Multi – Disciplinary Case Management

The Isibindi Approach

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Overview of presentation

- Introduction
- Case management and multi-disciplinary case management within the Isibindi model
- Approach and principles informing multi-disciplinary case management
- Key elements of multi-disciplinary case management
- Case consultations and case conferences
- Case studies
Introduction

“For effective practice planning it is critical that practitioners understand that the complex nature of planning involves many choices and therefore many discretionary judgments”
(Ricks & Charlesworth 2003)
Multi disciplinary case management in the Isibindi model

- The Isibindi Model delivers services to children and families in South African communities through trained auxiliary Child and youth care workers (CYCWs) in partnership with SA Government
- Services are aligned to the SA Children's Act and provides services at prevention, early intervention and child protection chapters
- The case management approach is informed by a developmental, strengths-based framework
- Family plans and individual developmental plans and individual are put in place to guide services of CYCW
Case management is a way of organising and carrying out work to address the holistic needs of an individual child (and his/her family) in an appropriate, systematic and timely manner, through direct support and/or referrals, in accordance with a programme’s objectives.

Case management is a method for coordinating and keeping track of services in which a worker assesses with a ‘client’ (individual or family) what services are needed and obtains and monitors the delivery of these services.
Case Management continued...

Case management establishes the **procedures** and **responsibilities** to be executed by the worker.

Case Management includes both **direct** and **indirect** services. Direct services means that the worker is directly meeting a child’s and/or family’s needs through regular visits, dialogues, care and support. Indirect services are through referrals and monitoring.
Multi-disciplinary Case management

- **Multi-disciplinary case management** brings together more than two groups of staff from different professional backgrounds with different areas of expertise to organise and carry out work to address the holistic needs of the child (and his/her family). It is a collaborative process of **assessment**, **planning**, **implementation** and **review**.
Multi-disciplinary case management is for…

- Children and families with multiple, complex vulnerabilities or risks that require individual assessment of the needs across different sector, a case plan and regular follow-up
- Persons exposed to violence, abuse or exploitation
- Children without appropriate care
- Persons with disabilities
The multi-disciplinary team

• In SA the multi-disciplinary team (MDT) may include social workers, CYCWs, social auxiliary workers, community development workers and allied professions – health workers, psychologists, educators, police.

• In the Isibindi model it is generally the CYCW and social worker who are working together. This can include educators and police.
Isibindi Approach to Multi-disciplinary case management

**Teamwork**
- Understanding each others’ roles
- Respect of each others’ expertise
- Identify the lead case manager - SW generally and in all statutory cases

**A shared developmental framework**
- In SA the “Circle of Courage”
- Principles that guide the developmental approach
  - Strengths based
  - Crisis is opportunity
  - Respect of diversity
  - Participation and expertise of service recipients – families and children

“Practitioners from different theoretical orientations use similar process strategies to achieve similar goals in their work”

(Ricks and Charlesworth 2003)
Working together with families
Multi disciplinary case management process

A collaborative process of assessment, planning, implementation and review
Isibindi Approach to Multi-disciplinary case management

• Multi-disciplinary case management is informed by a standardized process of **assessment, planning, implementation** and **review**

• Decision making in MDT to be guided by active listening, tolerance, problem solving and creative negotiation

• Children should be involved in case conferencing as much as possible and according to their age
  • The child must know why there is an assessment /review
  • The child’s understanding of his/her best interests needs to be expressed and explored
  • The child's ability to make choices, decisions, to be encouraged, nurtured and respected
Children must participate
Key elements of Multi-disciplinary case management

- Identify the cases requiring case management – foster care, child-headed households, child abuse cases, high risk (suicidal)
- Organize and carry out the work individually and jointly
- For children who are in foster care or child-headed households, all statutory cases, a social worker remains the lead professional
- Engage in case consultation and case conferences
Case Consultation
engaging on an ongoing basis with the different role players
Case consultations

- Case consultations provide a way to engage on an ongoing basis on critical cases and complex problems
  - Information sharing, referral updates, new observation follow up on progress, emergencies needs
  - Frequency – regular basis, more frequent for complex cases
  - Participants – relevant professionals, (SW, CYCW, teacher)
  - Record keeping – template to ensure accountability
  - Responsibilities – clarify
  - Case consultation methods/meeting, discussions, telephone calls, SMS and electronic communications
Case conferencing
a formal forum for meeting with all relevant stakeholders to assess, plan and review
Case conferences

• Case conferences provide a forum for formal assessments, planning and reviews

• Purpose
  • Review and development of formative assessments
  • Agreement on development plans for families and children
  • Joint decision making including children and families
  • Feedback on challenges and progress
  • Opportunity to observe interactions amongst family members and children

• Frequency– as and when necessary unless prescribed (6month review for foster care)

• Participants – SW, CYCW, teachers, family members, child

• Venue – ideally the family home, community hall or social work office or the family garden

• Clarity of roles- who chairs/facilitates/leads the conferences/consultations, gathering information for MDT assessments, recording

• Record keeping - report/minutes (template) , developmental assessment and IDPs, in files
A Family case conference in a church hall
CYCW & SW working together with families
Zama & Ma

Z sexually abused by father who commits suicide

Social Worker / SAPS

CYCW

Case Consultations

Zama & Ma

Case Conference

Social Worker

Teacher

Z at school / Safe Park

Teacher

Social Worker

Zama

Paternal grandparents

Maternal grandparents

Ma

Zama reunited with mother
Case conferencing in the family space