

Case Study Worksheet: Providing Health-Care Services for Youth in Care Along the Good-Better-Best Continuum

Using the following case description, answer the questions and craft a health-care transition plan for Catherine. As you craft the plan, use the standards for “Good,” “Better,” and “Best” provided below.

Case

Catherine is an 18-year-old youth who entered foster care at age 15 after being removed from her mother due to neglect. Catherine has had the same caseworker, Matt, since she entered care. Since Catherine does not have a separate caseworker devoted to Independent Living service provision, Matt works with Catherine to provide those to her along with his other case management responsibilities. Catherine currently lives in a foster home. This is the sixth foster home she has lived in since she entered foster care.

Catherine has had chronic asthma since childhood. It is treated with the use of an inhaler as needed and oral steroid medication daily. Throughout her time in foster care, Matt has made sure that Catherine has access to her asthma medication and notified her caregivers of her condition.

Catherine’s life skills assessments report her having a deep understanding of home management skills such as cooking, cleaning, and doing laundry. However, the assessments also show that Catherine doesn’t understand or have proficiency in managing finances, opening savings or bank accounts, obtaining employment, or obtaining health information or care. Her foster parents have made sure that she receives periodic doctor, dentist, and eye doctor appointments. Matt also has assisted Catherine in being able to attend sessions with a therapist for at least a year, since she started expressing that she felt depressed about not being able to see her mother and siblings more frequently.

As Catherine got closer to age 18, Matt began trying to get Catherine all of the information she might need to be ready for transitioning out of foster care. He went to his local bank and got fliers about opening savings and checking accounts. He also printed a copy of a financial capabilities guide that he found on the Internet. Because Catherine was approaching age 18, he made sure she had a photocopy of all her legal documents, as well as spare photocopies. (In addition to her birth certificate and other required documents, Catherine has a U.S. passport.) He also printed the instructions from the state Office of Vital Statistics on how Catherine could obtain her Social Security card, birth certificate, and other information she might need in the future if she loses these documents. Matt packaged all of the fliers, photocopies, and information into a nice folder and gave it to Catherine, letting her know that if she had any questions she could ask him at any time.

Catherine recently discussed her desire to attend a university near her mother and two siblings. Matt shared information about how Catherine could take the Scholastic Aptitude Test (SAT). Catherine applied for the exam and the state agency paid for her to take the test. Matt also helped Catherine identify the colleges and universities located within a short distance from her mother’s residence. Catherine also asked Matt for assistance with finding a part-time job after school to earn some spending money. Matt mentioned this to Catherine’s foster mother, who gladly helped Catherine fill out a few applications at several department stores downtown and connected Catherine with a friend at the high school Catherine attends who helped her with résumé and application writing, interview preparation, and other advice she might need. When Matt followed up with the foster mother a few months after the initial request, he asked whether Catherine had received any job offers and learned that Catherine had two interviews and had received (and accepted) one job offer. She had just completed her first week on the job. Matt congratulated Catherine on her success.

1. What are Catherine's strengths? Who is part of her support network?

2. What additional information do you need to know about Catherine to make an effective assessment of her health-care needs after she leaves foster care?

3. Describe the potential health-care challenges you see Catherine facing as she transitions out of foster care.

4. What will happen to Catherine if she does not receive adequate health care when she transitions out of foster care?

5. How can Matt work with Catherine to provide a **Good** level of service in her health-care transition? A **Good** level of service provision includes:
 - ▶ Satisfying federal requirements
 - ▶ Basing service provision on individualized planning
 - ▶ Ensuring that service provision takes into account each youth's level of cognitive, social, physical, and emotional development
 - ▶ Providing the youth with printed or digital information
 - ▶ Meeting regularly with the youth and responding when the youth reaches out for advice or assistance
 - ▶ Arranging for the youth to be referred to or signed up for life skills or similar classes
 - ▶ Documenting work and services provided and making the youth's official records and documents readily accessible

6. How can Matt work with Catherine to provide a **Better** level of service in her health-care transition? A **Better** level of service provision includes:

- ▶ Beginning the transition planning process early in a youth's development, around age 13 or 14 (as appropriate)
- ▶ Following up with the young person, monitoring developmental progress, and providing assistance as needed
- ▶ Providing extensive printed and digital information, as well as opportunities to discuss it and ask questions
- ▶ Working with young people to develop their knowledge and skills
- ▶ Using the caseworker's deep understanding of life skills development to help the young person develop the capacity to benefit from the information acquired in life skills or other training classes
- ▶ Building a close relationship between the caseworker and the youth, which will form the foundation for all assessment, planning, and service provision
- ▶ Connecting young people with community partners and resources to help them creatively plan for the future and reach their goals

7. How can Matt work with Catherine to provide a **Best** level of service in her health-care transition? A **Best** level of service provision includes:

- ▶ Ensuring that service provision is transparent, equitable, and developmentally appropriate
- ▶ Framing available services in a developmentally appropriate way that is easily navigable for young people
- ▶ Ensuring that the services provided add real value to the youth's life from the young person's point of view without the need for additional incentives
- ▶ Working with the youth to develop "soft skills" so that concrete skill development occurs in the context of community and peer relationships
- ▶ Evaluating the services provided from the youth's perspective and providing many opportunities for youth feedback
- ▶ Framing peer advocacy within the child welfare system as normal healthy behavior, providing opportunities for this advocacy, and modifying programming, when possible, based on youth feedback
- ▶ Creating a culture of problem solving led by young people themselves

8. What barriers might there be to providing the **Best** level of service for Catherine's health-care transition?
How might these barriers be overcome?

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