

Person-Centered Access to Long-Term Services and Supports

1 Using Person-Centered Practices to Connect People to Long-Term Services and Supports



Introduction

These slides contain content adapted from the Administration for Community Living's Person Centered Counseling Training Program. The content includes text and narration from online courses. To view original content or for more information, please visit nwd.acl.gov or contact NoWrongDoor@acl.hhs.gov.

Copyright Notice and Disclaimer

Certain materials incorporated herein are Copyright ©2016, Regents of the University Minnesota. All Rights Reserved. IN NO EVENT SHALL UNIVERSITY OR TLCPCP BE LIABLE TO ANY PARTY FOR DIRECT, INDIRECT, SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, INCLUDING LOST PROFITS, ARISING OUT OF THE USE OF THIS CONTENT, EVEN IF UNIVERSITY OR TLCPCP HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

Welcome! (1/3)

People who are seeking assistance do not always know what is available. Finding the right long-term services and supports (LTSS) can be challenging and at times complicated. Person-Centered Counseling professionals are professionals who can help with this. They use person-centered thinking (PCT) and practices to support people in accessing the right LTSS in the right way.

Welcome! (2/3)

This lesson gives a broad overview of LTSS including a range of services that are available. It provides a quick review of the PCC professional role in the No Wrong Door (NWD) system. It gives a basic description of strategies in streamlining access to LTSS options. This lesson is a reminder of these important functions in the context of this course. You can learn more about the PCC professional role in the courses on the NWD system and person-centered thinking and planning.

This lesson and others talk broadly about resources. You need to know about regional resources and access issues that cannot be covered in this course. Please see your supervisor or employer about more support regarding resources and information available to you locally.

Welcome! (3/3)

Learning Objective

After completing this lesson: You will be able to use person-centered practices and the values of choice, direction, and control when helping people connect to long-term services and supports in a streamlined way.

Your Role in Helping People Access Long-Term Services and Supports (1/3)

As a Person-Centered Counseling professional, you are the face of the No Wrong Door system. You will use person-centered counseling approaches to support people with a variety of different needs. Accessing long-term services and supports (LTSS) will be important to some people. A focus on the person's strengths, goals, and preferences is important. An emphasis on their ability to experience choice, direction, and control as they choose supports is also important.

Your Role in Helping People Access Long-Term Services and Supports (2/3)

Duties may include:

- Using person-centered discovery
- Developing formal person-centered plans as requested
- Supporting person-centered action that includes private pay and public options
- Supporting streamlined access to public programs when chosen
- Conducting ongoing follow-up on plans as requested
- Documenting information and entering data as needed

Your Role in Helping People Access Long-Term Services and Supports (3/3)

You can learn more about these duties in the course “An Introduction to the No Wrong Door System.” You should also talk to your supervisor about your specific role and responsibilities as these may vary depending on where you work. This lesson will remind you about how you bring person-centered thinking into each of these practices. By using a person-centered approach, you can make sure that the person’s goals and preferences determine support (not just eligibility and/or funding).

What is LTSS? (1/3)

People often seek long-term services and supports (LTSS) when they are having trouble participating in life activities. That can include daily care support. It can also include things like service coordination. Public LTSS may even provide support to unpaid family members or caregivers involved with someone's care. Services can be delivered in a variety of settings including home, work, or school. People may also be interested in learning about options such as 24-hour nursing facilities, other institutional settings, or home and community-based services (HCBS).

What is LTSS? (2/3)

To meet eligibility for publically funded LTSS and long-term care insurance, people must meet criteria that includes necessary support for activities of daily living (ADLs) or instrumental activities of daily living (IADLs). ADLs are basic self-care. They include things like bathing and getting dressed by oneself. ADLs include being able to manage day-to-day life in a way that keeps you safe and healthy. This can include managing finances and taking medications correctly. LTSS are provided when people cannot perform these activities on their own – usually due to an enduring physical or mental condition.

What is LTSS? (3/3)

LTSS are different from short-term (or acute) needs. Short-term needs are considered temporary. Often recovery-based services are paid for through health insurance and daily care is provided through family or unpaid caregivers. Typically, LTSS are for people who experience conditions that are likely to be life-long. LTSS may vary depending on where someone lives, the services that are available, and a person's needs. Check with your supervisor to learn more about how LTSS is defined in your area.

Types of Long-Term Services and Supports and How They are Accessed

LTSS are important to people across the lifespan and from all walks of life. Most services are based on the person's ability to function. These are sometimes combined with income limits to create eligibility. Most public programs require an extensive screening process to determine if a person is eligible. Some Person-Centered Counseling (PCC) professionals might be involved with initial screening. They may use screening tools to determine a person's eligibility (i.e. each state will have a functional eligibility determination process). It is good to have a basic understanding of the potential needs someone may have at different stages in life. Keep in mind, publically funded options and other available services will vary depending on where a person lives.

How to Support People in Accessing Long-Term Services and Supports (LTSS) (1/3)

Person-Centered Counseling (PCC) professionals will use person-centered counseling as a foundation for streamlining access to LTSS. Streamlining access means connecting people to meaningful resources in ways that reduce confusion and burden along the way. Available services and funding sources will vary by state. PCC professionals do not need to know everything about every service. However, they do need to be willing to support people as they explore options. You should talk to your supervisor about your specific role in streamlining access.

How to Support People in Accessing Long-Term Services and Supports (LTSS) (2/3)

Here are some tips for streamlining access to LTSS. These strategies are discussed in more detail in other lessons in this course.

- Use person-centered discovery to understand a person's goals and preferences. Use this as a foundation for all work with the person.
- Address urgent and basic concerns (such as homelessness) as immediately as possible. However, look at longer-term solutions with the person.
- Collaborate with other professionals, such as Medicaid staff, to speed processes and access to services.

How to Support People in Accessing Long-Term Services and Supports (LTSS) (3/3)

- Consider natural support and typical solutions to issues (such as asking a neighbor for help) as a part of organizing options.
- Provide accurate information about eligibility criteria and application processes for federal, state, and local programs.
- Support the person in researching alternative LTSS resources as appropriate (i.e. if they do not qualify for a specific program or prefer not to use some available options).
- Offer to follow up and adjust plans and goals as desired by the person.
- Keep good records to avoid duplicative efforts or confusion later.

Ongoing Learning in the Person-Centered Counseling Professional Role

This lesson gave you a brief overview of the PCC professional's role in person-centered access to long-term services and supports (LTSS). This course will give you a good foundation for supporting people who wish to access LTSS. You will learn more about handling a variety of different situations. It is impossible to cover every type of situation that may arise or provide detailed information about specific local resources. You will need additional training and support. You will need to learn more about how formal LTSS options are accessed in your location. You will need experience helping people with LTSS needs in a person-centered and streamlined way. Completing all the courses in this training program will help.

Conclusion and Lesson Review (1/2)

- The PCC professional uses person-centered practices to ensure a good match with the person's goals before connecting people to potential long-term services and supports.
- Long-term services and supports are needed by people of all ages and backgrounds. They are often provided by unpaid family members or caregivers.
- PCC professionals should be aware of the wide range of services and informal supports available in local communities. They should have strategies for streamlining access to public programs in a person-centered way.
- Long-term services and supports can be paid for by public or private funds. PCC professionals should include natural supports and private pay options in their discussions with people.

Conclusion and Lesson Review (2/2)

Learning Objective

After completing this lesson, you will be able to use person-centered practices and the values of choice, direction, and control when helping people connect to long-term services and supports in a streamlined way.

Reflection on Learning Objective

Directions: Review the objective(s) on this page. Write down your answers to the following questions.

1. What did you learn in this lesson that you felt was important?
2. What will you do differently because of the content in this lesson?