**PIECES OF THE PUZZLE:  
COLLABORATION IN APS WORK**

**PARTICIPANT’S GUIDE**



**MODULE 21 **PARTICIPANT’S MANUAL

Pieces of the Puzzle: Collaboration in APS Work

 

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**Curriculum Developer**

Miriam Wolf MS, LCSW

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**INTRODUCTION**

**THE ACADEMY FOR PROFESSIONAL EXCELLENCE**

We are pleased to welcome you to the Pieces of the Puzzle: Collaboration in APS Work Training 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 Office of Victims of Crime 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
* 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)

**PARTNER ORGANIZATIONS**

|  |  |
| --- | --- |
| **Lori Delagrammatikas**, Program Coordinator for MASTER  The Academy for Professional Excellence  6505 Alvarado Road, Suite 107  San Diego, California 92120  (909) 213-6059  [ldelagra@projects.sdsu.edu](mailto:ldelagra@projects.sdsu.edu)  <http://theacademy.sdsu.edu/programs/> | **Krista Brown**,  APS Project Coordinator The Academy for Professional Excellence  6505 Alvarado Road, Suite 107  San Diego, California 92120  (510) 459-0731  [krbrown@projects.sdsu.edu](mailto:krbrown@projects.sdsu.edu)  <http://theacademy.sdsu.edu/programs/> |
| **Kathleen Quinn**, Executive Director  National Adult Protective Services Association  920 South Spring Street, Suite 1200  Springfield, IL 62704  (217) 523-4431 / (271) 522-6650  [Kathleen.quinn@apsnetwork.org](mailto:Kathleen.quinn@apsnetwork.org) | **Paul Needham**, Chair  NAPSA Education Committee  Oklahoma Dept of Human Services  PO Box 25352,  Oklahoma City, OK  405-521-3660  [paul.needham@okdhs.org](mailto:paul.needham@okdhs.org) |
| **Bethany Berube**, Chair  Protective Services Operations Committee of the County Welfare Director’s Association  5957 S. Mooney Blvd  Visalia, CA 93277  [BBerube@tularehhsa.org](mailto:BBerube@tularehhsa.org) |  |

**Academy for Professional Excellence**- 6505 Alvarado Road, Suite 107

Tel. (619) 594-3546 – Fax: (619) 594-1118 – <http://theacademy.sdsu.edu/programs/>

**ACKNOWLEDGMENTS**

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

**Agencies**

California Department of Social Services, Adult Services Branch

California Social Work Education Center Aging Initiative

Los Angeles County Adult Protective Services Agency

Orange County Social Services Agency

Riverside County Department of Public Social Services

San Bernardino County Department of Aging and Adult Services

San Diego County Aging and Independence Services

**Regional Curriculum Advisory Committee**

Carol Mitchel, APS Manager and PSOC Representative, Orange County

Beverly Johnson, LCSW, Staff Development Officer, Riverside County

Carol Castillon, APS Supervisor, San Bernardino County

Carol Kubota, LCSW, Staff Development Officer, Orange County

LaTanya Baylis, Staff Development Officer, San Bernardino County

Ralph Pascual, Staff Development Officer, Los Angeles County

**Committees**

Project MASTER Steering Committee

APS Core Curriculum Committee

National Adult Protective Services Association Education Committee

Protective Services Operations Committee of the California Welfare Directors’

Association

**Evaluation Consultants**

Jane Birdie, Evaluation Consultant

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COURSE OUTLINE

|  |  |  |  |
| --- | --- | --- | --- |
| **Content** | **Total Time** | **Activities** | **Slides/pages** |
| **Welcome & Introductions: Objectives, Overview of project, housekeeping** | 30 minutes | Lecture, Participant introductions | Slides 1-6 **Handout 2 and 3** |
| **Introduction to Collaboration** | 30 minutes | Activity: Puzzle Exercise -- provides an opportunity to see team dynamics in action, to identify behaviors that support and challenge successful collaboration | Slide 7 |
| **Why Collaborate?** | 30 minutes | Lecture  Mini-exercise: Identifying which benefits/barriers to collaboration are related to competencies required for cross-discipline work | Slides 8-12 |
| **Collaborating with Partner Agencies/Disciplines** | 75 minutes | Lecture  MDT Partners Activity – Trainees identify and define roles of critical collaborative partners and potential areas of conflict  Case Discussion | Slides 13-22 **Handout 4,5 and 6** |
| **Skills for Collaboration** | 60 minutes | Lecture on guidelines for developing cross-discipline relationships  Collaboration Learning Self-Inventory | Slides 23-37 **Handout 7 and 8** |
| **Confidentiality and Information Sharing** | 30 minutes | Distribution of handouts/ & information re: local statutes and laws governing information sharing and confidentiality | Slides 38-40 |
| **Multidisciplinary Teaming in Elder Abuse** | 60 minutes | MDT Exercise that demonstrates the skills needed and the benefits of collaboration | Slides 41-42 **Handout 9** |
| **Q and A and Evaluations** | 15 minutes |  | Slide 43 |

TRAINING GOALS AND OBJECTIVES

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|  |



**LEARNING OBJECTIVES**

Knowledge:

The trainee:

* Can define collaboration as it applies to work across professional disciplines.
* Can articulate the benefits, challenges and barriers to successful collaboration.
* Will be able to describe the roles and functions of the other professional disciplines that are involved in elder/dependent adult abuse prevention, investigation and remediation, and how they work together to produce a safety net for victims of elder abuse.
* Understands the fundamental elements critical to effective team building within a collaborative partnership or relationship.
* Can list at least two strategies for effective interpersonal communication.
* Can list at least two strategies for conflict resolution.
* Understands legal and ethical issues related to confidentiality.

Skills:

The trainee:

* Can identify his/her own interaction style and skills which contribute to or detract from successful collaboration.
* Can identify examples of successful professional collaboration, using case scenarios and anecdotal, personal experiences.
* Can demonstrate beginning skills in communication and networking with other disciplines routinely involved in adult protective service cases, using a case scenario.

Attitudes:

The trainee:

* Values multidisciplinary collaboration in achieving optimal outcomes in adult protective service cases.
* Appreciates the roles and functions of non-investigative personnel on multidisciplinary teams.
* Is motivated to improve his/her own skills to enhance collaboration with professionals from other disciplines.

**EXECUTIVE SUMMARY HANDOUT 1**

**Course Title:** *Pieces of the Puzzle: Collaboration in APS Work*

**Outline of Training:**

In this interactive and thought provoking introductory training, participants learn the benefits, challenges and barriers to successful collaboration, the fundamental elements critical to effective team building within a collaborative partnership or relationship, and can demonstrate beginning skills in communication and networking with other disciplines routinely involved in adult protective service cases. Participants should walk away from this training motivated to improve their own collaborative skills.

The following instructional strategies are used: lecture segments; interactive activities/exercises (e.g. small group discussion, case studies); question/answer periods; PowerPoint slides; participant guide (encourages self-questioning and interaction with the content information); embedded evaluation to assess training content and process; and transfer of learning activity to access knowledge and skill acquisition and how these translate into practice in the field.

**Course Requirements:**

Please note that training participants are expected to participate in a variety of in-class and post-training evaluation activities. These activities are designed to enhance the learning experience and reinforce the skill acquisition of training participants as well as determine the overall effectiveness of the trainings.

An executive summary of each training and directions for post-training evaluation activities will be provided to training participants and their supervisors.

**Target Audience:**

This course is designed for new APS social workers as well as Vulnerable Adult Abuse partners (e.g. conservatorship investigators, workers in the aging and disability networks, law enforcement). This training is also appropriate for senior staff that require knowledge and/or skills review.

**Outcome Objectives for Participants:**

Knowledge:

The trainee:

* Can define collaboration as it applies to work across professional disciplines.
* Can articulate the benefits, challenges and barriers to successful collaboration.
* Will be able to describe the roles and functions of the other professional disciplines that are involved in elder/dependent adult abuse prevention, investigation and remediation, and how they work together to produce a safety net for victims of elder abuse.
* Understands the fundamental elements critical to effective team building within a collaborative partnership or relationship.
* Can list at least two strategies for effective interpersonal communication.
* Can list at least two strategies for conflict resolution.
* Understands legal and ethical issues related to confidentiality.

Skills:

The trainee:

* Can identify his/her own interaction style and skills which contribute to or detract from successful collaboration.
* Can identify examples of successful professional collaboration, using case scenarios and anecdotal, personal experiences.
* Can demonstrate beginning skills in communication and networking with other disciplines routinely involved in adult protective service cases, using a case scenario.

Attitudes:

The trainee:

* Values multidisciplinary collaboration in achieving optimal outcomes in adult protective service cases.
* Appreciates the roles and functions of non-investigative personnel on multidisciplinary teams.
* Is motivated to improve his/her own skills to enhance collaboration with professionals from other disciplines.

**Transfer of Learning:** *Ways supervisors can support the transfer of learning from the training room to on the job.*

**BEFORE the training**

Supervisors can encourage line staff to attend the training and help them identify particular situations where collaboration would be beneficial in their work. Training participants can share these experiences during training.

**AFTER the training**

Supervisors can read the training executive summary and instructions for out-of-class transfer of learning activity. Supervisor and training participant will then schedule a time to complete the activity together – at this point the trainees can share what specific skills they obtained from the training. If further staff involvement is available, trainees may present an overview of what was learned to other staff members to encourage collaboration and a culture of learning.

**PRESENTATION**

**WELCOME AND INTRODUCTIONS**

**TIME ALLOTTED: 30 minutes**



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| **Slide #4:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |



**HANDOUT 2**

Dear Training Participant,

As a training program for the Academy for Professional Excellence at San Diego State University School of Social Work, MASTER (*Multi-disciplinary Adult Services Training & Evaluation for Results*) has 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 trainings’ effectiveness and relevance to your needs, and help you better serve adults and their families; and
2. To see if the training has been effective in getting its points across.

**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 linking is done, we will only be looking at class aggregate scores, rather than 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 a questionnaires administered before and after the training. The questionnaire will be coded with a unique identifier system 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 questionnaires.

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](mailto:jcoloma@projects.sdsu.edu)

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| **Slide# 5** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**HANDOUT #3**

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| Trainee ID Code |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Date |  |  | / |  |  | / |  |  |
|  | M | M |  | D | D |  | Y | Y |

**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.

\_\_\_ \_\_\_ \_\_\_

1. 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.

\_\_\_ \_\_\_ \_\_\_

1. 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*.**

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| **Slide #6:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**INTRODUCTION TO COLLABORATION**

**TIME ALLOTTED: 30 minutes**



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**TOPIC: Puzzle Activity**

The objectives of this icebreaker/learning activity are:

* Provide participants with opportunity to see group dynamics in action.
* Provide opportunity for small teams to work together collaboratively to accomplish task.
* Identify group behaviors that support and challenge successful teamwork.
* Recognize and discuss how decision-making occurs when a group is faced with a complex task.

ACTIVITY:

* All teams work for the same system, but are located in 4 different locations.
* The goal is to finish the whole project as quickly as possible, but there will be a time limit of 15 minutes.
* Review the rules (which should be posted on the slide):
* The teams cannot communicate with each other in any way and must stay at their table.
* Each team can send a representative to the meeting area at one time. (Point out the meeting area marked on the floor in the middle of the room.)
* Each representative can bring **up to 3 pieces** during each visit.
* A meeting can only happen when representatives are present from each of the teams. (When one leaves, the meeting is over.)
* A different representative must come to the meeting area each time. (After each member has gone to the meeting area, they can rotate through again.)
* All communication in the meeting area is **nonverbal**.

AFTER THE ACTIVITY IS COMPLETED:

When all four puzzles are successfully put together or teams stop sending members to the meeting area (preventing a team from completing their puzzle), participants process their experience of the activity using the following questions:

* 1. What happened in your small teams? What was your goal, and how did you decide to accomplish that goal?
  2. What happened in the meeting area? How did that affect your strategy?

How did you decide to change your strategy?

* 1. When were you most excited and hopeful? Most frustrated?
  2. How is this activity like your work? How is this activity like your work when you need to work cross-disciplinarily (e.g. with law enforcement, Ombudsman, medical, prosecution, etc.)?
  3. What are the lessons you can take away about decision making and working together?

**WHY COLLABORATE?**

**TIME ALLOTTED: 30 minutes**



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Knowledge

* Discipline-specific knowledge and expertise
* Understanding of MDT partner roles

Skills

* Interpersonal skills
* Communication skills
* Conflict resolution skills

Attitudes/Values

* Belief that multidisciplinary work creates optimal results for clients
* Willingness to accept feedback

Agency/institutional support for collaboration

**COLLABORATING WITH PARTNER AGENCIES/DISCIPLINES**

**TIME ALLOTTED: 75 minutes**



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HANDOUT 4 – MDT PARTNERS

|  |  |  |  |
| --- | --- | --- | --- |
|  | Agency | How they help | Potential Areas of conflict |
| 1. | Adult Protective Services |  |  |
| 2. | Home Delivered Meals |  |  |
| 3. | Code Enforcement |  |  |
| 4. | Animal Control |  |  |
| 5. | Public Guardian/  Conservator |  |  |
| 6. | Adult Day Health Centers/Adult Day Social Centers |  |  |
|  | Agency | How they help | Potential Areas of conflict |
| 7. | Caregiver Agency |  |  |
| 8. | Utility Companies |  |  |
| 9. | Law Enforcement |  |  |
| 10. | Social Security |  |  |
| 11. | Representative Payee Program |  |  |
| 12. | Private Doctors/  Hospitals |  |  |
|  | Agency | How they help | Potential Areas of conflict |
| 13. | Long-Term Care Ombudsman |  |  |
| 14. | Community Care Licensing |  |  |
| 15. | State Contractor’s Licensing Board |  |  |
| 16. | Medicaid |  |  |
| 17. | Mental Health |  |  |
| 18. | Veterans Administration |  |  |
|  | Agency | How they help | Potential Areas of conflict |
| 19. | Office on Aging |  |  |
| 20. | Disability Resource Center/ Disability Advocates |  |  |
| 21. | Public Health |  |  |
| 22. | Rape Crisis Program |  |  |
| 23. | Welfare Fraud Investigations |  |  |
| 24. | Domestic Violence Program/Shelter |  |  |

Handout 5 CASE EXAMPLE

L is a frail, 83 year old widow whose only son is deceased. L’s only living relatives are an adult grandson, granddaughter and ex-daughter-in-law. The grandson moved in with L after L’s husband’s death, but she later asked him to leave because he contributed nothing to the household, was allegedly abusing drugs, and wrecked a car she bought for him. He had also become verbally and physically abusive. The grandson refused to move out.

The first report of the grandson’s abusive behavior came to APS from the ex-daughter-in-law (i.e. his mother); the second, from the domestic violence specialist referred by APS after the first report. APS confirmed physical and verbal abuse. As a result of the investigation, the APS worker advised L to take out restraining orders on all three of her relatives because of concerns about possible financial abuse. L refused to request a restraining order against the grandson, and a temporary restraining order against the women was withdrawn after L hired an attorney to defend them. L sought support through her church. Her minister did a home visit. Since L had last attended church, the minister noted that she had lost weight, wasn’t eating, and was recovering from pneumonia. He also noted that her arthritis was making it more difficult to ambulate and to complete routine household chores such as shopping, cleaning and cooking. He spoke to the grandson. The visit from her minister triggered another argument with her grandson. After the minister left, the grandson slapped L so forcefully that she fell to the ground. L was taken to the hospital and treated for her injuries. L’s former daughter-in-law reported the abuse, and all three women cooperated with the law enforcement investigation. The suspect claimed that his grandmother was demented and had attacked him.

Discussion questions:

1. What are L’s strengths?
2. What are your hypotheses about what might is happening with L/what she might need?
3. Name some of the stakeholders/MDT partners who might become involved in this case, and benefits of involving those agencies/partners.
4. What might be sources of conflict in the ways that various MDT members might view this case?
5. What might be some areas of assessment/need that MDT members might agree on?

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| **Slides #19** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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Handout 6:

APPROACHING AN MDT MEMBER ABOUT COLLABORATING

* Identify an issue of concern
* Involve the correct MDT partner(s) and invite them to work with you
* Establish a consensus with identified partners regarding the purpose of the collaboration
* Define each person’s/agency’s tasks - roles, responsibilities, accountability
* Establish a plan of action with clear goals, timelines, and clearly stated desired outcome of the collaboration

Example:

* There is a concern that abuse complaints about private conservators are getting lost because friends and family don’t know where to report. You decided to “fix” the problem. After identifying this issue…
* Decide who to invite to the meeting: Who should get the reports? Who is currently getting reports? Who has the authority to respond effectively to these reports? All of these players should be at the table. Next…
* Brainstorm the best way to respond to this issue with the team. Should there be a policy put in place? If so, at which agency? Should there be a training to let all the professionals know where to report? Or should there be an awareness campaign for the public?
* Then decide who will take on which tasks. Let’s say you decide to develop an informational pamphlet to be given to families when a conservator is appointed. Who is going to write the pamphlet? Who is going to pay for it? Who should approve the wording? How will the pamphlet be distributed?
* Then, develop a clear action plan. The plan should include timelines and goals. It should also include check-in meetings/calls. And, it should include a way to figure out whether the plan is working.
* Check back: How is your plan going to be evaluated to ensure accountability?

Adapted from: Kathryn Hyer, DrPA, Author. Editor: Conchita Rader, MA, RN. Staff Development Partners Edition

Instructor Guide. The John Hartford Foundation, Institute for Geriatric Nursing. Module 20. Retrieved on 11/1/11 from: http://www.evidence2practice.org/topics/Hartford/data/guides/Module20InterdisciplinaryCollaboration.doc

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| **Slide #22** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**SKILLS FOR COLLABORATION**

**TIME ALLOTTED: 60 minutes**



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| **Slide #23** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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| **Slide #25** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Slide #28** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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Example of what can happen when steps are **not** followed:

A social worker on a MDT was increasingly frustrated with a team member from a partner agency due to of lack of collaboration. She felt the other team member was essentially not interested in collaboration but in doing things her way and not receiving input. The social worker discussed the issue in supervision, and possible strategies were addressed. Among the issues the supervisor pointed out was that, while you can coach, discuss, share observations, etc., you cannot change people, and some people have less than optimal team-oriented styles. Supervision focused on ways to make requests such as “I need…” rather than “You’re not….”

Despite this coaching during supervision, the social worker decided to “let loose” and confront the other team member in front of the rest of the MDT during a team building retreat self-reflection exercise (similar to the one we did earlier). The social worker attacked the person, not on a case-specific problem. She chose an inappropriate time and place for the discussion. She did not take any responsibility for her part in the communications. Rather than building the relationship up, she tore it down.

Handout 7 PRINCIPLES OF CONFLICT RESOLUTION

* Identify issues causing a conflict before there is an explosion.
* Attack the problem; do not blame the person.
* Choose an appropriate time and place for the discussion.
* Leave “old stuff” behind.
* Focus on what can be done, not on what can't be done.
* Encourage differing points of view and honest dialogue.
* Accept ownership for your part of the problem.
* Demonstrate understanding of the other person's point of view before giving your own.
* Keep the focus on how resolution of the issue will advance your shared mission!

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| **Slide #30** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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| **Slide #36** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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# Handout 8 COLLABORATION LEARNING INVENTORY[[1]](#footnote-1)

The following is to be used as a guide for your own self-awareness. By completing the following inventory, you will have an opportunity to identify your own strengths and learning areas as a collaborator. The behavior, trait or knowledge associated with each item is what our best thinking shows for successful collaboration. This guide is based on research on collaboration and from successful collaboration efforts. You have an opportunity to gain awareness of how you help or prevent collaboration. Awareness is the first step in learning. You will find this activity the most useful when you can be your most honest. **You will not be required to share your responses.**

Please rate yourself on a scale of 1 to 5.

1 = This is a great opportunity for me to LEARN/DEVELOP MY SKILLS

5 = This is a great opportunity for me to TEACH/MODEL for others

## KNOWLEDGE and ATTITUDES

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I can articulate the mission, and services of APS. | 1 | 2 | 3 | 4 | 5 |
| I can articulate the mission, services and role of partner organizations. | 1 | 2 | 3 | 4 | 5 |
| I practice and value good communication strategies. | 1 | 2 | 3 | 4 | 5 |
| I find common elements and shared mission as the focus of my communications with partners. | 1 | 2 | 3 | 4 | 5 |
| I believe collaborative efforts are an effect way to deliver optimal services to my clients. | 1 | 2 | 3 | 4 | 5 |
| I am perceived by others as having expertise in my field. | 1 | 2 | 3 | 4 | 5 |
| I can describe how collaborative group process differs from other group processes. | 1 | 2 | 3 | 4 | 5 |
| I can identify specific barriers to collaboration and common methods to overcome them. | 1 | 2 | 3 | 4 | 5 |

**SKILLS: Personal traits/characteristics and communication style**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I am perceived as a positive person. | 1 | 2 | 3 | 4 | 5 |
| I use humor effectively. | 1 | 2 | 3 | 4 | 5 |
| I am flexible in communication and making decisions. | 1 | 2 | 3 | 4 | 5 |
| Others describe me as fair and tolerant. | 1 | 2 | 3 | 4 | 5 |
| I encourage direct, honest communication. | 1 | 2 | 3 | 4 | 5 |
| I know my strengths and weaknesses | 1 | 2 | 3 | 4 | 5 |
| I am flexible. | 1 | 2 | 3 | 4 | 5 |
| I make a conscious effort to improve my skills through training and sharing of information/research. | 1 | 2 | 3 | 4 | 5 |
| I am not ego or turf centered, but known as a doer and collaborator | 1 | 2 | 3 | 4 | 5 |

**SKILLS: Nurturing and sustaining effective relationships with partners**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I make active efforts to build relationships with people who are my collaborative partners. | 1 | 2 | 3 | 4 | 5 |
| I provide a safe environment for others to express their feelings and concerns. | 1 | 2 | 3 | 4 | 5 |
| I can initiate and maintain effective collaborations. | 1 | 2 | 3 | 4 | 5 |
| I can access and utilize the skills and knowledge of others. | 1 | 2 | 3 | 4 | 5 |
| I can identify the principles of conflict resolution. | 1 | 2 | 3 | 4 | 5 |
| I employ principles of conflict resolution to address issues, when needed. | 1 | 2 | 3 | 4 | 5 |
| I regularly employ active listening techniques to avoid or address conflicts/communication challenges. | 1 | 2 | 3 | 4 | 5 |
| I identify and contact a variety of community resources | 1 | 2 | 3 | 4 | 5 |

Star the items that indicate additional learning needs for you. It may be where you scored a 1 or a 2, or ones that you identify as high priority for your work role or personal development.

Answer the following question, using this tool as a guide. What are my top 5 areas of strength as a collaborator?

1)

2)

3)

4)

5)

**CONFIDENTIALITY AND INFORMATION SHARING**

**TIME ALLOTTED: 30 minutes**



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| **Slide #38** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
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| **Slide #40** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Multidisciplinary Teaming in Elder Abuse**

**TIME ALLOTTED: 60 minutes**



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| **Slide #41** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **SLIDE #42** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Handout 9 **MDT TEAM EXERCISE**

Instructions

1. You are a member of the MDT Team.
2. You are attending a meeting of the team to discuss a specific case.
3. You are to select the most promising suspect who will become the subject of a search warrant that law enforcement member(s) will serve.
4. You are also required to determine what type of short and long term supports and protective services are needed for the victim and determine who will provide what services.
5. You have been provided with a statement of facts and a list of potential suspects.
6. Your task is to select the most likely perpetrator and to eliminate the other six suspects for a specific reason. Reasons for disqualification must be recorded by the group.
7. Assume that there is one correct suspect.
8. Assume that all data is correct and complete.
9. You have approximately 30 minutes to choose the suspect.
10. There must be substantial agreement in your group that the problem has been solved.
11. You must solve the problem as a group.
12. You may organize your work in any way that you please.

**Subject Profiles**

|  |  |
| --- | --- |
| Name: Bill McHann  Age:42  Blood Type: O+  Hair Color: Brown  Employment: Erratic history in construction  Criminal History: None  Name: Jeff Green  Age: 23  Blood Type: B+  Hair Color: Green  Employment: Adult Daycare Program  Worker  Criminal History: One Arrest for Disorderly  Conduct  Name: Pete Podgerski  Age: 49  Blood Type: B+  Hair Color: Brown  Employment: Unemployed  Criminal History: Two Arrests for DUI,  One Arrest for Public  Drunkenness  Name: Mike Rogge  Age: 26  Blood Type: B+  Hair Color: Brown  Employment: Temporary Substitute Adult  Daycare Program Worker  Criminal History: One Narcotics Arrest | Name: Paul Strong  Age: 38  Blood Type: B+  Hair Color: Brown  Employment: Attorney  Criminal History: None  Name: Mike Eagleheart  Age: 29  Blood Type: B+  Hair Color: Black  Employment: Police Officer  Criminal History: None  Name: Rex McHann  Age: 17  Blood Type: B+  Hair Color: Red  Employment: Student  Criminal History: Two Juvenile  Arrests, Currently on  Probation |

**Q and A and Evaluations**

**TIME ALLOTTED: 15 minutes**



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| **Slide #43:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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NOTE: The National Center on Elder Abuse (NCEA) has an annotated bibliography titled, “Multidisciplinary and Collaborative Approaches in Responding to Elder Abuse” which contains over seventy articles. At the time of publication of this curriculum it was accessible at:

http://www.ncea.aoa.gov/Main\_Site/Library/CANE/CANE\_Series/CANE\_MultidisciplinaryAndCollaborativeApproaches.aspx

1. Adapted with permission from: Training Module: Collaboration to Provide Services to At Risk Families. Academy for Professional Excellence, San Diego, CA [↑](#footnote-ref-1)