

Basic Case Management in Community & Family Services

OCE C&FS Regional Workshops

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Agenda

- Definition of different type of service
- Values and Beliefs
- Power
- Empathy
- Ethics



One Time Service

- What is One Time Service?
- E.g. Information & Referral, Material Assistance
 - Contact
 - Assessment
 - Clarification
 - Information and referral giving / Services provided
 - Closure
 - (<http://www.informcanada.ca/>)



Case Management

- What is Case Management?
 - Clients lack the ability, skills, knowledge, or resources to follow through on referrals to other systems.
 - Worker assume primary responsibility for assessing the needs of a client and arranging and coordinating the delivery of essential goods and services provided by other resources
 - Ensure that goods and services are provided in a timely manner
 - Maintain close contact with client and other service providers to ensure that plans for service delivery are in place and are delivered as planned
 - (Hepworth, Rooney, Dewberry et. al.)



Case Management

- 5.7.1 Accreditation
- When a client is accepted into a program, there shall be an individual program/care plan for each client, which will guide care/service delivery. The plan:
 - is based on the needs identified in assessment
 - ensures that the client's participation in the development of his/her program/care plan is sought and documented
 - has client-identified short and long-term goals
 - includes involvement of other professionals, family members and significant others (where appropriate)



Case Management

- When a client is accepted into a program, there shall be an individual program/care plan for each client, which will guide care/service delivery. The plan:
 - specifies regular times when the plan will be developed, reassessed, and evaluated
 - ensures that changes in plan/care are documented
 - ensures that discharge planning starts on admission to program
 - includes outcomes that are simple, measurable, attainable, realistic and timely
-



Counselling Service

- Counselling is a procedure often used in clinical social work and other professions to guide individuals, families, groups, and communities by activities such as giving advice, delineating alternatives, helping articulate goals, and providing needed information (Barker).



Counselling Service

- Accreditation Standard 5.7.2
- The program shall clearly define its counseling program, if offered, indicating the type of counseling offered and the intended results or outcomes for the client.
 - a. Review the counseling policy for appropriateness to the client and program.
 - b. Review qualifications of persons offering counseling against contractual obligations.



Psychotherpay

- What is Psychotherapy?

- Psychotherapist

- *The practice of psychotherapy is the assessment and treatment of cognitive, emotional or behavioural disturbances by psychotherapeutic means, delivered through a therapeutic relationship based primarily on verbal or non-verbal communication.*

- *“The practice of psychotherapy is distinct from both counselling, where the focus is on the provision of information, advice-giving, encouragement and instruction, and spiritual counselling, which is counselling related to religion or faith-based beliefs.” The College is not regulating counsellors or counselling. However, psychotherapy and counselling can be highly interrelated.*

- <https://www.youtube.com/watch?v=vrZcX18nzYc&feature=youtu.be>



Values and Beliefs

- Worksheet
- What have you learned about yourself today?
- How is your own values and beliefs enable or disable your day to day work?
- What can you do to increase your self awareness?



Power

- Are we able to recognize the power differential and the privilege we have without knowing it?
- Why does it matter?
- Power circle worksheet



Techniques

- Helpful tools no matter you are providing one time or case management services
 - Active Listening
 - Reflection
 - Focus on feelings
 - Empathy



Empathy

- Communicate understanding of client experiences, behaviours, and feelings from the client's point of view.
- Starts where the client is even when the client's perspective eventually needs to be challenged.
- If it is difficult, admit to a lack of understanding is acceptable.



Empathy

- Your regular food bank client come in and said “My daughter is a bright girl, but she’s been getting bad grades in school. I am not sure what to do.”
- *(An Introduction to Family Social Work - Collins, Jordan, Coleman.)*



Empathy

- Uh huh. (No eye contact with the client, bored tone of voice.) Have your level of income changed since we last met?



Empathy

- That's tough. (Some eye contact, flat vocal tone.) Have your level of income changed since we last met?



Empathy

- It is disappointing for you when your child is not doing well in school, and you are worried about her (You looks into her eyes. Tone of voice expresses concern.)



Empathy

- It must be disappointing for you and your daughter that she is not doing well in school. I can see you are worried about her. Let's look at ways we can find resources to help your daughter have a more successful experience in school. (Good eye contact, relaxed and open posture, concerned yet optimistic tone of voice.)



Empathy

- The food bank user come again next month, “I’m ready to throw my daughter out of the house. She doesn’t listen to a word I say, and she does whatever she pleases.”



Empathy

- You seem to be overreacting



Empathy

- You need to practice tough love.



Empathy

- Teenagers are a handful.



Empathy

- I know from a personal experience that it can be very challenging to deal with teenagers.



Empathy

- I know it can be challenging and difficult to communicate with teenagers. Let's look at how we can find information and resources to help you and your daughter work toward a more satisfying relationship.



The OCSWSSW Code of Ethics and Standards of Practice are for members of the Ontario College of Social Workers and Social Service Workers and can be found on their website.



OCSWSSW Code of Ethics

- 1) Maintain the best interest of the client as the primary professional obligation
- 2) Respect the intrinsic worth of the individual



OCSWSSW Code of Ethics

- 3) Carry out duties and obligations with integrity and objectivity
- 4) Have and maintain competence in social work services offered to clients



OCSWSSW Code of Ethics

- 5) Shall not exploit relationship with a client for personal benefit, gain or gratification
- 6) Protect the confidentiality of all professionally acquired information – only disclosing information when required or permitted to by law, or when a client has given consent to disclosure (circle of care)



OCSWSSW Code of Ethics

- 7) If engaging in another profession, occupation, affiliation or calling, a social worker shall not allow these outside interests to impact the professional relationship with the client

- 8) Shall not provide social work services in a manner that will discredit the profession or diminishes the public trust in the profession of social work or social service work



OCSWSSW Code of Ethics

- 9) Advocate for workplace conditions and policies that are consistent with OCSWSSW Code of Ethics and Standards of Practice
- 10) Promote excellence in his or her profession
- 11) Advocate change in the best interest of the client, as well as the overall benefit of society, the environment and the global community



Standards of Practice

1. Relationship with clients
2. Competence and integrity
3. Responsibility to clients



Standards of Practice

4. Documentation/Records
5. Confidentiality
6. Fees



Standards of Practice

7. Advertising

8. Sexual misconduct



Approaching Ethical Issues

- Identify and gather information regarding the problem or dilemma.
- Your role and professional relationship
- Relevant ethics codes and principles, laws and regulations
- Reflection of own values and experience
- Brainstorm possibilities
- Identify stakeholders and evaluate consequences
- Seek consultation, follow up and evaluate decision afterwards



Ted Talk on Ethics

- <https://www.youtube.com/watch?v=kBdfcR-8hEY>
- Professor Michael Sandel, Harvard University



Example

- A client told you that she hit an long time volunteer's car by mistake in the parking lot. A noticeable scratch was left on the bumper. She didn't tell anyone and just drove away. During lunch time, the volunteer talked about his frustration over the scratch discovered on his new car in the office parking lot. He spent \$300 to fix the scratch.



Conventional Wisdom

- Intuitive Sense of Right
 - Client is wrong
 - Responsibility
 - Honesty
 - It's not "right"
 - Hit and Run
 - It's a public space
 - Who cares?
 - It's not under my job duty
 -



Related Principles

- Relevant ethics codes and principles, laws and regulations
- Ideas??



Related Ethical Principles

- Confidentiality
 - Is it a Life and Death situation that can breach confidentiality?
 - Any informed consent to release information?
 - Child Abuse or Neglect Concerns?
 - Are you subpoenaed as a witness in court?



Related Ethical Principles

- Best Interest of the client
 - Client's Self Determination
- Professional Role
 - Worker and Client relationship



Dual Relationship

- You are surprised to see one of your clients at a meeting of an community garden committee where you actively volunteer. Both of you are assigned to a sub committee to work together, what are you going to do?



Conventional Wisdom

- It's my life
- It's after work
- Client violates my privacy
- It's a public space
- Who cares?
- I am not going to disclose our relationship
- It's not under my job duty
-



Related Principles

- Relevant ethics codes and principles, laws and regulations
- Ideas??



Related Ethical Principles

- Confidentiality
 - Can I maintain confidentiality with specific knowledge about my clients?
 - Will my action and quality of work be affected because of this knowledge?
 - How will other group members be impacted?
 - What's if my client openly admits the relationship?
 - Is it mean a green light for “No Worry”
 - What is your professional role?



Related Ethical Principles

- Competence and Integrity
 - Dual Relationships, sexual or nonsexual
 - Conflict of Interest
 - Duty to care and responsibility



Sexual Misconduct

- 8.1 College members are solely responsible for ensuring that sexual misconduct does not occur.
- 8.2 College members do not engage in the following actions with clients:
 - 8.2.1 Sexual intercourse or another form of physical sexual relations between the member and the client;
- 8.3 If a College member develops sexual feelings toward a client that could, in the member's judgement, put the client at risk, the member seeks consultation / supervision and develops an appropriate plan.
- 8.4 If a client initiates behaviour of a sexual nature, the member states clearly that this behaviour is inappropriate by virtue of the professional relationship.
 - 8.4.1 If overtures or provocative sexual behaviour by a client toward a College member become intrusive to the provision of professional services, the College member may choose to terminate the relationship and may offer to assist the client to seek alternate services.
- 8.5 College members do not provide clinical services to individuals with whom they have had a prior relationship of a sexual nature.



Sexual Misconduct

- 8.6 Sexual relations between College members and clients at the time of referral, assessment, counselling, psychotherapy, or other professional services are prohibited. In other professional relationships, College members do not have sexual relations with any person where those relations, combined with the professional relationship, would create a conflict of interest.
- 8.7 Sexual relations between College members and clients to whom the members have provided psychotherapy and/or counselling services are prohibited at any time following termination of the professional relationship.
- 8.8 Sexual relations between College members and clients to whom the members have provided social work or social service work services, other than psychotherapy or counselling services, are prohibited for a period of one (1) year following termination of the professional relationship.
- 8.9 College members do not engage in sexual activities with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client or when such activities would compromise the appropriate professional boundaries between the member and the client.



Any questions or comments?

Thank you!

