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

No decision about me, without me!
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?
ADRCs serve as single points of entry into the long-term supports and services system for older adults and people with disabilities.
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.
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
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
ADRCs IN WASHINGTON STATE

WISCONSIN  

WASHINGTON
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 ADRC Pilot Sites

- NWRC ADRC
- Pierce County ADRC
- SE WA ALTC ADRC
- ALTC Eastern WA ADRC
Washington State ADRC Pilot Sites

- NWRC ADRC
- Pierce County ADRC
- SE WA ALTC ADRC
- ALTC Eastern WA ADRC
Statewide Expansion of ARDCs Now in Progress.
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
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WHAT MAKES AN ADRC FUNCTIONAL?
(CONT.)

- Streamlined Access to Public LTSS Programs

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  - Continuous Quality Improvement
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
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
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.
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.
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.
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.
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.*
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.
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.).
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.
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.
PRACTICUM TEMPLATE
STUDENT SUGGESTIONS FOR COMPETENCY INFUSION

KEEP CALM
I'M A
SOCIAL WORK STUDENT
QUESTIONS?