

Postsecondary Case Manager Profile Survey

The NCMN's Canadian Standards of Practice for Case Management defines case management as a collaborative, client-driven process for the provision of quality health and support services through the effective and efficient use of resources which supports the client's achievement of safe, realistic and reasonable goals within a complex health, social and fiscal environment.

Case management:

- Supports client rights through rapport-building, assessment and support
- Addresses specific client-identified needs and goals
- Requires collaborative and proactive relationships with the larger community to meet an individual's needs
- Facilitates coordinated, timely and appropriate care that is tailored to an individual's changing needs and abilities
- Requires the case manager to work in a culturally competent manner and to be aware of the systemic barriers, and social and economic determinants that impact health & wellbeing

In the postsecondary context, case managers assess, coordinate and advocate for students in high risk student situations. The postsecondary case manager evaluates relevant school policies and processes and articulates the need for changes, when necessary.

The results of this survey will be used to develop a profile of postsecondary case management in Ontario. Your participation is greatly appreciated.

Postsecondary Case Manager Profile Survey

Demographic Information

1. Your name (optional):

2. Institution name (optional):

***3. What is the size of your institution?**

- <1 000 students
- 1 000-2 999 students
- 3 000-9 999 students
- 10 000-19 999 students
- 20 000-34 999 students
- >35 000 students

***4. How many case managers (including you) are there at your institution?**

Postsecondary Case Manager Profile Survey

The Case Manager Role

***5. What is your job title?**

***6. What is the primary function of your role?**

***7. In which area/department do you work?**

- Dean of Students
- Counselling Centre
- Health Services
- Student Conduct/Judicial Affairs
- Disability Services
- Other (please specify)

***8. Which best describes your case management position?**

- Clinical – The case manager provides service in a clinic setting (counselling, health services). Registration with a regulatory body or certification by a professional association is required. The case manager may provide therapeutic services.
- Non-clinical – The case manager provides services in a non-clinic setting. Registration with a regulatory body or certification by a professional association is not required. The case manager is typically housed in Student Affairs, Student Conduct/Judicial Affairs, or is aligned with the Dean of Students.
- Academic – The case manager provides academic advising to high-risk students and students requiring more attention. Registration with a regulatory body or certification by a professional association is not required. This role is typically housed in an academic department or other student service area.
- Other (please specify)

Postsecondary Case Manager Profile Survey

*9. What type of case management model guides your work? (select your primary model)

- Referral/broker – The case manager brokers services by referring clients to other service providers. This is a brief approach (generally 1-2 contacts) where the case manager primarily provides service coordination. There is little to no service provision.
- Supportive – The case manager provides short-term support to address discrete needs or a maintenance level of periodic/intermittent support to ensure stabilization. The case manager primarily provides service coordination, with some service provision.
- Comprehensive – The case manager provides longer-term support to address a broad range of needs or regular/frequent support to monitor for ongoing risk. The case manager's primary function is service provision, with some service coordination.
- Clinical – This approach integrates clinical and practical support through both biopsychosocial interventions and service coordination.
- Other (please specify)

Postsecondary Case Manager Profile Survey

Educational Background and Professional Designation

***10. What is the highest level of education you have completed that is relevant to your role?**

- Bachelor degree in Social Work, Counselling or Psychology
- Bachelor degree in Nursing
- Other bachelor degree
- Master's in Social Work, Counselling or Psychology
- Master's in Nursing
- Other master's degree
- Other

Specify degree, if "Other"

***11. Are you currently registered with a regulatory college or certified by a professional association?**

- Yes
- Working towards registration or certification
- No

Name of regulatory college or professional association, if applicable

***12. Are you required to be registered or certified as part of your role?**

- Yes
- No

Postsecondary Case Manager Profile Survey

***13. How many students, on average, are on your active caseload?**

- <10
- 10-19
- 20-29
- 30-39
- 40-49
- 50-59
- 60-69
- >70

***14. What are your typical referral sources? (check all that apply)**

- Members of my own department
- Behaviour Intervention Team /Student of Concern Committee
- Formal "students in distress" referral system
- Housing/Residence
- Counselling Centre
- Dean of Students Office
- Faculty/instructors
- Walk-in/ Self-referral
- Family/friends/peers
- Community-based providers
- Other (please specify)

Postsecondary Case Manager Profile Survey

*15. What are your typical direct service practices after your initial meeting with a student? (check all that apply)

- Single visit to provide referral options
- Bridging/transitional support until connected with referrals
- Follow up at regular intervals to monitor for ongoing risk
- Intermittent check ins to ensure stabilization is occurring, being maintained
- Crisis counselling and safety planning/monitoring (4 or fewer sessions)
- Crisis counselling and safety planning/monitoring (5 or more sessions)
- Provide psychoeducational groups
- Provide therapy groups
- Other (please specify)

Postsecondary Case Manager Profile Survey

16. Do you have a role in any of the following processes? (check all that apply)

- Voluntary withdrawal
- Involuntary withdrawal
- Return to studies (following a leave of absence or withdrawal)
- Assigning sanctions
- Other (please specify)

*17. Does your role include responsibility for crisis/emergency response?

- Yes
- No
- It depends (please specify)

18. Are you responsible for any of the following tasks? (check all that apply):

- Consultation with faculty/staff
- Campus education/awareness
- Community outreach
- Policy or protocol development
- Documentation system/forms development
- Other (please specify)

Postsecondary Case Manager Profile Survey

***19. On average, how much of your time do you spend on each of the following tasks?**

| | <10% | 10-20% | 20-30% | 30-40% | 40-50% | 50-60% | 60-70% | 70-80% | 80-90% | >90% |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Arrange for appropriate medical or mental health care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Monitor compliance with service plans and/or behavioural expectations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluate threat and assess risk to self and/or the community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maintain contact and meet with students to address needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Foster self-advocacy in students to manage their academic and personal responsibilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Advocate for students individually and through broader academic system networking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20. Additional comments on your case manager role:

Postsecondary Case Manager Profile Survey

The Behaviour Intervention Team (BIT)/Student of Concern Committee

*21. What is your level of participation in your school's Behaviour Intervention Team/Student of Concern Committee (check all that apply):

- My school does not have a BIT/Student of Concern Committee
- No interaction with the BIT or its process
- Only accept referrals from the BIT (not a BIT member)
- BIT standing member
- Follow up with students discussed at BIT
- Coordinate the agenda
- Chair meetings
- Other (please specify)

*22. After their situation is discussed at the BIT/Student of Concern Committee, are students required to attend a follow up meeting?

- Yes, attendance at a follow up meeting is mandatory
- No, attendance at a follow up meeting is encouraged
- Not applicable
- Other (please specify)

*23. When meeting with the case manager as a result of BIT outcomes, are students required to adhere to intervention/ case management/ action plan recommendations?

- Yes
- No
- Not applicable
- Other (please specify)

24. Additional comments on your school's Behaviour Intervention Team/Student of Concern Committee:

Postsecondary Case Manager Profile Survey

Thank you for completing this survey!

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