Project ECHO for Campus Suicide Prevention

September 28, 2021

Case Management on Campus
Tara Nunley, LPC
University of Lynchburg

Case presentation by:
Hannah Pinkston, M.A.
Southern Virginia University

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Project ECHO® for Campus Suicide Prevention is part of the larger ECHO educational community that was created by the
University of New Mexico's Health Sciences Center

In order to support Project ECHO®, we collect the following participation data:
   Participant's name, e-mail, credentials, role, and institution

These data allow Project ECHO® to measure, analyze, and report on the movement's reach. It may be used in reports, on maps and visualizations, for research, for communications and surveys, for data quality assurance activities, and for decision-making related to new initiatives.

Data Collection

Logging on as an ECHO® participant through Zoom serves as permission to be included in the reporting and to be recorded. Each session is recorded, stored, and made available to other ECHO participants.

We will record the introduction and didactic portions of our sessions

We will NOT record case presentations

Portions of sessions will be recorded

ECHO® Project

1. Overview of ECHO® session (12:00 pm)
2. Introductions (12:05)
3. Didactic Presentation (12:15 pm)
4. Case presentation (12:50 pm)
   A. Case presented (5 min)
   B. Clarifying questions
      a. ECHO® participants
      b. CSPCVA hub
      c. Case summary by ECHO® discussion leader
   C. Recommendations
      a. ECHO® participants
      b. CSPCVA hub
      c. Summary of recommendations by ECHO® discussion leader
5. Closing remarks and questions (1:25 pm)

What Does an ECHO® Session Look Like?

Participation Tips

- All participants are muted during the presentation.

- If you have a question or comment during discussions, please raise your hand. We will call on you. Press your space bar to talk.

- *We encourage participation.* (Reminder: participation is recorded.)

- If you called with a phone to hear the audio, hit *6 to unmute yourself.

- For technical problems (such as echoing, audio level etc.), use the chat function to contact our IT specialist, Gabe Anderson, who will assist.

Project ECHO®

CE Credits

for Project ECHO for Campus Suicide Prevention will be available through James Madison University.

(see Project ECHO syllabus or website for more info)

Introductions

College and University Case Management

Tara Nunley, LPC
Director of Counseling Services
University of Lynchburg

Questions we will answer today:

- Why are Case Managers needed?
- When did case managers start working in higher education?
- What are characteristics of a good case manager?
- What are some case management models in higher education?
- What model does the University of Lynchburg use and why?
- How do we advocate for a case manager on our campus?
- Are there additional resources we can use to learn more about case management?

Why are case managers needed?

Case management is a solution-focused approach to assisting students with a wide variety of needs.

Depending on the model, case managers help students engage in problem solving by identifying solutions and providing support.

This frees up professionals in other areas, such as counseling, to work on various other concerns that threaten student retention and progress toward graduation.

When did case managers start working in higher education?

- In 2000 the University of Miami created a case management position that was split between the counseling center and student affairs.
- By 2006 this position was split into two separate positions.
- Many campuses began adding case managers when the prevalence of campus mental health issues was put on a national stage with the Virginia Tech (2007) and Northern Illinois (2008) campus shootings.

- With the increase in generation Z students entering college, the need for mental health supports and programs that teach life and coping strategies continues to grow. Counseling centers, dean of student offices, spiritual life centers, and various other campus support services often have hands in working with these students but the need for a 'go to person' or a campus filter may be addressed by case management.

What are characteristics of a good case manager?

- The person MUST have an ability to form collaborative relationships with key resources on- and off-campus.
- A positive and encouraging personality (This is not the job for those with negative mindsets.)
- Organizational skills
- Creative ability to work through obstacles and an ability to teach these skills
- Flexibility and creativity
- Clear and consistent communication

KEEP CALM AND Call the Case Manager

What are some case management models?

- **Administrative Model**

- **Behavioral Intervention Team Model**

- **Counseling Center Model**
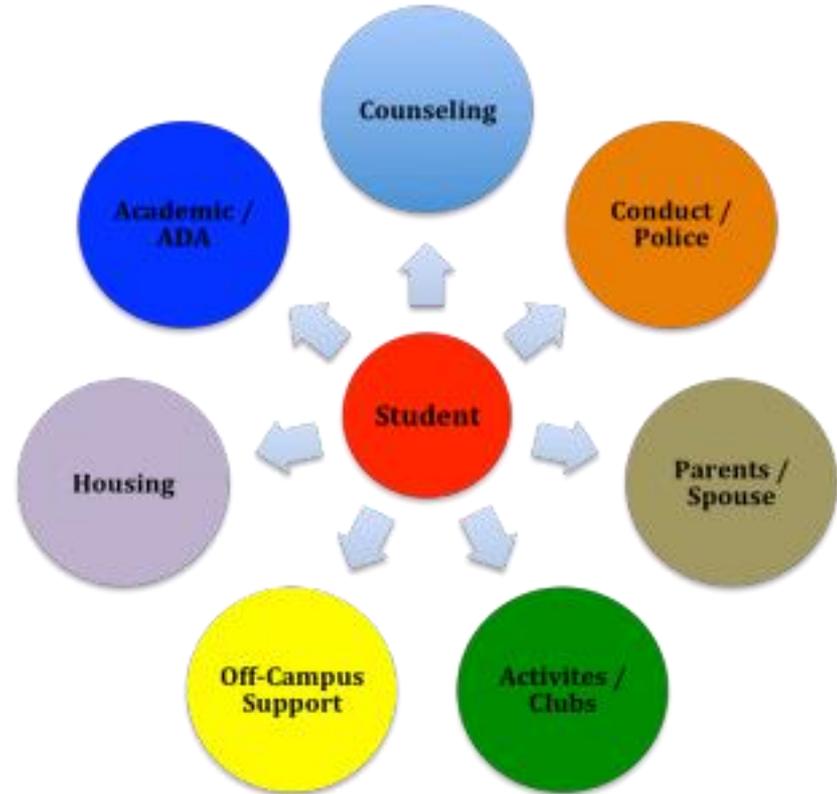
Administrative Model Overview:

- Generally locates the case manager in the Dean of Students (DOS) Office
- Could be located in more specific areas such as conduct, academic advising, housing, or disability services
- Allows for a larger degree of oversight and information sharing between the various departments
- Centralized location allows for greater efficacy and efficiency
- Student affairs model helps connect students to a wide variety of resources within the university and community
- Can be located in specific offices within DOS if needed for more specific focus (However, decentralization can create silos.)

Administrative model housed in specific areas:

- Housed in Student Conduct:
  - Ensures student completes sanctions and helps 'seal the cracks'
  - Addresses legal liability the institution could face if a student is given a set of expectations and no one follows up on monitoring student compliance
- Housed in Housing/Residence Life:
  - May exist as a type of 'mobile resident director'
  - May be tied to a specific group of students instead of a specific residential facility
- Housed in Disability Services:
  - Can reach out to students to ensure they are using accomodations available
- Housed in Academic Advising:
  - Academic advisors for high risk students
  - Conduct academic advising but also act as a connector to other resources

Strengths and Limitations of Administrative Model

Strengths:

- Increases student accountability
- Connects students to resources
- More freedom in communication
- Clear role within DOS
- Provides help with out stigma of counseling
- Ability to mandate compliance and use conduct to reinforce boundaries and limits
- Balance of counseling and student development skills

Limitations:

- Case manager may not have necessary counseling skills
- Could feel like probation to student
- Information sharing may compromise students' willingness to share
- May conflict/compete with counseling services' work with student
- Can become a dumping ground for anything other offices do not want to address

Behavioral Intervention Team (BIT) Model Overview

- Can respond rapidly and knowledgeably to students who come to the attention of the BIT
- Serve as a conduit to the BIT
- Manage the intervention operations of the team
- Track patterns and/or assure long-term follow up for at-risk cases

Strengths and Limitations of BIT Model

Strengths:

- Places case manager close to information
- Allows case manager to hear multiple concerns and perspectives at one time
- Case manager can clearly articulate plan of approach with all concerned BIT members

Limitations:

- May seem like punishment/probation
- Student may misunderstand role of the BIT
- May only see cases that rise to the BIT system threshold (reactive not proactive)

Counseling Center Model Overview

- More likely to have a clinical background and practice under a license
- Case manager is tasked with balancing the needs of the student with the needs of the counseling center, BIT, and larger university community
  - Most mental health training programs strongly emphasize the need to prioritize the client.
  - For case managers in counseling the client is both the student and the university which can create a conflict of interest
- Must use ongoing informed consent to ensure student understands the role of the case manager and how it differs from the role of a counselor in both confidentiality and communication abilities
- FERPA does not apply to mental health treatment files and therefore information sharing can be more restricted in a counseling center-based case manager. Releases of information become necessary
- Any information that is shared from a confidential relationship for the purpose of making educational decisions becomes subject to FERPA.

Strengths and Limitations of Counseling Center Based Model

Strengths:

- Knowledge of mental health issues and effective treatments
- Ability to protect confidential information not relevant to the BIT focus
- Better training on threat assessment and referral protocols

Limitations:

- Stigma associated with counseling centers
- Restricted sharing of information
- Confusion about the nature of the treatment relationship with student and other providers and parents
- Requires counseling centers to expand an already overwhelmed scope of practice
- Potential difficulty in boundaries related to where meetings occur

What model does the University of Lynchburg use and why?

- Administrative model that continues to evolve
- First created (and currently) as a Case Manager and Wellness Educator
- Originally housed under DOS but geographically located in Counseling Services space
- This position acts as a centralized filter and anyone can make a referral
- Case manager holds weekly meeting with stakeholders and resources across campus to discuss students of concern who may need additional support
- Moved to being housed under "Wellness" both in function and geographically
- Next goal is to make position 12 month instead of 10
- Position has a dedicated graduate assistant to help with record keeping and student contact

How can you advocate for a case manager on your campus?

- Demonstrate the need (Data talks)
- Address the perceived risk. Think of the arguments against it and address them:
  - **Cost:** Discuss loss of revenue from students leaving the institution
  - **No one to run it:** Know where it will ideally be housed based on greatest needs and discuss who is best person to supervise case manager
  - **Legal risk of creating this position:** Case managers actually reduce the overall liability risk to the institution.
  - **Colleges are not treatment facilities:** Case managers in higher education do not act as those in treatment facilities. They allow students in short term distress to successfully navigate their challenges, remain enrolled, and achieve success. Also, this generation of student requires (or expects) more assistance and support to progress toward graduation than previous generations.
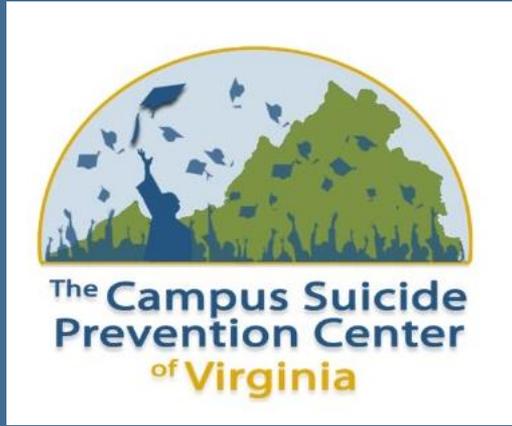
Resources

White Paper from NaBITA and ACCA

Responding to the Increased Needs of College Students: A case study

The Higher Education Case Managers Association (HECMA)

The Impact of Case Management on Graduation

Speaker Recommendations Needed!

Project ECHO®

Scheduling for Early 2022

2 day, in-person training for all audiences

Contact Jane - wigginjr@jmu.edu

Project ECHO®

Interested in CAMS Training?

3-hour online course for counseling professionals in a suicide-specific treatment model

Contact Jane - wigginjr@jmu.edu

Check your Inbox:

- Evaluation form link

- Link to video of today's didactic and PowerPoint

- Additional Resources

- Case presentation form link

Thanks for your participation!

We hope to see you in two weeks!
(invite colleagues, registration link in follow-up e-mail)

Student Athlete Mental Health
Tuesday, October 12th (12-1:30 PM)

Project
ECHO®