



No Wrong Door Competency Framework

For New Hampshire's No
Wrong Door System of Access

2017

ACKNOWLEDGEMENTS

These competencies include material sourced from the DirectCourse Person Centered Counseling online curriculum developed by the University of Minnesota in collaboration with Elsevier for the Administration for Community Living's No Wrong Door System.

The structure and organization of these competencies relies heavily on the document, [New Hampshire Children's Behavioral Health Core Competencies](#)¹, which was developed by the New Hampshire Children's Behavioral Health Workforce Development Network Leadership Team.

New Hampshire's development and progress toward establishing a No Wrong Door System of Access has been supported in part by federal funds awarded to the state. In 2012, New Hampshire was awarded a multi-year grant which focused primarily on informing national training and certification for Person Centered Options Counseling.² NH focused on further developing Person Centered Options Counseling, currently delivered by New Hampshire's NWD System of Access through NHCarePath Partner sites.

The Department of Health and Human Services contracted with UNH Center on Aging and Community Living to facilitate the completion of this work.

Through a separate grant, NH was awarded additional federal funding to enhance its system of access for long term services and supports in an effort to further its progress to rebalance spending from institutional care to community. This funding award was called the 'Balancing Incentive Program' (BIP).³ Building upon national training models for PCC, BIP funding supported the development of state based trainings and competencies.

¹ http://www.endowmentforhealth.org/uploads/resources/id33/NH_BHCompetencies_2016.pdf

² https://chhs.unh.edu/sites/chhs.unh.edu/files/departments/center_on_aging_and_community_living/nh2010optionscounselingfinalreport.pdf

³ <https://www.medicaid.gov/medicaid/ltss/balancing/incentive/index.html>

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Introduction

These competencies were developed by and for staff working in the New Hampshire No Wrong Door (NWD) Systems of Access for Long Term Services and Supports (LTSS). These competencies reflect the knowledge, skills, and abilities that are needed for the delivery of high quality services and supports in the NWD system of access.

BACKGROUND

The NWD Systems of Access Competencies are based on key elements defined in [Key Elements of a NWD System of Access to LTSS for All Populations and Payers](#)⁴ written by the three federal No Wrong Door partners: the Administration for Community Living, the Centers for Medicare and Medicaid Services, and the Veterans Health Administration. These elements are described as “characteristics or attributes that share a single statewide system available to all populations who need or may at some point need LTSS and all payers who help to finance LTSS.” Four primary functions are reflected under the key elements:

- ***State Governance and Administration***
- ***Public Outreach and Coordination with Key Referral Sources***
- ***Person-Centered Counseling***
- ***Streamlined Eligibility for Public Programs.***

These elements are guidelines for states to use to implement a No Wrong Door System of Access. The competencies use three of these four functions to organize services provided by agencies’ staff to individuals who seek information regarding access LTSS.

⁴ <https://acl.gov/Programs/CIP/OCASD/ADRC/docs/NWD-National-Elements.pdf>

ORGANIZATION OF THE COMPETENCIES

ELEMENTS: THE KEY TOPIC AREAS OF THE NWD COMPETENCY FRAMEWORK

The competencies are organized into elements outlined by the federal Administration for Community Living for NWD Systems with an additional element that includes state-specific competencies. These competencies will be used by NWD Core Partners involved in assisting individuals (and their families) who seek to identify and access long term services and supports.

The elements are:

- 1. *Person-Centered Counseling***
- 2. *Streamlined Eligibility for Public Programs***
- 3. *Ethical Competencies within the No Wrong Door System***
- 4. *Population-Specific Competencies***

THE LEVELS OF THE NWD COMPETENCY FRAMEWORK:

FOUNDATIONAL, INTERMEDIATE, AND ADVANCED

The competencies are organized by levels of knowledge and skills in each element. There are three levels: Foundational, Intermediate, and Advanced. These are designed to identify the skill level of staff and assist individual staff in reflecting on strengths, interests and professional development needs and goals. No one person will be advanced in all areas; this framework allows staff and managers to assess individual and organizational needs and goals. These competencies will be regularly updated to comply with both state and national level standards and guidance. The levels are defined below.

FOUNDATIONAL

- Describes how the NWD vision, values, and structure help to improve the way people access LTSS in their communities
- Describes staff members' potential role in working toward a NWD system
- Demonstrates awareness of person-centered counseling techniques to help streamline access to public programs within the NWD system
- Describes the function of outreach, partnerships, and governance in the NWD system
- Identifies, describes, and provides examples of services that are commonly offered through the NWD system

INTERMEDIATE

Incorporates all foundational competencies and in addition:

- Defines and supports NWD system changes in one's respective role in alignment with the NWD system vision and values
- Understands and actively supports outreach, partnerships, and governance in the NWD system
- Uses person-centered counseling techniques to help streamline access to public programs within the NWD system

ADVANCED

Incorporates all foundational and intermediate competencies and in addition:

- Implements NWD system changes through one's own role in alignment with the NWD system vision and values
- Performs outreach and pursues and maintains partnerships with other agencies involved in the NWD system
- Participates in governance activities of the NWD system
- Mentors others in person-centered counseling techniques to help streamline access to public programs within the NWD system
- Advocates for person-centered changes in practices and systems, including tracking and sharing data as needed for organizational and system changes

IMPLEMENTATION

Specific competencies are outlined for each of the elements. Staff may self-assess their level of competence and work with their supervisors to identify and address professional development goals. A self-assessment tool is located at the end of these competencies to assist staff and supervisors.

The Competencies

PERSON-CENTERED COUNSELING

Overall, each staff member is able to support choice, direction and control in each interaction with people seeking information or services. Person-Centered Counseling is individually-led, includes a personal interview and the development of a person-centered plan. Staff focus on facilitating access to services and supports and provide follow-up as appropriate.

FOUNDATIONAL

- Knows three core values of person-centered counseling and gives an example of each value in practice
- Discriminates between "fixing" and "supporting" approaches
- Uses strategies that help identify what is important TO a person before suggesting actions or options
- Describes roles and duties in developing person-centered plans

INTERMEDIATE

- Utilizes tools and demonstrates good conversational skills to elicit a balance of options as needed
- Incorporates relationships and cultural views into interactions in a person-centered way
- Describes the methods used to identify important aspects of relationships and culture in person-centered discovery
- Demonstrates a variety of useful approaches to person-centered thinking in practice
- Utilizes tools that support person-centered thinking skills
- Prepares formal, written person-centered plans as intended in the NWD system and in accordance with the roles and processes defined by their employer
- Ensures that choice, direction, control, opportunity, and inclusion are offered in culturally and individually relevant ways
- Supports people in identifying and incorporating natural supports, private pay, and local resource options into their plan in a person-centered way
- Supports people in translating their person-centered goals into action steps that lead to desired outcomes
- Supports people in developing specific, measurable, assigned, relevant, and time-bound action steps that are likely to lead to person-centered outcomes as based on goals defined by the person

ADVANCED

- Effectively utilizes tools and demonstrates excellent conversational skills to elicit a balance of options as needed
- Effectively incorporates relationships and cultural views into interactions in a person-centered way
- Able to train others in the methods used to identify important aspects of relationships and culture in person-centered discovery
- Trains and mentors others in a variety of useful approaches to person-centered thinking in practice
- Able to use multiple tools that support person-centered thinking skills; able to train and mentor others in using such tools
- Able to describe ways that the core values of choice, direction, and control are embedded and that important principles of support, including inclusion, dignity of risk, cultural relevance, and opportunity, are supported when engaging the person-centered planning process
- Able to engage person-centered planning skills flexibly in all settings
- Trains, orients, supports and mentors others as they prepare formal, written person-centered plans as intended in the NWD system and in accordance with the roles and processes defined by their employer
- Exhibits high level skills in ensuring that choice, direction, control, opportunity, and inclusion are offered in culturally and individually relevant ways
- Educates individual recipients, family members and providers about the core values of choice, direction, and control are embedded and that important principles of support, including inclusion, dignity of risk, cultural relevance, and opportunity, are supported when engaging the person-centered planning process
- Has expertise, training and knowledge of current literature and best practices around person-centered planning skills and is able to mentor others in
 - Using person-centered planning skills flexibly and in different settings
 - Supporting people in identifying and incorporating natural supports, private pay, and local resource options into their plan in a person-centered way
 - Supporting people in translating their person-centered goals into action steps that lead to desired outcomes
 - Supporting people in developing specific, measurable, assigned, relevant, and time-bound action steps that are likely to lead to person-centered outcomes as based on goals defined by the person
 - Demonstrating strategies for reviewing person-centered plans to ensure they are useful and useable

STREAMLINED ELIGIBILITY FOR PUBLIC PROGRAMS

Overall, each staff member is able to support people in the eligibility and application processes for Medicaid and similar federal and state options based on a person-centered plan and available resources.

FOUNDATIONAL

- Discerns needs of individual and refers for more in-depth exploration as warranted
- Completes designated aspects of implementation and follow-up in person-centered planning
- Uses person-centered practices when interacting with people and/or their caregivers seeking access to LTSS

INTERMEDIATE

- Appropriately follows up on items and aspects of a person-centered plan, including reporting data as requested
- Supports people in accessing local resources and natural supports to meet their goals
- 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
- Understands how to connect people and how different population specific systems work in order to help individuals understand them and to support them in navigating the system (act as interpreter for the system)
- Draws upon public, private, and personal resources as the person desires to ensure their goals for living and daily support are achieved
- Supports people in understanding and applying for local Medicaid LTSS options when these options make sense, given the person's circumstances and goals

ADVANCED

- Extensive knowledge of how to connect people, knowledge of how different population-specific systems work in order to help individuals understand them and to support them in navigating and interpreting the system
- Fully understands Medicaid LTSS options and assists individuals and families with application process when these options make sense, given the person's circumstances and goals
- Trains and mentors others in review of person-centered plans to ensure that they are likely to be used
- Works effectively with a variety of people and entities (formally and informally) to ensure consistent, streamlined, and person-centered access to LTSS

ETHICAL COMPETENCIES WITHIN THE NWD SYSTEM

Overall, each staff member is able to demonstrate understanding of values and principles important to support individuals within the NWD System

PROTECTION AND ADVOCACY

FOUNDATIONAL

- Understands what mandated reporting is, who mandated reporters are, and what kinds of events are reportable, as well as how, when, and where to document and report suspected maltreatment
- Is able to report issues as required by state and local law
- Assesses risk in the community and uses this information in community-based work

CULTURAL EFFECTIVENESS

FOUNDATIONAL

- Able to describe the process of becoming more culturally competent and how to recognize and respect other cultural perspectives and differences
- Able to recognize staff member's own cultural assumptions
- Demonstrates and implements the four steps of cultural reciprocity with a person being served in the NWD system
- Offers language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health care and services
- Informs all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing
- Provides easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area

INTERMEDIATE

- Able to identify and describe at least two cultural beliefs about disability and three actions that might be seen as rude, disrespectful, or unacceptable in other cultures
- Ensures the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided

ADVANCED

- Able to describe the practices of cultural competence, cultural humility, and cultural reciprocity and explain how these practices can help PCC professionals in their work
- Establishes culturally and linguistically appropriate goals, policies, and management accountability, and infuses them throughout the organization's planning and operations
- Conducts ongoing assessments of the organization's CLAS-related activities and integrates CLAS-related measures into measurement and continuous quality improvement activities
- Collects and maintains accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and to inform service delivery
- Conducts regular assessments of community health assets and needs and uses the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area
- Communicates the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the general public

POPULATION-SPECIFIC COMPETENCIES

Overall, each staff member meets required competencies for special populations as directed by program, agency and/or supervisor requirements. Staff are able to demonstrate an understanding of NH DHHS and CMS visions of LTSS for each population outlined.

MENTAL HEALTH AND MENTAL ILLNESS

FOUNDATIONAL

- Has a basic understanding of mental health and mental illness
- Able to identify that an individual may have a mental health need and make an appropriate referral
- Understands New Hampshire's system for serving individuals seeking mental health services

INTERMEDIATE

- Knows appropriate referral resources and coordinates effectively with the community mental health system in their local community
- Identifies, describes, and provides at least two examples of community-based mental and behavioral health services

ADVANCED

- Has a deep understanding of the effects of mental illness at both the individual and system level
- Able to advocate for individuals, meet and collaborate with mental health service providers, and recognize gaps in the service system and advocate for system change

DEVELOPMENTAL DISABILITY AND ACQUIRED BRAIN DISORDERS

FOUNDATIONAL

- Has a basic understanding of developmental disabilities (DD) and acquired brain disorders (ABD)
- Able to identify that an individual may have a developmental disability or acquired brain disorder and make an appropriate referral
- Understands New Hampshire's system for serving individuals experiencing a developmental disability or acquired brain disorders
- Able to identify organizations that oversee and provide services to individuals who experience DD or ABD
- Describes the array of services provided and populations served by the NH Bureau of Developmental Services (BDS) system
- Identifies eligibility pathways to Medicaid funded services
- Understands the three Home and Community Based Services (HCBS) waivers BDS oversees
- Identifies the processes and steps that take place when an individual applies for services
- Describes the difference between approval for waived services and approval for Area Agency services
- Understands common acronyms and terminology

INTERMEDIATE

- Aware of appropriate referral resources and coordinates effectively with community developmental disability and acquired brain disorder systems in local community
- Identifies, describes, and provides at least two examples of community-based DD and ABD services

ADVANCED

- Demonstrates deep understanding of effects of DD and ABD at the individual and system levels
- Able to advocate for individuals and meets and collaborates with DD or ABD service providers
- Able to recognize gaps in the service system and advocate for system change

SUBSTANCE USE CONCERNS

FOUNDATIONAL

- Able to identify that an individual may be at risk for substance use and make an appropriate referral for assistance
 - Understands New Hampshire's system for serving those with substance use concerns
 - Has a basic understanding of substance use issues
-

INTERMEDIATE

- Is aware of and coordinates effectively with resources in the local community
-

ADVANCED

- Has deep understanding of prevalence of substance use and the impact of substance use disorders at the individual and system levels
- Able to advocate for individuals, meet and collaborate with service providers, and recognize gaps in the service system and advocate for system change

OLDER ADULTS

FOUNDATIONAL

- Has a basic understanding of issues affecting older adults who age into disabilities or age with a disability
 - Able to make an appropriate referral for assistance for older adults who are aging into disabilities or are aging with a disability
 - Understands New Hampshire's system for serving older adults who age into a disability or are aging with a disability
-

INTERMEDIATE

- Aware of and coordinates effectively with resources in the local community
-

ADVANCED

- Demonstrates deep understanding of issues older adults experience at the individual and system levels
- Able to advocate for individuals, meet and collaborate with service providers
- Able to recognize gaps in the service system and advocate for system change

PHYSICAL DISABILITIES

FOUNDATIONAL

- Has a basic understanding of issues for individuals living with physical disabilities
- Able to make appropriate referrals for assistance
- Understands New Hampshire's system for serving individuals living with physical disabilities

INTERMEDIATE

- Is aware of and coordinates effectively with resources in the local community

ADVANCED

- Demonstrates deep understanding of issues experienced by people living with physical disabilities
- Able to understand the impact of physical disabilities at the individual and system levels
- Able to advocate for individuals, meet and collaborate with service providers
- Able to recognize gaps in the service system and advocate for system change

CHILDREN AND FAMILIES

FOUNDATIONAL

- Has a basic understanding of issues facing children and families who are in need of support
- Able to make an appropriate referral for assistance for children and families who are in need of support
- Demonstrates an understanding of New Hampshire's system for serving children and families

INTERMEDIATE

- Is aware of and coordinates effectively with resources in the local community

ADVANCED

- Demonstrates deep understanding of issues involving children and families and the impact experienced at the individual and system levels
- Able to advocate for individuals, meet and collaborate with service providers
- Able recognize gaps in the service system and advocate for system change

CENTERS FOR INDEPENDENT LIVING

FOUNDATIONAL

- Understands what an Independent Living Center is, and for New Hampshire specifically, is familiar with Granite State Independent Living
- Understands how to support persons living with a disability

VETERANS, MILITARY MEMBERS AND THEIR FAMILIES

FOUNDATIONAL

- Able to use correct descriptions, greetings, titles, and acronyms that are appropriate to the military culture

INTERMEDIATE:

- Aware of and coordinates effectively with resources in their local community

ADVANCED:

- Demonstrates a deep understanding of issues involving veterans, military members and their families and the impacts at the individual and system levels
- Able to advocate for individuals, meet and collaborate with service providers
- Able to recognize gaps in the service system and advocate for system change

COMPETENCY SELF-ASSESSMENT

This tool can be used to self-assess competency in any or all of the key topic areas. Review the descriptions for a particular area and identify areas of strength, areas for improvement and areas of need. Based on this assessment, determine your level of competence.

Name _____

Date of Self-Assessment _____

Reviewed with _____

Date of Review _____

Competency	Areas of Strength	Areas for Improvement	Areas of Need	Level
No Wrong Door System Vision, Values and Structure				<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Person-Centered Counseling				<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Streamlined Eligibility for Public Programs				<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Cultural Effectiveness				<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Protection and Advocacy				<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Mental Health and Mental Illness				<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Developmental Disability and Acquired Brain Disorders				<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Substance Use Concerns				<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Older Adults				<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced

Physical Disabilities				<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Children and Families				<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Centers for Independent Living				<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced
Veterans, Military Members and Their Families				<input type="checkbox"/> Foundational <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced

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