

# EXECUTIVE SUMMARY

**Course Title:** *Working with the Criminal Justice System*

In this interactive and thought provoking introductory training, participants learn how to identify crimes and the elements of crimes. They learn how to “build” a case that is more likely to be accepted for prosecution and how to support the victim if the case does go to court. And they will learn about their own role as a witness in court.

The following instructional strategies are used: pre-class research, 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 pre-class, 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. Certificates of course completion will be awarded upon completion of ALL course activities.

## **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). This training is also appropriate for senior staff that require knowledge and/or skills review.

## **Outcome Objectives for Participants:**

Learning goals – By the end of the training, participants will be able to:

1. Distinguish the role of Adult Protective Services from the role of LE and Prosecution
2. Identify factors that make a provable case to take to law enforcement:
  - a. Name the three levels of proof
  - b. Name the three types of evidence
3. Explain the difference between an evidence-based and a victim-based case and how that affects the factors that must be proven.
4. Explain APS’s role when a case is accepted for prosecution

- a. Name four things that APS can do for abuse victims when the case has been accepted for prosecution.
  - b. Name four ways that APS can advocate for abuse victims with the criminal justice system
5. Identify the rights of victims and defendants:
    - a. List a minimum of three rights of all adults
    - b. List a minimum of three rights of everyone accused of a crime
  6. Identify the elements of a crime when given the statute.
  7. Identify the crimes that correspond with types of elder abuse.
  8. Explain the importance of documentation to enhance credibility when testifying in a criminal case.
  9. Document the situational context of spontaneous statements.

**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 complete the pre-training research, to attend the training and help them identify particular strengths and/or challenges that they have had working with law enforcement in the past. 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 time is available, trainees may present an overview of what was learned to other staff members to encourage collaboration and a culture of learning.