

**Adult
Protective
Services**

**Adult Protective Services
Core Competency
Curriculum Catalog**



2017



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INTRODUCTION

Available nationally to all Adult Protective Services (APS) organizations and agencies, the 23 core competency training modules offered by the California Department of Social Services (CDSS) through the three Regional Training Academies are designed to provide the foundational knowledge and skills to accomplish the complicated work APS workers are asked to do. Utilizing an interdisciplinary approach and regularly reviewed by experts, these training modules are an evolving resource, covering the theoretical and practical issues encountered in the arena of elder and dependent adult abuse.

In 2001, the National Adult Protective Services Association (NAPSA) undertook the first steps in developing an affordable training resource for APS personnel nationally. They brought a team of APS experts together to determine the core competencies for effective APS practice. From there, the curriculum was fashioned and the 23 core training modules developed. The overarching goal was clear: the professionalization of adult service workers to ensure that abused and vulnerable elders receive high quality, effective interventions and services.

The curriculum is designed to provide exceptional workforce development and organizational support to the health and human services community; and to inspire, nurture and support those dedicated to improving the quality of life in our communities.

The achievement of these ideals is not easy to measure, but the core training curriculum, detailed here and funded by the California Department of Social Services provides the practical means to cultivating a more capable and confident workforce. Better trained staff provide better outcomes for clients.

Regional Training Academy System

The training is delivered through the three Regional Training Academies (RTA): San Diego State, Fresno State, and U.C. Davis. Their partnership with the CDSS is a critical cog in the State's commitment to protecting older adults and adults with disabilities, as is the relationship between the RTAs and the counties they work with to keep the curriculum timely and viable.

SAN DIEGO STATE--SOUTHERN

The Academy for Professional Excellence, a project of San Diego State University School of Social Work provides exceptional workforce development and organizational support to the health and human services community by providing training, technical assistance, organizational development, research, and evaluation. Serving over 10,000 people annually, the Academy continues to grow with new programs and a diversity of training focused on serving the health and human services community in Southern California and beyond. The fiscal agent for the Academy is the San Diego State University Research Foundation, which was incorporated in 1943 and administers grants and contracts on behalf of San Diego State University.

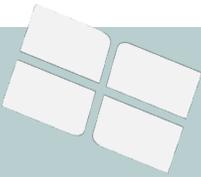


Multi-disciplinary Adult Services Training and Evaluation for Results (MASTER) is a training program designed to provide a competency-based multidisciplinary training to Adult Services workers. The expressed goal is the uniform professionalization and training of APS workers so that abused and vulnerable elders in need receive the highest quality interventions and services possible. Its curriculum is regularly reviewed by experts in the theoretical, practice, policy, and administrative issues of elder and dependent adult abuse.

Website with access to Southern training modules

<https://theacademy.sdsu.edu/programs/master/core-curriculum/>

National Certification



California is the first state to pilot the National Adult Protective Services Association's worker certification program under funding provided through the California Department of Social Services.

The NAPSA Training Certificate is presented by the National Adult Protective Services Association (NAPSA) to APS professionals who complete the required 23 training modules identified as critical to maximizing professional and effective job performance. These modules were developed jointly by NAPSA and the San Diego State University School of Social Work's Academy for Professional Excellence and meet the specifications of the United States Department of Health and Human Services, and the voluntary guidelines embraced by the Administration for Community Living (ACL).

APS professionals within their APS programs are eligible and encouraged to get certified. APS professionals who are either part of a program that requires or encourages their employees to earn the certificate, or individuals and groups who are seeking a better understanding of the additional resources available to allow their best work possible, are eligible and strongly urged to pursue certification.

The requirements are straightforward. To earn the certificate, the applicant must have applied to the program, be employed as an APS professional within his/her APS program, have completed all required training modules, and have at least two years of full-time experience as an APS professional. (Note: applicants may apply and begin their training as soon as they are hired; the certificate will only be awarded after they have completed all the training requirements and have had two years of full-time APS experience.)

The certification is valuable not only because it demonstrates that the APS professional is committed to the profession—to providing the best possible service to clients—but also because it documents the successful completion of the training. It can prove beneficial on resumes, curriculum vitae, and job applications. Additionally, it quantifies the depth of understanding required to be an APS professional, the hard work that the certificate holder has invested, and it is testament that the APS professional has followed training recommendations from the ACL voluntary guidelines.



To apply for certification, simply complete the NAPSA Certificate Application and pay the required fee. Applicants may receive training credit for NAPSA Modules that have been successfully completed up to two years *prior to the application date*. After the application has been accepted and the application fee has been paid, applicants have two years to complete the required training modules. A completion fee will be charged when all training has been completed in order to receive the certificate. NAPSA certificate applicants are responsible for maintaining documentation of the successful completion of each module and for submitting this documentation in order to receive the NAPSA Certificate. Regional Training Academies will have limited scholarship funds available,

The successful completion of training is verified in one of several ways. It can be documented either by submission of a completion certificate, submission of forms demonstrating completion, or through transcripts. For California, most of this documentation will be submitted through the Regional Training Academies.

The requisite work experience is verified through the receipt of written documentation from a supervisor or program manager that the training applicant has been a full time APS Professional for at least two years (or an equivalent number of part-time hours.)

To obtain more information please go to the NAPSA web site at: www.napsa-now.org/ or contact the NAPSA Certificate Coordinator at: certificate@napsa-now.org.



Course Registration

[eLearning Registration](#)

To register for MASTER eLearning trainings, please send an email to AcademyLMS@mail.sdsu.edu and include the following information:

- Participant name
- Participant email address
- County (within CA) or state (outside CA)
- Department (APS, PG, IHSS, etc.)
- Primary job assignment (line worker, supervisor, manager)
- Supervisor name and email address

In the email subject line, please indicate the name of the training for which you are requesting to register.

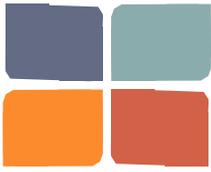
Training Modules

Please note that, in an effort to promote accessibility and affordability, the vast majority of the training modules are accessible in both an in-person format and as eLearning courses. The in-person format allows an agency to download standardized training materials that can be delivered at minimal cost. The eLearning courses are available to California APS workers and their county partners at no cost. Workers from other states may access the training through the Southern California Training Academy <https://theacademy.sdsu.edu/about-the-academy/> and must pay a small registration fee per course.



AT A GLANCE MODALITY GUIDE

Module #	Core Competency	Instructor-led		ELearning	
1	APS Overview	X	4 hrs.	X	1.5 hrs.
2	APS Values and Ethics	X	7 hrs.	X	
3	California APS Regulations			X	
4	The Aging Process			X	1.5 hrs.
5	Physical and Developmental Disabilities			X	
6	Mental Health Issues	X	6 hrs.	Blended	
7	Substance Abuse			X	
8	Dynamics of Abusive Relationships	X	6 hrs.		
9	Professional Communication Skills	X	7 hrs.	X	2.5 hrs.
10	Self-Neglect	X	7 hrs.	X	1.5 hrs.
11	Caregiver or Perpetrator Neglect	X	7 hrs.	X	1.5 hrs.
12	Financial Exploitation	X	7 hrs.	X	
13	Physical Abuse			X	2 hrs.
14	Sexual Abuse	X	7 hrs.	X	1 hr.
15	APS Case Documentation/Report Writing	X	7 hrs.	X	2 hrs.
16	Intake Process	X	7.5 hrs.	X	1 hr.
17	Investigation: Client Capacity	X	7 hrs.	X	1.5 hrs.
18	Investigation: Risk Assessment	X	7 hrs.	X	1.5 hrs.
19	Voluntary Case Planning/ Intervention	X	6 hrs.	Blended	
20	Involuntary Case Planning/ Intervention	X	7 hrs.	Spectrum	
21	Collaboration and Resources	X	7 hrs.	X	
22	Legal Issues and Law Enforcement	X	7 hrs.		
23	Case Closure	X	4/7 hrs.		



APS OVERVIEW

1

Instructor-led half-day training

This instructor-led half-day training is an interactive orientation course on Adult Protective Services designed to help you understand the job you are being asked to do. Topics covered include an overview of who your clients will most likely be, what circumstances would compel APS intervention, and what the interventions might look like. The module will also introduce you to important tools of the trade, including nomenclature and available resources. Upon completion of the training, you will be able to describe the basic characteristics of APS clients, explain an APS workers' roles and responsibilities, including APS practice principles and service goals, evaluate referrals, and develop a basic case plan that reflects APS goals and practice principles.

-OR-

Online/ ELearning

For those unable to attend the instructor-led training, this online version is a similar initial orientation to Adult Protective Services. In addition to describing the clients you will be serving, their vulnerabilities and needs, and how to evaluate appropriate referrals, you will receive guidance on developing basic case plans that reflect APS goals and principles. You will finish the module with an increased awareness of APS workers' roles and responsibilities.

<https://theacademy.sdsu.edu/mastercurriculum/aps-overview/>

APS VALUES AND ETHICS

2

Instructor-led training

Utilizing lecture, small group workshops and detailed examinations of case studies, this training will help you develop a real-world framework for consistent ethical decision making while you are on the front lines. You will become more acquainted with your value systems and how they affect decision-making in the field. Additionally, this training will assist APS workers in labeling, organizing, and understanding what they see, and help them analyze

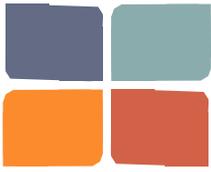
the consequences of subsequent decisions. This module is designed for new APS social workers as well as conservatorship investigators and law enforcement personnel. When completed, you will be able to define the seven ethical concepts involved in APS work, describe five ways population changes affect work with vulnerable adults, list four major influences on APS decision-making, describe the cultural competence continuum, and list five components of ethical and culturally competent decision-making.

CALIFORNIA APS REGULATIONS

3

[Online/ ELearning](#)

California's Adult Protective Service regulations are found in the state's Welfare & Institutions Code. This course will help you understand the 53 pages of laws by tasking you to apply them to abuse reports and case scenarios. Topics will include confidentiality, mandated vs. non-mandated reporters, identifying the types of abuse covered by regulations, and what the penal code stipulates by way of punishment for the perpetrators. Participants will practice looking up regulations by reading case studies and applying the proper regulation to the scenario. The PowerPoint template of this course is available for other states to modify to coincide with their regulations. (There is a \$45 registration fee for participants outside of California).



THE AGING PROCESS

4

[Online/ELearning](#)

No one escapes aging alive. An inescapable part of life, aging brings with it changes and opportunities for growth. It also brings with it challenges, physical and developmental. In this dynamic, 90-minute online training, you will be introduced to the aging process in the context of APS investigations. You will also look at your values and biases regarding aging, and you will be offered the chance to evaluate the impact of separation, loss, and grief on a client

PHYSICAL/DEVELOPMENTAL DISABILITIES

5

[Online/ELearning](#)

Every client is different, posing unique challenges and requiring different skills and knowledge. Working with elderly clients and dependent adults with physical, cognitive and/or developmental disabilities brings with it additional demands that necessitate unique understanding and skill sets. This online training will teach you the unique ways APS social workers work with this population.



MENTAL HEALTH IN APS

6

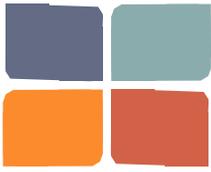
Blended training

The blended learning model of Mental Health in APS is comprised of 2 eLearning modules and a half-day instructor-led training. The in-person skill building training utilizes team-based learning concepts to reinforce and practice the concepts presented in the eLearning modules. During this training, learners are guided through practice exercises that provide the opportunity to identify experiences which influence working with clients with mental illness, describe and experience with a thought disorder simulation, articulate the rationale for investigative steps and identify and practice elements of a suicide assessment.

-AND-

[Online/ELearning](#)

This is a two-part online training targeting APS social workers not experienced working with clients who have mental health diagnoses. It is an introduction that doubles as support for ongoing work with clients with mental health symptoms.



SUBSTANCE ABUSE AND MATURE ADULTS

7

[Online/ELearning Parts 1 & 2](#)

Alcoholism and addiction does not play favorites. This online training is designed for APS social workers unfamiliar or inexperienced working with clients with substance abuse issues. Substance abuse, its effect on medication efficacy and daily behavior, can pose distinctive challenges to APS workers.

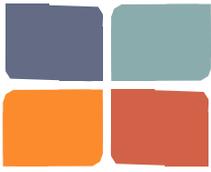
DYNAMICS OF ABUSIVE RELATIONSHIPS

8

[Instructor-led training](#)

This is an indispensable introductory training focusing on how best to define elder abuse and identifying the various dynamics underlying elder abuse—e.g., why some victims refuse services and remain with their abusers—and how these dynamics might inform services offered by APS. Understanding the power and control dynamic is a key piece to this training..





PROFESSIONAL COMMUNICATION

9

Instructor-led training

The timing and pacing of interviews, the order in which interviews are conducted to avoid collusion, the order in which questions are asked, and how to overcome communication barriers and acknowledge cultural diversity are among the many challenges APS workers face in conducting interviews. APS workers also need to know how to interview clients with sensory and communication disabilities. This instructor-led training will help participants develop and implement basic interviewing skills, which includes adjusting the interview to the client's functional level and understanding and distinguishing the types of questions to ask and when to ask them.

-OR-

Online/ ELearning

This is a 3-part online interactive course designed to improve your skills with respect to engaging with the client and conducting a clean forensic interview—i.e., developing trust and building a relationship through engagement techniques, asking open-ended questions, utilizing reflected listening skills that demonstrate empathy and compassion. A major focus of this module will be how best to establish a rapport with the victim and how to adjust your interview and investigation to meet the functional level of the victim, including language barriers, physical limitations, and emotional hurdles.

SELF-NEGLECTING CLIENTS

10

Instructor-led training

What is the definition of self-neglect? How prevalent is it and what are the risk factors and indicators to keep an eye out for when assessing a case? These are among the questions this training will help you answer as it examines self-



neglect across five domains (medical, psychological, environmental, financial and social). You leave the course with a firm comprehension of the tools designed for accurate evaluations.

-OR-

Online/ ELearning

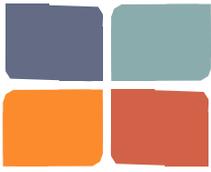
Offered on line, this introductory course will help you define self-neglect, and how to distinguish it from other conditions. How prevalent is it and what are the risk factors and indicators to keep an eye out for when assessing a case? These are among the questions this training will help you answer as it examines self-neglect across five domains (medical, psychological, environmental, financial and social). You leave the course with a firm comprehension of the tools designed for accurate evaluations.

CAREGIVER OR PERPETRATOR NEGLECT

11

Instructor-led training

An engaging and interactive introductory training that will provide you with the necessary tools for effective investigations into caregiver neglect, you will leave the course with an understanding of the 3 common physical and behavioral indicators of caregiver neglect. You will learn to recognize the factors that can increase a client's vulnerability to caregiver neglect, and the barriers that may arise when it comes to determining whether the neglect is intentional or unintentional. The domains of assessing allegations of neglect will be discussed as will the best strategies for interviewing perpetrators while keying on the principles of service planning.



-OR-

[Online/ ELearning](#)

This course focuses on the neglect perpetrated by formal and informal caregivers. You will develop the tools necessary to conduct a successful investigation and develop, subsequently, effective and realistic plans to reduce the risk of future neglect. Understanding the spectrum of neglect and how best to assess it and then determine a dynamic course of remedial action are the principal lessons you will take from this online course.

FINANCIAL EXPLOITATION

12

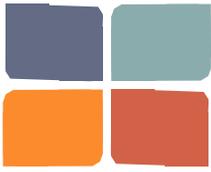
[Instructor-led training](#)

In this introductory, interactive course, you will learn the necessary and essential components of effective financial exploitation investigations. You will come to understand common victim and perpetrator characteristics, recognize the indicators of financial abuse, describe its basic components and most common challenges encountered investigating it. Interview and investigation techniques will be an important aspect of the module, and there will be instruction on the most effective methods used in preventing financial abuse.

-OR-

[Online/ ELearning](#)

In this course, you will learn the essential components for effective financial exploitation investigations. You will come to understand common victim and perpetrator characteristics, recognize the indicators of financial abuse, describe its basic components and most common challenges encountered investigating it. Instruction on the most effective Interview and investigation techniques will be presented.



Supplemental Financial Exploitation Mini Modules

This series of mini-modules offers practical, step by step tips on how to work specific types of financial abuse cases. They are designed as companion trainings for the Financial Exploitation core competency modules.

[Deed Theft and Foreclosure Rescue scams](#)

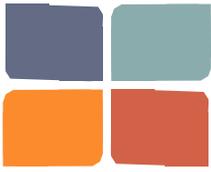
This mini module of the Financial Exploitation curriculum explores this time-tested scam designed to dupe elderly adults out of their money, and, at times, their property, by taking advantage of their financial insecurities. At the end of the module, you will be able to define quitclaim deed theft and foreclosure rescue scams, describe the indicators of the crimes, understand the steps needed to investigate the allegations, and identify other agencies who can assist in the investigation and intervention.

[Identity Theft and Credit Card Fraud](#)

Identity theft and credit card fraud are two of the fastest growing crimes in the United States, and not surprisingly, elders and dependent adults are especially vulnerable. This mini-module of the Financial Exploitation curriculum will help you identify the specific types of identity theft and credit card fraud, describe the elements of the crimes, understand the steps needed to investigate the allegations, and identify other agencies who can assist in the investigation and intervention.

[Living Trusts and Annuities Scams](#)

While living trusts and annuities are legitimate planning tools, they can be, and are, used to bilk unsuspecting elderly and dependent adults out of their life savings. This mini-module will explore the different kinds of annuities, legitimate and illegitimate, and how to differentiate them. It will also examine living trusts and teach you how to identify indicators that suggest financial abuse. Case studies will be closely examined and deliberated.



[Reverse Mortgage Abuse](#)

At the end of this mini-module, you will be able to describe the advantages of an honest reverse mortgage and how it can be a benefit to seniors with limited retirement income; you will also complete the module knowing how to define and recognize reverse mortgage abuse, with a greater appreciation for the financial ruin it causes. The steps needed for a successful investigation will be discussed, and reverse mortgage safeguards will be identified.

[Undue Influence](#)

Undue influence, the use of personal power to exploit someone, is the topic of this mini-module. Upon completion, you will be able to define undue influence and recognize its elements and how it works—how elderly and dependent adults are particularly vulnerable. The investigative steps will be reviewed and partnering agencies with whom to work the case will be identified.

[Power of Attorney Abuse](#)

There are scores of Power of Attorney documents and an equal number of indicators that they are being abused if you know what to look for. This is what this mini-module aims to do: define specific types of POA abuse and identify their indicators. The module will then concentrate on the steps to take in the investigation—being sure all the bases are being covered. And like the other mini-modules comprising the Financial Exploitation curriculum, this one will help you identify individuals and agencies to partner with during the duration of the investigation.

PHYSICAL ABUSE & NEGLECT

[Online/ ELearning](#)

This course merges forensic research and geriatric medical information tailored for APS investigators with practical field skills to advance your investigative skills. The difference between suspicious and non-suspicious situations

will be contrasted, and the appropriate investigative strategies when abuse is suspected will be considered. When completed, you will take away from this training skills helping you recognize situations that constitute a medical emergency and know how to react appropriately; effectively document injuries using common medical terminology and descriptive case narratives; utilize body maps and photography; differentiate between signs of physical abuse and common, age-related changes; recognize situations where the victim or caretaker's description of how injuries occurred do not match the injuries; and evaluate whether injuries are likely to be the result of abuse when the victim is non-verbal or has other communication barriers .

ELDER SEXUAL ABUSE

14

Instructor-led training

Though it is not as prevalent as other forms of abuse APS investigates, it is a harsh and sad reality. In this training, you will be exposed to the myths and realities of elderly sexual abuse; you will be able to recognize potential cases of sexual abuse because the signs and symptoms will be familiar to you. Strategies and techniques of interviewing alleged sexual abuse victims will be discussed.

—OR—

Online/ELearning

Self-paced, interactive, this online training debunks many of the myths and focuses on the realities of sexual violence wreaked on the elderly and disabled. Characteristics of victims will be noted, as will those of perpetrators. You will learn how to recognize and discuss sexual victimization, how to screen and interview clients, and what interventions to offer.



CASE DOCUMENTATION AND REPORT WRITING

15

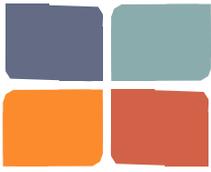
Instructor-led training

Utilizing an interactive approach to help participants develop and hone the essential skills necessary for effective and accurate documentation, this training will help you understand the value and purpose of competent and skilled documentation, utilizing concise, objective and clear language—what you saw, heard, smelled. With the mantra, “if it is not written down it didn’t happen,” firmly in mind, the training will also introduce you to proven methods of augmenting memory to enhance the accuracy of documentation. Time will be spent examining accepted equipment that can be used in your investigations and report writing. There will be extensive discussion regarding confidentiality guidelines in the documentation process, and upon completion of this module you will have a better understanding of the inestimable value of acute, complete and timely documentation. When the course is completed, you will be able to employ clear, concise and objective language, have a deeper appreciation for the importance of accurate recall, and be well-versed in memory improvement techniques.

–OR–

Online/ ELearning

This self-paced interactive online course will enable you to identify and discuss the critical importance of timely and accurate documentation, using clear, concise and objective language. You will be able to identify four types of equipment used for accurate documentation and report writing, and at learn at least three memory improvement techniques. Also, in this training module time will be spent identifying and embracing the significance of confidentiality in documentation relating to clients, law enforcement, and other professionals. You will be asked to analyze a conservatorship report and rewrite a poor report using clear, objective and concise language.



Documentation and Report Writing Unit Meeting

Not a stand-alone module, but designed to reinforce the instructor-led and/or online documentation modules, this one-hour online “add-on” continues the examination of the illimitable value of accurate, complete, and timely documentation, using clear, concise, and objective language. Among the exercises included in this eLearning course will be rewriting poorly written documentation. Another potential value of this template is provide participants a chance to share their challenges when it comes to documentation, how it can feel like a burden despite its necessity for successful APS work.

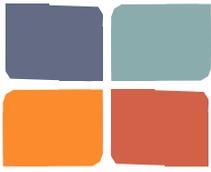
INITIAL INVESTIGATION: TAKING THE FIRST STEPS

16

Instructor-led training

This interactive course focuses APS’s backbone: investigating the complaint. Along with being taught how to evaluate initial reports, you will learn how to prepare for initial visits and navigate potential client resistance, as well as interview suspected perpetrators, and assess dangerous situations. The class focuses on some primary but often overlooked skills and strategies not only for an effective intake interview, but also for evaluating the evidence gleaned in the initial report and interview to determine if statutory requirements are met. You will also learn accepted practices for interviewing the alleged abuser as the investigation proceeds. This fundamental module will also help you clarify and recognize the warning signs for potential violence and danger, and how best to avoid and/or prevent dangerous situations from igniting. The class will address how best to respond when facing resistance from an alleged abuse victim. The course will include a number of case vignettes, where participants will be asked to plan their initial investigation and discuss the direction the investigation should take.

—OR—



[Online/ELearning](#)

This self-paced interactive online course covers the materials focusing on the initial interview of the reporting party offered in the instructor-led initial investigation class. With satisfactory completion of this module, you will be better able to accurately determine, through proven interview techniques, whether a client meets APS criteria. You will also complete the module with a comprehensive, working knowledge of all the materials necessary for a successful interview.

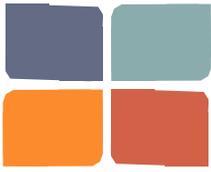
—COUPLED WITH—

APS WORKER SAFETY

[Online/ELearning](#)

This is a companion module to the online intake interview training. Self-paced, this module will guide you through safety considerations when entering unfamiliar situations, such as neighborhoods and homes. This is part of the broader instructor-led initial investigation training which focuses on the factors and forces that can set the stage for a successful APS investigation. Critical to any investigation is the workers' safety. That can hinge on the ability to assess potentially dangerous situations, and if necessary, deescalate them if they do arise.





ASSESSING CLIENT CAPACITY

17

Instructor-led training

This introductory training has two goals: to assist APS social workers in identifying the factors that affect a client's decision-making capacity, and when it is appropriate to seek a professional evaluation. The difference between autonomy, capacity and incapacity will be studied, and when the training is completed you will be able to list the various factors that potentially influence client capacity, as well as describe the signs and symptoms that possibly could indicate a diminishing capacity. Methodology for assessing capacity will be a focus of this training.

RISK ASSESSMENT

18

Instructor-led training

Promising to be a dynamic introductory training, this course will teach you how to assess risk in the five domains: physical and functional status, mental health status and capacity, living environment, financial, and social. When you have completed this module, you will have the knowledge to assess overall levels of risk in terms of its severity, urgency and the likelihood of it resulting in harm, and the skills to develop reasonable risk reduction plans.

-OR-

Online/ELearning

Recognizing that every day APS professionals are responsible for making determinations about clients' safety and the threats to that safety, this self-paced online course focuses on the tools necessary to accurately assess the urgency and likelihood of harm coming to a client using the five risk domains. Upon completion, you will have the knowledge to assess overall levels of risk in terms of its severity, and the ability to develop reasonable risk reduction plans.

VOLUNTARY CASE PLANNING

19

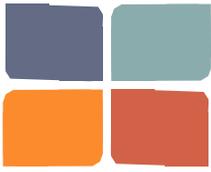
Instructor-led training

Interactive and intentionally provocative, this is an introduction to the considerations and components that go into determining appropriate intervention needs and subsequent safety plans for elder abuse victims. When completed, you will be able to identify the factors that influence a victim's intervention needs and better understand the strategies for decreasing continuing risk. You will also be able to determine appropriate interventions that could decrease continued risk of abuse. Case studies will be presented and you will be expected to develop a case plan that considers the client's wishes, perpetrator issues, the urgency of the situation, your professional ethics, cultural considerations, as well as other factors. This module will also examine the receptivity-to-receiving-help process victims often experience: reluctance, recognition, rebuilding.

-OR-

Blended training (Highly recommended)

Developed as a blending learning experience composed of online/eLearning, an in-person team based learning, and a post-training coaching conference call, this course serves as an introduction to the considerations and components that go into determining appropriate intervention needs and subsequently sufficient safety plan for elder abuse victims. When completed, the factors that influence a victim's intervention needs will be better understood. You will also be able to determine appropriate interventions to decrease continued risk of abuse. Case studies will be presented and you will be expected to develop case plans that consider the clients' wishes.



INVOLUNTARY CASE PLANNING

20

Blended training which includes: Three-piece online training

In this first module, you will learn how to identify and implement involuntary interventions—when they are appropriate!

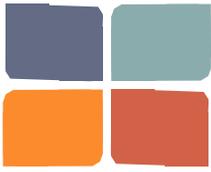
The second module focuses on the incumbent ethical issues that arise when employing involuntary case plans—that is, the severity of the risk to the client is determined along with the client’s inability to make reasoned decisions. How then do you proceed in a safe and ethical manner?

The third module reviews the information needed to make and present a comprehensive case for involuntary intervention, bearing in mind that in such circumstances the involvement of outside agencies, such as public guardian or mental health may be required.

–AND–

Instructor-led, half-day course

The instructor-led piece to this module is a half-day training reinforcing the information presented in the online presentation. When this module is completed, replete with case studies and challenging discussion questions, participants will have increased understanding of involuntary intervention’s impact and the complicated variables involved.



COLLABORATION

21

Instructor-led training

A skill-building, highly interactive training, this module is designed for entry level APS workers and their multidisciplinary teams (for example, public guardians, mental health workers, public health nurses) to explore the value of collaboration and what effective collaboration requires. Starting with the supposition that specialization has simultaneously been a boon to social work and a hindrance (increased knowledge base but also a dip in accountability protocols, fragmentation and the possibility of redundancy of services) the rationale for professional collaboration and all it implies, is carefully examined in this training.

–OR–

Online/ELearning

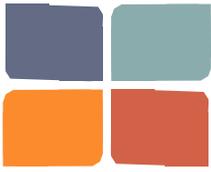
A skill-building, self-paced training, this module is designed for entry level APS workers to better understand the benefits of professional collaboration. Specifically, what collaboration is and what it requires to be successful will be reviewed. Identifying which agencies it is most appropriate for APS workers to partner with will also be reviewed.

WORKING WITH THE CRIMINAL JUSTICE SYSTEM

22

Instructor-led

Designed for both new and experienced APS workers and their multidisciplinary colleagues, the roles of Adult Protective Services and law enforcement will be delineated. Factors that make an abuse case prosecutable will be identified, and the difference between evidence-based



and victim-based cases will be explored. Your role as an APS worker when a case you have investigated is accepted for prosecution will also be outlined. During the course of this training the importance of documentation to this process will be emphasized.

CASE CLOSURE

23

Instructor-led module

This course will focus on the variables that indicate whether a case-closing condition situation exists or not. It will explore the ways your relationship with the victim can steer the direction of the case and affect its outcome. It will help you develop and refine your ability to write a case closure summary that includes all essential case elements. The course also focuses on social worker stress. Specifically, it recognizes and addresses how grief and loss dynamics lead to stress, and it further identifies strategies for managing the stress and avoiding burnout.

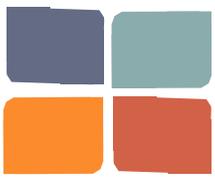
–OR–

Instructor-led, half-day course

A half-day, instructor-instructor led exploration of the factors and conditions indicating whether a case should remain open or be closed. Specifically, the course will explain how aspects of your relationship with the victim can affect the outcome of the case at termination. It will help you develop and refine your ability to write a case closure summary that includes all essential case elements. The course touches on social worker stress.

The following checklist is provided so that you can keep track of your own progress towards national certification.

Module	Modality	Completion date	Trainer Name	Location
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FIELD GUIDE FOR APS

The Field Guide for Adult Protective Services provides the APS supervisor with an organized system to ensure that the new APS social worker gains the experiences and training when formal classroom training is not available. It outlines 19 Knowledge Areas, including basic field skills, as well as working with unique types of cases/situations. Each Knowledge Area has a checklist of activities designed to support the skill/knowledge development of the worker. The supervisor, in collaboration with the worker being trained, should use the Knowledge Areas to develop an individualized learning plan for the worker. The Field Guide can be accessed by following this link:

theacademy.sdsu.edu/wp-content/uploads/2015/05/field-guide-for-aps.pdf

