

The APS Supervisor as Trainer

A Workbook to
Help You Train
New Workers



This workbook is a collaborative effort of
The National Adult Protective Services Training Partnership



Supervisor as Trainer: Tools of the Trade



An Introduction

Training new APS staff is crucial as well as challenging. Some states have developed new worker training programs with designated trainers. Others patch together training and piggy back on outside training programs. Others may have few resources, small numbers of staff, and limited funding and must focus on on-the-job training. We are pleased to tell you that help is on the way. The Academy for Professional Excellence in cooperation with the National Adult Protective Services Association is developing a total of 23 training modules addressing adult protective services competencies geared for new APS staff. These modules are available on our website as well as on the NAPSA website and can be used/adapted by the states where needed. Each module includes a trainer's manual and participant's manual; each was developed by

content experts and instructional design specialist covering the most essential competencies that new staff should learn. We encourage state APS programs to take advantage of the curricula we have provided. The curricula are available at:

Academy for Professional Excellence

http://theacademy.sdsu.edu/programs/Project_Master/core.html OR

The Bay Area Academy

<http://www.baa-aps.org/article.php?id=535>

You, the APS Supervisor, as Trainer

What is most important to realize is that, even when the APS program is able to provide formal professionally led training for new staff, reinforcement of the skills learned can be done most effectively by the direct supervisor. As an APS supervisor, you have an awesome responsibility. You must understand the laws and regulations that underlie the program. You must be able to justify the actions of the program and the decisions made by your staff to your directors, attorneys, and the community at large. Most importantly, in order to accomplish these tasks, you must have a staff that is has the knowledge, skills, professional behaviors, sensitivity, and confidence to address the challenges that confront them.

Although you are not a formal trainer and you may be stretched very thin given all the tasks assigned to you, you are a role model for your workers and the best person to help your new

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workers grow and gain professional skills. To assist you with the training follow up or with on the job training, we are providing you with this Supervisor as Trainer Workbook that will guide you as you guide your new staff. This workbook is a supplement to the Trainer's Manual and Participant's Manuals and offers you methods to teach, mentor, and support new staff while they are on the job.

The next chapter will give you tools to help you become a better trainer. The following chapters are arranged to match the core competency training curricula available on the websites.

Susan Castano



Acknowledgements

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A Special thank you goes out to Jill Nielson who wrote the original APS Supervisor as Trainer curriculum.

Please enjoy!

Lori Delagrammatikas

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Introduction

You are an APS supervisor wearing many hats, juggling many tasks. You have new staff (and always happy for that), but with that new staff comes more supervisory challenge. What is the best way to mold your new worker into the confident, skilled, and compassionate professional who protects the most vulnerable adults? In this chapter, we hope to stimulate your thinking, awaken your sensitivity, and give you the tools to help your new staff.



New APS Workers: What They Need

New APS workers may come from a variety of settings and have different levels of experience and education. You may have input

on who is assigned to APS or you may not. Some workers come by choice, some for other reasons. Some have preconceived notions of what APS work entails. Others have very little idea of what is ahead of them. In order to begin the process of learning APS work, they will need the following:

Information: APS work encompasses a world of knowledge; medical, psychological, legal, financial. For new workers absorbing this information can be overwhelming. Providing varied ways of sharing that information is an important task for supervisors.

Clarification: Oftentimes policies and regulations may seem to conflict with practical issues in the field. Assisting new workers in navigating the gray areas and helping them see the connection between theory and practice can be found in good supervision.

Skills: Although new APS workers may come with some skills, they will need to learn many new ones and ones with which they may not be comfortable such as interviewing a perpetrator or testifying in court or assessing risk. One day of classroom training cannot give new workers everything they need. Supervisors can help new workers learn new skills in a variety of ways such as modeling, shadowing, case consultation in groups.

Self-awareness: APS work is very personal and workers' reactions to the cases may evoke strong feelings. Supervisors can help workers recognize when buttons are

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being pushed, when they are over identifying with a client or caregiver, when their “stuckness” with a client/situation is due to personal issues.

Confidence to make ethical and professional decisions: For new workers, even the most benign APS situation may seem like a crisis. New workers tend to interpret the rules rigidly and view protection as the only way. With time and experience, workers can make more balanced judgments. Supervisors have the task of problem solving and reality testing with their new workers; this can be done one on one or through case conferencing with a group.

Good role models: Workers learn by example. Pairing them up with more experienced workers who have particular skills (interviewing, assessment, and documentation) will give them more confidence. As a supervisor, the way you speak about cases, other agencies, policies will be mirrored by your workers.

Good habits: Supervisors must help workers develop ways to behave in the field that keeps them safe, to develop ways of documentation that protect them and the agency.

To be witnessed: APS cases do not always get resolved. Oftentimes, risk is reduced but not eliminated. New workers especially may have a difficult time with the outcomes of intervention, or may learn that, in certain situations, intervention is not

possible. Workers observe situations that are extremely difficult, often depressing, violent, and unhealthy. Supervisors can help workers avoid burnout or traumas by being available to listen, empathize, and support.

Meeting the Challenge of Supervision

So why are you reading this chapter when you have so much else on your plate? Look at some of the responsibilities you have as a frontline APS supervisor:

Clinical Supervision: You are responsible for providing guidance and direction to workers regarding challenging cases. This process may involve problem solving, discussions around the presenting problem, prioritizing crisis issues, providing feedback regarding the worker's technique, or conversations regarding counter transference issues.

Managing Personnel Issues: You are the go-to person for managing issues related to scheduling, timekeeping, equipment problems, limited staffing, and personal conflicts between employees.

Community Representation: You are often called upon to provide outreach and education regarding APS services. You may need to represent your program at community meetings or local commissions.

Role Modeling: You must model effective work skills for your workers. As the leader of a team a frontline supervisor can expect that the team's performance will match

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their own.

Providing Back-up coverage to workers:

You must also be capable of carrying out APS fieldwork when necessary, taking over when workers are on vacation or sick, or even simply overwhelmed and underperforming.

Ensuring compliance with state mandates and county policies: Ultimately you are responsible for all of the casework carried out by your APS workers and this includes monitoring a worker's adherence to state mandates such as response times, as well as adherence to local and internal policies.

And... as if that is not enough...



TRAINING NEW WORKERS: Whether or not the APS program is able to provide formal professionally-led training for new staff, reinforcement of the skills learned can be done most effectively

by you, the direct supervisor. After fulfilling all your other roles, finding time to devote to training can be a challenge. You may have little or no experience training and not know what needs to be taught. You might not know how to begin or who you can turn to for guidance.

Tools of the Trade: Our Offer to You

The materials included in this chapter are taken from the in-class training “Supervisor as Trainer,” developed by Jill Nelson for the Academy for Professional Excellence at San Diego State University. Although we believe that experiential learning which includes practice and interaction is the best way to learn, we realize that many supervisors, due to the multiple demands placed on them, are not able to dedicate time out of the office to participate in a full day of training. To meet the need, we are providing the highlights of this training in written form. We will include handouts and activities that you can read and do on your own time. What follows this chapter is a series of on the job training workbooks, each devoted to a different competency, each supported by trainer and participant manuals.

As supervisors, you all engage in training activities in some form and this information is geared to help you build upon what you are already doing. There is no one formula for training new workers, but there are some basic qualities that contribute to a good learning environment. Creating that environment will be the baseline for training

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new workers and the following steps will help you to begin:

- Establish an atmosphere which encourages motivation to learn.
- Establish time so that workers may devote energy to learning
- Assure that the learning atmosphere is supportive and rewarding
- Assure that the workers are actively involved in learning process
- Assure that the content is presented in a meaningful way
- Take into consideration the uniqueness of each learner

By reading this chapter and utilizing the supplemental materials, we believe you will gain the confidence to use the activities workbook to train your new workers in the different areas of skill they need to perform excellent APS work. The purpose of this chapter is to give you the tools you need and to give you the confidence to begin the journey. The topics we will cover include:

- Understanding adult learning theory and how to eliminate barriers to learning
- Assessing the new workers learning style to enhance the retention of the skills
- Implementing training techniques that make learning stimulating and enjoyable
- Deciding what new APS workers need to know and evaluating the integration of new materials

- Providing supportive, critical feedback to new workers as they learn.

Part 1: How Adults Learn

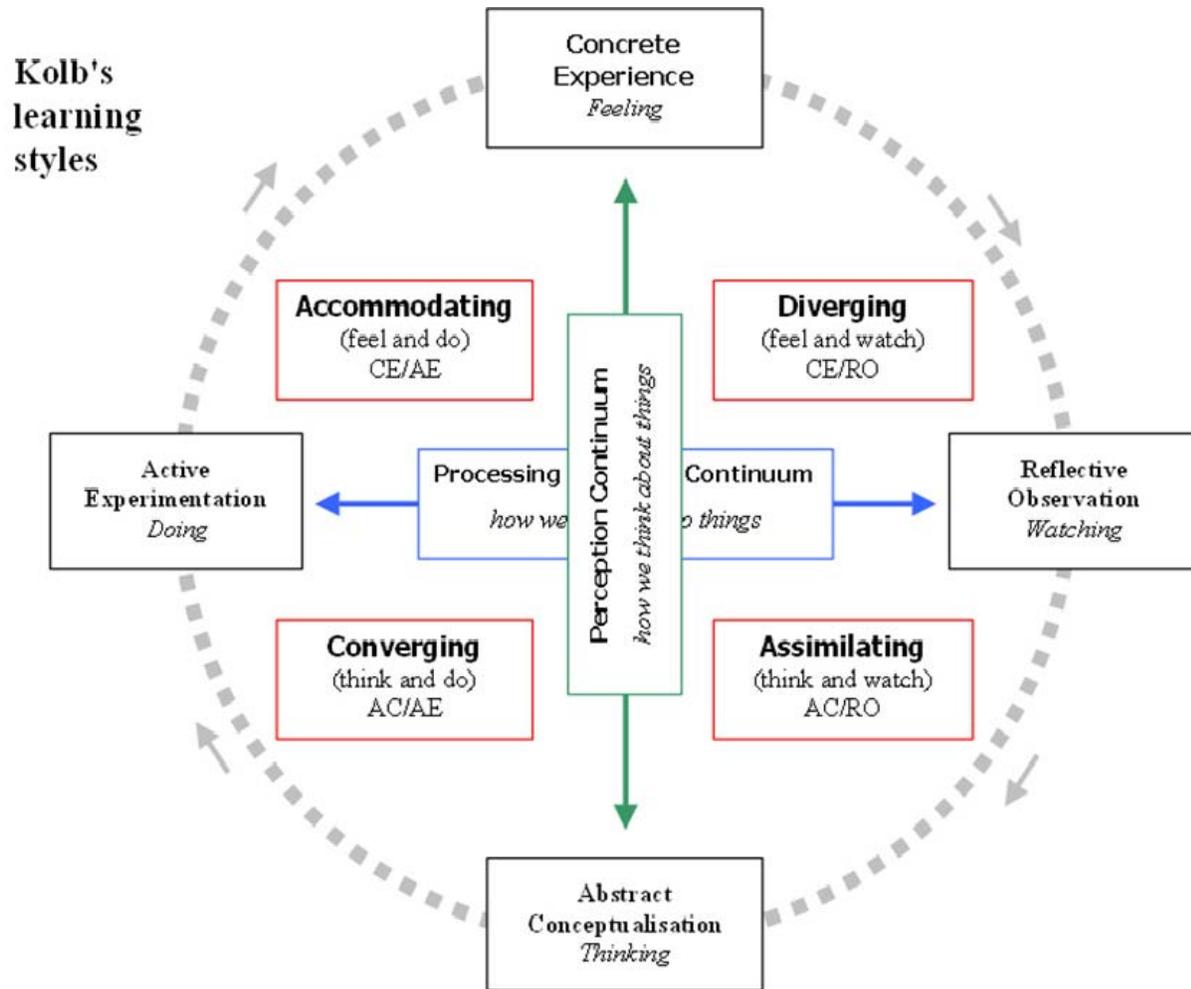
The Adult Learning Cycle: The Theory

We all learn differently. The diagram on the next page illustrates the adult learning cycle developed by Kolb.



According to Kolb, learning is a cycle made up of four basic phases: Concrete Experience (feeling), Reflective Observation (watching), Abstract Conceptualization (thinking) and Active Experimentation (doing). Ideally to learn we would cycle through all four phases, although this is not always the case. Individuals have personal learning preferences and may tend to favor one phase. Therefore, when we are providing training to our new staff, we use a variety of activities that use the different preferences. (Please see section on Training Techniques for more examples).

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 Not to be sold or published. More free online training resources are at www.businessballs.com. Sole risk with user.

Characteristics of Each Style

<u>Accommodating</u>	<u>Diverging</u>	<u>Converging</u>	<u>Assimilating</u>
Getting Things Done Leading Taking Risks Initiating Being Adaptable Being Practical	Being Imaginative Understanding People Recognizing Problems, Brainstorming Being open-minded	Solving problems Making Decisions Reasoning Defining Problems Being Logical	Planning Creating Models Defining Problems Developing Theories Being Patient

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As you can see in the diagram below, the learning styles reflect 2 phases of the learning cycle. Each learning style has certain strengths: You can probably find yourself in one of these learning styles. As you get to know your staff, you will see their strengths as well. Recognizing the strengths will help you utilize your staff in a positive and productive manner.

Phases of Learning

Corresponding Learning Activities

Concrete Experience (feeling)	Individual discussion questions Questionnaires related to the topic Reflection on their own experiences regarding the topic Self-assessment instruments
Reflective Observation (watching)	Shadowing more experienced workers Video clips with targeted questions Handouts/ readings
Abstract Conceptualization (thinking)	Case vignettes Problem solving
Active Experimentation (doing)	Role plays On the job training Transfer of learning

Principles of Adult Learning Theory

So now that you understand the Adult Learning Cycle and the different phases of learning, how can you as a supervisor put this into practice? According to Adult Learning Theory, the learner is perceived as self directed. The "teacher" is a facilitator who should attempt to encourage self awareness of the pupil. The theory is illustrated best from a quote by Buddha:

I hear and I forget

I see and I remember

I do and I understand



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To help you in your journey as facilitator of learning, here are some principles of adult learning and their respective responsibilities:

Principle	Supervisor/ Trainer responsibility
Learning is a natural human process (negative experiences may have dulled trainee's eagerness to learn)	Establish a climate of trust
Learners must have their present needs met.	Make sure the trainee is comfortable (not under time pressure, stressed by other responsibilities, nervous, etc)
Adult learners need approval and acceptance	Establish a climate conducive to risk taking
Adults will only learn what they feel they need to know	Establish the relevance of training Relate learning goals direct to job responsibilities and situations
Adult learners only learn in a useful way when they are ready to learn	Listen/respond to feelings, problems and viewpoints Test periodically for trainee involvement, sense of achievement
Relevant information is retained better	Always make the connection to the work
Repetition improves retention	Repeat, repeat, repeat
Learning is most effective when presented in "bite-size" pieces	Provide coaching in one area at a time, keep sessions short
Learners must be given an opportunity to communicate new information to others and to begin their own application	Ask trainees to "teach back" what they have learned Ask trainees to apply information to their cases, check for understanding and provide constructive feedback
Adults learn by doing	Teach, apply, critique and practice again

As facilitators of learning, it is important that we consider some factors that may constitute barriers to learning.

- Fear of making mistakes
- Fear of criticism
- Material is not made relevant to their needs

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- Lack of participation in the learning process
- Fear of rejection
- Fear of change
- Overly formal atmosphere

When we are sensitive to these factors, we can identify them and take action to address them.

Part II: Adult Learning Styles

There are 3 basic learning styles: Auditory, Visual, and Kinesthetic. Auditory learners learn best through listening; Visual learners through seeing; Kinesthetic learners prefer to learn via experience - moving, touching, doing.

We usually lean towards one of these styles. It helps you as a trainer to understand your own learning style as well as that of your staff. Below is a Learning Styles Questionnaire that you can use to assess your own learning style and that of your workers. Please do it for yourself and use it with your staff.

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. <input type="checkbox"/>	I prefer lessons where there is something to look at (like a picture, chart, diagram or video) or something to draw. <input type="checkbox"/>	I prefer lessons where we can do something practical - or at least move around. <input type="checkbox"/>	A V K
I often fiddle with things in class (a pen, paper clip or rubber band.) <input type="checkbox"/>	I often sing or hum to myself in class. <input type="checkbox"/>	I often doodle in class. <input type="checkbox"/>	K A V
When learning a new skill, I prefer to just get on with it. <input type="checkbox"/>	When learning a new skill, I prefer someone to explain to me how to do it. <input type="checkbox"/>	When learning a new skill, I prefer to watch someone else show me how to do it. <input type="checkbox"/>	K A V
When the ads come on the TV - I like to watch them. <input type="checkbox"/>	When the ads come on the TV - I get up and do something. <input type="checkbox"/>	When the ads come on the TV - I like to sing along with them. <input type="checkbox"/>	V K A

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I would prefer to listen to a story. <input type="checkbox"/>	I would prefer to see a comic strip of a story. <input type="checkbox"/>	I would prefer to act out a story. <input type="checkbox"/>	A V K
I am good at learning physical skills. <input type="checkbox"/>	I have a good memory for people's names. <input type="checkbox"/>	I have a good memory for faces. <input type="checkbox"/>	K A V
I prefer teachers who use diagrams to show us things. <input type="checkbox"/>	I prefer teachers who get us to do something. <input type="checkbox"/>	I prefer teachers who explain things to us. <input type="checkbox"/>	V K A
If I get in trouble in class, it's for talking. <input type="checkbox"/>	If I get in trouble in class, it's for drawing on the desk or all over my books. <input type="checkbox"/>	If I get in trouble in class it's for fidgeting. <input type="checkbox"/>	A V K
On a long journey I like to look at the scenery or read a book <input type="checkbox"/>	On a long journey I can't wait until we stop so I can walk around. <input type="checkbox"/>	On a long journey I like to listen to music or talk to the other travelers. <input type="checkbox"/>	V K A
I use my hands a lot when I am talking. <input type="checkbox"/>	When I am discussing something, I sometimes use words my friends don't know. <input type="checkbox"/>	When I am discussing something, I like to doodle. <input type="checkbox"/>	K A V
I would rather go outside and play. <input type="checkbox"/>	I would rather watch my favorite TV program. <input type="checkbox"/>	I would rather listen to my favorite music. <input type="checkbox"/>	K V A
I get distracted in class if I can see something outside the window. <input type="checkbox"/>	I get distracted in class if I can hear something happening outside. <input type="checkbox"/>	I lose concentration if I have to sit still for a long time. <input type="checkbox"/>	K V A
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"/>	V K A

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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"/>	K V A
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, and 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 KINESTHETIC learner.



Tally your score here:

A's

V's

K's

Available from

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

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So how is this information valuable to us as supervisors? It helps us understand how we and our staff approach learning, which type of learning works best, and what some of the obstacles may be.

Part III: Training Techniques

My Training Style

It is important for you as the supervisor/facilitator of learning to understand your training style because instinctively you will teach others based on the way that you like to be taught, even if this may not be appropriate for the person that you are training. In fact, research shows that supervisors are resistant to changing their style from the one that is natural to them even when they have been told that they are working with a supervisee that has a very different learning style.

On the next page, you will find a training style inventory. You may select which style most appropriately describes your training style.

Although the styles include a complex array of characteristics, it may be helpful to conceptualize the styles as follows:

Style A: The Lecturer

Style B: Counselor

Style C: The Performer

Style D: The Intellectual/Debater

What did your style reveal? Did you fit in one style or have characteristics from different

styles? According to research, the vast majorities of social work supervisors are Divergers - who combine concrete and reflective learning.

Please take the time to analyze the strengths and weaknesses of your particular training style. When you are ready to begin your training journey, compare your training style with the learning style of the worker(s) you are about to train. You may want to adjust accordingly

Training Methods

You have many methods at your disposal for training new workers on the job. These include: reading manuals, completing questionnaires, shadowing more experienced workers, interviewing key people inside and outside the agency, site visits, sitting in on meetings, watching videos, playing games, doing experiential exercises, participating in formal training sessions, participating in one-on-one supervisory sessions dealing with particular training objectives.

There are a wide variety of training techniques that can be used to meet the learning objectives you are trying to achieve. Different types of techniques can respond to the learning styles of your workers you are about to train. You may want to adjust accordingly.

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

Style A	Style B	Style C	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.
Strength of this style	Strength of this style	Strength of this style	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	Weakness of this style	Weakness of this style	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

Adapted from Training of Trainers Manual produced by AARP Foundation, August 19

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Training Methods

You have many methods at your disposal for training new workers on the job. These include: reading manuals, completing questionnaires, shadowing more experienced workers, interviewing key people inside and outside the agency, site visits, sitting in on meetings, watching videos, playing games, doing experiential exercises, participating in formal training sessions, participating in one-on-one supervisory sessions dealing with particular training objectives.

Training Method	Activities	V	A	K
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

There are a wide variety of training techniques that that can be used to meet the learning objectives you are trying to achieve. Different types of techniques can respond to the learning styles of your workers.

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Part IV: The Curriculum

What APS Workers Need to Know Locally and Globally

It is essential to have a set curriculum of policies/procedures, skills that are consistently presented to new workers. This will contribute to adherence of state and local policies/mandates, increase consistency between workers, improve client outcomes, and reduce potential liability for the county and for you as a supervisor. To some extent curriculum will be unique because internal policies and procedures may vary from county to county.

NAPSA has established a set of 23 skills that are essential for all APS Workers to possess. What is NAPSA? NAPSA is a national non-profit that was established in 1989 to provide state Adult Protective Services (APS) program administrators and staff with a forum for sharing information, solving problems, and improving the quality of services for victims of elder and vulnerable adult abuse. The mission of NAPSA is to improve the quality and availability of protective services for disabled adults and elderly persons who are abused, neglected, or exploited and are unable to protect their own interests.

In order to help you to build the skills in your workers, we have provided in the **Appendix** a selection of resources and suggestions for each of the competencies.

Your state may already provide training on some of the competencies, so you can pick and choose depending on the needs. The suggested activities reinforce the formal

NAPSA Core Competencies for APS Workers

Understanding APS

- APS overview
- APS values and ethics
- Regulations
- Collaboration and resources

Basic skills

- Initial investigation: taking the first steps
- Professional communication skills
- APS case documentation/report writing
- Case closure

Issues in aging, health and behavioral health

- The aging process
- Physical and developmental disabilities
- Mental health issues
- Substance abuse

Understanding issues of abuse

- Dynamics of abusive relationships
- Self-neglect
- Caregiver or perpetrator neglect
- Financial exploitation
- Physical abuse
- Sexual abuse

Investigating abuse: multi-disciplinary perspectives

- Investigation: client capacity
- Investigation: risk assessment
- Legal issues and law enforcement

Case planning

- Voluntary case planning and intervention process
- Involuntary case planning and intervention process

Core Curriculum manuals and eLearning modules can be accessed at:

http://theacademy.sdsu.edu/programs/Project_Master/core.html or <http://www.baa-aps.org/article.php?id=535>

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training and give workers the opportunity to take an active role in the learning process. In the workbook that follows, you will also have a variety of activities specific to the learning objectives of each training module.

Learn more about NAPSA at :

<http://www.apsnetwork.org/>

Part IV: How Do I Know If My Worker “Got it?”

Critical Thinking Skills

Critical thinking, as defined by the National Council in Excellence in Critical Thinking, is “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.”

Critical thinking skills are essential for APS workers who must conduct investigations while simultaneously carrying out clinical and psychosocial assessments of their clients. An APS worker who does not possess sound critical thinking skills is more likely to conduct a superficial investigation and assessment, potentially placing the client at risk. Critical thinking skills will also enhance the ability of the APS worker to develop rapport with their client, thereby facilitating the investigation and assessment

process. When a supervisee can understand the complexity of the client in a cognitive way, this understanding leads to a deeper connectedness with and understanding of the client.

One-on-one case consultation between you and your worker is the ideal time to teach skills. Here are some techniques for teaching critical thinking skills during one on one consultation:

- Modeling: When discussing a client's case with a new worker, you should take an open and inquiring attitude. Ask open ended and discriminating questions. Ask worker questions that require them to provide a rationale for their clinical judgments or assumptions so that they are forced to think through their findings further
- Focus on process not outcome unless with cases of high risk when it is important to provide directives.
- Encourage new APS worker to look for themes with their client situations based on histories reported to them by client and collateral parties. This helps workers to take a broader view of the client and to understand the presenting problem in a more contextual manner.
- Create an environment that demonstrates appreciation of alternate viewpoints via respect for alternating viewpoints.
- Disagreements are opportunities for discussion and learning, not moments of opposition

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Critical Thinking Skills Activity

Sample Scenario

To illustrate critical thinking skills, read the following case scenario and think of questions you might ask your worker.

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?"

Sample Questions:

- What are the signs that might indicate that the client's daughter is not really doing a good job?
- What are the factors that make Ms. Smith vulnerable to abuse and neglect?



- Did you observe indicators of neglect and if so, can you think about how you would rate them on a risk assessment basis?
- Does Ms. Smith appear capable of making informed choices on her own behalf? Does she seem to have insight into her own needs?
- What should your next steps be in regards to conducting a neglect investigation?
- If the client's daughter refuses to cooperate with your investigation, what might this indicate to you? How would you proceed in this case?
- What are the potential outcomes that might result from your investigation?
- What types of interventions could you conduct that would reduce the client's risk for future incidents of abuse?

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Measuring What Worker Has Learned

A new worker's integration of the material is a vital step in carrying out training related activities. Without evaluation it is impossible to know if a new worker is prepared to take on cases independently and whether he or she has mastered the material. You should evaluate a new worker's ability to apply the material effectively in real life cases. You must also look at client outcomes when trying to determine if a new worker has learned the new material. developed in different states to help measure what new workers have integrated and learned. You will find sample tools in the appendix.

Evaluating Workers' Strengths, Weakness, and Action Needed

The follow are vignettes which profile a new APS worker and his/her on-the-job-experiences after completing a few weeks of training. We have suggested some of the worker's strengths and weakness and what you can do as the supervisor to address the issues. (See end of this section). You may be able to think of more.

Scenario A.

Jane started as an APS Worker five months ago. Prior to starting with APS, she had worked with elders as a services coordinator in a senior independent living building. She approached her APS work with tremendous zeal and she expressed a passion for serving the elderly. However, Jane's supervisor noticed during their regular supervision meetings that Jane demonstrated difficulties closing cases. For example, Jane was working with one elderly female client with limited family

support who was at risk of experiencing self neglect. In three months time, Jane had transported this client to the doctor four times, she had purchased groceries for this client on six different occasions, and she had even helped the client to reorganize her closets. When questioned about Jane's plan to link the client with community support services, she responded that, "I just don't think that anyone can help her like I can, but I am starting to feel overwhelmed." Jane's supervisor reviewed her caseload and found that she had over 10 cases that had been open for 90 days or longer and she was starting to fall behind on her compliance with state mandated documentation guidelines.

Worker's strengths:

Worker's areas of weakness:

Plan of Action:

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Scenario B.

Edward has been a new APS worker for approximately four months. He started taking cases about two months ago after participating in a number of training related activities including shadowing and other workers and reading through materials from his manual. Edward's supervisor is concerned because Edward has consistently reported to his supervisor during case consultation that his clients are "fine" and that they have indicated to him that they do not want any services from APS. He reports that he enjoys conducting home visits and that he feels that this job is "not as hard as everyone said it was going to be". Edward's documentation shows that he is only interviewing the client on one occasion, he is not trying to locate collateral parties, and he has not been following up on significant risk factors with his frail elderly clients such as cluttered and unsafe home environments.

Worker's strengths:

Worker's areas of weakness:

Plan of Action:

Scenario C

Maria is a new APS worker who was transferred to Adult Protective Services from Child Protective Services during a recent wave of lay-offs at her county. She has been reluctant to participate in the training activities that have been offered to her and has told her supervisor that she "already knows how to do field work." It has been noted that Maria has been effective with clients who are victims of physical abuse and she is prompt about following up with the police and assisting her clients to obtain Restraining Orders. However, Maria's documentation suggests that she does not understand how to conduct a basic screening of a client's cognitive status, and she does not appear to be assessing a client's ability to perform basic ADLs/IADLs. One experienced worker who shadowed Maria on a recent home visit informed Maria's supervisor that she appeared anxious around her elderly client and did not dedicate any time at the start of the visit to small talk or rapport building.

Worker's strengths:

Worker's areas of weakness:

Plan of Action:

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Donald is about to complete his probationary period with Adult Protective Services and his supervisor is in the process of completing his evaluation. He has participated actively and enthusiastically in the training related activities. Donald's supervisor has been impressed by his ability to develop rapport with challenging clients as well as the initiative that he takes to follow up on unmet care needs that he identifies during home visits. However, when Donald's supervisor conducts a review of his documentation he realizes that his assessments are highly detailed and descriptive, but they do not address issues pertinent to the initial report or the investigation. Donald's supervisor also finds several cases when Donald failed to cross report to the police and in one case where he should have cross reported to CPS. During a case consultation meeting it becomes apparent that Donald does not accurately understand probate conservatorships.

Worker's strengths:

Worker's areas of weakness:

Plan of Action:

Suggested Answers

Scenario A

Worker's strengths:

Jane is passionate about working with elders.

She seems to be well-versed in biopsychosocial issues pertaining to geriatric populations.

She appears to be a hard worker.

Worker's areas of weakness:

Jane is a "mother hen" who has poor professional boundaries.

Jane is creating dependency with her clients instead of trying to build self-efficacy or to enhance her clients' support system by linking them to outside resources.

Jane does not appear to understand the role of an APS social worker and she appears to be demonstrating difficulties with the quick turnover of cases that is directly in contradiction to the long standing relationships that she had with her clients at the senior independent living center where she previously worked.

Plan of Action:

Provide constructive feedback that first focuses on her strengths.

Review with Jane fundamental mandates of APS work as set up by state guidelines.

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Discuss with Jane dependency relationship that she is fostering and promote insight about potential negative impact that she could have on relationship.

Review community referrals that serve to promote independence of APS clients.

Select case notes from self neglect cases highlighting model APS work and promotion of self efficacy.

Have Jane shadow a specific worker who is adept at linking clients to appropriate referrals and has strict boundaries.

Closely monitor Jane's compliance with documentation deadlines.

Scenario B.

Worker's strengths:

Edward reports that he likes conducting home visits

He does not feel overwhelmed by job or demands.

Worker's areas of weakness:

Edward lacks skills to carry out a full assessment

He is not fully investigating case.

He is not demonstrating initiative with his cases.

He does not appear to be making an effort to interview collateral sources

He is not effectively linking clients to services.

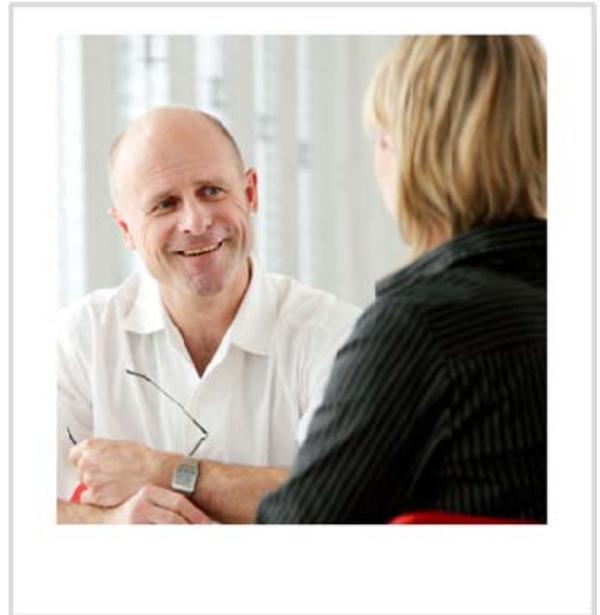
He appears to lack the ability to develop

rapport with his clients

He is not developing service plans for clients outside of their refusals.

Plan of Action:

Provide constructive feedback that first focuses on her strengths.



Edward has shadowed workers on cases but may not be aware of the extra steps that they are taking to fully investigate a case once they are back in the office. Have him read full cases (including closure) for those that he has shadowed.

During case consultation collaboratively set up service plans for clients, even if they have refused services.

Shadow Edward on home visit to point out and discuss issues that he is not identifying as needs.

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Provide close supervision of cases to ensure that he is following up on investigative and case management tasks.

consultation meetings or collaborative consultation meetings such as FAST/MDT so that he develops understanding for regular protocol surrounding APS cases.

Scenario C

Worker's strengths:

Maria is an experienced CPS worker who is highly trained to deal with emergency cases and those that involve the police.

Maria responds promptly.

Maria likely has strong investigative skills.

Worker's areas of weakness:

Maria lacks knowledge pertaining to geriatric populations.

Maria does not know how to carry out a functional or a cognitive assessment.

Maria appears to feel uncomfortable with elders and does not appear to know how to carry out an effective assessment or interview.

Likely that Maria will not know how to connect her elderly clients to appropriate referrals.

3. Plan of Action:

Provide constructive feedback that first focuses on her strengths.

Set up a plan to help Maria gain knowledge specific to working with elders and dependent adults.

Site visits to ADHC programs, senior centers, SNFs, Assisted Living, RCEB day program

Review literature regarding normal age related changes.

Literature about dementia.

Have Maria observe a neuropsych. evaluation during a home visit.

Have Maria attend trainings in the community that may be related to aging and disability, although not necessarily abuse.

Have Maria participate in medication activity provided by training.

Discuss Maria's impressions from shadowing

Assignments to focus on self neglect cases that will allow her to focus on rapport building.

Scenario D

Worker's strengths:

Donald is enthusiastic and energetic

Donald demonstrates initiative

He appears to be a hard worker

He is passionate about field work

Worker's areas of weakness:

Donald appears to be get wrapped up in

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the details and narrative of the cases that he is working.

Donald is losing sight of the investigation that needs to happen when he goes out and likely because he becomes very involved in discussions with the clients and families.

Donald is having difficulties prioritizing issues.

Donald's documentation is reflective of the fact that he is getting wrapped up the details and not prioritizing issues.

Donald does not have an accurate understanding of APS mandates or cross reporting mandates.

Donald does not appear to have fully absorbed the training related material presented to him as evidenced by his lack of knowledge regarding conservatorships.

Plan of Action:

Provide constructive feedback that first focuses on her strengths.

Review APS mandates orally as well as cross reporting guidelines

Provide literature regarding mandates and

cross reporting.

During case consultation discuss role and responsibilities of APS stressing importance of adhering to mandates.

Donald to review documentation from other workers per supervisor suggestion.

Supervisor to provide feedback on sample assessments.

Donald to attend training on conservatorships.

Supervisor to review his integration of mandates, APS concepts, at a follow up point.



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Part V: Providing Feedback to New Worker

After evaluating a new worker's integration of the training material, it is essential to be able to communicate to new workers about their performance. So let's say you identify in your new workers some areas that need improvement. What is the best way to approach that situation?

In order to give constructive feedback to your worker, you must find a way which does not demoralize the worker or put her/him on the defensive. We believe that coaching is an effective method and will yield the best results. In the chart below, you will see the advantages of coaching over bossing.

Coaching	Bossing
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

Elements of an Effective Critique

Once you are prepared to provide feedback, you will be providing an effective critique to your worker. There are five elements to a good critique. First, ask clarifying questions (*Inquiry*) of the new worker to understand his/her reasoning for addressing work in their particular fashion. Then summarize (*Generalization*) your understanding of the new worker's performance including a discussion of strengths and weaknesses. You should then provide facts (*Data*) to support this summary as well as reasoning (*Theory*) to support your prior summary. Finally, you should give the new worker concrete examples (*Demonstration*) of how they should improve upon their performance.

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Elements of an Effective Critique Chart

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.”

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Helpful Hints:

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.

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
<p>Describes the specific behavior that requires the feedback.</p> <p>Is give as soon as appropriate.</p> <p>Is directed to the sender (face to face)</p> <p>Includes the sender's real feeling about the behavior</p> <p>Is checked for clarity to be sure the receiver understood it as intended.</p> <p>Seeks information for problem solving</p> <p>Acknowledges possible defects in earlier feedback (e.g. "I should have been clearer about...")</p> <p>Uses "I messages"</p> <p>Specifies the consequences of the behavior.</p> <p>Is request by or desired by the receiver.</p> <p>Only addresses those behaviors/solutions over which the receiver has control.</p> <p>Is constructive</p> <p>Acknowledges that feedback is difficult to hear and allows the receiver to respond.</p>	<p>Is value laden, judgmental or too general (e.g. "You are trying too hard.")</p> <p>Is delayed and then "dumped"</p> <p>Is indirect (avoids eye contact)</p> <p>Feelings are concealed; misrepresented, denied (e.g. Comments are sarcastic or safe).</p> <p>Sender assumes clarity</p> <p>Asking questions that are really statements (e.g. "Do you really think this works?")</p> <p>Comments are attributed to "everybody"</p> <p>Provides vague consequences.</p> <p>Is imposed on the receiver.</p> <p>Address issues that the receiver can't control.</p> <p>Denies or ignores the receiver's feelings</p> <p>Does not provide an opportunity for discussion.</p>

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Conclusion

We realize that your time is limited and APS supervision is a job where multi-tasking is the rule. You are a role model for your workers and the best person to help your new workers grow and gain professional skills. APS work is very challenging and can be scary to new workers. Providing them with your time as a coach and allowing them time to practice these skills will give them the comfort level and confidence to begin their journey. In this chapter we have given you some information and tools you can use when training a new APS worker. Please use them and take advantage of the resources provided. You won't regret it and your workers will be the better for it.

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Appendix

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/agedblinddisabl ed/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

Professional Development/Training Opportunities

Activity - Register and complete the FREE 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>

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>.)

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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.

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.

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

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<http://www.baa-aps.org/article.php?id=534>

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 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 FREE eLearning 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 FREE

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eLearning that will be available at:

http://theacademy.sdsu.edu/programs/Project_Master/core.html

Mental health issues among the elderly:

<http://www.ragemech.com/aHROcDovL3d3dy5lc3Ryb25hdXQuY29tL2FvZWxkZXJseV9tZW50YWxfaGVhbHRoLmh0bQ>

Depression and suicide among older adults:

<http://www.nimh.nih.gov/health/publications/older-adults-depression-and-suicide-facts-fact-sheet/index.shtml>

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

Signs of Abuse:

http://helpguide.org/mental/elder_abuse_physical_emotional_sexual_neglect.htm#types

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

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?

Understanding Issues of Abuse

Dynamics of Abusive Relationships

Abuse in later life wheel/ Tactics used Signs of abuse:

http://www.ncall.us/docs/Later_Life_PCWheel.pdf

Undue influence. Defined by Dr. Bennett Blum:

http://www.bennettblummd.com/undue_influence.html

Activity - Undue influence: - New worker to complete FREE eLearning that will be available at:

http://theacademy.sdsu.edu/programs/Project_Master/core.html

Self-Neglect

Hoarding and cluttering behaviors: <http://mhasf.org/documentSharing/OverwhelmedBooklet2008opt.pdf>

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

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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

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: – FREE 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=oEutdrrp4XQ>

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/docs/SAR1206-SA2-SexualAbuseLaterinLife.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>

Risk Factors related to elder and the perpetrator:

<http://psychservices.psychiatryonline.org/cgi/content/full/52/3/281#SEC3>

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://www.fvic.org/gethelp_dv/lawalameda.html#commonlegalterms

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.

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.

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Case Planning:

Voluntary Case Planning and Intervention Process

Care planning options:

http://www.caregiver.org/caregiver/jsp/content_node.jsp?nodeid=1992

Management of financial and legal affairs:

http://www.ncea.aoa.gov/ncearoot/main_site/library/Statistics_Research/Research_Reviews/risk_assessment.aspx

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

Alternative care planning options to conservatorships (CA):

<http://www.courtinfo.ca.gov/programs/equalaccess/documents/regional08/conservatorships/alternatives.pdf>

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.

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Evaluation of Learning Tools

Transfer of Learning Exercise for California Regulations

Please review one of your recent cases with your supervisor using the following template.

How does your client meet the definition of an APS client?	Explain:
Was the reporting party a mandated reporter? <input type="checkbox"/> Yes <input type="checkbox"/> No	
How did you handle confidentiality issues in this case? (Was there someone you had to talk to but had to watch what you said?)	Explain:
Did you discuss this case with a Multidisciplinary Team?	
Did this case qualify for No-initial-face-to-face investigation (NIFFI)? Why or why not?	Explain:
What was the response time for this case? Why?	Explain:
Did you get permission to enter the client's residence? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Did you complete the Assessment within the deadline? <input type="checkbox"/> Yes <input type="checkbox"/> No	

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Did your Assessment documentation include:

- reason for referral
- summary of investigative findings
- summary of concerns/needs
- summary of strengths, limitations & risk factors
- client's history with APS and other agencies

Did you complete the Service Plan within the deadline?

- Yes
- No

Did your Service Plan:

- Promote the goal of client's safety in the least restrictive environment
- Reflect the goals of the client/family
- Outline strategies to achieve goals
- Get approved by first level supervisor within 5 calendar days of completion.

If your case was open more than 30 days beyond the initial face to face, did you monitor the case every 30 days?

- Yes
- No

Did you do a Reassessment within 90 days?

- Yes
- No

Did you document:

- Appropriateness of service plan
- Need for continued APS involvement

If you have closed the case, did you document:

- Reason for case closure
- Services provided
- Resources now in place
- Achievement of Service Plan goals

Taken from "California Regulations for Adult Protective Services Workers" eLearning module developed by the Academy for Professional Excellence

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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

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?									

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6. Do the worker's actions promote client autonomy?	YES	NO	NA	Overall score					
a using least restrictive alternative				1	2	3	4	5	NA
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

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

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9. Does the worker use the tablet PC to capture key elements during the interview or soon thereafter?	YES	NO	NA	Overall score				
Before the interview				1	2	3	4	5
a. checking out case in MPS				NA				
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.]								

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.

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.

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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.

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)?

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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 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?

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

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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.

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.