



## PENSION AND FIDUCIARY SERVICE

PMC VSR Advanced Core Course  
Phase 6: Processing Claims

# **Lesson 9: Process New or Reconsidered Claims**

Lesson Plan

May 4, 2017

Version 1.0

**Lesson 9: Process New or Reconsidered Claims**  
**Lesson Plan**

**Process New or Reconsidered Claims**

**Lesson Overview**

Topic	Description
Time Estimate:	6 hours
Purpose of the Lesson:	This lesson is part of the entry-level course for PMC VSRs. The purpose of this lesson is to train PMC VSRs to process new or reconsidered claims through demonstration, practice, and feedback.
Prerequisite Training Requirements:	Prior to taking the Process New or Reconsidered Claims lesson, trainees must complete the entry-level course Phases 1–5, and Phase 6, lessons 1–8. (Refer to the <b>Master Course Map</b> learning aid for a list of lessons.)
Target Audience:	This lesson is for entry-level PMC VSRs.
Lesson References:	<ul style="list-style-type: none"> <li>• <b>Master Course Map</b> learning aid</li> <li>• M21-1 I.1.A.3.b (Refraining From or Discontinuing Assistance)</li> <li>• M21-1 I.i.B.2.a (Section 5103 Notice for Requests to Reopen a Previously Denied Claim)</li> <li>• M21-1 III.ii.2.B.1.b (Requirements for a Complete Claim Received on or After March 24, 2015)</li> <li>• M21-1 III.ii.2.F.1.a (Definition: Request for Reconsideration)</li> <li>• M21-1 III.iv.2.B.3.c (Section 5103 Requirements)</li> <li>• M21-1 V.iii.1.J.4.d (Submitting a New Claim After Denial for Excessive Net Worth)</li> <li>• M21-4 Appendix B (End Product Codes and Work-Rate Standards for Quantitative Measurements)</li> <li>• <b>Processing New or Reconsidered Claims Checklist</b> job aid</li> <li>• See <i>Lesson 9: Appendix A</i> for references introduced in earlier lessons</li> </ul>
Technical	<ul style="list-style-type: none"> <li>• Program Benefits and Eligibility (PMC VSR)</li> </ul>

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Topic	Description
Competencies:	<ul style="list-style-type: none"> <li>• Processing Claims (PMC VSR)</li> <li>• VBA Applications (PMC VSR)</li> <li>• Income Counting and Net Worth</li> </ul>
Knowledge Check:	Phase 6, Lesson 9 Knowledge Check: Process new or Reconsidered Claims
Lesson Objectives:	<p>Process a new or reconsidered claim.</p> <ul style="list-style-type: none"> <li>• Recognize indicators of new or reconsidered claims.</li> <li>• Confirm claim characteristics assigned by claims assistant.</li> <li>• Determine if claim may be denied without development.</li> <li>• Determine if evidence is sufficient to process new or reconsidered claims.</li> <li>• Apply correct development actions for the evidence/information missing from the claim.</li> <li>• Determine entitlement to new or reconsidered claims.</li> <li>• Determine if claim should be submitted to rating activity.</li> <li>• Decide the award action for new or reconsidered claims.</li> <li>• Create decision notice.</li> <li>• Submit the claim to the Authorizer.</li> </ul>

## Lesson 9: Process New or Reconsidered Claims

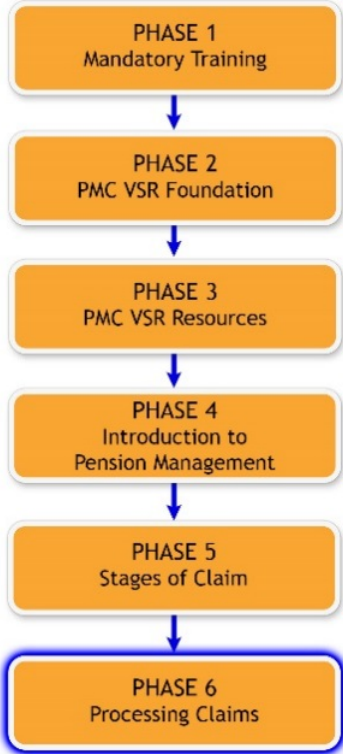


### Lesson Plan

Topic	Description
What You Need:	<ul style="list-style-type: none"><li>• Lesson Plan</li><li>• <b>Master Course Map</b> learning aid</li><li>• Additional Instructors to achieve a 1:4 Instructor/Trainee ratio during the Guided Practice portion of the lesson</li><li>• Access to the <b>Processing New or Reconsidered Claims Checklist</b> job aid from VSR Assistant</li><li>• See <i>Lesson 9: Appendix A</i> for job aids introduced in earlier lessons</li><li>• Slides</li><li>• Projector</li><li>• Whiteboard/flip chart with different colored markers</li><li>• Applicable VBA applications used in job aids and references listed in Appendix A</li><li>• Claim 1 for Demonstration—Reconsidered Survivors Pension Claim with:<ul style="list-style-type: none"><li>○ Previously denied Survivors Pension for excessive income</li><li>○ Request for reconsideration submitted with new income information within 1 year of appeals time limit</li></ul></li><li>• Claim 2 for Guided Practice—New Survivors Pension Claim with:<ul style="list-style-type: none"><li>○ Previously denied Survivors Pension for excessive income and net worth</li><li>○ Application submitted again after 1 year appeals time limit</li></ul></li></ul>

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**Instructor Notes**

This lesson provides trainees with instruction, practice, and the needed references to process new or reconsidered claims. Trainees will also be required to demonstrate how to use the systems for processing the claims.

PowerPoint Slides	Instructor Activities
<p><b>Lesson 9: Process New or Reconsidered Claims</b></p>	<p><b>DISPLAY</b> slide 1. "Lesson 9: Process New or Reconsidered Claims"</p> <p><b>INTRODUCE</b> yourself as the instructor.</p> <p><b>INTRODUCE</b> the lesson.</p>
<p><b>You Are Here</b></p>  <pre> graph TD     P1[PHASE 1 Mandatory Training] --&gt; P2[PHASE 2 PMC VSR Foundation]     P2 --&gt; P3[PHASE 3 PMC VSR Resources]     P3 --&gt; P4[PHASE 4 Introduction to Pension Management]     P4 --&gt; P5[PHASE 5 Stages of Claim]     P5 --&gt; P6[PHASE 6 Processing Claims]     style P6 stroke:#000,stroke-width:2px     </pre>	<p><b>DISPLAY</b> slide 2. "You Are Here"</p>  <p><b>REFER</b> to the <b>Master Course Map</b> learning aid in the Trainee Guide.</p> <p><b>DESCRIBE</b> the diagram.</p> <p><b>REMINDE</b> trainees that all of the lessons in Phase 6 will provide demonstrations and practice of the skills learned in Phases 4 and 5, integrated with new knowledge and skills required to process each claim type.</p> <p><b>REMINDE</b> trainees that they:</p> <ul style="list-style-type: none"> <li>• Must use the M21-1 and the job aids in the VSR Assistant to be successful in these lessons.</li> <li>• Should keep M21-1 in CPKM and the VSR Assistant open and ready to use throughout this and subsequent lessons.</li> </ul>  <p><b>NOTE TO INSTRUCTOR:</b></p> <ul style="list-style-type: none"> <li>• It is critical that you teach the trainees using the procedures presented in the previous</li> </ul>

## Lesson 9: Process New or Reconsidered Claims

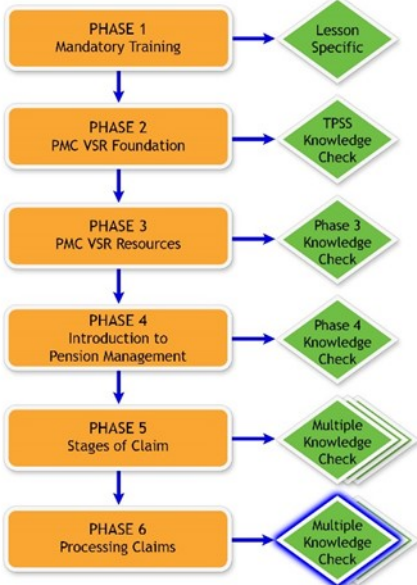



### Lesson Plan

PowerPoint Slides	Instructor Activities
	<p>lessons and job aids as well as those introduced in this lesson.</p> <ul style="list-style-type: none"> <li>• This training is designed to build skills gradually, as well as establish consistent procedures across PMCs.</li> <li>• Do not confuse the trainees by processing a claim the way you “have always done it.”</li> <li>• The trainees need consistency in order to master the skills to perform the job.</li> </ul>
<p><b>Technical Competencies</b></p> <ul style="list-style-type: none"> <li>• Program Benefits and Eligibility (PMC VSR)</li> <li>• Processing Claims (PMC VSR)</li> <li>• VBA Applications (PMC VSR)</li> <li>• Income Counting and Net Worth</li> </ul>	<p><b>DISPLAY</b> slide  <b>3.</b> “Technical Competencies”</p> <p><b>REVIEW</b> technical competencies with trainees.</p>
<p><b>Scenario—New or Reconsidered Claim</b></p> <p>Mr. Jacob Danforth first applied for benefits on 06/14/2014 but is denied for excessive income in a decision notice dated 08/03/2014. On 02/21/2015, Mr. Danforth submits additional income and expense information to the VA.</p>	<p><b>DISPLAY</b> slide  <b>4.</b> “Scenario—New or Reconsidered Claim”</p> <p><b>SELECT</b> one of the trainees to read the scenario on the slide.</p> <p><b>DISCUSS</b> the indicators in the scenario that determine whether the claim is new or a claim for reconsideration.</p>
<p><b>Why It Matters!</b></p> <p>Accurately determining whether a claim is new or a claim for reconsideration affects appeal dates as well as entitlement dates.</p>	<p><b>DISPLAY</b> slide  <b>5.</b> “Why It Matters!”</p> <p><b>EXPLAIN</b> that knowing how to distinguish between and process a new or reconsidered claim matters because if not determined accurately, PMC VSRs may inadvertently affect appeal dates as well as entitlement dates.</p>

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PowerPoint Slides	Instructor Activities
<p><b>Lesson Objectives (1 of 2)</b></p> <ul style="list-style-type: none"> <li>• Process new or reconsidered claims. <ul style="list-style-type: none"> <li>○ Recognize indicators of new or reconsidered claims.</li> <li>○ Confirm claim characteristics assigned by claims assistant.</li> <li>○ Determine if claim may be denied without development.</li> <li>○ Determine if evidence is sufficient to process new or reconsidered claims.</li> <li>○ Apply the correct development actions for the information/evidence missing from the claim.</li> </ul> </li> </ul>	<p><b>DISPLAY</b> slide <b>6.</b> "Lesson Objectives (1 of 2)"</p> <p><b>PRESENT</b> the first section of objectives for the lesson.</p>
<p><b>Lesson Objectives (2 of 2)</b></p> <ul style="list-style-type: none"> <li>○ Determine entitlement to new or reconsidered claims.</li> <li>○ Determine if claim should be submitted to rating activity.</li> <li>○ Decide the award action for new or reconsidered claims.</li> <li>○ Prepare a decision notice for new or reconsidered claims.</li> <li>○ Submit the claim to the Authorizer.</li> </ul>	<p><b>DISPLAY</b> slide <b>7.</b> "Lesson Objectives (2 of 2)"</p> <p><b>PRESENT</b> the second section of objectives for the lesson.</p>



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PowerPoint Slides	Instructor Activities
<p><b>Knowledge Check</b></p> 	<p><b>DISPLAY</b> slide 8. "Knowledge Check"</p> <p><b>DESCRIBE</b> the diagram.</p> <p><b>INFORM</b> trainees that they will be assessed on this content in Phase 6 Knowledge Check: Process New or Reconsidered Claims. The knowledge check will be given after this lesson.</p>  <p><b>REFER</b> to the <b>Master Course Map</b> learning aid, <i>Lessons by Phase</i> section, to review the lessons included within the Knowledge Check.</p>
<p><b>Distinguishing New or Reconsidered Claims (1 of 2)</b></p> <ul style="list-style-type: none"> <li>• <b>Reconsidered</b>—submitted <b>within</b> 1 year of decision of denied claim (the appeal period)</li> <li>• <b>New</b>—submitted 1 year or more <b>after</b> decision is final for prior claim</li> <li>• EP Codes: 127, 137, 165, 167, 150/157, 297</li> </ul>	<p><b>DISPLAY</b> slide 9. "Distinguishing New or Reconsidered Claims (1 of 2)"</p>  <p><b>REFER</b> trainees to M21-1 III.ii.2.F.1.a (Definition: Request for Reconsideration) and M21-4 Appendix B (End Product Codes and Work Rate Standards for Quantitative Measurements End Product Codes and Work-Rate Standards for Quantitative Measurements).</p> <p><b>EXPLAIN</b> the difference between new claims and reconsidered claims.</p>  <p><b>EMPHASIZE</b> that a new claim is not the same as an original claim, though processed similarly. For a new claim to exist there had to be a prior claim for the same issue from the same claimant.</p>




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PowerPoint Slides	Instructor Activities
	<p><b>EMPHASIZE</b> that a prescribed form is NOT required for a request for reconsideration.</p> <p><b>TELL</b> trainees that eligibility determinations are subject to reconsideration.</p>
<p><b>Distinguishing New or Reconsidered Claims (2 of 2)</b></p> <p>PMC VSRs should do the following to distinguish between <b>new</b> claims or <b>reconsidered</b> claims:</p> <ul style="list-style-type: none"> <li>• Confirm the EP is not for an original claim</li> <li>• Check the date of decision notice, date of claim, or date of development letter of previously denied claim to determine time limits</li> <li>• Look in eFolder at evidence and letters for previously denied claim</li> </ul>	<p><b>DISPLAY</b> slide</p> <p>10. "Distinguishing New or Reconsidered Claims (2 of 2)"</p>  <p><b>REFER</b> trainees to the <b>New/Reconsidered</b> section of the <b>Claims Type</b> job aid.</p> <p><b>SELECT</b> one of the trainees to read the <i>Overview and Characteristics of Claim</i> section.</p> <p><b>SELECT</b> another trainee to read the list of <i>Forms or Other Indicators</i> section.</p>  <p><b>EMPHASIZE</b> that the EP code <i>alone</i> does not indicate whether the claim is new or a claim for reconsideration. PMC VSRs must also look at the date of decision notice, date of claim, or date of development letter for the previously denied claim. PMC VSRs will find these dates in the eFolder when looking at evidence and letters for prior claim.</p> <p><b>EXPLAIN</b> that this lesson will focus on the trainees demonstrating their ability to process new or reconsidered claims by integrating the new content about distinguishing between new and reconsidered claims with the information they learned in earlier phases about eligibility and other aspects of processing a claim.</p> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>• Claim 1 demonstration will be processed as a reconsidered Survivors Pension claim,</li> </ul>

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PowerPoint Slides	Instructor Activities
	<p>previously denied for excessive income.</p> <ul style="list-style-type: none"> <li>Claim 2 guided practice will be processed as a new Survivors Pension claim, previously denied for excessive income and net worth.</li> </ul>
<p><b>Activity—Distinguishing New or Reconsidered Claims</b></p> <ul style="list-style-type: none"> <li>Instructions:               <ul style="list-style-type: none"> <li>Access CPKM to use M21-1 to complete the activity.</li> <li>Work in assigned group.</li> <li>Read the scenarios from the worksheet.</li> <li>Determine for each scenario whether it is a new or reconsidered claim.</li> <li>Record your answers on the worksheet provided.</li> <li>Select one person to present your group's findings.</li> </ul> </li> <li>Time allowed: 10 min.</li> </ul>	<p><b>DISPLAY</b> slide  <b>11. "Activity—Distinguishing New or Reconsidered Claims"</b></p> <p><b>DIVIDE</b> the class into four groups.</p> <p><b>REFER</b> trainees to the activity worksheet in the Trainee Guide.</p>  <p><b>READ</b> the activity instructions on the slide to the trainees.</p> <p><b>DIRECT</b> trainees to complete the activity on the worksheet provided.</p> <p><b>DEBRIEF</b> the exercise by having one person in each group present their findings to the class. The answers are provided on the following slides.</p> <p><b>PROVIDE</b> feedback and correction as needed.</p>

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**Activity—Distinguishing New or Reconsidered Claims**

In your groups, read the scenarios. Determine for each scenario whether it is a new or reconsidered claim. Write your answers in the space provided.

**Scenario 1**

A claimant who applied on 5/12/2013 was denied Veterans pension. The decision notice dated 8/9/2013 explained that the claimant was not entitled because medical evidence submitted was not sufficient to warrant a P&T rating decision. The claimant submitted additional medical evidence to the VA on 1/19/2014.

**Scenario 2**

The VA received a claim on 4/23/2015 for which a development letter was sent on 6/03/15. The claim was later denied for failure to prosecute (FTP) on 7/15/2015. The decision notice included a 5103 notice time limit. The claimant later submitted the requested evidence on 8/01/2016.

**Scenario 3**

On 1/21/2015 a claimant was denied for benefits for bar to net worth. The claimant resubmitted new net worth information on 1/10/16.

**Scenario 4**



A surviving spouse was denied survivors pension on 10/11/2013 because she had remarried. The claimant submits additional marital history on 1/08/14 as evidence for her marriage to Veteran.

**Scenario 5**

On 1/15/2016 a claimant was denied for pension with SMP for bar to net worth. The claimant resubmitted another application for pension with SMP benefits with new net worth information on 2/04/17.

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PowerPoint Slides	Instructor Activities
<p><b>Activity—Distinguishing New or Reconsidered Claims Answers (1 of 2)</b></p> <ul style="list-style-type: none"> <li>• Scenario 1 <ul style="list-style-type: none"> <li>○ <i>Reconsidered</i></li> </ul> </li> <li>• Scenario 2 <ul style="list-style-type: none"> <li>○ <i>New</i></li> </ul> </li> </ul>	<p><b>DISPLAY</b> slide 12. “Activity—Distinguishing New or Reconsidered Claims Answers (1 of 2)”</p> <p><b>INSTRUCT</b> a member from groups 1 and 2 to share their answers for scenarios 1 and 2.</p> <p><b>PROVIDE</b> feedback and correction as needed, with the answers on the slides.</p> <p style="text-align: center;"></p> <p><b>REMAND</b> trainees that the 1 year appeal period does not coincide with the calendar year; thus, in <b>scenario 1</b> the claim is still a reconsidered claim though additional evidence was submitted in 2014.</p> <p><b>EXPLAIN</b> that <b>scenario 2</b> is a new claim because the requested evidence was not submitted within a year of the appeal date.</p>
<p><b>Activity—Distinguishing New or Reconsidered Claims Answers (2 of 2)</b></p> <ul style="list-style-type: none"> <li>• Scenario 3 <ul style="list-style-type: none"> <li>○ <i>Reconsidered</i></li> </ul> </li> <li>• Scenario 4 <ul style="list-style-type: none"> <li>○ <i>Reconsidered</i></li> </ul> </li> <li>• Scenario 5 <ul style="list-style-type: none"> <li>○ <i>New</i></li> </ul> </li> </ul>	<p><b>DISPLAY</b> slide 13. “Activity—Distinguishing New or Reconsidered Claims Answers (2 of 2)”</p> <p><b>INSTRUCT</b> a member from groups 3 and 4 to each share their answers for scenarios 3, 4, and 5.</p> <p><b>PROVIDE</b> feedback and correction as needed, with the answers on the slides.</p> <p style="text-align: center;"></p> <p><b>EMPHASIZE</b> that although additional evidence is submitted within 1 year for reconsideration this does not guarantee that the claim will be granted upon reconsideration. Note in <b>scenario 3</b> that the additional evidence submitted was not sufficient.</p> <p><b>EMPHASIZE</b> that dates are the determining factor to distinguish between new and reconsidered</p>

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PowerPoint Slides	Instructor Activities
	<p>claims not the type of evidence as in <b>scenario 4</b>.</p> <p><b>EXPLAIN</b> that in <b>scenario 5</b>, as a new claim submitted after 1 year appeal period, the new entitlement date would be the new date of claim.</p>
<p><b>Overview of Processing New or Reconsidered Claims</b></p> <ul style="list-style-type: none"> <li>Many of the steps required to process new or reconsidered claims are done simultaneously by PMC VSRs in the field.</li> <li>For the purpose of instruction, the steps are broken out individually.</li> </ul>	<p><b>DISPLAY</b> slide</p> <p><b>14. "Overview of Processing New or Reconsidered Claims"</b></p> <p><b>EXPLAIN</b> that many of the steps listed here are done simultaneously by the PMC VSR, but for the sake of instruction, the steps are broken out individually so they may be addressed and demonstrated adequately.</p> <p>For example, on the job, while the PMC VSR is performing an early step in the process, such as screening the claim, he or she may also begin or complete actions for later steps, such as identifying missing information and noting it for development. However, in this lesson, these actions will be presented as distinct steps to ensure the trainees recognize each part of the process.</p>
<p><b>Lesson Overview</b></p> <ul style="list-style-type: none"> <li><b>Demonstration</b>—Instructor processes a claim from start to finish with opportunities for questions.</li> <li><b>Guided Practice</b>—Trainees process a claim with questions and feedback/remediation.</li> </ul>	<p><b>DISPLAY</b> slide</p> <p><b>15. "Lesson Overview"</b></p> <p><b>EXPLAIN</b> that the purpose of <b>Demonstration</b> strategy is to provide trainees with the opportunity to see the flow of the complete process from beginning to end, as they would do it in the field. Trainees will have opportunities to ask questions for clarification.</p> <p><b>EXPLAIN</b> that the purpose of the <b>Guided Practice</b> strategy is to allow trainees to perform the steps using a job aid. They may ask questions about the process to increase their understanding. Feedback and remediation is provided as they proceed through the process.</p>
<p><b>Demonstration Claim 1—</b></p>	<p><b>DISPLAY</b> slide</p>

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PowerPoint Slides	Instructor Activities
<p><b>Process New or Reconsidered Claims</b></p>  <ul style="list-style-type: none"> <li>• Demonstration Claim 1—               <ul style="list-style-type: none"> <li>○ {Name}</li> <li>○ {Other information}</li> </ul> </li> </ul>	<p><b>16.</b> “Demonstration Claim 1—Process New or Reconsidered Claims”</p>  <p><b>REMINDER:</b> Populate this slide with demographic information about Claim 1.</p> <p><b>INTRODUCE</b> Claim 1.</p> <p><b>SELECT</b> one of the trainees to read the Claim 1 information on the slide.</p> <p><b>REMIN</b>D trainees that you will demonstrate how to process a new or reconsidered claim from start to finish. You will break after each section to take questions, so trainees should write their questions down and ask at the designated opportunities.</p>  <p><b>REFER</b> trainees to the <b>Processing New or Reconsidered Claims Checklist</b> job aid:</p> <ul style="list-style-type: none"> <li>• Point out that each step in the process has a part number to more easily navigate the document.</li> <li>• Tell trainees to use the job aid to write down their questions and notes from the demonstration on the appropriate line items in the checklist. On the job, they may choose to use a clean copy of the job aid to take notes about the claim.</li> </ul> <p><b>EXPLAIN</b> that, as the Claim 1 demonstration proceeds, trainees should write down any questions that they have about the process in the notes column on the checklist—you will answer these questions periodically throughout the demonstration.</p>




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PowerPoint Slides	Instructor Activities
	 <p><b>EXPLANATION OF DEMONSTRATION FOR INSTRUCTOR:</b></p> <ul style="list-style-type: none"> <li>• It is important for you, as the instructor, to “think out loud” so that the trainees understand your thought processes.</li> <li>• It is vital that you follow the steps and instructions taught in the job aids and previous lessons to ensure continuity and prevent confusion. <b>You must be familiar with the related lessons from Phases 4 and 5, as specified in Lesson 9: Appendix A.</b></li> <li>• Address every step in a process even if it is not relevant to the particular case—these are novice PMC VSRs learning processes that will be applied to all new or reconsidered claims.</li> <li>• For example, as an experienced PMC VSR, you look at a form and determine it is new or reconsidered based on FTP as reason for previously denied claim; if FTP is the reason you may quickly go past that point and not mention it, but it is important to point out to the trainees that you <b>did</b> consider that reason because it affects the time limits for the appeals period and is a factor in determining whether a claim is new or a claim for reconsideration.</li> </ul>
<p><b>Claim 1—Recognize Indicators of a New or Reconsidered Claim</b></p>  <ul style="list-style-type: none"> <li>• Prescribed VA forms, as needed</li> <li>• EP 127, 137, 165, 167,</li> </ul>	<p><b>DISPLAY</b> slide  <b>17.</b> “Claim 1—Recognize Indicators of a New or Reconsidered Claim”</p>  <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 1: Recognize Indicators of a New or Reconsidered</i></p>

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PowerPoint Slides	Instructor Activities
150/157, 297	<p><i>Claim.</i></p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the item below from Appendix A to remind them of these processes and provide continuity of instruction for the trainees:</p> <ul style="list-style-type: none"> <li>Recognize indicators of a new or reconsidered claim</li> </ul> <p></p> <p><b>DEMONSTRATE</b>, using Claim 1, how a PMC VSR would recognize indicators of a new or reconsidered claim.</p> <p></p> <p><b>REMINDE</b> trainees that for new claims the prescribed VA Forms must be used or the PMC VSR should follow Intent to File and Request for Application procedures.</p> <p><b>REMINDE</b> trainees that the EP code will differ based on the claim type for new or reconsidered claims.</p> <ul style="list-style-type: none"> <li>EP 127, 137, 165, 160/167, 150/157, 290/297</li> </ul> <p></p> <p><b>ASK</b> if they have any questions about the indicators of a new or reconsidered claim.</p>
<b>Claim 1—Confirm Claim Characteristics Assigned by Claims Assistant</b>	<p><b>DISPLAY</b> slide</p> <p><b>18.</b> "Claim 1—Confirm Claim Characteristics Assigned by Claims Assistant"</p>




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PowerPoint Slides	Instructor Activities
	 <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 2: Confirm Claim Characteristics Assigned by Claims Assistant</i>.</p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the items below from Appendix A to remind them of these processes and provide continuity of instruction for the trainees:</p> <ul style="list-style-type: none"><li>• Verify claim is substantially complete</li><li>• Verify claim type</li><li>• Verify if fully developed claim</li><li>• Verify if priority process is necessary</li><li>• Verify special claim designation</li><li>• Confirm the Date of Claim (DOC) is correct</li><li>• Validate Power of Attorney (POA)</li><li>• Confirm the End Product (EP) and Payee code are correct</li><li>• Verify claimant information is correct:<ul style="list-style-type: none"><li>○ Name</li><li>○ Address</li><li>○ SSN</li><li>○ DOB</li></ul></li></ul>  <p><b>DEMONSTRATE</b>, using Claim 1, how a PMC VSR would confirm the claim characteristics assigned by</p>




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PowerPoint Slides	Instructor Activities
	<p>a claims assistant.</p> <p></p> <p><b>ASK</b> if they have any questions about the claim characteristics of Claim 1.</p>





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PowerPoint Slides	Instructor Activities
<p><b>Refraining From or Discontinuing Assistance</b></p> <p>M21-1 I.1.A.3.b (Refraining From or Discontinuing Assistance)</p> <ul style="list-style-type: none"> <li>• Lack of qualifying service, Veteran status, or legal eligibility</li> <li>• Claims that are inherently incredible or clearly lack merit</li> <li>• Request for a benefit to which the claimant is not entitled as a matter of law</li> </ul>	<p><b>DISPLAY</b> slide  <b>19.</b> "Refraining From or Discontinuing Assistance"</p> <p><b>EXPLAIN</b> that several circumstances would allow a PMC VSR to refrain from or discontinue assistance early in the process and require no further development.</p>  <p><b>REFER</b> to M21-1 I.1.A.3.b (Refraining From or Discontinuing Assistance)</p> <p><b>SELECT</b> a trainee to read the reference shown on the slide that provides information about refraining from or discontinuing assistance.</p> <p><b>REVIEW</b> the circumstances to refrain from or discontinue assistance from the reference.</p> <ul style="list-style-type: none"> <li>• Lack of qualifying service, Veteran status, or legal eligibility</li> <li>• Claims that are inherently incredible or clearly lack merit</li> <li>• Request for a benefit to which the claimant is not entitled as a matter of law</li> </ul>  <p><b>EMPHASIZE</b> that this is not an all-inclusive list.</p> <p><b>EXPLAIN</b> that in the next step they will screen the claim looking for circumstances that would allow denial of the claim without development.</p>  <p><b>ASK</b> if they have any questions about refraining from or discontinuing assistance.</p>
<p><b>Claim 1—Screen Claim for Lack</b></p>	<p><b>DISPLAY</b> slide</p>


## Lesson 9: Process New or Reconsidered Claims

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PowerPoint Slides	Instructor Activities
<p data-bbox="154 281 643 394"><b>of Eligibility (to Determine if Claim may be Denied without Development)</b></p> 	<p data-bbox="699 281 1422 394"><b>20.</b> “Claim 1—Screen Claim for Lack of Eligibility (to Determine if Claim may be Denied without Development)”</p>  <p data-bbox="699 537 1463 695"><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 3: Screen Claim for Lack of Eligibility (to Determine if Claim may be Denied without Development)</i>.</p> <p data-bbox="699 716 1446 993"><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the items from Appendix A to remind them of these processes and provide continuity of instruction for the trainees.</p> <p data-bbox="699 1014 1442 1171"><b>NOTE:</b> While this should be a quick screening process to determine obvious cases, entry-level PMC VSRs may still need to use information in the job aids until they master the rules.</p>  <p data-bbox="699 1314 1422 1392"><b>DEMONSTRATE</b>, using Claim 1, how a PMC VSR would screen for lack of eligibility.</p>  <p data-bbox="699 1524 1422 1644"><b>EMPHASIZE</b> anything that would allow you to refrain from or discontinue assistance on Claim 1 and why.</p> <p data-bbox="699 1665 1433 1822"><b>EXPLAIN</b> that for a reconsidered claim, if the additional evidence provided was not sufficient or duplicate to what is already of record, the claim could be denied without further development.</p> <p data-bbox="699 1843 1373 1879"><b>EMPHASIZE</b> that this screening step is more</p>

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	<p>complex for a claim for reconsideration because the PMC VSR must also review the prior decision.</p> <p><b>EXPLAIN</b> that if the trainee determines that the claimant is not eligible in any area, then the claim would be denied at this point and nothing further would need to be developed.</p> <p></p> <p><b>ASK</b> if they have any questions about screening for lack of eligibility to determine if claim may be denied without development.</p>

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PowerPoint Slides	Instructor Activities
<p><b>Claim 1—Identify Missing Information/Evidence</b></p> 	<p><b>DISPLAY</b> slide 21. "Claim 1—Identify Missing Information/Evidence"</p>  <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 4: Identify Missing Information/Evidence</i>.</p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the items from Appendix A to remind them of these processes and provide continuity of instruction for the trainees.</p>  <p><b>DEMONSTRATE</b>, using Claim 1, how a PMC VSR would determine if evidence is sufficient to process the claim.</p>  <p><b>ASK</b> if they have any questions about identifying missing information/evidence necessary to process the claim.</p>
<p><b>Claim 1—Develop for Missing Information/Evidence</b></p> 	<p><b>DISPLAY</b> slide 22. "Claim 1—Develop for Missing Information/Evidence"</p>  <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 5:</i></p>

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	<p><i>Develop for Missing Information/Evidence.</i></p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the item below from Appendix A to remind them of these processes and provide continuity of instruction for the trainees:</p> <ul style="list-style-type: none"> <li>• Demonstrate how to develop for information/evidence needed to fulfill duty to assist</li> </ul> <p><b>REMINDE</b> trainees of the common steps for development presented in <i>Phase 5, Part 2, Lesson 1: "Overview of the Development Process"</i> as shown below:</p> <ul style="list-style-type: none"> <li>• Step 1. Initiate duty to assist for substantially complete applications</li> <li>• Step 2. Request evidence from claimant</li> <li>• Step 3. Request evidence from other sources</li> <li>• Step 4. Wait for responses from claimant/other sources</li> <li>• Step 5. Verify requested evidence was received within time limit</li> </ul> <div style="text-align: center;">  </div> <p><b>DEMONSTRATE</b>, using Claim 1, how a PMC VSR would develop for missing evidence or information needed to process the claim.</p> <p><b>DEMONSTRATE</b> how to find the relevant steps in the <b>Develop for Missing Information Evidence</b> job aid to increase the trainees' knowledge of this important job aid.</p> <p><b>DEMONSTRATE</b> how to prepare the development letter in MAP-D using the relevant steps <b>Develop for Missing Information Evidence</b> job aid for</p>

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PowerPoint Slides	Instructor Activities
	<p>the example claim being demonstrated.</p>  <p><b>EXPLAIN</b> that as trainees do their job in the field, after a development letter is sent out, a period of time will elapse before they can continue processing the claim. Once evidence is returned from the claimant or the time limit expires—OR if no development was needed—then they will move on to the process of determining entitlement.</p> <p><b>EMPHASIZE</b> that a reconsidered claim may still require development for the issue for which the claimant is submitting additional evidence.</p>  <p><b>ASK</b> if they have any questions about developing for missing information/evidence.</p>
<p><b>Claim 1—Determine Entitlement for New or Reconsidered Claims</b></p> 	<p><b>DISPLAY</b> slide  <b>23.</b> "Claim 1—Determine Entitlement for New or Reconsidered Claims"</p>  <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 6: Determine Entitlement to New or Reconsidered Claims</i>.</p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the items from Appendix A to remind them of these processes and provide continuity of instruction for the trainees.</p> <p><b>REMIND</b> trainees to also consider the following</p>







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	<p>questions:</p> <ul style="list-style-type: none"> <li>• Have service requirements been met?</li> <li>• Has dependent relationship been established?</li> <li>• Have income and net worth requirements been met, if applicable?</li> <li>• Is evidence sufficient?</li> </ul> <p></p> <p><b>DEMONSTRATE</b>, using Claim 1, how a PMC VSR would determine entitlement for new or reconsidered claims after time limits have expired for requested evidence/information or if no development was needed.</p> <p></p> <p><b>EMPHASIZE</b> to look for any new evidence added to the claim as a result of development and how that evidence may have influenced the entitlement decision.</p> <p></p> <p><b>ASK</b> if they have any questions about determining entitlement for new or reconsidered claims.</p>
<p><b>Claim 1—Determine if Claim Should Be Submitted to Rating Activity</b></p> <p></p>	<p><b>DISPLAY</b> slide 24. "Claim 1—Determine if Claim Should Be Submitted to Rating Activity"</p> <p></p> <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 7: Determine if Claim Should Be Submitted to Rating</i></p>

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PowerPoint Slides	Instructor Activities
	<p><i>Activity.</i></p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the items below from Appendix A to remind them of these processes and provide continuity of instruction for the trainees:</p> <ul style="list-style-type: none"> <li>• Determine whether a claim requires a rating decision</li> <li>• Confirm accuracy of a rating decision</li> </ul> <p><b>EXPLAIN</b> that, once the PMC VSR considers all other entitlement factors, only then should a claim go for a rating. If a claimant is otherwise entitled, send to rating activity if the rating is needed. Once the PMC VSR receives the rating back from the rating activity, then he or she can complete the award action to grant or deny.</p> <p style="text-align: center;"></p> <p><b>DEMONSTRATE</b>, using Claim 1, how a PMC VSR would determine if the claim should be submitted to the rating activity for rating.</p> <p style="text-align: center;"></p> <p><b>ASK</b> if they have any questions about determining if a claim should be submitted for a rating.</p>
<p><b>Claim 1—Decide the Award Action for New or Reconsidered Claims</b></p> <p style="text-align: center;"></p>	<p><b>DISPLAY</b> slide 25. "Claim 1—Decide the Award Action for New or Reconsidered Claims"</p> <p style="text-align: center;"></p> <p><b>USE</b> the steps provided in the <b>Processing New or</b></p>






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PowerPoint Slides	Instructor Activities
	<p data-bbox="699 281 1438 390"><b>Reconsidered Claims Checklist</b> job aid, <i>Part 8: Decide the Award Action for New or Reconsidered Claims</i>.</p> <p data-bbox="699 420 1446 695"><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the item below from Appendix A to remind them of these processes and provide continuity of instruction for the trainees:</p> <ul data-bbox="699 722 1105 751" style="list-style-type: none"><li>• Decide the award action</li></ul> <p data-bbox="699 772 802 869"></p> <p data-bbox="699 898 1422 1008"><b>DEMONSTRATE</b>, using Claim 1, how a PMC VSR would decide the award action for new or reconsidered claims.</p> <p data-bbox="699 1037 802 1134"></p> <p data-bbox="699 1150 1438 1304"><b>EMPHASIZE</b> the importance of verifying effective dates for the award since whether it is a new or reconsidered claim has a direct bearing on the entitlement date.</p> <p data-bbox="699 1333 802 1430"></p> <p data-bbox="699 1451 1390 1480"><b>REFER</b> trainees to the <b>Effective Dates EPSS</b>.</p> <p data-bbox="699 1509 802 1606"></p> <p data-bbox="699 1623 906 1652"><b>EMPHASIZE:</b></p> <ul data-bbox="699 1680 1430 1862" style="list-style-type: none"><li>• Each system used</li><li>• The screens accessed and why</li><li>• The data points entered into the various fields and why</li></ul>






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	 <p><b>ASK</b> if they have any questions about deciding the award action.</p>
<p><b>Claim 1—Prepare a Decision Notice for New or Reconsidered Claims</b></p> 	<p><b>DISPLAY</b> slide  <b>26.</b> "Claim 1—Prepare a Decision Notice for New or Reconsidered Claims"</p>  <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 9: Prepare a Decision Notification for New or Reconsidered claims.</i></p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the item below from Appendix A to remind them of these processes and provide continuity of instruction for the trainees:</p> <ul style="list-style-type: none"> <li>• Create decision notice</li> </ul>  <p><b>DEMONSTRATE</b>, using Claim 1, how a PMC VSR would prepare the decision notice for a new or reconsidered claim.</p>  <p><b>EMPHASIZE:</b></p> <ul style="list-style-type: none"> <li>• Which paragraphs to include and why</li> <li>• Which template to choose</li> </ul>



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	<ul style="list-style-type: none"> <li>• Which autotext to include and how to insert it</li> </ul> <p><b>REMIND</b> trainees that reconsidered claims may require additional or different explanations in the decision notice than a usual letter for that claim type because of previous correspondence.</p>  <p><b>ASK</b> if they have any questions about preparing the decision notice.</p>
<p><b>Claim 1—Submit the Claim to the Authorizer</b></p> 	<p><b>DISPLAY</b> slide 27. “Claim 1—Submit the Claim to the Authorizer”</p>  <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 10: Submit the Claim to the Authorizer</i>.</p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the items from Appendix A to remind them of these processes and provide continuity of instruction for the trainees:</p>  <p><b>DEMONSTRATE</b>, using Claim 1, how a PMC VSR would submit the claim to the Authorizer.</p>  <p><b>ASK</b> if they have any questions about submitting the claim to the Authorizer.</p>

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<p><b>Take Credit in ASPEN</b></p> 	<p><b>DISPLAY</b> slide  <b>28.</b> "Take Credit in ASPEN"</p> <p><b>EXPLAIN</b> that after they have processed the claim, they will take credit for their work in ASPEN based on local policy. Team leaders will advise the PMC VSRs of local policy when they begin processing claims at their station.</p> <p><b>SHOW</b> ASPEN and how to take credit. Do not tell them how much credit to take for any specific action. A Coach will provide further guidance about local procedures.</p>  <p><b>ASK</b> if they have any questions about taking credit in ASPEN.</p>
<p><b>Guided Practice Exercise Overview (1 of 3)</b></p> <ul style="list-style-type: none"> <li>• Instructions: <ul style="list-style-type: none"> <li>○ Process Claim 2 from beginning to end.</li> <li>○ Use the job aids, references, and systems available.</li> <li>○ Select a partner before beginning the exercise to confer with after completing each step individually.</li> <li>○ Consult with instructors for assistance.</li> <li>○ Be prepared to discuss your results with the class.</li> <li>○ Take credit in ASPEN at the completion of the exercise.</li> </ul> </li> </ul>	<p><b>DISPLAY</b> slide  <b>29.</b> "Guided Practice Exercise Overview (1 of 3)"</p> <p><b>EXPLAIN</b> that in this portion of the lesson, you will refer to lessons relating to each step of the process and provide answers to the trainee questions they wrote in the <b>Processing New or Reconsidered Claims Checklist</b> job aid during the Claim 1 demonstration.</p> <p><b>DIRECT</b> trainees to select a partner to work with during this exercise:</p> <ul style="list-style-type: none"> <li>• After each person has completed each step of the process individually, the trainee pairs will then confer with each other about their findings, answers, or conclusion.</li> <li>• Trainees should be prepared to share their results with the class.</li> </ul> <p><b>ENCOURAGE</b> trainees to consult with the instructors if they need assistance.</p> <p><b>REMIND</b> instructors to provide direction, but not</p>

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	<p>the outcomes.</p>  <p><b>NOTE:</b> Recall that you will need additional instructors to achieve a 1:4 instructor/trainee ratio during this portion of the lesson.</p>  <p><b>REFER</b> to <i>Lesson 9: Appendix A</i> for references and job aids.</p> <p><b>ENCOURAGE</b> trainees to keep this and all other job aids used during this Guided Practice handy as the trainees will refer to them later in the lesson as they practice processing a claim.</p>
<p><b>Guided Practice Exercise Overview (2 of 3)</b></p> <ul style="list-style-type: none"> <li>• This exercise includes the following parts of the claim process: <ul style="list-style-type: none"> <li>○ Recognize indicators of a new or reconsidered claim</li> <li>○ Confirm claim characteristics assigned by claims assistant</li> <li>○ Screen for lack of eligibility</li> <li>○ Identify missing information/evidence</li> <li>○ Develop for missing information/evidence</li> </ul> </li> </ul>	<p><b>DISPLAY</b> slide  <b>30.</b> “Guided Practice Exercise Overview (2 of 3)”</p> <p><b>TELL</b> trainees that they will now be working through the same steps to process a new or reconsidered claim as they viewed in the demonstration, but using a different claim.</p> <p><b>SELECT</b> a trainee to read the bullet points on the slide.</p>

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<p><b>Guided Practice Exercise Overview (3 of 3)</b></p> <ul style="list-style-type: none"> <li>○ Determine entitlement to new or reconsidered claims</li> <li>○ Determine if claim should be submitted to rating activity</li> <li>○ Decide the award action</li> <li>○ Prepare a decision notice</li> <li>○ Submit the claim to the Authorizer</li> </ul>	<p><b>DISPLAY</b> slide</p> <p><b>31.</b> "Guided Practice Exercise Overview (3 of 3)"</p> <p><b>SELECT</b> a trainee to read the bullet points on the slide.</p>
<p><b>Guided Practice Exercise Claim 2—Process New or Reconsidered Claims</b></p> <p>Guided Practice Exercise Claim 2:</p> <ul style="list-style-type: none"> <li>• {Name}</li> <li>• {Other information}</li> </ul>	<p><b>DISPLAY</b> slide</p> <p><b>32.</b> "Guided Practice Exercise Claim 2—Process New or Reconsidered Claims"</p> <p><b>INTRODUCE</b> Claim 2.</p>  <p><b>REFER</b> to <i>Lesson 9: Appendix A</i> for references and job aids.</p> <p><b>ENCOURAGE</b> trainees to keep this and all other job aids used during this Guided Practice handy as the trainees will refer to them later in the lesson as they practice processing a claim.</p> <p><b>SELECT</b> a trainee to read the Claim 2 information on the slide.</p>
<p><b>Claim 2—Recognize Indicators of a New or Reconsidered Claim</b></p> <ul style="list-style-type: none"> <li>• Instructions: <ul style="list-style-type: none"> <li>○ Perform the steps to recognize indicators of the claim for Claim 2.</li> </ul> </li> </ul>	<p><b>DISPLAY</b> slide</p> <p><b>33.</b> "Claim 2—Recognize Indicators of a New or Reconsidered Claim"</p>  <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 1</i>:</p>



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<ul style="list-style-type: none"> <li>○ Use the job aids, references, and systems available.</li> <li>○ Confer with your partner.</li> <li>○ Be prepared to discuss your results with the class.</li> <li>● Time allowed: 5 minutes</li> </ul>	<p><i>Recognize Indicators of New or Reconsidered Claims.</i></p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the item below from Appendix A to remind them of these processes and provide continuity of instruction for the trainees:</p> <ul style="list-style-type: none"> <li>● Recognize indicators of new or reconsidered claims</li> </ul> <p><b>DIRECT</b> trainees to Claim 2.</p> <p><b>DIRECT</b> trainees to perform this step individually before comparing their outcome with a partner. Trainees should be prepared to share their answers with the class.</p> <p><b>ASSIST</b> trainees by pointing them to the relevant job aids, references, and systems. Do NOT provide the outcomes until a majority of the trainees have completed the steps.</p> <p><b>SELECT</b> a trainee to share the indicators of new or reconsidered claims for claim 2.</p> <div style="text-align: center;">  </div> <p><b>ASK</b> if they have any questions about the indicators of the claim.</p> <p><b>DISCUSS</b> answers to the trainees' questions.</p>
<p><b>Claim 2—Confirm Claim Characteristics Assigned by Claims Assistant</b></p> <ul style="list-style-type: none"> <li>● Instructions: <ul style="list-style-type: none"> <li>○ Perform the steps to confirm claim characteristics assigned by</li> </ul> </li> </ul>	<p><b>DISPLAY</b> slide</p> <p><b>34.</b> "Claim 2—Confirm Claim Characteristics Assigned by Claims Assistant"</p> <div style="text-align: center;">  </div> <p><b>USE</b> the steps provided in the <b>Processing New or</b></p>



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<p>claims assistant for Claim 2.</p> <ul style="list-style-type: none"> <li>○ Use the job aids, references, and systems available.</li> <li>○ Confer with your partner.</li> <li>○ Be prepared to discuss your results with the class.</li> </ul> <ul style="list-style-type: none"> <li>● Time allowed: 15 minutes</li> </ul>	<p><b>Reconsidered Claims Checklist</b> job aid, <i>Part 2: Confirm Claim Characteristics Assigned by Claims Assistant</i>.</p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the items below from Appendix A to remind them of these processes and provide continuity of instruction for the trainees:</p> <ul style="list-style-type: none"> <li>● Verify claim is substantially complete</li> <li>● Verify claim type</li> <li>● Verify if fully developed claim</li> <li>● Verify if priority process is necessary</li> <li>● Verify special claim designation</li> <li>● Confirm the Date of Claim (DOC) is correct</li> <li>● Validate Power of Attorney (POA)</li> <li>● Confirm the End Product (EP) and Payee code are correct</li> <li>● Verify claimant information is correct: <ul style="list-style-type: none"> <li>○ Name</li> <li>○ Address</li> <li>○ SSN</li> <li>○ DOB</li> </ul> </li> </ul> <p><b>DIRECT</b> trainees to Claim 2.</p> <p><b>DIRECT</b> trainees to perform this step individually before comparing their outcome with a partner. Trainees should be prepared to share their answers with the class.</p> <p><b>ASSIST</b> trainees by pointing them to the relevant job aids, references, and systems. Do NOT provide the outcomes until a majority of the trainees have completed the steps.</p>

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	 <p><b>ASK</b> why it is important to verify claimant information.</p> <p><b>ASK</b> if trainees have any questions about the claim characteristics.</p> <p><b>PROVIDE</b> feedback and remediation as necessary.</p>
<p><b>Claim 2—Screen Claim for Lack of Eligibility (to Determine if Claim may be Denied without Development)</b></p> <ul style="list-style-type: none"> <li>• Instructions:           <ul style="list-style-type: none"> <li>○ Perform the steps to screen claim for lack of eligibility for Claim 2.</li> <li>○ Use the job aids, references, and systems available.</li> <li>○ Confer with your partner.</li> <li>○ Be prepared to discuss your results with the class.</li> </ul> </li> <li>• Time allowed: 15 minutes</li> </ul>	<p><b>DISPLAY</b> slide</p> <p><b>35.</b> “Claim 2—Screen Claim for Lack of Eligibility (to Determine if Claim may be Denied without Development)”</p>  <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 3: Screen Claim for Lack of Eligibility (to Determine if Claim may be Denied without Development)</i>.</p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the items from Appendix A to remind them of these processes and provide continuity of instruction for the trainees.</p> <p><b>DIRECT</b> trainees to Claim 2.</p> <p><b>DIRECT</b> trainees to perform this step individually before comparing their outcome with a partner. Trainees should be prepared to share their answers with the class.</p> <p><b>ASSIST</b> trainees by pointing them to the relevant job aids, references, and systems. Do NOT provide the outcomes until a majority of the trainees have completed the steps.</p>

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	 <p><b>ASK</b> if they may refrain from or discontinue assistance on Claim 2 for any reason, and if so why and how would they proceed?</p> <p><b>PROVIDE</b> feedback and remediation as needed.</p>  <p><b>ASK</b> trainees what questions they have about screening for lack of eligibility.</p> <p><b>DISCUSS</b> answers to the trainees' questions.</p>
<p><b>Claim 2—Identify Missing Information/Evidence (1 of 2)</b></p> <ul style="list-style-type: none"> <li>• Instructions: <ul style="list-style-type: none"> <li>○ Perform the steps to identify missing information/evidence for Claim 2.</li> <li>○ Use the job aids, references, and systems available.</li> <li>○ Confer with your partner.</li> <li>○ Be prepared to discuss your results with the class.</li> </ul> </li> <li>• Time allowed: 15 minutes</li> </ul>	<p><b>DISPLAY</b> slide <b>36.</b> "Claim 2—Identify Missing Information/Evidence (1 of 2)"</p>  <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 4: Identify Missing Information/Evidence</i>.</p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the items from Appendix A to remind them of these processes and provide continuity of instruction for the trainees.</p> <p><b>DIRECT</b> trainees to Claim 2.</p> <p><b>DIRECT</b> trainees to perform this step individually before comparing their outcome with a partner. Trainees should be prepared to share their answers with the class.</p> <p><b>ASSIST</b> trainees by pointing them to the relevant job aids, references, and systems. Do NOT provide</p>


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	<p>the outcomes until a majority of the trainees have completed the steps.</p>  <p><b>ASK</b> if they have any questions about identifying missing information/evidence necessary to process the claim.</p>
<p><b>Claim 2—Identify Missing Information/Evidence (2 of 2)</b></p> <p>What information/evidence may require development for Claim 2?</p>	<p><b>DISPLAY</b> slide  <b>37.</b> "Claim 2—Identify Missing Information/Evidence (2 of 2)"</p>  <p><b>ASK</b> What information/evidence may require development for Claim 2?</p> <p><b>PROVIDE</b> feedback and remediation as needed.</p>  <p><b>ASK</b> trainees what questions they have about determining if evidence is sufficient.</p> <p><b>DISCUSS</b> answers to the trainee's questions.</p>
<p><b>Claim 2—Develop for Missing Information/Evidence</b></p> <ul style="list-style-type: none"> <li>• Instructions: <ul style="list-style-type: none"> <li>○ Perform the steps to develop for missing information/evidence for Claim 2.</li> <li>○ Use the job aids, references, and systems available.</li> <li>○ Trade development letters</li> </ul> </li> </ul>	<p><b>DISPLAY</b> slide  <b>38.</b> "Claim 2—Develop for Missing Information/Evidence"</p>  <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 5: Develop for Missing Information/ Evidence</i>.</p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with</p>


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<p>with your partner.</p> <ul style="list-style-type: none"> <li>○ Discuss differences in the letters.</li> <li>● Time allowed: 45 minutes</li> </ul>	<p>the lessons, job aids, and references. Refer trainees to the item below from Appendix A to remind them of these processes and provide continuity of instruction for the trainees:</p> <ul style="list-style-type: none"> <li>● Demonstrate how to develop for information/evidence needed to fulfill duty to assist</li> </ul> <p><b>DIRECT</b> trainees to Claim 2.</p> <p><b>DIRECT</b> trainees to perform this step individually before comparing their outcome with a partner. Trainees should be prepared to share their answers with the class.</p> <p><b>ASSIST</b> trainees by pointing them to the relevant job aids, references, and systems. Do NOT provide the outcomes until a majority of the trainees have completed the steps.</p> <p><b>REVIEW</b> the common steps for development presented in <i>Phase 5, Part 2, Lesson 1: "Overview of the Development Process"</i> as shown below:</p> <ul style="list-style-type: none"> <li>● Step 1. Initiate duty to assist for substantially complete applications</li> <li>● Step 2. Request evidence from claimant</li> <li>● Step 3. Request evidence from other sources</li> <li>● Step 4. Wait for responses from claimant/other sources</li> <li>● Step 5. Verify requested evidence was received within time limit</li> </ul> <p><b>DIRECT</b> trainees to trade the development letters with their partner to review.</p> <p><b>DISCUSS</b> differences in the letters.</p> <p><b>PROVIDE</b> feedback and remediation as needed.</p> <div style="text-align: center;">  </div> <p><b>ASK</b> trainees what questions they have developing</p>




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	<p>for missing information.</p> <p><b>DISCUSS</b> answers to the trainees' questions.</p>
<p><b>Claim 2—Determine Entitlement (1 of 2)</b></p> <ul style="list-style-type: none"> <li>• Instructions:               <ul style="list-style-type: none"> <li>○ Perform the steps to determine entitlement to benefits for Claim 2.</li> <li>○ Use the job aids, references, and systems available.</li> <li>○ Confer with your partner.</li> <li>○ Be prepared to discuss your results with the class.</li> </ul> </li> <li>• Time allowed: 25 minutes</li> </ul>	<p><b>DISPLAY</b> slide  <b>39. "Claim 2—Determine Entitlement (1 of 2)"</b></p>  <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 6: Determine Entitlement</i>.</p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the items below from Appendix A to remind them of these processes and provide continuity of instruction for the trainees:</p> <ul style="list-style-type: none"> <li>• Veteran status</li> <li>• Dependency</li> <li>• Income and net worth</li> </ul> <p><b>DIRECT</b> trainees to Claim 2.</p> <p><b>DIRECT</b> trainees to perform this step individually before comparing their outcome with a partner. Trainees should be prepared to share their answers with the class.</p> <p><b>ASSIST</b> trainees by pointing them to the relevant job aids, references, and systems. Do NOT provide the outcomes until a majority of the trainees have completed the steps.</p>

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<p><b>Claim 2—Determine Entitlement (2 of 2)</b></p> <ul style="list-style-type: none"> <li>• Is Claim 2 claimant entitled in the following areas? What evidence supports your conclusions?               <ul style="list-style-type: none"> <li>○ Veteran status</li> <li>○ Dependency</li> <li>○ Income and net worth, if applicable</li> </ul> </li> </ul>	<p><b>DISPLAY</b> slide 40. "Claim 2—Determine Entitlement (2 of 2)"</p> <p></p> <p><b>ASK</b> is Claim 2 claimant entitled in each the following areas? What evidence supports their conclusions?</p> <ul style="list-style-type: none"> <li>• Veteran status</li> <li>• Dependency</li> <li>• Income and net worth, if applicable</li> </ul> <p><b>PROVIDE</b> feedback and remediation as needed.</p> <p></p> <p><b>ASK</b> trainees what questions they have about determining entitlement in each area.</p> <p><b>DISCUSS</b> answers to the trainees' questions.</p>
<p><b>Claim 2—Determine If Claim Should Be Submitted to Rating Activity</b></p> <ul style="list-style-type: none"> <li>• Instructions:               <ul style="list-style-type: none"> <li>○ Perform the steps to determine if the claim should be submitted for rating for Claim 2.</li> <li>○ If so, perform the steps to submit the claim.</li> <li>○ Use the job aids, references, and systems available.</li> <li>○ Confer with your partner.</li> <li>○ Be prepared to discuss your</li> </ul> </li> </ul>	<p><b>DISPLAY</b> slide 41. "Claim 2—Determine If Claim Should Be Submitted to Rating Activity"</p> <p></p> <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 7: Determine if Claim Should Be Submitted to Rating Activity</i>.</p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the items below from Appendix A to remind them of these processes and provide</p>




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<p>results with the class.</p> <ul style="list-style-type: none"> <li>• Time allowed: 15 minutes</li> </ul>	<p>continuity of instruction for the trainees:</p> <ul style="list-style-type: none"> <li>• Determine whether a claim requires a rating decision</li> <li>• Confirm accuracy of a rating decision</li> </ul> <p><b>DIRECT</b> trainees to Claim 2.</p> <p><b>DIRECT</b> trainees to perform this step individually before comparing their outcome with a partner. Trainees should be prepared to share their answers with the class.</p> <p><b>ASSIST</b> trainees by pointing them to the relevant job aids, references, and systems. Do NOT provide the outcomes until a majority of the trainees have completed the steps.</p> <p></p> <p><b>ASK</b> if Claim 2 should be submitted to the rating activity, and if so, why?</p> <p><b>PROVIDE</b> feedback and remediation as needed.</p> <p></p> <p><b>ASK</b> trainees what questions they have about this step in the process.</p> <p><b>DISCUSS</b> answers to the trainees' questions.</p>
<p><b>Claim 2—Decide the Award Action for New or Reconsidered Claims</b></p> <ul style="list-style-type: none"> <li>• Instructions: <ul style="list-style-type: none"> <li>○ Perform the steps to decide the award action for Claim 2.</li> <li>○ Use the job aids, references, and systems</li> </ul> </li> </ul>	<p><b>DISPLAY</b> slide 42. "Claim 2—Decide the Award Action for New or Reconsidered Claims"</p> <p><b>PROVIDE</b> the rating decision for Claim 2.</p> <p></p> <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 8</i>:</p>



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<p>available.</p> <ul style="list-style-type: none"><li>○ Confer with your partner.</li><li>○ Be prepared to discuss your results with the class.</li><li>● Time allowed: 45 minutes</li></ul>	<p><i>Decide the Award Action for New or Reconsidered Claims.</i></p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the item below from Appendix A to remind them of these processes and provide continuity of instruction for the trainees:</p> <ul style="list-style-type: none"><li>● Decide the award action</li></ul> <p><b>DIRECT</b> trainees to Claim 2.</p> <p><b>DIRECT</b> trainees to perform this step individually before comparing their outcome with a partner. Trainees should be prepared to share their answers with the class.</p> <p><b>ASSIST</b> trainees by pointing them to the relevant job aids, references, and systems. Do NOT provide the outcomes until a majority of the trainees have completed the steps.</p> <p><b>DIRECT</b> trainees to work with a partner to assess each other's work in the systems. They should ask for guidance from the instructor as needed when they identify discrepancies.</p> <p><b>REMIND</b> trainees to verify effective dates when deciding the award action.</p> <p></p> <p><b>ASK</b> what benefits they determined to grant and/or deny?</p> <p><b>ASK</b> how they processed the decision?</p> <p><b>ASK</b> about the effective date and reasons for selecting that date.</p> <p><b>ASK</b> what information they annotated to the claim?</p>




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	<p><b>PROVIDE</b> feedback and remediation as needed.</p>  <p><b>ASK</b> trainees what questions they have about deciding the award action.</p> <p><b>DISCUSS</b> answers to the trainees' questions.</p>
<p><b>Claim 2—Prepare a Decision Notice for New or Reconsidered Claims</b></p> <ul style="list-style-type: none"> <li>• Instructions: <ul style="list-style-type: none"> <li>○ Perform the steps to prepare the decision notice for Claim 2.</li> <li>○ Use the job aids, references, and systems available.</li> <li>○ Confer with your partner to assess each other's decision notice.</li> <li>○ Ask for guidance from the instructor if you identify discrepancies.</li> </ul> </li> <li>• Time allowed: 20 minutes</li> </ul>	<p><b>DISPLAY</b> slide 43. "Claim 2—Prepare a Decision Notice for New or Reconsidered Claims"</p>  <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 9: Prepare a Decision Notification for New or Reconsidered Claims</i>.</p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the item below from Appendix A to remind them of these processes and provide continuity of instruction for the trainees:</p> <ul style="list-style-type: none"> <li>• Create decision notice</li> </ul> <p><b>DIRECT</b> trainees to Claim 2.</p> <p><b>DIRECT</b> trainees to perform this step individually before comparing their outcome with a partner. Trainees should be prepared to share their answers with the class.</p> <p><b>ASSIST</b> trainees by pointing them to the relevant job aids, references, and systems. Do NOT provide the outcomes until a majority of the trainees have completed the steps.</p> <p><b>DIRECT</b> trainees to work with their partner to</p>



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	<p>assess each other’s decision notice. They should ask for guidance from the instructor as needed if they identify discrepancies.</p> <p><b>ASSIST</b> trainees as necessary with:</p> <ul style="list-style-type: none"> <li>• Which paragraphs to include and why</li> <li>• Which template to choose</li> <li>• Which autotext to include and how to insert it</li> </ul> <p><b>PROVIDE</b> feedback and remediation as needed.</p> <p></p> <p><b>ASK</b> trainees what questions they have about preparing a decision notice for the claim.</p> <p><b>DISCUSS</b> answers to the trainees’ questions.</p>
<p><b>Claim 2—Submit the Claim to the Authorizer</b></p> <ul style="list-style-type: none"> <li>• Instructions: <ul style="list-style-type: none"> <li>○ Finalize notes for Claim 2 and save completed work in appropriate locations for review by Authorizer.</li> <li>○ Use the job aids, references, and systems available.</li> </ul> </li> <li>• Time allowed: 15 minutes</li> </ul>	<p><b>DISPLAY</b> slide</p> <p>44. “Claim 2—Submit the Claim to the Authorizer”</p> <p></p> <p><b>USE</b> the steps provided in the <b>Processing New or Reconsidered Claims Checklist</b> job aid, <i>Part 10: Submit the Claim to the Authorizer</i>.</p> <p><b>NOTE:</b> Previous lessons provided training on parts or all of this step. <i>Lesson 9: Appendix A</i> lists all of the related prerequisite Learning Objectives with the lessons, job aids, and references. Refer trainees to the items from Appendix A to remind them of these processes and provide continuity of instruction for the trainees.</p> <p></p> <p><b>ASK</b> if they have any questions about submitting the claim to the Authorizer.</p>

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	<p><b>REMINDE</b> trainees at the conclusion of the exercise to take credit in ASPEN based on their local policy.</p>
<p><b>Questions?</b></p> 	<p><b>DISPLAY</b> slide 45. "Questions?"</p>  <p><b>ASK</b> if there are any final questions about the Guided Practice Exercise or anything covered in this lesson.</p>
<p><b>Lesson Summary (1 of 3)</b></p> <p>What are the main tasks a PMC VSR must accomplish to process new or reconsidered claims?</p>	<p><b>DISPLAY</b> slide 46. "Lesson Summary (1 of 3)"</p> <p><b>REVIEW</b> the main objective of this lesson: to process new or reconsidered claims.</p> <p><b>REVIEW</b> the key points of the lesson by asking the trainees to answer the following question: What are the main tasks a PMC VSR must accomplish to process new or reconsidered claims?</p>
<p><b>Lesson Summary (2 of 3)</b></p> <ul style="list-style-type: none"> <li>• <i>Recognize indicators of a new or reconsidered claim.</i></li> <li>• <i>Confirm claim characteristics assigned by the claims assistant.</i></li> <li>• <i>Screen claim for lack of eligibility (to determine if claim can be denied without development).</i></li> <li>• <i>Identify missing information/evidence.</i></li> <li>• <i>Develop for missing information/evidence.</i></li> </ul>	<p><b>DISPLAY</b> slide 47. "Lesson Summary (2 of 3)"</p> <p><b>PROVIDE</b> the following answers as listed on the slide:</p> <ul style="list-style-type: none"> <li>• <i>Recognize indicators of new or reconsidered claims.</i></li> <li>• <i>Confirm claim characteristics assigned by the claims assistant.</i></li> <li>• <i>Screen claim for lack of eligibility (to determine if claim can be denied without development).</i></li> <li>• <i>Identify missing information/evidence.</i></li> <li>• <i>Develop for missing information/evidence.</i></li> </ul>

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<p><b>Lesson Summary (3 of 3)</b></p> <ul style="list-style-type: none"> <li>• <i>Determine entitlement to new or reconsidered claims.</i></li> <li>• <i>Determine if a claim should be submitted to rating activity.</i></li> <li>• <i>Decide the award action for new or reconsidered claims.</i></li> <li>• <i>Prepare the decision notice for new or reconsidered claims.</i></li> <li>• <i>Submit the claim to the Authorizer.</i></li> </ul>	<p><b>DISPLAY</b> slide <b>48.</b> "Lesson Summary (3 of 3)"</p> <p><b>PROVIDE</b> the following answers as listed on the slide:</p> <ul style="list-style-type: none"> <li>• <i>Determine entitlement to new or reconsidered claims.</i></li> <li>• <i>Determine if a claim should be submitted to rating activity.</i></li> <li>• <i>Decide the award action for new or reconsidered claims.</i></li> <li>• <i>Prepare the decision notice for new or reconsidered claims.</i></li> <li>• <i>Submit the claim to the Authorizer.</i></li> </ul>
<p><b>What's Next?</b></p> <p>Knowledge Check: Process New or Reconsidered Claims</p>	<p><b>DISPLAY</b> slide <b>49.</b> "What's Next?"</p> <p><b>EXPLAIN</b> the upcoming Knowledge Check: Process New or Reconsidered Claims.</p>