

**Administration on Community Living (ACL) No Wrong Door System
Person-Centered Counseling (PCC) Training Program**

Course Title: Person-Centered Thinking and Practices

Lesson Number & Title: 2 Community Life for Everyone

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Page No: 1

Narration:

Welcome to the lesson on **Community Life for Everyone**. This lesson is part of the course on **Person-Centered Thinking and Practices** in the in the Person-Centered Counseling Training Program. Please review the information on this screen and go to the next page when you are ready.

Text:

Welcome!

Here is a description of the lesson you are starting:

This lesson will help you consider the value of community living. It will provide background on the movement toward community living in long-term services and supports. It will explain the difference between a system-focused life and a balanced life in the community. It will use terms and concepts that are part of The Learning Community's (TLC) Person-Centered Thinking (PCT) approach. It will also introduce the Relationship Map, a TLC tool. This tool supports consideration of the person's current connections to community through the lens of relationships.

Learning Objective:

After completing this lesson: You will be able to compare and contrast aspects of a balanced life in the community versus a service-focused life.

To view course information, including On-the-Job Training Assessments, Portfolio Assignments, and a list of Activities, click on the “Menu” tab and then click Lesson Information.

This course is one of the six foundational courses in the No Wrong Door System Person-Centered Counseling (PCC) Training Program meant to provide basic skill and knowledge related to the identified competencies for a PCC professional. Click on the box below to learn about how person-centered thinking approaches are infused throughout these courses.

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Narration:

Community living is something that most people take for granted. People go to work or school. They volunteer or participate in worship services. They call a friend for lunch or drop off groceries to someone who is ill. They take care of their homes and families. However, these ordinary parts of life are often not considered when someone seeks long-term services or supports. Before you can implement person-centered thinking practices, you must have an understanding of the importance of community living. You must have a way of understanding the difference between “living in a community setting” and living a life. Please review the information on the page. When you are ready, go to the next page.

Text:

The Importance of Supporting Community Living

People seeking services and supports have not always been able to have lives that are integrated with community. In the past it was common practice to send people to live in nursing homes or institutions when family or others could not independently support them at home. Institutions sometimes offered meaningful assistance. However, they were not person-centered or integrated with community life. Over the last five decades, we have learned a lot about what is important to people. The message has been clear and consistent. People want choice, direction, and control in their lives. They want to live, work, learn, and play in their communities just like everyone else.

Over the years, many laws have been passed to help people gain more access to community life. As a result, there has been some progress on human and civil rights. Quality of life has improved for many. However, there is still a profound institutional bias in the financing and organization of service delivery systems. As a result even people receiving “home and community based services” may still experience life as if they lived in an institution.

In 2014, the Centers for Medicaid and Medicare Services (CMS) settings rule provided its first affirmative statement about the meaning of home and community. It was a profound shift away from an institutional model. Person-Centered Counseling professionals will be in the forefront of supporting this shift as people seek services through No Wrong Door systems.

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Narration:

The changes of today are based on the changes of the past. Many people who will fulfill the role of Person-Centered Counseling professional have been a part of those changes. The move toward support in the community began many years ago. It has been shored up by many laws and initiatives. Please review the information on the page. When you are ready, go to the next page.

Text:

Community Life – Past, Present, and Future

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Narration:

Institutions have been closing, and community services have been emerging. Along the way, people have recognized that community living is about more than where you live. Choice, direction, control, and opportunity must be present to make community life meaningful. Person-centered thinking skills keep services focused on the right things to make this happen. Please review the information on the page. When you are ready, go to the next page.

Text:

Supporting Community Life

Person-centered counseling (PCC) is guided by respectful and focused listening. As a PCC professional, you will support people of all ages and abilities in the following:

- <bullet> Having control over the aspects of their lives that are meaningful to them
- <bullet> Being recognized and valued for their contributions (past, current, and potential)
- <bullet> Being provided new and ongoing opportunities to be positively engaged during all phases of their lives
- <bullet> Being supported through a variety of relationships, both natural and paid, within their communities

These core experiences are fundamental to community living.

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Narration:

Counseling occurs in a context. Person-Centered Counseling professionals use discovery skills to hear the concerns and hopes that people have. They need skills to make sure they can hear the person's voice even when the pressures of the system or others involved makes that challenging. Professionals should try to understand how the person views the situation and ask the person how they see the roles and desires of important people in their lives. The process of discovery as taught in this training program helps with professionals do this. Please review the information on the page. When you are ready, go to the next page.

Text:

Supporting Community Life

Person-centered discovery is an essential skill in person-centered counseling (PCC). (Related skills include motivational interviewing and active listening.) People will come with specific needs or requests. In the Learning Community approach, discovery skills are methods of listening to people. They are used to identify a person-directed balance between what is important to a person and important for them. This information makes choosing between options meaningful. The amount of time discovery takes will vary. However, a good understanding of the "to/for balance" for the person and how it applies now, is part of the goal.

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Narration:

Long-term care systems generally have a heavy emphasis on health and safety. Supports are typically organized around compensating for apparent deficits or limitations. Things that are important *to* a person are often attended to superficially, if at all. In times of serious and immediate crisis, a strong emphasis on health and safety may be important. However, for people who experience long-term need for support there is a risk of life revolving around these needs indefinitely. Please review the information on the page. When you are ready, go to the next page.

Text:

Maintaining a Balanced Life in the Community

When it comes to a balanced life in the community, quality of life is as important as location. It's not enough to live outside an institution or "in a community setting." Specific attention and effort to maintain things important *to* people is necessary. The "to/for balance" is a way of helping people maintain balanced lives on their own terms.

Reflection Activity: The "To/For Balance"

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Narration:

Many times people with serious or long-term conditions will need intermittent crisis level care. They will often need extra support on an ongoing basis. When people rely on others to provide support, they can be at risk of having their own views of how they want to live silenced or blocked. When this happens, it can mean people miss out on many typical experiences of life. It can mean the loss of things they cherish. Supporters may need reminders and resources to help them be part a person's experience of choice, control and direction in services. Please review the information on the page. When you are ready, go to the next page.

Text:

A Balanced Life

The “to/for balance” will be explored throughout this course. People with ongoing support needs face the risk of people's concerns for them dominating over their own concerns. People end up with a service-driven life when health and safety dominate decision-making. A right match for community services and support is based on a good “to/for balance” *as defined by the person*. An essential concept to make this work is the “dignity of risk.” This is the recognition that people learn, grow, and experience the fullness of life through opportunities to determine their own path, including experiencing failure or poor outcomes.

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Narration:

Person-Centered Counseling professionals help ensure the goals of a balanced life are being explored and honored with each person seeking assistance. In other lessons and courses you will learn more about engaging discovery to help you learn what is important to a person. That will be the basis of addressing their support needs. In that process you will want to ensure you are considering relationships as a core aspect of what is important to the person.

Please review the information on the page. When you are ready, go to the next page.

Text:

Relationship Map

A relationship map is one of the Learning Community tools that helps with the skill of understanding the power and importance of social networks. Discovery is a conversation where you learn about a person. Paying attention to their important relationships and their overall social network can be very important. Relationships offer comfort and make life interesting. Having loved ones supports resilience and recovery. There are other methods of looking at social networks. This tool is explored here because it is part of the toolkit in person-centered thinking. The first step in using a map is learning how to fill one out. This will help you to understand more about how social networks look and to consider a person's unique situation.

Activity: Filling Out a Relationship Map

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Narration:

Of course there is no right or wrong when it comes to relationships. If you took the map you completed and shared it with your best friend or a coworker, each map would look very different. We each come from unique families and communities. We are each unique in our desire for relationships. The point is not to decide for people if they have the right relationships or the right amount. The point is to try to understand their social roles and networks when considering the context of their situation. Please review the information on the page. When you are ready, go to the next page.

Text:

Value and Use of a Relationship Map

The relationship map is a great tool for getting a better picture of a person's social support network.

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Narration:

As times and expectations have changed our view of inclusion and participation in life has become more robust. Today, the expectation is that people with support needs are not simply present in communities, they are included. Being included can mean a variety of things. Staying connected to family and others we care about is one aspect. Opportunities to work, go to school, to freely enjoy the spaces and places that others do, and to contribute in our own way are all important parts of community living. Please review the information on the page. When you are ready, go to the next page.

Text:

Relationships in a Balanced Community Life

Activity: A Balanced Community Life

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Narration:

Congratulations! You have now finished the lesson. Let's take a few moments to review the key ideas and learning objectives. Concepts of community living and inclusion are evolving over time. Community life is more than just living outside of an institution. A person's ability to engage in the ordinary events of life, such as work, school, and relationships, in ways that are meaningful is critical to community living. Person-Centered Counseling professionals should support the values of choice, direction, and control. They should also support a balanced life in the community where opportunity, access, and a variety of social roles are available to all people.

Please review the information on this page. You can also review the content as needed by using the "Left Arrow" icon at the bottom of the screen. This will take you back through the lesson. You may take the test now, later, or as requested by your employer. Good luck and thanks for completing the lesson!

Text:

Conclusion and Lesson Review

<bullet> The history of services includes segregation and exclusion from many of the things that make life our own. Relationships, opportunity, and contribution have rarely been the focus of services. Providing a person with

a home in the “community” is not the same thing as helping them be included in community life.

<bullet> The more significant or enduring a person’s need for support, the more likely their voice will be diminished and services will become system-centered. Person-Centered Counseling (PCC) professionals play a role in maintaining the things that are important *to* the person when seeking services.

<bullet> Person-centered thinking and planning helps support a healthy life balance. It starts with what’s important *to* a person and addresses important *for* in that context. The tools and strategies of person-centered thinking can help support this process. Recognizing the importance of the dignity of risk is key for success.

<bullet> A relationship map is a tool that can support your ability, as a PCC professional, to recognize and engage natural support and inclusion. It can help identify gaps in a person’s life in the community and natural supporters who are engaged with the person. In formal planning, it can help the person identify people they want to support their planning process.

Reflection on Learning Objectives

Directions: Review the objective(s) on this page. When you are done click on the “My Notes” icon at the top of the screen to use the electronic journal or use your own notebook. 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?

Learning Objectives

After completing this lesson, you will be able to compare and contrast aspects of a balanced life in the community versus a service-focused life.

If you are ready to take the test, click on the “Take Test” tab. You can also take the test later: It will be available from your “Personal Page.” To access it, click on the “My eLearning Lessons View” button. Choose the lesson title from the list of assignments, and then click on the “Start the Lesson” button

at the bottom of the screen. Click the “Take Test” tab to start the test.

We recommend that you complete the On-the-Job Training Assessments and Portfolio Assignments for this lesson. They will help you demonstrate competencies for the ideas presented. To view On-the-Job Training Assessments, Portfolio Assignments, and a list of Activities, click on the “Menu” tab and then click “Lesson Information.”

Again, congratulations and good luck!

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