

ACOM 447 – Competency Skills Checklist for Employment

- This Competency Skills Checklist is designed to be a guiding document to assist Supervisors of clinical staff providing direct services as it relates to determining workforce competencies outlined in AHCCCS Contractor Operations Manual Policy 447 (ACOM 447). A copy of this Competency Skills Checklist can be found in the Arizona Association of Health Plans (AzAHP) Learning Management System (LMS).
- There are four (4) employment competencies identified. Each competency has a defined minimum level that staff must reach in order to provide services related to that competency.
- The minimum levels of competencies are differentiated by staffing type:
 - **Employment staff** is defined as clinical staff providing direct services whose primary duties are employment and rehabilitation-related. These staff must demonstrate a competency level of 3 or greater and be competent in the levels leading up to 3 before they can provide that specific service to members.
 - **Non-employment staff** is defined as clinical staff providing direct services whose primary duties are not employment and rehabilitation-related. These staff must demonstrate a competency level of 1 or greater before they can provide that specific service to members.
- Each staff should be encouraged to exceed their minimum level of competency.
- New Employment and Non-Employment staff, at a minimum, shall have their Competency Skills Checklist completed within 90-days of hire, then annually thereafter.
- Existing Employment and Non-Employment staff, at a minimum, shall have their Competency Skills Checklist completed annually after initial evaluation.
- To further assist Supervisors with determining if, and when, additional actions with employees need to occur, whether it's training, coaching, mentoring, supervision, or a combination of these, please utilize the *Evaluation of Employee Competencies* table at the end of this document.



Member Engagement			Competency reached for Non-Employment staff	
			Competency reached for Employment staff	
1	2	3	4	5
Staff initiates conversations with members regarding the value of employment on one's quality of life.	<p>Staff provides employment-related information to members and/or other staff on services that members may be eligible for, including, but not limited to, the following:</p> <ul style="list-style-type: none"> Medicaid employment services (H2025, H2026, H2027) Community resources RSA/VR 	<p>Staff meets with members to assess employment-related needs.</p> <p>For members explicitly expressing interest in employment, staff provides any or all of the following:</p> <ul style="list-style-type: none"> Referral to RSA/VR Medicaid employment services (H2025, H2026, H2027) Referral to network employment Providers Connection to community resources <p>Staff conducts outreach to encourage engagement in employment-related activities to members who have not directly expressed interest in those services. For example:</p> <ul style="list-style-type: none"> Staff reaches out to colleagues to identify members who are reluctant to explore employment. Staff attends on-site groups to speak with the members about employment. Staff provides educational overview sessions on a regular basis (see Level 2 for subject matter ideas). 	<p>Staff monitors members' continued engagement through coordination of care to support achievement of identified employment goals.</p> <p>Competent staff supports colleagues to develop their levels 1, 2, and 3 competencies.</p>	<p>Staff completes Vocational Assessments (e.g. O*NET) with members to assess strengths, knowledge, skills, and abilities.</p> <p>Competent staff supports colleagues to develop their levels 4 and 5 competencies.</p>

AMPM Policy 310-B and AHCCCS Behavioral Health Services Matrix

1	2	3	4	5
<p>Staff demonstrates an understanding that Medicaid-funded employment/ rehabilitation services are only available when the services are not available through RSA/VR.</p> <p>Staff can differentiate between pre-employment services and post-employment services.</p> <p>Staff who may provide employment services demonstrate an understanding of the service descriptions of H2025, H2026, & H2027, including the usage of service code modifiers associated with each employment service code.</p>	<p>Staff demonstrates an understanding of employment-related billing limitations, including:</p> <ul style="list-style-type: none">• Employment codes/ services that may be provided on same day• H2026 only utilized if employment support is provided for more than 8 hours.• If clinically indicated, more than one provider may provide the same service at the same time.	<p>Newly hired staff (within 90-days) who will be routinely providing H2025, H2026, & H2027 services accurately match progress notes with the services being provided a majority of the time.</p> <p>Staff employed for more than 90-days who will be routinely providing H2025, H2026, & H2027 services accurately match progress notes with the services being provided 100% of the time.</p>	<p>Staff identifies the members’ service needs, plans and provides the services, and is able to comprehensively capture the details of the intervention within the progress note by documenting what the staff did, what the members did, and follow up activities, while matching the narrative with the time requirements.</p>	<p>Competent staff supports colleagues to develop their levels 1, 2, and 3 competencies.</p> <p>Staff accurately bills for employment services 100% of the time.</p> <p>Competent staff supports colleagues to develop their levels 4 and 5 competencies.</p>

Disability Benefits 101 (DB101)			Competency reached for Non-Employment staff	
			Competency reached for Employment staff	
1	2	3	4	5
<p>Staff recognizes how DB101 can benefit members consistent with the New Employee Orientation training titled, “<i>AHCCCS-NEO-Employment Rehabilitation</i>”.</p> <p>Components of the “<i>AHCCCS-NEO-Employment Rehabilitation</i>” training include:</p> <ul style="list-style-type: none"> • DB101 is an online tool that educates people on how Social Security benefits are affected by employment income • Never inform members they are going to lose all benefits if they start working. • Direct members with questions about benefits and employment to DB101. 	<p>Staff creates and maintains a DB101 user account and offers assistance to members with setting up their own DB101 accounts.</p> <p>Staff educates members about DB101 consistent with the New Employee Orientation training titled, “<i>AHCCCS-NEO-Employment Rehabilitation</i>”.</p>	<p>Staff works with members to complete DB101 estimator sessions (full versions and quick estimates).</p> <p>For basic scenarios, staff accurately interprets and analyzes DB101 estimator session results with members.</p>	<p>Staff demonstrates an understanding of AHCCCS, Social Security, and employer work incentives referenced in DB101.</p> <p>For more complex scenarios, staff accurately interprets and analyzes DB101 estimator session results with members.</p> <p>Competent staff supports colleagues to develop their levels 1, 2, and 3 competencies.</p>	<p>Staff assists members in accessing the different types of AHCCCS and Social Security work incentives, including, but not limited to, the following:</p> <ul style="list-style-type: none"> • AHCCCS Freedom to Work (FTW) • Impairment Related Work Expense (IRWE) / Blind Work Expense (BWE) • Expedited Reinstatement • Plan for Achieving Self-Support (PASS) • Student Earned Income Exclusion (SEIE) • Subsidies <p>Competent staff supports colleagues to develop their levels 4 and 5 competencies.</p>

<i>RSA/Vocational Rehabilitation</i>			Competency reached for Non-Employment staff	
			Competency reached for Employment staff	
1	2	3	4	5
<p>Promote the RSA/VR program, including understanding the intended benefits of the RSA/VR program, consistent with the New Employee Orientation training titled, “<i>AHCCCS-NEO-Employment Rehabilitation</i>”.</p> <p>Components of the “<i>AHCCCS-NEO-Employment Rehabilitation</i>” training include:</p> <ul style="list-style-type: none"> • VR eligibility criteria • Types of services RSA/VR may provide <p><i>Staff working with members with SMI determinations demonstrates an understanding that an Interagency Service Agreement (ISA) is executed between AHCCCS and RSA/VR.</i></p>	<p>Staff engages and educates members with disabilities about the RSA/VR program, so that members are able to make informed decisions about whether or not to participate in the RSA/VR program.</p> <p>Staff refers members to the RSA/VR program immediately after the members agree to being referred.</p> <p>For members who decline participation in the RSA/VR program, placed on the OOS waitlist, or awaiting the IPE to be developed and implemented, staff provides any or all of the following:</p> <ul style="list-style-type: none"> • H2025, H2026, & H2027 • Referral to network employment Providers • Connect to community resources 	<p>Staff differentiates between employment services provided and funded by RSA/VR versus employment services provided by and funded by Medicaid and delivers services accordingly.</p> <p>Staff assists members who are open with RSA/VR in achieving their employment goals by supporting continued engagement with the RSA/VR program.</p> <p>Staff coordinates care with RSA/VR, as indicated per the members’ individual needs.</p> <p><i>Staff working with members with SMI determinations adheres to the parameters outlined in the ISA and Statewide Collaborative Protocols.</i></p>	<p>Staff explains key aspects about the RSA/VR program including, but not limited to, the following:</p> <ul style="list-style-type: none"> • RSA/VR Eligibility Criteria • Order of Selection (OOS) • RSA/VR Status Codes <p>Staff supports members to request redeterminations of OOS when members are placed on the OOS waitlist.</p> <p>Competent staff supports colleagues to develop their levels 1, 2, and 3 competencies.</p>	<p>Staff follows up with members closing out of RSA/VR, as indicated per the members’ individual needs.</p> <p>Competent staff supports colleagues to develop their levels 4 and 5 competencies.</p>

Evaluation of Employee Competencies (Recommended)

How to Use:

Identifying the employee's highest level of skillful competency is the purpose of evaluating an employee's competency. An employee is skillfully competent when they intentionally and spontaneously demonstrate required knowledge (meaning they know what to do and when to do it) and skillful behaviors (they also know how to do it as well as being able to do it). Competency evaluations require the employee to demonstrate their competence in the conditions, and under the circumstances, that can be reasonably expected when performing their duties, as well as showing that they can sustain the same general level of performance over multiple days and events.

- **Supervisors requiring information about the employment competencies, please reach out to a contracted Health Plan Employment/Vocational Administrator.**

How an employee's highest level of competency is determined depends upon the employee's experience with the competencies.

- **Experienced employees** (meaning employees who are experienced with the competencies) – The evaluator starts at the top of the matrix and reads down, stopping only when the employee's demonstrated competency best matches one of the description statements below. For best results, the evaluator should evaluate demonstrations of the competency 2-3 times. This is the employee's highest level of competency. If the employee's level of competency is below the "Competently using" level, it means that additional support is required to get the employee to the required competency level.
- **Inexperienced employees** (meaning employees who are inexperienced with the competencies) – The evaluator starts at the bottom of the matrix and reads up, stopping only when the employee's demonstrated level of competency best matches one of the description statements below and cannot go higher without additional support, such as orientation, training, coaching, supervision, and work experience. This is the employee's current level of competence.

Description	Competency Level	Development Needs	Recommended Action
Spontaneously demonstrates the competency at the level of frequency and quality required in the most frequently encountered situations.	Competently using	None	Routine supervision
Spontaneously demonstrates the required competency at a level of frequency and quality that is less than required in the most frequently encountered situations.	Competently using, but could improve	Expectation setting & performance support	Performance-focused supervision
Demonstrates the required competence only when prompted or supported and only in situations that are less challenging that are expected.	Using with support	Independent performance and feedback	Supervisory or peer (Co-worker) coaching
When asked or directed, accurately performs or conveys the basic information and demonstrates the intentional behaviors of the required competency.	Knowledgeable about use	Planning real member interaction in supportive conditions	Guided job shadowing by competent co-worker
When asked or directed, accurately performs or conveys the basic information about the competency. (e.g. purpose, process, and importance) of the competence.	Basic awareness	Practice in supportive conditions	On-the-job training practice
When asked or directed, does not accurately perform or convey the basic information about the competency (e.g. purpose, process, and importance) or demonstrate the intentional behaviors required.	Trainee	Acquisition of critical information and skills	Basic education and training