

**Ask** for volunteers to be clients.



**Match** each “client” with a “case manager” (if possible, a member with whom s/he does not normally serve or socialize with).

**Direct** everyone to take the Participant Guide with them and spread out, because everyone will be talking at once.

**Direct** the “clients” to:

- Select any of the 4 people from the *Worksheet: Can You Find the Silver Lining?*,
- Do not let the “case manager” know which they’ve selected, and
- Take a minute to prepare their roles.

**Direct** the “case managers” to:

- Think of open-ended questions to use at the start of their interviews, and
- Get as much information onto the assessment form as possible.

**Direct** the “case managers” to start the role-play.



**Allow** the role-plays to continue to a natural conclusion, unless they run on way too long or get repetitive.

**Circulate** to see how the interviews are going.



**Label** a new flip page *PLUSSES*.

**Ask** “case managers” what they did well. Then **ask** “clients” to add to the list of what was done well. **Record** key words.

**Add** anything which you observed but they have not mentioned.

**Label** another flip page *DELTAS*. **Explain** what that means if you haven’t used the term with the Team before.

**Ask** everyone, “What could be stronger or smoother next time?”

## Prescription 9: Case Management

---

**Record** key words.

## Prescription 9: Case Management

---



If time allows, **direct:**

- The partners to switch roles.
- The new “clients” each select a different role to play and take a minute to prepare.
- The new “case managers” study the list of DELTAS and decide which one they’re going to try to do especially well.

**Repeat** the activity.

If time allows, **continue** the debrief lists.



**Direct** everyone’s attention to page 6 in the “Reader.”

**Point out** that the New York State DOH principles of strength-based assessment are used here, because they’re very clear and thus simpler to apply in real life.

**Ask** for a volunteer to read aloud the first principle, then call on another member to read the second, and so on.



Suggested discussion questions:

- Do you find it easier to ask someone *what they need* or *what they are able to do*?
- Judging by the role-play, what are 3 things you can improve in the *open interviewing* technique?

Follow-up  
Suggestions



- Have members who are interested shadow a case manager for a day.
- Invite a guest speaker from a different agency to describe how they do case management for a different target population and/or in a different community.



**Proceed** to either:

- Lesson C: *Pulling It All Together*, Prescription 9: Case Management, or to
- The beginning of Prescription 10: Primary Care Environment.

## Prescription 9: Case Management

---

*NOTE:  
This page is intentionally left blank.*

Prescription 9: Case Management

---

**Lesson B: *Interviewing Your Client***

**Worksheet: *Can You Find the Silver Lining?***

*Instructions:*

1. *Meet with a few other members and read the scenarios. Discuss each scenario and list below it every strength or resource you can identify.*
2. *Be prepared to present on one of the scenarios if called on.*

**ONE:** Mary Anne Smith is a parent with four children. Her eldest, Jeremy, attends Head Start. Ms. Smith lives in a small, cramped apartment with an older sister and her husband. All four children share a bedroom with their mother. Ms Smith regularly goes to Head Start to help in the classroom, always bringing Jeremy's three siblings.

- 
- 
- 
- 
- 
- 

**TWO:** Laura Costa and her daughter, Mandy, were referred to your program. Mandy was born with Fetal Alcohol Syndrome (FAS). Ms. Costa has been in alcohol rehabilitation centers three times since Mandy's birth. Each time, Mandy has stayed with various relatives.

- 
- 
- 
- 
- 
-

### Prescription 9: Case Management

---

**THREE:** Andy Dowling is a single parent. He has twin boys enrolled in a preschool program. He is a chef by training but has been unable to work for two years. Both boys have displayed significant developmental language delays.

- 
- 
- 
- 
- 
- 

**FOUR:** Lydia Sanchez is a 16-year-old parent in your program. She ran away from home at 14 and now lives in an apartment with her boyfriend and newborn son. Ms. Sanchez is concerned about becoming pregnant again, because her boyfriend doesn't want to use a condom.

- 
- 
- 
- 
- 
-

Prescription 9: Case Management

---

**Lesson B: *Interviewing Your Client***

**Worksheet: *Assessment Form***

*Instructions: Interview your partner the “client” as if s/he has just entered the health center for the first time.*

**Client’s Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**STRENGTHS & RESOURCES:**

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

**NEEDS:**

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

**MAJOR GOALS:**

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

Prescription 9: Case Management

**Lesson C: Case Study-A Lesson in Case Management**

Lesson:	<b>A Lesson in Case Management</b>
Objectives:	<p><i>Note: Even if member service assignments will involve small steps of case management, this lesson need not be included in Pre-Service Orientation.</i></p> <p>After completing this lesson, members will be able to:</p> <ul style="list-style-type: none"> <li>• Develop a basic case management action plan.</li> </ul>
You will need:	<ul style="list-style-type: none"> <li>• Prepared flip page labeled <i>Lesson Objectives</i></li> <li>• Prepared flip page labeled <i>Elements of Case Management</i></li> <li>• Give-aways: candy, stickers, silly pencils, etc.</li> <li>• Worksheet: <i>Case Study – Marlena Gomes</i></li> <li>• Prepared flip page or rolled paper (horizontal on the wall) labeled <i>Action Plan</i> and matching the Worksheet: <i>Action Plan</i> (with first row covered)</li> <li>• Worksheet: <i>HealthCorps’ Healthy Baby/Healthy Start Program</i></li> <li>• Worksheet: <i>Assessment Form</i></li> <li>• Worksheet: <i>Action Plan</i></li> </ul>
Estimated Time:	2 hours 15 minutes max
Gaining an Understanding:	<p><i>Note: If the Team had Lessons A and B some time ago, build in time for an in-depth review of the <u>elements</u> of case management process.</i></p> <p><i>Note: If members perform case management tasks in their service assignments, have them share their experiences and ideas in the course of this lesson.</i></p> <p>9. Introduce the lesson objectives. 10. Members rapidly write the 6 <i>elements</i> in correct</p>

Prescription 9: Case Management

	<p>sequence.</p> <ol style="list-style-type: none"> <li>11. Display prepared flip page labeled <i>Elements of Case Management</i>.</li> <li>12. Hand out give-aways to those who got it right.</li> <li>13. Members read Worksheet: <i>Case Study – Marlana Gomes</i>.</li> <li>14. Members discuss details of the case as they think through each <i>element</i> re: Ms. Gomes.</li> <li>15. Guide them to make accurate connections between the facts of the story and the <i>elements</i>.</li> <li>16. Announce that there exists at Ms. Gomes’ health center a special program that can help her out.</li> </ol>
<p>Building Skills:</p>	<ol style="list-style-type: none"> <li>1. Introduce the large horizontal sheet labeled <i>Action Plan</i> (with first row still covered).</li> <li>2. Explain that the activity will carry Ms. Gomes all through completion of her <i>action plan</i>.</li> <li>3. Members read Worksheet: <i>Case Study – HealthCorps’ Healthy Baby/Healthy Start Program</i>.</li> <li>4. Members role-play the case study using Worksheet: <i>Assessment Form</i>.</li> <li>5. Give a 10-15 minute break.</li> <li>6. Uncover first row of the large posted <i>Action Plan</i>.</li> <li>7. Discuss how case managers know what to put into an <i>action plan</i>.</li> <li>8. Members continue the role-play using Worksheet: <i>Action Plan</i>.</li> <li>9. Members compare their completed <i>Action Plans</i>.</li> <li>10. Lead Team to agreement and fill out the large posted <i>Action Plan</i>.</li> <li>11. Members discuss the role-play itself.</li> <li>12. Members discuss how the skills involved can be used in many health-care capacities.</li> </ol>
<p>Reflection might include:</p>	<p>Suggested discussion questions:</p> <ul style="list-style-type: none"> <li>• Do you enjoy analyzing situations to identify what is functioning well and what could be improved?</li> <li>• Are you a good “information person,” constantly building relationships and identifying community resources that might be of use to others?</li> </ul>
<p>Follow-up activities might include:</p>	<ul style="list-style-type: none"> <li>• Immediately after this lesson or at a later date, review existing service assignments and past or upcoming service projects to identify points at which the team might be able to add or strengthen</li> </ul>

## Prescription 9: Case Management

---

	its ties to the case management function at your health center.
--	---

## Prescription 9: Case Management

---

### Lesson C

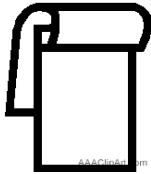


***A Lesson in Case Management***-- 2 hours 15 minutes max



**Direct** members to Prescription 9: Case Management in the Participant Guide.

### Lesson Objectives



**Introduce** the objective of this lesson:

After completing this lesson, members will be able to:

- Develop a basic case management action plan.

## Prescription 9: Case Management

---

Gaining an Understanding

30 minutes max



**Ensure** that all Participant Guides are closed.

**Offer** a prize to anyone who can write down the 6 elements of case management in the correct order.

**Allow** 2 minutes.

**Display** the prepared flip page labeled *Elements of Case Management*.

**Direct** anyone whose list matches the flip page to raise their hand, and **distribute** the candy or other give-aways.



**Direct** members to locate the Worksheet: *Case Study – Marlana Gomes* and read the case study.

**Allow** 2-3 minutes.



With the prepared flip page labeled *Elements of Case Management* still visible:

- **Lead** a discussion about the details of the case study, and
- Continuously **guide** members to link those details to how they would be addressed during one or another of the *elements*.

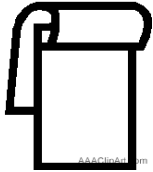
**Announce** that there exists at Ms. Gomes' health center a special program that can help her with some of her difficulties and the members will explore those possibilities.

## Prescription 9: Case Management

---

### Building Skills

1 hour 45 min. max



**Introduce** the large horizontal sheet on the wall labeled *Action Plan* (with the first row covered).

**Explain** that the skills activity will carry Ms. Gomes through the completion of her *action plan*.



**Direct** members to locate the Worksheet: *Case Study – HealthCorps’ Healthy Baby/Healthy Start Program* and read the case study.

**Allow** 2-3 minutes.



**Divide** the team into threesomes. **Explain** that these groups will stay together during both parts of this 2-part activity.

*If the numbers do not come out even, create 2 pairs; you can serve as observer for them.*

**Direct** the groups to:

- Take the Participant Guides with them,
- Spread out, because everyone will be talking at once, and
- Decide who will be Marlena Gomes, the case worker, and the observer for the first part of the activity.

**Allow** 3 minutes for the groups to get organized.

**Ask**, “Why am I using the term *case worker* instead of *case manager* for this role-play?”

*Answers:*

- *Because in this particular scenario, the individuals carrying out the elements of case management are HealthCorps members who are assumed not to have degrees in sociology or social work and therefore would not have all of the responsibilities of a full-fledged case manager.*
- *Because a case worker might handle the more routine aspects of each client’s case while the case manager oversees the entire process and handles the more difficult aspects.*

## Prescription 9: Case Management

---

**Direct:**

- All of those playing Marlana Gomes to have her case study open during the role-play,
- “Case workers” to locate and use *Worksheet: Assessment Form* (the same one used in Lesson B), and
- Observers to check off details in the Marlana Gomes case study as the “case workers” capture them.

**Explain** that the groups will take this part of the role-play from the start of the interview through to completion of the *Assessment Form*.

**Direct** the “case workers” to begin their role-plays.

**Allow** the role-plays to continue to a natural conclusion, unless a few go overlong.

**Circulate** to see how the “case workers” are coming along.



Once all of the “case workers” have completed or nearly completed their *Assessment Forms*, **direct** the observers to review with their “case workers”:

- Which details in the case study were captured, and
- Which were missed.

Once this step is complete, **ask** each “client” around the room to point out:

- Any details of her story that she shared aloud during the role-play but the “case worker” didn’t seem to pick up on, and
- Any effective techniques the “case worker” used to help her feel comfortable and empowered to address her own needs.

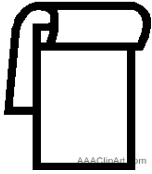
Then **ask** each “case worker” around the room, “What was difficult for you? What worked well?”



**Give a 10-15 minute break.**

## Prescription 9: Case Management

---



**Point out** the large *Action Plan* on the wall again, and **remove** the cover from the first row of the table (with the plan for Ms. Gomes to get a new sitter for her children).

**Ask**, “How would the case worker develop the information for each of these parts of the plan?”

*Answers should include:*

- ✓ *Information from the client*
- ✓ *Ideas from the client*
- ✓ *Common sense*
- ✓ *Experience with these tasks*
- ✓ *Information that the health center has put together (e.g., list of local daycare providers)*
- ✓ *Things the case worker would know how to do that the client has never done before (e.g., develop interview questions)*

**Ask** 3-4 members for ideas about what some of the next goals and action steps might be for Marlena Gomes. **Guide** members as needed to identify realistic goals and action steps.

**Explain** that, after the role-play is complete, the team will work together to fill out the large version of the *Action Plan*.



**Direct** members to stay with their groups but rotate their roles for the completion of the activity:

- “Marlena Gomes” becomes the “case worker,”
- The “case worker” becomes the observer, and
- The observer becomes “Marlena Gomes.”

**Direct:**

- All of those playing Marlena Gomes to have her case study open during the role-play, and
- Observers to check off details in the Marlena Gomes case study as they are addressed in the *Action Plan*.

**Direct** the “case workers” to use:

- Worksheet: *Assessment Plan* filled out in the first half,

## Prescription 9: Case Management

---

- The *Case Study* of the HealthCorps' program, and
- Worksheet: *Action Plan* in the Participant Guide.

## Prescription 9: Case Management

---



**Ask**, “Why must the ‘case workers’ have the *Healthy Baby/Healthy Start* information in front of them?”

*Answer: Because the client has been told that you will help her reach the 4 stated goals and she may need help in understanding all that they encompass.*

**Explain** that the groups will take this part of the role-play from the end of the assessment through to completion of the *Action Plan*.

**Direct** the “case workers” to begin their role-plays.

**Allow** the role-plays to continue to a natural conclusion, unless a few go overlong.

**Circulate** to see how the “case workers” are coming along.



Once all of the “case workers” have completed or nearly completed their *Action Plans*, **direct** the observers to review with their “case workers”:

- Which details in the case study and *Assessment Form* were addressed, and
- Which were missed.

Then **go** around the room, asking each “client” to share:

- Any aspects of the *Action Plan* she feels uncomfortable with, and
- Any effective techniques the “case worker” used to help her feel comfortable and empowered to address her own needs.

Then **ask** each “case worker” around the room, “What was difficult for you? What worked well?”



**Return** to the *Action Plan* on the wall, and **explain** that the groups will compare their *Action Plans* and agree on 2 goals, which you will add to the large version.

**Lead** a discussion that results in team agreement on 2 goals, and **enter** them on the large *Action Plan*.

For each of those new goals, **lead** a discussion that results in action steps for Ms. Gomes and the case worker plus due dates, and **enter** them all on the large *Action Plan*.

## Prescription 9: Case Management

---



**Ask** members if they have any questions about:

- The written case studies,
- The role-plays,
- The *Assessment Form*, or
- The *Action Plan*.

**Ask** a few questions to close out the lesson, such as:

- “How does the *action plan* benefit the client?”
- “How does it benefit the health center?”
- “How is this process providing more complete care than a clinical visit alone?”
- “What skills have you learned in this case management lesson?”
- “How can you apply this to your service assignment?”



Suggested discussion questions:

- Do you enjoy analyzing situations to identify what is functioning well and what could be improved?
- Are you a good “information person,” constantly building relationships and identifying community resources that might be of use to others?
- Immediately after this lesson or at a later date, review existing service assignments and past or upcoming service projects to identify points at which the team might be able to add or strengthen its ties to the case management function at your health center.

Follow-up  
Suggestions



**Proceed** to:

- The beginning of Prescription 10: Primary Care Environment.

## Prescription 9: Case Management

---

*NOTE:  
This page is intentionally left blank.*

Prescription 9: Case Management

---

**Lesson C: A Lesson in Case Management**

**Worksheet: Case Study — Marlena Gomes**

*Instructions:*

1. *Read the entire case study.*
2. *Identify details of the story that a case manager should include in the opening interview and on the assessment form.*

Marlena Gomes is 24 years old and the single mother of three children ages 6 years, 4 years, and 2 months. They live in a two-bedroom apartment on the third floor of an old walk-up building. Ms. Gomes works as a housekeeper at a nearby hotel from 10:00 am until 6:00 pm, Monday through Friday. Her neighbor watches all of the children during the day.

Ms. Gomes returns home one Wednesday after an extra long work day. As always, she checks the mail before going upstairs. As she is walking up and reading the phone bill at the same time, her foot almost gets wedged in a hole in one of the wooden steps. She silently curses the landlord who has known about the hole for three months: Ms. Gomes herself has called him about it three times!

When she stops at the apartment next door to pick up the kids, her neighbor says she's decided finally to move in with her son and daughter-in-law. She'll be moving in two weeks and won't be able to watch the kids after that. The neighbor also points out that Petra, the 2-month-old, has a rash that's been getting worse for the second day. Ms. Gomes tries to smile but can only nod silently.

She lets Billy, the 6-year-old, unlock their front door, carefully puts the key back in her purse, and settles the two older kids at the kitchen table, coloring. She carries the baby to her bedroom and lays her in the crib to check the rash. It's not like anything she's seen before. Petra seems sleepy, so Ms. Gomes leaves her on her back and heads to the kitchen to start a supper of hot dogs with mac and cheese. Then she sits down where the kids are coloring to read the rest of the mail.

## Prescription 9: Case Management

---

Besides the phone bill, there are three letters that look important: A notification that the electric bill is 90 days past due, a letter from Billy's teacher who writes that he's been acting up lately and they should meet to talk about his possibly having a developmental delay, and a reminder postcard from the health center for Petra's well-baby check-up with Dr. Thomas tomorrow. Ms. Gomes almost cries at all of the problems, all of the things she has to do, but at least tomorrow's appointment will get Petra's rash taken care of.

The next morning, after walking Billy to school, she and Petra arrive at the health center at 8:45 for the appointment.

Prescription 9: Case Management

---

**Lesson C: *A Lesson in Case Management***

**Worksheet: *Case Study — HealthCorps' Healthy Baby/Healthy Start Program***

*Instructions:*

1. *Read this whole case study.*
2. *Keep it handy during the role-play.*

While talking with Ms. Gomes during Petra's appointment, Dr. Thomas tells her about HealthCorps' Healthy Baby/Healthy Start Program. He describes the group of people who have signed up to help the health center and run this special program. Members of the group provide health education and case management for families with children under 3 years of age.

The doctor hands her a flyer that explains the program. Its goals are listed as:

1. To strengthen the relationship between the family and the health center.
2. To provide basic information to the family about age-appropriate health and safety topics.
3. To help the family address non-clinical factors that affect their health and their access to health care services.
4. To assist the family in learning how to advocate for themselves both in the health center and in all situations.

After all of yesterday's bad news, Marlena Gomes doesn't hesitate for a second — she asks how she can sign up for the program. Dr. Thomas immediately arranges the referral, and the program supervisor assigns Ms. Gomes to you.

## Prescription 9: Case Management

---

*NOTE:  
This page is intentionally left blank.*

Prescription 9: Case Management

---

**Lesson C: A Lesson in Case Management**

**Worksheet: Assessment Form**

*Instructions: The “case worker” completes this form during the first half of the role-play.*

**Client’s Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**STRENGTHS & RESOURCES:**

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

**NEEDS:**

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

**MAJOR GOALS:**

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

## Prescription 9: Case Management

---

*NOTE:  
This page is intentionally left blank.*



Prescription 9: Case Management

**Lesson C: A Lesson in Case Management**

**Worksheet: Action Plan**

*Instructions: The “case worker” completes this form with the “client” during the second half of the role-play.*

<b>GOAL</b>	<b>ACTION STEP</b>	<b>CLIENT WILL:</b>	<b>CASE WORKER WILL:</b>	<b>DATE to be done</b>
1. Find reliable child care.	1. Check out options.	Talk with friend’s child care provider.	Get list of local daycare providers.	04/15/09
	B. Interview possible sitters.	Set up dates for 3 interviews.	Assist Client to develop interview questions.	04/20/09
	C. Choose a new sitter.	Choose best sitter.	Assist Client in comparing the sitters.	04/22/09
2.	A.			
	B.			
	C.			
3.	A.			
	B.			
	C.			

Prescription 9: Case Management

GOAL	ACTION STEP	CLIENT WILL:	CASE WORKER WILL:	DATE to be done
4.	A.			
	B.			
	C.			
5.	A.			
	B.			
	C.			

Prescription 9: Case Management

---

## Prescription 9: Case Management

Case management is a set of skills that better enables you to support health center clients as they use their *own* strengths to meet their individual and family needs.



## Prescription 9: Case Management

---

### **Lesson A: *What Is Case Management?***

After completing this lesson, members will be able to:

- Describe case management as a connecting element in the continuum of patient care.
- Define the role of the case manager.
- Identify 5 elements of case management process.
- Identify 5 critical case management skills.

### **Lesson B: *Interviewing Your Client***

*After completing this lesson, members will be able to:*

- Demonstrate how to conduct an initial client interview that includes strength-based assessment.

### **Lesson C: *Case Study-A Lesson in Case Management***

After completing this lesson, members will be able to:

- Develop a basic case management action plan.

## Prescription 9: Case Management

---

### HealthCorps Reader

#### *Part One: The Case Management Process*

Case management can be described as the process of assessing each client's biological, psychological and social needs and addressing those needs by linking him or her to existing community services and resources. Sometimes this occurs completely within the health center, while for other clients it can involve referral to outside specialists or to sources of free food and clothing.

Case management is an approach to care that considers *all* aspects of the family's situation. Most often, clinicians address the *biological* components of health. However, case management recognizes that well-being is also affected by a wide variety of systems: psychological, social, economic, environmental and so on. It works to promote health through each system. Although different types of practitioners can apply an overall case management approach or individual elements of that process, oftentimes specialized personnel known as *case managers* are trained and assigned to implement these coordination services with clients.

HealthCorps members serving health center clients may play a part in their center's case management system. This involvement can vary from handling a single step in the process (*for example*: calling agencies to locate a shelter for a homeless patient) to an on-going participation alongside a professional case manager.

Case managers work with each family to develop a plan that will help them achieve specified goals regarding their health. The plan most often includes action steps in the non-biological domains that impact health. An important part of this process is linking the family with other services, known as *referral*. While each situation is unique, the role of the case manager is not to fix all of the family's problems independently. Rather, in all interactions with clients, case managers employ strategies designed to help

## Prescription 9: Case Management

---

them develop the skills and confidence necessary to reach future goals *without the aid of the case manager*. The adage, “If you give a man a fish, he eats for a day; if you teach a man to fish, he eats for a lifetime,” truly reflects the philosophy of case management.

### *Elements of Case Management*

Although specific protocols and procedures differ among case management programs, most include the following elements:

- **Patient Identification.** Case management services are oftentimes designed to reach a target population. To ensure that a program works with its intended client population, it establishes particular criteria for participation. Common criteria include level of social support (*for example*: single mothers), economic status (families living at 125% of the poverty level), health condition (patients with asthma), environmental status (families living in homes with lead paint), or other special circumstance (family of a person who is terminally ill).
- **Patient Assessment.** Assessment is the initial step in working with a client. It involves identifying the client’s strengths, needs, and current status. It considers all the domains that affect the client’s health. Assessment presents an important opportunity to gather the information which will affect the case manager’s remaining work with that client. It is also used to begin establishing rapport with the client.
- **Goal Setting.** Goals are set based on the results of the assessment. Goals should be set collaboratively by the family and the case manager. These goals indicate what they anticipate to be the end product of their work together. Goals are established based both upon the family’s priorities and the mission of the case management program. Short- and long-term goals should be included and all should be readily attainable.

## Prescription 9: Case Management

---

- **Development and Implementation of an Action Plan.** The action plan can almost be thought of as a written contract between case manager and family. It identifies the steps each will take to meet the established goals. It should include a realistic timeline and clearly state who is responsible for each task. The case manager should use this process as a way to help the client see how to meet future goals (*for example:* breaking a task into smaller, more manageable action steps and establishing a timeline for the completion of each action step). The action plan is updated and revised throughout the case manager's work with the family; the clients should always be given an updated copy of the plan. To promote empowering relationships with clients, some case managers apply the following rule: *The case manager should not be responsible for completing more action steps than the client is responsible for completing.*
- **Patient Referrals.** A key piece of the action plan may be accessing additional services in a variety of fields. As such, it is important for case managers to become familiar with additional resources in the community in which they work. Oftentimes, case managers develop their own resource guides for reference as well as using those developed by others. Resource guides generally contain information about different types of services, which agency provides the service, and its name, address, hours of operation, eligibility requirements, etc. It is important for the case manager to track the outcomes of all referrals to ensure that clients receive the appropriate services.
- **Follow-up and Reassessment.** The goals of a client may change over time. It is important to monitor continuously the progress of the whole family and reassess whenever goals have been met or priorities have changed. In this phase, previously established goals may be altered or new goals may be established.

## Prescription 9: Case Management

---

### *Part Two: Strength-based Assessments*

From customer satisfaction cards to the SATs to medical examinations, assessment is used in virtually all aspects of our lives. In case management, assessment is used to gain as full an understanding of the whole family's situation as possible. Information from the assessment is used to help develop goals and action steps. Many agencies have created their own forms and interview questions so they will collect standardized information during each assessment, no matter which department is doing it.

Good assessments have “bifocal vision.” Traditionally, assessments have focused solely on a client's problems or needs; this is known as a *deficit-oriented* approach. However, more recently, case managers are incorporating a *strength-based* approach into assessment as well. This approach focuses on the skills, attributes, and resources of each client which can be applied in reaching the family's goals. Initial action steps within the plan should encourage the client to utilize his/her skills, attributes, and resources. The traditional approach to assessment is useful in *determining a client's needs and goals* while the strength-based approach is critical to *developing the plan by which the client will meet the goals*.

The New York State Department of Health has outlined the following principles of strength-based assessment:

1. “Assessment is an ongoing process. Each family's goals, needs, and resources will change over time, and the family will share more with you as trust develops.”
2. Focus on the family's strengths, current situation, and future goals. When you help families evaluate past experiences and influences, focus on how these affect the family's *current* situation.”
3. “Effective assessment is family-driven, not agency-centered. The primary goal of assessment is to help families become healthier and more self-reliant. While agencies do need to collect information about their own effectiveness, this must not become more important than helping families assess their own needs.”

## Prescription 9: Case Management

---

4. “Assessment *with* families is much more effective than assessment *of* families or *for* families. Write down information with families in plain language and make sure they get a copy.”
5. “Collect only the information you really need and treat it with great care.”
6. “Assessment should be respectful and culturally appropriate to the family you are working with.”
7. “There are sometimes good reasons to use standardized assessments; collaborative agreements between agencies about assessment can make it easier for families to get services from these other agencies.”

All HealthCorps members serving inside a health center or one of its satellite delivery sites will witness many examples of case management work. The more our members understand what they see and how it fits into overall preventive and primary care, the better they will understand community health.

## Prescription 9: Case Management

---



***NOTES PAGE***

## Prescription 9: Case Management

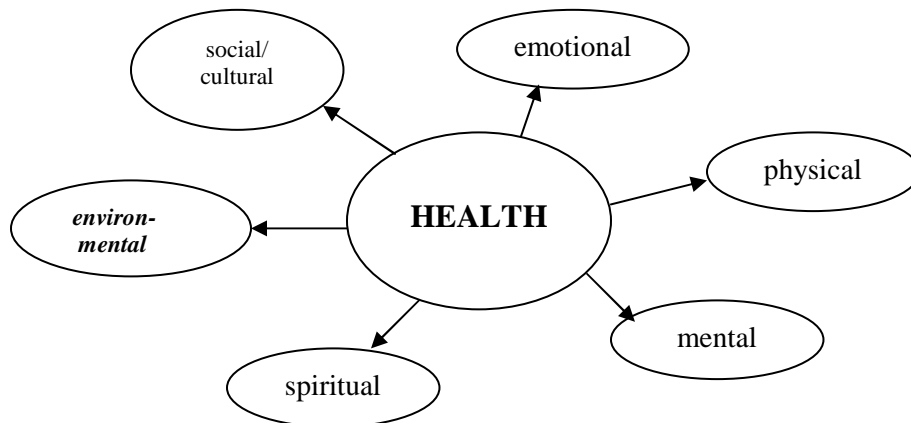
---

### Lesson A: *What Is Case Management?*

#### Worksheet: *Bio-Psycho-Social Factors*

*Instructions:*

- This diagram matches the outline of the larger version displayed by your facilitator. Color each of the outer ovals to match the larger version, or label them to match.*
- The facilitator will give you a set of sticky notes, index cards, or cut-up paper in those colors.*
- S/he will direct you to write a single idea on each piece — a factor that may affect a hypothetical family’s health, positively or negatively. If you think of an idea related to their emotional lives, write it on the color of note that matches “emotional” on the diagram, and so on.*
- During discussion of all of the factors your Team has thought of, enter on this copy of the diagram those that seem especially important to you.*



## Prescription 9: Case Management

---



***NOTES PAGE***

## Prescription 9: Case Management

---

### Lesson B: Interviewing Your Client

#### **Worksheet: *Can You Find the Silver Lining?***

*Instructions:*

3. *Meet with a few other members and read the scenarios.*
4. *Discuss each scenario and list below it every strength or resource you can identify.*
5. *Be prepared to present on one of the scenarios if called on.*

**ONE:** Mary Anne Smith is a parent with four children. Her eldest, Jeremy, attends Head Start. Ms. Smith lives in a small, cramped apartment with an older sister and her husband. All four children share a bedroom with their mother. Ms Smith regularly goes to Head Start to help in the classroom, always bringing Jeremy's three siblings.

- 
- 
- 
- 
- 
- 

**TWO:** Laura Costa and her daughter, Mandy, were referred to your program. Mandy was born with Fetal Alcohol Syndrome (FAS). Ms. Costa has been in alcohol rehabilitation centers three times since Mandy's birth. Each time, Mandy has stayed with various relatives.

- 
- 
- 
- 
- 
-

### Prescription 9: Case Management

---

**THREE:** Andy Dowling is a single parent. He has twin boys enrolled in a preschool program. He is a chef by training but has been unable to work for two years. Both boys have displayed significant developmental language delays.

- 
- 
- 
- 
- 
- 

**FOUR:** Lydia Sanchez is a 16-year-old parent in your program. She ran away from home at 14 and now lives in an apartment with her boyfriend and newborn son. Ms. Sanchez is concerned about becoming pregnant again, because her boyfriend doesn't want to use a condom.

- 
- 
- 
- 
- 
-

Prescription 9: Case Management

---

**Lesson B: *Interviewing Your Client***

**Worksheet: *Assessment Form***

*Instructions: Interview your partner the “client” as if s/he has just entered the health center for the first time.*

**Client’s Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**STRENGTHS & RESOURCES:**

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

**NEEDS:**

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

**MAJOR GOALS:**

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

## Prescription 9: Case Management

---



***NOTES PAGE***

Prescription 9: Case Management

---

**Lesson C: Case Study-A Lesson in Case Management**

**Worksheet: Case Study — Marlena Gomes**

*Instructions:*

3. *Read the entire case study.*
4. *Identify details of the story that a case manager should include in the opening interview and on the assessment form.*

Marlena Gomes is 24 years old and the single mother of three children ages 6 years, 4 years, and 2 months. They live in a two-bedroom apartment on the third floor of an old walk-up building. Ms. Gomes works as a housekeeper at a nearby hotel from 10:00 am until 6:00 pm, Monday through Friday. Her neighbor watches all of the children during the day.

Ms. Gomes returns home one Wednesday after an extra long work day. As always, she checks the mail before going upstairs. As she is walking up and reading the phone bill at the same time, her foot almost gets wedged in a hole in one of the wooden steps. She silently curses the landlord who has known about the hole for three months: Ms. Gomes herself has called him about it three times!

When she stops at the apartment next door to pick up the kids, her neighbor says she's decided finally to move in with her son and daughter-in-law. She'll be moving in two weeks and won't be able to watch the kids after that. The neighbor also points out that Petra, the 2-month-old, has a rash that's been getting worse for the second day. Ms. Gomes tries to smile but can only nod silently.

She lets Billy, the 6-year-old, unlock their front door, carefully puts the key back in her purse, and settles the two older kids at the kitchen table, coloring. She carries the baby to her bedroom and lays her in the crib to check the rash. It's not like anything she's seen before. Petra seems sleepy, so Ms. Gomes leaves her on her back and heads to the kitchen to start a supper of hot dogs with mac and cheese. Then she sits down where the kids are coloring to read the rest of the mail.

## Prescription 9: Case Management

---

Besides the phone bill, there are three letters that look important: A notification that the electric bill is 90 days past due, a letter from Billy's teacher who writes that he's been acting up lately and they should meet to talk about his possibly having a developmental delay, and a reminder postcard from the health center for Petra's well-baby check-up with Dr. Thomas tomorrow. Ms. Gomes almost cries at all of the problems, all of the things she has to do, but at least tomorrow's appointment will get Petra's rash taken care of.

The next morning, after walking Billy to school, she and Petra arrive at the health center at 8:45 for the appointment.

Prescription 9: Case Management

---

**Lesson C: Case Study-A Lesson in Case Management**

**Worksheet: Case Study —  
HealthCorps' Healthy Baby/Healthy Start Program**

*Instructions:*

3. *Read this whole case study.*
4. *Keep it handy during the role-play.*

While talking with Ms. Gomes during Petra's appointment, Dr. Thomas tells her about HealthCorps' Healthy Baby / Healthy Start Program. He describes the group of people who have signed up to help the health center and run this special program. Members of the group provide health education and case management for families with children under 3 years of age.

The doctor hands her a flyer that explains the program. Its goals are listed as:

5. To strengthen the relationship between the family and the health center.
6. To provide basic information to the family about age-appropriate health and safety topics.
7. To help the family address non-clinical factors that affect their health and their access to health care services.
8. To assist the family in learning how to advocate for themselves both in the health center and in all situations.

After all of yesterday's bad news, Marlena Gomes doesn't hesitate for a second — she asks how she can sign up for the program. Dr. Thomas immediately arranges the referral, and the program supervisor assigns Ms. Gomes to you.

## Prescription 9: Case Management

---



***NOTES PAGE***

Prescription 9: Case Management

---

**Lesson C: Case Study-A Lesson in Case Management**

**Worksheet: Assessment Form**

*Instructions: The “case worker” completes this form during the first half of the role-play.*

**Client’s Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**STRENGTHS & RESOURCES:**

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

**NEEDS:**

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

**MAJOR GOALS:**

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

## Prescription 9: Case Management

---



***NOTES PAGE***

Prescription 9: Case Management

**Lesson C: Case Study-A Lesson in Case Management**

**Worksheet: Action Plan**

*Instructions: The “case worker” completes this form with the “client” during the second half of the role-play.*

GOAL	ACTION STEP	CLIENT WILL:	CASE WORKER WILL:	DATE to be done
2. Find reliable child care.	A. Check out options.	Talk with friend’s child care provider.	Get list of local daycare providers.	04/15/05
	D. Interview possible sitters.	Set up dates for 3 interviews.	Assist Client to develop interview questions.	04/20/05
	E. Choose a new sitter.	Choose best sitter.	Assist Client in comparing the sitters.	04/22/05
2.	A.			
	B.			
	C.			
3.	A.			
	B.			
	C.			

Prescription 9: Case Management

---

<b>GOAL</b>	<b>ACTION STEP</b>	<b>CLIENT WILL:</b>	<b>CASE WORKER WILL:</b>	<b>DATE to be done</b>
4.	A.			
	B.			
	C.			
5.	A.			
	B.			
	C.			