Equitable Crisis Management Practices: The Importance of Collaboration Between Disability Services, Case Management, & Community Standards

Presenters
Grace C. Clifford, MAEd: Director, Disability Services, David Geffen School of Medicine at UCLA
Ali Martin Scoufield, M.S.: Assistant Vice President & Dean of Students, Cleveland State University
We ask you to join us in creating a culture that reflects…

**Access and Inclusion**

and

**Civility and Respect**

…this week and in all aspects of our organization.
Land Acknowledgement

We acknowledge that the land each of us lives, learns, and thrives upon are the traditional, ancestral, and unceded homelands of Indigenous and tribal nations.

We acknowledge that our home and institution in Northeast Ohio is on the original homelands of numerous tribal nations including Abittibi, Algonquin, Cayuga, Chippewa, Delaware, Erie, Huron, Iroquois, Kickapoo, Mohicans, Miami, Mingo, Ottawa, and Seneca.

We take this opportunity to honor the original caretakers of this land and recognize the histories of land theft, violence, erasure, and oppression that has brought our institutions and ourselves here.

We acknowledge the genocide and systems of oppression that have dispossessed Indigenous people of their lands. We honor and respect the diverse and beautiful peoples still connected to this land.
Land Acknowledgement

A Call to Action…

National Indigenous Women's Resource Center

The Lake Erie Native American Council (LENAC)

Lenape Nation of Penn.
Presenter Information
Grace C. Clifford, MAEd

Education

• Baldwin Wallace University
• MAEd, Leadership in Higher Education (‘11) and BS, Psychology (‘09)
• Lorain County Community College, Associate of Arts (‘06)

Previous Positions

• Director, Office of Disability and Testing Services – Cleveland State University
• Associate Director, Office of Disability Resources - Case Western Reserve University
• QMHS and Treatment Specialist - Applewood Centers Inc./Ohio Guidestone
Ali Martin Scoufield

Education

• Western New England University (BA, History)
• Miami University (MS, College Student Personnel)
• Southern Methodist University (MLS, Human Rights and Social Justice)
• Cleveland State University (Ph.D., Urban Education Policy – In Progress)
  • Research: Intersections between trauma, policy, and students with disabilities

Previous Positions

• Title IX Investigator and Equity Specialist - Case Western Reserve University
• Director of Residence Life - La Salle University
• Assistant Director of Residence Life and Assessment - Southern Methodist University
Learning Objectives
Learning Objectives

- Develop creative models for supporting students in crisis
- Communicate the benefits of a Disability Services and CARE Management integrated approach
- Identify methods for developing curricular and co-curricular approaches to student support
- Communicate how collaborative CARE Management models can impact student success and persistence
Agenda

• Institutional & Office Background
• Overview of CARE Management @ CSU
• Innovative Initiatives
• Case study & Group Discussion
• Future Areas of Focus and Growth
• Questions and Participant Sharing of Promising Practices
Institutional & Program Backgrounds
Cleveland State University

- 4-year public urban research institution
- Enrollment Fall 2021: 15,464
  - 10,626 Undergraduate
  - Fall 21 Freshman
    - 56% of students identified as White,
    - 20% Black/African American,
    - 9% International,
    - 10% Hispanic/Latino,
    - 4% Asian

Course load:
- 71% FT vs. 29% PT
Office Backgrounds

Office of Disability Services (ODS)

- 1,244 students registered
  - 856: 2 or more disabilities
- Full time staff (4)
- PT staff (3)
- Student staff
  - Graduate assistants (2)
  - Hourly graduate students (4)
  - Social work interns (3)

CARE Management

- 2019 CARE reports: 810
- 2020 CARE reports: 2,201
- 2021 CARE reports: 2,877
- 2022 CARE reports: 2,628*
- Full time staff CARE (5)
  - CARE Managers (3*)
  - Clinical CARE (2*)
- Student staff
  - Social work intern (1)
CARE: Community Assessment Response and Evaluation

• Case management for enrolled CSU students
• CARE Managers work with students to create individualized action plans, assist with referral support, and elevate to the High-Risk Group (HRG) as necessary
• Every student referred to CARE is assigned at least one CARE Manager
  • CARE Mgr
  • Clinical CARE Mgr
  • Co-assigned CARE mgmt with ODS or Athletics
• CARE Managers present at CARE Team meetings Tuesdays at
CARE Mgt vs Clinical CARE Mgt

CARE Mgt
• Works collaboratively to support wellbeing and remove obstacles
• Identifies, assesses, and responds to behavior that is concerning
• Makes referrals on and off campus to best connect students to available resources

Clinical CARE Mgt
• Licensed mental health professionals
• Assessment, planning, and referral for complex social needs, Medicaid, unemployment, & other state benefits
• Support and check-ins for students at risk for suicide
• Follow-up from hospital visits, connection to more intensive treatment
CARE TEAM Members

Permanent members

• CARE Mgrs
• Clinical CARE Mgrs
• Disability Services
• Counseling
• Housing/Residence Life
• International Student Services
• Advising
• CSU Police Dept.

Ad hoc members

• Women's Center/Veteran's Success
• Student specific advisors/Grad coaches
• Registrar/Financial Aid
• Office of Institutional Equity (OIE)
• Athletics
• CSU Global
• Counseling & Academic Success Center
Common CARE Case Barriers

- Home, food, financial insecurities
- Transportation
- Access to medical and mental health services
- Hospitalization
- Disability management
- Interpersonal concerns/violence
- Difficulty with self-advocacy or asking for help
- VISA/residency requirements (international students)
- COVID-19 complications
Innovative Initiatives
Innovative Initiatives: Case Management Assignments

CARE and Clinical CARE

CARE Management
• All non-hospitalization referrals
• Medical, non-mental health related hospitalizations

Clinical CARE Management
• Mental health hospitalizations

Disability Services
➢ Co-assignments with ODS
• Need for on-going or temporary accommodations
• Disability management related needs
• Medical withdraw or leave of absence needs
Innovative Initiatives: Weekly ODS/CARE/Clinical CARE Mtg

Purpose:
- Identify shared cases
- Determine point person for CARE case
- Consult on cases/receive updates
- Troubleshoot immediate/emergent student needs
- Review potential resources
- Develop immediate action plan
- Finalize CARE agenda for next day CARE Team meeting
- Escalate crisis cases to High-Risk Group (HRG) as needed
Innovative Initiatives:

Cross Departmental Positions

**ODS/CARE Intern - Social Work Intern**
- Expedited CARE/CCM related accommodation applications
- Weekly check-in meetings (low to mid-level cases)
- Manage "Status Check" emails and responses

**ODS Student Assistants - OT Graduate Students**
- Weekly disability management and check-in meetings (low to mid-level crisis)

**Disability Access and CARE Specialists**
- PT professional staff members (20-25 hours/week)
- Case mgt for CARE/ODS high need, high touch cases
- Weekly disability management and check-in meetings (mid to high level crisis)
Innovative Initiatives: HSC 393
Occupation and the College Student

• Graded skill building, variable credit course
• Grading: Number of "Experience Points" accumulated by end of term
• MOT students - "Course Navigators"
• Canadian Occupational Performance Measure (COPM)
• Balancing and managing the "occupations" of a college student:
  - Academics
  - Social
  - Financial
  - Healthy Lifestyle
• Compromised of mandatory and selective activities
Innovative Initiatives: HSC 393
Mandatory and Selective Activities

Mandatory Activities
• Attending weekly class/group session (500 pts each)
• Presentation on occupation (250 pts)
• Goals activity (250 pts)
• Assigned weekly activity/assignment (250 – 1,000 pt each)

Selective Activities
• Varied by weekly topic
  ✓Example: Music Therapy Session on Executive Functioning
• Point allocation varied by time commitment and partnership
Innovative Initiatives: HSC 393

Course Objectives

- Explore aspects of a successful, healthy, and happy life
- Perform a self-analysis and identify potential lifestyle changes
- Prioritize what is important in life (short and long term)
- Identify positive and negative habits in their life
- Establish reasonable and attainable goals to be successful
- Understand healthy behaviors and how to incorporate them into their everyday life
- Understand sensory needs and the impact to learning/life
- Apply new study skills to current course load
- Reflect on course activities and develop a reasonable and sustainable plan to maintain their disability/life management
Innovative Initiatives 1: Building Cross Campus Connections

- On-Campus Food Pantry and Resource Center
  - Partnership with Lift Up Vikes (LUV), Partner agency with Greater Cleveland Foodbank

- Housing Contract Committee
  - Partnership with Housing/Residence Life, Treasury Services, Campus Services, Athletics, and Student Affairs

- H.O.M.E Program (Housing and Meal Emergency)
  - Partnership with Housing/Residence Life and Student Affairs
Innovative Initiatives 2: Building Cross Campus Connections

- Emergency Tuition Adjustment (ETA)
  - Partnership with Treasury Services and Financial Aid

- Medical Withdraw Process/Leave of Absence
  - Partnership with Registrar, ODS, Office of Institutional Equity (OIE), Student Affairs
CASE STUDIES
Future Areas of Growth
Future Areas of Focus & Growth

• Permanent, full time cross-departmental positions
• Development of bridge program for students with disabilities
• Further integration of OT services into CARE/ODS Model
• Increase in proactive programming
• Identify other opportunities for co-assigning CARE cases
• Exploration of creative business models
Participant Sharing: Promising Practices

What practices does your institution utilize to support students in crises?

Participant Sharing Information:
• Name
• Institution name
• Institution type and size
• Your functional area(s)
Questions

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Grace C. Clifford – g.clifford@mednet.ucla.edu
References

• ASCA Community of Practice: Behavior, Mental Health, Conduct and Care https://www.theasca.org/behavior_health_care
• Higher Education Case Managers Association (HECMA) https://www.hecma.org/
Session Evaluation

Please point your phone at this QR code, or go to: tinyurl.com/AHEADeval

Your feedback helps shape future programming.

Thank you for attending!