

Case discussion guide for reflection on clinical practice

This Discussion Guide is intended to create opportunities for reflective case practice discussions between caseworkers, practitioners, and supervisors. Using the Discussion Guide is optional. It may be used in any format that accommodates the needs of the supervisees and supervisors.

The Discussion Guide is designed to:

- Identify successes and opportunities
- Affirm good practice when observed
- Develop options for overcoming any barriers to progress
- Provide guidance to the clinician as needed
- Discover a troubling case trajectory and plan corrective actions accordingly

Understanding the situation

- Does the clinician and all involved understand the client the circumstance the child the family well enough to make a positive difference?

Engaging all service providers

- Does the clinician have a trust based working relationship with the client child family or and other service providers?

Interventions

- Is the service planning on an ongoing process reflective of the current situation and helping to achieve desired outcomes for the client child or family?

Implementation

- Are services appropriate to meet the need? is the implementation coordination of services timely confident and of sufficient intensity to achieve desired outcomes?

Getting results

- Are current efforts leading to positive results? Is knowledge being gained through experience to refine strategies, solve problems, improve functioning, and preparing for discharge?

1. Engaging the client in the change process

- Has the clinician engaged the client, child and family and other service providing in the ongoing trust working relationship?

Strength	Opportunity	Areas to Be Explored
		The team meets with the client, child and family face-to-face and identifies their strengths, needs, and underlying issues.
		The client /family has identified and communicated their strengths and needs to those who provide services.
		The family has stated how they believe their needs can be met.
		The child and family are engaged as active participants in the service process.

		The service team includes the important people and client /child's life (school, medical, legal, juvenile court, mental health, other service providers, church, mentors, friends, extended family, others)
		Team members are committed to helping and achieving positive outcomes. There is a strong sense of urgency in meeting near-term needs and long-term goals evident in the attitudes and actions of team members.
		There is a reliable support network involved with this client, child and family.

Next steps for improvement:

2. Understanding the client's, child, and family situation

- Does the service team understand the client's / family well enough to improve their levels of functioning, sustain supports and role performance?

Strength	Opportunity	Areas to Be Explored
		The presenting problems and underlying issues are clearly identified and agreed upon by the service team.
		The client's child's functional status and daily settings are clearly assessed and understood in context by service team members.
		Any issues related to education, substance abuse, mental health, developmental or physical disabilities are diagnosed and understood.
		Known risks of harm (abuse, neglect, domestic violence, health crisis, suicide) are understood.
		A safety plan in place, used, as needed, and understood. The safety plan is evaluated and refined after each use.
		Risks of harm, special needs, transition requirements, or needs for further assessments are understood and addressed effectively by the team.
		The team clearly understands what must change for the client, child and family to get better and stay better.
		All interveners are part of the team and/or know what services are being provided.

Next steps to improve understanding of the client situation

3. Planning positive life changing interventions

- Is planning for the client child and family and ongoing process that reflects the client situation and what must change?
- Are planned interventions designed to meet short term needs and long term outcomes for the client child family?

Strength	Opportunity	Areas to Be Explored
		The client, child and family are engaged as active participants in the service planning process and have a trust-based relationship with those involved with them in the service process.
		The strategies and supports in the treatment/case plan are consistent with the strengths, needs and goals of the client. child and family.
		Focal problems, functional challenges, risks, and underlying issues are reflected in the choice of goals and strategies.
		The planning process includes client / family and team conferencing.
		There is a long-term guiding view that focuses on the client, child living in a safe, appropriate home now or in the near future.
		Known transitions between settings, levels of care, providers and life stages are recognized are being addressed.
		The planning process is building sustainable supports (formal and informal) to enable the client / family to function safely after services are completed.
		Interventions, strategies, and supports are individualized to fit the client, child and family situation.
		All team members support the service planning process.
		Treatment efforts are unified among providers.

Next steps to improve planning of services

4. Implementing strategies and supports to get results

- Are implementation of plans, intervention, strategy, supports and services timely, competent, and of sufficient intensity, duration, and consistency to achieve the desired results

Strength	Opportunity	Areas to Be Explored
		The client, child and family are engaged as active, ongoing participants in the service process.
		Supports, services, and interventions are implemented consistent with treatment / case plan goals, strategies and requirements.

		Supports, services, and interventions are provided in a timely, adequate, competent, and culturally humble and respectful manner by all service providers.
		The service team has timely feedback about services provided as well as about service problems encountered.
		Services are adjusted because of feedback received.
		The treatment / case plan is modified when goals are met, strategies are found not to work, or when circumstances change.
		Team members are fulfilling their roles and responsibilities to insure desired outcomes.
		Safety/health procedures are implemented correctly and effectively.
		Concurrent planning, where indicated, is being implemented in a timely and appropriate manner.
		Service efforts are integrated and coordinated across providers to maximize benefits and reduce duplication.

Next steps to improve implementation of services

5. Getting results

- Are interventions lead to positive results and outcomes?
- Is knowledge of results being used to improve intervention efforts

Strength	Opportunity	Areas to Be Explored
		Intervention strategies, supports, and services are tracked to detect any implementation problems and evaluated to determine their effectiveness in producing desired results.
		Positive changes are being observed in the problems that brought/keep the child and family in services.
		The child is demonstrating functional improvement in routine daily activities and academic performance.
		The family is demonstrating functional improvement in safe and dependable caregiving.
		Known risks of harm are being reduced or properly managed through effective strategies.
		Transition planning for the child is in process and effectively supporting any life changes and adjustments.
		An adequate, sustainable support network is being established that will stay with the family after case closure.
		Results are being used to shape strategy, solve problems, and determine readiness for step-down or case closure.

Next steps to improve results and use results to improve separate efforts

Case Reflections

Successes in achieving results

- What supports interventions or engagement techniques are working right now
- Why is the client child family responding to service processes?
- In what observed ways are the client child family getting better doing better and staying better now.
- What makes current strategies and support successful?

Factors limiting progress

- Are any client, child or family factors limiting progress in this case? if so, how?
- Are problems and accessing necessary intervention strategy, supports, and services for the client child family limiting progress in this case. If so, what are they?
- Are there any local conditions of practice (caseload sizes, staff turnover, vacancies, wait lists, transportation, distance, etc) issues limiting progress in this case? if so, what are they?

Case trajectory concerns

- Are there any unfolding circumstances that would lead to harm (to client or clinician), hardship, or poor outcomes for the client, child, and family? If so, what are they?
- What steps if any should be taken to improve the trajectory of this case and achievement of desired outcomes for this client, child and family

Assistance to move forward in this case

- Which of the following sources of assistance would help the clinician most right now?

Training - any a new skill or technique needed related to this case

Modeling and Mentoring on the use of new skills techniques or roles in this case

Supervisor assistance - consultations or other resources for specific problem in this case

Specialized assessments - testing or perform complex interventions in this case

Supports - to integrate information coordinate planning plan continuity of care and service access across service providers and integrate funding sources for this case

Other - unique nature of assistance not covered above