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Innovations in Practice Feature

Student Affairs Case Management: Merging Social Work Theory With Student Affairs Practice

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Case management is a functional area in higher education and student affairs that emerged after the mass shootings at Virginia Tech in 2007. Although new to higher education, case management emerged from established social work practice. This article compares social work theory and case management standards with a new case management model for student affairs practitioners. Finally, the article presents benefits and challenges of case management in student affairs.

April 16, 2007 at Virginia Tech started out like any other day in the life of a modern university. Students awoke in their residence halls, commuting workers and students migrated to campus as the spring 2007 semester neared an end. That day was one that altered the lives of individuals, families, the campus and Blacksburg community, and the entire higher education landscape. By midmorning, a student had murdered 27 classmates, five faculty members, and took his own life. This disaster is one of the deadliest school shootings in the history of United States higher education (Drysedale, Modzeleski, & Simons, 2012).

The tragic events at Virginia Tech were a tipping point in higher education and catalyzed the creation of practices, procedures, and policies on how higher education and student affairs administrators in particular assist students in various levels of distress (Jablonski, McClellan, & Zdziarski, 2008). While the demand to respond to incidents, crises, and threats persist, the method of how to address this demand within higher education is still developing. The purpose of this article is to discuss similarities between the Broker case management theory (Jones, Fitzpatrick, & Rogers, 2012), the National Association of Social Workers (NASW) case management standards (NASW, 2013), and the student affairs case management model for practitioners (Davis, 2010).

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Crisis as Defined Within Higher Education

While there is no one definition of crisis in higher education, Zdziarski, Dunkel, and Rollo define crisis as “an event, which is often sudden or unexpected, that disrupts the normal operations of the institution or its educational mission and threatens the well-being of personnel, property, financial resources and/or reputation of the institution” (pp. 27–28, as cited in Rollo & Zdziarski, 2007). These events cause frequent disruptions in the lives of students across campuses on various levels. Zdziarski et al. introduce three levels of crisis in higher education: critical incidents, campus emergencies, and disasters (Rollo & Zdziarski, 2007).

Critical incidents may include one or more individuals and may not have a large impact on the entire campus as a whole (Rollo & Zdziarski, 2007). One example of a critical incident would be a roommate conflict that socially divides a residence hall community. The conflicting residents may be required to leave the hall. Other examples of critical incidents may include: a student whose parents lost their jobs and the student and family are now homeless, or students who are involved in a car accident may need significant and immediate disability accommodations. These incidents are often the daily events impacting the lives of students and the situations that student affairs administrators manage. Administrators using a student affairs case management model may manage critical incidents because students may get “lost” navigating the university system and processes.

Campus emergency is the next level of crisis. A campus emergency “disrupts the orderly operations of the institution or its educational mission” (Rollo & Zdziarski, 2007, p. 38). Examples of campus emergencies may include: snow storms or other weather emergencies, campus protests or disruptions and loss of major facilities such as a residence hall or other campus building. Within a campus emergency, the proposed student affairs case management model can be used for multiple students. Students who may be displaced because of major weather disasters or loss of facilities can benefit from the individualized attention that case management allows even when multiple students have need.

Disasters are the third level of crisis. A disaster impacts the campus and the surrounding community or areas. Campus functions may be disrupted or delayed and are typically devastating to many. Disaster-level examples within higher education include: the Bonfire collapse at Texas A&M University in 1999; Hurricane Katrina destroying colleges and universities in Louisiana, Mississippi, and Alabama in 2005; the shootings at Virginia Tech in 2007 and the Northern Illinois University shooting in 2008. Each of these incidents changed the landscape of the campus and surrounding communities. Campus disasters may affect hundreds or even thousands of students. One case manager would not be enough to meet individually with each student. Multiple administrators can apply case management to students’ individual circumstances. In the midst of life-changing disasters, case management addresses students’ needs on a personal level when they may get lost in the details of managing the larger campus or community event. While there are various levels of crisis, the nature of case management is individualistic and thus is fitting for students in all levels of crisis.

There is a difference between a (student affairs) case management model and crisis management and threat assessment models. Crisis management and threat assessment models address situations that may or may not involve students. Student affairs case management addresses students and their emotional, physical, academic, and personal needs specifically. In case management the student is the focus. In crisis management and threat assessment the incident and real (or perceived) threat are the respective foci.

Case Management in Higher Education

Assisting individuals in various levels of distress is not new to higher education or human service disciplines. Case management has existed in both theory and practice since the mid-20th century in the social work discipline (Intagliata, 1982). Higher education's response to distressed college students took the form of adapting theories and standards from its sister human services discipline of social work and applying those standards to student affairs. Case management both in title and in practice is an emerging expectation of student affairs practitioners. Administrators with the title of *case manager* have been added to student affairs staffs to help manage students in distress. These staff members typically are assigned to counseling centers, deans of students' staff, or other advocacy offices (S. Hazelwood, personal communication, May 20, 2011). Caring for the safety and security of individual college students and managing crises have historically fallen to the student affairs professional and most often to staff in a dean of students office (Dungy, 2003).

The advent of case management in higher education and specifically student affairs administration was driven by the need to have staff who could respond to student incidents and crises. These student affairs administrators: act as student advisors; cross institutional boundaries to advocate for students; and negotiate the university system with those students whose academic, personal, or social circumstances interfere with their academic progress (Randazzo & Plummer, 2009). Higher education in the United States now has a grassroots coalition of student affairs advocacy professionals: licensed clinical social workers and other student affairs administrators who perform case management functions. Case manager numbers grew exponentially after the Virginia Tech shooting when case management work was thrust to the forefront of higher education administration as both a "hot topic" and a new student affairs specialty area (Randazzo & Plummer, 2009).

A 2007 study found that there were less than seven case managers employed in student affairs and in counseling centers at colleges and universities across the country. In 2007, four more were added. In 2008, that number grew to 23 and then increased to 44 in 2009. In the 2010–2011 academic year there were 64 known case managers, and 67 in the 2011–2012 academic year, a nearly tenfold increase in just 5 years (S. Hazelwood, personal communication, May 20, 2011). Twenty-seven of these case manager positions were located in deans of students offices. The remaining 39 were in counseling or wellness/health centers, and one was based in an academic college/office. This coalition of practitioners works nationally to address the emerging issues of case management in higher education.

A Definition of Case Management

Historically, case management has been a specialized service industry that served a specific purpose and had its roots in social work (Solomon, 2000). A case manager works with individual clients and coordinates an action plan based on specific levels of need. A case manager serves as the human link between the client and the community system (Intagliata, 1982; Schmidt-Posner & Jerrell, 1998). In the U.S. Army, for example, case managers provide soldier and family support during times of war (Henderson, 2007). The case manager affects change through a series of functions including: assessment, planning, linkage, monitoring, and advocacy using various models depending on the client's needs, environment, and available resources (Alexander, Pollack, Nahra, Wells, & Lemak, 2007; Corrigan, Mueser, Bond, Drake, & Solomon, 2008; Hepworth, Rooney, R., Rooney, G., & Strom-Gottfried, 2013; Kingsley, 1989). This person coordinates multiple client services (Alexander et al., 2007). Case management is "a client-centered, goal-oriented process for assessing the need of an individual for particular services and assisting him/her to obtain those services" (Kingsley, 1989, p. 2).



Within the context of student affairs, the student is the primary client needing services and the university is the primary system requiring navigation. Administrators and case managers serve as the intermediary between the student and university. Case management in student affairs addresses the need for increased attention to and specialized advocacy services for college students. This client-centered approach can be easily translated from social work to higher education. Case management *is* the new area that creates linkages among students and various university departments and community resources (Presidential internal review, 2007).

Case management in higher education is: a method of connecting distressed students or employees to appropriate services in an effort to resolve their issue(s). The case manager serves individuals by arranging, coordinating, monitoring, evaluating, and advocating for individuals or the university community who are in need of assistance (Shayman, 2010). There are various case management models to address specific client needs. The generalist case management model (Broker model), however, is most often used in the United States today (Solomon, 2000).

The Broker Model of Case Management

The nature of the target client population (for example, students, soldiers, or community members) determines the case management model choice; and the style of case management may differ based upon the environment and clientele (Alexander et al., 2007; Solomon, 2000). Various types of case management models exist and there are analogous terms for case managers in different settings including: integrator, expeditor, broker, ombudsman, advocate, primary therapist, patient representative, personal program coordinator, systems agent, and continuity agent (Intagliata, 1982; NASW, 2013).

Specifically, a broker is “an intermediary who assists in helping people with resources” (Hepworth & Larsen, 1993, p. 25). Therefore, the case manager as a broker for clients primarily engages in making referrals to various agencies on their behalf (Hepworth et al., 2013). The Broker model provides little direct and no-medical services, but instead, the case manager helps to arrange services between the client and the system (Bedell, Cohen, & Sullivan, 2000; Schmidt-Posner & Jerrell, 1998). Because the Broker model does not provide direct services, the case manager is highly dependent on community service programs and other resources (Corrigan et al., 2008). Most of broker case management can be done in the office through referrals or telephone calls (Corrigan et al., 2008).

This framework is particularly advantageous on a college campus. Student clients often need help resolving immediate personal, academic, and social needs. On a college campus, resources are centralized under the university organization and may be partially subsidized by student fees. This facilitates the work of the student affairs administrator as broker. The Broker model is also beneficial because the student affairs case manager and other university agencies share a common goal to assist in the success of students. Helping students achieve success is one of the foundational purposes of student affairs (NASPA, 1987).

Student affairs administrators perform functions as case managers and may have various titles across institutions. Administrators who perform case management functions may include: dean of students, associate and assistant deans, case managers, student advocates, case coordinators, student organization advisers, and administrative advisers. Professionals in various functional areas from housing and residence life to disability services to fraternity and sorority life may perform case management functions for students individually and collectively. Case management practice enhances higher education and student affairs service in several ways.

Social Work Case Management Standards

Social work case management standards are overarching guidelines that case managers use to direct their daily work. The purpose of the NASW case management standards are to “clarify the nature of social work case management as well as the role of the . . . case manager” (NASW, 2013). NASW is the largest professional organization for social workers in the United States (NASW, 1992). The group established Social Work Case Management standards in 1992 with revisions completed in January 2013. NASW indicates that there is no definitive case management model within the social work profession. Case management practice varies by situation and is diverse in its applicability to other human service disciplines (NASW, 1992).

As of March 2013 no established guidelines had been promulgated by the national student affairs organizations or the Council for the Advancement of Standards for case management in higher education; yet, student affairs professionals perform traditional social work case management services at colleges and universities.

There are 12 NASW standards for social work case management. Specifically, there are four NASW standards (5, 6, 7, and 8) regarding the client, the system, and case manager practice that are applicable to student affairs. Two standards (standard 5 and standard 6) provide guidelines for client support, assessment, and goal setting. Standard 7 provides guidelines related to client advocacy and empowerment. Another standard (8) provides guidelines for engaging the environment and working with constituents in the best interests of the client (NASW, 2013). The four direct standards compared in the article are standards 5, 6, 7, and 8 as they are most directly applicable to student affairs.

Standard 5. The first applicable standards states “the social work case manager shall engage clients . . . in an ongoing information-gathering and decision-making process” (NASW, 2013, p. 4). This standard emphasizes a commitment to getting to know the clients and their individual needs through assessment. Standard 5 describes the crux of case manager services—that is assessment and advocacy. A face-to-face assessment is one component of individual intervention. Also, this standard sets the expectation that the case manager complete comprehensive assessment to meet the client where they are on various levels of bio-psychosocial understanding for maximization of advocacy and care (NASW, 2013).

Standard 6. This standard also focuses on goal setting with the client and providing appropriate referrals to various agencies. Standard 6 states that the case manager will “plan, implement, monitor and amend individualized services that . . . help the client achieve their goals” (NASW, 2013, p. 4). In addition the service (i.e., action plans) will have “specific, attainable, measureable objectives (NASW, 2013, p. 5). The case manager should know the available internal and external resources. Under this standard, the case manager also sets goals, outlines services, and plans interventions. The case manager should continually assess clients’ needs for the purpose of adjusting plans of action.

Standard 7. This standard is specifically geared towards client advocacy and provides the framework for the case manager to “advocate for the rights, decisions, strengths, and needs of clients and shall promote clients’ access to resources, supports and services” (NASW, 2013, p. 5). The focus of this standard is on self-advocacy or empowerment—allowing clients to work and speak for themselves. Under this standard, the case manager should advocate on micro, mezzo, and macro levels of the community. Thus promoting a smooth facilitation of services on all levels.

Standard 8. This standard encourages “collaboration among colleagues and organizations” (NASW, 2013, p. 5), the development of resources on multiple (institutional, local, state, regional and national), and sets the framework for the case manager to identify service gaps that may make



it difficult for the client to gain assistance. Overall, it implies that the case manager work to ensure that the system benefits the client.

The revised NASW suggests the standards are applicable to several human service disciplines; higher education and student affairs is no exception (NASW, 2013). In student affairs, students are the “clients” whose situations or “cases” are managed by student affairs administrators, or “managers.” This terminology is applicable with regards to case, crisis, and threat management practices. Since student affairs is the student-centered division on most campuses, a case management model for administrators is beneficial. Accountability not only includes paying attention to disturbed and distressed students, but also clearly documenting needs and the actions taken to help students succeed. This model is imperative.

Case Management Model for Student Affairs Practitioners

A model for case management within student affairs appropriately links to the foundation of the profession and enhances higher education in several ways. Historically, college and university presidents appointed Deans of Men and Deans of Women to assist students with nonacademic matters (Dungy, 2003). Student affairs professionals can carry these foundations into the 21st century (NASPA, 1987).

Student affairs administrators perform case management functions within the context of their job although their job title may be dean, associate or assistant dean of students, case coordinator, or student advocate. Professionals in various other student affairs offices may respond to incidents (e.g., residence life professionals). Higher education case managers may also perform generalist student affairs functions (such as committee participation and advising). Being mindful of the cross-over in responsibilities “case manager” and “student affairs administrator” are used interchangeably in this section to acknowledge that many may perform similar job functions and all have the responsibility to assist students in various levels of distress.

Case management aligns closely with student affairs professional foundations that include (but are not limited to):

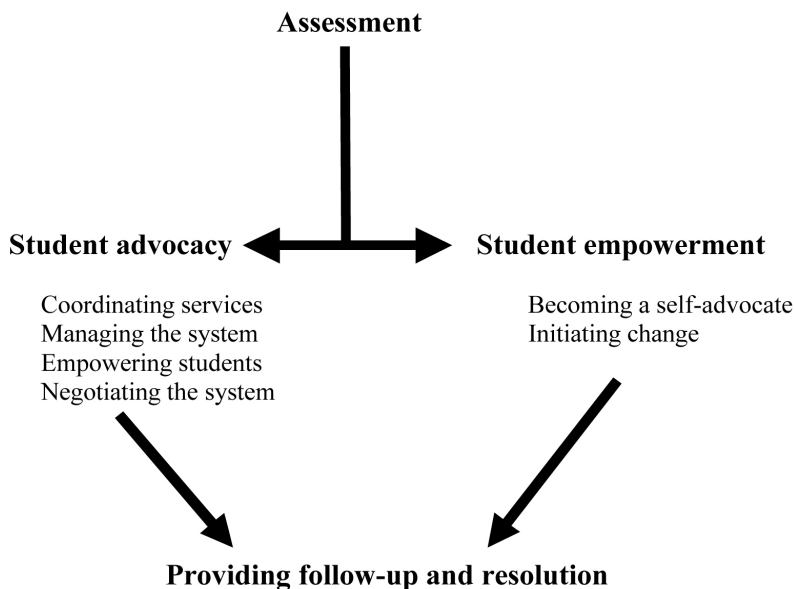
- establishing policies and programs that contribute to a safe and secure campus;
- serving as a resource to faculty in their work with individual students and student groups;
- providing programs and services for students who have learning difficulties; and most importantly
- establishing programs that encourage healthy living and confront abusive behaviors (NASPA, 1987).

This model proposed for student affairs professionals consists of four distinct stages (Davis, 2010). Case managers assess the student’s current circumstance (student-client assessment) in the first stage. The second (student advocacy) and third (student empowerment) stages of the model may occur simultaneously. The final stage involves follow-up and resolution to the specific student incident (Davis, 2010).

Student-Client Assessment

The first stage of the student affairs case management model involves assessing the student’s needs and learning about the presenting incident. On a college campus, a case manager or administrator may learn of a situation that challenges a student several ways. The student might seek assistance meeting with administrators in the dean of students office; residence life professionals may

Figure 1. Student affairs case management model (Davis, 2010).



learn of a student incident through the resident advisor or hall director staff; or students may seek assistance after being encouraged by a faculty member, parent, or guardian.

Intervention may occur after an incident with campus or local police officials or the student conduct staff. Other departments or members of the community may be involved in reporting a student situation from local police officials to campus faith-based leaders or student organization advisors. Regardless of the how the manager learns of a situation, in the first stage of the model the administrator should identify the circumstances that are challenging the student and gather as much additional information as possible from the reporting party. The administrator uses the collected information to assess the student’s physical and mental state.

During this student-client assessment phase, the manager or administrator should meet with the student to gain additional information about the situation. The case manager should ask comprehensive student development-oriented questions about the student, the specific circumstances, and the impact of the current situation on the student’s personal, academic, and social life. Potential questions may include:

- How are you feeling about the situation?
- When did you last attend class?
- What do your friends and/or family say, think, or feel about the situation?
- What do you hope to gain in this meeting today?
- What would be the ideal outcome for your particular situation (Davis, 2010)?

The case manager should also note observations about the student’s physical state and responses to the questions asked. The goal of the student-client assessment phase is to identify the presenting

issue for the student and determine if there are additional factors that are impacting the situation (Davis, 2010).

This stage of the model is comparable to the assessment phase in the Broker theory, and it correlates with the NASW standards 5 and 6. This stage, the Broker theory, and the NASW standards all focus on the assessment of the student's situation and client incident (see Table 1).

Student Advocacy

The second stage of the student affairs case management model is student advocacy. By definition, *advocacy* means "to call;" and in the applied sense, an advocate is one who speaks on behalf of another or pleads a cause on behalf of another (merriamwebster.com). A case manager as an administrative advocate is responsible for speaking and often acting on behalf of the student. In the student affairs model, advocacy for students occurs in four ways: (a) coordinating services, (b) managing the system, (c) empowering students, and (d) negotiating the system.

Coordination of services. The case manager works closely with internal resources within the university system to assist students. Internal resources may include other departments within the student affairs division such as: disability services, residence life, student conduct, and health services, among others. The case manager may also work with offices outside of student affairs such as: enrollment management, campus security/ police, legal counsel, faculty, and academic affairs. In addition, the case manager may work with external resources within the community and surrounding areas. External resources might include the student's family and off-campus friends, housing managers/leasing agents, medical personnel, local community service agencies, police units, and community faith-based staff.

Managing the system. Managing the system involves high levels of involvement as an advocate and depends on the students' ability to manage their critical incidents. Managing the system may mean the administrator makes appointments for the student; intercedes with faculty; escorts students to appointments across campus or coaches the student on how to have conversations with faculty, staff, parents, and/or guardians on managing the situation. Helping to manage the student situation may be like serving as a student's personal assistant and life coach until the student perceives the given incident as manageable.

Empowering students. This is a twofold process that engages both the case manager and the student. This is why it is represented twice in the model; both the student and case manager have a role in empowerment. As the case manager advocates for students, part of the student affairs professional's role is to guide them in personal skill development should a similar situation arise. Again, student empowerment is a foundation of student affairs and several student development theories encourage students to stretch beyond their current comfort zones to develop personal life skills and manage their own situation (Evans, Forney, Guido, Patton, & Renn, 2010). As students develop life skills they learn to manage their lives.

Negotiating the system. The fourth component of the advocacy stage is negotiating the system. The administrator negotiates with individuals and also within the university system to assist the student in need. Examples may include: helping to process necessary forms or administrative paperwork; initiating new practices, procedures, or policies; closing bureaucratic loopholes or helping the student negotiate deadlines, timelines, or academic schedules to make the situation more manageable. The student advocacy stage of the model is comparable to the "referral to services" portion of the Broker theory and standards 6 and 7 of NASW standards. In the student advocacy stage, the Broker theory and the NASW standards all focus on student support and helping to navigate the campus, community, and local systems on behalf of the student as client.

Table 1

Comparison of the Broker model, NASW Social Work Case Management Standards and the Student Affairs Practitioner Model

Generalist/Broker Case Management Theory	Social Work Case Management Standards	Student Affairs Practitioner Case Management Model
Assess client needs	<p>Standard #5: The social work case manager shall engage clients- and, when appropriate, other members of client systems – in an ongoing information-gathering and decision-making process to help clients identify their goals, strengths, and challenges.</p> <p>Standard #6: The social work case manager shall collaborate with clients to plan, implement, monitor, and amend individualized services that promote client’s strengths, advance clients’ well-being and help clients achieve their goals. Case management service plans shall be based on meaningful assessments and shall have specific, attainable, measurable objectives.</p>	Assessment
Refers to services	<p>Standard #6: The social work case manager shall collaborate with clients to plan, implement, monitor, and amend individualized services that promote client’s strengths, advance clients’ well-being and help clients achieve their goals. Case management service plans shall be based on meaningful assessments and shall have specific, attainable, measurable objectives.</p> <p>Standard #7: The social work case manager shall advocate for the rights, decisions, strengths, and needs of clients and shall promote clients’ access to resources, supports, and services.</p>	<p>Student advocacy</p> <ul style="list-style-type: none"> ● Coordinating services ● Managing the system ● Empowering students ● Negotiating the system <p>Student empowerment</p> <ul style="list-style-type: none"> ● Becoming a self-advocate ● Initiating change
Coordinates and monitors services	<p>Standard #6: The social work case manager shall collaborate with clients to plan, implement, monitor, and amend individualized services that promote client’s strengths, advance clients’ well-being and help clients achieve their goals. Case management service plans shall be based on meaningful assessments and shall have specific, attainable, measurable objectives.</p> <p>Standard #8: The social work case manager shall promote collaboration among colleagues and organizations to enhance service delivery and facilitated client goal attainment.</p>	<p>Student advocacy</p> <ul style="list-style-type: none"> ● Coordinating services ● Managing the system ● Empowering students ● Negotiating the system <p>Providing follow-up and resolution</p>



Student Empowerment

The third stage of the model most often occurs simultaneously with student advocacy (stage 2). To “empower” by definition is “to provide with means or opportunity to make possible, practical or easy” (merriamwebster.com). Students are “responsible for their own lives” (NASPA, 1987, p. 11) and the essence of empowerment allows the student to assume responsibility “in an environment marked by caring and support” with the assistance of an administrator or case manager (NASPA, 1987, p. 11).

Becoming a self-advocate. While the administrator advocates for the student, the students are simultaneously learning to speak and act for themselves. Students in this phase should self-advocate by learning to articulate their concerns to administrators, faculty, and family. Students may work with the administrator to develop action plans to accomplish their goals and to measure progress towards achieving those goals. These initial goals are established in the assessment interview and initial meeting within stage 1. From the initial question (“What would be the ideal outcome for this situation?”) the case manager and student can chart a course for an acceptable resolution by answering that question based on the skills, abilities, and resources of the student, the case manager, the institution, and the surrounding community.

Initiating change. Through empowerment, students are also able to initiate change for themselves. While the case manager may begin by advocating for the students and acting on their behalf, ideally students will learn how to manage the university system and accomplish their own goals. The process of initiating change comes from the support that the case manager provides during a meeting and the skills developed throughout the case management process. The long-term goal for the intervention is that the student will be able to self-correct and problem solve through empowerment.

The student empowerment phase of the model corresponds with the “refers to services” portion of the Broker model and standards 6 and 7 of the NASW standards. In addition to student advocacy, each of these components focuses on making students stronger citizens—less dependent upon the case manager and more confident in their own abilities. Learning to support themselves, navigating the campus system, and self-advocating provides critical life skills that are fundamental student developmental goals within student affairs (NASPA, 1987).

Providing Follow-Up and Resolution

The last stage of the student affairs case management model involves providing follow-up and incident resolution. Follow-up includes obtaining progress reports on the action plans set forth by the case manager and the student. Specifically, the case manager monitors the progress of the “case” until the initially presenting situation is considered resolved by the case manager and student’s pre-established goals. The administrator may meet weekly (or as needed) with the student until the action plan is complete. The goal for follow-up is to answer the questions:

- Were the student’s needs met?
- Did the student accomplish what he or she desired and were the initially presenting issues resolved (Davis, 2010)?

The concept of resolution can become muddled when there are multiple complex issues to manage or when another situation arises before the presenting issue is resolved. For each new issue, a new action plan (goals and objectives) should be established. While some resources may be combined to address multiple issues, student action plans should be clear and address the situation at hand so that critical developmental and procedural steps are not missed.

Providing follow-up and resolution parallels the coordinates and monitors the services portion of the Broker model and standards 6 and 8 of the NASW standards. Specifically, the student affairs case management model addresses focusing on the student's needs and service coordination. In coordinating services for students, the case manager will also recognize when the incident has been resolved and all resources have been exhausted.

Discussion and Implications

A student affairs case management model is important to the growth and evolution of higher education. The demand for attention to students as our charges (Rollo & Zdziarski, 2007), as consumers (Bartlett, 2003; Ott & Cooper, 2013) and with regard to community safety (Olson, 2013), is a call that can be answered by student affairs administrators. The student affairs case management model provides a structure for all student affairs professionals responding to students involved in incidents, campus emergencies, and disaster-level events. This model provides a foundation for all administrators who work with students, not just those who are "case managers" by title.

Daily Use of the Model

Student affairs administrators may use the case management model to manage less severe, benign incidents to the most complex student situations. The model's stages—student/client assessment, student advocacy, student empowerment, and providing follow-up and resolution—present a common-sense and administrator-friendly approach to managing student situations. Student organization advisors can use the model while conducting one-on-one meetings with student leaders to assist with potentially distressed students. Housing and residence life administrators can utilize this model while working with hall residents. Dean of students administrators can use this model to guide advocacy and emergency services.

While this student affairs case management model is practical and generalizable across student affairs, its proper execution demands that significant human resource hours be spent focusing on student situations and needs applying the model comprehensively each time and to all levels of crisis. This will change the way student affairs administrators conduct their work. Fundamentally, meetings with students will take more time in order to thoroughly follow each stage of the model. This level of detail and individual follow up will add to administrators' workload. As more students have higher level of needs, greater staffing resources will be needed to give the time to each student that this case management model demands.

A Student-Centered Approach

The student affairs case management model presents a way to address student needs in a manner that does not currently exist. The model blends social work and student affairs practice to specifically address individual student needs in all times of crisis. Student affairs administrators may use the model because it holds true to one of the tenets of the student affairs profession, which is to "whenever possible . . . assist students when such circumstances interfere with learning" (NASPA, 1987, p. 10). The model can be individualized and tailored to each student's needs. Therefore, the administrator can keep the case management model student-learning focused and student driven. The foci for crisis management and threat assessment models are on managing the incident, emergency, or disaster, or reducing risk of a real or perceived threat, whereas the case management model differs because the student is the central focus (Randazzo & Plummer, 2009; Rollo & Zdziarski, 2007). Often in crisis management and threat assessment models, working with individuals' needs

is only one aspect of a model. This student affairs case management model specifically focuses on working with individuals and their needs.

The student affairs case management model is intended to complement the theoretical foundations and tenets of student affairs. The collegiate experience is transformational and holistic in the development of well-rounded global citizens. This case management model can help facilitate that process (NASPA, 1987). In particular the student advocacy and student empowerment section of the model may closely mirror Sanford's 1966 theory of challenge and support (Evans et al., 2010). The advocacy work (speaking on the student's behalf) as they navigate a university system is one manner of supporting a student. Encouraging a student to plan, self-advocate and feel empowered may provide a necessary and appropriate area of challenge for growth.

Conclusion

While case management is not a new practice; the more defined and technical responsibilities are new to higher education and especially student affairs. In an effort not to recreate the proverbial wheel, student affairs can glean assistance from its human services sister discipline of social work. There are currently no higher education case management models that student affairs practitioners utilize as an established method of practice—this is the first.

As student affairs is traditionally the higher education area that deals with the holistic development of students outside of the classroom (NASPA, 1987), it is also currently leading the charge for case management in higher education—particularly in counseling centers and deans of students offices. Case management practice can be used by student affairs administrators to assist students in need and to lessen the burden on those who deal with higher level critical incidents, emergencies, disasters and threats. By employing this model based on theory, standards, and professional foundations, student affairs administrators can appropriately answer the call to respond at all incident levels when student needs arise.

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