

## **Person-Centered and Participant-Directed Social Work Competencies** **January 2016**

### ***Competency Domains from the CSWE 2015 Educational Policy Accreditation Standards***

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

1. Encourage and support the participant to identify their own goals and determine their best options even when they request another person to be involved in making those decisions or there is a legally mandated representative who is to be included in the decision making process.
2. Describe the philosophy of person-centeredness in relation to social work values and theories.

#### **Competency 2: Engage Diversity and Difference in Practice**

1. Identify the roles and responsibilities of the social worker, participant, support broker, and financial management services agency in a participant-directed service model.
2. Understand the diverse characteristics 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.).
3. Describe how diverse characteristics are sources of strengths for and/or may create barriers to accessing services and supports.
4. Explain how diverse characteristics may influence an individual's familial relationships, social organizations, and help-seeking behavior.

#### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

1. Understand the forms and mechanisms of privilege, oppression, and discrimination and their impact on participants and their families.
2. Describe how privilege, oppression, and discrimination may impact access to services and supports.

#### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

1. Describe the history of independent living, self-determination, and participant direction.
2. Compare and evaluate the effectiveness of participant direction as a service model.
3. Discuss the evaluation research on participant direction as a service model relevant to the population served and/or practice context.

#### **Competency 5: Engage in Policy Practice**

1. Understand the policy history and potential future trajectory of major public programs for long-term services and supports.
2. Identify effective techniques to advocate for strengthening existing or developing new long-term services and supports.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

1. Demonstrate active listening and engagement skills in order to understand the person's approach, views, and what is important to and for them.
2. Demonstrate ability to work with the participant to identify and discuss potential benefits and risks of their options.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

1. Apply a strength-based approach and build on individuals' strengths, values, preferences, and goals.
2. Discuss how family, paid caregivers, and community provide informal and formal supports.
3. Demonstrate ability to work with participants to develop support plans and individual budgets.
4. Establish capacity to provide support to the participant with employer related tasks, as needed (e.g., worker recruitment, training, discharging, etc.).

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

1. Demonstrate negotiation skills using tools such as open-ended questions, problem solving, and motivational interviewing techniques in interacting with the participant regarding the pros/cons of choices that may place the participant at considerable risk.
2. Facilitate information sharing from the person and family, agencies, organizations and communities using tools such as open-ended questions, problem solving, and motivational interviewing techniques and (when necessary) communication aids.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

1. Compare and evaluate the effectiveness of participant direction as a service model.
2. Discuss the evaluation research on participant direction as a service model relevant to the population served and/or practice context.