

Partnership Project and ADRC Practicum Orientation



**Social Work Programs and
ADRCs/VNSNY**



1. Welcome & Introductions
2. Background and Goals of Partnership Project
3. ADRC National Initiative
4. ADRCs in WA State (future statewide expansion plans)
5. Competencies to be Acquired
6. Practicum Template
7. Student Suggestions for Competency Infusion
8. Questions/Discussion

BACKGROUND AND GOALS OF PARTNERSHIP PROJECT



Partnership Project States

- Connecticut
- Maryland
- Massachusetts
- New Hampshire
- Oregon
- Vermont
- Washington
- Wisconsin
- New York

PROJECT GOALS

PERSON CENTERED
PLANNING

PARTICIPANT
DIRECTED



PROJECT GOALS (CONT.)



Social Work Programs and ADRC/VNSNY

PROJECT GOALS (CONT.)



Identify resources:

Partnership

- Sustain
- Expand

TIMELINE


Year 1

- Develop Person Centered and Participant Directed Curriculum for general level courses
- Recruit students for field placements

Year 2

- Implement general level curriculum
- Field placements at Aging and Disability Network
- Develop Person Centered and Participant Directed Curriculum for advanced level courses
- Evaluation

Year 3

- Implement advanced level curriculum
 - Field placement at Aging and Disability Network Organization
 - Evaluation
- 

WHAT IS AN AGING AND DISABILITY RESOURCE CENTER?



WHAT IS AN ADRC? (CONT.)

ADRCs serve as single points of entry into the long-term supports and services system for older adults and people with disabilities.



Resources

NO WRONG DOOR (NWD)

Designed for
Individuals,
Families and
Caregivers to
Access:

- The Right Services
- The Right Time
- Right Setting



A MYRIAD OF RESOURCES

Reduction of the individual's time spent navigating community resources.

Greater time and use of resources to be utilized to meet the individual's goals.



ENHANCED OPTIONS COUNSELING GRANT

Washington State is one of eight states funded under the 2012 Aging and Disability Resource Center (ADRC) Part A grant. The goal of this project is to achieve statewide implementation of a Person-Centered Options Counseling (PC-OC) Training and Certification program and facilitation of statewide ADRC expansion.



WHAT MAKES AN ADRC FUNCTIONAL?

- **Public Outreach and Coordination of Key Referral Sources**
 - Information and Assistance
 - Nursing Homes Diversion
 - Acute Care Systems
 - VA Medical Centers
- **Person Centered Options Counseling**
 - Conducting a Personal Interview
 - Development of a Person-Centered Plan
 - Facilitating Access to Private Services and Supports
 - Facilitating Streamlined Access to Public Programs
 - Conducting Ongoing Follow-Up

Capacity Building



WHAT MAKES AN ADRC FUNCTIONAL?

(CONT.)

- **Streamlined Access to Public LTSS Programs**
- **State Governance and Administration**
 - State Government, Community Partners, and Stakeholder Oversight
 - Management Information System
 - Continuous Quality Improvement

Capacity Building



ADRCs IN WASHINGTON STATE

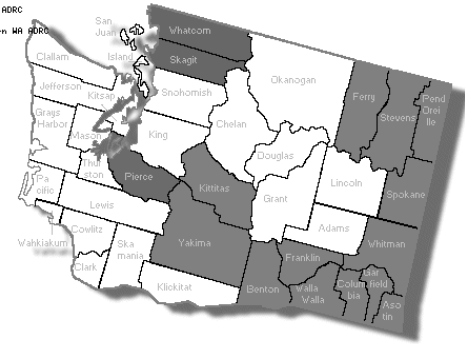
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WASHINGTON

Washington State ADRC Pilot Sites

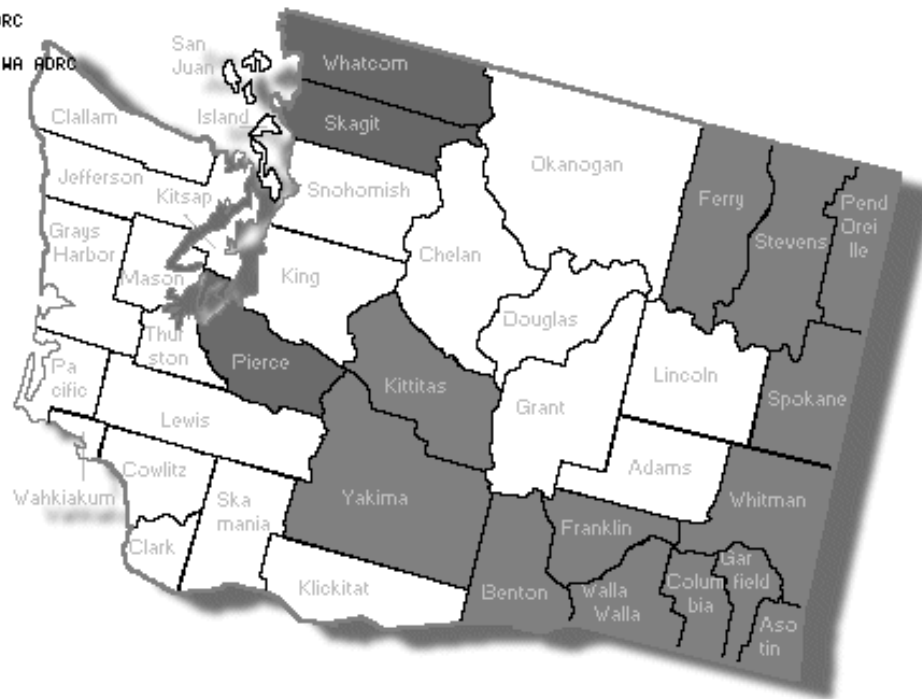
- - NWRAC ADRC
- - Pierce County ADRC
- - SE WA ALTC ADRC
- - ALTC Eastern WA ADRC







FOUR AAAS HAVE ESTABLISHED ADRCS WITHIN THEIR PLANNING AND SERVICE AREAS (PSA): 16 OF 39 COUNTIES.

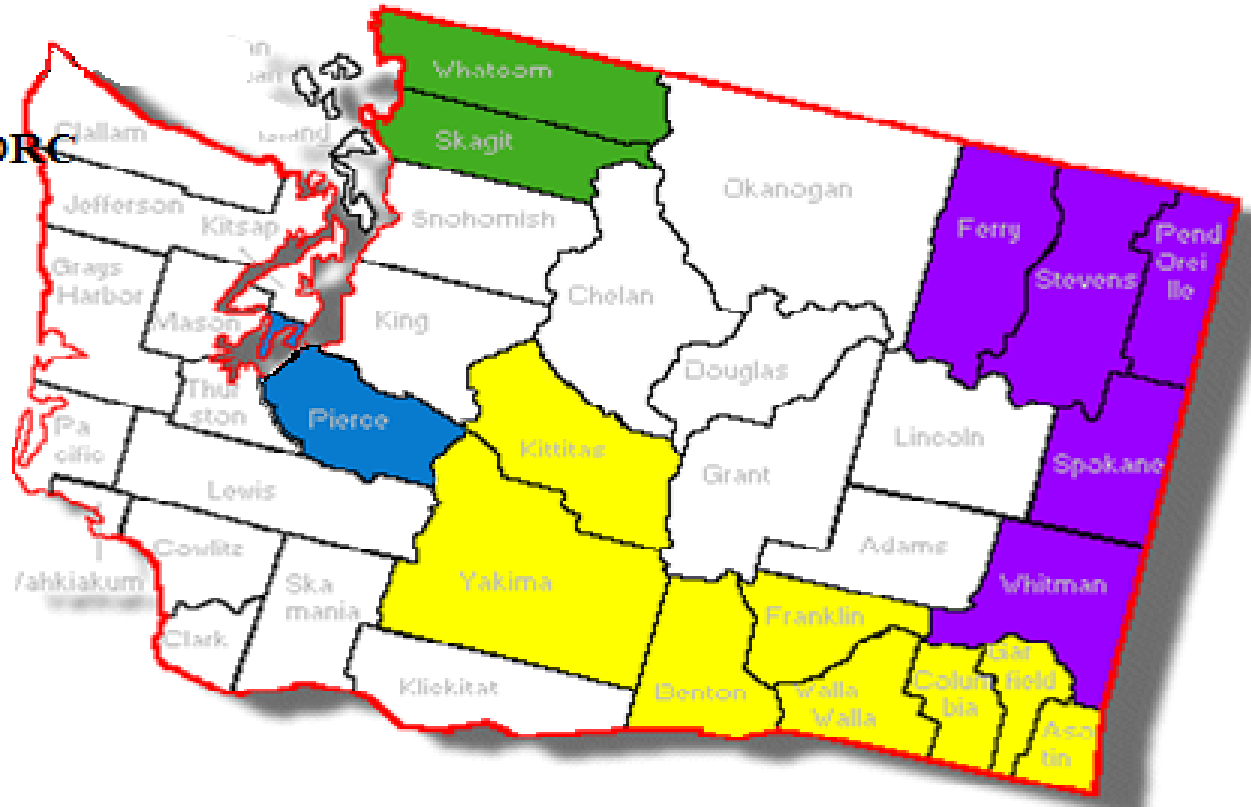
Washington State ADRC Pilot Sites

- - NWRC ADRC
- - Pierce County ADRC
- - SE WA ALTC ADRC
- - ALTC Eastern WA ADRC



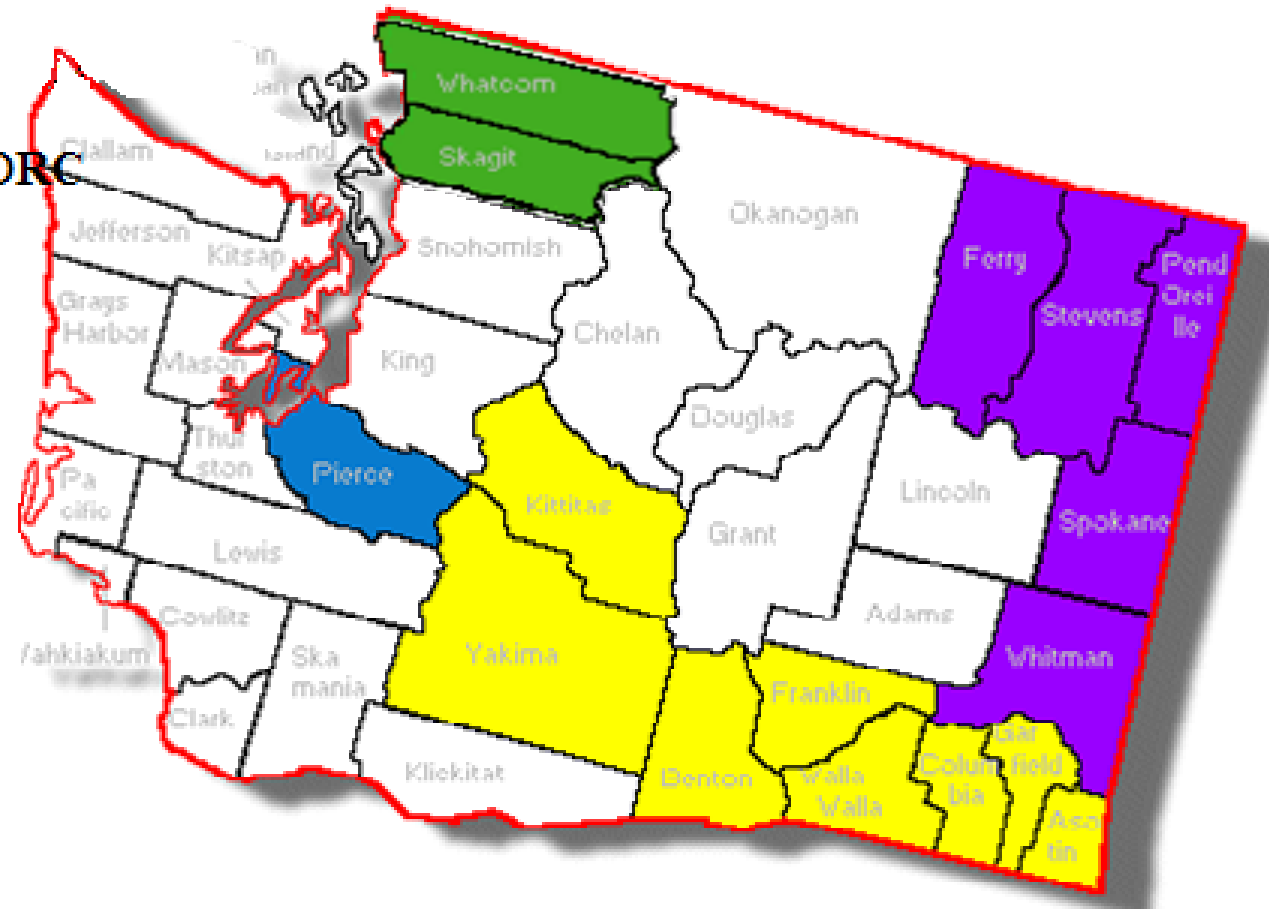
Washington State ADRG Pilot Sites

-  - NWRC ADRG
-  - Pierce County ADRG
-  - SE WA ALTC ADRG
-  - ALTC Eastern WA ADRG



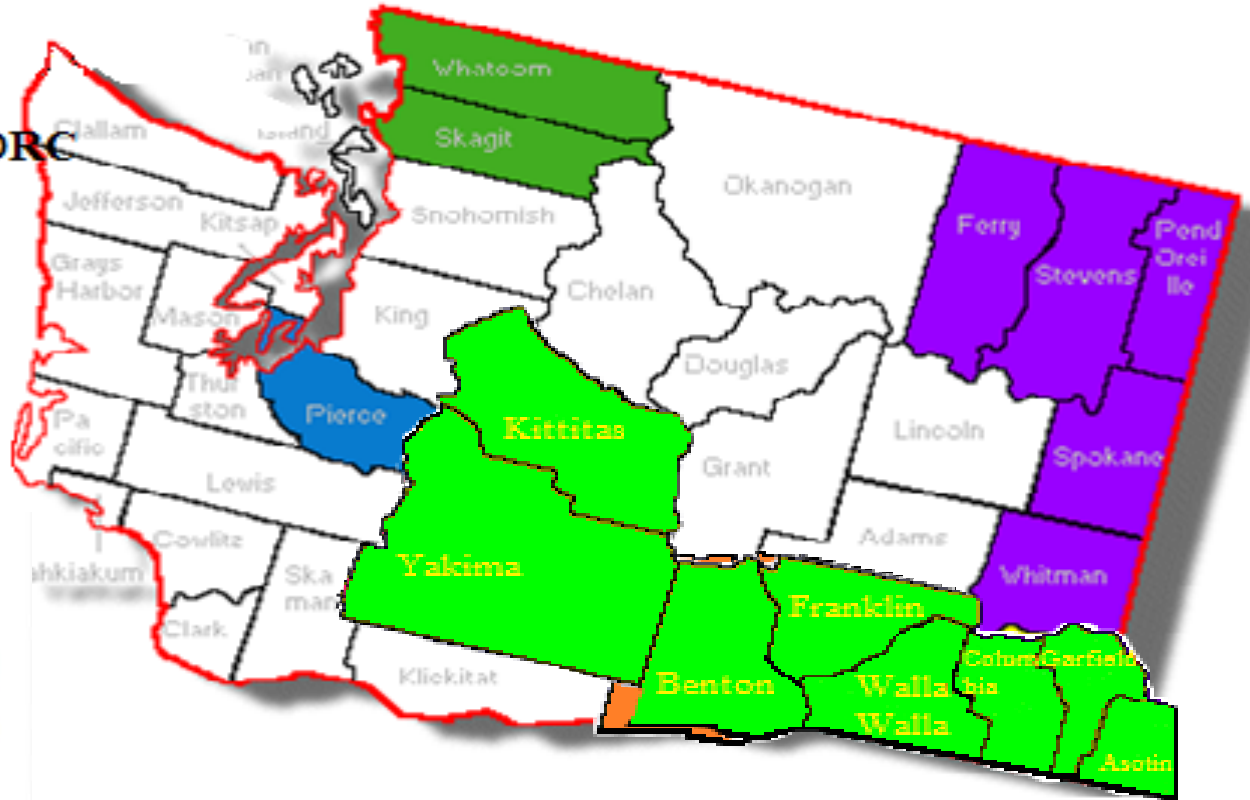
Washington State ADRC Pilot Sites

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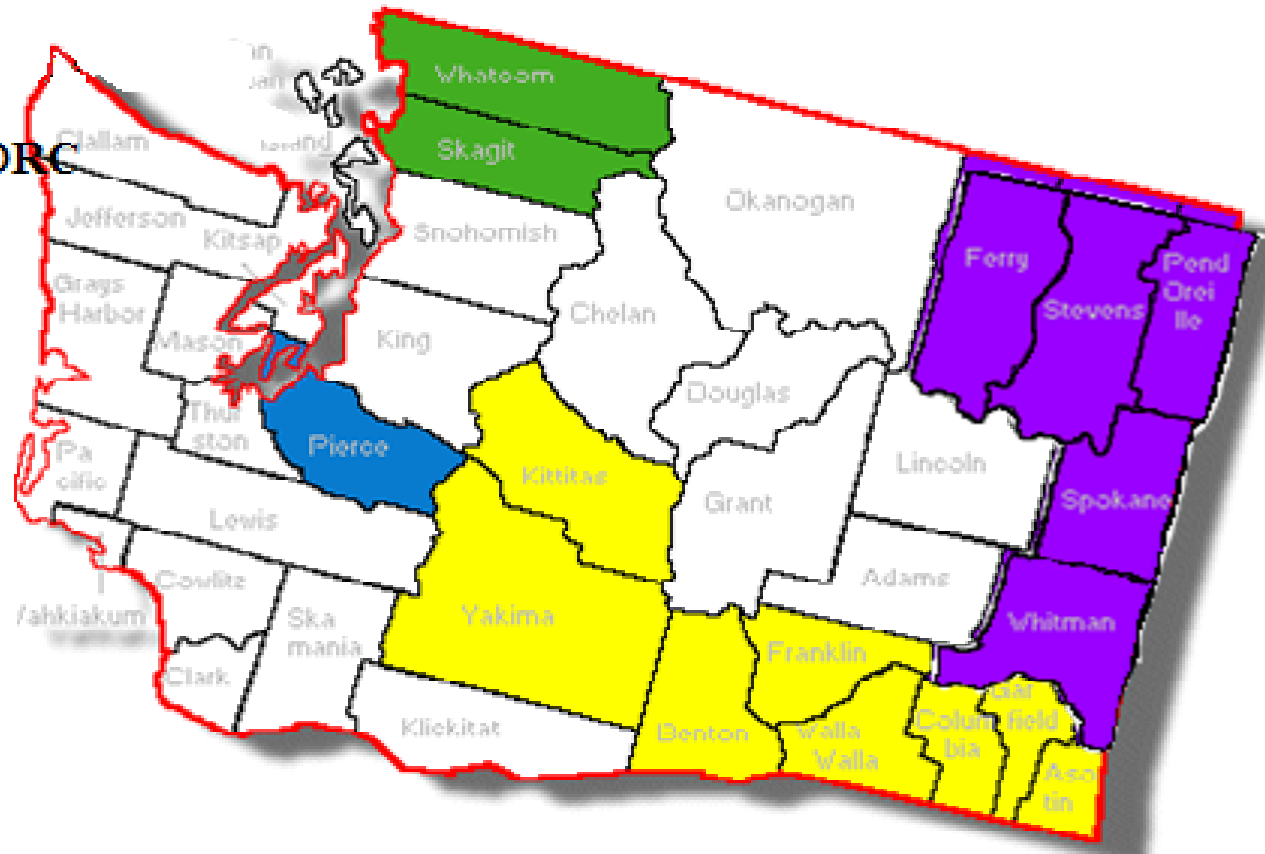
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Washington State ADRC Pilot Sites

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**Statewide
Expansion
of ARDCs
Now in
Progress.**

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 - Continuous Quality Improvement

Capacity Building



BUILDING CAPACITY IN WA STATE ADRCs

▪ **Public Outreach and Coordination of Key Referral Sources**

➤ Information and Assistance (I&A)

- ✓ Strong Tradition of I&A
- ✓ 855 Phone Number

➤ Nursing Homes Diversion

- ✓ Care Transitions Pilot Slated

➤ Acute Care Systems

- ✓ Care Transitions

➤ VA Medical Centers

- ✓ Statewide Expansion
- ✓ Training including Participant Direction Coaching Introduction



BUILDING CAPACITY IN WA STATE ADRCs (CONT.)

- Person Centered Options Counseling
 - Conducting a Personal Interview
 - Development of a Person-Centered Plan
 - Facilitating Access to Private Services and Supports
 - Facilitating Streamlined Access to Public Programs
 - Conducting Ongoing Follow-Up

- ✓ Training for Supervisors and Administrators from August 15 – September 15, 2014
- ✓ Training for ADRC staff September 15 – November 15, 2014



SNAPPY OPTIONS COUNSELING DEFINITION

Process that is driven by the person with long-term support needs, and may also include a representative whom the person has freely chosen or is legally authorized. Person Centered options counseling identifies the strengths, preferences, needs (health and safety), and desired outcomes of the individual. The practice of person centered options counseling is to enable and assist the person connecting with the ADRC to identify and access a personalized mix of paid and non-paid services.



BUILDING CAPACITY IN WA STATE ADRCs (CONT.)

- **Streamlined Access to Public LTSS Programs**
 - ✓ Community Partnerships
 - ✓ Community Outreach
 - ✓ Cross Training
 - ✓ Fluid on-going Relationship Building



BUILDING CAPACITY IN WA STATE ADRCs (CONT.)

■ State Governance and Administration

- ✓ Policy and Planning Committee
- ✓ Management Information System—RTZ Get Care to go live on August 1, 2014—training rolling out July 21-25, 2014
- ✓ Continuous Quality Improvement—Evaluation Plan developed in collaboration with Qualis—focus groups slated for late July 2014



**I ♥ My
Accountability
Buddy**

Bring IT all together with a
Converged Infrastructure

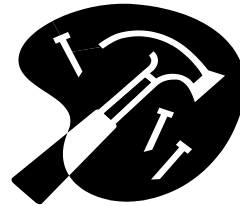


Tools For Assistance:

Marketing Plan



Financial Sustainability Plan



Strategy for Community Partnerships

State Program Standards and National OC Standards

Care Transitions Intervention[®] Tool Kit

ADRC-TAE Website

Community Living Connections



**COMMUNITY LIVING
CONNECTIONS**

— *LINKING YOU TO* —
Personalized Care & Support Options



**PERSON-CENTERED SOCIAL
WORK COMPETENCIES**

EPAS 2.11- IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY.

Describe the philosophy of person-centeredness *in relation to social work values and theories.*

EPAS 2.1.10 (B) - ASSESS WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES.

Demonstrate active listening and engagement skills in order to understand the person's approach, views, and what is important to and for them *within the context of available resources.*

Facilitate information sharing from the person and family, *agencies, organizations, and communities* using tools such as open-ended questions, a communication chart, problem solving, and motivational interviewing techniques.

EPAS 2.1.10 (C) - INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES.

Apply a strength-based approach and build on individuals' strengths, values, preferences, and goals.

Discuss how family, paid caregivers, and community provide informal and formal supports.

EPAS 2.1.4 - ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.

Understand the sources of diversity among participants, families, and professionals (e.g., age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation, etc.).

Describe how the sources of diversity may create barriers to accessing services and supports.

Explain how the sources of diversity may influence individual's familial relationships, social organization, and help seeking behavior.

EPAS 2.1.5 - ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.

Understand the forms and mechanisms of privilege, oppression, and discrimination and their impact on participants and their families.

Describe how privilege, oppression, and discrimination may create barriers to accessing services and supports.

EPAS 2.1.8 - ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES

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.



**PARTICIPANT-DIRECTED
SOCIAL WORK COMPETENCIES**

EPAS 2.1.1 - IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY.

Describe the philosophy of participant direction *in relation to social work values and theories.*

Identify the roles and responsibilities of the *social worker*, participant, support broker, and financial management services agency *in a participant-directed service model.*

EPAS 2.1.2 - APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.

Encourage and support the participant to identify their own goals and determine their best options unless they request another person to make those decisions or there is a legally mandated representative.

EPAS 2.1.3 - APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.

Describe the history of independent living, self-determination, and participant direction.

Compare and evaluate the effectiveness of participant direction as a service model.

Discuss the evaluation research on participant direction as a service model.

EPAS 2.1.10 (B) - ASSESS WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES.

Demonstrate active listening and engagement skills in order to understand the person's approach, views, what is important to and for him/her.

Demonstrate ability to work with the participant to identify and discuss potential benefits and risks *of their support plan.*

EPAS 2.1.10 (C) - INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES.

Demonstrate ability to work with participants to develop *support* plans and individual budgets.

Establish capacity to provide support to the participant with employer related tasks, as needed (e.g. worker recruitment, training, discharging, etc.).

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PRACTICUM TEMPLATE



STUDENT SUGGESTIONS FOR COMPETENCY INFUSION



**KEEP
CALM**

**I'M A
SOCIAL WORK
STUDENT**

QUESTIONS?

