

Person-Centered/Participant-Directed (PC/PD) Social Work Competencies[[1]](#footnote-1)

Teaching Resources Examples

|  |  |  |  |
| --- | --- | --- | --- |
| EPAS 2.1.1 – Identify as a professional social worker and conduct oneself accordingly. | | | |
| **PC/PD Competencies** | **Readings** | **Class Exercises and Media** | **Assignments** |
| Describe the philosophy and service model of person-centeredness in the context of social work as well as the roles and responsibilities of social workers, consumers, and agencies. | What are a Person-Centered Approach, Participant-Direction, and Consumer-directed Care? *Partnerships Project Glossary*.  Mahoney, K. (2011). Person-centered planning and participant decision-making. Health and Social *Work, 36*(3), 233-234. | Video: *Participant’s Stories: Aisha Jackson*  <https://www.youtube.com/watch?v=aBj4f1RTzqM>  Video: *What is Participant Direction?* <https://www.youtube.com/watch?v=wptcl0VxpOs> | *Theory Application Paper*  Students apply a theoretical perspective to a selected issue of interest, including discussing the roles of the social worker, consumer, and agency, and comparing this to person-centered and participant-directed approaches. |
| EPAS 2.1.2 – Apply social work ethical principles to guide professional practice. | | | |
| **PC/PD Competencies** | **Readings** | **Class Exercises and Media** | **Assignments** |
| Respect and promote the participant’s right to dignity and self-determination.  Encourage and support the participant to identify their own goals and determine their best options. | NASW Code of Ethics  <http://www.socialworkers.org/pubs/code/default.asp>  Polivka, L., (2000).The ethical and empirical basis for consumer-directed care for the frail elderly**.** *Contemporary Gerontology*. *7*(2), 50-52. | Video: *The Thin Edge of Dignity*  Moving example of life in an assisted living facility (ALF) from the perspective of an ALF resident.  <https://www.youtube.com/watch?v=UciTFCPCivI>  Case Studies: *Ethical Issues in Community-based Care*  <http://www.cswe.org/CentersInitiatives/GeroEdCenter/Initiatives/WorkforceDevelopment/PartnershipsProject/Resources/74298/74314.aspx> | Based upon students’ field placements, develop a case study that highlights the extent to which PC/PD concepts were or could have been incorporated. |
| EPAS 2.1.3 – Apply critical thinking to inform and communicate professional judgments. | | | |
| **PC/PD Competencies** | **Readings** | **Class Exercises and Media** | **Assignments** |
| Describe the history of independent living, self-determination & and participant direction. |  | Video: *The Promise of Olmstead: 15 Years Later*  Excellent background on disability rights.  <http://media.justice.gov/vod/ada/olmstead.mp4>  Video: *Why is Participant Direction Important?*  <https://www.youtube.com/watch?v=ushad5AD-QQ> |  |
| EPAS 2.1.4 – Engage diversity and difference in practice. | | | |
| **PC/PD Competencies** | **Readings** | **Class Exercises and Media** | **Assignments** |
| Respect diversity among participants, families, and professionals (e.g., class, race, ethnicity, gender, and sexual orientation).  Describe how diverse characteristics are sources of strengths for and /or may create barriers to accessing services and supports.  Explain how diverse characteristics may influence an individual’s family relationships, social organizations, and help-seeking behaviors. | Sciegaj, M., Capitman, J. A. & Kyriacou, C. K. (2004). Consumer-directed community care: Race/ethnicity and individual differences in preferences for control. *The Gerontologist,* *44*(4), 289-299.  deMedeiros, K. & Doyle, P. J. (2013). Remembering the person in person-centered residential dementia care. *Generations*, *37*(3), 83-86. | Case Studies:  *Young Adult with a TBI*  Latino male with physical disability  *Individual with a Developmental Disability*  African American female with intellectual disability  Video: *Participant’s Stories: Aisha Jackson*  <https://www.youtube.com/watch?v=aBj4f1RTzqM>  Video: *The Thin Edge of Dignity*  <https://www.youtube.com/watch?v=UciTFCPCivI>  Video: *Voices from the Olmstead Decision*  Moving stories of persons with disabilities who have benefited from the Olmstead decision.  <http://media.justice.gov/vod/ada/voices-olmstead.mp4> | *Diversity Research*  This assignment assists students in using social work literature to identify techniques and strategies supported by research in working with diverse groups. Students are asked to comment on the extent to which the author’s approach to social work practice allows for consumers to determine their own goals and options and make their own decisions. |
| EPAS 2.1.5 – Advance human rights and social and economic justice. | | | |
| **PC/PD Competencies** | **Readings** | **Class Exercises and Media** | **Assignments** |
| Understand the forms and mechanisms of privilege, oppression, and discrimination and their impacts on participants and their families.  Describe how privilege, oppression, and discrimination may impact access to services and supports. | Koren, M. J. (2010). Person-centered care for nursing home residents: The culture-change movement. *Health Affairs, 29*(2),312-317. | Video: *The Promise of Olmstead: 15 Years Later*  <http://media.justice.gov/vod/ada/olmstead.mp4> |  |
| EPAS 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | | | |
| **PC/PD Competencies** | **Readings** | **Class Exercises and Media** | **Assignments** |
| Understand the policy history of major public programs for long-term services and supports.  Identify effective techniques to advocate for strengthening existing or developing new and stronger long-term services and supports. | Hudson, R. (2014). The aging network and long-term services and supports: Synergy or subordination. *Generations*, *38*, 22-29.  Simon-Rusinowitz, L., Loughlin, D. M., Ruben, K., Garcia, G. M., & Mahoney, K. (2010). The benefits of consumer-directed services for elders and their caregivers in the cash and counseling demonstration and evaluation. *Public Policy* & *Aging and Report*, *20*(1), 27-31.  Simon-Rusinowitz, L., Loughlin, D. M., Ruben, K., & Mahoney, K. (2010). What does research tell us about a policy option to hire relatives as caregivers? *Public Policy & Aging Report*, *20*(1), 32-37. | Video: *How America’s Aging Network Works: At the Federal Level*  An interview with Kathy Greenlee, Assistant Secretary of Aging  <http://www.youtube.com/watch?v=hNvVM8ab94s> |  |
| EPAS 2.1.10 (b) – Assess with individuals, families, groups, organizations, and communities. | | | |
| **PC/PD Competencies** | **Readings** | **Class Exercises and Media** | **Assignments** |
| Demonstrate active listening and engagement skills in order to understand the person’s approach, views, what is important to and for him/her. | Mast, B. T. (2013). Bringing person-centered care to people with early-stage Alzheimer’s. *Generations,* *37*(3), 63-65. |  |  |
| EPAS 2.1.10 (c) – Intervene with individuals, families, groups, organizations, and communities. | | | |
| **PC/PD Competencies** | **Readings** | **Class Exercises and Media** | **Assignments** |
| Apply a strengths-based approach and build on individuals’ strengths, values, preferences, and goals.  Identify the roles and responsibilities of the social worker and participant in a participant-directed service model. | National Resource Center for Participant-Directed Services. (2010). *Developing & Implementing Participant Direction Programs & Policies: A Handbook.*  Chapter 6, *Counseling*, pp. 6-1 thru 6-17 | Video: *Tanya's Story.*  Young adult with developmental disabilities and benefits of participant-directed care.  <https://www.youtube.com/watch?v=1mEyAieDo0o>  Film: *Wit*  A 2001 award winning movie illuminating a woman’s deeply moving struggle for dignity, meaning, and peace as she deals with her cancer diagnosis, treatment, and dying.  Readily available in libraries and online. | *Agency Service Delivery Model Analysis*  Students analyze how an agency’s service delivery model could be more empowering to foster consumers’ strengths and participant-directedness and to address social justice issues. |
| Describe the philosophy and service model of person-centeredness in the context of social work as well as the roles and responsibilities of social workers, consumers, and agencies. | Love, K., & Pinkowitz, J. (2013). Person-centered care for people with dementia: A theoretical and conceptual framework. *Generations, 37*(3), 23-29. |  |  |

1. For the purposes of this project, the term “competency” is used in place of “practice behaviors.” [↑](#footnote-ref-1)