

# Case Collaboration

## A student's journey

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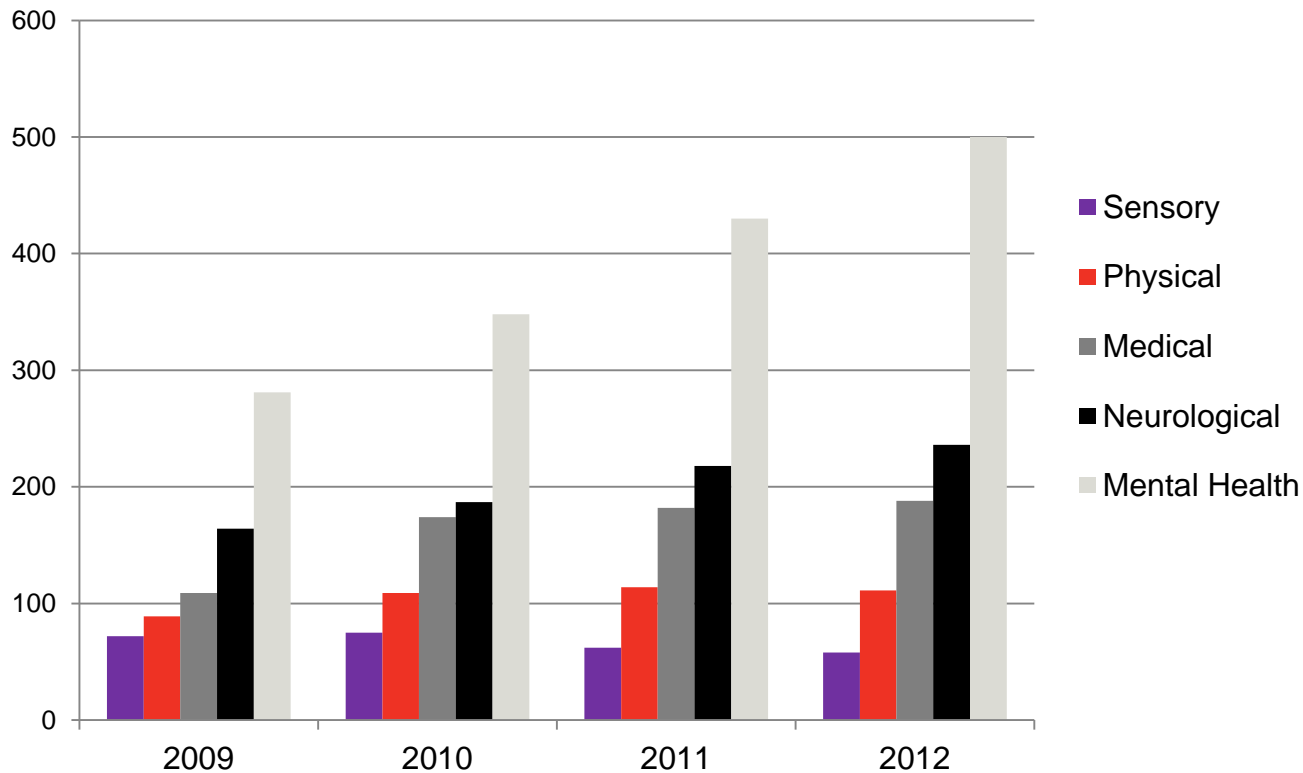


# STUDY AND LEARNING

DISABILITY LIAISON UNIT  
&  
STUDY AND LEARNING CENTRE  
OFFICES

Building 10, level 4  
Monday to Friday 9am to 5pm

# Number of students by disability-type per year



# Session Overview

- ① A complex case
- ② What we did
- ③ Case collaboration
- ④ Benefits & potential issues
- ⑤ Recommendations

# Questions we asked

1. Who should be involved? Who are the stakeholders (School, DLU, SLC , student etc.)
2. What's the best process?
3. What would a case collaboration model look like?
4. Corridor conversations – how are they captured?
5. What already exists at RMIT?
6. How is it documented?

# Simone's story

Applied Science

Accounting

Applied Language

Business Management





# Impacts on Simone's learning

focus

memory

physical pain

concentration

processing speed

mobility

analytical skills

fatigue

problem solving

# Support available to Simone in the existing structure

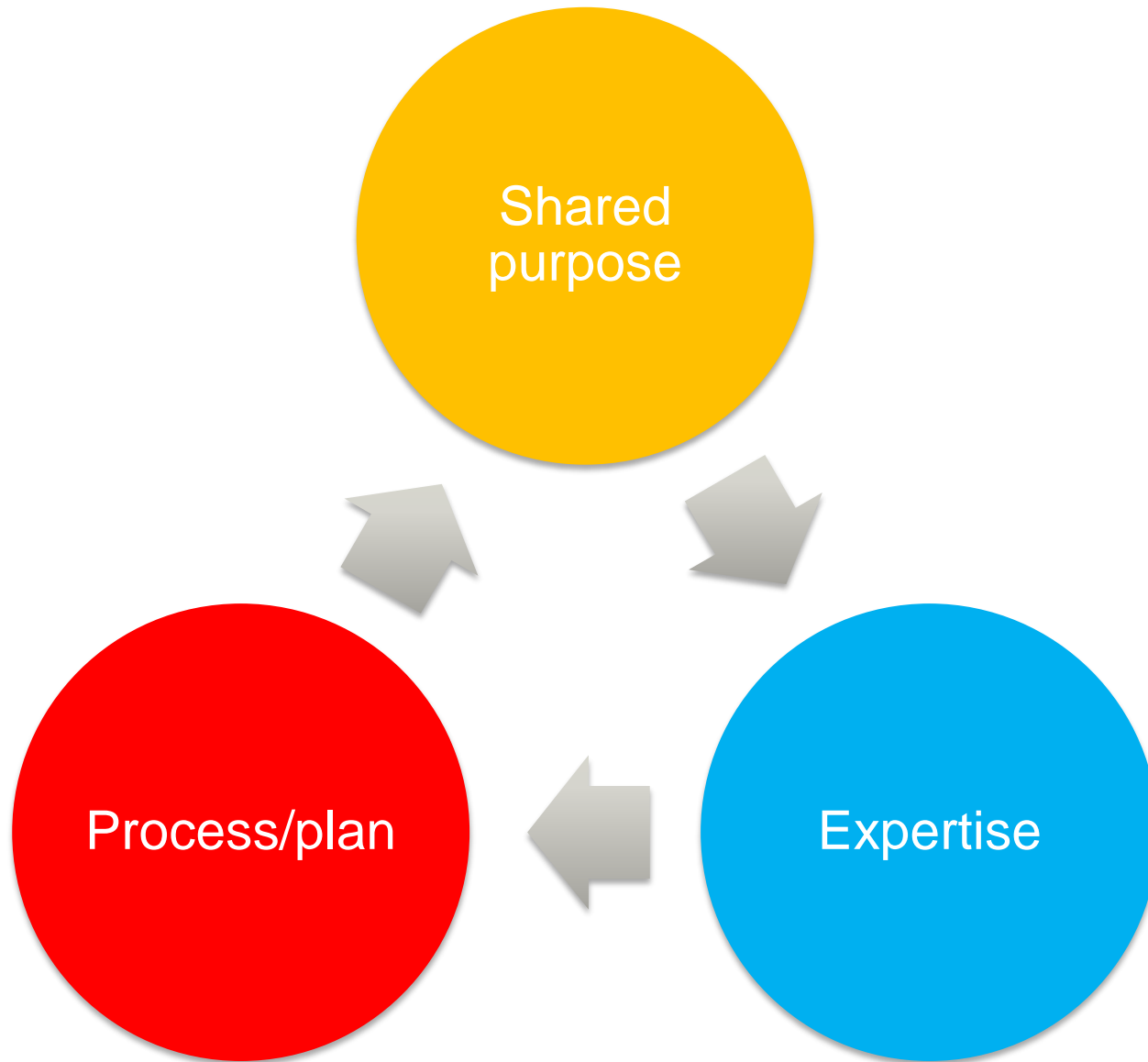
- alternatives to exams
- assistive technology
- regular extensions
- audio recording
- flexibility around attendance
- SLC academic learning support



# What we did

- ① Explored what exists
- ② Discussed with stakeholders
- ③ Imagined a more formal structure

# What is case collaboration?



# Case collaboration: background

## CONTACT FOR INFORMATION ABOUT CASE MANAGEMENT

In 2006, SSG Case Discussion Forum involves monthly meetings held in the Seminar Room, level B, building 13, City campus. The forum provides opportunity for discussion of case management procedures and individual case-managed students. The forum may also provide consultation to staff who wish to discuss issues for students with complex needs on a non-identifying basis.

In 2006, SSG Case Discussion Forum is convened by Stephanie Smyrnis who can be contacted for information at Counselling Services, telephone extension 04385.

Case Management brochures and forms can be downloaded from the Student Services Group 1-drive (Case Management folder):

- Information for Student Services Staff Brochure
- Information for Students Brochure
- Information and Consent Form
- Case Management Action Plan
- Student Services Referral Form



## Student Services Case Management process

*Information for student services staff*

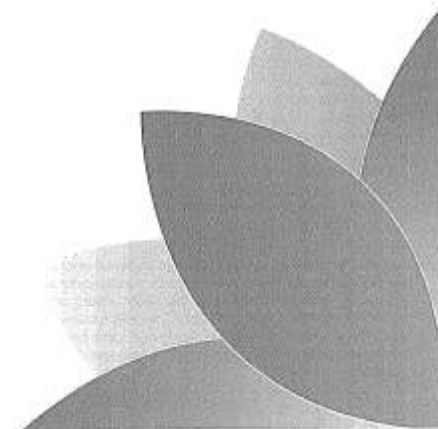
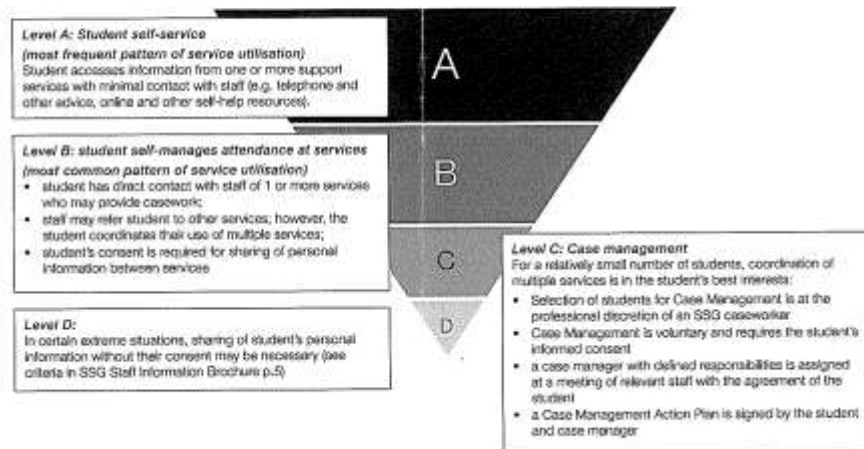
## WHERE CASE MANAGEMENT FITS WITHIN STUDENT SERVICES

### A hierarchical model of student support

This diagram shows where case management fits within the variety of ways in which students access and utilise support services at different levels described below. The hierarchy of levels from A – D illustrates:

1. decreasing frequency of use
2. increased student-support staff contact
3. increased issues of confidentiality

It is important to note that students may move between levels depending on the status of their need, the program requirements, the stage of the academic year etc.



# The existing model



Student Services Group

## STUDENT SERVICES: Process for Case Collaboration 2011

### Purpose

To facilitate a collaborative approach to student support across SSG when the student's issues involve a number of services.

To refine the process and clarify the steps in order to facilitate appropriate action/s where a student has presented with multiple issues which will impact on their academic success.

### Background

Student cases were variously discussed at local and collective levels with one forum being the Case Management meeting. To improve process and develop a consistent approach, ensuring privacy and efficient information sharing was maintained, a new strategy was sought.

After a comprehensive review and series of workshops in 2010, the following process was developed. The key objective was to provide a student with coordinated support and ultimately saving the student time and further stress. The central location of case notes/tracking spreadsheet would improve communication and auditing for such cases.

	Resp	Action
<b>Step 1</b> Consultation	Counselling DLU Ngarara Willem Student Wellbeing Advisor Careers SLC	Identify student with issues that will involve 3 or more services Discuss potential for case collaboration and explain process If student agrees <ul style="list-style-type: none"> <li>Gain verbal consent</li> <li>Commence documentation</li> <li>complete Agreed Actions</li> </ul> Enter student case on spreadsheet (location?)
<b>Step 1a</b>		If student does not agree to case collaboration <ul style="list-style-type: none"> <li>explain limitations that may occur for resolution of issues</li> <li>provide any appropriate referral</li> </ul>
<b>Step 2</b>	Relevant staff	Inform service Manager that a student has been identified for Case Collaboration Discuss organisation of CC team and refinements to the initial plan (eg: timeframes, other options)
<b>Step 3</b> Phase One	Counselling DLU Ngarara Willem Student Wellbeing Advisor Careers SLC	Within 7 days convene the Case Collaboration team Send appointment and attach documentation  If staff are not available contact unit Manager to request an alternative

# First year of university



...early intervention



# Co-location A synchronisation of services



# Additional support material



- Student Success Project
- Mentor programs
- Student Union



# Recommendations

For students with complex learning support needs:

- early intervention – in the first year where possible
- integration of first year initiatives
- case collaboration
- co-location of student services staff and facilities
- communication of collaboration process to all service staff and program areas
- identify the role of case collaboration facilitator.

# In conclusion

- the system may not capture all students with learning support needs
- it's important to investigate all the options
- build a structure that helps ensure we deliver the best possible support, a formal structure can be implemented whilst still capturing the informal conversations.

# Thank you!



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Montiel-Overall 2005 'Toward a Theory of Collaboration for Teachers and Librarians', *School Libraries Worldwide*, Vol. 11, No. 2, July 2005, pp. 24-48

Palmer, M, O'Kane, P & Owens, M 2009 'Betwixt Spaces: Student Accounts of Turning Point Experiences in the First-year Transition', *Studies in Higher Education*, vol. 34, No. 1, pp. 34-54.

Van der Meer, J & Scott, C 2008, 'Shifting the Balance in First-year Learning Support: from Staff Instruction to Peer Learning Primacy', *Australasian Journal of Peer Learning*, vol. 1, Issue 1, pp. 70-79