Antiretroviral Treatment and Access to Services (ARTAS)

An individual-level, multi-session intervention for persons who are recently diagnosed with HIV

Linkage Coordinator Supervisor Guide

July 2022

Linkage Coordinator Supervisor Guide Overview

The Linkage Coordinator (LC) Supervisor Guide is written for the LC supervisor and contains guidance for the implementation of ARTAS and supervision of the LC.

The supervisor plays an important role in ensuring that the LC implements the intervention with fidelity. Regular supervision of the LC is one of the most important activities for successfully implementing ARTAS. At the most fundamental level, your goal is to support the LC in their efforts to link clients to medical care. To promote that goal, you should:

- Support each LC to maintain adherence to the core elements of the intervention.
- Provide fresh, creative, and strengths-based solutions to barriers the LC encounters with clients.
- Support the LC to maintain a strengths-based perspective as they encounter challenging clients and work within various deficit-focused settings.
- Guard against intervention drift, or returning to a pre-ARTAS, deficits-based state of mind.

Interactive supervision should take place on a regular basis and not only in response to a difficult case or a troubled LC. Listed below are guidelines on creating a strengths mindset among the ARTAS staff, conducting case reviews and staff meetings with the LC(s) and ARTAS staff, and using shadowing and coaching exercises to assess and train the LC.

The LC Supervisor Guide consists of the following sections:

1. Implementing a Strengths-Based Approach to Supervision
2. Case Review
3. Staff Meetings
4. Supervisor's Meetings with Clients
5. Shadowing/Coaching Exercises

This guide also contains the following forms:

- Supervisor/LC Strengths Assessment Forms and example
- Shadowing exercise assessment

1. Implementing a Strengths-Based Approach to Supervision

While a strengths-based approach to supervision is not a formal model, there are four very important reasons to adopt such an approach during the implementation of ARTAS:

- Emphasizing strengths builds an effective and trusting relationship between you and the LC. A trusting relationship gives the LC a trusted ally within the agency. A trusting relationship focused on their strengths, rather than deficits, and LC-driven goals improves job performance, which ultimately links more clients to medical care.
- Modeling strengths-based behaviors, such as highlighting the LC's strengths and using responsive listening techniques on a regular basis, to reinforce how the LC should interact with clients.
- Encouraging each LC to be more optimistic and innovative in their work and less resistant to a new approach to case management.
- Shifting the agency's collective mindset—at least for the ARTAS staff—toward adopting a strengths-based perspective in all aspects of their work.

One way to think about it is to reframe the core elements of ARTAS to apply to strengths-based supervision. For example, you should:

- *Conduct a modified strengths-based assessment to encourage the LC to identify and use their strengths and abilities to accomplish their ARTAS-related goals.* Use a modified version of the client strengths assessment (the **Supervisor/LC Strengths Assessment** on **pages 144** of this guide) to help the LC identify professional and personal strengths and abilities. You will want to conduct the first assessment as early as possible—in the pre-implementation phase or within the first week of work. Moreover, you should regularly acknowledge and reinforce the LC's strengths during a case review and staff meetings.

As a result, rather than focusing on deficiencies (their own or clients') the LC will find the strengths-based perspective or "strengths attitude" to be normal and natural.

- *Perform LC-centered goal-setting and create a plan,* modeled after the ARTAS Session Plan used with clients. You should ask each LC what their goals are for the next year (or whatever time frame works for the agency). You can then model the techniques to develop an LC plan with goals, objectives, and activities (similar to the client session plan). The LC should identify a goal as well as:
  - Potential barriers
  - Activities to accomplish the goal
  - A target date for each activity
  - The person responsible for each activity
  - A personal strength associated with each activity

Similar to working with clients, you should work together with each LC on this process.

Each LC should set their own goals because they are ultimately the person responsible for achieving them. Each LC knows what they need and are able to do based on their individual situation. LC-driven goals can serve as the foundation for professional development opportunities. See page 144 of this guide for the instructions and form for you and the LC to complete during this process.

- *Establish an effective working relationship between you and each LC.* The nature of the relationship between you and the LC is distinctly different from the relationship between the LC and clients. However, the basic qualities of an effective relationship are still pertinent: trust, openness, effective communication, and clear delineation of responsibilities. The LC is likely to respond more effectively to suggestions and guidance if they are made within a mutually respectful relationship.

As mentioned earlier, your most important role is to assess the LC's ability to establish effective working relationships with clients. However, you and the LC must first establish your own working relationship. Only then are you able to evaluate the LC's ability to build effective relationships with clients. See the Maintenance section of the Implementation Manual for information on gathering client feedback.

- *View community partners and clients as resources and identify informal sources of support.* During the implementation study (ARTAS-II), a frequent complaint among the LCs who operated outside an office setting was that their supervisors did not *know* what it was like "out there." Just as an LC benefits from operating in the client's environment, you will benefit from working with the LC while they meet with clients inside and away from the office. Shadowing the LC in the field gives you a firsthand appreciation for what it is like for the LC to engage with clients, complete client session plans and other required paperwork, and promote linkage to medical care.

- *Conduct supervision as an active, community-based activity.* Unlike most forms of supervision, ARTAS involves experiential learning and creative observation of employees. Some examples include shadowing exercises, coaching exercises such as role-playing and other forms of experiential learning, working within the community to gather feedback from partner agencies and clients, and obtaining feedback from the LC on the supervisor/LC relationship.

2. Case Review

Strengths-focused case review accomplishes several desirable outcomes for the intervention:

1. Improving the quality of services provided to clients. The exchange of ideas between you and the LC results in creative problem-solving to address clients' situations.

2. Constantly reinforcing the ARTAS core elements and a "strengths attitude" for the LC. For example, you can help the LC learn and practice techniques from other client-centered approaches to counseling, such as motivational interviewing (specifically responsive listening), to fully involve clients in the process.
3. Anticipating potentially troubling situations between clients and an LC and intervening early.
4. Reinforcing the LC's integral role in the implementation of ARTAS.

Case review provides an opportunity to assess the implementation and delivery of ARTAS. During the case review, if you have more than one LC on staff, you will be able to meet with each LC at once. This gives each LC an opportunity to discuss successes with colleagues and with you and to brainstorm solutions in working with challenging clients.

Time should be set aside each week for case review. Depending on the LC's caseload and the barriers being faced by the clients, the case review may not take the whole time allotted. The most important point is that time is dedicated to having these discussions. Moreover, these meetings should be seen as a team-building experience for you and the LCs, and as such are valued time spent together to learn from one another.

To best facilitate discussion during a case review, each LC should complete one **Case Review Form** per client (on **page 126-127** of the Client Session Guide). The form is designed to encourage you and the LC to adhere to a strengths-based approach during the case review. Moreover, the form serves as a reminder to the LC to *always* view clients from a strengths-based perspective, and not only when clients are present. To maintain a strengths-based attitude during the case review, the format for each case review session should include:

1. Summary of:
    a. Individual client's strengths and abilities, individual- and system-level barriers, and goals.
    b. Early attempts by the LC and client to make contact with each other.
    c. Reasons why the client decided to participate in ARTAS.
2. Discussion of:
    a. Other LCs' experiences helping clients with similar barriers.
    b. Possible solutions for the LC who is having a problem helping the client being discussed.
3. Creation of:
    a. Action steps for the LC who is having a problem.
    b. A plan for you to meet with the client and the LC, if necessary.

If a problem discussed during the case review needs further attention, then you may want to meet with the client and the LC. Due to scheduling constraints, difficulty getting the client's permission, and/or the sensitive nature of the client–LC relationship, meeting with the client should be reserved for special circumstances.

(Note: During the case review and on the Case Review Form, there should be no discussion of the client's problematic behavior or previous failures. However, "inherent limitations" are allowable. Inherent limitations are characteristics that are not strengths but must be acknowledged by the LC. These characteristics include physical disabilities, medical conditions, special cognitive needs, and/or psychiatric challenges, particularly depression or suicidal tendencies. Recognition of inherent limitations does not imply that the client cannot be successful. It means that both client and LC should consider these limitations during the goal-setting process. Moreover, the presence of inherent limitations must never *define* the client as "disabled" or "mentally ill" or cast them in a negative light. The usage of such terms is counter to the core elements of ARTAS.)

3. Staff Meetings

Holding regularly scheduled staff meetings is recommended for the healthy facilitation and maintenance of ARTAS. The meetings should be held on a regular basis (once or twice a month) with compulsory participation by the intervention staff: program director/manager, evaluator, you, and the LC(s). The purpose of staff meetings is to provide an opportunity for:

- Information sharing and intervention updates between all intervention staff.
- Reviewing core elements and key characteristics of ARTAS.
- Discussing barriers to following ARTAS procedures.
- Developing teamwork and support for one another.
- Discussing management issues and their effect on staff.

Regular staff meetings allow for regular communication, acknowledgment of accomplishments, and identification of barriers to be addressed in a timely manner. If desired, your staff may wish to take notes and distribute them afterward. To share the responsibility and not overburden one staff member, the project director/manager may want to rotate the responsibility among the LCs, if there is more than one LC.

4. Supervisor's Meetings with Clients

When you have contact with an LC's client—whether a formal or informal meeting—you have a unique opportunity to hear *how* the client talks about the LC and their work together. You should pay special attention to the language used by the client. If the LC adheres to the core elements of ARTAS, you should hear things like:

- *"We talk about what I am* ***good*** *at."*
- *"We have a written plan to* ***complete my goals****."*
- *"I can talk to them* ***about how I feel*** *about getting treatment."*
- *"I feel that I have an ally in this organization."*
- *"The LC is confident that I can accomplish my goals"*

To evaluate each LC, you should answer this question: Did the client talk about their own strengths and/or about how the client and LC discussed the client's strengths together?

Did the client state that the LC expresses empathy and/or belief in the client?

If you do not hear these sentiments, you must decide what action to take. You may choose to observe the LC for half a day and use the shadowing protocol to assess their interactions with clients. From your observations, you can identify what went well and what could be improved. You can then coach the LC on the areas to be improved or arrange for the LC to receive additional training.

5. Shadowing/Coaching Exercises

The process of shadowing and coaching allows each LC to be observed by you to ensure the core elements of ARTAS are implemented during the client sessions.

Shadowing helps you observe how well each LC is (1) building relationships with their clients, (2) focusing on the clients' strengths, (3) using formal and informal sources of support to help clients overcome individual- and system-level barriers, and (4) identifying potential areas for improvement. If your agency chooses to use the shadowing exercise, you and the program director/manager should determine how often to conduct the exercise with each LC. As mentioned earlier, a new LC may find it beneficial to shadow an experienced LC using this same process and template. A **Shadowing Exercise Assessment** template is included on **page 149** of this guide. To get the most out of the process, key elements of shadowing that should be adhered to include:

- Shadowing is observational, not hands-on.
- The activity should be scheduled in advance with the LC and the client. Scheduling the shadowing exercise will reduce interruptions of the observation process. However, it is important to **get the client's approval before scheduling the observation** and explain the process thoroughly to them, i.e., that you are observing and assessing the LC and their interaction, and *not the client*.
- During the shadowing process, you may wish to take written notes about the LC's performance to provide accurate feedback. You should be very careful with this exercise. Either **remember key points without writing** them down or inform the client in advance that **any notes taken will be about the LC and not about the client**. Obtain the client's permission before taking written notes.
- Be sure to make note of things that went well during the client session *and* opportunities for improvement, remembering a strengths-based approach.
- Have a clear understanding of the ARTAS intervention, client session objectives, and core elements.

Coaching is a process that enables individual staff and the agency to implement ARTAS with fidelity. Once you shadow an LC, a plan should be created to begin coaching the LC in the implementation of ARTAS and the necessary skills. During this exercise, you can coach the LC in communication, behavior change theories, cultural competency, or other areas as needed. As the coach:

- You should have significant experience in providing case management, an understanding of ARTAS and the behavior change theories on which it is based, strong communication skills, and an understanding of how culture affects clients' outcomes. Experience with client-centered approaches, such as motivational interviewing skills, can be useful.
- You should explore the LC's needs, skills, and thought processes to assist that LC in conducting the intervention.
- You must support the LC in setting appropriate goals and methods of assessing progress in relation to these goals.
- You must use creative techniques and tools to assist the LC in understanding and applying the intervention correctly. These techniques include role-play, training, and modeling.
- You must maintain unconditional positive regard for the LC. The coach should always be supportive and nonjudgmental.
- You must evaluate the outcomes of the process, using objective measures wherever possible to ensure the LC/client relationship is successful and the client is achieving their personal goals.
- You must encourage the LC to continually improve their skills in implementing ARTAS.

Regular supervision of the LC and communication between you and the LC are two very important activities to successfully implement ARTAS. The exercises discussed above should be seen as recommended activities for your agency to engage in to improve the intervention implementation.

Linkage Coordinator Strengths Assessment

The purpose of the linkage coordinator (LC) strengths assessment is to help the LC identify personal and professional strengths, abilities, and skills to accomplish their professional goals. The LC strengths assessment draws on past successes to create a summary of an LC's experiences, both personal and professional.

Below are recommended instructions for conducting the LC strengths assessment. How the assessment is conducted will vary greatly based on your agency's employee performance review process.

INSTRUCTIONS:

1. Clearly introduce the intent of the strengths assessment and how it connects to the LC's professional goals.

2. Choose one of two options to complete the assessment with the LC:

   Option 1: Simply talk to the LC about their past and current work experience. This option occurs in a natural but guided conversation designed to help the LC think about and identify strengths and abilities. You should listen for stories told that reflect the LC's *strengths, abilities, and skills*. You may be familiar with the LC's strengths from the interviewing process, especially if the LC is new to the agency. Ask open-ended questions and use reflective listening techniques to encourage the LC to talk about positive rather than negative experiences. For example, *"You mentioned that in your last job you were responsible for 100 clients at one point. Tell me more about that experience and how you handled it."*

   OR

   Option 2: Start the conversation about strengths using general, but direct, questions such as:

   - *What are your strengths and abilities?*
   - *When have you successfully overcome barriers at work? What did you do to overcome them?*
   - *What are you good at, either professionally or personally (hobbies or interests)?*
   - *Tell me about a time when you felt like most things were going well in your job. What were you doing to make them go well?*

3. During the conversation (regardless of which option you choose), listen for examples of where the LC identifies their strengths. Make a list of the LC's strengths, abilities, and skills identified by the LC in their stories during the conversation. Use the LC's own words. The Linkage Coordinator Strengths Assessment form on page 146 is an

example that can be tailored by your agency. It is important for you and the LC to see, in writing, a list of their positive attributes.

4. Unlike the LC/client interaction, the strengths assessment and goal-setting activity (typically captured on the session plan for clients) are combined in one document. This will reduce the amount of paperwork you must complete for each employee.

   Please add space for additional goals, objectives, and activities as needed.

5. Ask the LC to use the “LC’s Copy” to record their strengths, skills, and abilities identified. The LC may wish to keep a copy for their records.

(Note: While the strengths assessment exercise is designed to solicit examples of previous successes from the LC, you should never view the assessment process as static. That is to say, it is an ongoing process rather than a one-time, discrete activity.)

Supervisor's Copy

Linkage Coordinator
STRENGTHS ASSESSMENT FORM

LC's Name:

Date:

1. **What strengths, skills, or abilities did the LC identify (either directly or indirectly)?**
    a. Strengths:
    b. Skills:
    c. Abilities:
2. **What examples did the LC give about a time when they successfully overcame barriers or challenges at work?**
    a. How did they overcome the barrier(s)?
3. **What did the LC explicitly say they are good at, either professionally or personally?**
    a. What did the LC implicitly say they are good at (i.e., what did you hear them say)?
    b. Did the LC agree with what you heard once you repeated it back?
4. **What example(s) did the LC give about a time/experience when they felt like most things were going well at their job? What were they doing to make them go well?**

Goal 1:

Objective 1:

Activity	Related Strengths	Potential Barriers	Target Date	Person(s) Responsible
1				
2				

Objective 2:

Activity	Related Strengths	Potential Barriers	Target Date	Person(s) Responsible
1				
2				

Linkage Coordinator
STRENGTHS ASSESSMENT FORM

Linkage Coordinator Copy

LC's Name:

Date:

1. **My strengths, skills, or abilities identified:**
   a. Strengths:
   b. Skills:
   c. Abilities:
2. **Examples I gave about a time(s) that I successfully overcame barrier(s) in my job:**
   a. Things I did to overcome the barrier(s):
3. **Things I'm good at, either professionally or personally:**
4. **Example(s) of when I felt like most things in my professional life were going well:**
   a. Things I did to make them go well:

Goal 1:

Objective 1:

Activity	Related Strengths	Potential Barriers	Target Date	Person(s) Responsible
1				
2				

Objective 2:

Activity	Related Strengths	Potential Barriers	Target Date	Person(s) Responsible
1				
2				

Linkage Coordinator
STRENGTHS ASSESSMENT FORM

LC's Name: *Ms. Angie*
Date: *January 20, 2018*

1. **What strengths, skills, or abilities did the LC identify (either directly or indirectly)?**
   - ***a.*** Strengths: *Very personable and can talk to just about anyone.*
   - ***b.*** Skills: *Detail-oriented; strong facilitation and case management skills.*
   - ***c.*** Abilities: *Works well with clients.*
2. **What examples did the LC give about a time when they successfully overcame barriers or challenges at work?** *She once managed over 100 clients at a time. She identified numerous barriers, such as little support from her supervisor and losing clients due to a lack of time for follow-up.*
   - ***a.*** How did they overcome the barrier(s)? *She spoke with her manager to explain she needed more support from him, and she organized the other CMs to request support from the supervisor as well. As a result, they instituted weekly case review meetings to discuss client cases with which they were having difficulty. The CMs worked collectively with their supervisor to create a protocol to follow up with clients the CM thought needed additional attention and encouragement to attend their appointments.*
3. **What did the LC explicitly say they are good at, either professionally or personally?** *She said she's good at working with people and getting groups to come to a collective decision.*
   - ***a.*** What did the LC implicitly say they are good at (i.e., what did you hear them say)? *From her description of how she follows up with clients, I see she's very detail-oriented, even though she didn't say so.*
   - ***b.*** Did the LC agree with what you heard once you repeated it back? *Yes.*
4. **What example(s) did the LC give about a time/experience when they felt like most things were going well at their job? What were they doing to make them go well?** *We did not get to this example. I'll ask her at a later date.*

Goal 1: *Be trained on ARTAS before seeing my first client.*
Objective 1: *Find a quality ARTAS training by April 1st.*

Activity	Related Strngths	Potential Barriers	Target Date	Person(s) Responsible
1. Conduct research on ARTAS trainings.	*Good computer skills.*	*No one in the agency knows how to obtain ARTAS training.*	*By Feb. 15*	*LC*
2. Call case managers and partners to ask about available ARTAS trainings and their personal experiences at the training.	*Strong networks with case managers and the community from previous job.*		*By Mar. 15*	*LC*

Shadowing Exercise Assessment

The following scale is designed to assess how closely the basic core elements of ARTAS are being implemented by the LC during each cycle of ARTAS.

This assessment can also be used as a learning tool for new LCs as they are becoming familiar with the intervention. LCs can use this assessment while shadowing an experienced LC to focus their observations and identify how the LC integrates the core elements into the client session.

Please respond to each of the statements below by filling in the circle to indicate your level of agreement or disagreement with each statement.

STRENGTHS	Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
1. LC encourages and promotes the identification of past and present strengths, including abilities, achievements, interests, skills, and resources.	☐	☐	☐	☐	☐
2. LC asks detailed questions about client's strengths.	☐	☐	☐	☐	☐
3. The strengths assessment is regularly updated throughout the LC/client relationship as new strengths are identified. (Note: This can be assessed by reviewing the client's file to ensure that the strengths assessment has been regularly updated, or, if it has not, that the reasons for this are documented.)	☐	☐	☐	☐	☐
4. During client sessions, the LC explains how the strengths assessment can be helpful to achieving personal goals.	☐	☐	☐	☐	☐
5. Accomplishments since the last client session are acknowledged during each session between the client and LC.	☐	☐	☐	☐	☐
6. LC summarizes the client's strengths, or asks client to do so, at the completion of each session.	☐	☐	☐	☐	☐
7. Clients are offered a copy of the strengths assessment at the end of each session.	☐	☐	☐	☐	☐

CLIENT-DRIVEN	(1)	(2)	(3)	(4)	(5)
8. LC checks in with the client and asks what they wish to accomplish.	☐	☐	☐	☐	☐
9. The session plan is based on the strengths and needs of the client as identified in the strengths assessment.	☐	☐	☐	☐	☐
10. All steps in the session plan are built on the "goals-objective-activity" paradigm.	☐	☐	☐	☐	☐

GOAL-SETTING	(1)	(2)	(3)	(4)	(5)
11. Goals are written in the client's own language.	☐	☐	☐	☐	☐
12. Objectives and activities are written in the client's own words, or if paraphrased, the LC checks with client to confirm accuracy.	☐	☐	☐	☐	☐
13. All objectives and strategies are specific, measurable, achievable, relevant, and time-bound.	☐	☐	☐	☐	☐
14. During every client session, the LC and client update the session plan.	☐	☐	☐	☐	☐
15. All steps in the session plan (goal, objectives, and activities) are written positively, as something the client/LC will attempt to do.	☐	☐	☐	☐	☐
16. Information is gathered at client's pace.	☐	☐	☐	☐	☐

RELATIONSHIP	(1)	(2)	(3)	(4)	(5)
17. LC uses techniques such as responsive listening to establish rapport with client.	☐	☐	☐	☐	☐
18. LC demonstrates empathy and interest in client's story.	☐	☐	☐	☐	☐
19. When a client describes themself and/or experiences, the LC assists the client in identifying their strengths embedded in the client's story.	☐	☐	☐	☐	☐
20. LC discusses roles, responsibilities, and mutual expectations of LC/client relationship.	☐	☐	☐	☐	☐

RELATIONSHIP (cont.)	(1)	(2)	(3)	(4)	(5)
21. LC informs the client of their rights.	☐	☐	☐	☐	☐
22. Boundaries are flexible, but the LC is always respectful of client's needs and ethical considerations.	☐	☐	☐	☐	☐
23. LC and client are involved in an activity that is enjoyable to the client.	☐	☐	☐	☐	☐

ACTIVE CASE MANAGEMENT AND OUTREACH	(1)	(2)	(3)	(4)	(5)
24. Once a referral is made, LC does whatever it takes to meet with a new client.	☐	☐	☐	☐	☐
25. LC schedules meetings at a time that is most convenient for the client.	☐	☐	☐	☐	☐
26. Majority of client sessions happen in their environment and outside the office, whenever possible.	☐	☐	☐	☐	☐

INFORMAL RESOURCES	(1)	(2)	(3)	(4)	(5)
27. The session plan uses the involvement of naturally occurring community supports identified in the strengths assessment (e.g., family, community members, friends, and partners).	☐	☐	☐	☐	☐
28. LC and client do activities designed to increase the client's contact with community resources.	☐	☐	☐	☐	☐

Session Activities	Covered Yes–1 No–2	Why were the activities not covered during the client session?
SESSION ONE ACTIVITIES		
A: Introduce the goals of case management and ARTAS.		
B: Discuss concerns about recent HIV diagnosis.		
C: Begin to identify personal strengths, abilities, and skills and assess the role of others in impeding or promoting access to services.		
D: Encourage linkage to medical care.		
E: Summarize the session, the client's strengths, and agreed-upon next steps.		
F: Plan for the next session(s), with the medical care provider and/or you.		
SESSION TWO ACTIVITIES		
A: Solicit client issues and questions from the initial session.		
B: Continue identifying personal strengths, abilities, and skills.		
C: Encourage linkage to medical care.		
D: Identify and address personal needs and barriers to linkage.		
E: Summarize the session, the client's strengths, and agreed-upon next steps.		
F: Plan for the next session(s), with the medical care provider and/or you.		
SESSION THREE ACTIVITIES		
A: Solicit client issues and questions from Session Two.		
B: Continue identifying personal strengths, abilities, and skills.		
C: Encourage linkage to medical care.		
D: Identify and address personal needs and barriers to linkage.		
E: Summarize the session, the client's strengths, and agreed-upon next steps.		
F: Plan for the next session(s), with the medical care provider and/or you.		
SESSION FOUR ACTIVITIES		
A: Solicit client issues and questions from Session Three.		
B: Initiate the disengagement process.		
C: Continue identifying personal strengths, abilities, and skills.		

Session Activities	Covered Yes–1 No–2	Why were the activities not covered during the client session?
SESSION FOUR ACTIVITIES (cont.)		
D: Encourage linkage to care / identify and address barriers to linkage.		
E: Summarize the session, the client's strengths, and agreed-upon next steps.		
F: Plan for the next session(s), with medical care provider and/or you.		
CLOSE-OUT SESSION ACTIVITIES		
A: Review the disengagement process for clients linked to medical care. OR B: Review the disengagement process for clients not yet linked to medical care.		
C: Transition to long-term / Ryan White case management.		

What went well?

____
____
____
____
____

What could be done differently?

____
____
____
____
____

What are your recommendations for follow-up? Training? Coaching? Other? Please explain.

____
____
____
____
____