PROFESSIONAL COMMUNICATIONS

Evaluation Activity

Instructions:

For this activity, you are being asked to identify both the question content type (*general, focused,* or *disclosure clarification*) and question content style (*open-ended, multiple choice, yes/no, leading,* or *coercive*).

Use the following script of an interview between a worker (W) and a client (C). In the first column, please identify what content type (*general*, *focused,* or *disclosure clarification*) the question is using the key below. In the second column, please identify what style (*open-ended, multiple choice, yes/no, leading,* or *coercive*) the question is using the key below. Use line #1 of the script as an example. You may use your training materials as references.

NOTE: When making a decision about the question style, you may find that a question is *open-ended*, *multiple choice*, or *yes/no* **AND** also either *leading* or *coercive*. If this is the case, please only select *leading* or *coercive*, and not the other relevant style type (so, if the worker's statement is both multiple choice and coercive, choose only coercive).

KEY

QUESTION CONTENT TYPE	
G	**General**
F	**Focused**
DC	**Disclosure Clarification**

QUESTION STYLE	
O	**Open-Ended**
MC	**Multiple Choice**
Y/N	**Yes/No**
L	**Leading**
C	**Coercive**

Trainee ID Code | | | | | | | | |

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KEY

QUESTION CONTENT TYPE	
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QUESTION STYLE	
O	**Open-Ended**
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Y/N	**Yes/No**
L	**Leading**
C	**Coercive**

CONTENT	STYLE		
G	**O**	**1 W:**	What's your name?
		2 C:	Marge.
		3 W:	Marge, who lives with you?
		4 C:	My son, John.
		5 W:	Does John provide any of your care?
		6 C:	Yes.
		7 W:	What kind of help does he provide?
		8 C:	He does all the housekeeping, as best he can, and the grocery shopping and cooking. He also takes me to the doctor. And, sometimes I have to ask him for help getting to the bathroom.
		9 W:	I take it John isn't much of a housekeeper. Doesn't that bother you?
		10 C:	Like I said, he does his best.
		11 W:	How do you and John get along?
		12 C:	Ok, most of the time.
		13 W:	Tell me about the times when you don't get along.
		14 C:	Well…sometimes I get on his nerves.
		15 W:	What happens then? Does he lose his temper or yell at you?
		16 C:	(*silence*)

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CONTENT	STYLE		
		17 W:	What kinds of things do you do that gets on his nerves?
		18 C:	Well, he hates it when I interrupt his television programs because I need help to the bathroom.
		19 W:	Does he take you to the bathroom then or does he ignore you?
		20 C:	Sometimes he's bush and I have to wait. And sometime I have accidents and that makes him really mad.
		21 W:	So he blames you for the accidents?
		22 C:	Yeah. He acts like I did it on purpose but I can't help it.
		23 W:	Does he help you clean up after an accident or do you clean up after yourself?
		24 C:	He does sometimes, but he yells at me the whole time. And, he is not very gentle.
		25 W:	What do you mean when you say that he is not gentle?
		26 C:	Well, he grabs me up off the chair and pushes me into the bathroom. I have a hard time walking fast so sometimes he drags me.
		27 W:	(*sees bruises on arms)* Is that how you got those bruises on your arms?
		28 C:	I guess so.
		29 W:	When was the last time John got mad at you?
		30 C:	Yesterday.

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KEY

QUESTION CONTENT TYPE	
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QUESTION STYLE	
O	**Open-Ended**
MC	**Multiple Choice**
Y/N	**Yes/No**
L	**Leading**
C	**Coercive**

CONTENT	STYLE		
		31 W:	You said he pushes and drags you. Did he do that yesterday?
		32 C:	Yeah, he was really mad because I had messed myself.
		33 W:	So, he was more angry than usual?
		34 C:	I guess so.
		35 W:	He was so mad that he hit you, didn't he?
		36 C:	(*silence*)
		37 W:	Marge, you have to tell me what happened or the police won't do anything.
		38 C:	I don't want to talk about this anymore.

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PROFESSIONAL INTERVIEW CHECKLIST

Directions for the use of the checklist: This checklist is designed to use on yourself for an interview that you conduct. For each statement, rate yourself on the following scale:

0 = Did Not Attempt **1 = Attempted & Needs Improvement** **2 = Adequate**

Note: Some of the items in this list are present in more than one section because they apply to more than one activity. In some cases, you may need or want to repeat or emphasize the item by covering it more than once.

A: PREPARING FOR THE INTERVIEW

1. Review the report.
2. Check for previous APS history.
3. Determine what information you need and who should be contacted.
4. Determine what other agencies need to be involved.
5. Determine what agency policies/procedures apply.
6. Determine safety issues.
7. Determine whether any accommodations are needed for the client's disability.
8. Determine if a translator will be needed.

B: ESTABLISHING AND MAINTAINING RAPPORT

1. Introduce yourself to the client and explain your helping role.
2. Separate the client from the suspected abuser.
3. Minimize noise- check for hearing (hearings aids w/working batteries?).

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4. Make sure the client is comfortable (i.e. not tired, thirsty, hot/cold, bathroom breaks, pain?).
5. Give the client your full attention (ask if it is ok to take notes).
6. Check-in on your own assumptions, fears, and stereotypes.
7. Begin with non-emotional questions.
8. Verify client's identifying information (name spelling, DOB, contact information).
9. Find common ground with the client.
10. Be patient and give the client time to answer questions.
11. Refrain from being judgmental, discounting, morally outraged, etc.
12. Be reassuring if the client is emotional.
13. Accurately reflect the client's emotions.
14. Acknowledge the client's anxiety and attempt to discern its cause.
15. Acknowledge the client's anxiety and attempt to discern its cause.

C: BODY LANGUAGE OF THE INTERVIEWER

1. Maintain eye contact (if culturally appropriate).
2. Use a quiet, warm tone of voice.
3. Lean forward and keep body position open.

D: FRAMING THE INTERVIEW PROCESS

1. Explain your job as it relates to the interview.
2. Ask the client to explain why they think you are visiting them.

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3. Explain what is going to happen during the interview, reassure him/her of your helpful intentions.
4. Ask him/her to correct you if you misunderstand anything his/she says.
5. Ask him/her to let you know if something is hard to talk about so that you can find an easier way to share it.

E: INVESTIGATIVE QUESTION STYLE AND USE OF LANGUAGE

1. Begin the investigative portion of the interview with open-ended, general questions.
2. Move into more focused open ended abuse questions as rapport is built.
3. Use open-ended questions more than 50% of the time.
4. Use invitational style questions (e.g. "Tell me more") to encourage responses.
5. Use narrative cues (e.g. "Uh huh." "I see." "What else?") to keep the client talking.
6. Avoid using leading questions.
7. Avoid using multiple choice questions (unless the client is unable to verbalize answers).
8. Avoid using yes/no and either/or questions (unless the client is unable to verbalize answers).
9. Avoid using "tag" questions (e.g. "…, didn't you?").
10. Don't repeat a question to try and get the "right" answer (coercive).
11. Follow-up on abuse disclosures to "drill down" for more details after the client discloses abuse.
12. Use open-ended questions to ask for the specifics of the abuse (who, what where, when and how).
13. Don't ask the client to explain "why" the abuse occurred.

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F: SPECIAL CONSIDERATIONS

1. Identify barriers to communication and determine what adaptations can be made (e.g. translators, assistive devices, pace of the interview, etc.).
2. Check the client's hearing and minimize noise/ provide assistance or assistive devices.
3. Check the client's vision and make needed adjustments to the setting.
4. Provide the client with breaks if he/she gets tired or needs the restroom.
5. Keep tabs on the client's level of pain if pain is an issue.
6. Be reassuring if the client has been traumatized.
7. Speak directly to the client, not the caregiver or translator.
8. Consider how cultural differences may influence your communication with the client.
9. Adapt your interview style to the functional level of the client. (Simpler language and more concrete questions).
10. Anchor your questions in the salient events in the client's life.

H: COMMENTS ABOUT THE INTERVIEW PROCESS

Academy for Professional Excellence

Multi-disciplinary Adult Services Training & Evaluation for Results

Training Evaluation - Satisfaction Survey

Class Name: _____

Trainer 1: _____ **Date:** _____

Trainer 2: _____ **Length:** _____

Trainer 3: _____ **Location:** _____

Please enter your TraineeID CODE: ___ ___ ___ ___ ___ ___ ___ ___

For each question, please check the box under the number that best represents your assessment of the course, using the scale of 1=strongly disagree and 5=strongly agree. Please print!

		Strongly Disagree 1	2	3	4	Strongly Agree 5
A:	**Content of the Training**					
1.	The competencies and learning objectives were clearly identified.	☐	☐	☐	☐	☐
2.	The training included examples of evidence-based practices and/or best practices related to this topic.	☐	☐	☐	☐	☐
3.	The training addressed the ethical issues likely to arise in respect to this topic/issue/ area of practice.	☐	☐	☐	☐	☐
4.	The training promoted discussions of ethical issues.	☐	☐	☐	☐	☐

		Strongly Disagree 1	2	3	4	Strongly Agree 5
B:	**Trainer(s)**					
1.	The trainer(s) presented the content of the training clearly and effectively.	☐	☐	☐	☐	☐
2.	The trainer(s) displayed a clear understanding of the subject matter.	☐	☐	☐	☐	☐
3.	The trainer(s) promoted and facilitated discussions of cultural sensitivity.	☐	☐	☐	☐	☐
4.	The trainer(s) stimulated discussion and was responsive to participants.	☐	☐	☐	☐	☐
5.	Overall, I am satisfied with TRAINER 1: **0**	☐	☐	☐	☐	☐
6.	Overall, I am satisfied with TRAINER 2: **0** **N/A** ☐	☐	☐	☐	☐	☐
7.	Overall, I am satisfied with TRAINER 3: **0** **N/A** ☐	☐	☐	☐	☐	☐

		Strongly Disagree 1	2	3	4	Strongly Agree 5
C:	**Application Potential of Professional Learning Inventory - APPLI 33**					
1.	As a result of the training, I substantially increased my knowledge on this topic.	☐	☐	☐	☐	☐
2.	As a result of the training, I have developed new skills.	☐	☐	☐	☐	☐
3.	The training has affected some of my attitudes concerning this topic area.	☐	☐	☐	☐	☐
4.	As a result of this training, I have a better conceptualization of what I already do on the job.	☐	☐	☐	☐	☐
5.	I am motivated to put this training into practice on the job.	☐	☐	☐	☐	☐
6.	I will meet with my supervisor to discuss application of this training on the job.	☐	☐	☐	☐	☐

		Strongly Disagree 1	2	3	4	Strongly Agree 5
7.	My supervisor expects me to use this training on the job.	☐	☐	☐	☐	☐
8.	Even if no one notices, I will use knowledge learned from this training on the job.	☐	☐	☐	☐	☐
9.	The trainer helped me see how the training can be applied on the job.	☐	☐	☐	☐	☐
10.	The information I received from this training can definitely be used with people I serve.	☐	☐	☐	☐	☐
11.	I have already made a plan with a co-worker to use this training.	☐	☐	☐	☐	☐
12.	There is at least one co-worker who will be supportive of my application attempts.	☐	☐	☐	☐	☐

(CONTINUED ON BACK)

	Strongly Disagree 1	2	3	4	Strongly Agree 5
13. I will have sufficient opportunities to practice the new ideas/skills/techniques on the job.	☐	☐	☐	☐	☐
14. My organization expects me to use the training on the job.	☐	☐	☐	☐	☐
15. When I think back to other training I have attended, I can say that I have used the training on the job. I can even think of specific application examples.	☐	☐	☐	☐	☐
16. I have a plan to implement this training.	☐	☐	☐	☐	☐
17. I am very confident that I will use the training on the job.	☐	☐	☐	☐	☐
18. I will have the time to review materials and make an implementation plan.	☐	☐	☐	☐	☐
19. Prior to the workshop, I was motivated to attend.	☐	☐	☐	☐	☐

	Strongly Disagree 1	2	3	4	Strongly Agree 5
20. During the training, I was thinking of ways I could apply the training content to the job.	☐	☐	☐	☐	☐
21. The trainer/training provided sufficient opportunities to practice new information/skills.	☐	☐	☐	☐	☐
22. I can think of specific cases/people I serve to which (with whom) this training can be used.	☐	☐	☐	☐	☐
23. My supervisor helped to prepare me for this training by discussing my learning needs and potential applications.	☐	☐	☐	☐	☐
24. The trainer provided some practical ideas that can be used on the job.	☐	☐	☐	☐	☐
25. The trainer gave examples of when to use ideas/skills/strategies on the job.	☐	☐	☐	☐	☐
26. The trainer helped motivate me to want to try out training ideas on the job.	☐	☐	☐	☐	☐

	Strongly Disagree 1	2	3	4	Strongly Agree 5
27. The workshop objectives were adequately addressed.	☐	☐	☐	☐	☐
28. This training content is consistent with my agency's mission, philosophy and goals.	☐	☐	☐	☐	☐
29. This training content is consistent with my agency's policies and my individual responsibilities.	☐	☐	☐	☐	☐
30. This training will help me to continue learning in this topic area.	☐	☐	☐	☐	☐
31. As a result of the training, I will be a more effective worker.	☐	☐	☐	☐	☐
32. The information I learned today can help make a difference with people I serve.	☐	☐	☐	☐	☐
33. Overall, I am satisfied with this training.	☐	☐	☐	☐	☐

Please provide two examples of how you will apply what you have learned in this training to your job:

1.

2.

Suggestions for improving the content of this training:

Suggestions for improving the presentation of this training:

Suggestions of other training topics you would like to see us offer:

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MASTER DEMOGRAPHIC SURVEY

Dear Training Participant,
By providing us with the following demographic information, you will be helping us to understand the effectiveness of this training for future participants. Your participation with this survey is completely voluntary and all of the information will be kept entirely confidential. 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.

1. **What is the HIGHEST level of your formal education? (Check only ONE box)**
   - ☐ High School
   - ☐ Some College
   - ☐ BA/BS Degree
   - ☐ BSW Degree
   - ☐ MA/MS Degree
   - ☐ MSW
   - ☐ PsyD
   - ☐ PhD – Field related to social work? ➔ ☐ Yes ☐ No

2. **How long have you been in your current position?**
   ☐ Less than 1 Year ☐ 1 – 2 years ☐ 3 – 5 years ☐ 6 – 10 years ☐ 11+ years

3. **Do you hold a current license as a mental health practitioner?**
   ☐ Yes ☐ No
   If yes, which one?
   ☐ LCSW ☐ MFT ☐ Lic./Registered Psychologist ☐ Other: _____

4. **How do you identify yourself in terms of ethnicity/race?**
   - ☐ African American
   - ☐ American Indian/Alaskan Native
   - ☐ Asian/Pacific Islander
   - ☐ Caucasian/White
   - ☐ Hispanic/Latino (specify):_____
   - ☐ Multi-racial (specify): _____
   - ☐ Other (specify): _____

5. **What is the year were you born?**
   ____ ____ ____ ____

6. **What is your gender?**
   ☐ Male ☐ Female

7. **Is English your second language?**
   ☐ Yes ☐ No
   If yes, what is your first language? _____

8. **What STATE do you work in?** _____

   a. **If you work in CALIFORNIA, what COUNTY do you work for?** _____

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MASTER DEMOGRAPHIC SURVEY

9. Which of these best describes your primary job assignment? Please provide clarification if your job function is not typical of that category (e.g. MSSP Nurse in Aging Services, APS Trainer, Community Information Police Officer):

APS Only ➔ ☐ (1) Line Worker ☐ (2) Supervisor ☐ (3) Manager ☐ (4) Other:

☐ (29) Case Managers (IHSS or Other Homemaker Services)

☐ (13) Aging Services	☐ (20) Mental Health
☐ (14) Code Enforcement	☐ (21) Nursing (APS or Public Health)
☐ (15) Financial Abuse Trainer or Advocate	☐ (22) Prosecution/Court Services
☐ (16) Law Enforcement	☐ (23) Public Authority
☐ (17) Legal Services	☐ (24) Public Guardian
☐ (18) Long Term Care Provider	☐ (25) Regional Center/Disability Services
☐ (19) Medical (not APS, Public Health, or LTC)	☐ (26) Victim/Witness Assistance

☐ (27) Other (specify): _____

a. If you work for APS, what type of investigations do you conduct?

☐ Disability Investigations Only ☐ Elder Investigations Only ☐ Both

10. How many years of experience do you have working with each of these populations:

Seniors	☐ Less than 1 year	☐ 1 – 2 yrs	☐ 3 – 5 yrs	☐ 6 – 10 yrs	☐ 11+ yrs
Disabled	☐ Less than 1 year	☐ 1 – 2 yrs	☐ 3 – 5 yrs	☐ 6 – 10 yrs	☐ 11+ yrs
Protective Social Services - Adults	☐ Less than 1 year	☐ 1 – 2 yrs	☐ 3 – 5 yrs	☐ 6 – 10 yrs	☐ 11+ yrs
Protective Social Services - Children	☐ Less than 1 year	☐ 1 – 2 yrs	☐ 3 – 5 yrs	☐ 6 – 10 yrs	☐ 11+ yrs

11. Have you had any specialized training in gerontology?

☐ Yes ☐ No

a. If yes, what type (check all that apply)?

☐ Gerontology Graduate Studies (Focus Area)	☐ Gerontology Graduate Studies (Coursework)
☐ Continuing Education Training	☐ Other: _____

12. Which of the following statements best describes your feelings about attending this training series?

☐ I am excited about attending this training series and believe it will help me do my job better.
☐ I am unsure about what this training series has to offer me.
☐ This training series is a requirement. I am looking forward to getting it over with.
☐ I have no feelings, either positive or negative, about attending this training series.

13. I am concerned about the amount of time this training series will require me to be away from my cases:

☐ Yes ☐ No