S342 CASE MANAGEMENT ACROSS SERVICE DELIVERY SYSTEMS (3 cr.)

Section: Rebecca Sprague, MSW, LCSW
Spring   Telephone: 765-426-6179
6:00-8:40pm   E-mail: respragu@iupui.edu
Tuesday   Office Hours: by appt., telephone, and email
Room: Park 100 (71st and I-465W)

Course Description and Place in the Curriculum

This course provides the opportunity for students to advance their potential for a career in human services by developing the knowledge and skills needed for case management practice as provided across a range of social service delivery systems. Case management exists within the broad area of social welfare and social services; its practice requires knowledge about the human condition, problems in living, the delivery of human services, and the institutions that comprise today's social welfare system. Case management services exist across the range of social service delivery systems, including mental health, child welfare, aging, criminal justice and health systems. Micro practice will be situated within a macro policy perspective, including an exploration of the models of case management and the use of evaluation to measure case management practices.

Case Management will be explored through the engagement, assessment, intervention and evaluation processes with individuals and families, as well as through application in the social service delivery systems discussed above. There is an emphasis on client-centered practice, based on an understanding of the multi-dimensional aspects of interdisciplinary collaboration. To be able to become competent case managers, students need to understand and apply theoretical content with opportunities for practical application of diverse models of case management intervention. The course emphasizes the value base of social work professional as one model for the ethical practice of case management with its commitment to social and economic justice. The pre-requisite for this course is S201 Introduction to Case Management and should be taken concurrently with S281 Case Management Field Experience for the completion of the Case Management Certificate for non-BSW students. Both courses are ONLY offered in the Spring semester.

Course Objectives

As a result of having completed the requirements of this course, students will have the ability to:

1. Identify the nature of the needs and challenges that require case management services across multiple social service delivery systems.
2. Identify the policies and resources available across multiple social service delivery systems.

3. Articulate the purposes, nature, role, and status of case managers (including the relationship to other relevant professions) within multiple social service delivery systems.
4. Identify current trends and controversial issues impacting case managers in multiple social service delivery systems.
5. Clarify the values, attitudes, and ethical principles, including concern for social and economic justice and respect for diversity, significant to case management practice in multiple social service delivery systems.
6. Propose strategies for professional roles and interventions within organizational and external realities.
7. Analyze accessibility of services particularly for vulnerable populations including people of color, women, gay men and lesbian women, and other persons-at-risk.
8. Analyze the nature of practice for evaluation in case management practice.

This course primarily addresses the following IUPUI Principles of Undergraduate Learning (PUL):

#2. Critical Thinking (some emphasis)
#3. Integration and Application of Knowledge (major emphasis)
#5. Understanding Society and Culture (moderate emphasis)

PULs are described at http://www.iport.iupui.edu/selfstudy/tl/puls/

Content Outline and Reading Assignments

1/11/2011 CLASS 1:

Review syllabus: Please note that after the first class weekly reading assignments are to be read before the next class and students are expected to be ready to engage in a discussion about the reading material.

Introductions, overview of the course, and expectations for the semester. Discussion of possible guess speakers, assignments, class activities and final exam.

Woodside: Chapter 1: Intro to Case Management

1/18/2011 CLASS 2:

Introduction to Case Management - Course Objectives 1, 2

Lecture/discussion of chapter 1.

Woodside: Chapter 2 Historical Perspectives on Case Management

1/25/2011 CLASS 3:

History of Case Management – Course Objectives 1, 3, 5,

Lecture/discussion of chapter 2.

Woodside: Chapter 3: Models of Case Management

1ST ASSIGNMENT DUE NEXT CLASS: Reflection paper – answer number two under questions for discussion on page 56.

2/1/2011 CLASS 4:

Models of Case Management – Course Objectives 2, 5, 6

Lecture/discussion of chapter 3.

Woodside: Chapter 4: The Assessment Phase of Case Management

2/8/2011 CLASS 5:

The Assessment Phase-Course Objectives 1, 2,3,5,7

Lecture/discussion of Chapter 4, practice intake summary writing.

Woodside: Chapter 5 Effective Intake Interviewing skills.

2ND ASSIGNMENT DUE NEXT CLASS: Reflection paper – answer number two under questions for discussion on page 101.

2/15/2011 CLASS 6:

Effective Interviewing Skills – Course Objectives 2, 3,5,7,8

Lecture/discussion of Chapter 5, role play interviews.

Woodside: Chapter 6 Service Delivery Planning

2/22/2011 CLASS 7:

Service Delivery Plans-Course Objectives 1, 2, 3,7,8,9

Lecture/discussion of chapter 6– focus on clear goals and objectives and service plan development.

Woodside: Chapter 7: Building a Case File

3RD ASSIGNMENT: Case Management Class Presentations; Will discuss and assign in class; To be presented during Classes 13 and 14.

3/1/2011 CLASS 8:

Building Case Files, the importance of a social history as related to treatment and service planning-Course Objectives 1,2,3,4,5,7,8

Lecture/discussion of chapter 7.

4th ASSIGNMENT: Reflective paper - answer question number 4 under questions for discussion on page 209.

Woodside: Chapter 8: Service Coordination

3/8/2011 CLASS 9:

Service Coordination what are the benefits, why refer clients and the importance of working with other professionals-Course Objectives 1,5,7,8,9,10

Lecture/discussion of chapter 8.

Woodside: Chapter 9 Working within the Organizational Context

3/15/2011 NO CLASS – SPRING BREAK – ENJOY!

3/22/2011 CLASS 10:

Why do case managers need to understand the organizational context of their agencies?-Course Objectives 1,2,3,4,5,8,10

Lecture /discussion of chapter 9.

Woodside: Chapter 10: Ethical and Legal Issues

3/29/2011 CLASS 11:

Ethical and Legal Issues, confidentiality, family involvement, client preference or not?-Course Objectives 3,4,5,7,9,10

Lecture/discussion o f chapter 10, working with families, potential violent situations, confidentiality, and duty to warn.

Woodside: Chapter 11 Surviving as a Case Manager

4/5/2011 CLASS 12:

How to survive as a Case Manager in the Field – Course Objectives 1,3,4,5,9,10

Lecture/discussion of chapter 11, discussing specific populations and situations.

NEXT TO TWO CLASSES FOR CLASS PRESENTIONS - Be ready!

4/12/2011 CLASS 13:

CLASS PRESENTATIONS

4/19/2011 CLASS 14:

CLASS PRESENTATIONS

Time Permitting - open discussion about case management.

Final take home exam handed out

4/26/2011 CLASS 15:

Wrap up lecture/discussion about necessary skills for successful case management.

5/3/2011:

No class meeting

Final Exam Due – See Oncourse for deadline

5/10/2011:

Final Grades Due

5/13/2011:

Grades available in Onestart

Required and Recommended Texts and Journal Articles

Woodside, M. & McClam, T. (2003). *Generalist case management. A method of human service delivery (3rd ed.).*   Pacific Grove, CA: Brooks/Cole-Thompson Learning.

Rapp, C. (1998). *The strengths model: Case management with peoples suffering from severe and persistent mental illness (2nd ed.).* New York, NY: Oxford University Press.

Students will be expects to read selections from the Bibliography and do further research for course presentations on service delivery systems and at other times during the course, as directed by the Instructor.

Assignments

A variety of teaching-learning methods and experiences will be used throughout the semester in an effort to address course content and to help students meet the course objectives. Activities

may include lectures, class discussions, guest speakers, films and small group discussions. Disguised case materials, simulations and other class exercises will be utilized as appropriate to help clarify particular subject areas. Similarly, experiences of students and the instructor will be highlighted for illustrative purposes.

This is not a lecture class. The expectation is that students will have read the material before class and be ready to engage in a weekly thoughtful   and critical discussion of the readings. The objective is to see how the material applies to actual field work.

Case Management Group Presentations: (To be presented during Classes 13 and 14 if needed). You will prepare a 15-20 minute class presentation on case management in a specific service delivery system to be assigned by the Instructor (systems to be covered: mental health, child welfare, health, criminal justice and/or aging). The presentation is to be developed from your current or previous case management experience as well as a review of the literature from social work and other disciplines. An annotated bibliography with a minimum of 10 academic sources is to be included and sources are to be cited during the presentation.

1. Identify the client population and are of case management
    a. Describe the population (clients)
    b. Why does this population need case management services?
    c. What social policies direct and fund the services provided for this population in our society?
2. Identify an agency serving the identified population
    a. Describe the agency
    b. What is their mission?
    c. How are they funded?
    d. What is their Case Manager to client ratio?
    e. What are the qualifications of the Case Managers (BSW,MSW, licensure, etc.)?
3. Identify the roles/models of case management used within this agency.
    a. Do they utilize a specific case management model?

    b. How is case management defined within this agency?
    c. How are services evaluated? How do they know their services have been effective?
    d. How do the services provided by the agency line up with the evidenced-based practices described in the literature?
4. Resources
    a. What internal/external resources do the case managers utilize?

    b. With what other professionals do case managers work in serving this population?

    b. What barriers exist that the case managers must remove in order for the client to gain access to services?

    c. How do the Case Managers overcome these barriers?

5. Identify cultural and ethical issues

      a. What cultural issues exist within this agency and this population?

      b. What are potential ethical issues exist within the agency and within this agency and within this population?

6. Summary

      a. Identify the strengths and challenges of working with this population.

      b. What recommendations would you make to overcoming these challenges?

      c. What other types of services, based on your research, might the agency consider in the future?

      c. Closing comments.

Construct a presentation that describes and demonstrates the concepts/information specified above. Address issues of diversity, multicultural approaches/issues and ethics. Handouts are helpful for the class to follow along, although not required. If audiovisual equipment is necessary for your presentation (including use of power point), please give instructor advance notice.

NOTE: All written material should demonstrate the student's use of the literature. Points will be deducted for poor grammar, spelling and punctuation. APA citations should be utilized where appropriate.

Grading and Evaluation

Reflection papers:	10 pts each for 30 pts
Presentation:	50 pts
Attendance and Participation in class discussions:	60 pts
Final:	60 pts
TOTAL:	200 points

The following grading scale will be used for all assignments:

    90%-> A; 80%-> B; 70%-> C; 60%-> D; 59%-< F (Plus/Minus grades to be determined)
    All Assignments are due the Monday before class via Oncourse submission by 3:57 PM.
    Students will not receive credit for late assignments.

University and School Policies

Students should be familiar with the Indiana University Code of Student Rights, Responsibilities, and Conduct (http://www.iu.edu/~code/), from which many of the policies below are derived. In addition, students should refer to the BSW General Student Handbook and their respective campus supplements for more detailed information about these policies and additional resources available to them.

Cheating

Cheating is grounds for failing the course and possible dismissal from the program and/or university.

Cheating is considered to be any attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.

A student must not use materials from a commercial term paper company; files of papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.

A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

Plagiarism

Plagiarism is a form of cheating and is grounds for failing the course and possible dismissal from the program and/or university. Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever:
1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Right to Accommodation for Individuals with Disabilities

Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of students with documented physical or learning disabilities seeking accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws.

Campus support offices:

Bloomington: Disability Services for Students www.indiana.edu/~iubdss
East: Student Support Services www.iue.edu/stuserv
Indianapolis: Adaptive Educational Services life.iupui.edu/aes/index.asp
Kokomo: Affirmative Action www.iuk.edu/ADMINFIN/affirmative-action
Northwest: Student Support Services www.iun.edu/~supportn
Southeast: Disability Services www.ius.edu/UD/DisabilityServices
South Bend: Office of Disabled Student Services www.iusb.edu/~sbdss

Class Participation and Observance of Religious Holidays

Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day or days because of his or her religious beliefs must be given the opportunity to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment. Upon request and timely notice, students shall be provided a reasonable accommodation. It is recommended that dates and times for examinations and other major course obligations be announced at the beginning of the semester or summer session and that students let instructors know of conflicts very early in the semester, so that accommodations can be made.

Students seeking accommodation for religious observances must make a request in writing by the end of the 2nd week of the semester , or equivalent for non-semester length courses, to the course instructor and must use the Request for Course Accommodation Due to Religious Observance. In the case of religious holidays for which the date may change, the student should state the approximate date and when the exact date is known, inform the instructor of the exact date. The University will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions.

Military Withdrawal

Indiana University realizes students who are members of the U.S. armed forces may be called to active duty, specialized training, or as part of disaster relief efforts with little notice. While the following policy does NOT pertain to initial active duty training (i.e. basic training), this

policy is provided in order to minimize disruptions or inconveniences for students fulfilling their unanticipated U.S. military responsibilities in the midst of an academic term/session. For the complete policy information, go to http://veterans.iupui.edu/resources/withdrawal/

Grades of Incomplete

A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness, injury, or a family emergency prevents a student from finishing all the work required for the course. The grade of Incomplete may be considered only when a substantial portion of the course work has already been completed, the coursework is of satisfactory quality, and no more than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with her/his advisor to withdraw from the course(s) in question. The student should refer to the Registrar's Office on her/his respective campus regarding the policies and deadline for automatic withdrawal for the semester in question.

The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign a Record of Incomplete and Contract for Completion of Course Requirements form to ensure that a sound educational plan and time frame for completion of course requirements have been established. Failure to fulfill the terms of this contract within the stipulated time frame may result in a failing grade. For removal of a grade of Incomplete, the student is subject to the IUSSW policy, which has precedence over the University policy. The student in the School of Social Work is expected to complete outstanding course work expeditiously, since many courses serve as prerequisites for others. Generally, students may carry no more than one grade of Incomplete at any given time. However, in cases of severe crisis, a student may work with her/his advisor to request grades of Incomplete in multiple courses.

Professional Conduct Policy

Students are expected to conduct themselves as professionals in relation to the class and assignments. Full participation is encouraged as long as it is appropriate to the course content. Respect for the opinions of others is expected. Frequent lateness or inappropriate class conduct are likely to result in a lowered grade or deem a student unsuitable for field placement. Students are evaluated on their personal and professional behavior or conduct in this class as described in the NASW Code of Ethics (http://www.socialworkers.org/pubs/code/default.asp).

With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable.

Electronic Devices in the Classroom

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the

learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. These include emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited and these should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call.   Failure to meet these expectations may result in a loss of participation points or a request from the instructor to leave class.

Inclement Weather or Other University Emergency

Please watch the university website for important information about closings or class cancellations. The instructor will post an announcement on Oncourse or send an email to all class members if she/he is cancelling class.

Evaluation of Course

Consistent with the School and University policy, a formal evaluation of the course and its instructor will be completed at the end of the course.

Expectations for Writing

Effective practice of generalist social work requires excellent writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented as well as for the clarity of that presentation. All formal papers will be typed, double-spaced and paginated. In order to support professional expectations of utilizing evidence to inform practice at all levels, APA style is to be used to cite academic sources, including in-text references and bibliography. The formal APA manual and other guides to writing in APA style are available in the bookstore and are an expected part of the textbooks for the BSW program.

Students experiencing writing difficulties are advised to seek assistance at the University Writing Center in Room 427 of Cavanaugh Hall. Please call 274-2049 to schedule an appointment or drop by to pick up some available written handouts.

Additional Course Policies

1. Students are expected to conform to the standards and practices established by the agency and the School for this field experience including adherence to the NASW Code of Ethics.
2. Students are expected to interact respectfully and professionally at all times. Professional interaction and conduct are absolutely expected.
3. Late assignments are not accepted without prior notification (specific circumstances may be negotiated).
4. All assignments/presentations must be of professional quality and references properly cited.

5. Regular attendance is expected for this class. If you must miss a class session, inform the instructor in advance. You may miss no more than 2 classes to pass the course. Each class missed beyond 1 will result in the drop of a full letter grade.
6. Students are expected to respect the opinions and feelings of other students, instructor, and guest speakers, even though they differ from their own.

Counseling and Psychological Services (CAPS)

During the semester, if you find that life stressors are interfering with your academic or personal success, consider contacting Counseling and Psychological Services. All IUPUI students are eligible for counseling services at minimal fees. CAPS also performs evaluations for learning disorders and ADHD; fees are charged for testing. CAPS is located at 501 N. Indiana Avenue and can be contacted by phone (317-274-2548). For more information, see the CAPS web-site at: http://life.iupui.edu/caps/

Bibliography

Allen, D. (2007). Target the offender, not the offence. *Mental Health Practice*, *10*(8), 7.

Amdur, D., Batres, A., Belisle, J., Brown, J. H., Cornis-Pop, M., Mathewson-Chapman, M., & ... Washam, T. (2011). VA Integrated post-combat care: A systemic approach to caring for returning combat veterans. *Social Work in Health Care*, *50*(7), 564-575. doi:10.1080/00981389.2011.554275

Bender, K., Kapp, S., & Hahn, S. (2011). Are case management services associated with increased utilization of adolescent mental health treatment? *Children & Youth Services Review*, *33*(1), 134-138. doi:10.1016/j.childyouth.2010.08.025

Clark, S. (2011). Integration of supportive psychotherapy with case management for older adults with borderline personality disorder. *Journal of Gerontological Social Work*, *54*(6), 627-638. doi:10.1080/01634372.2011.585391

Clarke, S. P., Crowe, T. P., Oades, L. G., & Deane, F. P. (2009). Do goal-setting interventions improve the quality of goals in mental health services? *Psychiatric Rehabilitation Journal*, *32*(4), 292-299. doi:10.2975/32.4.2009.292.299

Congdon, D. (2010). Evaluating the effectiveness of infant mental health enhanced case management for dependency populations. *Journal of Evidence-Based Social Work*, *7*(5), 481-487. doi:10.1080/15433714.2010.494977

Eack, S. M., Greeno, C. G., Christian-Michaels, S., Dennis, A., & Anderson, C. M. (2009). Case managers' perspectives on what they need to do their job. *Psychiatric Rehabilitation Journal*, *32*(4), 309-312. doi:10.2975/32.4.2009.309.312

Freund, T., Mahler, C., Erler, A., Gensichen, J., Ose, D., Szecsenyi, J., & Peters-Klimm, F. (2011). Identification of patients likely to benefit from care management programs. *American Journal of Managed Care*, *17*(5), 345-352.

Hall, J., & Callaghan, P. (2008). Developments in managing mental health care: A review of the literature. *Issues in Mental Health Nursing*, *29*(12), 1245-1272. doi:10.1080/01612840802370533

Harrison, T. (2011). Providing room for improvement. *Occupational Health*, *63*(6), 29-32.

Issel, L. L., Forrestal, S., Wheatley, R., Slaughter, J., & Schultz, A. (2011). Surveying hard-to-reach programs: Identifying the population of medicaid prenatal case management programs. *Maternal & Child Health Journal*, *15*(7), 883-889. doi:10.1007/s10995-008-0317-5

Ivery, J. M. (2008). Balancing priorities in gerontological social work. *Gerontologist*, *48*(6), 844-847.

Jansen, A. D., van Hout, H. J., Nijpels, G., Rijmen, F., Dröes, R., Pot, A., & ... van Marwijk, H. J. (2011). Effectiveness of case management among older adults with early symptoms of dementia and their primary informal caregivers: A randomized clinical trial. *International Journal of Nursing Studies*, *48*(8), 933-943. doi:10.1016/j.ijnurstu.2011.02.004

Jennifer, H., Llewellyn, C., Erin, R., Carl, L., David, B., Jacqueline, L., & Steven, H. (2007). The effect of a case management intervention on drug treatment entry among treatment-seeking injection drug users with and without comorbid antisocial personality disorder. *Journal of Urban Health*, *84*(2), 267-271.

Judd, R. G., & Moore, B. A. (2011). Aging in poverty: Making the case for comprehensive care management. *Journal of Gerontological Social Work*, *54*(7), 647-658. doi:10.1080/01634372.2011.583332

Kennedy, R., & Kennedy, B. (2010). Reflections on case management in youth support using a program example. *Youth Studies Australia*, *29*(3), 9-17.

Kondrat, D. C., & Early, T. J. (2010). An exploration of the working alliance in mental health case management. *Social Work Research*, *34*(4), 201-211.

Kondrat, D. C., & Early, T. J. (2011). Battling in the trenches: Case managers' ability to combat the effects of mental illness stigma on consumers' perceived quality of life. *Community Mental Health Journal*, *47*(4), 390-398. doi:10.1007/s10597-010-9330-4

Lichtenberg, P. P., Levinson, D. D., Sharshevsky, Y. Y., Feldman, D. D., & Lachman, M. M. (2008). Clinical case management of revolving door patients – a semi-randomized study. *Acta Psychiatrica Scandinavica*, *117*(6), 449-454. doi:10.1111/j.1600-0447.2008.01170.x

Linkins, K. W., Brya, J. J., Oelschlaeger, A., Simonson, B., Lahiri, S., McFeeters, J., & ... Mowry, M. (2011). Influencing the disability trajectory for workers with serious mental illness: Lessons from Minnesota's demonstration to maintain independence and employment. *Journal of Vocational Rehabilitation*, *34*(2), 107-118. doi:10.3233/JVR-2010-0539

McAuley, W. J., McCutcheon, M. E., Travis, S. S., & Lloyd, J. (2005). Participant characteristics predicting voluntary early withdrawal from a multidisciplinary program providing home-delivered meals and dietitian/social work case management to homebound elders. *Journal of Nutrition For The Elderly*, *25*(2), 83-99. doi:10.1300/J052v25n0206

Rapp, R. (2006). Case management and vouchers improve uptake of methadone treatment programmes. *Evidence Based Mental Health*, *9*(3), 81.

Rapp, R. C. (2007). The strengths perspective: Proving "my strengths" and "it works." *Social Work*, *52*(2), 185-186.

Rowan, D. M., & Honeycutt, J. (2010). The impact of the Ryan White treatment modernization act on social work within the field of HIV/AIDS service provision. *Health & Social Work*, *35*(1), 71-76.

Saleh, S. S., Vaughn, T., Levey, S., Fuortes, L., Uden-Holmen, T., & Hall, J. A. (2006). Cost-effectiveness of case management in substance abuse treatment. *Research on Social Work Practice*, *16*(1), 38-47. doi:10.1177/1049731505276408

Stuart, C., Sanders, L., Gurevich, M., & Fulton, R. (2011). Evidence-based practice in group care: The effects of policy, research, and organizational practices. *Child Welfare*, *90*(1), 93-113.

Thurman, T., Haas, L. J., Dushimimana, A., Lavin, B., & Mock, N. (2010). Evaluation of a case management program for HIV clients in Rwanda. *AIDS Care*, *22*(6), 759-765. doi:10.1080/09540120903443376

Vaiva, G., Walter, M., Arab, A., Courtet, P., Bellivier, F., Demarty, A.,...Libersa, C. (2011). ALGOS: the development of a randomized controlled trial testing a case management algorithm designed to reduce suicide risk among suicide attempters. *BMC Psychiatry*, *11*(1), 1-7. doi:10.1186/1471-244X-11-1

Vourlekis, B., & Ell, K. (2007). Best practice case management for improved medical adherence. *Social Work in Health Care*, *44*(3), 161-177. doi:10.1300/J010v44n03-03

Wideman, M. (2011). Evolution of a nursing case management model for a housing-first population. *Home Health Care Management & Practice*, *23*(5), 336-341. doi:10.1177/1084822310384922

Woltmann, E. M., & Whitley, R. (2010). Shared decision making in public mental health care: Perspectives from consumers living with severe mental illness. *Psychiatric Rehabilitation Journal*, *34*(1), 29-36.

Yamatani, H., & Spjeldnes, S. (2011). Saving our criminal justice system: The efficacy of a collaborative social service. *Social Work*, *56*(1), 53-61.