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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THE ACADEMY FOR PROFESSIONAL EXCELLENCE

We are pleased to welcome you to “The APS Supervisor as Trainer” developed by Project MASTER, a program of the Academy for Professional Excellence.

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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Supervisor Series: 1  -4-  5/29/2015
Version 1.1
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**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**
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Beverly Johnson, LCSW, Staff Development Officer, Riverside County
   Brenda Pebley, APS Manger, Imperial County
   Carol Castillon, APS Supervisor, San Bernardino County
Carol Kubota, LCSW, Staff Development Officer, Orange County
   LaTanya Baylis, Staff Development Officer, San Bernardino County
Zachery Roman, Staff Development Officer, Los Angeles County

**Committees**
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APS Core Curriculum Committee
National Adult Protective Services Association Education Committee
Protective Services Operations Committee of the California Welfare Directors’ Association

**Evaluation Consultants**
James Coloma, Evaluation Consultant
   Jane Birdie, Evaluation Consultant
   Cynthia Parry, Evaluation Consultant
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**Supervisor Series: 1**

5/29/2015

Version 1.1
## THE APS SUPERVISOR AS TRAINER: TRAINER’S MANUAL

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HOW TO UTILIZE THIS TRAINING MANUAL

The course outline, provided in the next section of this manual, is the class schedule used during the piloting of this training. It can be used to help you determine how much time you might need to present each section. However, times will vary based on the experience and engagement of your audience.

Customizing the Power Point:
Once you decided on how you want to divide up your time in presenting this material, you may want to customize your Power Point. The Microsoft Office Power Point software allows you to hide any slides you don’t want to use.

**Hide a slide instructions**

1. On the **Slides** tab in normal view, select the slide you want to hide.
2. On the **Slide Show** menu, click **Hide Slide**.

The hidden slide icon appears with the slide number inside, next to the slide you have hidden.

**Note:** The slide remains in your file, even though it is hidden when you run the presentation.

Please note that this manual is set up so that the trainer script/ background material is on the same page as the accompanying Power Point slide making it easy to also customize your manual to match the slides you have decided to use, Just remove the unneeded pages.
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By the end of this training, participants will be able to:

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

- 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.

- Frontline supervisors will learn how to implement training techniques, such as asking open ended questions, which will enhance the new worker’s acquisition of critical thinking skills.

- Frontline supervisors will learn how to utilize two established tools that can be utilized to evaluate a new APS worker’s integration of the training materials.

- 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 throughout the training period.
## Teaching Strategies

The following instructional strategies are used:

- Lecture segments
- Interactive exercises (e.g. Table Top Activities, experiential exercises, role plays)
- Question/answer periods
- Slides
- Participant guide (encourages self-questioning and interaction with the content information)
- Embedded evaluation to assess training process.
- Transfer of Learning activity

## Materials and Equipment

The following materials are provided and/or recommended:

- Computer with LCD (digital projector)
- CD-ROM or other storage device with the slide presentations
- Easel/paper/markers
- Trainer’s Guide: This guide includes the course overview, introductory and instructional activities, and an appendix with reference materials.
- Participant Guides: This guide includes a table of contents, course introduction, all training activities/handouts, and transfer of learning materials.
- Evaluation Guide: Contains all evaluation and post-training materials.
- Name tags/names tents.
- Water access/snacks/restroom access/lunch plans

**NOTE:** This training covers the basic theories, techniques and skills needed to provide basic training to new APS workers but it does not answer agency specific questions. You will need to collect agency specific information before delivering this training. You should also indicate to the supervisor that you will NOT be covering the topic of providing remediation to experienced workers. That is a different set of skills.
The APS Supervisor as Trainer

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

PRESENTATION
WELCOME AND INTRODUCTIONS

TIME ALLOTTED: 15 minutes

Slide #2:

WELCOME the participants and introduce yourself by name, job title, organization, and qualifications as Trainer.

Review Housekeeping Items

- There will be two 15-minute breaks and an hour for lunch today: 12-1 pm in...
- Use the restrooms whenever you need to do so. The restrooms are located at....
- Please turn off your cell phones for the duration of the training. If you must make or receive a call, please leave the training room and return as quickly as possible. Check the course outline to see what you have missed.

Participant Introductions
ASK:

Each participant to state name, county of employment, position, and one goal that they expect to achieve from participating in course.
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 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:

James Coloma, MSW  
Training & Evaluation Specialist  
Academy for Professional Excellence  
San Diego State University – School of Social Work  
6505 Alvarado Road, Suite 107  
San Diego, CA 92120  
(619) 594-3219  
jcoloma@projects.sdsu.edu
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.*
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 able to articulate the responsibility of the supervisor in promoting effective adult learning when facilitating training of new APS workers.
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.
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.

Frontline supervisors will learn how to implement training techniques such as asking open ended questions, which will enhance the new worker's acquisition of critical thinking skills.
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.
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.
Slide #8: Frontline Supervisor: A Multi-faceted Role

**Clinical Supervision:** The frontline supervisor is 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 - Everyone here should know exactly what this entails! The frontline supervisor is the go-to person for managing issues related to scheduling, timekeeping, equipment problems, limited staffing, and personal conflicts between employees.
Community Representation - Frontline APS Supervisors are often called upon to provide outreach and education regarding APS services. Alternately, APS supervisors may need to represent their program at community meetings or local commissions.
Role Modeling - It is essential that any frontline supervisor model effective work skills for their workers. As the leader of a team a frontline supervisor can expect that the team’s performance will match their own.
Back-up coverage to workers - Frontline supervisors must also be capable of carrying out APS fieldwork when necessary. The supervisor must be able to take over when workers are on vacation or sick, or even simply overwhelmed and underperforming.
Ensuring compliance with state mandates and county policies - Ultimately supervisors are responsible for all of the casework carried out by their 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 . . . training new workers" - Facilitator to state that given the multiple roles that the frontline supervisor must carry out, finding time to dedicate to training new workers can be very challenging.

Ask the group if any of the roles that they fulfill have been left out.
Slide #14: Challenges

Challenges

- Insufficient Time
- Lack of experience/expertise with training
- Lack of training related resources or budget
- Lack of a standardized/established curriculum
- Lack of an overall training plan
- Limited evaluation techniques

Trainer Note: This slide is animated and first shows only chess pieces. Do not advance to the list until after the group has brainstormed answers to the following question.

"What are the challenges related to carrying out effective training?" - Facilitator will ask question of group and then chart answers as a whole group.

Sample answers include:

- Lack of time to dedicate to training.
- Lack of a standardized curriculum to follow - What needs to be taught?
- Limited experience and skills related to training.
- Lack of resources such as support personnel to assist with process.

After charting answers, Facilitator will bring in answers one by one on Power Point.
Facilitator to tell group that training of new workers occurs in a variety of formats and there are many ways that effective training can be carried out. Most important is for each county to have some level of consistency in regards to the information that is disseminated to new workers in order to ensure that each new worker is provided with the opportunity to learn similar information.
Slide #17: What do APS Training Programs Look Like Across the County?

“What does training look like in your county?”

**Activity** - Facilitator to have participants divide into small groups to discuss what they are already doing in their home county in terms of training new workers. Allow the groups with 10 minutes to address topic. Facilitator will then ask each group to report to larger group on what was shared. Facilitator to chart answers for the whole group on a flip chart.

Facilitator to stress that all participants engage in training activities in some form and that workshop is geared to help them build upon what they are already doing. There is no one formula for training new workers. The goal of the activity is to establish a baseline that they are already engaged in training activities.
Slide #18: "What are qualities that contribute to a good learning environment?"

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

- Student is highly motivated
- Student devotes energy to learning
- Learning atmosphere is supportive and rewarding
- Content is presented in a meaningful way
- Supervisor takes into consideration uniqueness of each learner

Trainer Note: This slide is animated and first shows only a training room. Do not advance to the list until after the group has brainstormed answers to the following question.

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

Bring up the following answers:

- Student is highly motivated to learn
- Student devotes energy to learning
- Learning atmosphere is supportive and rewarding
- Learners are actively involved in learning process
- Content is presented in a meaningful way
- Supervisor takes into consideration uniqueness of each learner

Facilitator explains that per 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.

Facilitator explains basic concepts related to Kolb's Experiential Learning Theory

Learning is a cycle made up of four basic phases. Experience is either taken in by Concrete Experience or Abstract Conceptualization. We deal with these experiences either through Reflective Observation or Active Experimentation. 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.


Facilitator explains that each learning style has certain strengths:

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

*Continued*
Facilitator explains that:

- **Accommodating Style** combines Active Experimentation and Concrete Experience phases. (A learner who tends to favor those two phases of the learning cycle would be considered to have an Accommodating Style.)

- **Diverging Style** combines Concrete Experience and Reflective Observation.

- **Converging Style** combines Abstract Conceptualization and Active Experimentation.

- **Assimilating Style** combines Reflective Observation and Abstract Conceptualization.

Ask participants to raise their hands to identify themselves with one of the four styles. As the facilitator cycles through the different learning styles, the facilitator picks out at least one person and asks the individual to comment on the way that s/he learns best.
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
Ask: “What makes it difficult for adults to learn new material?” After whole group has provided feedback, facilitator to bring in following answers on Power Point, one by one.

- Fear of making mistakes.
- Non-relevant material (e.g. not applicable to job)
- Lack of participation (learner has no opportunity to influence training)
- Fear of change.
- Formal atmosphere.

**Handout** - Facilitator to review *Adult Learning Theory* handout with group.

**Activity/Handout** - Facilitator has each participant complete the *Learning Questionnaire*. After completing questionnaire individually, each participant will come and put a sticker on a large chart to show whether they are classified as an A (Auditory), K (Kinesthetic) or V (Visual) learner. Facilitator to point out that there is diversity in regards to learning styles.

Facilitator may explain that Grace Fleming defined learning styles as Auditory,
Kinesthetic/Tactile, or Visual. Per Fleming, Auditory learners learn best through listening; Visual learners through seeing; Kinesthetic learners prefer to learn via experience - moving, touching, doing.

ADULT LEARNING THEORY

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

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

Supervisor Series: 1  
5/29/2015  
Version 1.1
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.

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

Supervisor Series: 1
5/29/2015
Version 1.1
<table>
<thead>
<tr>
<th>I prefer teachers who use diagrams to show us things.</th>
<th>I prefer teachers who get us to do something.</th>
<th>I prefer teachers who explain things to us.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If I get in trouble in class, it’s for talking.</th>
<th>If I get in trouble in class, it’s for drawing on the desk or all over my books.</th>
<th>If I get in trouble in class, it’s for fidgeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On a long journey I like to look at the scenery or read a book.</th>
<th>On a long journey I can’t wait until we stop so I can walk around.</th>
<th>On a long journey I like to listen to music or talk to the other travelers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I use my hands a lot when I am talking.</th>
<th>When I am discussing something, I sometimes use words my friends don’t know.</th>
<th>When I am discussing something, I like to doodle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If I could be famous, I would be a sports-person (or dancer).</th>
<th>If I could be famous, I would be a film-star.</th>
<th>If I could be famous, I would be a singer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I would rather go outside and play.</th>
<th>I would rather watch my favorite TV program.</th>
<th>I would rather listen to my favorite music.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I get distracted in class if I can see something outside the window.</th>
<th>I get distracted in class if I can hear something happening outside.</th>
<th>I lose concentration if I have to sit still for a long time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
I am good at drawing. | I am good at making things. | I am a good listener. | V K A

Out of these 3 jobs - I would prefer to be a radio DJ (or presenter). | Out of these 3 jobs - I would prefer to be a mechanic. | Out of these 3 jobs - I would prefer to be an artist (or designer). | A K V

In my spare time I would prefer to do something physical, such as sport or dancing. | In my spare time I would prefer to watch TV or a video. | In my spare time I would prefer to listen to music or chat with friends. | K V A

The type of puzzle I would prefer is "Spot the difference". | The type of puzzle I would prefer is "Name that tune". | The type of puzzle I would prefer is "Rubik's cube". | 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. | If I needed to build a Lego model, I would try to work out which bits fit together. | If I needed to build a Lego model, I would follow the diagram or the picture on the packet. | 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](http://www.brainboxx.co.uk/a3_aspects/pages/VAK_quest_2.htm)
Slide #22: What kind of trainer are you?

What kind of a Trainer are You?

Handout: Your Training Style

Facilitator to explain to group that it is important for all supervisors to understand his/her training style because instinctively we will teach others based on the way that we like to be taught, even if this may not be appropriate for the person that we 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.


Facilitator may explain that educational research has revealed the same findings in regards to teachers in a classroom setting and this may occur to the detriment of the student who may learn best when their own particular learning style needs are met.


Activity/Handout - Participants individually complete the handout Your Training Style. Facilitator then asks with a show of hands which style participants belong to. 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

-Facilitator explains to group that per research, the vast majorities of social work supervisors are Divergers - who combine concrete and reflective learning


-Information for facilitator: Research has shown that social workers providing direct services have been found to be primarily Accommodating and Diverging

### YOUR TRAINING STYLE

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

<table>
<thead>
<tr>
<th>Style A</th>
<th>Style B</th>
<th>Style C</th>
<th>Style D</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Information is presented in a clear, conceptually logical manner</td>
<td>• They are in a positive setting</td>
<td>• They enjoy the learning experience</td>
<td>• Trainees have an active part in the learning process</td>
</tr>
<tr>
<td>• Concise learning objectives are presented</td>
<td>• They get personally involved in the training process</td>
<td>• They are persuaded by a dramatic presentation</td>
<td>• Lessons are experienced whenever possible</td>
</tr>
<tr>
<td>• When the trainer is a content expert</td>
<td>• They get feedback on their actions</td>
<td>• Learning has occurred when trainees have agreed with the major points of the training and are motivated to use the training on the job.</td>
<td>• They have a clear conceptual base from which to solve problems.</td>
</tr>
<tr>
<td>• When all questions are answered completely</td>
<td>• Learning about how the person functions in interpersonal situations is most important.</td>
<td></td>
<td>• Learning has occurred when there is a behavior change.</td>
</tr>
<tr>
<td>• Learning has occurred when participants understand and can repeat the major learning point and back-up arguments for each point.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style A</td>
<td>Style B</td>
<td>Style C</td>
<td>Style D</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Solicits admiration</td>
<td>Creates a climate of trust</td>
<td>Generates excitement and enthusiasm</td>
<td>Solid, competent trainer who is imaginative</td>
</tr>
<tr>
<td>Emphasis is on goals</td>
<td>Orientation is towards relationships</td>
<td>Responsive to the learners needs and keeps their attention</td>
<td>Primary focus is on the task</td>
</tr>
<tr>
<td>All material is covered in a direct, logical, concise way</td>
<td>The learning process is more important than specific learning objectives</td>
<td>Training is fun</td>
<td>Sticks to the lesson plan but can adapt as needed</td>
</tr>
<tr>
<td>Explanations are complete and step by step</td>
<td>Trainee influences the direction of the discussion</td>
<td>Trainees are highly motivated</td>
<td>Has a problem solving attitude</td>
</tr>
<tr>
<td>Interventions are practical and detailed</td>
<td></td>
<td></td>
<td>Willing to meet the expressed needs of trainees</td>
</tr>
</tbody>
</table>

---

**Strength of this style**

- 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**

- Trainer can become a show-off
- Lack of structure can lead to high ambiguity for trainees.
- Trainee has fun but may not learn much.
- Focus more on intellect than feeling
- May be impatient with slow learners
- May provide too many alternate answers
Slide # 23: APS Training Modalities

Ask the group to name different training methods that can be used to train new APS workers and list them on a flip chart for the whole group.

(Sample answers: Shadowing, training manuals, site visits, interviews with key representatives of department, sitting in on meetings, formal trainings, videos, and games)

-Activity – The facilitator divides the group into small groups of 4-5 participants to complete the Medication Exercise. The facilitator should point out that training related activities can mimic games and that this is an example of a learning game.

The facilitator will hand each group the Medication Handout. The facilitator should explain that this is

Continued
an example of an experiential learning activity that can be used with new APS Workers to
demonstrate the importance of completing a medication review with clients when conducting a
psychosocial assessment. The facilitator should tell the participants that the small groups are
competing against each other to make a list of the greatest number of problems/pyschosocial issues
that are related to the medications.

The facilitator should read the following scenario aloud before the groups start competing:

"Mrs. Young is a 65 year old woman who has a history of mental health problems. Lately, her
neighbors state that she has been unsteady on her feet and somewhat confused. Please
review her medications and see how many issues you can identify involving her medications.
What would your next steps be?"

Answer Key:

1. Haldol - This medication is counter-indicated for the elderly.
2. Depakote - This is the same drug as number three and the same prescriber.
3. Duplicate of number 2.
4. Chlorothiazide - Mixed medications in this bottle. Does she know what she is taking?
5. OxyContin - Duplicate pain medication to number 7 but from a different doctor. May indicate "doctor shopping".
6. Elavil - Client is taking two medications for depression (number 9). Do these meds work together?
7. Percocet - Duplicate pain prescription from a different doctor. This may indicate "doctor shopping".
8. Diazepam - This drug is also counter indicated for the elderly.
9. Wellbutrin - Client is taking two drugs for depression (see 6). Do they work together?
10. Tylenol with Codeine - Medication is expired.

Upon completion of the exercise, the Facilitator should ask the group to comment on their learning
experience. Did they find the activity fun, effective, easy etc.?
NOTE: Medications reviewed on 4/15/2010

1. Savondrugs
   8212 Riverside Drive
   Riverside, CA 92504
   Fill date: 03/10
   Phone: (951) 781-0146
   Rx #: 289735
   Prescriber: Marvin Sellec
   MARGARET YOUNG
   TAKE ONE TABLET IN THE MORNING
   AND ONE TABLET AT BEDTIME
   DISCARD AFTER 02/12
   Haldol/ 60 TAB
   Refills 2

2. Savondrugs
   8212 Riverside Drive
   Riverside, CA 92504
   Fill date: 04/10
   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

3. Savondrugs
   8212 Riverside Drive
   Riverside, CA 92504
   Fill date: 03/10
   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

4. Savondrugs
   8212 Riverside Drive
   Riverside, CA 92504
   Fill date: 08/10
   Phone: (951) 781-0146
   Rx #: 888935
   Prescriber: Ashford Griffin
   MARGARET YOUNG
   TAKE 2 X DAILY
   DISCARD AFTER 12/10
   Chlorothiazide/ 400 mg
   Refills 4

5. Walgreens
   5560 Central Ave
   Riverside, CA 92504
   Fill date: 05/10
   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

6. Savondrugs
   8212 Riverside Drive
   Riverside, CA 92504
   Fill date: 08/09
   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

7. Walgreens
   5560 Central Ave
   Riverside, CA 92504
   Fill date: 12/09
   Phone: (951) 358-4057
   Rx #: 7862567
   Prescriber: Bao Vinh
   MARGARET YOUNG
   TAKE ONE TABLET 3 TIMES DAILY WITH FOOD
   DISCARD AFTER 12/12
   Wellbutrin/ 50 TAB
   Refills 4

8. Savondrugs
   8212 Riverside Drive
   Riverside, CA 92504
   Fill date: 06/10
   Phone: (951) 781-0146
   Rx #: 89135-63
   Prescriber: John Web
   MARGARET YOUNG
   TAKE ONE TABLET EACH MORNING
   DISCARD AFTER 11/2
   Diazepam 60 TAB
   Refills 3

9. Walgreens
   5560 Central Ave
   Riverside, CA 92504
   Fill date: 06/09
   Phone: (951) 781-0146
   Rx #: 559872
   Prescriber: Victor Franko
   MARGARET YOUNG
   TAKE TWO TABLETS BY MOUTH EVERY EIGHT HOURS AS NEEDED FOR PAIN.
   DISCARD AFTER 11/12
   Tylenol with Codeine/ 30 TAB
   Refills 0

Supervisor Series: 1

Version 1.1

5/29/2015
Facilitator explains that as was discussed earlier, there are a variety of techniques that can be employed to train new APS Workers. It is ideal to match a new worker's learning style with activities that will complement this. It is also best for a trainer to employ a diverse array of methods that cater to the needs of different learning styles.

**Handout** - Facilitator to refer group to handout *Examples of Matching Learning Style with Training Method*.

Facilitator to explain that supervisors should implement a variety of different modalities when training new workers. Supervisors should also try to match activities to the learning preference of a new worker. Handout to be used in following activity.

**Activity** - Facilitator to ask the group to divide up in small groups again. Each small group should go through the list of activities to determine whether each one would be considered V, A, or K. Facilitator to provide group with 10 minutes to complete handout together and then call on different groups to provide answers. See *Facilitator Version* of handout for answers.

**Optional Discussion**

Shadowing - As the facilitator completes the review of the handout, the facilitator can...
ask the group about their experiences utilizing shadowing as a training technique. Shadowing can be done in a structured or unstructured format. The handout lists examples of activities that a new worker can complete while shadowing a more seasoned worker. Facilitator to ask the group to provide examples of other techniques that they have used to enhance the effectiveness of shadowing.
Examples of matching learning style with training method:

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

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
Slide # 25: What should we teach new APS workers?

Standardized Training contributes to:
- Adherence to policy
- Consistence
- Improved Outcomes
- Reduced Liability

Facilitator to explain that 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 important to include training on internal policies and procedures specific to each county.
Facilitator to explain that NAPSA has established a set of 23 skills that are essential for all APS Workers to possess. What is NAPSA? Facilitator to explain that 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. http://www.apsnetwork.org/

Facilitator to explain that this list of core competencies can be used as one framework to develop a curriculum for new workers, although facilitator can point out that this is certainly not the only way to set up a curriculum.

- **Handout** – Facilitator refers group to the NAPSA Core Competencies handout. Facilitator to quickly review the different subsections. Handout to be used in following activity.

- **Activity** - Facilitator to divide participants into small groups (optimally six groups). Give each group flip chart paper. Facilitator to assign each group a different competency.
subsection from handout (Understanding APS, Basic Skills, Issues in Aging, Health and Behavioral Health, etc.) Facilitator to inform each group that they will be responsible for training five new APS workers with varying backgrounds on their subsection. Facilitator to give participants 10 minutes and ask them make a list of training modalities/activities that they would use to reinforce their particular subsection. Facilitator to ask groups write up their modalities on chart paper and then post the charts around the room. Facilitator will then ask that one person from the group to share their list with the larger group.

Possible Answers:

**Understanding APS** - Reading written materials regarding origins of APS in new worker's particular state; Reviewing state mandates, policies, and procedures in manual; Interviewing other APS Workers, support staff, or management; Attending case consultation meetings facilitated by supervisor where overarching values are pointed out (ie, right to self determination); Completion of on-line APS Overview mini-module.

**Basic Skills** - Shadowing experienced workers on field visits; Reviewing documentation and case narrative selected by supervisor; New worker to write up shadow assessments; Completion of the Rat Feces Activity; Shadowing of intake workers in order to increase exposure to professional communication skills as they pertain to APS; Attendance at case consultation meetings to learn about closure criteria for cases; Supervisory shadowing of new worker to provide coaching and feedback re: initial investigation; One-on-one case consultation discussions with supervisor regarding new worker's cases and closure criteria.

**Issues in Aging, Health, and Behavioral Health** - Review material in manual and key internet sites re: aging, dementia, physical and developmental disabilities, and mental health issues; Site visits to adult day health centers, senior centers, PACE sites, SNFs, Assisted Living Facilities; Attendance of mental health MDT to learn about MH resources and listen to case consultation; Site visit to county psychiatric hospital; Review of the state's mental health conservatorship process with supervisor; Review written materials and key internet sites regarding substance use and the...
elderly/disabled adult population; Attendance at an AA meeting or site visit of local substance abuse detox site.

**Understanding Issues of Abuse** - Review of state policies and procedures manual to learn definitions of abuse; Review written material and key internet sites regarding domestic violence; Shadowing experienced workers to learn about specific types of abuse (i.e., case to be selected by supervisor); Attendance at MDT (Multi-Disciplinary Team) and FAST (Financial abuse Specialist Team); Completion of on-line mini modules regarding different abuse types.

**Investigating Abuse: Multi-disciplinary perspectives** - Attendance at FAST (Financial Abuse Specialist Team) to increase understanding of investigation of financial abuse cases; Interviews with elder abuse DA and Victim’s Witness reps to discuss criminal aspects of abuse investigation; Interview with County Counsel regarding civil elder abuse issues; Observe a capacity evaluation that is completed by MD, neurologist, or psychologist; Attend a Restraining Order hearing; Attend a conservatorship hearing; Risk Assessment Transfer of Learning Activity (Vignette); Role Plays.

**Case Planning** - Reviewing documentation for specific cases with goal of providing framework for management of different types of cases; Attendance at MDT to Interview with local PG to discuss conservatorship process to increase a new worker’s understanding of this option for involuntary case planning; Site visits to local resources such as senior centers, clinics to learn about case management resources; Resources Scavenger Hunt activity.

**Handout** – “Sample Core Curriculum for New APS Workers” Facilitator to point out key points of handout only and emphasize that this is a tool that participants may use if they want guidance in setting up a standardized curriculum for their workers. The goal of this handout is to provide helpful and hands-on access to information that will help them to set up their own curriculum.
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. INITIAL 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 INTERVENTION PROCESS

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


- 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

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.

- **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](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](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

• 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):


• 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 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.elderrespondsteam.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

• 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

  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:  

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

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?

Investigating Abuse: Multi-disciplinary perspectives:

Investigation: Client Capacity

- Medical decision making capacity: http://www.fpnotebook.com/neuro/Cognitive/MdclDcsnMkngCpcty.htm


- 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


- Indicators of Abuse, Neglect or Exploitation: http://www.webster.edu/~woolflm/abuse.html#pot

  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

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.

Case Planning:

Voluntary Case Planning and Intervention Process

Care planning options:

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):

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: Critical Thinking Skills

First ask participants how they would define critical thinking skills.

Then ask group why they believe these skills are important for APS Workers.

Answers:

What are Critical Thinking Skills? 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 as Defined by the National Council for Excellence in Critical Thinking, 1987 - www.criticalthinking.org/about

Why are they important for APS Workers? 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.

Facilitator to explain that one-on-one case consultation between the supervisor and supervisee is the ideal time to teach skills.

Techniques for teaching critical thinking skills during one on one consultation:

- **Modeling**: When discussing a client's case with a new worker, the supervisor should take an open and inquiring attitude. Ask open ended and discriminating questions. Ask supervisee 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.

- **Facilitator to explain that it is also important for a supervisor to create an environment that demonstrates appreciation of alternate viewpoints via respect for alternating viewpoints.**

Supervisors should see disagreements as opportunities for discussion and learning, not moments of opposition.

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**Supervisor Series: 1**

5/29/2015

Version 1.1
Activity - Facilitator to read a brief APS client scenario to the whole group. A new APS worker is recounting a fictitious client situation as seen from his/her perspective. After the whole group listens to the scenario, have the participants break up into small groups. Give them 5 minutes to come up with a list of questions that can be used during one-on-one supervision to promote critical thinking skills. Come back to the whole group and facilitator will chart list of questions for whole group.
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?"

Sample Answers:

- 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?
Slide #29: Has the Worker Learned the Materials?

Facilitator to explain that evaluating 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. Facilitator to explain that supervisor should evaluate a new worker’s ability to apply the material effectively in real life cases. Supervisors must also look at client outcomes when trying to determine if a new worker has learned the new material.

Handout – Facilitator to direct attention of the whole group to the *Transfer of Learning Exercise for CA Regulations*, which can be found in the *Evaluation Guide*. Facilitator to explain that this handout is a sample tool that can be utilized to evaluate a new worker's
integration of APS policies and regulations (specific to state of CA). A supervisor would utilize this tool to review a recent case collaboratively with a new worker. Facilitator to explain that this is one example of a tool that can be used to evaluate a new worker’s integration of regulations.
Facilitator to explain that the state of Texas has developed a tool that they use to evaluate a new worker's interviewing and investigation skills. The tool relies on direct observation and optimally is completed after a new worker is shadowed into the field by his or her supervisor. Alternately, the tool can be completed as a self assessment by the new worker or by a lead worker/mentor who is trained to carry out shadowing activities.

**Handout** - The facilitator should refer the participants to the handout *Worker Interviewing Skills Evaluation (WISE)*. The 9-item scale evaluates body language, interviewing techniques, and investigative skills. The rating scale is based on a 1-5 rating and 5 indicates exceptional performance overall and a 3 suggests adequate performance. Facilitator to point out that this is simply one example of a tool that is currently being utilized to evaluate a new worker's application of the material learned.
WORKER INTERVIEWING SKILLS EVALUATION (WISE)

IN-HOME

Worker __________________ Interview Date ________ Observer ____________________

Case Name _______________ Case #___________ Person Interviewed ________________

Type Of Interview: (Circle One)    Client    AP    Other

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

____________________________________________________________
____________________________________________________________
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Supervisor Series: 1                               -78-
5/29/2015

Version 1.1
### 2. Does the worker’s body language indicate that he/she is listening and encouraging the person being interviewed to speak?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>Overall score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good eye contact</td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Appropriate physical distance,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate posture</td>
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<td></td>
<td></td>
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<tr>
<td>Mirroring/matching postures and feelings</td>
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</tbody>
</table>

### 3. Does the worker recognize significant verbal and non-verbal communication and respond appropriately?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>Overall score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively listening</td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>Picking up on nuances</td>
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<tr>
<td>Probing</td>
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<tr>
<td>Clarifying ambiguities</td>
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### 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?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>Overall score</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td>2 3 4 5 NA</td>
</tr>
</tbody>
</table>

Supervisor Series: 1

5/29/2015

Version 1.1
5. Does the worker address the allegations and the items in the CARE domains sufficiently to:

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>Overall score</th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5 NA</td>
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<td>b</td>
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</table>

- identifying problems
- assessing risk
- identifying possible need for professional evaluation of capacity?
- getting an overall picture of the client’s situation?

6. Do the worker’s actions promote client autonomy?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>Overall score</th>
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<tbody>
<tr>
<td>a</td>
<td></td>
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<td>1 2 3 4 5 NA</td>
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- using least restrictive alternative
- maximizing client resources and abilities
- adequately recognizing client disability
- 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?

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<tr>
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<th>Overall score</th>
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<tr>
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<td>1 2 3 4 5 NA</td>
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</table>

Supervisor Series: 1

5/29/2015

Version 1.1
8. Does the worker conclude the interview appropriately?  
<table>
<thead>
<tr>
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<th>NO</th>
<th>NA</th>
<th>Overall score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
   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?  
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>Overall score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
   **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.]
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.

**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)?

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 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 tablet’s 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.
Activity – Facilitator to break participants up into four small groups and refers the group to the handout in their packets, Scenarios. The Facilitator will assign out vignettes A-D (one per group). The Facilitator will explain that each vignette profiles a new APS worker and his/her on-the-job-experiences after completing a few weeks of training.

On chart paper, the Facilitator should write out: 1) Strengths 2) Weaknesses 3) Training Plan. The Facilitator will explain that collaboratively, the participants must identify the new worker’s strengths, weaknesses, and then outline a training plan that will address the worker’s learning needs. Groups will choose a note taker and they will chart the strengths, weaknesses, and training plan on large paper to post.

Facilitator provides 10 minutes to groups to complete activity. At the end of the 10 minutes, the Facilitator reviews each vignette as a whole group, asking that a “reporter” from each group share about their plan. Sample answers are provided following each handout.
Please read over the scenario and then, as a group answer the following questions.

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.

1. What are the A.P.S. worker’s strengths?

2. What are the A.P.S. worker’s areas of weakness?

3. With your group, set up a training plan that will address the worker’s training related needs.
Scenario A – Sample Answers

1. Identifying the 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.

2. Identifying the 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.

3. 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.
   - 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.
Please read over the scenario and then, as a group answer the following questions.

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.

1. What are the A.P.S. worker’s strengths?

2. What are the A.P.S. worker’s areas of weakness?

3. With your group, set up a training plan that will address the worker’s training related needs.
Scenario B. – **Sample Answers**

1. **Identifying strengths:**
   - Edward reports that he likes conducting home visits
   - He does not feel overwhelmed by job or demands.

2. **Identifying 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.

3. **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.
   - Provide close supervision of cases to ensure that he is following up on investigative and case management tasks.
   - Have Edward attend group case consultation meetings or collaborative consultation meetings such as FAST/MDT so that he develops understanding for regular protocol surrounding APS cases.
Please read over the scenario and then, as a group answer the following questions.

**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.

1. What are the A.P.S. worker’s strengths?

2. What are the A.P.S. worker’s areas of weakness?

3. With your group, set up a training plan that will address the worker’s training related needs.
Scenario C. – Sample Answers

1. Identifying 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.

2. Identifying 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 be 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 community related 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.
Please read over the scenario and then, as a group answer the following questions

**Scenario D**

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.

1. What are the A.P.S. worker’s strengths?

2. What are the A.P.S. worker’s areas of weakness?

3. With your group, set up a training plan that will address the worker’s training related needs.
Scenario D. – Sample Answers

1. Identifying strengths:
   - Donald is enthusiastic and energetic
   - Donald demonstrates initiative
   - He appears to be a hard worker
   - He is passionate about field work

2. Identifying areas of weakness:
   - Donald appears to be get wrapped up in 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.

3. 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.
   - Close supervision of cases by Supervisor
Facilitator explains to group that they will now learn fundamental principles of providing supportive, targeted feedback to new workers. 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.

Facilitator to ask group what they believe is the difference between “coaching” and “bossing” and fields answers from the whole group.

**Handout** - Facilitator to refer group to handout Coaching vs. Bossing and reviews the differences with the whole group.
Optional Questions:

Ask for the group for examples of how they might demonstrate coaching characteristic.

Ask the group if they have ever had a manager or supervisor that fell very succinctly into one of these two categories. How did this individual feel to receive one style of management versus the other type.
Coaching vs. Bossing

<table>
<thead>
<tr>
<th>Coaching</th>
<th>Bossing</th>
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<tbody>
<tr>
<td>Leading and inspiring</td>
<td>Dictating and controlling</td>
</tr>
<tr>
<td>Asking and listening</td>
<td>Telling and directing</td>
</tr>
<tr>
<td>Seeks the answers</td>
<td>Knows the answers</td>
</tr>
<tr>
<td>Goal driven</td>
<td>Process driven</td>
</tr>
<tr>
<td>Future oriented</td>
<td>Past/present oriented</td>
</tr>
<tr>
<td>Customer/people focused</td>
<td>Systems/process focused</td>
</tr>
<tr>
<td>Setting direction</td>
<td>Setting plans and rule</td>
</tr>
<tr>
<td>Looks for solutions</td>
<td>Looks for problems/blame</td>
</tr>
<tr>
<td>Empowering</td>
<td>Controlling</td>
</tr>
<tr>
<td>Seeing people as they could be</td>
<td>Seeing people as they are</td>
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</table>
Facilitator to explain that an important aspect of being a “coach” to new workers in training is the ability to provide effective feedback and supportive critiques.

**Handout** - Facilitator refers participants to handout *Delivering a Successful Critique* and first reviews the *Evaluation* section of this handout. Facilitator to explain that a supervisor should use observation and evaluation methods (such as those that were previously discussed in section VII) to gather data about the worker’s performance.

Once the supervisor is prepared to provide feedback, there are five elements to a good critique. It is important for the supervisor to first ask clarifying questions (*Inquiry*) of the new worker to understand his/her reasoning for addressing work in their particular fashion. Then a supervisor should summarize (*Generalization*) the supervisor’s understanding of the new worker’s performance including a discussion of strengths and weaknesses. The supervisor should then provide facts (*Data*) to support this summary. Then the supervisor should provide reasoning (*Theory*) to support their prior summary. Finally, a supervisor should give the new worker concrete examples (*Demonstration*) of how they should improve upon their performance.

The Facilitator then reviews the *Delivery* section of the handout. Facilitator reads over the bullet points in the *Effective Feedback section*. 
Activity – Facilitator breaks participants into the same small groups from prior (Scenarios) activity. Facilitator explains that they will now practice providing supportive feedback to the workers through role plays. One participant will be the new APS worker, one will be the APS frontline supervisor, and the remaining two to three participants will provide feedback. The supervisor uses information from the scenario and from the group's work regarding the scenario to provide supportive and targeted feedback to the APS worker. (Facilitator can refer to the Facilitator Version of Scenarios for prompts regarding the type of feedback that the APS supervisor should be providing.)

The APS worker should engage in the discussion as if he/she were the worker (per the description from the vignette). The other participants will provide feedback to the "supervisor". Facilitator should provide 5 minutes for the APS supervisor and the new APS worker to role play. The Facilitator then directs the remaining members of the group to provide feedback to the APS supervisor regarding his/her "performance" and the techniques that he/she implemented to provide the feedback. The facilitator should provide five more minutes for this directive. When this is completed, the Facilitator should bring the whole group back together. The Facilitator should ask those that were in the character of “new APS Worker” to comment on his/her experience receiving the feedback.

Sample questions for the Facilitator: Was it difficult to listen to the APS supervisor address your weaknesses? Why or not? Did you feel supported?

Option: If there is extra time, others can take turns role playing as the APS supervisor.
Delivering a Successful Critique

There are 5 elements to a good critique: EVALUATION

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

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

Adapted from Training of Trainers Manual produced by AARP Foundation, August 1999
Facilitator to ask group if they have any unanswered questions that they would like to have addressed.

Go around the room and ask the participants to identify one training technique that they believe they could quickly implement in their own county?

Request that participants complete a training evaluation form.
REFERENCES


Discovery your prefered learning style (n.d.) at http://www.brainboxx.co.uk/a3_aspects/pages/VAK_quest_2.htm


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

<table>
<thead>
<tr>
<th>Service Need</th>
<th>Agency (Include address and phone)</th>
<th>Service Provided</th>
<th>Eligibility Requirements</th>
<th>Cost</th>
<th>Referral Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Home Cleaning</td>
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<tr>
<td>Home Health Care</td>
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<tr>
<td>Emergency Shelter</td>
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<tr>
<td>Respite Care</td>
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<tr>
<td>Home Delivered Meals</td>
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<td>Pet Food/care</td>
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<td>Podiatrist (home visit)</td>
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<tr>
<td>Emergency food</td>
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<td>Medical Transportation</td>
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<tr>
<td>Friendly visitor</td>
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<tr>
<td>Substance Abuse treatment</td>
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<td>Help with Utility Bills</td>
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<td>Caregiver support</td>
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<tr>
<td>Financial Management</td>
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Taken from Voluntary Case Planning, APS Core Competency Module, developed by the Academy for Professional Excellence, 2010