

APS SUPERVISOR AS TRAINER

PARTICIPANT MANUAL

The APS Supervisor as Trainer

Preparing New A.P.S.
Workers for the Field



PARTICIPANT MANUAL

APS Supervisor as Trainer



This training was developed by the Academy for Professional Excellence, which is funded by a generous grant from the Archstone Foundation.

Curriculum Developer

Jill Nielsen

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INTRODUCTION

THE ACADEMY FOR PROFESSIONAL EXCELLENCE

We are pleased to welcome you to the APS Supervisor as Trainer Training developed by Project MASTER, a program of the Academy for Professional Excellence and the product of the National APS Training Partnership.

The Academy for Professional Excellence was established in 1996 and provides training, technical assistance, organizational development, research, and evaluation to public and private health and human service agencies and professionals.

The Academy is a project of San Diego State University School of Social Work (founded in 1963), which offers both a bachelor's and master's degree in Social Work. The School of Social Work at San Diego State University was founded in 1963 and has been continuously accredited by the Council of Social Work Education since 1966.

The Academy has extensive experience in providing specialized services, including:

- multi-disciplinary competency-based trainings
- curriculum development
- needs assessment
- research
- evaluation
- meeting facilitation
- organizational development consultation services

MASTER is an Archstone Foundation funded program of the Academy for Professional Excellence which has the overarching goal is to develop standardized core curricula for new APS social workers and to share these trainings on a national scale. Professional training opportunities are a critical step toward ensuring APS social workers have the appropriate tools to serve their victims. MASTER has worked extensively with state and national partner agencies in the development of this curriculum.

Our partners include:

- National Adult Protective Services Association Education Committee (NAPSA)
- The Statewide APS Training Project of the Bay Area Training Academy
- California Department of Social Services, Adult Services Branch
- California State University Sacramento IHSS Training Project
- Protective Services Operations Committee of the California Welfare Director's Association (PSOC)
- California Social Work Education Center Aging Initiative (CalSWEC)

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PARTNER ORGANIZATIONS

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ACKNOWLEDGMENTS

This training is the product of the National APS Training Partnership and is the result of a collaborative effort between Adult Protective Services administrators, supervisors, staff development officers and workers across the state and the nation; professional educators; and the Academy for Professional Excellence staff members. Project MASTER would like to thank the following individuals and agencies:

Agencies

Bay Area Academy, Statewide APS Training Project
California Department of Social Services, Adult Services Branch
California Social Work Education Center Aging Initiative
Imperial County Department of Social Services
Orange County Social Services Agency
Riverside County Department of Public Social Services
San Bernardino County Department of Aging and Adult Services
San Diego County Aging and Independence Services

Regional Curriculum Advisory Committee

Carol Mitchel, APS Manager and PSOC Representative, Orange County
Beverly Johnson, LCSW, Staff Development Officer, Riverside County
Carol Castillon, APS Supervisor, San Bernardino County
Carol Kubota, LCSW, Staff Development Officer, Orange County
LaTanya Baylis, Staff Development Officer, San Bernardino County
Ralph Pascaul, Staff Development Officer, Los Angeles County

Committees

Project MASTER Steering Committee
APS Core Curriculum Committee
National Adult Protective Services Association Education Committee
Protective Services Operations Committee of the California Welfare Directors' Association

Curriculum Developer/ Consultant

Jill Neilson, Consultant

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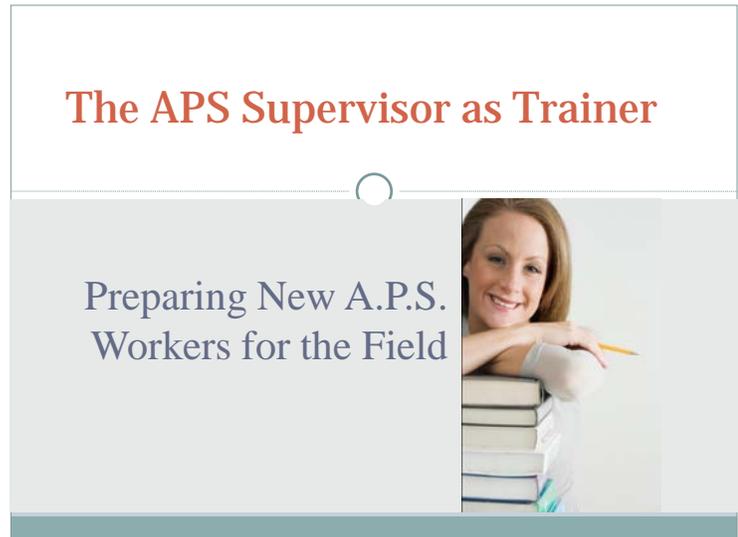
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COURSE OUTLINE

| Content | Total Time |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Welcome & Facilitator Introductions; Housekeeping; Participant Introductions; Learning Objectives | 15 minutes |
| Roles of the Frontline Supervisor; Challenges to Training | 15 minutes |
| Types of Training Programs | 15 minutes |
| Elements of Effective Training Adult Learning Theory Barriers to Adult Learning What is your training style? | 30 minutes |
| Break | 15 minutes |
| Techniques for Training | 45 minutes |
| The Curriculum | 45 minutes |
| Lunch | 60 minutes |
| Critical Thinking Skills | 45 minutes |
| Evaluating a New Worker | 60 minutes |
| Break | 15 minutes |
| Providing Feedback to the Worker | 45 minutes |
| Closing & Evaluations | 15 minutes |
| | Total Time: 7hrs |

TRAINING GOALS AND OBJECTIVES



By the end of this training, participants will be able to:

- Define involuntary services and discuss the case review format for determining when involuntary intervention may be indicated
- Identify those situations where the client's immediate safety takes precedence over the client's right to self determination
- Explore the ethical issues in the worker's decision to use involuntary intervention
- Document information needed to justify the use of involuntary intervention
- Identify the appropriate resources needed to be able to implement an involuntary case plan
- Develop and defend an involuntary intervention plan.

PRESENTATION

The APS Supervisor as Trainer

Preparing New A.P.S.
Workers for the Field



WELCOME AND INTRODUCTIONS



TIME ALLOTTED: 15 minutes

Slide 2



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January 2012

Dear Training Participant,

As a training program for the Academy for Professional Excellence at San Diego State University School of Social Work, we have begun a process of evaluating training delivered to Adult Protective Service workers. As part of this evaluation, we need your help.

At certain points during this training series, in addition to the usual workshop evaluation forms, you will be asked to complete various training evaluation activities.

These training evaluation activities have two main purposes:

1. To improve training effectiveness and relevance to your needs in helping you better serve adults and their families; and
2. To determine if the training has been effective in addressing the key learning objectives.

Our goal is to evaluate training, NOT the individuals participating in the training. In order to evaluate how well the training is working, we need to link each person's assessment data using a code. You will generate the code number using the first three letters of your mother's maiden name, the first three letters of your mother's first name, and the numerals for the day you were born. Please put this 8-digit ID code on each of your assessment forms, exactly the same way each time. ID code information will only be used to link demographic data to test data to ensure that the training is working equally well for all participants. Once this link is made, we will only look at class aggregate scores, not individual scores.

Only you will know your ID code refers to you. All individual responses to evaluation exercises are confidential and will only be seen by the Academy's training program and evaluation staff. Only group averages and percentages will be reported. Individual

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results will not be reported to your employer. Aggregate data may be used for future research to improve training for Adult Protective Service workers.

If you agree to participate, you will fill out questionnaires administered before and after the training. The questionnaires will be coded with your ID code and all responses will be confidential.

There are no foreseeable risks to you from participating. There is also no direct benefit to you. Your responses will contribute to the development of a series of evaluation tools that will be able to accurately assess the effectiveness of adult protective service training. It is hoped that these tools will assist the Academy for Professional Excellence in improving training for adult protective service workers and therefore improve services to adults and families.

Your participation is voluntary and you may withdraw your consent and participation at any time. Participation or non-participation will have no effect on your completion of this training series.

By completing and submitting the questionnaire, you agree to participate. You further agree to permit us to use your anonymous responses in written reports about the training.

Your help with this evaluation process is greatly appreciated. Your feedback will be instrumental in helping to improve adult protective service training for future participants. If you have any questions about the evaluation or how the data you provide will be used, please contact:

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Trainee ID Code

Date / /
M M D D Y Y

MASTER IDENTIFICATION CODE ASSIGNMENT

YOUR IDENTIFICATION CODE:

In order for us to track your evaluation responses while maintaining your anonymity, we need to assign you an *identification code*. We would like you to create your own *identification code* by answering the following questions:

1. What are the first three letters of your mother's *maiden* name?
Example: If your mother's maiden name was Alice Smith, the first three letters would be: **S M I**. If the name has less than three letters, fill in the letters from the left and add 0 (zero) in the remaining space(s) on the right.

____ _

2. What are the first three letters of your mother's *First* name?
Example: If your mother's maiden name was Alice Smith, the first three letters would be: **A L I**. If the name has less than three letters, fill in the letters from the left and add 0 (zero) in the remaining space(s) on the right.

____ _

3. What are the numerals for the DAY you were born?
Example: If you were born on November 29, 1970, the numerals would be **2 9**. If your birth date is the 1st through the 9th, please put 0 (zero) in front of the numeral (example **0 9**).

____ _

Combine these parts to create your own identification code (example: **S M I A L I 2 9**). Please write your identification code in the space at the top right corner of all evaluation materials you receive.

Remember your identification code and write it at the top of every evaluation form provided to you throughout this training.

MASTER

DEMOGRAPHIC SURVEY

V1.5

1

Slide 3

Learning Objectives

1

After participating in this workshop frontline supervisors will gain an understanding of the basic tenets of Kolb's Experiential Learning Theory, and participants will be to articulate the responsibility of the supervisor in promoting effective adult learning when facilitating training of new APS workers.

Slide #4

Learning Objectives

2

Participants will be able to assess a new worker's learning style enabling supervisors to provide appropriate and targeted training; participants will be able to correctly apply at least one new training strategy in order to reinforce the NAPSA Core Competency skills.

Slide #5

Learning Objectives

3

Frontline supervisors will learn how to implement training techniques such as asking open-ended questions, with the goal of developing critical thinking skills in the new APS Worker.

Slide #6

Learning Objectives

4

Frontline supervisors will learn how to utilize two established tools that can be applied in order to evaluate a new APS Worker's integration of the training materials.

Slide #7

Learning Objective

5

During the session, frontline supervisors will practice providing supportive, critical feedback so that they may acquire skills enabling them to effectively reflect on a new worker's performance when conducting training.

ROLES OF THE FRONTLINE SUPERVISOR



TIME ALLOTTED: 15 minutes

Slide #8

Frontline Supervisor: A Multi-faceted Role

Clinical Supervision



Slide #9

Frontline Supervisor: A Multi-faceted Role

Managing Personnel Issues



Slide #10

Frontline Supervisor: A Multi-faceted Role



Community Representation

Slide #11

Frontline Supervisor: A Multi-faceted Role

Role Modeling good work practices



Slide #12

Frontline Supervisor: A Multi-faceted Role

Providing Back-up Coverage to Workers



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Slide #13

Frontline Supervisor: A Multi-faceted Role

Ensuring compliance with state mandates and county policies



Slide #14

Frontline Supervisor: A Multi-faceted Role

And... training new workers!



Slide #15

Challenges



TYPES OF TRAINING PROGRAMS



TIME ALLOTTED: 15 minutes

Slide #16

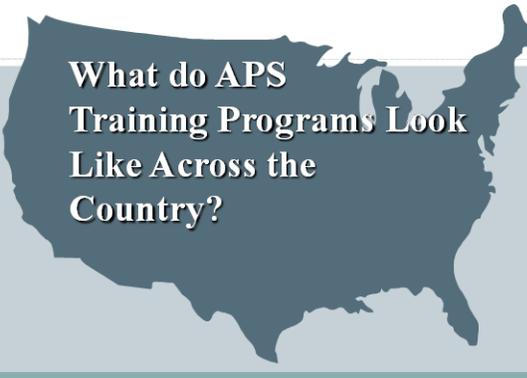
What do Training Programs Look Like?

| | |
|------------------------|-----------------------|
| Structured | Non-structured |
| Strict Timeline | No Timeline |
| Supervisor as Trainer | Peer-to-Peer Training |
| Established Curriculum | Eclectic Approach |

VS

Slide #17

What do APS Training Programs Look Like Across the Country?



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Slide #18

What are the qualities that contribute to a good learning environment?



ELEMENTS OF EFFECTIVE TRAINING



TIME ALLOTTED: 30 minutes

Slide #19

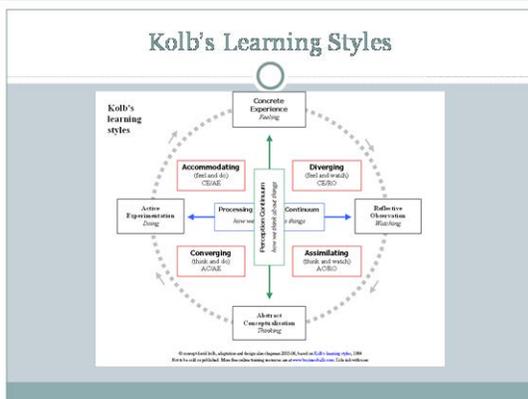
Adult Learning Theory

*I hear and I forget
I see and I remember
I do and I understand*

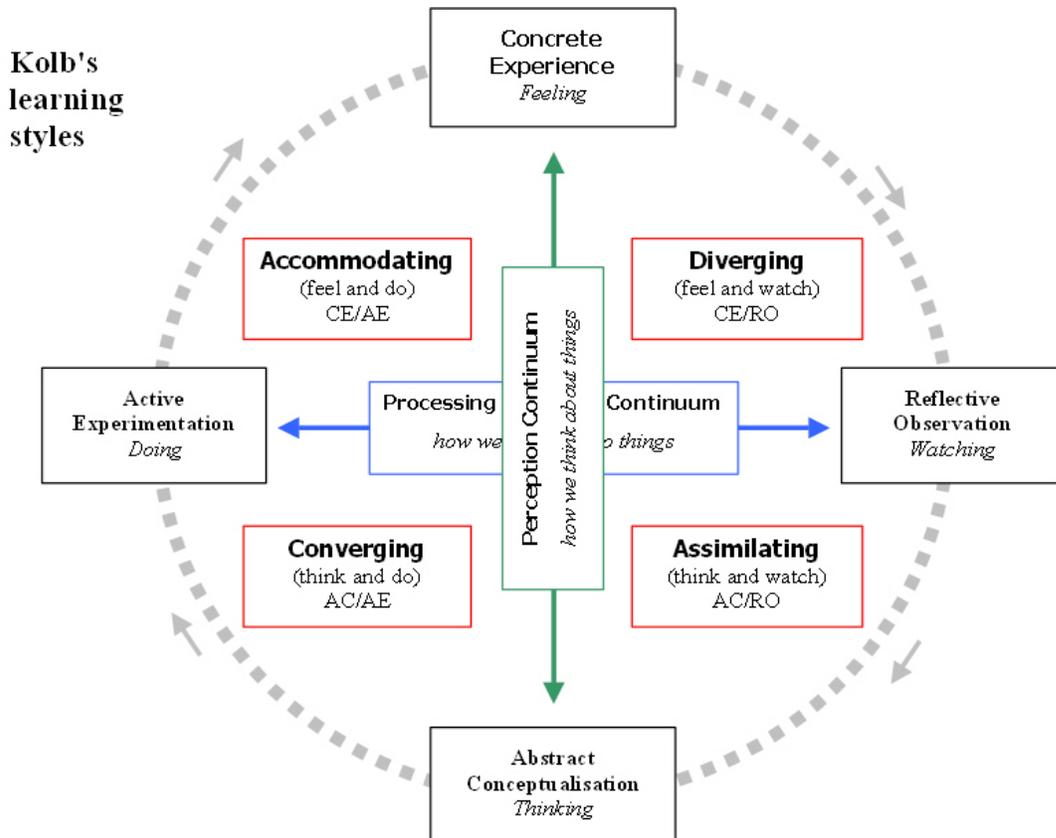
Buddhist quote



Slide #20



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© concept david kolb, adaptation and design alan chapman 2005-06, based on Kolb's learning styles, 1984
Not to be sold or published. More free online training resources are at www.businessballs.com. Sole risk with user.

Characteristics of Each Style

Accommodating -
Getting Things Done
Leading
Taking Risks
Initiating
Being Adaptable
Being Practical

Converging -
Solving problems
Making Decisions
Reasoning
Defining Problems
Being Logical

Diverging -
Being Imaginative
Understanding People
Recognizing Problems,
Brainstorming
Being open-minded

Assimilating -
Planning
Creating Models
Defining Problems
Developing Theories
Being Patient

Slide #21

Barriers to Adult Learning

- Fear of making mistakes
- Non-relevant materials
- Lack of participation
- Fear of change
- Formal atmosphere



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ADULT LEARNING THEORY

*I hear and I forget
I see and I remember
I do and I understand*

| Principle | Supervisor/ Trainer responsibility |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Learning is a natural human process (negative experiences may have dulled trainee’s eagerness to learn) | <ul style="list-style-type: none"> • Establish a climate of trust |
| <ul style="list-style-type: none"> • Learners must have their present needs met. | <ul style="list-style-type: none"> • Make sure the trainee is comfortable (not under time pressure, stressed by other responsibilities, nervous, etc) |
| <ul style="list-style-type: none"> • Adult learners need approval and acceptance | <ul style="list-style-type: none"> • Establish a climate conducive to risk taking |
| <ul style="list-style-type: none"> • Adults will only learn what they feel they need to know | <ul style="list-style-type: none"> • Establish the relevance of training • Relate learning goals direct to job responsibilities and situations |
| <ul style="list-style-type: none"> • Adult learners only learn in a useful way when they are ready to learn | <ul style="list-style-type: none"> • Listen/respond to feelings, problems and viewpoints • Test periodically for trainee involvement, sense of achievement |
| <ul style="list-style-type: none"> • Relevant information is retained better | <ul style="list-style-type: none"> • Always make the connection to the work |
| <ul style="list-style-type: none"> • Repetition improves retention | <ul style="list-style-type: none"> • Repeat, repeat, repeat |
| <ul style="list-style-type: none"> • Learning is most effective when presented in “bite-size” pieces | <ul style="list-style-type: none"> • Provide coaching in one area at a time, keep sessions short |
| <ul style="list-style-type: none"> • Learners must be given an opportunity to communicate new information to others and to begin their own application | <ul style="list-style-type: none"> • Ask trainees to “teach back” what they have learned • Ask trainees to apply information to their cases, check for understanding and provide constructive feedback |
| <ul style="list-style-type: none"> • Adults learn by doing | <ul style="list-style-type: none"> • Teach, apply, critique and practice again |

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This questionnaire will help you discover what kind of **learner you are.**

Before you start, fold the right-hand column underneath so that it does not influence how you answer.

Read each row and tick the ONE option that is most like you.

| | | | |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------|
| I prefer lessons where we can discuss things. | I prefer lessons where there is something to look at (like a picture, chart, diagram or video) or something to draw. | I prefer lessons where we can do something practical – or at least move around. | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A V K |
| I often fiddle with things in class (a pen, paper clip or rubber band.) | I often sing or hum to myself in class. | I often doodle in class. | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | K A V |
| When learning a new skill, I prefer to just get on with it. | When learning a new skill, I prefer someone to explain to me how to do it. | When learning a new skill, I prefer to watch someone else show me how to do it. | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | K A V |
| When the ads come on the TV – I like to watch them. | When the ads come on the TV – I get up and do something. | When the ads come on the TV – I like to sing along with them. | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | V K A |
| I would prefer to listen to a story. | I would prefer to see a comic strip of a story. | I would prefer to act out a story. | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A V K |
| I am good at learning physical skills. | I have a good memory for people's names. | I have a good memory for faces. | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | K A V |

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| | | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------|
| I prefer teachers who use diagrams to show us things. | I prefer teachers who get us to do something. | I prefer teachers who explain things to us. | V K A |
|  |  |  | |
| If I get in trouble in class, it's for talking. | If I get in trouble in class, it's for drawing on the desk or all over my books. | If I get in trouble in class it's for fidgeting. | A V K |
|  |  |  | |
| On a long journey I like to look at the scenery or read a book. | On a long journey I can't wait until we stop so I can walk around. | On a long journey I like to listen to music or talk to the other travelers. | V K A |
|  |  |  | |
| I use my hands a lot when I am talking. | When I am discussing something, I sometimes use words my friends don't know. | When I am discussing something, I like to doodle. | K A V |
|  |  |  | |
| If I could be famous, I would be a sports-person (or dancer). | If I could be famous, I would be a film-star. | If I could be famous, I would be a singer. | K V A |
|  |  |  | |
| I would rather go outside and play. | I would rather watch my favorite TV program. | I would rather listen to my favorite music. | K V A |
|  |  |  | |
| I get distracted in class if I can see something outside the window. | I get distracted in class if I can hear something happening outside. | I lose concentration if I have to sit still for a long time. | V A K |
|  |  |  | |

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| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------|
| I am good at drawing. <input type="checkbox"/> | I am good at making things. <input type="checkbox"/> | I am a good listener. <input type="checkbox"/> | V K A |
| Out of these 3 jobs - I would prefer to be a radio DJ (or presenter). <input type="checkbox"/> | Out of these 3 jobs - I would prefer to be a mechanic. <input type="checkbox"/> | Out of these 3 jobs - I would prefer to be an artist (or designer). <input type="checkbox"/> | A K V |
| In my spare time I would prefer to do something physical, such as sport or dancing. <input type="checkbox"/> | In my spare time I would prefer to watch TV or a video. <input type="checkbox"/> | In my spare time I would prefer to listen to music or chat with friends. <input type="checkbox"/> | K V A |
| The type of puzzle I would prefer is "Spot the difference". <input type="checkbox"/> | The type of puzzle I would prefer is "Name that tune". <input type="checkbox"/> | The type of puzzle I would prefer is "Rubik's cube". <input type="checkbox"/> | V A K |
| If I needed to build a Lego model, I would get someone to explain how or to read the instructions to me. <input type="checkbox"/> | If I needed to build a Lego model, I would try to work out which bits fit together. <input type="checkbox"/> | If I needed to build a Lego model, I would follow the diagram or the picture on the packet. <input type="checkbox"/> | A K V |

When you have ticked one option in each row, unfold the right-hand column, circle the appropriate letter,
then count up how many of each letter you scored.

If you scored mainly **V**'s, you are a VISUAL learner.

If you scored mainly **A**'s, you are an AUDITORY learner.

If you scored mainly **K**'s, you are a KINAESTHETIC learner.

Available from http://www.brainboxx.co.uk/a3_aspects/pages/VAK_quest_2.htm

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Slide #22



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YOUR TRAINING STYLE

Adapted from Training of Trainers Manual produced by AARP Foundation, August 1999

Do you believe that people learn best when (Choose the style that best describes your opinion):

| <input type="checkbox"/> Style A | <input type="checkbox"/> Style B | <input type="checkbox"/> Style C | <input type="checkbox"/> Style D |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Information is presented in a clear, conceptually logical manner • Concise learning objectives are presented • When the trainer is a content expert • When all questions are answered completely • Learning has occurred when participants understand and can repeat the major learning point and back-up arguments for each point. | <ul style="list-style-type: none"> • They are in a positive setting • They get personally involved in the training process • They get feedback on their actions • Learning about how the person functions in interpersonal situations is most important. | <ul style="list-style-type: none"> • They enjoy the learning experience • They are persuaded by a dramatic presentation • Learning has occurred when trainees have agreed with the major points of the training and are motivated to use the training on the job. | <ul style="list-style-type: none"> • Trainees have an active part in the learning process • Lessons are experienced whenever possible • They have a clear conceptual base from which to solve problems. • Learning has occurred when there is a behavior change. |

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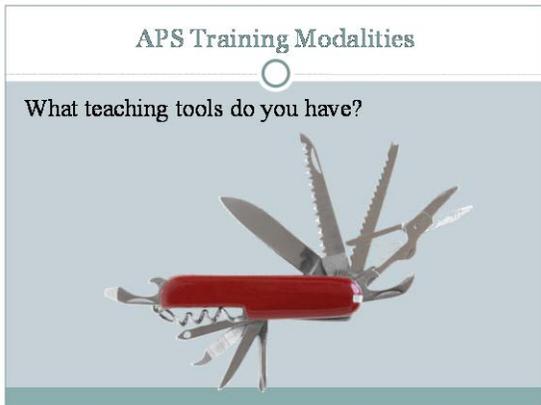
| <input type="checkbox"/> Style A | <input type="checkbox"/> Style B | <input type="checkbox"/> Style C | <input type="checkbox"/> Style D |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| -----Strength of this style----- | | | |
| <ul style="list-style-type: none"> • Solicits admiration • Emphasis is on goals • All material is covered in a direct, logical, concise way • Explanations are complete and step by step • Interventions are practical and detailed | <ul style="list-style-type: none"> • Creates a climate of trust • Orientation is towards relationships • The learning process is more important than specific learning objectives • Trainee influences the direction of the discussion | <ul style="list-style-type: none"> • Generates excitement and enthusiasm • Responsive to the learners needs and keeps their attention • Training is fun • Trainees are highly motivated | <ul style="list-style-type: none"> • Solid, competent trainer who is imaginative • Primary focus is on the task • Sticks to the lesson plan but can adapt as needed • Has a problem solving attitude • Willing to meet the expressed needs of trainees |
| -----Weakness of this style----- | | | |
| <ul style="list-style-type: none"> • Creates distance between trainer and trainee • Reduces opportunities for trainee to take the initiative • Can be inflexible | <ul style="list-style-type: none"> • May not achieve all learning objectives • Need to watch personal boundaries • May be challenged by more aggressive trainees | <ul style="list-style-type: none"> • Trainer can become a show-off • Lack of structure can lead to high ambiguity for trainees. • Trainee has fun but may not learn much. | <ul style="list-style-type: none"> • Focus more on intellect than feeling • May be impatient with slow learners • May provide too many alternate answers |

TECHNIQUES FOR TRAINING



TIME ALLOTTED: 45 minutes

Slide #23



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MEDICATION EXERCISE

NOTE: Medications reviewed on 4/15/2010

1

Savondrugs 8212 Riverside Drive
Riverside, CA, 92504
Fill date: 3/1/10 Phone: (951) 781-0146
Rx #: 289735 Prescriber: Marvin Seller

MARGARET YOUNG
TAKE ONE TABLET IN THE MORNING
AND ONE TABLET AT BEDTIME

DISCARD AFTER 02/12
Haldol/ 60 TAB
Refill 2

**DO NOT DISCONTINUE
WITHOUT MEDICAL SUPERVISION**

Savondrugs 8212 Riverside Drive
Riverside, CA, 92504
Fill date: 04/8/10 Phone: (951) 781-0146
Rx #: 123567 Prescriber: Ashford Griffin

MARGARET YOUNG
TAKE ONE TABLET AT BEDTIME

DISCARD AFTER 02/12
Depakote/ 50 TAB
Refills 3

DRINK PLENTY OF WATER

2

3

Savondrugs 8212 Riverside Drive
Riverside, CA, 92504
File date: 03/01/10 Phone: (951) 781-0146
Rx #: 123567 Prescriber: Ashford Griffin

MARGARET YOUNG
TAKE ONE TABLET AT BEDTIME

DISCARD AFTER 02/11
Depakote/ 50 TAB
Refills 2

DRINK PLENTY OF WATER

Savondrugs 8212 Riverside Drive
Riverside, CA, 92504
File date: 8/15/09 Phone: (951) 781-0146
Rx #: 888935 Prescriber: Ashford Griffin

MARGARET YOUNG
TAKE 2 X DAILY

DISCARD AFTER 12/10
Chlorothiazide/400 mg
Refills 4

DRINK PLENTY OF WATER

*NOTE:
This bottle
contained both yellow
and white pills*

4

5

Walgreens 5560 Central Ave
Riverside, CA, 92504
File date: 3/15/10 Phone: (951) 358-4057
Rx #: 7862567 Prescriber: Bao Vinh

MARGARET YOUNG
TAKE ONE TABLET BY MOUTH TWO
TIMES A DAY AS NEEDED FOR PAIN.

DISCARD AFTER 07/11
OxyContin/ 90 TAB
Refills 0

**DO NOT DRINK ALCOHOL
MAY CAUSE DROWSINESS**

*NOTE:
This bottle
is empty.*

Savondrugs 8212 Riverside Drive
Riverside, CA, 92504
File date: 4/8/10 Phone: (951) 781-0146
Rx #: 888932 Prescriber: Ashford Griffin

MARGARET YOUNG
TAKE TWICE DAILY WITH FOOD

DISCARD AFTER 05/11
Elavil/ 50 TAB
Refills 5

**DRINK PLENTY OF WATER
TAKE WITH FOOD**

6

7

Savondrugs 8212 Riverside Drive
Riverside, CA, 92504
File date: 8/3/09 Phone: (951) 781-0146
Rx #: 888931 Prescriber: Victor Franko

MARGARET YOUNG
TAKE ONE TABLET BY MOUTH TWO
TIMES A DAY AS NEEDED FOR PAIN.

DISCARD AFTER 05/11
Percocet/ 100 TAB
Refills 0

**DO NOT DRINK ALCOHOL
MAY CAUSE DROWSINESS**

Savondrugs 8212 Riverside Drive
Riverside, CA, 92504
File date: 03/7/10 Phone: (951) 781-0146
Rx #: 89135468 Prescriber: John Web

MARGARET YOUNG
TAKE ONE TABLET EACH MORNING

DISCARD AFTER 11/12
Diazepam 60TAB
Refills 3

**DO NOT DRINK ALCOHOL
MAY CAUSE DROWSINESS**

*NOTE:
This bottle
is empty.*

8

9

Walgreens 5560 Central Ave
Riverside, CA, 92504
File date: 12/7/09 Phone: (951) 358-4057
Rx #: 7862566 Prescriber: Bao Vinh

MARGARET YOUNG
TAKE ONE TABLET 3 TIMES DAILY
WITH FOOD

DISCARD AFTER 12/12
Wellbutrin/ 50 TAB
Refills 4

TAKE WITH FOOD

*NOTE:
This bottle
is full.*

Savondrugs 8212 Riverside Drive
Riverside, CA, 92504
File date: 8/03/09 Phone: (951) 781-0146
Rx #: 559872 Prescriber: Victor Franko

MARGARET YOUNG
TAKE TWO TABLET BY MOUTH EVERY
EIGHT HOURS AS NEEDED FOR PAIN.

DISCARD AFTER 11/12
Tylenol with Codeine/ 30 TAB
Refills 0

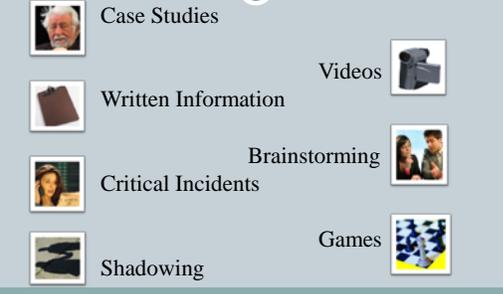
**DO NOT DRINK ALCOHOL
MAY CAUSE DROWSINESS**

10

APS SUPERVISOR AS TRAINER- PARTICIPANT MANUAL

Slide #24

Matching worker's learning style with training method.



| | | |
|-----------------------------------------------------------------------------------|---------------------|-----------------------------------------------------------------------------------|
|  | Case Studies | |
|  | Written Information |  |
|  | Critical Incidents |  |
|  | Shadowing |  |

APS SUPERVISOR AS TRAINER- PARTICIPANT MANUAL

Examples of matching learning style with training method:

| Training Method | Activities | Visual | Auditory | Kinesthetic |
|---------------------------|--------------------------------------------------------------------|---------------|-----------------|--------------------|
| Using Case Studies | Reading case studies | YES | | |
| | Listening to and discussing case studies | | YES | |
| | Writing out care plan for a case study | YES | | YES |
| | Presenting a case plan developed from a case study | YES | YES | YES |
| Using Videos | Listening to a training video | | YES | |
| | Watching a training video | YES | YES | |
| | Practicing the skill shown in a training video | YES | YES | YES |
| Using written information | Reading information to yourself | YES | | |
| | Reading information and writing a summary | YES | | YES |
| | Reading information and presenting a summary to others | YES | YES | YES |
| Brainstorming | Listening to a Brainstorming session | | YES | |
| | Brainstorming (as an active participant) | | YES | YES |
| | Brainstorming (as an active participant) AND keeping notes | YES | YES | YES |
| Using critical incidents | Reading about a critical incident | YES | | |
| | Listening to a discussion of a critical incident | | YES | |
| | Read about AND discussing a critical incident | YES | YES | YES |
| Using Games | Doing a word search for essentials of a case plan | YES | | |
| | Playing bingo for case plan terms | YES | YES | YES |
| | Portraying a client in a written role play | YES | YES | YES |
| Using Shadowing | Watching a worker perform an interview | YES | YES | |
| | Completing an assessment checklist based on observing an interview | YES | YES | YES |
| | Performing the interview and getting feedback from the lead worker | YES | YES | YES |

White= addresses this learning style

Black= does not address this learning style

Grey= address ALL learning styles

Adapted from Training of Trainers Manual produced by AARP Foundation, August 1999

THE CURRICULUM



TIME ALLOTTED: 45 minutes

Slide #25

What should we teach new APS workers?

Standardized Training contributes to:

- Adherence to policy
- Consistence
- Improved Outcomes
- Reduced Liability



Slide #26

N.A.P.S.A Core Competencies



apsnetwork.org

NAPSA CORE COMPETENCIES FOR APS CASEWORKERS

1. UNDERSTANDING APS
 - a. APS OVERVIEW
 - b. APS VALUES AND ETHICS
 - c. REGULATIONS
 - d. COLLABORATION and RESOURCES

2. BASIC SKILLS
 - a. INTITAL INVESTIGATION: TAKING THE FIRST STEPS
 - b. PROFESSIONAL COMMUNICATION SKILLS
 - c. APS CASE DOCUMENTATION/REPORT WRITING
 - d. CASE CLOSURE

3. ISSUES IN AGING, HEALTH AND BEHAVIORAL HEALTH
 - a. THE AGING PROCESS
 - b. PHYSICAL AND DEVELOPMENTAL DISABILITIES
 - c. MENTAL HEALTH ISSUES
 - d. SUBSTANCE ABUSE

4. UNDERSTANDING ISSUES OF ABUSE
 - a. DYNAMICS OF ABUSIVE RELATIONSHIPS
 - b. SELF-NEGLECT
 - c. CAREGIVER OR PERPETRATOR NEGLECT
 - d. FINANCIAL EXPLOITATION
 - e. PHYSICAL ABUSE
 - f. SEXUAL ABUSE

5. INVESTIGATING ABUSE: MULTI-DISCIPLINARY PERSPECTIVES
 - a. INVESTIGATION: CLIENT CAPACITY
 - b. INVESTIGATION: RISK ASSESSMENT
 - c. LEGAL ISSUES and LAW ENFORCEMENT

6. CASE PLANNING
 - a. VOLUNTARY CASE PLANNING and INTERVENTION PROCESS
 - b. INVOLUNTARY CASE PLANNING and INTERVETION PROCESS

Core Curriculum manuals and eLearning modules can be accessed at:
http://theacademy.sdsu.edu/programs/Project_Master/core.html

APS SUPERVISOR AS TRAINER- PARTICIPANT MANUAL

Sample Core Curriculum for New APS Workers

Understanding APS

Overview

- APS target populations and eligibility criteria for each state: State of California website providing overview on APS eligibility - <http://www.cdss.ca.gov/agedblinddisabled/PG1298.htm>
- History and Role of National Adult Protective Services Association (NAPSA) – <http://www.apsnetwork.org/>
- *Activity* – New worker to sign up to receive NAPSA daily newsfeed. New worker to participate in NAPSA Webinar or annual conference.

Vulnerability of Dependent Adults

- *Activity* – New worker to conduct site visit to an adult day program for Developmentally Delayed adults, and/or a site visit to an adult day health program for frail elders. Prior to visits, supervisor should ask the new worker to observe the participants' functional levels and think about the various ways they might be vulnerable to abuse.
- Prevalence/Incidence of elder abuse - http://www.ncea.aoa.gov/ncearoot/main_site/pdf/publication/FinalStatistics050331.pdf
- *Activity* - Supervisor to ask the new worker to look up the prevalence rates of reportable types of abuse in home state.

Professional Development/Training Opportunities

- *Activity* – Register and complete the on-line mini-module *Overview of APS at* http://theacademy.sdsu.edu/programs/Project_Master/aps_overview.html
- Federal Issues impacting APS - Elder Justice Coalition outlines the Elder Justice Act <http://www.elderjusticecoalition.com/legislation.htm>

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APS Values and Ethics

- Defined by National Adult Protective Services Association, can be found at <http://www.apsnetwork.org/About/ethics.htm>
- Right to self determination and the right to remain in the least restrictive setting possible, see: <http://www.preventelderabuse.org/issues/autonomy.html>.
- *Activity* - Review a self neglect case with the new worker and ask him/her to discuss the application of these ethical principles in this case.
- Assume decision making capacity unless adjudicated in a court of law

Regulations

- Find and download the manual of regulations for home state. (In California go to: <http://www.cdss.ca.gov/ord/entres/getinfo/pdf/apsman.pdf>)
- *Activity* - Supervisor to ask the new worker to locate the state's policies and mandated timeframes regarding: Response times for initial face to face visits, completion of assessments, service plans and required monitoring visits.

Internal policies and procedures of the agency

Supervisor to cover the following areas during one-on-one supervision with new worker:

- Agency organizational chart
- Agency-specific intake procedures
- Internal policies regarding response times and management of ER cases
- Translation procedures
- Policies regarding clients that cannot be located
- After Hours coverage policies
- *Activity* – New APS Worker to shadow intake workers while they are taking *Reports of Abuse* over the phone. Supervisor to meet with new worker after shadowing activities are completed to review cases that were opened by intake during the shadowing period. Supervisor to ask the new worker to explain why certain response times were chosen based on agency criteria.

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- *Activity* – New APS Worker to interview experienced workers about their time management strategies and tips for managing caseloads.

Resources

- *Activity* - New APS worker to attend a Multi-disciplinary team meeting to learn about resources in the community. Supervisor to ask the new worker to record who attended the meeting and what help they were able to provide.
- *Activity* – Site visits/telephone interviews of key community resources that the new worker will utilize to carryout service plans.
- *Activity* – Resource Scavenger Hunt – See attached handout in Appendix

Basic Skills

Initial Investigation: Taking the First Steps

- *Training materials for in-person training available through National Adult Protective Services Training Partnership at http://theacademy.sdsu.edu/programs/Project_Master/core.html*
- *Activity* – New worker to shadow seasoned workers on initial home visits. Supervisor to select initial cases for shadowing. Supervisor should meet with new worker before and after shadowing experience to discuss new worker's observations regarding the initial home visit.

Professional Communication Skills

- *Training materials for in-person training available through National Adult Protective Services Training Partnership at http://theacademy.sdsu.edu/programs/Project_Master/core.html*

APS Case Documentation and Report Writing

- *Training materials for in-person training available through National Adult Protective Services Training Partnership at http://theacademy.sdsu.edu/programs/Project_Master/core.html*

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- *Activity* – Supervisor to select samples of example case records for the new worker to review independently. Supervisor should select at least one example of a model case record as well as at least one that is problematic. New worker to make a list of the elements that make one example effective and the other problematic. Supervisor to discuss with new worker during one-on-one supervision.
- *Activity* – New worker to write up a shadow psychosocial assessment from an initial home visit that s/he observed while shadowing a more seasoned worker. New worker to share the shadow assessment with supervisor who will provide feedback regarding writing style.

Case Closure

- Supervisor to review state guidelines for case closure found in home state or agency's policy manual.

Criteria for closure in California (page 55 of PDF):

<http://www.dss.cahwnet.gov/getinfo/pdf/apsman.pdf>

- *Activity* - Supervisor should review closed cases with the new worker and discuss the effectiveness of the service plan, the level of risk at closing, and the possibility of reoccurrence of abuse. Supervisor should ask the new worker why the case might have to be closed without a complete resolution of the problem. (This is not a time to tear down another worker's efforts but an opportunity to discuss your agency's resources and policies).

Issues in Aging, Health, and Behavioral Health

The Aging Process

- Age related changes to physical and cognitive functioning:
http://www.headstrongbrain.com/Science/Resource_Library/What_Happens_to_Us_as_We_Age?page=2
- Defining Dementia:
http://www.caregiver.org/caregiver/jsp/content_node.jsp?nodeid=569
- *Activity* – New worker to watch Elder Abuse Commercial available at:
www.youtube.com/watch?v=5cauXgZhROM. Supervisor to discuss the new

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worker's emotional response to the commercial and ageism in our cultural in general. How does this impact the work of APS?

Physical/Developmental Disabilities

- *Activity* – New worker to complete eLearning that will be available at: http://theacademy.sdsu.edu/programs/Project_Master/core.html
- Understanding Developmental Disabilities: <http://arch-online.org/understanding-developmental-disorder-disabilities.htm>

Mental Health Issues

- *Activity* – New worker to complete eLearning that will be available at: http://theacademy.sdsu.edu/programs/Project_Master/core.html
- Depression and suicide among older adults: <http://www.nimh.nih.gov/health/publications/older-adults-depression-and-suicide-facts-fact-sheet/index.shtml>

Substance Abuse

- Substance use among the elderly: <http://www.elderresponseteam.org/elder%20issues.htm>
- Substance use among disabled adults: http://www.hhs.gov/od/about/fact_sheets/substanceabusech26.html

Understanding Issues of Abuse

Dynamics of Abusive Relationships

- Abuse in later life wheel/ Tactics used by abusers: <http://www.ncall.us/sites/ncall.us/files/resources/Abuse%20in%20Later%20Life%20Wheel%202011.pdf>
- Signs of abuse: <http://www.ncall.us/sites/ncall.us/files/resources/Abuse%20in%20Later%20Life%20Wheel%202011.pdf>

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- Undue influence. Defined by Dr. Bennett Blum:
http://www.bennettblummd.com/undue_influence.html
- *Activity* – Undue influence: – New worker to complete eLearning that will be available at: http://theacademy.sdsu.edu/programs/Project_Master/core.html
- Types of Abuse -
http://www.ncea.aoa.gov/ncearoot/main_site/FAQ/Basics/Types_Of_Abuse.aspx
- Signs of Abuse:
http://helpguide.org/mental/elder_abuse_physical_emotional_sexual_neglect.htm#types

Dynamics of Abusive Relationships:

- *Training materials for in-person training available through National Adult Protective Services Training Partnership at*
http://theacademy.sdsu.edu/programs/Project_Master/core.html
- *Activity* - Review a domestic violence case together and ask the worker to identify the abuse tactics used by the abuser. Does the case show signs of undue influence?

Self-Neglect

- *Activity* – Supervisor to ask the new worker to watch one of the television shows on Hoarding (Hoarders, Hoarding: Buried Alive, Animal Hoarders) or a youtube video about hoarding. New worker to then report back about what they watched. During follow up discussion, the supervisor may ask the new worker to reflect on their personal feelings about conducting interviews in those situations and how they feel about hoarding clients in general.

Caregiver or Perpetrator Neglect

- Issues related to caregiving:
http://www.caregiver.org/caregiver/jsp/content_node.jsp?nodeid=2313
http://www.caregiver.org/caregiver/jsp/content_node.jsp?nodeid=439

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Discussion Point – During one-on-one supervision, supervisor to ask the new worker: Is caregiver stress a reasonable excuse for abuse and neglect? Why or why not, under what conditions?

Physical Abuse

- *Activity* Physical Abuse: – eLearning that will be available at: http://theacademy.sdsu.edu/programs/Project_Master/core.html
- *Activity* – New worker watch the video: Forensic Markers of Elder Abuse available at: <http://www.youtube.com/watch?v=oEutdrp4XQ>
- *Activity* - New worker to read the review the following article. Supervisor to ask the new worker to read the article and write down five facts that they found especially interesting.

Sexual Abuse

- Article on Elder Sexual Abuse: http://www.ncall.us/sites/ncall.us/files/resources/NCALL%20Sexual%20Abuse%20in%20Later%20Life%20Fact%20Sheet_0.pdf

Financial Exploitation

- What is elder financial abuse? http://www.preventelderabuse.org/elderabuse/fin_abuse.html
- Powers of Attorney and Living Trusts - http://www.caregiver.org/caregiver/jsp/content_node.jsp?nodeid=434
- *Activity* – Complete e-learning “mini-modules” on Identity theft and Credit Card Fraud, Power of Attorney Abuses, Deed and Foreclosure Rescue Scams, Living trusts and Annuity Scams, Undue Influence, and Reverse Mortgage Abuse through the National Adult Protective Services Training Partnership at http://theacademy.sdsu.edu/programs/Project_Master/core.html.
- *Activity* – New worker to attend a FAST (Financial Abuse Specialist Team) meeting in home county or neighboring county. Supervisor to ask the new worker to comment on the following question: What are the potential benefits as well as the potential drawbacks, to the APS worker that could result from accessing a multi-disciplinary team such as FAST?

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Investigating Abuse: Multi-disciplinary perspectives:

Investigation: Client Capacity

- Medical decision making capacity:
<http://www.fpnotebook.com/neuro/Cognitive/MdclDcsnMkngCpcty.htm>
- Capacity declaration form in California:
<http://forms.lp.findlaw.com/form/courtforms/state/ca/ca000437.pdf>
- *Activity* – New worker to observe a professional (MD, Neuropsychologist, Clinical Psychologist) conduct a capacity evaluation with an APS client while shadowing a more seasoned worker on a case.

Investigation: Risk Assessment

- Elder Abuse Risk Assessment Tools:
http://www.ncea.aoa.gov/ncearoot/main_site/library/Statistics_Research/Research_Reviews/risk_assessment.aspx
- Indicators of Abuse, Neglect or Exploitation:
<http://www.webster.edu/~woolfm/abuse.html#pot>
- Suicide Risk Assessment:
<http://www.psychpage.com/learning/library/counseling/suicide.html>
www.mentalhealth.va.gov/docs/Suicide_Risk_Assessment_Guide.doc

Legal Issues and Law Enforcement

- Elder abuse penal code...Penal Code in California: <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=pen&group=00001-01000&file=368-368.5>
- Restraining orders and Emergency Protective Orders: <http://fvlc.org/learn/know-the-law/common-legal-terms/>
- Sample elder abuse restraining order form:

California sample - <http://www.courtinfo.ca.gov/forms/fillable/ea120.pdf>
- *Activity* – New worker to research and locate information regarding mandated cross reporting laws in home state. Supervisor to meet with new worker to review internal policies and procedures regarding cross reporting.

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- *Activity* – New worker to interview a County Counsel representative who works with APS in home county to discuss civil remedies to legal issues in elder abuse cases. New worker to make a list of hypothetical case situations that might be appropriately remedied through civil litigation or mediation.
- *Activity* – New worker to interview a representative from the District Attorney's office or from the local Victim's Witness program regarding criminal elder abuse. New worker to make a list of the important elements that are needed to successfully prosecute an elder abuse case in criminal court.

Case Planning:

Voluntary Case Planning and Intervention Process

- Care planning options:
http://www.caregiver.org/caregiver/jsp/content_node.jsp?nodeid=1992
- *Activity* – New worker to review case narratives selected by supervisor demonstrating effective voluntary case planning and intervention. New worker to make a list of the strategies and services that were utilized by the worker.

Involuntary Case Planning and Intervention Process

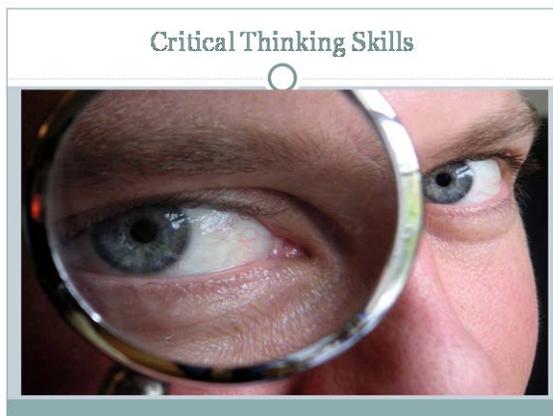
- Basic facts regarding conservatorships (CA):
http://www.canhr.org/factsheets/legal_fs/html/fs_ProbateConservatorship.htm
- *Activity* - New worker to review case narratives selected by supervisor demonstrating effective involuntary case planning and intervention. New worker to make a list of the strategies and services that were utilized by the worker.
- *Activity* – New worker to interview a conservator or supervisor with the local office of the Public Guardian to learn about internal policies and procedures for making referrals.

CRITICAL THINKING SKILLS

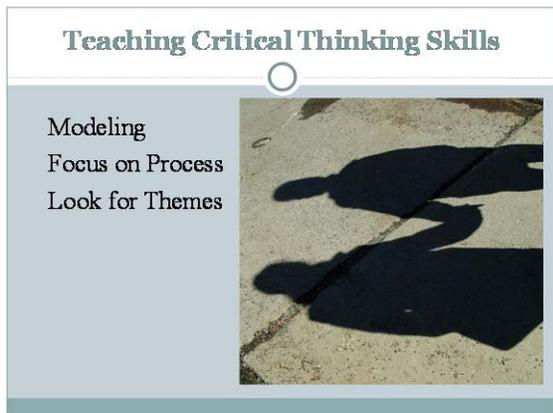


TIME ALLOTTED: 45 minutes

Slide #27



Slide #28



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Critical Thinking Activity

New Worker to Supervisor, "I was just out visiting with Ms. Smith and everything seems pretty much okay, although she does appear to have some dementia and I thought that it was strange that she was home alone. I felt a little uncomfortable about leaving her alone but I was not really sure what to do for her. The report that I received said that Ms. Smith has a lot of financial resources and it was alleged that her daughter might be taking advantage of her financially. Mrs. Smith denied this and told me that her daughter has been managing her money since she had a stroke about six months ago. She could not tell me any details about her finances but she said that she thought that her daughter was doing an okay job. She told me that she thought that her electricity had been turned off once in the past few months but she was not sure. She said she used to have a gardener, a cleaning person, and she used to get her hair done once a week but she does not believe she is getting those services any longer. From the looks of her garden, her house, and her hygiene I would guess that this is not happening any longer. I wonder if Ms. Smith is running out of money and if that is why the daughter can't afford those services for her?"

EVALUATING A NEW WORKER



TIME ALLOTTED: 60 minutes

Slide #29

Has the Worker Learned the Material?

- *Application to job?*
- *Impact on client outcomes?*
- *Use of Standardized Evaluation Tools*
 - *Transfer of Learning Exercises*
 - *WISE Tool*

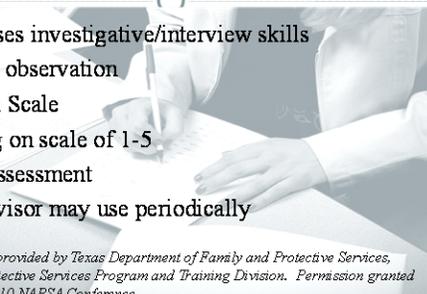


Slide #30

WISE (Worker Interview Skills Evaluation)*

- *Assesses investigative/interview skills*
- *Direct observation*
- *9 Item Scale*
- *Rating on scale of 1-5*
- *Self-assessment*
- *Supervisor may use periodically*

Materials provided by Texas Department of Family and Protective Services, Adult Protective Services Program and Training Division. Permission granted for use 2010 NAPSA Conference.



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WORKER INTERVIEWING SKILLS EVALUATION (WISE)

IN-HOME

Worker _____ Interview Date _____ Observer _____

Case Name _____ Case # _____ Person Interviewed _____

Type Of Interview: (Circle One) Client AP Other

| 1. Does the worker's interviewing style encourage the person being interviewed to talk? | YES | NO | NA | Overall score | | | | | | |
|-----------------------------------------------------------------------------------------|-----|----|----|---------------|---|---|---|---|----|--|
| | | | | 1 | 2 | 3 | 4 | 5 | NA | |
| a appropriate introduction | | | | | | | | | | |
| b open-ended questions | | | | | | | | | | |
| c understandable terminology | | | | | | | | | | |
| d questions posed so client can comfortably respond | | | | | | | | | | |
| e appropriate tone of voice | | | | | | | | | | |
| f appropriate responses | | | | | | | | | | |
| g clarifying questions or terms when necessary | | | | | | | | | | |
| h mirroring/matching language | | | | | | | | | | |
| i sensitivity to cultural differences | | | | | | | | | | |
| j accommodating disability, uses alternative means of communication as needed as needed | | | | | | | | | | |
| k accommodates LEP, uses interpretive services as needed | | | | | | | | | | |
| l appropriately confrontational with alleged perpetrator | | | | | | | | | | |

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| | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------|-----|----|----|---------------|---|---|---|---|----|
| 2. Does the worker's body language indicate that he/she is listening and encouraging the person being interviewed to speak? | YES | NO | NA | Overall score | | | | | |
| | | | | 1 | 2 | 3 | 4 | 5 | NA |
| a good eye contact | | | | | | | | | |
| b appropriate physical distance, | | | | | | | | | |
| c appropriate posture | | | | | | | | | |
| d mirroring/matching postures and feelings | | | | | | | | | |

| | | | | | | | | | |
|---------------------------------------------------------------------------------------------------------|-----|----|----|---------------|---|---|---|---|----|
| 3. Does the worker recognize significant verbal and non-verbal communication and respond appropriately? | YES | NO | NA | Overall score | | | | | |
| | | | | 1 | 2 | 3 | 4 | 5 | NA |
| a actively listening | | | | | | | | | |
| b picking up on nuances | | | | | | | | | |
| c probing | | | | | | | | | |
| d clarifying ambiguities | | | | | | | | | |

| | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|----|---------------|---|---|---|---|----|
| 4. Does the worker keep the interview focused on general assessment and case-related problems and solutions in a way that maintains rapport with the person being interviewed? | YES | NO | NA | Overall score | | | | | |
| | | | | | 1 | 2 | 3 | | |
| | | | | | | | | 4 | 5 |
| | | | | | | | | | NA |

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| | | | | | | | | | |
|-----------------------------------------------------------------------------------------------|-----|----|----|---------------|---|---|---|---|----|
| 5. Does the worker address the allegations and the items in the CARE domains sufficiently to: | YES | NO | NA | Overall score | | | | | |
| | | | | 1 | 2 | 3 | 4 | 5 | NA |
| a identifying problems | | | | | | | | | |
| b assessing risk | | | | | | | | | |
| c identifying possible need for professional evaluation of capacity? | | | | | | | | | |
| d getting an overall picture of the client's situation? | | | | | | | | | |

| | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----|----|----|---------------|---|---|---|---|----|
| 6. Do the worker's actions promote client autonomy? | YES | NO | NA | Overall score | | | | | |
| | | | | 1 | 2 | 3 | 4 | 5 | NA |
| a using least restrictive alternative | | | | | | | | | |
| b maximizing client resources and abilities | | | | | | | | | |
| c adequately recognizing client disability | | | | | | | | | |
| d involving the client to the greatest degree possible in problem identification, needs assessment and the formulation of the service plan | | | | | | | | | |

| | | | | | | |
|------------------------------------------------------------------------------------------------|---------------|---|---|---|---|----|
| 7. Are available agency/community resources explored with the client or others as appropriate? | Overall score | | | | | |
| | 1 | 2 | 3 | 4 | 5 | NA |

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| 8. Does the worker conclude the interview appropriately? | YES | NO | NA | Overall score | | | | | |
|----------------------------------------------------------|-----|----|----|---------------|---|---|---|---|----|
| | | | | 1 | 2 | 3 | 4 | 5 | NA |
| a summarizing, as appropriate | | | | | | | | | |
| b planning follow | | | | | | | | | |
| c terminating the relationship with client | | | | | | | | | |

| 9. Does the worker use the tablet PC to capture key elements during the interview or soon thereafter? | YES | NO | NA | Overall score | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|-----|----|----|---------------|---|---|---|---|----|
| | | | | 1 | 2 | 3 | 4 | 5 | NA |
| Before the interview | | | | | | | | | |
| a. checking out case in MPS | | | | | | | | | |
| b. making appropriate decision about taking the tablet PC into the home, given the client and the circumstances | | | | | | | | | |
| c. turning off screensaver | | | | | | | | | |
| d. setting tablet so it will not go to Standby during the visit | | | | | | | | | |
| e. opening intake report | | | | | | | | | |
| f. opening CARE | | | | | | | | | |
| g. opening CARE narrative or other template | | | | | | | | | |
| During the interview | | | | | | | | | |
| h. using all appropriate functions | | | | | | | | | |
| i. appearing comfortable | | | | | | | | | |
| j. answering client's questions about the tablet PC and giving reassurance as necessary | | | | | | | | | |
| After the interview | | | | | | | | | |
| k. writing notes immediately after the interview, if the worker did not take the tablet into the home | | | | | | | | | |
| l. entering all key elements of the interview and the visit in the contact narrative [Observer must review documentation when complete.] | | | | | | | | | |

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Observer's Signature _____ Date _____

Worker's Signature _____ Date _____

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Instructions for Use of the In-Home WISE

Introduction

The Worker Interview Skills Evaluation (WISE) is an assessment tool used to assess the interviewing skills of Adult Protective Services In-home Workers. The direct observation of their interviews, in conjunction with case reading and case consultation, gives supervisors, trainers and other management staff information about workers' interviewing and social work skills. In addition to gathering information for evaluation purposes, it also can be used to identify individual worker's training needs.

General Description

The WISE was designed on the premise that the person being interviewed possesses sufficient communication abilities to enable the observer to rate the worker's interview skills. The tool was not designed for and should not be used with persons who are nonverbal or have very limited communication abilities.

The WISE uses 9 questions to assess worker performance. Each question addresses an aspect of interviewing. Questions that address complex interviewing tasks such as body language or appropriate tablet PC use include a list of characteristics that are indicative of successful task completion. For ease of use, there is space for the observer to check a "yes," "no" or "NA" for each characteristic. These characteristics, however, are not applicable to all situations and are intended to be used by the observer only as a guide and as an aid in determining the overall score for the item.. The column for the overall score includes a 1-5 rating scale (to be described later) and an NA box. The NA box is checked when the question is not applicable to a particular interview. Question #6, for example, might not be appropriate for assessment of monitoring visits. A total score is calculated by adding the scores for each item then dividing by the number of questions used.

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WISE-I Rating Scale

Each question that is applicable is rated from one to five, with one as the lowest score and five as the highest score. The number of characteristics given a "yes" and "no" inform the choice of an overall numerical score for the item, but do not dictate it in a formulaic way. Descriptions of individual scores are as follows:

Score of 1

A score of "1" is given when the worker fails to complete the task entirely or overall performance of the task is inadequate or inappropriate. It represents general failure in casework. It is not used for cases in which the worker has completed some aspect of the task. It indicates a need for correction and/or training.

Score of 2

A score of "2" is given when the worker completes the task but performance is variable in quality. A score of "2" indicates some adequate performance but significant areas in which the performance is inappropriate or inadequate. It indicates a need for correction and/or training.

Score of 3

A score of "3" is given when tasks are generally performed adequately but there is potential for some refinement in task performance. It represents acceptable performance in interviewing. A score of "3" indicates a potential for further refinement of interviewing skills through the correction of minor problems. A score of "3" will be appropriate for many workers and should not be viewed as problematic.

Score of 4

A score of "4" indicates that performance is adequate in all respects; it represents good work. Workers who receive a score of "4" can benefit from training for developing advanced skills in some areas. It is the score that is appropriate for skilled workers who require minimal direction in the task being measured.

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Score of 5

A score of "5" indicates that performance overall is exceptional. Such workers' training needs as related to the task will focus more on continuing education rather than basic skills development or improvement. They require little supervision and can function in the role of expert as related to the task. This is an uncommon score and should not be used as a routine score for good work.

Discussion of Questions

1. Does the worker's interviewing style encourage the person being interviewed to talk (appropriate introduction, open ended questions, understandable terminology, questions posed so the client can comfortably respond, appropriate tone of voice, appropriate responses, clarifying questions or terms when necessary, mirroring matching language, sensitivity to cultural differences, accommodating disability or LEP as needed, appropriately confrontational with alleged perpetrator)?

This item addresses the verbal component of interviewing. Here the observer determines whether the worker's verbal interaction with the client encourages the client to communicate freely and generally engage in the interview process. Note that it is the worker's actions being evaluated, not the client's behavior. Some clients, regardless of the worker's interviewing skills, may not want to speak. Circumstances such as disability and cultural differences may influence how the worker conducts the interview and how this item would be rated. This item is appropriate for use in all interviews.

2. Does the worker's body language indicate that he/she is listening and encouraging the person being interviewed to speak (good eye contact, appropriate physical distance, appropriate posture, mirroring/matching postures and feelings)?

This item focuses on the non-verbal component of communication. Here the observer evaluates how well the worker's physical interaction with the client encourages the client to answer questions, volunteer information, and generally engage in the interview process. As with the previous item, the body language dictated for each interview will vary from case to case. Hearing

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or sight impairment, the client's personality, emotional state, and cultural differences will influence how the worker physically interacts with the client. This item is appropriate for use in all interviews.

3. Does the worker recognize significant verbal and non-verbal communication and respond appropriately (actively listening, picking up nuances, following up on leads, probing, clarifying ambiguities)?

This item assesses how well the worker responds to what the client says. Most good interviews involve a back-and-forth dialogue in which the worker initiates topics, but also reacts to what the client says. The good interviewer clarifies ambiguities, probes gently and explores leads and subtleties. This item attempts to measure whether the worker is listening to what the client means rather than taking everything the client says literally. It is appropriate for most interviews.

4. Does the worker focus the interview as much as possible on case related problems and solutions in a way that maintains rapport with the person being interviewed?

This question assesses whether the worker balances the goals of the interview with the needs of the client to communicate comfortably. In a good interview the worker allows the client to speak at his or her own pace and communicate information possibly tangential to the interview, but at the same time prompts the client to address allegations and identify problems. In scoring, the observer cites specific examples of the worker's failure to direct the interview or of being overly controlling. This is an appropriate item for assessment of most interviews.

5. Does the worker address the allegations and the items in the CARE sufficiently to identify problems, assess risk, identify possible need for professional evaluation of capacity and get a picture of the client's overall situation?

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This item addresses thoroughness in interviewing. Though not all problems need be addressed in every interview, the observer should determine whether the worker took up all issues that were appropriate. The observer also assesses whether the worker, either by listening or asking questions, gathered sufficient information to get an overall picture of the client. This item is not appropriate for all types of interviews. It is to be used in initial interviews or interviews regarding significant new problems.

6. Does the worker's actions promote client autonomy (using least restrictive alternative, maximizing client resources and abilities, adequately recognizing disability, involving the client to the greatest degree possible in problem identification, needs assessment and the formulation of the service plan)?

This item is self explanatory. Client capacity to make decisions is key in rating the worker on this item. The observer assesses whether the worker involved the client as much as possible in decision making and problem identification. The observer also assesses whether the worker, taking the client's abilities into consideration, has intervened in the least restrictive way and empowered the client by helping him or her identify and apply his or her own resources toward problem resolution. This item will check for a judicious use of APS resources and involuntary measures. Good performance in this area may actually slow problem resolution but ensure that the client's rights as an adult are recognized. This item is particularly useful for evaluation during development of the service plan. It may have application throughout the case, however, as a worker may have to encourage some clients to be more independent.

7. Are available agency/community resources explored with the client as appropriate?

This item is self explanatory. It is necessary for the observer to have knowledge of agency and community resources to score this item. This item is also applicable primarily at the service planning stage.

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8. Does the worker conclude the interview appropriately (summarizing, as appropriate, planning follow-up interview, terminating the relationship with client)?

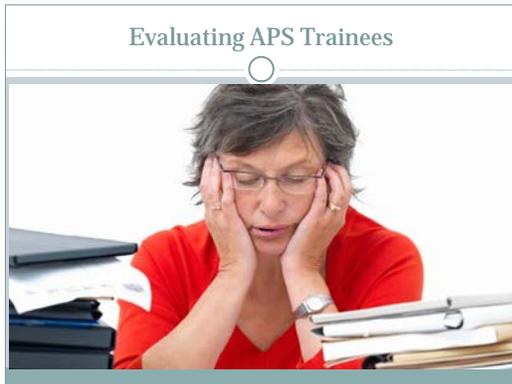
This item addresses the issue of closure in the interview process. Depending on the type of interview and capacity of the client, each interview should have some kind of closure. This item checks to ensure that client understands as much as possible the result of an interview and his or her status as a client. This item is appropriate for all interviews.

9. Does the worker use the tablet PC to capture key elements during the interview or soon thereafter (preparing the tablet for the interview, using it appropriately during the interview, and documenting thoroughly and timely after the interview)

This item is intended to assess the worker's use of the tablet PC – whether there is full use of the technology to meet both the goals of the interview as well as the goals of as-you-go documentation. The observer evaluates the worker's preparation for an interview using the tablet, including making a good decision whether the interview circumstances are appropriate for using the tablet, checking the case out in MPS, turning off the screensaver, setting the tablet so that it will not go to "standby" during the interview and opening the intake report, CARE and CARE narrative so they will be available for documentation. During the interview, the observer evaluates whether the worker uses the tablets various functions appropriately, appears comfortable and addresses any concerns or questions the client has about the tablet. After the interview, the observer evaluates the worker's follow-up, including the transcription of notes and creation of the contact narrative.

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Slide #31



PROVIDING FEEDBACK TO THE WORKER



TIME ALLOTTED: 45 minutes

Slide #32

Coaching vs. Bossing

The slide contains two photographs side-by-side. The left photo shows a man in a dark jacket leaning over a soccer player in a yellow jersey, appearing to be in a coaching or instructional role. The right photo shows a man in a tan suit leaning over a woman in a white shirt, looking at a document together, illustrating a collaborative or coaching interaction. A small white circle is positioned between the two photos.

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Coaching vs. Bossing

| Coaching | Bossing |
|--------------------------------|---------------------------|
| Leading and inspiring | Dictating and controlling |
| Asking and listening | Telling and directing |
| Seeks the answers | Knows the answers |
| Goal driven | Process driven |
| Future oriented | Past/present oriented |
| Customer/people focused | Systems/process focused |
| Setting direction | Setting plans and rule |
| Looks for solutions | Looks for problems/blame |
| Empowering | Controlling |
| Seeing people as they could be | Seeing people as they are |

Slide #33

Elements of an Effective Critique

- Inquiry
- Generalization
- Data
- Theory
- Demonstration



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Delivering a Successful Critique

There are 5 elements to a good critique: EVALUATION

| | | |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| INQUIRY | Ask the worker what they intended to do, what was their goal, what strategy were they using? Follow-up with questions to make sure you understood their response. | EXAMPLE: “Tell me what you wanted to accomplish with that line of questioning?” |
| GENERALIZATION | Give a summary of the worker’s performance. | EXAMPLE: “I had difficulty following that line of questions but now I understand what you were going for”. |
| DATA | Provide specific examples to support your generalizations. | EXAMPLE: “You asked about the bank account and forgot to ask if her son has access to her ATM card.” |
| THEORY | Explain why you thought what the worker did was successful or unsuccessful, appropriate or ineffective, etc. Always comment on what they did right! | EXAMPLE: “You need to cover all areas of possible financial abuse so that you don’t leave the client at future risk.” |
| DEMONSTRATION | Give the worker concrete examples showing how you would have approached the problem. | EXAMPLE: “You might try asking about the client’s resources and accounts before asking whether the son has access.” |

DELIVERY

- You need to provide a frank and honest critique of the worker’s performance but it needs to be delivered with sensitivity. Think about the words you use and phrase your criticism in a supportive manner. Be careful of your intonation and the nonverbal messages you send.

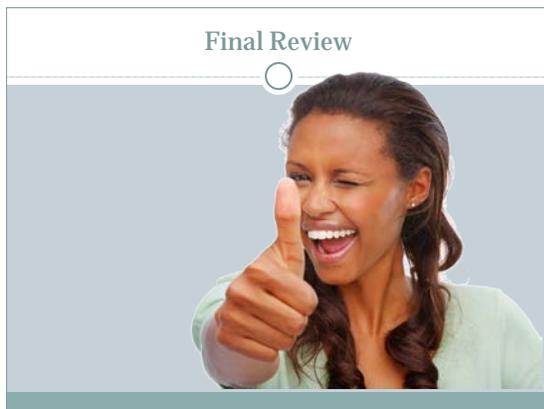
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- Pick the single most important area needing improvement to comment on. For example, a pattern of ineffective behavior is a better area to focus on than numerous one time blunders.
- Always include a positive statement about the worker's performance. (Remember, no effort is so bad that you can't find something good to comment on.)

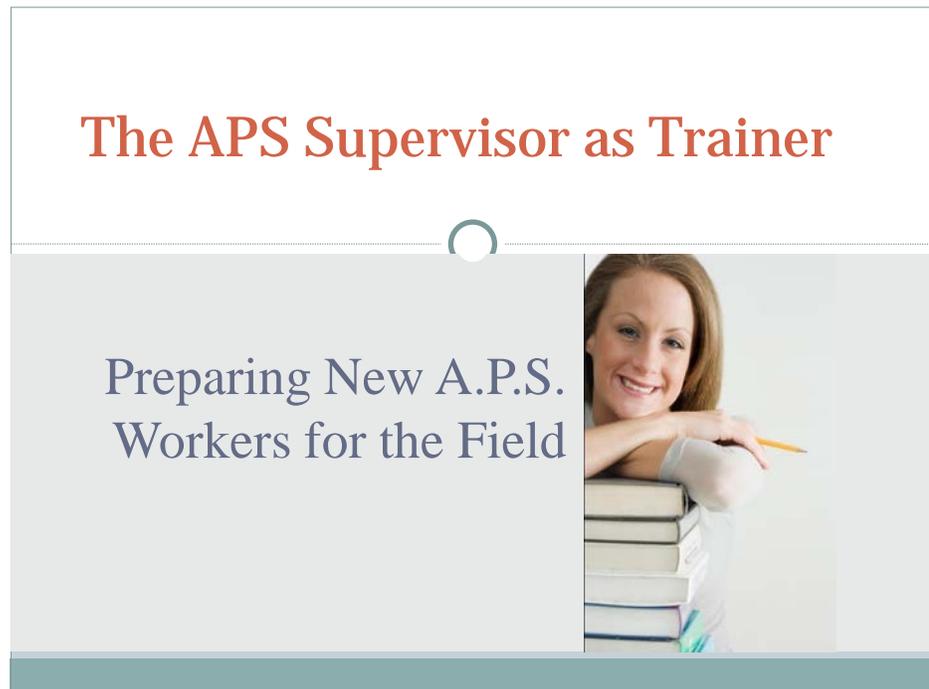
| EFFECTIVE FEEDBACK | INEFFECTIVE FEEDBACK |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Describes the specific behavior that requires the feedback. • Is give as soon as appropriate. • Is directed to the sender (face to face) • Includes the sender's real feeling about the behavior • Is checked for clarity to be sure the receiver understood it as intended. • Seeks information for problem solving • Acknowledges possible defects in earlier feedback (e.g. "I should have been clearer about...") • Uses "I messages" • Specifies the consequences of the behavior. • Is request by or desired by the receiver. • Only addresses those behaviors/solutions over which the receiver has control. • Is constructive • Acknowledges that feedback is difficult to hear and allows the receiver to respond. | <ul style="list-style-type: none"> • Is valuatve, judgmental or too general (e.g. "You are trying too hard.") • Is delayed and then "dumped" • Is indirect (avoids eye contact) • Feelings are concealed, misrepresented, denied (e.g. Comments are sarcastic or safe). • Sender assumes clarity • Asking questions that are really statements (e.g. "Do you really think this works?") • Comments are attributed to "everybody" • Provides vague consequences. • Is imposed on the receiver. • Address issues that the receiver can't control. • Denies or ignores the receiver's feelings • Does not provide an opportunity for discussion. |

Adapted from Training of Trainers Manual produced by AARP Foundation, August 1999

Slide #40



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APPENDIX

RESOURCE "SCAVENGER HUNT" WORKSHEET

Ask Worker to complete this worksheet by researching the internet, calling agencies, consulting members of their MDT, fellow workers, etc.

| Service Need | Agency <small>(Include address and phone)</small> | Service Provided | Eligibility Requirements | Cost | Referral Process |
|----------------------|-------------------------------------------------------------|-------------------------|---------------------------------|-------------|-------------------------|
| Major Home Cleaning | | | | | |
| Home Health Care | | | | | |
| Emergency Shelter | | | | | |
| Respite Care | | | | | |
| Home Delivered Meals | | | | | |

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| Service Need | Agency <small>(Include address and phone)</small> | Service Provided | Eligibility Requirements | Cost | Referral Process |
|----------------------------|-------------------------------------------------------------|-------------------------|---------------------------------|-------------|-------------------------|
| Pet Food/care | | | | | |
| Podiatrist (home visit) | | | | | |
| Emergency food | | | | | |
| Medical Transportation | | | | | |
| Friendly visitor | | | | | |

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| Service Need | Agency (Include address and phone) | Service Provided | Eligibility Requirements | Cost | Referral Process |
|---------------------------|---------------------------------------|------------------|--------------------------|------|------------------|
| Substance Abuse treatment | | | | | |
| Help with Utility Bills | | | | | |
| Caregiver support | | | | | |
| Financial Management | | | | | |

Taken from Voluntary Case Planning, APS Core Competency Module, developed by the Academy for Professional Excellence, 2010