

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

Course Title: Person-Centered Planning and Implementation

Lesson Number & Title: 5 Applying the Skills Flexibly and in a Variety of Settings

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Page No: 1

Narration:

Welcome to the lesson on Applying the Skills Flexibly and in a Variety of Settings. This lesson is part of the course on Person-Centered Planning and Implementation 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: Person-centered discovery and planning can occur in many ways. To complete a formal person-centered plan requires the use of flexible but organized approaches. To complete a plan, you may meet with a person several times. You must be prepared to meet people in a variety of locations. You may facilitate the process one-on-one with the person. Or, you may support group processes to complete a plan. Each situation presents unique benefits and challenges that you must navigate. This lesson will provide you with key tips and consideration for organizing your approach. It will provide examples of person-centered planning in three different situations.

Learning Objective:

After completing this lesson:

You will be able to engage person-centered planning skills flexibly and in different settings.

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:

A Person-Centered Counseling professional may work with people from a variety of backgrounds and in a variety of settings. Your particular role will depend on the organization you work for. It may also depend on your education, background, or credentials. Some organizations will expect Person-Centered Counseling professionals to work actively with anyone who contacts them. Others will have specialists or share responsibilities with other organizations in the area. Review the information on this page. When you are ready, go to the next page.

Text:

Working with Diverse Individuals in a Variety of Settings

Throughout this course, we've talked about things that make individuals unique. These can be things such as their ages, cultures, and the types of conditions and barriers they experience. The course Who We Serve in this curriculum will help you learn more about some of these topics. The scenarios in this course are also meant to provide you with examples of planning in variety of settings and situations and for various purposes. However, learning to plan well is an ongoing process of trying and learning. This lesson is a starting point to help you consider how to organize yourself to support planning. It will include the importance of setting in planning. It will help you consider how to adapt and use skills in a variety of situations. Professionals that want to get good at planning will want to consider ongoing professional development in this area.

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Narration:

All the skills from the person-centered thinking course can be applied to planning. They are meant to support you in identifying what is important to people and the strengths they bring to a situation. A formal person-centered plan is when you help gather and document information in an organized way. This is done when the person believes a plan will help them experience more choice, direction, control, and opportunity. Review the information on this page. When you are ready, go to the next page.

Text:

How the Approaches Support Plans

When supporting the development of a plan, the Person-Centered Counseling (PCC) professional will use the approaches artfully and flexibly. A review of these skills and approaches was provided in the lesson: Using Person-Centered Thinking (PCT) Approaches to Support Discovery and Build the Plan. This lesson is about some of the details of organizing their use and more examples. Person-centered planning has a history to it. If you have participated in other forms of person-centered planning, you may have ideas about how planning should go. However, in a NWD system planning may look a little different. It's important to keep an open mind. There is no single "right" way to complete a plan. A basic process will do the following:

<bullet> Keep the person in charge of the all aspects of the processes and plan

- <bullet> Work well for the individual and anyone that they want involved
- <bullet> Yield a plan that is useful for achieving the person's goals for the purpose identified
- <bullet> Use the PCC professional's time well and in balance with other duties

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Narration:

People seeking support and services are in charge of their own person-centered plans. However, the Person-Centered Counseling professional has a role. This role is to help the individual and others keep a purposeful and person-centered focus and organize the process in ways that provide useful person-centered information. Their role is also to organize and document that information in ways that are meaningful to the person and helpful to those who will use the plan. Review the information on this page. When you are ready, go to the next page.

Text:

Person-Centered Counseling Skills in Planning

In creating a plan, it is important to keep the purpose of the plan in mind. It's also helpful to keep in mind the core components of these plans as outlined in previous lessons. The following are questions the planner will want to consider and answer with the person about the process. With the answers, the Person-Centered Counseling (PCC) professional and the person can organize an approach that will make sense.

- <bullet> How quickly does the first draft of the plan need to be completed? How comprehensive does the person want the plan to be? How quickly can we organize others who we need? What do we already know?
- <bullet> Who should be involved and in what way?

<bullet> How can we get this information efficiently but completely? How do we ensure helpful participation (comfort, timing, accommodations, translators, etc.)? Which skills and approaches will be helpful? How will we engage people in the action steps and the planning process? Do we anticipate any issues or concerns that may cause disagreements? How will those be handled?

<bullet> How should we keep track of what we are learning during the process? How should the information be organized? What works for the person? What works for others who may use the plan?

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Narration:

The setting of an interaction and form of communication you chose can have a great impact on the quality of the information gathered. You have probably been in an uncomfortable situation before. How did you react? Did you feel like you could voice your true opinions? Did you feel patient and open to what was going on? Were you satisfied with the interaction? To ensure a positive interaction, careful consideration of the setting is important. The comfort of the Person-Centered Counseling professional, the person seeking a plan, and others involved must be considered. Review the information on this page. When you are ready, go to the next page.

Text:

The Influence of Settings

The setting of an interaction can greatly impact the quality of communication. It is important to recognize how the setting may be affecting people you are meeting with and how it is affecting you. Each setting will have its own distractions and benefits. Below is a partial list of places where interactions that lead to person-centered planning (PCP) could take place:

- <bullet> In your office in person or on the phone, in a conference room, or in your car on your cell phone
- <bullet> In a person's home or in their family member or friend's home
- <bullet> Reentry homes, recovery homes, shelters, day centers, warming houses, or board and lodge rooms

- <bullet> Vocational or day service settings
- <bullet> Group homes, assisted living, nursing homes, or other care facilities
- <bullet> Hospital-acute care physical/psychiatric or residential treatment centers
- <bullet> Jails, detox centers, or crisis homes
- <bullet> Community locations, such as coffee shops, community centers, worship centers, schools, etc.

You should strive for a balance of comfort and convenience for each person involved. You should also understand your organizations policies regarding location of visits and procedures. Consider policies around safety, travel, expenses, accommodations, privacy, and documentation, to name a few. Confidentiality is an issue for people. You must consider how you can have these conversations privately.

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Narration:

You may or may not have a lot of influence over the settings in which you conduct discovery or planning. However, when you do, you will want to consider several aspects of setting. When you have a choice about timing and setting, do your best to find one that works well for everyone. When you don't, do whatever you can within your role to make it a comfortable and productive situation for everyone involved. Review the information on this page. When you are ready, go to the next page.

Text:

Considerations for Discovery

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Narration:

You have seen parts of plans and ways in which people have approached planning already. The next three pages are snippets of scenarios that are designed to illustrate how to engage in discovery and planning. You will have an opportunity to respond to questions along the way about what you might do. This can help you think through approaches that can be used in your role. Review the information on this page. When you are done, go to the next page.

Text:

Surrounded By Support

Some people may have significant support in their lives. However, they may not have a way to express their own views clearly. This scenario offers a glimpse into this type of a situation and how PCP may help.

Activity: Making a Plan with Jenna

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Narration:

Everyone's situation is unique. The previous plan include a variety of people including family and professionals. Not everyone has that much support. As a result, discovery, planning and actions will look different. They will be paced differently. Review the information on this page. When you are ready, go to the next page.

Text:

A Different Kind of Transition

Some people will not have significant support in their lives. Sometimes they have become lost in the system. This scenario offers a glimpse into this type of a situation and how person-centered planning may help.

Activity: Making a Plan with Brice

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Narration:

Often the person contacting a No Wrong Door system may be a caregiver or concerned family member, or a friend or neighbor. They may be local or they may be calling from other communities. Family members can be supported in considering their own needs. They can also be supported in approaches that might work better for the person, if they are struggling with that. However, person-centered discovery with anyone who calls will ensure the Person-Centered Counseling professional stays on track. Review the information on this page. When you are ready, go to the next page.

Text:

Dad Won't Do His Part

Sometimes families or others have worries the person does not share. It doesn't mean the family member is correct in their assessment. However, it doesn't mean the person couldn't benefit from No Wrong Door support either. This scenario offers a glimpse into this type of a situation and how person-centered planning may help.

Activity: Making a Plan with Dad

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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.

Discovery and person-centered planning will draw on the skills and approaches of person-centered thinking. However, the pacing and organization of the plans will vary significantly depending on the person's goals, background, assets and other factors. Working with family and other professionals will be part of achieving this. This lesson explained some situations that can come up in various settings. It also provided examples of how to handle these situations. Finally, this lesson gave examples of how person-centered planning skills can be used.

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> No Wrong Door Person-centered plans are more flexible than some other established forms of person-centered planning. Discovery and planning can happen in any way that works for the person and yields a good result consistent with their goals.

<bullet> Having an idea of how setting affects people's ability to contribute in discovery is important. Sometimes you can influence which setting is chosen. Other times you must make the best of the available setting.

<bullet> Every setting will have rules and limits. Make sure you follow your guidelines for visits and take responsibly for your own safety as needed.

<bullet> Be prepared for discovery and planning sessions. Make sure people are comfortable and can communicate well. Use strategies to keep people focused on what's most important and not fixing.

<bullet> Nothing goes into a plan without the person's permission. In order to ensure the person's voice doesn't get drowned out, it might be better to plan without others around.

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 Objective:

After completing this lesson:

You will be able to engage person-centered planning skills flexibly and in different settings.

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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