Preparing Social Workers with Person-Centered and Participant-Directed Competencies

2014 CSWE APM
Faculty Development Institute

NATIONAL RESOURCE CENTER *for* PARTICIPANT-DIRECTED SERVICES

CSWE Gero-Ed Center

FDI Teachers

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Partnerships Project

❑ Prepares BSW and MSW students with PC/PD competencies

❑ Targets Aging and Disability Resource Centers (ADRCs) and social work programs in Administration for Community Living's eight Enhanced ADRC Options Counseling states and New York City

  ❑ Connecticut, Maryland, Massachusetts, New Hampshire, Oregon, Vermont, Washington, Wisconsin

❑ Builds upon GeroRich Program's and Gero-Ed Center's successful utilization of planned change model of curricular and organizational change

What We Will Cover

❑ Larger Context: Changing World of Practice

❑ Person-Centered/Participant-Directed Approach

❑ Engaging Faculty/Overcoming Resistance

❑ Implementing Curricular Change

❑ Tool Kit Overview

❑ Next Steps with Your Curriculum

Learning Objectives

❑ Understand the PC/PD philosophy, service delivery, competencies, and role in community-based LTSS, such as the Aging and Disability Network, and implications for social work education and practice

❑ Use the PC/PD Toolkit to select appropriate teaching resources for infusion into generalist social work courses

❑ Apply relevant strategies to engage faculty, administrators, and students within your social work program in order to infuse PC/PD competencies, content, and measures of student competency attainment into your required generalist social work curriculum

How Did You Get to the CSWE APM?

A. Car

B. Plane

C. Train

D. Other

Which is NOT true about Tampa?

A. 50th Largest City in the USA

B. 3rd Largest City in Florida

C. Largest city in Hillsborough County

D. There used to be a loose Mystery Monkey in the city

Which SW Degrees Does Your Institution Offer?

A. BSW

B. MSW

C. Both

D. Other

What is Your Area of Emphasis?

A. Clinical/ Practice

B. Management/ Administration

C. Policy

D. Other

What is Your Population of Focus?

A. Children and Families

B. Health/ Mental Health

C. Older Adults

D. People with Disabilities

E. Other

What Do You <u>Most</u> Want to Gain from This Workshop?

A. New knowledge re: PC/PD competencies/ content

B. New teaching resources re: PC/PD practices

C. Ideas to overcome colleagues' resistance to this content

D. Contacts with others teaching this content

The Larger Context: The Changing World of Practice

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The Changing World of Practice

❑ Affordable Care Act

    ❑ Section 2402a Facilitate PC/PD

        ▪ DHHS is to ensure that states develop service systems that are person-centered and <u>responsive to the needs and choices of beneficiaries</u> including their desire for self-direction

    ❑ Section 3506 Facilitate Shared Decision Making

        ▪ DHHS is required to establish a program that develops, tests, and disseminates certificated patient decision aids

The Changing World of Practice

❑ Affordable Care Act

    ❑ Section 2703 Medical (Health) Home Expansion

        ▪ Coordinated care to ensure access to a multi-disciplinary array of services to treat the "whole" person" from a person-centered perspective

    ❑ Section 2405 Aging and Disability Resource Center Expansion

        ▪ Single integrated entry point for both persons with disabilities and older adults: PD programs to be in every community (Community Living Connections)

The Changing World of Practice

❑ Veteran-Directed Home and Community Based Services

❑ Federal Long-term Care Commission 2013

❑ Participant-directed LTSS (PD-LTSS) is an option that would facilitate successful rebalancing efforts

❑ Increasing numbers of people of all ages want options of choice and control

❑ Autonomy central to sense of self

❑ Growing diversity of American population

▪ One size does not fit all

Across All Types of Populations and Settings

Developmental Disabilities
- Self-Determination
- Individual/Family-Directed
- Centers for Independent Living

Mental Health
- Recovery

Medical
- Informed Consent/Decision Making
- Shared or Participatory Decision Making

Aging and Disability
- Person-Centered
- Consumer-Directed

Person-Centered Care & Participant-Directed Practices

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How Knowledgeable Are You About Person-Centered Practices?

A. Very Knowledgeable

B. Knowledgeable

C. Somewhat Knowledgeable

D. Little Knowledge

Person-Centered Care

❑ First implemented with adults with disabilities

❑ Values of community inclusion, dignity, respect

❑ Individual at center of planning process

❑ Plan reflects on what is most important to the person, their capacities, strengths

❑ Focuses on person's life, not just services
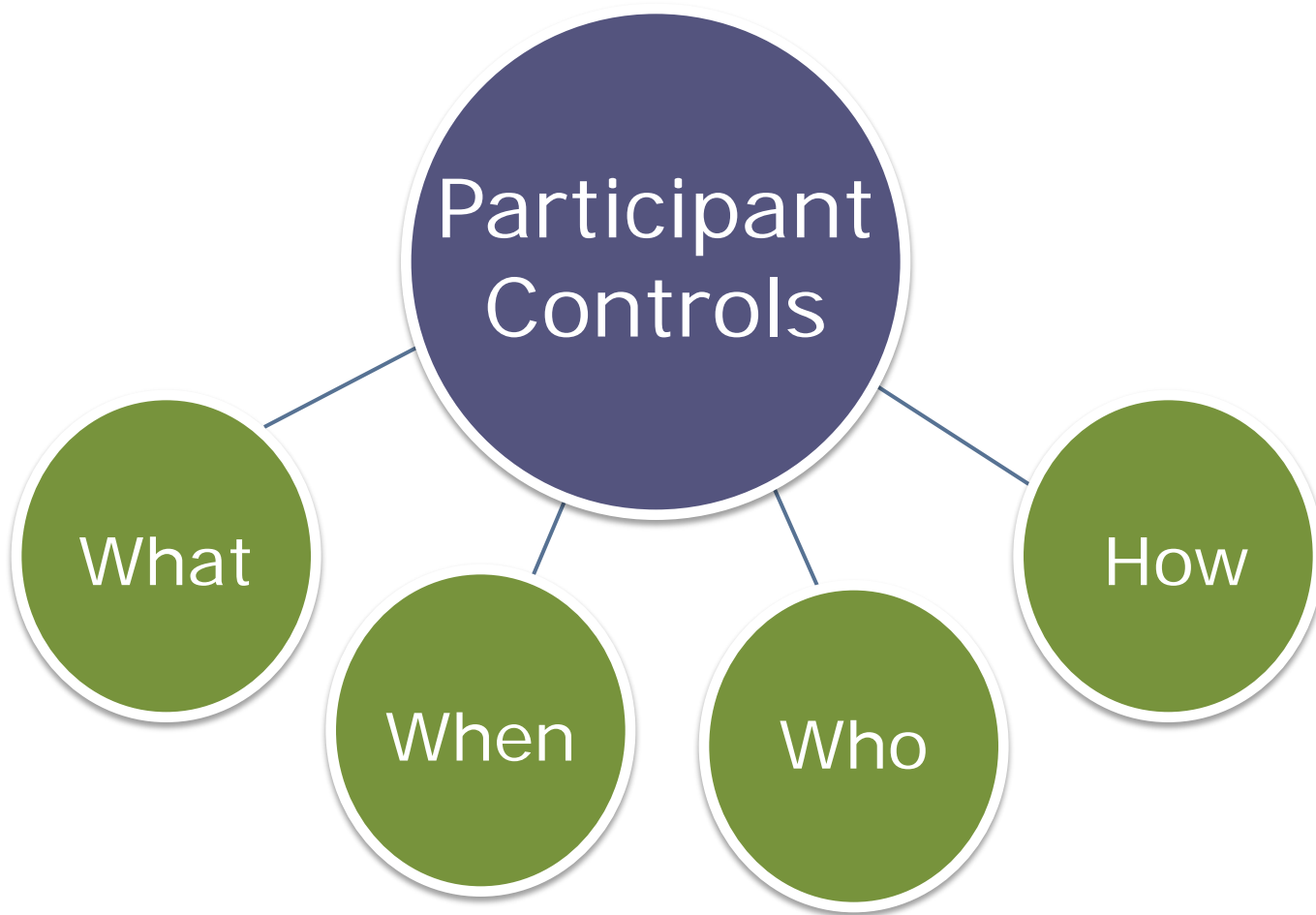
Person-Centered Planning

How Knowledgeable Are You About Participant-Directed Practices?

A. Very Knowledgeable

B. Knowledgeable

C. Somewhat Knowledgeable

D. Little Knowledge

Participant-Direction

❑ Shift from traditional model in which decision-making and managing authority is vested in professional

❑ Premise that person receiving services:

  ❑ is in best position to identify needs and goals and direct and manage own care

  ❑ has decision-making authority, including to hire, manage, and fire workers

What is Participant Direction?
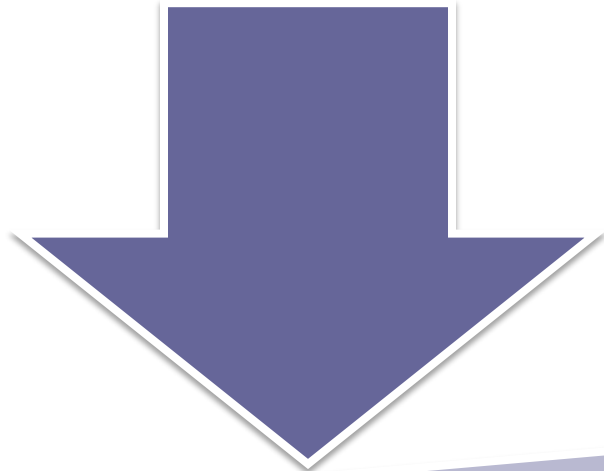
Traditional versus PD Services

Traditional

- Workers recruited and report to agency
- Program and agency set tasks
- Agency specifies salary and benefits
- Normal work hour schedule
- Worker training required by agency
- Case managers determine needs & services

Participant

Participant-Directed

- Recruits and manages workers
- Sets tasks
- Specifies salary and benefits (optional)
- Assigns flexible work hour schedule
- Trains/arranges worker training
- Makes decisions about needs and services

Participant

Shift in Responsibility for Risks

Relationship is between the program and the provider

Provider is accountable for health, welfare, and outcomes

Participant is responsible for decision-making, safety, and adequacy of services

Participants have the opportunity to learn from their mistakes

Effectiveness and quality are measured by the participant
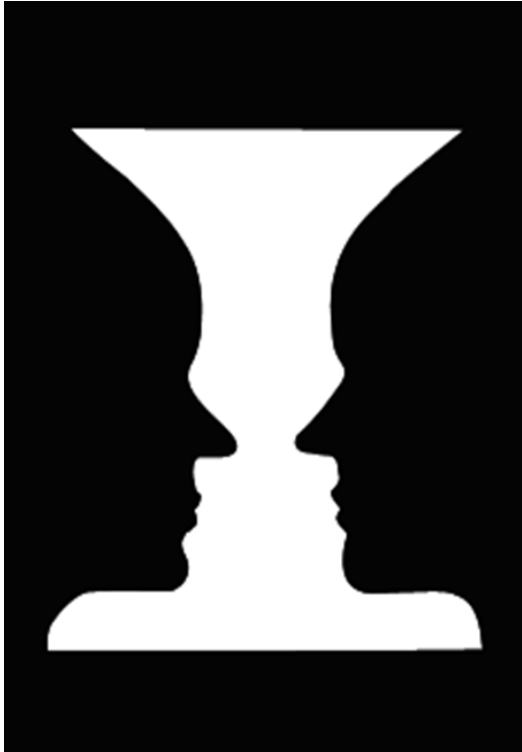
PC/PD Approach:
A Paradigm Shift

"I'm afraid you've had a paradigm shift."

Exercises for Paradigm Shift

How many passes does the team in white make?

0:06 / 1:09
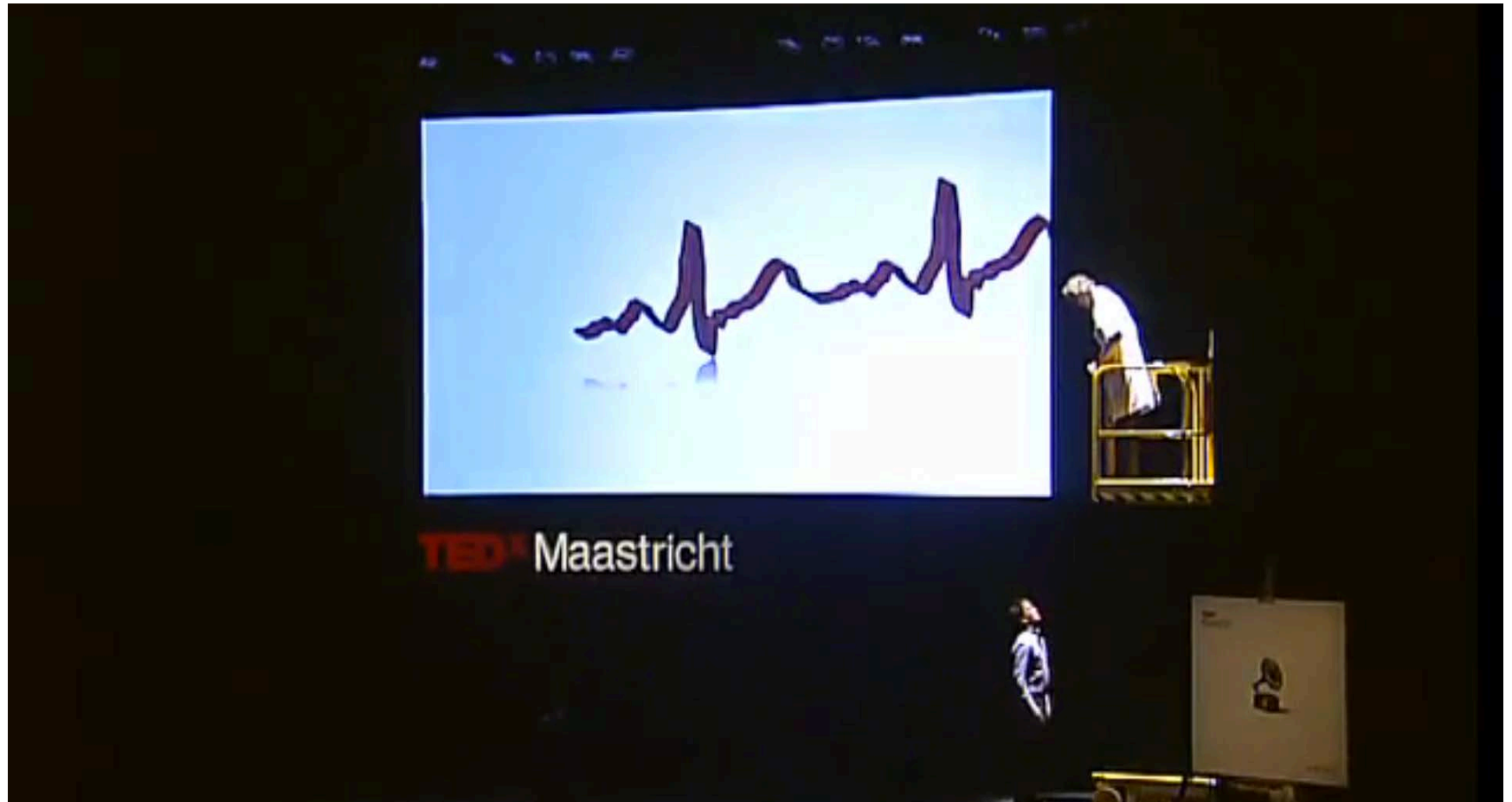
Test Your Awareness: Do The Test

The Paradigm Shift from "Expert" to Coach and Trainer

What is a Paradigm Shift?

- ❑ "one conceptual world view is replaced by another" (Thomas Kuhn, 1962)

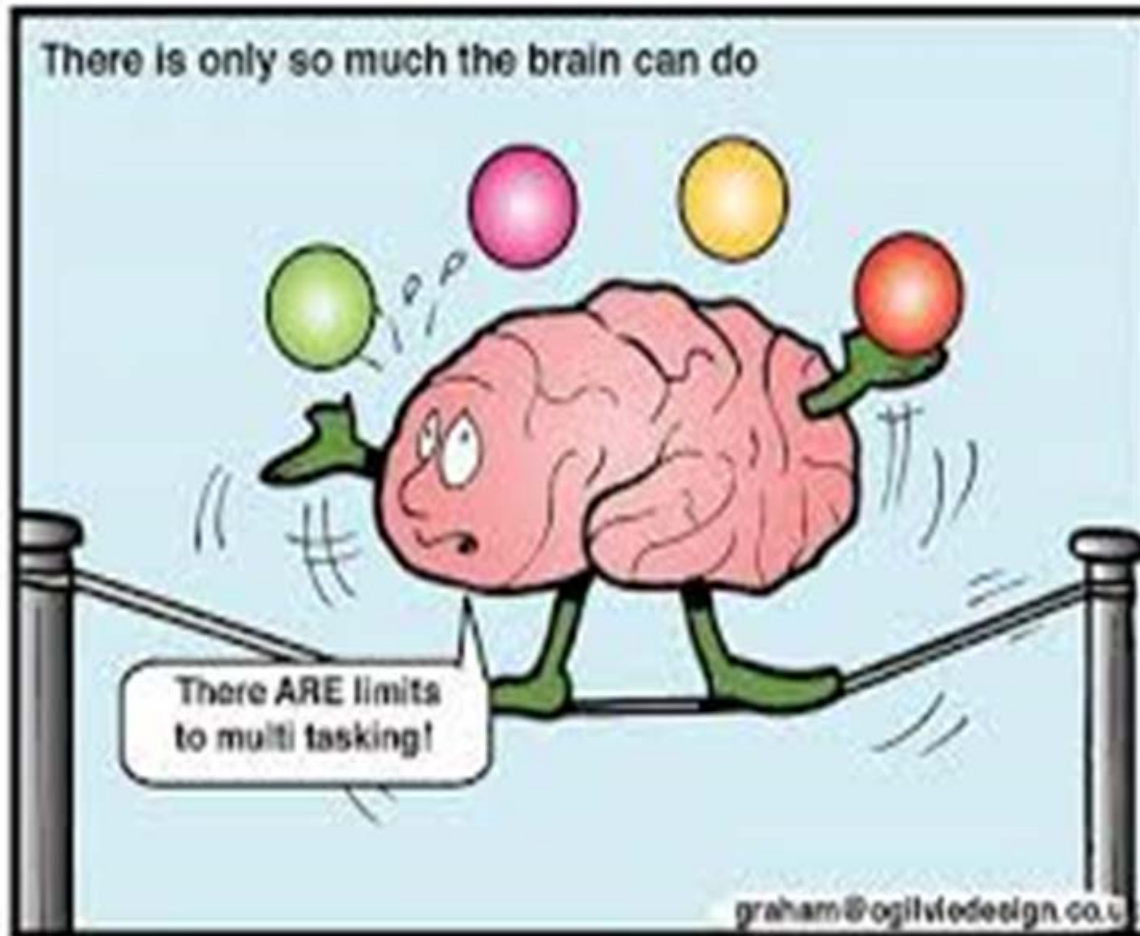- ❑ A change from one way of thinking to another

From God to Guide

Overcoming Resistance

Asking for One More Thing! Really?

Thinking About "Resistance"...

❑ Resistance (Noun):

    ❑ the act or power of resisting, opposing, or withstanding

    ❑ the opposition offered by one thing, force, etc., to another

    (Dictionary.com)

Small Group Exercise
Engaging Faculty and Relevant Others in Curricular Change

❑ What does resistance mean to you and how have you dealt with it in the classroom or field?

Asking Faculty to do One More Thing! Really?

❑ Maybe resistance is really just about…

- ❑ Multiplicity of responsibilities
- ❑ Information overload
- ❑ Multi-tasking
- ❑ Heavy workloads
- ❑ Limited budgets
- ❑ Family, friends… having a life!
- ❑ Our world today

Curricular Analysis Strategies: Assessing Readiness for Change

❑ Review course syllabi

❑ Obtain input from curriculum program committee, faculty, students, community partners

❑ Despite best curricular analysis and input, resistance may occur

    ❑   "Curriculum bucket is too full"

    ❑   Competency fatigue

Implementation

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Experiences in Implementation

What experiences have you had in making curricular change?

What is Infusion?

❑ The embedding of PC/PD knowledge, skills, and values throughout the <u>entire course</u>, not just one class session

  ❑ Course description, objectives, assignments, readings, and exercises, where appropriate

❑ More than a list of competencies: links course content, readings, class exercises, media, & assignments to the targeted PC/PD & EPAS competencies

  ❑ *Competencies Teaching Resources* (Matrix)

❑ Guidelines for Infusion: Ideal to move toward

Strategies for Success:
Help Engage Faculty to Facilitate Change and Implementation

❑ Relationship-building

❑ Logistics

❑ Faculty Recognition

❑ Maintaining enthusiasm and being realistic!

Effective Implementation

❑ Course Objectives – *By the end of this course, students will be able to:*

  ❑ Articulate ways to advocate for consumer access to the services of social work (CSWE competency, language changed to reflect PC/PD philosophy)

  ❑ 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 (PC/PD competency linked to CSWE competency)

Effective Implementation

❑ Course Requirements – *Theory Application Paper (Linked to course objectives):*

  ❑ Pick an issue in which you're interested. Based on what you know about the issue, apply a theoretical perspective to the issue that you think explains the dynamics of it. Include the following in your discussion:

   ▪ How does the theory "explain" the issue (e.g., what "causes" the problem from a generalist perspective, how are people affected by it)? (25 points)

   ▪ How would you intervene with a consumer who presented with problems related to the issue? What would the roles be of the social worker, consumer, and agency using the theory? How does that compare to person-centered, participant-directed approaches? (25 points)

Effective Implementation

❏ *Theory Application Paper (continued):*

- Summarize whether or not the literature supports your ideas. What theoretical perspectives are presented in the literature related to this issue? What theories do others use to "explain" and to intervene with the issue? (25 points)

- Briefly discuss the strengths/weaknesses to both your perspective and that presented by the literature. Include a discussion on how these perspectives align (or don't) with strengths/person-centered, participants-directed philosophies. (25 points)

Action Plans & Next Steps

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Take-Away Points

❑ Importance of engaging faculty and community partners from inception

❑ Emphasize ways to enrich courses rather than "taking away" other elements

  ❑ Be ready to assist colleagues with changes

❑ Connect to what faculty are already doing

  ❑ Cross-cutting areas: Not just aging and disabilities

Take Away Points

❑ Infusion throughout the course, including language

❑ Use *Competencies Teaching Resources* matrix as starting point; tailor to fit your program

   ❑ Send us your additions to the matrix

❑ Utilize existing resources from Tool Kit or www.Gero-EdCenter.org

   ❑ No need to "reinvent the wheel"

❑ Curriculum change is often incremental and never proceeds in a linear fashion

FDI Evaluation

Evaluation

❑ For each of the following statements, indicate your response by selecting the corresponding button on your clicker.

Evaluation

I am satisfied with the quality of the didactic sessions presented in this FDI.

A. Strongly Agree

B. Agree

C. Neutral

D. Disagree

E. Strongly Disagree

Evaluation

I am satisfied with the quality of this FDI's discussions and small group activities.

A. Strongly Agree

B. Agree

C. Neutral

D. Disagree

E. Strongly Disagree

Evaluation

As a result of this FDI, I understand the PC/PD philosophy and role in community-based LTSS.

A. Strongly Agree

B. Agree

C. Neutral

D. Disagree

E. Strongly Disagree

Evaluation

Due to this FDI, I understand the PC/PD competencies and their implications for social work education and practice.

A. Strongly Agree

B. Agree

C. Neutral

D. Disagree

E. Strongly Disagree

Evaluation

I feel more confident in my ability to infuse PC/PD competencies, content, and teaching resources into my syllabi than I did prior to this FDI.

A. Strongly Agree

B. Agree

C. Neutral

D. Disagree

E. Strongly Disagree

Evaluation

After attending this FDI, I have a better understanding of how to link PC/PD content, readings, and assignments to EPAS and PC/PD competencies.

A. Strongly Agree

B. Agree

C. Neutral

D. Disagree

E. Strongly Disagree

Evaluation

In this FDI, I learned about strategies to engage faculty, administrators, and students within my social work program in order to infuse PC/PD competencies.

A. Strongly Agree

B. Agree

C. Neutral

D. Disagree

E. Strongly Disagree

Evaluation

Overall, this Faculty Development Institute met my expectations and needs.

A. Strongly Agree

B. Agree

C. Neutral

D. Disagree

E. Strongly Disagree