



Case Management Summit: Doing the Work

Morning Session 1: Case Management Overview (90 min)

- History and philosophical underpinnings of case management
- Overview and definition of case management in higher education
- Case management structure, location, and interaction with the BIT
- Qualities and characteristics of a case manager
- Skills and functions of a Case Manager
- Case management protocols and procedures

* * * Morning Break * * *

Morning Session 2: Working with Suicidal and Self-harming Students (90 min)

- Building rapport and collecting intake information
- Setting boundaries and communication with parents, BIT and other departments
- Understanding suicidal and students who self-harm
- Video demonstration and group exercise (always optional to participate or watch)
- Risk and protective factors related to suicide and self-harm
- Non-clinical suicide and self-harm assessment skills
- Safety agreements and harm reeducation
- Decreasing Risk factors and increasing protective factors

* * * Lunch Break * * *

Afternoon Session 1: Assisting students involved in the Conduct Process (90 min)

- Conduct concerns which overlap with case management work
- Non-clinical and clinical substance misuse/abuse assessments
- Sanctioned case management vs. voluntary case management
- Video demonstration and group exercise (always optional to participate or watch)
- Discussion of information sharing and potential dual relationships with hearing panels
- Review of behavioral agreements: the good, the bad and the ugly
- Applying Motivational Interviewing and Change Theory Skills
- Communication with parents, referral source and other departments

* * * Afternoon Break * * *

Afternoon Session 2: Supporting LGBTQ Students (90 min)

- Overview of sexual identify and gender identity, unique considerations,
- Case management skills and interventions, risk/protective factors, and support needs
- Discussion of developmental stages, societal/dating/cultural and family tensions
- Video demonstration and group exercise (always optional to participate or watch)
- Opportunities for systems-level, policy changes to support LGBTQ student

Course Agenda Day Two

Morning Session 1: Improving Retention and Access to Academic Support (90 min)

- Brief overview of ATIXA and the Title IX process
- Discussion of common needs to support reporting parties and victim advocacy
- Discussion of common needs to support responding parties and process advisors
- Video demonstration and group exercise (always optional to participate or watch)
- Information sharing with conduct, BIT, Title IX, parents and off-campus legal
- Importance of early definition of scope and staying in your lane

* * * Morning Break * * *

Morning Session 2: Aiding Students through a Title IX Process (90 min)

- Brief overview of ATIXA and the Title IX process
- Discussion of common needs to support reporting parties and victim advocacy
- Discussion of common needs to support responding parties and process advisors
- Importance of pairing with community resources (MH, violence shelters, legal services)
- Video demonstration and group exercise (always optional to participate or watch)
- Information sharing with conduct, BIT, Title IX, parents and off-campus legal
- Importance of defining scope of practice early and staying in your lane

* * * Lunch Break * * *

Afternoon Session 1: Helping students navigate the 505/ADA disability process (90 min)

- Brief overview of Americans with Disability Act and Rehabilitation Act Sec. 504
- Discussion concerning managing behavior vs. treating the disability
- Mandated assessments, Involuntary withdrawals, and behavioral agreements
- Video demonstration and group exercise (always optional to participate or watch)
- Information sharing with BIT, academic support, parents and professors
- Case management skills and interventions for students with disabilities

* * * Afternoon Break * * *

Afternoon Session 2: Veterans, Online, and Non-Traditional Students (90 min)

- Discussion and review of common attributes of veterans, online and non-trad students
- Understanding the support needs for veteran, online, and non-traditional students
- Addressing challenges on online communication and referrals in urban/rural settings
- Food banks, addressing food insecurity, off-campus referrals
- Video demonstration and group exercise (always optional to participate or watch)
- Case management skills and interventions for veteran students