

## **MEDICAID ELIGIBILITY SPECIALIST - 50419**



### **HOW TO PREPARE BOOKLET**

**State of Alabama Personnel Department**

Revised 11/01/10

## TABLE OF CONTENTS

<b>I.</b>	<b>Introduction</b> .....	<b>3</b>
<b>II.</b>	<b>The Job</b> .....	<b>3</b>
<b>III.</b>	<b>The Examination</b> .....	<b>3</b>
<b>IV.</b>	<b>How The Written Examination Was Developed</b> .....	<b>3</b>
<b>V.</b>	<b>What To Do Before You Come To Take The Examination</b> .....	<b>5</b>
<b>VI.</b>	<b>How To Prepare Using This Guide</b> .....	<b>7</b>
<b>VII.</b>	<b>Sample Test Questions</b> .....	<b>8</b>
	Section I. Ability to read and comprehend narrative information	9
	Section II. Ability to complete documentation	10
	Section III. Knowledge of basic mathematics	12
	Section IV. Ability to communicate in writing	13
	Answers to Sample Questions	14
<b>VIII.</b>	<b>Banded Scoring</b> .....	<b>15</b>
<b>IX.</b>	<b>Frequently Asked Questions About the Medicaid Eligibility Specialist Job</b> .....	<b>17</b>

## **I. Introduction**

A written examination is being given in order to establish a register for the classification of Medicaid Eligibility Specialist. The purpose of this booklet is to help you prepare for the written exam. Since all the material you will need to take the exam will be provided at test administration, you will not be allowed to bring this booklet to the exam with you.

## **II. The Job**

Medicaid Eligibility Specialist positions are with the Medicaid Agency. The Medicaid Eligibility Specialist position is entry level professional work in the determination and review of basic financial eligibility of persons applying for benefits under the Medicaid Medical Assistance Program. Employees in this class interview, obtain and verify information related to eligibility determination; re-determine eligibility by completing annual reviews; establish and maintain case files; interpret policies and procedures to clients and provide information to applicants, clients and the general public regarding assigned program area.

## **III. The Examination**

The examination for this classification is a multiple-choice exam. A multiple-choice exam is designed to measure specific knowledges and abilities. The test is divided into four sections with each section measuring a different knowledge or ability. Applicants are presented with a test question and four possible responses to that question. Applicants then select the BEST possible response to the question.

During the exam, you will be required to respond to approximately 100 questions regarding four topics. These topics include performing mathematical computations, reading comprehension, writing, and completing forms. You will have 3 hours to respond to the items.

## **IV. How The Written Examination Was Developed**

A study of the Medicaid Eligibility Specialist classification was conducted before developing the examination. Employees who work in this position and their supervisors participated in this study to determine what job duties are performed by Medicaid Eligibility Specialists and what knowledges and abilities a Medicaid Eligibility Specialist must possess in order to perform the job duties of the position.

The study showed that the following knowledges and abilities are associated with the job duties of the position. A Medicaid Eligibility Specialist must possess the knowledges and abilities listed below their first day of work before training:

- ***Knowledge of basic math to include addition, subtraction, division and multiplication as needed to calculate budgets.***
- *Ability to handle irate/difficult clients and providers as needed to diffuse potentially volatile situations and to render services.*
- ***Ability to read and comprehend narrative information as needed to ensure proper documentation and ensure program compliance.***
- *Ability to communicate orally in a one-on-one situation as needed to conduct client interviews, provide and gather program information and explain results.*

- *Ability to organize information as needed to ensure efficient office operation and case management.*
- *Ability to communicate orally in group situations as needed to make presentations and conduct group interviews.*
- *Ability to operate a computer to include operation, maintenance, and troubleshooting as needed to perform job duties.*
- *Ability to operate standard office equipment such as telephone, calculator, copier and FAX machine as needed to document and access information, transmit information and store and analyze information.*
- ***Ability to communicate in writing as needed to request verification of case closures.***
- *Ability to establish and maintain effective working relationships with other agencies, co-workers, etc. as needed to improve performance and communicate and achieve departmental goals.*
- ***Ability to complete documentation to include reports and forms as needed to document completed work, record information and efficiently manage caseload.***
- *Ability to write clearly and concisely as needed to document findings.*
- *Ability to file information (chronologically and alphabetically) as needed to access and retrieve information.*
- *Ability to communicate with individuals from various backgrounds (clients, MD, RNs) as needed to provide/obtain information.*
- *Ability to accept constructive criticism as needed to improve work methods and efficiency.*
- *Ability to work independently as needed to ensure proper completion of job duties.*
- *Ability to handle multiple tasks simultaneously as needed to efficiently perform job duties.*
- *Ability to follow oral or written instructions as needed to ensure program compliance.*
- *Ability to interpret policies and procedures as needed to execute correct program procedures.*

- *Ability to maintain client confidentiality as needed to protect privacy and rights of the clients and state and federal agencies.*

The examination for Medicaid Eligibility Specialist will measure the four knowledges and abilities that appear in **bold print** on the preceding pages. The remaining abilities and knowledges cannot be measured by a written test and must be demonstrated during the probationary period if you are hired as a Medicaid Eligibility Specialist.

## **V. What To Do Before You Come To Take The Examination**

Here are some suggestions for what to do before the examination and for getting to the exam location on the correct day, on time, and with the proper materials that you will need to take the examination.

- **Get there early.** Give yourself plenty of extra time to get to the test center and to park. If you are rushed and late, you will be upset when you get there. Plan to get there before the scheduled exam time.
- **Do not bring this booklet or any study materials with you to the exam location.** This includes notes and any manuals and source documents that you may have used to prepare for the examination. All test materials needed for the examination will be provided.
- **You must bring the test-scheduling card** that you received from the State of Alabama Personnel Department. This card lists the examination title, location of exam, and date, day, and time of examination.
- **You must bring two sharpened #2 lead pencils.**
- **You must also bring picture identification to the exam location.** This may be your driver's license, a military identification card, or a passport.
- **You may bring a calculator** to use for the Medicaid Eligibility Specialist examination. **Small solar powered or battery operated calculators that perform basic functions such as addition, subtraction, multiplication, division, square roots, or percentages are allowed.** Calculators that plug-in, utilize tape, have word processing, spelling, thesauruses, or other storage and retrieval capabilities (except basic memory functions), are not allowed. **Calculators that are a feature on a cell phone are not permitted.** Calculators are subject to inspection by exam monitors. Applicants may not borrow or share calculators at the exam site. Test monitors will not provide calculators or batteries at the test site.

# Test Taking Tips

- **Listen** to the test monitors and follow their instructions carefully.
- If you are not sure of an answer, **go with your first choice**.
- Work through the test **without spending too much time on any one item**.
- If you cannot decide on the best answer to a question, **skip it and go back to it later**.
- Use your watch or the clock in the room to **keep track of your time** during the test.
- It's to your advantage to **answer as many questions as possible**, even if you must guess.
- **Mark your answers on the answer sheet and NOT in the test booklet**. Only answers clearly marked on the answer sheet can be given credit.
- If at **any time before or during the exam**, you have a question, **ask the monitor for assistance**.

## **VI. How To Prepare Using This Guide**

This Pretest Booklet can be used as a practice guide. The questions contained in the booklet are a representation of questions that will be on the actual examination. Familiarize yourself with the sample questions that begin on page 10. You would be well-advised to read the instructions and answer each question carefully. Like the examination questions (all of which are multiple choice), the sample items are presented in the following categories:

Section I. Ability to read and comprehend narrative information

Section II. Ability to complete documentation

Section III. Knowledge of mathematics

Section IV. Ability to communicate in writing

The sample items which follow are representative of each type of item that will appear on the exam. They are not necessarily based on the same information, diagrams, etc., as the actual exam. All questions will be multiple choice.

In addition, please review the General Instructions to Candidates Taking Written Examinations provided at the exam site on the day of the test.

**PLEASE READ !!!** The examination will not test any specific knowledge of Medicaid laws, rules, regulations, and/or procedures. The information provided in this study guide and the information provided on the examination is used only to test your ability to read and apply standards and rules and regulations. Your recall of Medicaid specific knowledge or procedures is not tested. DO NOT use any previous exposure to Medicaid laws, rules, regulations, and/or procedures to respond to examination questions. Only use the information provided with the examination question. The provided information as part of the exam or this study guide may or may not reflect current Medicaid laws, rules, regulations, and/or procedures.

## VII. Sample Test Questions

### Section I. Ability to read and comprehend narrative information

#### What is Influenza?

It is an illness caused by influenza viruses. It generally affects people of all ages. Typically, people with influenza have fever, chills, headache, cough, and muscle soreness and may be sick for several days to a week or more. Most people recover fully. A small portion of cases are particularly severe, and patients may develop pneumonia or other complications. In some past epidemics, about one case out of every thousand was fatal. The risk of complications and death from influenza is highest for people with chronic health problems like diabetes; disease of the heart, lungs, or kidneys; severe anemia; or chronic illnesses (or medications) which lower the body's resistance to infection. It is also high for older persons generally—particularly those 65 years or older.

Influenza viruses frequently undergo changes in their chemical makeup. These changes make it possible to catch influenza even though immunity (antibodies) may have been developed against previous strains of influenza. Thus, having had influenza or influenza vaccine in past years may not prevent getting influenza again.

Although influenza epidemics are unpredictable, some influenza occurs each year. In very large epidemics as much as 1/3 of the population has become sick as thousand have died.



**Questions 1-3 are based on the information contained in the paragraphs above.**

1. Influenza is caused by \_\_\_\_\_.
  - A. a virus
  - B. a bacterium
  - C. a type of fungus
  - D. a protozoan
  
2. Why do people get influenza over and over again?
  - A. The body develops no immunity against influenza.
  - B. The influenza virus often mutates so that natural immunity is not effective.
  - C. Both A & B
  - D. None of the above
  
3. Influenza would be most dangerous to \_\_\_\_\_.
  - A. a seventy-three year old nursing home patient
  - B. a five month old infant
  - C. a six year old child in first grade
  - D. a forty year old man who works outdoors in all types of weather

**Section II.** Ability to complete documentation



For Form 1 you are given a scenario, Scenario 1. Review the form and read the scenarios. Answer the questions, basing your answers solely on the information provided and not on any prior knowledge you may have of the subject. Remember to mark the most appropriate response for each question on your answer sheet.

**FORM 1**

**CLIENT SCHEDULE CHANGES**

**DATE:** \_\_\_\_\_ (a) \_\_\_\_\_

**CLIENT NAME:** \_\_\_\_\_ (b) \_\_\_\_\_

**CLIENT CHART NO:** \_\_\_\_\_ (c) \_\_\_\_\_

**ACTIVITY TO BE DROPPED:** \_\_\_\_\_ (d) \_\_\_\_\_

**TIME/PERIOD:** \_\_\_\_\_ (e) \_\_\_\_\_

**ACTIVITY TO BE ADDED:** \_\_\_\_\_ (f) \_\_\_\_\_

**TIME/PERIOD:** \_\_\_\_\_ (g) \_\_\_\_\_

**INSTRUCTOR FOR ADDED ACTIVITY:** \_\_\_\_ (h) \_\_\_\_\_

**Signature of employee submitting changes:** \_\_\_\_\_ (i) \_\_\_\_\_

(Send to clerical section by noon on Thursday.)

**Questions 4-6 are based on Scenario #1 and Form 1.**

**Scenario #1**

Bobby White, a client of Alabama's Mental Health Rehabilitation Center strained his ankle and could no longer participate in Mr. Pool's 3<sup>rd</sup> period Swimming class.

On May 18, 2001 Kerry Short, an Activity Program Aide, was asked to pull Bobby's chart, # 846, to drop the swimming class from Bobby's schedule and to include Mr. Gray's 3<sup>rd</sup> period Pottery class.

4. According to Scenario 1, section (g) of Form 1 should read \_\_\_\_\_.
  - A. Pottery class
  - B. Swimming class
  - C. 3rd period
  - D. Mr. Pool
  
5. According to Scenario 1, section (i) of Form 1 should read \_\_\_\_\_.
  - A. Mr. Pool
  - B. Bobby White
  - C. Mr. Clay
  - D. Kerry Short
  
6. According to Scenario 1, what should the activity program aide type or write in section (f) of Form 1?
  - A. His signature
  - B. 3rd period
  - C. Pottery
  - D. Swimming

**Section III.** Knowledge of basic mathematics

Calculate the following:

7. 90% of 82 is what number?
- A. 80.7
  - B. 73.8
  - C. 75.4
  - D. 88.3
8. Thirty-seven percent of \$82,600 is equal to
- (A) \$27,560
  - (B) \$28,075
  - (C) \$29,550
  - (D) \$30,562
9. An employee has an annual salary of \$26,965. After he arranges to have deducted from his salary 12% for the purchase of bonds, 17% for federal withholding tax, and 3% for a retirement fund, what is the amount of his monthly check?
- (A) \$1,528.02
  - (B) \$1,507.98
  - (C) \$1,597.88
  - (D) \$1,697.88
10. An employee's annual salary was increased from \$22,464.00 to \$24,710.40 last year. If it is increased by the same percent this year, what will be the employee's salary?
- (A) \$26,782.64
  - (B) \$27,181.44
  - (C) \$27,438.52
  - (D) \$27,982.64
11. In the fiscal year of 1991-1992, a total of 109,782 child labor permits were issued,  $\frac{2}{3}$  of which were for males. The monthly average for males was closest to
- (A) 3659
  - (B) 6099
  - (C) 6861
  - (D) 9149

**Section IV.** Ability to communicate in writing

**Determine which of the following options best describes the grammatical error in each of the sentences below.**

- (A) The subject and the verb do not agree.
- (B) The sentence is confusing due to a misplaced modifying word or phrase.
- (C) The sentence mixes present and past tense.
- (D) There is no verb in the sentence.
- (E) There is no error.

12. You were sitting down there when I lay the two-way radio down.

**For the following question, choose the answer which best develops the thought expressed in the topic sentence.**

13. A study has been made to determine whether the level of water pollution in Beckman County has increased or decreased over the last decade.
- A. Many factors contributed to the pollution problem. It will be necessary to control these factors in order to clean up the environment.
  - B. The study showed that in 1993 people could fish in all thirty streams. Today, people can't fish in any of them.
  - C. Many doctors realize that water pollution is a serious health hazard in Beckman County. They advise that steps be taken to combat the problem.
  - D. Another study was conducted at the same time. It dealt with the level of air pollution in Beckman County.

**The sentences in the following paragraph may or may not be in the proper order. Choose the answer that lists the sentences in the most logical order.**

14.

- 1) I have a son named John.
- 2) He will start tomorrow.
- 3) That means he is old enough to start school.
- 4) He is five years old.

- A. 1-2-3-4
- B. 2-4-3-1
- C. 1-4-3-2
- D. 4-3-2-1

15. If the following sentences were to be rearranged to form the best possible paragraph, the first sentence would be #\_\_\_\_\_ and the last sentence would be #\_\_\_\_\_.

- 1) It was not always so.
- 2) The old alchemists called gold and silver “noble” metals, and thought that this emotionally colored word indicated something belonging to the metals themselves from which their properties could be deduced.
- 3) Although these terms have survived as convenient labels for the modern chemist, they carry none of their old emotional significance.
- 4) Other metals were called “base.”
- 5) The growth of the exact thinking of modern science has been largely the result of its getting rid of all terms suggesting emotional attitudes and using only those which unemotionally indicate objective facts.

- A. 1, 4
- B. 2, 5
- C. 3, 1
- D. 5, 3

## Answers to Sample Questions

Section I. Ability to read and comprehend narrative information

1. A
2. B
3. A

Section II. Ability to complete documentation

4. C
5. D
6. C

Section III. Ability to perform mathematical computations

7. B
8. D
9. A
10. B
11. B

Section IV. Ability to communicate in writing

12. C
13. B
14. C
15. D

## VIII. Banded Scoring

When the written exam for Medicaid Eligibility Specialist is graded, the scores will be grouped into bands. When you receive notification of how you performed on the exam, you will not be given a numerical score (i.e., 67 out of 80, 93 out of 100). Rather, you will be informed into which band (i.e., 1, 3, 6, 10) your score fell. The following information is provided to help you understand the banding procedure.

### What is banding?

Banding is one way to reduce the impact of fluctuations in test scores that do not provide meaningful information about differences in the ability to perform the job. One important purpose of testing is to identify the differences in test scores that reflect real differences among candidates. Banded scoring is a statistical procedure for grouping raw test scores that statistically are not meaningfully different from one another. In banded scoring, bands are set objectively and statistically. They are not manipulated arbitrarily.

### Misconceptions about banding.

There are many misconceptions about banding and the use of banded scores. Some of the most common misconceptions are listed below. Each misconception is followed by a clarification.

***Misconception: Each band should have the same number of people.***

We do not force bands to be a certain size. The people in a band are similar to each other in that statistically there is no meaningful difference in their scores. Sometimes Band 1 may be very large, and at other times it may be small. People's scores determine the size of the bands. We never know how many people will be in each band until we receive the test scores.

***Misconception: Band numbers have no meaning. I don't have a score.***

Band numbers do have meaning. Think of a band as a group of tied scores. Consider that in school two students with average grades of 94.5 and 94.3 would both be grouped into the same band. Just because one student made a 94.5 and one student made a 94.3, the teacher cannot be sure that 0.2 of a point means that the student who scored 94.5 is smarter or is a better student. The scores are so close to each other that they are basically the same.

For example, think of the achievement tests that children take in school. The fine print on these tests always informs you not to focus on the numerical score but rather on the comparative score, which uses some type of grouping technique such as percentiles, stanines, standard deviations, grade levels, etc. These grouping techniques are considered forms of banding. Banding compares your performance on the test to the other test takers' performance and groups your score with others that are statistically the same.

***Misconception: Band numbers are the same as letter grades.***

Band numbers are not the same as letter grades. Band 1 does not equate to an "A," Band 2 to a "B," and so on. In school, a predetermined numerical range of scores (i.e., 90-100, 80-90, 70-80) equals an alphabetical value (i.e., A, B, C). This grading system is a form of banding. In this case, unlike grade school, the width of bands is not set in advance. Scores are banded only in relation to one another, so you compete against other test takers. The scores of all test takers determine the width of the bands, and your score is set in relation to the scores of your peers.

**Misconception:** *A banded score on one test has the same value as a banded score on another test.*

Banded scores are test specific and cannot be compared from test to test. Consider that a test taker scored 88 on one test, and the highest score of all test takers was 89. It is likely for this exam that the test taker who scored 88 would be in Band 1. However, if the same person scored the same grade on another test, and the highest score of all test takers was 100, he/she may be in Band 2 or Band 3. Candidates' scores vary on each test, and since candidate scores determine the width of bands and into which band test takers fall, the value of a banded score varies from test to test.

**Misconception:** *People with the most seniority who have been on the job longest should be in the top bands.*

People with the most experience do not always fall into the top bands. Time spent in a job may not be the same as possessing a knowledge, skill, or ability needed to perform the job. The people with the strongest knowledges, skills, and abilities (or who did best on the exam) will be in the top bands. Some of the people in the top bands will have been in similar jobs for a long period of time, and others will have been in similar jobs for a short period of time. Years of service do not always equal proficiency. Candidates with seniority or experience do not automatically perform best on the test. Regardless of seniority, candidates who display the appropriate knowledges, skills, and abilities perform best on the test.

**Misconception:** *A standing in Band 4 or below automatically indicates failure or ineligibility for jobs.*

A band number of 4 or lower is not automatically equated with failure. For one test, there may only be 4 bands, and for another test, there may be 14 bands. So, your success on the test based on your position in a band varies from test to test. Your standing in a band does not indicate whether or not you pass or fail the test. The true test of success in your employment opportunities is whether or not you can be certified and considered for a job vacancy.

**Misconception:** *Banding replaced the "Rule of 10."*

Banding did not replace the "Rule of 10." The "Rule of 10" determines the number of bands to be certified. In the past, tied scores referred to an actual numerical score (e.g., two candidates with a score of 98.98 were considered tied) while now all of the scores within a band are considered tied.

**Misconception:** *People in a band do not differ.*

When several people are placed in the same band, it does not mean that those people do not differ at all. Instead, it means that their scores on the exam do not differ enough to be separate scores.

## **IX. Frequently Asked Questions About the Medicaid Eligibility Specialist Job**

### ***Are there any vacancies for the Medicaid Eligibility Specialist?***

You may contact the personnel office of the Medicaid Agency to determine current or future vacancies.

### ***How are vacancies filled for the Medicaid Eligibility Specialist?***

The top ten applicants on the register are sent to the Medicaid Agency for consideration. Since the banded scoring process is used, all of the scores within a band are considered tied. Therefore, all names within a band are certified out to the agency, which may include more than 10 names. The names of people not selected stay on the register to be considered for future jobs. Persons are usually hired at the minimum of the pay range.

### ***How long will I remain eligible for appointment?***

If you pass the examination, your name will remain on the employment register for two years from the date you were placed on the register. You will be notified by mail when to reapply.

### ***How soon will I hear back about my test results?***

Four to six weeks after completing the exam, you will receive a Notice of Examination Results postcard in the mail. This postcard will identify your Band placement for this written exam. If you have not received your score within four to six weeks, you should call the State Personnel Department.

In addition to your Band placement, you may also obtain your standing, or rank on the register, online at [www.personnel.alabama.gov](http://www.personnel.alabama.gov). From the home page, you should click on “Applicants” and then “Register Standing”, and follow the instructions. For security purposes, you must now create an online profile in order to access your standing.

### ***What do I do if I need reasonable accommodations to take a test?***

If you would like to request special testing accommodation or have any questions concerning the test site or testing conditions, please contact the State Personnel Department at (334) 242-3389.

### ***How do I request to reschedule a written examination?***

If there is a conflict in your schedule, and you are unable to attend the written exam at the time and date for which you have been scheduled, you must resubmit your Application for Examination. The State Personnel Department will schedule you for the next available administration of this written test.