



The APS Supervisor as Trainer:  
Preparing New APS Professionals for the Field  
**TRAINER MANUAL**

We create experiences that transform the heart, mind, and practice.

APSWI is a program of the Academy for Professional Excellence, and a project of San Diego State University School of Social Work.



**Curriculum Revisions, 2018, were developed by the Academy for Professional Excellence, with funding from the California Department of Social Services, Adult Programs Division.**



**The original training, 2015, was developed by the Academy for Professional Excellence, which is funded by a generous grant from the Archstone Foundation.**



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Jill Nielsen

**Curriculum Revision 2018**  
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## INTRODUCTION

### THE ACADEMY FOR PROFESSIONAL EXCELLENCE

We are pleased to welcome you to the **APS Supervisor as Trainer: Preparing New APS Professionals for the Field**, Trainer Manual, developed by APSWI (Adult Protective Services Workforce Innovations), a program of the Academy for Professional Excellence under a grant from the California Department of Social Services, Adult Programs Division.

The Academy for Professional Excellence, a project of San Diego State University School of Social Work, was established in 1996 to provide 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 20,000 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 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.

APSWI is a program of the Academy for Professional Excellence. APSWI is designed to provide competency-based, multidisciplinary training to Adult Protective Services professionals and their partners. APSWI's overarching goal is the professionalization of Adult Protective Services professionals to ensure that abused and vulnerable older adults and adults with disabilities receive high quality, effective interventions and services. In partnership with state and national organizations, APSWI has developed a nationally recognized Core Competency Training Curriculum for Adult Protective Services professionals. This curriculum is reviewed and approved by experts in the older and vulnerable adult abuse fields.

APSWI's partners include:

- National Adult Protective Services Association (NAPSA) Education Committee
- California Department of Social Services (CDSS), Adult Programs Division
- County Welfare Directors Association of California (CWDA), Protective Services Operations Committee (PSOC)

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## ACKNOWLEDGEMENTS

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

### Agencies

California Department of Social Services, Adult Programs Division  
County of Los Angeles Workforce Development, Aging and Community Services  
Orange County Social Services Agency  
Riverside County Department of Public Social Services  
San Bernardino County Department of Aging and Adult Services  
County of San Diego Aging & Independence Services

### Regional Curriculum Advisory Committee

Ralph Pascual, Human Services Administrator, Los Angeles County  
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Carlos Morales, APS Supervisor, San Diego County

### Committees

APS Training Planning Committee  
National Adult Protective Services Association Education Committee  
Protective Services Operations Committee of the County Welfare Directors Association  
of California

### Curriculum Developer 2015

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### Curriculum Revisions 2018

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## TABLE OF CONTENTS

### GENERAL INFORMATION

Introduction.....	3
Partner Organizations.....	4
Acknowledgements.....	5
Table of Contents.....	6
How to Use this Manual .....	8
Course Outline .....	9
Trainer Guidelines .....	11

### PRESENTATION

#### WELCOME & INTRODUCTIONS

Learning Objectives .....	12
Activity #1- Hide and Seek .....	13
Activity #2- Super Heroes .....	16

#### ROLES OF THE FRONTLINE SUPERVISOR:

Parallel Process .....	19
------------------------	----

#### SUPERVISOR COMPETENCIES & TRAINING PROGRAMS

Activity #3- APS Supervisor Competencies .....	21
Handout #1- Competencies for APS Supervisors .....	23
Handout #2- APS Supervisory Tasks .....	25
Activity #4- Current Training Topics .....	26
Activity #5- Highlight Your Program .....	29

#### ELEMENTS OF EFFECTIVE TRAINING

Handout #3- Adult Learning Theory .....	34
Handout #4- Kolb's Learning Styles .....	37
Activity #6- Who are You? .....	38
Activity #7- Visual, Auditory, or Kinesthetic .....	40
Handout #5- What Kind of Learner are You? .....	41
Activity #8- What Kind of Trainer are You? .....	44
Handout #6- What Kind of Trainer are You? .....	46
Activity #9- Medication Exercise .....	48
Handout #7- Medication Labels .....	50
Activity #10- Matching Game .....	51
Handout #8A- Examples of Matching Learning Styles w/ Training Method (Participant Copy) .....	52
Handout #8B- Examples of Matching Learning Styles w/ Training Method (Trainer Copy) .....	53

#### THE CURRICULUM

Activity #11- Crafting a Training Program .....	55
Handout #9- NAPSA Core Competencies for APS Professionals	58

Handout #10- Sample Core Curriculum for New APS Professionals 60

**CRITICAL THINKING SKILLS**

Activity #12- Critical Thinking Skills in Practice ..... 67  
Handout #11- Transfer of Learning Exercise for CA Regulations 70  
Handout #12- Worker Interviewing Skills Evaluation ..... 73  
Activity #13- Mock Evaluations ..... 82  
Handout #13- New Staff Scenarios ..... 83

**PROVIDING FEEDBACK TO STAFF**

Handout #14- Coaching Vs. Bossing ..... 92  
Handout #15- Delivering a Successful Critique ..... 94  
Activity #14- Putting it Into Practice ..... 96

**WRAP-UP AND EVALUATIONS**

Activity #15- 30 Day Guarantee ..... 97  
References..... 99

## HOW TO USE THIS TRAINING MANUAL

- Training sections are in **BOLD** with expected time.
- Actions which the trainer takes during the training are written in **bold**.
- The Trainer Manual and Participant Manual differ in page numbers. It's suggested you make note of activities and handout page numbers from the Participant Manual for ease.

**Trainer Notes are entirely written in bold text box and are provided as helpful hints.**

### Use of language:

Throughout the manual, client is used most to describe the individual at the center of the APS investigation. However, if concept or material was directly quoted from copyrighted material, the term victim is used. Also, alleged perpetrator is used to describe the person alleged to have committed the abuse or neglect. However, if concept or material was directly quoted from copyrighted material, the term abuser is used. These terms are used for ease of training and should not be confused with a substantiated allegation.

He and she has been replaced with the gender-neutral they throughout this manual, unless quoted from copyrighted material. This should not be thought of as plural persons, but rather a gender-neutral term describing all humans.

### Customizing the Power Point:

This manual is set up so that the trainer script/ background material is on the same page as the accompanying PowerPoint slide.

#### **Hide a slide instructions:**

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

The slide number will have line through it to show you have hidden it.

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

The course outline, provided in the next section of this manual, is the class schedule suggested for your ease. It can be used to help determine how much time is needed to present each section. However, times will vary based on the experience and engagement of the audience.

Total content of material is 5.5 hours, with two 15-min breaks and one hour lunch built in for a 7 hour day.

## COURSE OUTLINE

<b><u>CONTENT</u></b>	<b><u>MATERIALS</u></b>	<b><u>TIME</u></b>
<b>WELCOME &amp; INTRODUCTIONS</b>		<b>30 MINUTES</b>
<i>Activity #1-Hide and Seek</i>	<i>Note cards</i>	<i>15 min</i>
<i>Activity #2-Super Heroes</i>	<i>Flip charts</i>	<i>10 min</i>
<b>ROLES OF THE FRONTLINE SUPERVISORS</b>		<b>10 MINUTES</b>
<b>SUPERVISOR COMPETENCIES &amp; TRAINING PROGRAMS</b>		<b>55 MINUTES</b>
<i>Activity #3- APS Supervisor Competencies</i>	<i>Handouts #1 &amp; #2 Flip charts, Markers, Sticker Dots</i>	<i>25 min</i>
<i>Activity #4- Current Training Topics</i>		<i>5-8 min</i>
<i>Activity #5-Highlight Your Program</i>	<i>Flip charts</i>	<i>15-20 min</i>
<b>BREAK</b>		<b>15 MINUTES</b>
<b>ELEMENTS OF EFFECTIVE TRAINING</b>	<i>Handouts #3 &amp; #4</i>	<b>75 MINUTES</b>
<i>Activity #6- Who Are You?</i>		<i>5-7 min</i>
<i>Activity #7- Visual, Auditory, Kinesthetic</i>	<i>Handout #5</i>	<i>10-15 min</i>
<i>Activity #8- What Kind of Trainer Are You?</i>	<i>Handout #6</i>	<i>10 min</i>
<i>Activity #9- Medication Exercise</i>	<i>Handout #7</i>	<i>10-15 min</i>
<i>Activity #10- Matching Game</i>	<i>Handouts #8A/8B</i>	<i>10-15 min</i>
<b>LUNCH</b>		<b>60 MINUTES</b>
<b>THE CURRICULUM</b>		<b>25 MINUTES</b>
<i>Activity #11- Crafting a Training Program</i>	<i>Handouts #9 &amp; #10</i>	<i>10-20 min</i>

<b>CRITICAL THINKING SKILLS</b>		<b>35 MINUTES</b>
<i>Activity #12- Critical Thinking Skills in Practice</i>	<i>Case Scenario</i>	<i>15-20 min</i>
<b>EVALUATING A NEW STAFF MEMBER</b>	<i>Handouts #11 &amp; #12</i>	<b>50 MINUTES</b>
<i>Activity #13- Mock Evals</i>	<i>Handout #13</i>	<i>20-30 min</i>
<b>BREAK</b>		<b>15 MINUTES</b>
<b>PROVIDING FEEDBACK TO STAFF</b>	<i>Handouts #14 &amp; #15</i>	<b>30-35 MINUTES</b>
<i>Activity #14- Putting it into Practice</i>		<i>15 min</i>
<b>WRAP-UP &amp; EVALUATIONS</b>		<b>15 MINUTES</b>
<i>Activity #15- 30 Day Guarantee</i>		<i>5-7 min</i>
<b>TOTAL TIME INCLUDING BREAKS AND LUNCH</b>		<b>7 HOURS</b>

## TRAINER GUIDELINES

<p><b>Teaching Strategies</b></p>	<p>The following instructional strategies are used:</p> <ul style="list-style-type: none"> <li>• Lecture segments</li> <li>• Interactive exercises (e.g. table top activities, experiential exercises, role plays)</li> <li>• Question/answer periods</li> <li>• Slides</li> <li>• Participant Manual (encourages self-questioning and interaction with the content information)</li> <li>• Transfer of Learning examples</li> </ul>
<p><b>Materials &amp; Equipment</b></p>	<p>The following materials are provided and/or recommended:</p> <ul style="list-style-type: none"> <li>• Computer with LCD (digital projector)</li> <li>• USB or other storage device with the PPT presentation</li> <li>• Easel/Flip Chart (enough for multiple tables) paper/markers</li> <li>• 3 x 5 Index Cards</li> <li>• Sticker Dots</li> <li>• Printed copies of <b>Handout #5</b> (one per participant)</li> <li>• Trainer Manual: This manual includes the course overview, introductory and instructional activities, and reference materials</li> <li>• Participant Manual: This manual includes a table of contents, course introduction, and all training activities/handouts</li> <li>• Name tags/tents</li> <li>• Water access/snacks/restroom access</li> </ul>

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

## WELCOME AND INTRODUCTIONS

### Time Allotted: 30 minutes

#### Slide #3: Welcome and Housekeeping

**Trainer Note: Keep intro simple and brief. Introduce yourself by name, job title, organization, and qualifications as Trainer. Have participants give brief introductions of selves during Activity #1-Hide & Seek.**

### Housekeeping



- Location of restrooms
- Set cell phones to vibrate
- Please return promptly from breaks and help us keep to the schedule
- Materials
  - PowerPoint Slides
  - Participant Materials




#### **Review** Housekeeping Items

- There will be two 15-minute breaks and an hour for lunch today.
- Use the restrooms whenever you need to do so. **Give** location of restroom.
- Regarding Phones – IF YOU NEED your phone on please leave it on vibrate and where you can get to it. If you must make or receive a call, please leave the training room and return as quickly as possible. Check the course outline to see what you have missed. If you're able to, please place your phone on silent.

## Slide #4: Introductions

Introductions

- Trainer
- Activity #1-Hide and Seek



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**Activity #1-Hide & Seek (15 min)**

**Instruct** participants to do the following:

1. Write on a 3x5 card, something about yourself that you feel safe sharing and that people probably do not know about you.
  - a. Do not write name.
  - b. Trainer should write one down as well.
  - c. Pass forward when done for collection

Once all cards are collected:

1. **Divide** cards into groups of three (four to even out the remaining cards).
2. **Instruct** participants to listen as you read the first group of three.
3. Once the first group has been read **ask** those three people to stand up but **NOT** give themselves away.
4. **Ask** the class to guess which random fact goes to which of the three standing participants.
5. **Allow** the standing participants to disclose their fact.
6. **Repeat** this, in groups of three, until all facts are matched with all participants.

## Slide #5-9 Learning Objectives and Course Goals

**Learning Objectives**

**1** Gain an understanding of the basic tenets of Kolb's Experiential Learning Theory and articulate the responsibility of the supervisor in promoting effective adult learning when training new APS professionals.

**Learning Objectives**

**2** Learn how to implement training techniques such as asking open-ended questions, with the goal of developing critical thinking skills amongst staff

**Learning Objectives**

**3** Learn how to utilize two established tools that can be applied in order to evaluate a new APS professional's integration of the training materials

**Learning Objectives**

**4** Practice providing supportive, critical feedback so that they may acquire skills enabling them to effectively reflect on staff's performance when conducting training

**Course Goals**

After attending today's training, participants will:

- Be able to assess new staff's learning style enabling themselves to provide appropriate and targeted training
- Correctly apply at least one new training strategy in order to reinforce the NAPSA Core Competency skills

## Learning Objectives:

During the training, participants will:

- Gain an understanding of the basic tenets of Kolb's Experiential Learning Theory and articulate the responsibility of the supervisor in promoting effective adult learning when training new APS professionals.
- Learn how to implement training techniques such as asking open-ended questions, with the goal of developing critical thinking skills amongst staff
- Learn how to utilize two established tools that can be applied in order to evaluate a new APS professional's integration of the training materials
- Practice providing supportive, critical feedback so that they may acquire skills enabling them to effectively reflect on staff's performance when conducting training

**Trainer Note: Allow the participants to read the objectives themselves. Remember you have THE ROAD MAP for a more interactive means of covering the objectives.**

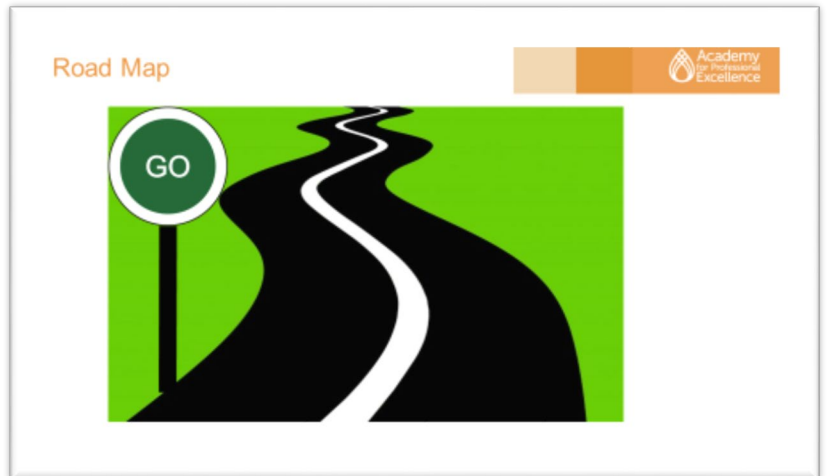
## Course Goals:

After attending the training, participants will:

- Be able to assess new staff's learning style enabling themselves to provide appropriate and targeted training
- Correctly apply at least one new training strategy in order to reinforce the NAPSA Core Competency skills

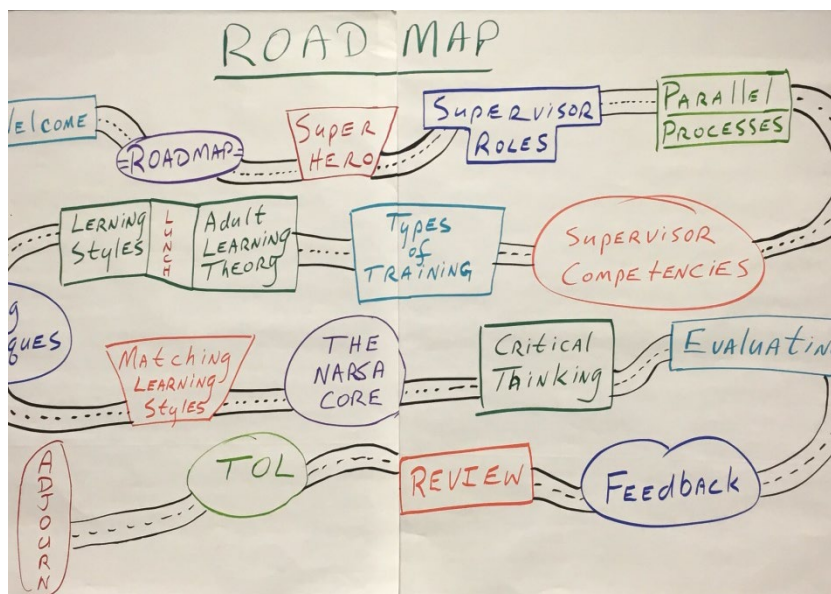
Slide #10- Road Map

**Trainer Note:** Prior to the start of the training, use the Course Outline to draw a Road Map on chart paper to visually outline the key elements of the training. You may need to reference this road map to stay on topic or keep participants informed of what's coming next.

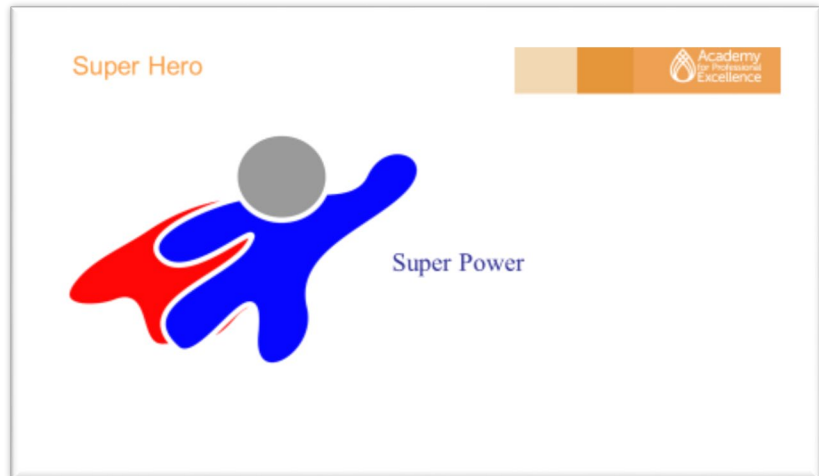


**Review** the Road Map for this training module, giving the participants a visual of what will be covered and when.

An example of a Road Map from a similar training:



## Slide #11- Super Heroes

**Activity #2 – Super Heroes (10 min)**

**Trainer Note: This is optional if class size is 15 or more. If so, group participants into tables of 3-4 per table. This activity allows opportunities to build a united team identity for this and other “Team Based” training.**

**Provide** each table with flip charts and markers.

- It's preferred to give each table an easel with flip charts. If easels are unavailable, stick the flip charts on wall near each table.

**Tell** the participants that you have been authorized to grant every table “super powers”.

**Ask** each table to focus on today's topic “The Supervisor as Trainer” and

1. Come up with **a Super Hero name** for their group;
2. Come up with **a super power** related to the training topic.
3. And why they chose that super power. (ie: what positive change or obstacle would their super power help to accomplish?)
  - **Explain** that anything goes and there is no obstacle that you cannot overcome.
  - **Encourage** them to be creative.
4. Write your Super Hero Name on the flipchart by your table and write the super power you have below it.

**Ask** each team to briefly share.

## ROLES OF THE FRONTLINE SUPERVISOR

Time Allotted: 10 minutes

### Slide #12: Frontline Supervisor: A Multi-faceted Role

**Trainer Note: The slide is animated to enable you to discuss each bullet one at a time.**

Frontline Supervisor: A Multi-faceted Role



- Clinical Supervision
- Managing Personnel Issues
- Community Representation
- Back-up Coverage to staff
- Ensuring Compliance
- Role Modeling



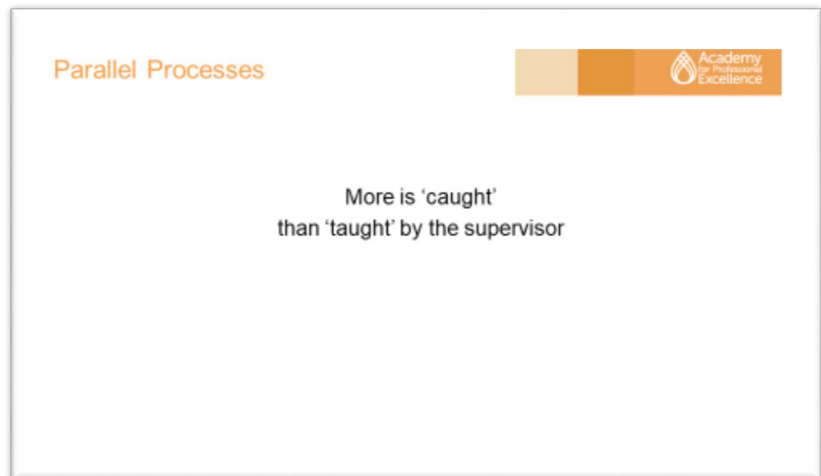

**Explain** that frontline supervisors have a multi-faceted position requiring them to carry out a variety of roles, some of which may be in conflict with each other.

**Review** each bullet with the following information:

- **Clinical Supervision**
  - The frontline supervisor is responsible for providing guidance and direction to staff regarding challenging cases. This process may involve problem solving, discussions around the presenting problem, prioritizing crisis issues, providing feedback regarding the worker's technique, or conversations regarding counter transference issues.
- **Managing Personnel Issues**
  - Everyone here should know exactly what this entails! The frontline supervisor is the go-to person for managing issues related to scheduling, timekeeping, equipment problems, limited staffing, and personal conflicts between employees.
- **Community Representation**
  - Frontline APS supervisors are often called upon to provide outreach and education regarding APS services. Alternately, APS supervisors may need to represent their program at community meetings or local commissions.
- **Back- up coverage to workers**
  - Frontline supervisors must also be capable of carrying out APS fieldwork when necessary. The supervisor must be able to take over when staff are on vacation or sick, or even simply overwhelmed and under performing.

*Continued*

- **Ensuring Compliance**
  - Ultimately supervisors are responsible for all of the casework carried out by their staff and this includes monitoring an APS professional's adherence to state mandates such as response times, as well as adherence to local and internal policies
- **Role Modeling**
  - It is essential that any frontline supervisor model effective work skills for their staff. As the leader of a team, a frontline supervisor can expect that the team's performance will match their own.

**Slide #13: Parallel Process**

**Explain:** This concept of parallel process suggests that even a new supervisor who has recently been promoted from practitioner role already knows more than they realize about the skills needed for effective supervision. *Shulman, L. Interactional Supervision. NASW Press. 1993 (ninth impression May 2007)*


**Shout Out (2-3 min):**

**Ask:** "Where and or how have you used or could see this concept used in your work as supervisors?"

## Slide #14.: Frontline Supervisor: A Multi-faceted Role (continued)

Frontline Supervisor: A Multi-faceted Role (continued)

And...  
training new and veteran staff!



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**Discuss** the following:

- **Training new and experienced staff-Explain**
  - Given the multiple roles that the frontline supervisor must carry out, finding time to dedicate to training staff, particularly new staff, can be very challenging.

**Explain** that the idea of Supervisor as a Trainer is the primary focus of this training.

**Acknowledge** everything supervisors are responsible for and need to be competent at.

- **Ask** the group if any of the roles that they fulfill have been left out.
  - *Possible answers: Represent DHS, Peacemaker, Talk with families, Liaison with Law Enforcement, Interpret Policy, Sounding board,*

## **SUPERVISOR COMPETENCIES & TRAINING PROGRAMS**

**Time Allotted: 55 minutes**

### Slide #15: Supervisor Competencies

**Trainer Note: Prior to training, print copies of Handout #1 and use it to list each competency heading on individual flip charts to be posted around the walls during this activity. You will have six charts listed.**

#### Supervisor Competencies



- I. Professional Use of Self
- II. Foundations of APS Work: Common Knowledge and Skills
- III. APS Casework Methods and Practice
- IV. Supervisor as Manager
- V. Supervisor as Leader
- VI. Supervision and Development of Staff

### **Activity #3- APS Supervisor Competencies (25 min.)**

1. **Ask** a volunteer to read out loud, the six APS supervisor competencies listed on the flip charts.
2. **Ask** all participants to get up and stand next to the one they think is the most important competency to have. **(3 minutes)**
3. **Ask** a few volunteers why they chose what they did.

**Trainer Note: While participants are at the flip charts give them- Handout #1- APS Supervisors Competencies**

4. **Ask** participants to sit down and read the details in **Handout #1**.
5. **Explain** they have **3 minutes** to individually read and rank the competencies from 1 (the most important) to 6 (least important).
6. **Tell** participants that they need to gather their sticker dots, markers and **Handout #1** as they're going to get up again.
7. **Ask** participants to take their sticker dots and place a sticker dot on the charts of their top three highest ranked competencies but to stand next to the one you now think is the most important after reading Handout #1.
  - a. How many changed places? **(2 minutes)**
8. Standing in their groups next to their highest ranked competency, **explain** they have **4 minutes** using Handout #1 and markers to
  - a. rank sub headings as a group, from 1 (the most important) to 5 (least important),
  - b. write the headings in their ranked order on the chart
  - c. appoint a spokesperson to describe why the group selected this particular competency as the 'most important' and the rankings of the sub headings for large group.

*Continued*

9. **Allow** spokespersons “pitch” their reasons to the class and **encourage** changing to a new chart if spokesperson persuaded them. **(15 minutes)**

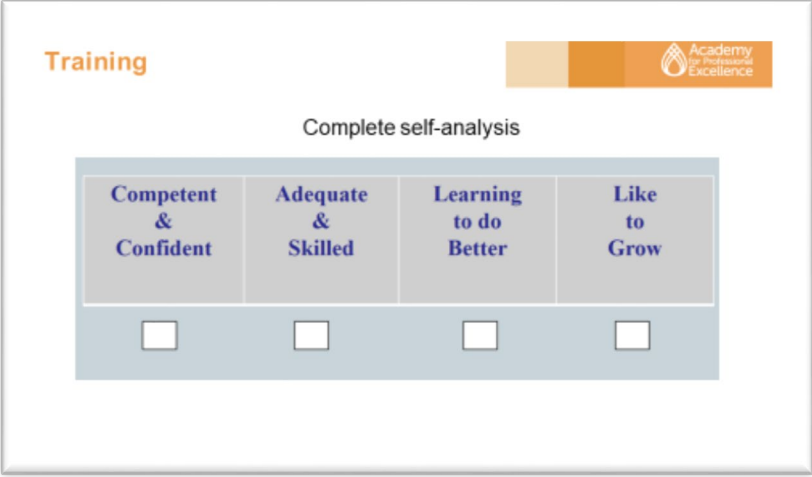
**Summarize** by **asking**, “Are there any of these that aren’t important?”

- The answer should be NO.

**HANDOUT #1- COMPETENCIES FOR APS SUPERVISORS**

- I. Professional Use of Self**
  - a. Interpersonal Relationships
  - b. Communication and Interviewing
  - c. Self-Management
  - d. Work Management
  
- II. Foundation of APS Work: Common Knowledge and Skills**
  - a. Adult Development, Disabilities, and Aging
  - b. Policy, Procedures, and Laws
  - c. Medical and Psychological Issues
  
- III. APS Casework Methods and Practice**
  - a. Protective Services Casework Methods
  - b. Service Planning
  - c. Knowledge of and Linkage with Resources and Programs
  - d. Guardianship
  - e. Facility Investigation
  
- IV. Supervisor as Manager**
  - a. Techniques of Effective Supervision and Management
  - b. Staff and Volunteer Selection and Retention
  - c. Managing Change and Conflict
  - d. Crisis and Stress Management
  - e. Decision Making and Problem Solving
  
- V. Supervisor as Leader**
  - a. Styles of Leadership
  - b. Use of Authority
  - c. Group Dynamics and Team Building
  - d. Advocacy for Program and Staff
  - e. Relationships with Other Professionals
  
- VI. Supervision and Development of Staff**
  - a. Administrative Supervision
  - b. Supportive Supervision
  - c. Educational Supervision and Training
  - d. Monitoring Performance and Conducting Performance Evaluations
  - e. Working Effectively with Challenging Staff

## Slide #16: Training Self-analysis



The image shows a slide titled "Training" with the "Academy of Professional Excellence" logo in the top right corner. Below the title is the instruction "Complete self-analysis". The form consists of a table with four columns, each representing a different self-analysis category. Below each category is a small square checkbox for selection.

Competent & Confident	Adequate & Skilled	Learning to do Better	Like to Grow
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Ask** group to silently note the box they feel best describes them as a Trainer in their Supervisor Role.

**Refer** them to **Handout #2- APS SUPERVISORY TASKS**.

**Explain:** This is a more comprehensive self-analysis they can use privately or possibly as part of a 360 evaluation at their convenience.

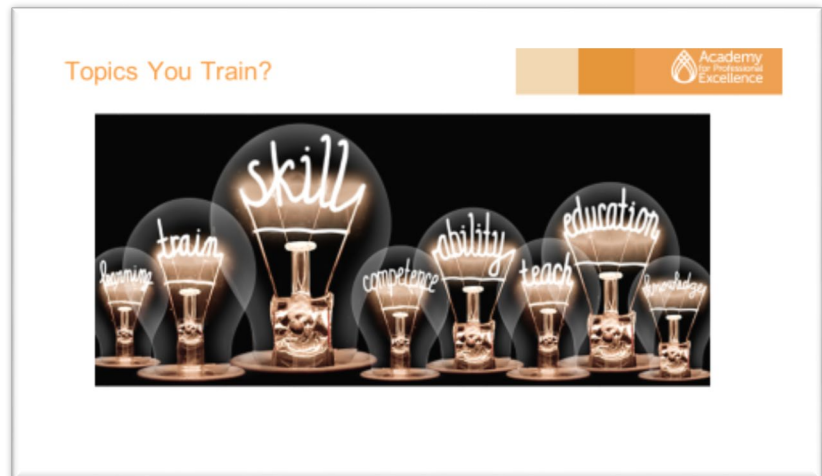
**Trainer Note:** This piece is from a larger multiday Supervisor Training in Oklahoma.

**Encourage** participants to flag this as an action item for when they return to their office. It covers much of what they just ranked in terms of priority on the previous activity.

**HANDOUT #2- APS SUPERVISORY TASKS**

	<b>Competent &amp; Confident</b>	<b>Adequate &amp; Skilled</b>	<b>Learning to do Better</b>	<b>Like to Grow</b>
Policy				
Assign				
Facilitate Training				
Evaluate				
Feedback				
Back-up				
Motivate				
Set Goals				
Enforce Limits				
Documentation				
Seek Training				
Keep Unit Happy				
Deadlines				
Personnel Issues				
Dynamic Relationships				

## Slide #17: Topics you Train

**Activity #4- Current Training Topics (5-8 min.)**

**Explain** that although the central focus of today's training is staff development, they often regularly train during staff meetings, in-service trainings and/or to collaborative agencies (e.g. Home Health, Civic clubs, law enforcement, hospitals).

**Ask** participants to individually take 2 minutes to write down topics they train on or facilitate within their programs.

**Solicit** volunteers to just "shout out" one that they came up with. Capture as many as you can on a whiteboard or flipchart paper.

## Slide #18: Challenges

**Trainer Note: This slide is animated to allow participants to brainstorm first. Do not advance to the list until after the group has provided answers.**

Challenges

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



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**Ask:** “What are the challenges related to carrying out effective training?”

**Chart** answers as a whole group.


Sample answers may include:

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

After charting answers, **bring** in answers one by one on PowerPoint.

**Validate** the challenges and explain that throughout today’s training, some tips may be shared from both facilitator and participants to possibly work through these challenges.

## Slide #19: What do Training Programs Look Like?

What do Training Programs Look Like? 

Structured	VS	Non-Structured
Strict Timeline		No Timeline
Supervisor as Trainer		Peer-to Peer Training
Established Curriculum		Eclectic Approach

**Explain:** Training new staff occurs in a variety of formats and there are many ways that effective training can be carried out. Most important is for each county to have some level of consistency in regards to the information that is disseminated to new staff in order to ensure that each new staff is provided with the opportunity to learn similar information.

## Slide #20: APS Training Programs Nationwide

**Trainer Note: This activity will only work if participants are from different counties or APS programs.**

**Activity #5-Highlight Your Program (15-20 min)**

1. **Divide** class into small groups (or keep in Super Hero Teams if previously done) to discuss what they are already doing in their home county in terms of training new staff.
  - a. It's suggested to break groups up based on the diverse communities. Encourage participants to NOT sit with their same counties for this activities.
2. **Allow** the groups with 10 minutes to address topic.
3. **Ask** each group to report out on what was shared.
4. **Chart** answers for the whole group on a flip chart.

**Stress** that all participants engage in training activities in some form and that this workshop is geared to help them build upon what they are already doing. There is no one formula for training new staff. The goal of the activity is to establish a baseline that they are already engaged in training activities.

**Acknowledge** that there are many ways that states and counties have found to train their staff. There are as many variations to those methods as there are states or even countries.

Some basic examples are:

- Formalized Academy Training
  - Pre- Academy Training with a separate Trainer or Supervisor using a curriculum structure
  - Academy Training
  - Post Academy Training with a separate Trainer or Supervisor using a curriculum structure
- On Boarding by supervisor and/or agency includes some formalized instruction
- One-on-one Supervisory Training- this can include:
  - Group staff meetings
  - One-on-one time with staff

*Continued*

- Shadowing
- Staff trains staff
- In the field training
- No formal training- word of mouth

Again, **stress** that no one does nothing.

## **ELEMENTS OF EFFECTIVE TRAINING**

**Time Allotted: 75 Minutes**

### Slide #20: Conducive Learning Environment

**Trainer Note: This slide is animated to allow participants to brainstorm first. Do not advance to the list until after the group has provided answers.**

Conducive Learning Environment



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



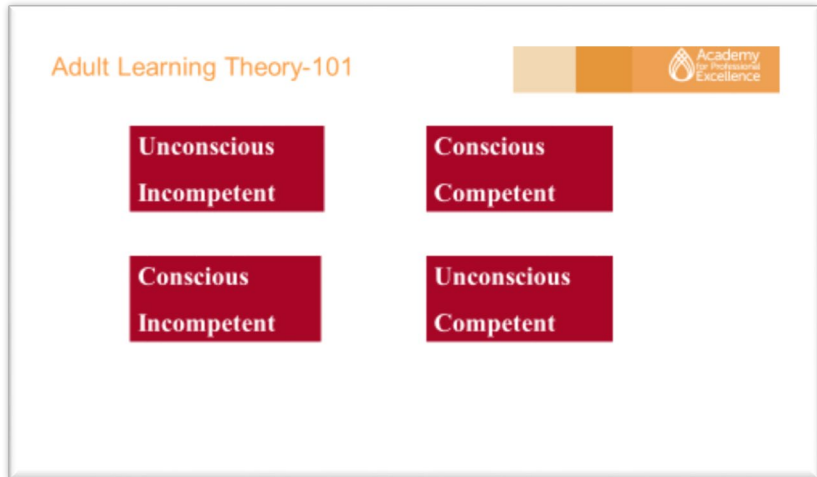
**Ask:** “What are qualities that contribute to a good learning environment?”

Bring up the following answers:

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

Kadushin, A. (2002). *Supervision in Social Work* (4<sup>th</sup> ed.). New York: Columbia University Press.

## Slide #22: Adult Learning Theory 101



**Explain:** This slide and the next are two of the simplest versions of Adult Learning Theory you will ever see.


1. **Unconscious Incompetent** = Don't know what they don't know. Sent to training with little or no concept or context of what they are being taught (brand new staff).
2. **Conscious Incompetent**= Participant has been exposed to information, material, or subject matter, prior to coming to training and now knows what they don't know and can apply and retain the information much better (staff with 2-6 months experience).
3. **Conscious Competent**= a person who has had ongoing training and experience in the field (staff with one year experience).
4. **Unconscious Competent**= experienced staff usually around two years who go about their complicated tasks with little thought for the complicated processes that they have become so adept at performing.

**Trainer Note:** It is most helpful if you can provide real examples of when YOU were in each of these stages. This normalizes that it happens, and has probably happened to them, not just their staff that they supervise.

## Slide #23: Adult Learning Theory Example

Adult Learning Theory Example

*I hear and I forget*  
*I see and I remember*  
*I do and I understand*  
Buddhist quote



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**Explain:** per Adult Learning theory, the learner is perceived as self-directed. The “teacher” is a facilitator who should attempt to encourage self-awareness of the pupil.

Merriam, S.B. (2001) *Andragogy and self-directed learning: Pillars of adult learning theory*. *New Directions for Adult and Continuing Education*, 89, 3-13.

**Ask** participants to review **Handout #3: Adult Learning Theory**

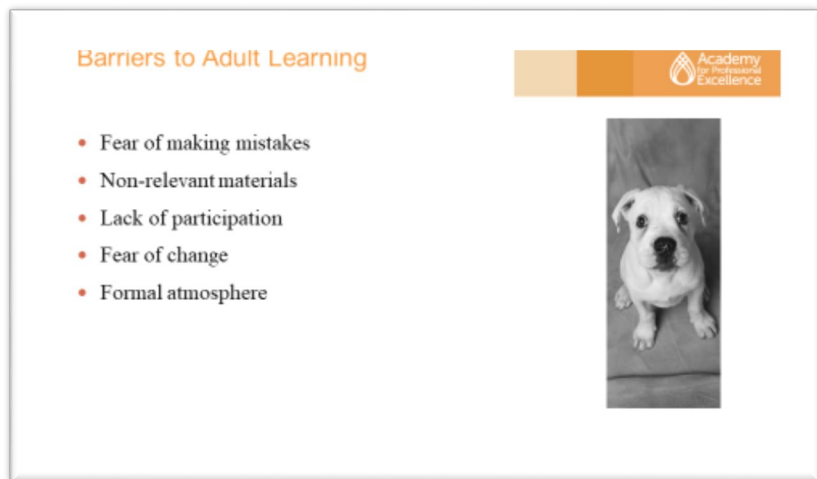
**Trainer Note: Another resource participants may want to research is the Book “Telling Ain’t Training” by Stolovitch & Keeps.**

**HANDOUT #3- ADULT LEARNING THEORY**

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

<b>Principle</b>	<b>Supervisor/ Trainer responsibility</b>
<ul style="list-style-type: none"> <li>Learning is a natural human process (negative experiences may have dulled trainee's eagerness to learn)</li> </ul>	<ul style="list-style-type: none"> <li>Establish a climate of trust</li> </ul>
<ul style="list-style-type: none"> <li>Learners must have their present needs met</li> </ul>	<ul style="list-style-type: none"> <li>Make sure the trainee is comfortable (not under time pressure, stressed by other responsibilities, nervous, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>Adult learners need approval and acceptance</li> </ul>	<ul style="list-style-type: none"> <li>Establish a climate conducive to risk taking</li> </ul>
<ul style="list-style-type: none"> <li>Adults will only learn what they feel they need to know</li> </ul>	<ul style="list-style-type: none"> <li>Establish the relevance of training</li> <li>Relate learning goals directly to job responsibilities and situations</li> </ul>
<ul style="list-style-type: none"> <li>Adult learners only learn in a useful way when they are ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>Listen/ respond to feelings, problems and viewpoints</li> <li>Test periodically for trainee involvement, sense of achievement</li> </ul>
<ul style="list-style-type: none"> <li>Relevant information is retained better</li> </ul>	<ul style="list-style-type: none"> <li>Always make the connection to the work</li> </ul>
<ul style="list-style-type: none"> <li>Repetition improves retention</li> </ul>	<ul style="list-style-type: none"> <li>Repeat, repeat, repeat</li> </ul>
<ul style="list-style-type: none"> <li>Learning is most effective when presented in "bite- size" pieces</li> </ul>	<ul style="list-style-type: none"> <li>Provide coaching in one area at a time, keep sessions short</li> </ul>
<ul style="list-style-type: none"> <li>Learners must be given an opportunity to communicate new information to others and to begin their own application</li> </ul>	<ul style="list-style-type: none"> <li>Ask trainees to "teach back" what they have learned</li> <li>Ask trainees to apply information to their cases, check for understanding and provide constructive feedback</li> </ul>
<ul style="list-style-type: none"> <li>Adults learn by doing</li> </ul>	<ul style="list-style-type: none"> <li>Teach, apply, critique and practice again</li> </ul>

## Slide #24: Barriers to Adult Learning



The slide is titled "Barriers to Adult Learning" in orange text. It features a list of five bullet points in red text: "Fear of making mistakes", "Non-relevant materials", "Lack of participation", "Fear of change", and "Formal atmosphere". To the right of the text is a vertical rectangular photograph of a white dog, possibly a Bull Terrier, sitting and looking forward. In the top right corner of the slide, there is a logo for "Academy of Professional Excellence" with a stylized orange and white icon.

**Ask:** “What makes it difficult for adults to learn new material?” After whole group has provided feedback, **bring** in following answers on PowerPoint one by one.

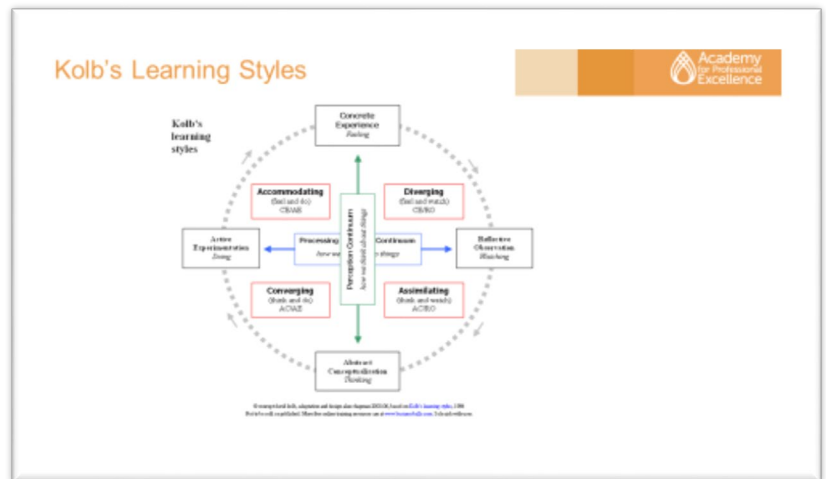
- Fear of making mistakes
- Non-Relevant material (e.g. not applicable to job)
- Lack of participation (learner has no opportunity to influence training)
- Fear of change
- Formal atmosphere

**Discuss** why this is important to participants when training staff (new or experienced).

*Possible answers:*

- *Staff may want to impress Supervisor and/or peers.*
- *Mandatory trainings may not feel relevant to job position.*
- *Lecture or online training may not give participant opportunity to provide input*

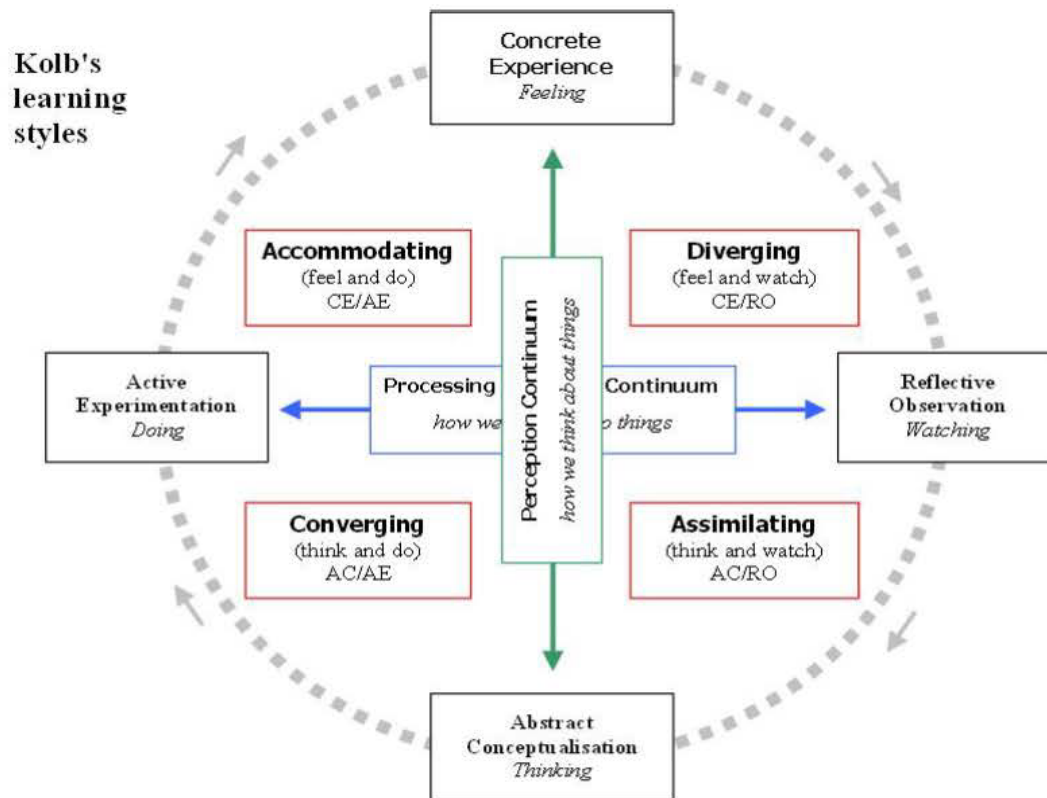
## Slide #25: Kolb's Learning Style

Refer participants to **Handout #4- Kolb's Learning Styles****Explain** basic concepts related to Kolb's Experiential Learning Theory.

- Learning is a cycle made up of four basic phases.
- Experience is either taken in by Concrete Experience or Abstract Conceptualization.
- We deal with these experiences either through Reflective Observation or Active Experimentation.
- Ideally to learn we would cycle through all four phases, although this is not always the case. Individuals have personal learning preferences and may tend to favor one phase.

*Kolb, D. A., & Kolb, A. Y. (2005) The Kolb learning style inventory- Version 3.1, 2005 technical application. Boston: Hay Resources Direct.*

HANDOUT #4-KOLB'S LEARNING STYLES



© concept david kolb, adaptation and design alan chapman 2005-06, based on Kolb's learning styles, 1984  
 Not to be sold or published. More free online training resources are at [www.businessballs.com](http://www.businessballs.com). Sole risk with user.

**Characteristics of Each Style**

**Accommodating** -  
 Getting Things Done  
 Leading  
 Taking Risks  
 Initiating  
 Being Adaptable  
 Being Practical

**Converging** -  
 Solving problems  
 Making Decisions  
 Reasoning  
 Defining Problems  
 Being Logical

**Diverging** -  
 Being Imaginative  
 Understanding People  
 Recognizing Problems,  
 Brainstorming  
 Being open-minded

**Assimilating** -  
 Planning  
 Creating Models  
 Defining Problems  
 Developing Theories  
 Being Patient

## Slide #26: Characteristics of Each Style


**Characteristics of Each Style**

**Accommodating-**  
Getting Things Done  
Leading  
Taking Risks  
Initiating  
Being Adaptable  
Being Practical

**Diverging-**  
Being Imaginative  
Understanding People  
Recognizing Problems,  
Brainstorming  
Being open-minded

**Converging-**  
Solving problems  
Making Decisions  
Reasoning  
Defining Problems  
Being Logical

**Assimilating-**  
Planning  
Creating Models  
Defining Problems  
Developing Theories  
Being Patient



**Explain** that each learning style has certain strengths:

**Accommodating-** Getting Things Done, Leading, Taking Risks, Initiating, Being Adaptable, Being Practical

**Diverging-** Being Imaginative, Understanding People, Recognizing Problems, Brainstorming, Being open-minded

**Converging-** Solving Problems, Making Decisions, Reasoning, Defining Problems, Being Logical

**Assimilating-** Planning, Creating Models, Defining Problems, Developing Theories, Being Patient

**Review** the following:

- **Accommodating Style** combines Active Experimentation and Concrete Experience phases.
- **Diverging Style** combines Concrete Experience and Reflective Observation.
- **Converging Style** combines Abstract Conceptualization and Active Experimentation.
- **Assimilating Style** combines Reflective Observation and Abstract Conceptualization.

*Kolb, D.A., & Kolb, A. Y. (2007) The Kolb learning style inventory- Version 3.1. Boston: Hay Resources Direct.*

**Activity #6: Who are You? (5-7 min)**

1. **Give** participants about 2-3 min to think of what style they may be given the information covered. NOTE: Some may have taken the Kolb Learning Style Inventory and know for sure.
2. **Ask** by a show of hands, how many believe (or know if previously completed the Inventory) that they are Accommodating? Converging? Diverging? Assimilating?
  - a. During each style, ask for volunteers to share how they best learn.

Continued

3. **Explain** per research, the vast majorities of social work supervisors are Divergers- who combine concrete and reflective learning
4. **Share** that the Kolb Learning Style Inventory, Workbook Version 3.1, can be purchased to uncover their learning style and tips for communication, learning, careers, and even parenting. (Korn Ferry's Store at [store.kornferry.com/store](http://store.kornferry.com/store))

**Trainer Note: Research has shown that social workers providing direct services have been found to be primarily accommodating and diverging**

***Wolfsfeld, Lauren and Haj- Yahia, Muhammad M. (2010)  
Learning and Supervisory Styles in the Training of Social Workers, the Clinical Supervisor, 29: 68-94.***

## Slide #27: What Kind of Learner are You?

**Trainer Note:** For the most accurate results of this questionnaire, ensure there are copies of Handout #5, printed one-sided fore each participant OR leave blank pages in between Handout #5 in Participant Manual.

What Kind of a Learner are You?

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DISCOVER YOUR PREFERRED LEARNING STYLE

Statement	Strongly Dislike	Dislike	Like	Strongly Like	Learning Style
I learn best when I can see what I am to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A V K
I learn best when I can touch things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	K A V
I learn best when I can hear what I am to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	K A V
I learn best when I can read what I am to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V K A

Refer participants to **Handout #5- What Kind of Learner are You?**

**IMPORTANT:** Instruct group to fold the right hand edge of the handout so it cannot be seen while they are completing it!

- If folding is not an option due to printing, provide colored paper to cover far right column.

**Activity #7- Visual, Auditory, or Kinesthetic (10-15 min)**

1. **Give** 5-7 min for participants to individually complete the Learning Questionnaire.
2. While participants are filling out the questionnaire, **label** 3 flip charts as A, K, and V.
3. When everyone is finished, **ask** them to put a sticker on the chart that describes their learning style.
4. **Point out** that there is diversity in regards to learning styles.
5. **Ask** participants to individually write out what some challenges might be when training staff with different learning styles from them as the trainer. (5 min).
  - a. If time allows, **have** a few volunteers share.

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

*Leite, Walter L.; Svinicki, Marilla, and Shi, Yuying: Attempted Validation of the Scores of the VARK: Learning Styles Inventory with Multitrait- Multimethod Confirmatory Factor Analysis Models, pg. 2.*

## HANDOUT #5- WHAT KIND OF LEARNER ARE YOU?

This questionnaire will help you discover what kind of **learner** you are.  
 Before you start, fold the right-hand column underneath so that it does not influence how you answer.

**Read each row and tick the ONE option that is most like you.**

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

I prefer teachers who use diagrams to show us things.	I prefer teachers who get us to do something.	I prefer teachers who explain things to us.	V K A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

If I get in trouble in class, it's for talking.	If I get in trouble in class, it's for drawing on the desk or all over my books.	If I get in trouble in class it's for fidgeting.	A V K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
On a long journey I like to look at the scenery or read a book.	On a long journey I can't wait until we stop so I can walk around.	On a long journey I like to listen to music or talk to the other travelers.	V K A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I use my hands a lot when I am talking.	When I am discussing something, I sometimes use words my friends don't know.	When I am discussing something, I like to doodle.	K A V
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If I could be famous, I would be a sports-person (or dancer).	If I could be famous, I would be a film-star.	If I could be famous, I would be a singer.	K V A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would rather go outside and play.	I would rather watch my favorite TV program.	I would rather listen to my favorite music.	K V A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I get distracted in class if I can see something outside the window.	I get distracted in class if I can hear something happening outside.	I lose concentration if I have to sit still for a long time.	V A K
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

I am good at drawing.	I am good at making things.	I am a good listener.	V K A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Out of these 3 jobs - I would prefer to be a radio DJ (or presenter).	Out of these 3 jobs - I would prefer to be a mechanic.	Out of these 3 jobs - I would prefer to be an artist (or designer).	A K V
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	V A K
The type of puzzle I would prefer is "Spot the difference".	The type of puzzle I would prefer is "Name that tune".	The type of puzzle I would prefer is "Rubik's cube".	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A K V
If I needed to build a Lego model, I would get someone to explain how or to read the instructions to me.	If I needed to build a Lego model, I would try to work out which bits fit together.	If I needed to build a Lego model, I would follow the diagram or the picture on the packet.	

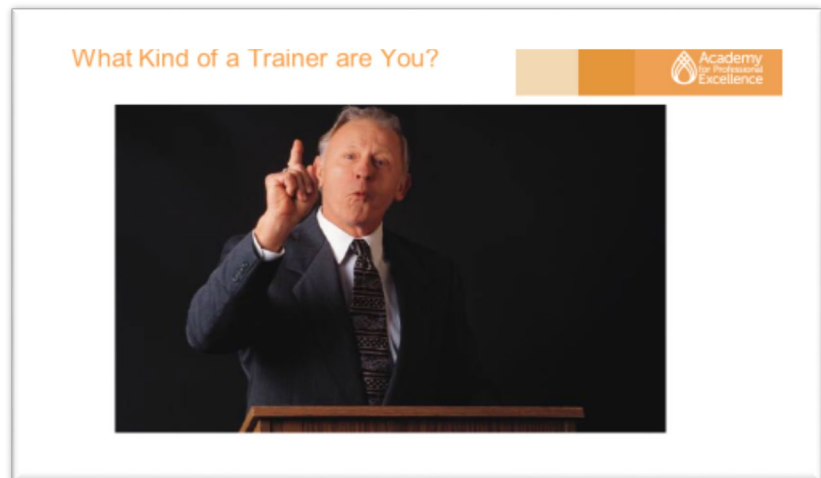
When you have ticked one option in each row, unfold the right-hand column, circle the appropriate letter, then count up how many of each letter you scored.

If you scored mainly V's, you are a VISUAL learner.

If you scored mainly A's, you are an AUDITORY learner.

If you scored mainly K's, you are a KINAESTHETIC learner.

Available from [http://www.brainboxx.co.uk/a3\\_aspects/pages/VAK\\_quest\\_2.htm](http://www.brainboxx.co.uk/a3_aspects/pages/VAK_quest_2.htm)

**Slide #28: What Kind of Trainer are You?**

**Explain** that it is important for all supervisors to understand their own training style because instinctively we will teach others based on the way that we like to be taught, even if this may not be appropriate for the person that we are training. In fact, research shows that supervisors are resistant to changing their style from the one that is natural to them even when they have been told that they are working with a supervisee that has a very different learning style.

*Wolfsfeld, Lauren and Haj- Yahia, Muhammad M. (2010) Learning and Supervisory Styles in the Training of Social Workers, The Clinical Supervisor, 29: 68-94.*

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

*Honigsfeld, A., & Schiering, M. (2004). Diverse approaches to the diversity of learning styles in teacher education. Educational Psychology, 24(4), 487- 507.*

**Activity #8: What Kind of Trainer are You? (10 min)**

1. **Refer** participants to **Handout #6- What Kind of Trainer are You?**
2. **Instruct** them to individually read the front page first and pick which style they think best describes them.
3. After everyone is done with the first page, **have** participants read their style's strengths and weaknesses.
  - a. Although the styles include a complex array of characteristics, it may be helpful to conceptualize the styles as follows:
    - i. Style A: The Lecturer
    - ii. Style B: The Counselor
    - iii. Style C: The Performer
    - iv. Style D: The Intellectual/ Debater

Continued
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4. **Ask** if anyone would like to share if they were surprised by the style that describes them.
5. **Remind** participants that each style has strengths and it's important that we match the styles of those we work with.

*Wolfsfeld, Lauren and Haj- Yahia, Muhammad M. (2010) Learning and Supervisory Styles in the Training of Social Workers, The Clinical Supervisor, 29: 68-94.*

*Kolb, D.A. (1981). Learning styles and disciplinary differences. In A. Chickering (Ed.), The modern American college (pp. 232- 255). San Francisco: Jossey- Bass.*

**HANDOUT #6- WHAT KIND OF TRAINER ARE YOU?**

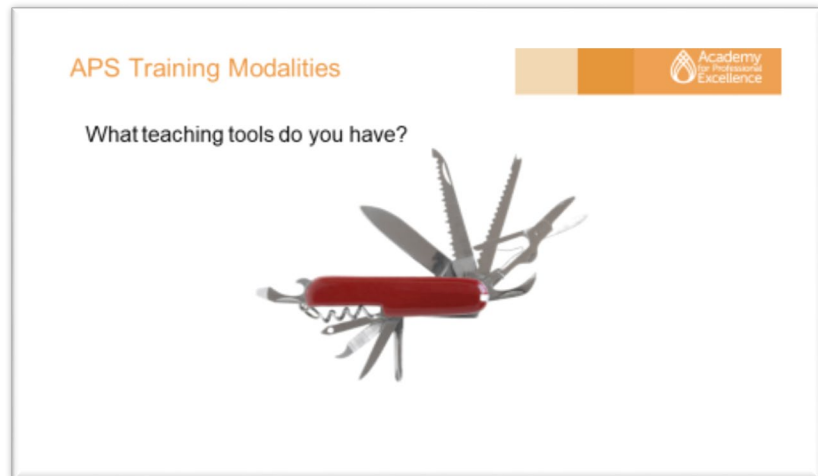
*Adapted from Training of Trainers Manual produced by AARP Foundation, August 1999*

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

Style A	Style B	Style C	Style D
<ul style="list-style-type: none"> <li>• Information is presented in a clear, conceptually logical manner</li> <li>• Concise learning objectives are presented</li> <li>• When the trainer is a content expert</li> <li>• When all questions are answered completely</li> <li>• Learning has occurred when participants understand and can repeat the major learning point and backup arguments for each point.</li> </ul>	<ul style="list-style-type: none"> <li>• They are in a positive setting</li> <li>• They get personally involved in the training process</li> <li>• They get feedback on their actions</li> <li>• Learning about how the person functions in interpersonal situations is most important.</li> </ul>	<ul style="list-style-type: none"> <li>• They enjoy the learning experience</li> <li>• They are persuaded by a dramatic presentation</li> <li>• Learning has occurred when trainees have agreed with the major points of the training and are motivated to use the training on the job.</li> </ul>	<ul style="list-style-type: none"> <li>• Trainees have an active part in the learning process</li> <li>• Lessons are experienced whenever possible</li> <li>• They have a clear conceptual base from which to solve problems.</li> <li>• Learning has occurred when there is a behavior change.</li> </ul>

Style A	Style B	Style C	Style D
-----Strength of this style-----			
<ul style="list-style-type: none"> <li>• Solicits admiration</li> <li>• Emphasis is on goals</li> <li>• All material is covered in a direct, logical, concise way</li> <li>• Explanations are complete and step by step</li> <li>• Interventions are practical and detailed</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a climate of trust</li> <li>• Orientation is towards relationships</li> <li>• The learning process is more important than specific learning objectives</li> <li>• Trainee influences the direction of the discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Generates excitement and enthusiasm</li> <li>• Responsive to the learners needs and keeps their attention</li> <li>• Training is fun</li> <li>• Trainees are highly motivated</li> </ul>	<ul style="list-style-type: none"> <li>• Solid, competent trainer who is imaginative</li> <li>• Primary focus is on the task</li> <li>• Sticks to the lesson plan but can adapt as needed</li> <li>• Has a problem solving attitude</li> <li>• Willing to meet the expressed needs of trainees</li> </ul>
-----Weakness of this style-----			
<ul style="list-style-type: none"> <li>• Creates distance between trainer and trainee</li> <li>• Reduces opportunities for trainee to take the initiative</li> <li>• Can be inflexible</li> </ul>	<ul style="list-style-type: none"> <li>• May not achieve all learning objectives</li> <li>• Need to watch personal boundaries</li> <li>• May be challenged by more aggressive trainees</li> </ul>	<ul style="list-style-type: none"> <li>• Trainer can become a show- off</li> <li>• Lack of structure can lead to high ambiguity for trainees.</li> <li>• Trainee has fun but may not learn much.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus more on intellect than feeling</li> <li>• May be impatient with slow learners</li> <li>• May provide too many alternate answers</li> </ul>

## Slide #29: APS Training Modalities



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

*Possible answers:*

*Shadowing, training manuals, site visits, interviews with key representatives of department, sitting in on meetings, formal trainings, videos, and games*

### **Activity #9- Medication Exercise (10-15 min)**

1. **Point** out that training related activities can mimic games and that this activity is an example of a learning game.
2. **Refer** each group to the **Handout #7 Medication Labels**.
3. Together in their Super Hero groups (or **assign** new groups), complete the Medication Exercise.
4. **Explain** that this is an example of an experiential learning activity that can be used with new APS professionals to demonstrate the importance of completing a medication review with clients when conducting a psychosocial assessment.
5. **Inform** participants that they are competing against the other groups to make a list of the greatest number of problems/ psychosocial issues that are related to the medications.
  - a. They will have 5-7 min to do so.
6. **Provide** the following statement for the "game" to begin:
  - a. *"Mrs. Young is a 65 year old woman who has a history of mental health issues. Lately, her neighbors state that she has been unsteady on her feet and somewhat confused. Please review her medications (Handout #7) and see how many issues you can identify involving her medications. "What would your next steps be?"*

### **Answer Key:**

1. Haldol- This medication is counter-indicated for older adults.
2. Depakote- This is the same drug as number three and the same prescriber.
3. Duplicate of number 2.

Continued

4. Chlorothiazide- Mixed medications in this bottle. Does she know what she is taking?
5. OxyContin- Duplicate pain medication to number 7 but from a different doctor. May indicate “doctor shopping”.
6. Elavil- Client is taking two medications for depression (number 9). Do these meds work together?
7. Percocet- Duplicate pain prescription from a different doctor. This may indicate “doctor shopping”.
8. Diazepam- This drug is also counter indicated for older adults.
9. Wellbutrin- Client is taking two drugs for depression (see 6). Do they work together?
10. Tylenol with Codeine- Medication is expired.

**Report Out:**

1. **Ask** groups how many problems they found and congratulate the “winning” group.
2. **Ask** the group to comment on their learning experience.
  - a. Did they find the activity fun, effective, easy etc.?
  - b. Did anyone not enjoy playing the game (refer back to various learning styles).

HANDOUT #7- MEDICATION LABELS

NOTE: Medications reviewed on 4/15/2010

1	<p><b>Savondrugs</b> 8212 Riverside Drive Riverside, CA, 92504 Phone: (951) 781-0146 Fill date: 3/1/10 Rx #: 289735 Prescriber: Marvin Seller</p> <p><b>MARGARET YOUNG</b> TAKE ONE TABLET IN THE MORNING AND ONE TABLET AT BEDTIME</p> <p>DISCARD AFTER <u>02/12</u> <b>Haldol/ 60 TAB</b> Refill 2</p>	2
3	<p><b>Savondrugs</b> 8212 Riverside Drive Riverside, CA, 92504 Phone: (951) 781-0146 File date: 03/01/10 Rx #: 123567 Prescriber: Ashford Griffin</p> <p><b>MARGARET YOUNG</b> TAKE ONE TABLET AT BEDTIME</p> <p>DISCARD AFTER <u>02/11</u> <b>Depakote/ 50 TAB</b> Refills 2</p>	4
5	<p><b>Walgreens</b> 5560 Central Ave Riverside, CA, 92504 Phone: (951) 358-4057 File date: 3/15/10 Rx #: 7862567 Prescriber: Bao Vinh</p> <p><b>MARGARET YOUNG</b> TAKE ONE TABLET BY MOUTH TWO TIMES A DAY AS NEEDED FOR PAIN.</p> <p>DISCARD AFTER <u>07/11</u> <b>OxyContin/ 90 TAB</b> Refills 0</p> <p><i>NOTE: This bottle is empty.</i></p>	6
7	<p><b>Savondrugs</b> 8212 Riverside Drive Riverside, CA, 92504 Phone: (951) 781-0146 File date: 8/3/09 Rx #: 888931 Prescriber: Victor Franko</p> <p><b>MARGARET YOUNG</b> TAKE ONE TABLET BY MOUTH TWO TIMES A DAY AS NEEDED FOR PAIN.</p> <p>DISCARD AFTER <u>05/11</u> <b>Percocet/ 100 TAB</b> Refills 0</p>	8
9	<p><b>Walgreens</b> 5560 Central Ave Riverside, CA, 92504 Phone: (951) 358-4057 File date: 12/7/09 Rx #: 7862566 Prescriber: Bao Vinh</p> <p><b>MARGARET YOUNG</b> TAKE ONE TABLET 3 TIMES DAILY WITH FOOD <u>12/12</u></p> <p>DISCARD AFTER <u>12/12</u> <b>Wellbutrin/ 50 TAB</b> Refills 4</p> <p><i>NOTE: This bottle is full.</i></p>	10
	<p><b>Savondrugs</b> 8212 Riverside Drive Riverside, CA, 92504 Phone: (951) 781-0146 File date: 04/8/10 Rx #: 123567 Prescriber: Ashford Griffin</p> <p><b>MARGARET YOUNG</b> TAKE ONE TABLET AT BEDTIME</p> <p>DISCARD AFTER <u>02/12</u> <b>Depakote/ 50 TAB</b> Refills 3</p>	
	<p><b>Savondrugs</b> 8212 Riverside Drive Riverside, CA, 92504 Phone: (951) 781-0146 File date: 8/15/09 Rx #: 888935 Prescriber: Ashford Griffin</p> <p><b>MARGARET YOUNG</b> TAKE 2 X DAILY</p> <p>DISCARD AFTER <u>12/10</u> <b>Chlorothiazide/400 mg</b> Refills 4</p> <p><i>NOTE: This bottle contained both yellow and white pills</i></p>	
	<p><b>Savondrugs</b> 8212 Riverside Drive Riverside, CA, 92504 Phone: (951) 781-0146 File date: 4/8/10 Rx #: 888932 Prescriber: Ashford Griffin</p> <p><b>MARGARET YOUNG</b> TAKE TWICE DAILY WITH FOOD</p> <p>DISCARD AFTER <u>05/11</u> <b>Elavil/ 50 TAB</b> Refills 5</p>	
	<p><b>Savondrugs</b> 8212 Riverside Drive Riverside, CA, 92504 Phone: (951) 781-0146 File date: 03/7/10 Rx #: 89135468 Prescriber: John Web</p> <p><b>MARGARET YOUNG</b> TAKE ONE TABLET EACH MORNING</p> <p>DISCARD AFTER <u>11/12</u> <b>Diazepam 60TAB</b> Refills 3</p> <p><i>NOTE: This bottle is empty.</i></p>	
	<p><b>Savondrugs</b> 8212 Riverside Drive Riverside, CA, 92504 Phone: (951) 781-0146 File date: 8/03/09 Rx #: 559872 Prescriber: Victor Franko</p> <p><b>MARGARET YOUNG</b> TAKE TWO TABLET BY MOUTH EVERY EIGHT HOURS AS NEEDED FOR PAIN.</p> <p>DISCARD AFTER <u>11/12</u> <b>Tylenol with Codeine/ 30 TAB</b> Refills 0</p>	

## Slide #30: Matching Staff's Learning Style with a Training Method

**Trainer Note: For Activity #10, it's suggested to cover the 1<sup>st</sup> section of the handout (using case studies) as a group, to demonstrate how they will work through the handout. In their groups.**



**Explain:** As was discussed earlier, there are a variety of techniques that can be employed to train new and veteran APS professionals. It is ideal to match a staff's learning style with activities that will complement their styles. It is also best for a trainer to employ a diverse array of methods that cater to the needs of different learning styles.

**Refer** participants to **Handout #8A- Examples of Matching Learning Style with Training Method (Participant Copy)**.

**Explain** that supervisors should implement a variety of different modalities when training staff, especially in cohorts, to maximize on the possibility of accommodating all learning styles.

**Activity #10: Matching Game (10-15 min)**

1. **Instruct** participants that in their Super Hero groups (or **assign** new groups), they should go through the list of activities to determine whether each one would be considered V, A, or K.
2. **Provide** group with 10 minutes to complete handout together and then call on different groups to provide answers.
  - a. See **Handout 8B- Examples of Matching Learning Style with Training Method (Trainer Copy)** for answers.

Optional Discussion On Shadowing

**Ask** the group about their experiences utilizing shadowing as a training technique. Shadowing can be done in a structured or unstructured format. The handout lists examples of activities that a new staff can complete while shadowing a more seasoned employee. **Ask** the group to provide examples of other techniques that they have used to enhance the effectiveness of shadowing.

**Trainer Note: Training videos specific to APS can be found at APSWI's website <https://theacademy.sdsu.edu/programs/apswi/>. Inform participants that there are various videos demonstrating APS interviewing techniques.**

**HANDOUT #8A- EXAMPLES OF MATCHING LEARNING STYLE WITH THE  
TRAINING METHOD  
(PARTICIPANT COPY)**

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

Adapted from Training of Trainers Manual produced by AARP Foundation, August 1999

**HANDOUT #8B- EXAMPLES OF MATCHING LEARNING STYLE WITH A TRAINING METHOD (TRAINER COPY)**

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

White = Addresses this learning style //Black = Does not address this learning style // Green = Addresses ALL Learning styles. Adapted from Training of Trainers Manual produced by AARP Foundation, August 1999

## THE CURRICULUM



Time Allotted: 25 Minutes

### Slide #31: What Should We Teach New APS Professionals?

What Should We Teach New APS Professionals?

Standardized Training contributes to:

- Adherence to policy
- Consistence
- Improved Outcomes
- Reduced Liability



**Explain:** It is essential to have a set curriculum of policies/ procedures and skills that are consistently presented to new APS professionals. This will contribute to adherence of state and local policies/mandates, increase consistency between staff, improve client outcomes, and reduce potential liability for the county and for you as a supervisor. To some extent curriculum will be unique because it's important to include training on internal policies and procedures specific to each county.

## Slide #32: NAPSA Core Competencies



**Explain** that NAPSA has established a set of 23 skills that are essential for all APS professionals to possess. **Refer** participants to **Handout #9-NAPSA Core Competencies for APS Professionals**.

What is NAPSA?

- NAPSA is a national non-profit that was established in 1989 to provide state Adult Protective Services (APS) program administrators and staff with a forum for sharing information, solving problems, and improving the quality of services for victims of elder and vulnerable adult abuse. The mission of NAPSA is to improve the quality and availability of protective services for disabled adults and elderly persons who are abused, neglected, or exploited and are unable to protect their own interests.

<https://www.napsa-now.org/>

**Explain** that the list of core competencies can be used as one framework to develop a curriculum for new staff, but this is certainly not the only way to set up a curriculum.

Not only do NAPSA and San Diego State University's Academy for Professional Excellence recommend the use as core training for APS but the Administration for Community Living (ACL) does as well. ACL Draft Consensus Guidelines: <https://www.acl.gov/sites/default/files/programs/2017-03/APS-Guidelines-Document-2017.pdf>

### **Activity #11- Crafting a Training Program (10-20 min)**

1. **Explain** that participants will have ten minutes to work within their teams (or **assign** new groups) and brainstorm ways they would train new staff on the NAPSA Core Competencies.
2. **Assign** each team one section from **Handout #9** and **inform** them that they are responsible for training five new staff members with varying backgrounds on all topics within the section (e.g. Issues in Aging, Health and Behavioral Health: The

*Continued*

Aging Process, Physical/Development Disabilities, Mental Health Issues, Substance Abuse)

3. **Explain** they are to come up with a list of training modalities/activities that they would use to reinforce their particular subsection.
  - a. **Ask** them to chart their ideas on flip chart paper.
4. After ten minutes, ask for each team to share their lists.

**Trainer Note:**

**Alternate Option:**

**If time allows, take one section yourself and demonstrate how you would brainstorm modalities/activities. Then assign the remaining five sections.**

*Possible Answers:*

1. **Understanding APS-** Reading written materials regarding origins of APS in staff's particular state; reviewing state mandates, policies, and procedures in manual; interviewing other APS investigators, support staff, or management; attending case consultation meetings facilitated by supervisor where overarching values are pointed out (i.e., right to self-determination); completion of on-line APS overview mini-module.
2. **Basic Skills-** Shadowing experienced staff on field visits; reviewing documentation and case narrative selected by supervisor; new staff to write up shadow assessments; completion of the rat feces activity; shadowing of intake staff in order to increase exposure to professional communication skills as they pertain to APS; attendance at case consultation meetings to learn about closure criteria for cases; supervisor to shadow that new staff to provide coaching and feedback re: initial investigation; one-on-one case consultation discussions with supervisor regarding cases and closure criteria.
3. **Issues in Aging, Health, and Behavioral Health-** Review material in manual and key internet sites re: aging, dementia, physical and developmental disabilities, and mental health issues; site visits to adult day health centers, senior centers, PACE sites, SNFs, and Assisted Living Facilities; attendance of mental health MDT to learn about MH resources and listen to case consultation; site visit to county psychiatric hospital; review of the state's mental health conservatorship process with supervisor; review written materials and key internet sites regarding substance use and the older adult/ adults with disabilities population; attendance at an AA meeting or site visit of local substance abuse detox site.
4. **Understanding Issues of Abuse-** Review of state policies and procedures manual to learn definitions of abuse; review written material and key internet sites regarding domestic violence; shadowing experienced staff to learn about

*Continued*

specific types of abuse (i.e., case to be selected by supervisor); attendance at MDT (Multi- Disciplinary Team) and FAST (Financial abuse specialist team); completion of on-line mini modules regarding different abuse types.

- 5. Investigating Abuse: Multi-disciplinary perspectives-** Attendance at FAST (Financial Abuse specialist team) to increase understanding of investigation of financial abuse cases; interview with elder abuse DA and Victim's witness reps to discuss criminal aspects of abuse investigation; interview with county counsel regarding civil elder abuse issues; observe a capacity evaluation that is completed by MD, neurologist, or psychologist, attend a restraining order hearing; attend conservatorship hearing; risk assessment transfer of learning activity (vignette); role plays.
  
- 6. Case Planning-** Reviewing documentation for specific cases with goal of providing framework for management of different types of cases; attendance at MDT to interview with local PG to discuss conservatorship process to increase a new staff's understanding of this option for involuntary case planning; site visits to local resources such as senior centers or clinics to learn about case management resources; resources scavenger hunt activity.


## HANDOUT #9-NAPSA CORE COMPETENCIES FOR APS PROFESSIONALS

1. **UNDERSTANDING APS**
  - a. APS OVERVIEW
  - b. APS VALUES AND ETHICS
  - c. REGULATIONS
  - d. COLLABORATION AND RESOURCES
  
2. **BASIC SKILLS**
  - a. INTITAL INVESTIGATION: TAKING THE FIRST STEPS
  - b. PROFESSIONAL COMMUNICATION SKILLS
  - c. APS CASE DOCUMENTATION/ REPORT WRITING
  - d. CASE CLOSURE
  
3. **ISSUES IN AGING, HEALTH AND BEHAVIORAL HEALTH**
  - a. THE AGING PROCESS
  - b. PHYSICAL AND DEVELOPMENT DISABILITIES
  - c. MENTAL HEALTH ISSUES
  - d. SUBSTANCE ABUSE
  
4. **UNDERSTANDING ISSUES OF ABUSE**
  - a. DYNAMICS OF ABUSIVE RELATIONSHIPS
  - b. SELF-NEGLECT
  - c. CAREGIVER OR PERPETRATOR NEGLECT
  - d. FINANCIAL EXPLOITATION
  - e. PHYSICAL ABUSE
  - f. SEXUAL ABUSE
  
5. **INVESTIGATING ABUSE: MULTI-DISCIPLINARY PERSPECTIVES**
  - a. INVESTIGATION: CLIENT CAPACITY
  - b. INVESTIGATION: RISK ASSESSMENT
  - c. LEGAL ISSUES AND LAW ENFORCEMENT
  
6. **CASE PLANNING**
  - a. VOLUNTARY CASE PLANNING AND INTERVENTION PROCESS
  - b. INVOLUNTARY CASE PLANNING AND INTERVENTION PROCESS

All 23 Core Competencies have established curriculum and are available with either Instructor Led Training and/or eLearning modules. Instructor Led Trainings come with complete Trainer Manuals, Participant Manuals and PowerPoints. Materials are available at <https://theacademy.sdsu.edu/programs/apswi/core-competency-areas/>

NAPSA's Recommended State Guidelines: <http://www.napsa-now.org/wp-content/uploads/2014/04/Recommended-Program-Standards.pdf>

## Slide #33 - APS Core Competencies Modules

APS Core Competencies Modules		
1. APS Overview	13. Physical Abuse	
2. APS Values and Ethics	14. Sexual Abuse	
3. Agency Standards and Procedures	15. Case Documentation/Report Writing	
4. The Aging Process	16. Intake Process	
5. Physical & Developmental Disabilities	17. Investigation: Client Capacity	
6. Mental Health Issues	18. Investigation: Risk Assessment	
7. Substance Abuse	19. Voluntary Case Planning & Intervention	
8. Dynamics of Abusive Relationships	20. Involuntary Case Planning & Intervention	
9. Professional Communication	21. Collaboration & Resources	
10. Self-Neglect	22. Legal Issues & Law Enforcement	
11. Caregiver Neglect	23. Case Closure	
12. Financial Exploitation		

**Refer** participants to **Handout #10- Sample Core Curriculum for New APS Professionals**

**Point** out key points of handout only and **emphasize** that this is a tool that participants may use if they want guidance in setting up a standardized training program for their staff.

The goal of this handout is to provide helpful and hands-on access to information that will help them to set up their own training program.

## HANDOUT #10-SAMPLE CORE CURRICULUM FOR NEW APS PROFESSIONALS

### 1. Understanding APS

#### Overview

- APS target populations and eligibility criteria for each state: State of California website providing overview on APS eligibility – <http://www.cdss.ca.gov/agedblinddisabled/PG1298.htm>
- History and Role of National Adult Protective Services Association (NAPSA) – <http://www.apsnetwork.org/>
- *Activity* – New staff to sign up to receive NAPSA daily newsfeed. New staff to participate in NAPSA webinar or annual conference
- *Activity* – New staff to conduct site visit to an adult day program for Development Delayed adults, and/or a site visit to an adult day health program for frail elders. Prior to visits, supervisor should ask the new staff to observe the participants' functional levels and think about the various ways they might be vulnerable to abuse
- Prevalence/Incidence of elder abuse – [http://ncea.aoa.gov/ncearoot/main\\_site/pdf/publication/FinalStatistics050331.pdf](http://ncea.aoa.gov/ncearoot/main_site/pdf/publication/FinalStatistics050331.pdf)
- *Activity* – Supervisor to ask the new staff to look up the prevalence rates of reportable types of abuse in home state
- *Activity* – Register and complete the on-line mini-module *Overview of APS* at <https://theacademy.sdsu.edu/programs/apswi/core-competency-areas/aps-overview-elearning/>
- Federal Issues impacting APS – Elder Justice Coalition outlines the Elder Justice Act <http://www.elderjusticecoalition.com/legislation.htm>

#### Ethics

- Code of Ethics defined by National Adult Protective Services Association, can be found at <https://www.napsa-now.org/about-napsa/code-of-ethics/>
- Right to self-determination and the right to remain in the least restrictive setting possible, see: <http://www.preventelderabuse.org/issues/autonomy.html>
- *Activity* – Review a self-neglect case with the staff and ask them to discuss the application of these ethical principles in this case
- Assume decision making capacity unless adjudicated in a court of law

#### Regulations

- Find and download the manual of regulations for home state. (In California go to: <http://www.cdss.ca.gov/ord/entres/getinfo/pdf/apsman.pdf>)
- *Activity* – Supervisor to ask the new staff to locate the state's policies and mandated timeframes regarding: Response times for initial face to face visits, completion of assessments, service plans and required monitoring visits
- Supervisor to cover the following areas during on-on-one supervisor with new staff:

- Agency organizational chart
- Agency-specific intake procedures
- Internal policies regarding response times and management of ER cases
- Translation procedures
- Policies regarding clients that cannot be located
- After hours coverage policies
- *Activity* – New staff to shadow intake staff while they are taking *Reports of Abuse* over the phone. Supervisor to meet with new staff after shadowing activities are completed to review cases that were opened by intake during the shadowing period. Supervisor to ask the new staff to explain why certain response times were chosen based on agency criteria
- *Activity* – New staff to interview experienced staff about their time management strategies and tips for managing caseloads.

### **Collaborations & Resources**

- *Activity* – New staff to attend a Multi- disciplinary team meeting to learn about resources in the community. Supervisor to ask the new staff to record who attended the meeting and what help they were able to provide
- *Activity* – Site visits/telephone interviews of key community resources that the new staff will utilize to carryout service plans
- *Activity* – Resource Scavenger Hunt – See attached handout in Appendix

## **2. Basic Skills**

### **Initial Investigation: Taking the First Steps**

- *Training materials for in-person training available through National Adult Protective Services Training Partnership at <https://theacademy.sdsu.edu/programs/apswi/core-competency-areas/initial-investigation-taking-the-first-steps-instructor-led-training/>*
- *Activity* – New staff to shadow seasoned staff on initial home visits. Supervisor to select initial cases for shadowing. Supervisor should meet with new staff before and after shadowing experience to discuss new staff's observations regarding the initial home visit.

### **Professional Communication Skills**

- *Training materials for in-person training available through National Adult Protective Services Training Partnership at <https://theacademy.sdsu.edu/programs/apswi/core-competency-areas/professional-communication-instructor-led-training/>*

### **APS Case Documentation and Report Writing**

- *Training materials for in-person training available through National Adult Protective Services Training Partnership at <https://theacademy.sdsu.edu/programs/apswi/core-competency-areas/aps-case-documentation-and-report-writing-instructor-led-training/>*
- *Activity* – Supervisor to select samples of example case records for the new staff to review independently. Supervisor should select at least one example of a model case record as well as at least one that is problematic. New staff to make a list of the elements that make an

example effective and the other problematic. Supervisor to discuss with new staff during one-on-one supervision.

- *Activity* – New staff to write up a shadow psychosocial assessment from an initial home visit that they observed while shadowing a more seasoned staff. New staff to share the shadow assessment with supervisor who will provide feedback regarding writing style.

#### **Case Closure**

- Supervisor to review state guidelines for case closure found in home state or agency's policy manual.
  - Criteria for closure in California (page 55 of PDF):  
<http://www.dss.cahwnet.gov/getinfo/pdf/apsman/pdf>
- *Activity* – Supervisor should review closed cases with the new staff and discuss the effectiveness of the service plan, the level of risk at closing, and the possibility of reoccurrence of abuse. Supervisor should ask the new staff why the case might have to be closed without a complete resolution of the problem. (This is not a time to tear down another staff's efforts but an opportunity to discuss your agency's resources and policies).

### **3. Issues in Aging, Health, and Behavioral Health**

#### **The Aging Process**

- Age related changes to physical and cognitive functioning:  
[http://www.headstrongbrain.com/Science/Resource\\_Library/What\\_Happens\\_to\\_Us\\_as\\_We\\_Age?page=2](http://www.headstrongbrain.com/Science/Resource_Library/What_Happens_to_Us_as_We_Age?page=2)
- Defining Dementia:  
[http://www.caregiver.org/caregiver/jsp/content\\_node.jsp?nodeid=569](http://www.caregiver.org/caregiver/jsp/content_node.jsp?nodeid=569)
- *Activity* – New staff to watch Elder Abuse Commercial available at:  
[www.youtube.com/watch?v=5cauXgZhROM](http://www.youtube.com/watch?v=5cauXgZhROM). Supervisor to discuss the new staff's emotional response to the commercial and ageism in our cultural in general. How does this impact the work of APS?

#### **Physical/Developmental Disabilities**

- *Activity* – New staff to complete eLearning available at:  
<https://theacademy.sdsu.edu/programs/apswi/core-competency-areas/physical-and-developmental-disabilities-elearning/>
- Understanding Developmental Disabilities: <http://arch-online.org/understandingdevelopmental-disorder-disabilites.htm>

#### **Mental Health Issues**

- *Activity* – New staff to complete eLearning available at:  
<https://theacademy.sdsu.edu/programs/apswi/core-competency-areas/mental-health-in-aps-parts-1-and-2-elearning/>
- Depression and suicide among older adults:  
<http://www.nimh.nih.gov/health/publications/older-adults-depression-and-suicidefacts-fact-sheet/index.shtml>

#### **Substance Abuse**

- Substance use among the elderly:  
<http://www.elderresponseteam.org/elder%20issues.htm>

- Substance use among disabled adults:  
[http://www.hhs.gov/od/about/fact\\_sheets/substanceabusech26.html](http://www.hhs.gov/od/about/fact_sheets/substanceabusech26.html)

#### 4. Understanding Issues of Abuse

##### Dynamics of Abusive Relationships

- Abuse in later life wheel/ Tactics used by abusers:  
<http://www.ncall.us/sites/ncall.us/files/resources/Abuse%20in%20Later%20Life%20Wheel%20202011.pdf>
- Signs of Abuse:  
<http://www.ncall.us/sites/ncall.us/files/resources/Abuse%20in%20Later%20Life%20Wheel%20202011.pdf>
- Undue influence. Defined by Dr. Bennett Blum:  
[http://www.bennettblummd.com/undue\\_influence.html](http://www.bennettblummd.com/undue_influence.html)
- *Activity* – Undue influence: - New staff to complete eLearning available at:  
<https://theacademy.sdsu.edu/programs/apswi/financial-abuse-training/undue-influence-mini-module-elearning/>
- Types of Abuse –  
[http://www.ncea.aoa.gov/ncearoot/main\\_site/FAQ/Basics/Types\\_Of\\_Abus\\_e.aspx](http://www.ncea.aoa.gov/ncearoot/main_site/FAQ/Basics/Types_Of_Abus_e.aspx)
- Signs of Abuse:  
[http://helpguide.org/mental/elder\\_abuse\\_physical\\_emotional\\_sexual\\_neglect.htm#types](http://helpguide.org/mental/elder_abuse_physical_emotional_sexual_neglect.htm#types)
- *Training materials for in-person training available through* National Adult Protective Services Training Partnership at  
<https://theacademy.sdsu.edu/programs/apswi/core-competency-areas/dynamics-of-abusive-relationships-instructor-led-training/>
- *Activity* – Review a domestic violence case together and ask the staff to identify the abuse tactics used by the abuser. Does the case show signs of undue influence?
- *Activity* – Supervisor to ask the new staff to watch on of the television shows on Hoarding (Hoarders, Hoarding: Buried Alive, Animal Hoarders) or a YouTube video about hoarding. New staff to then report back about what they watched. During follow up discussion, the supervisor may ask the new staff to reflect on their personal feelings about conducting interview in those situations and how they feel about hoarding clients in general.

##### Caregiver or Perpetrator Neglect

- Issues related to caregiving:  
[http://www.caregiver.org/caregiver/jsp/content\\_node.jsp?nodeid=2313](http://www.caregiver.org/caregiver/jsp/content_node.jsp?nodeid=2313)  
[http://www.caregiver.org/caregiver/jsp/content\\_node.jsp?nodeid=439](http://www.caregiver.org/caregiver/jsp/content_node.jsp?nodeid=439)
  - *Discussion point* – During one-on-one supervision, supervisor to ask the new staff: Is caregiver stress a reasonable excuse for abuse and neglect? Why or why not, under what conditions?

##### Physical Abuse

- *Activity* Physical Abuse – eLearning available at:  
<https://theacademy.sdsu.edu/programs/apswi/core-competency-areas/responding-to-physical-elder-abuse-and-neglect-elearning/>
- *Activity* – New staff watch the video: Forensic Markers of Elder Abuse available at: <http://www.youtube.com/watch?v=oEutdrp4XQ>

### **Sexual Abuse**

- Article on elder sexual abuse:  
[http://www.ncall.us/site/ncall/us/files/resources/NCALL%20Sexual%20Abuse%20in%20Later%20Life%20Fact%20Sheet\\_0.pdf](http://www.ncall.us/site/ncall/us/files/resources/NCALL%20Sexual%20Abuse%20in%20Later%20Life%20Fact%20Sheet_0.pdf)

### **Financial Exploitation**

- What is elder financial abuse?  
[http://www.preventelderabuse.org/elderabuse/fine\\_abuse.html](http://www.preventelderabuse.org/elderabuse/fine_abuse.html)
- Power of Attorney and Living Trusts –  
[http://caregiver.org/caregiver/jsp/content\\_node.jsp?nodeid=434](http://caregiver.org/caregiver/jsp/content_node.jsp?nodeid=434)
- *Activity* – Complete eLearning “mini-modules” on Identity theft and Credit Card Fraud, Power of Attorney Abuses, Deed and Foreclosure Rescue Scams, Living trusts and Annuity scams, Undue Influence, and Reverse Mortgage Abuse through the National Adult Protective Services Training Partnership at  
<https://theacademy.sdsu.edu/programs/apswi/financial-abuse-training/>
- *Activity* – New staff to attend a FAST (Financial Abuse Specialist Team) meeting in home county or neighboring county. Supervisor to ask the new staff to comment on the following question: What are the potential benefits as well as the potential drawbacks, to the APS staff that could result from accessing a multi-disciplinary team such as FAST?

## **5. Investigating Abuse: Multi-Disciplinary Perspectives:**

### **Investigation: Client Capacity**

- Medical decision making capacity:  
<http://www.fpnotebook.com/neuro/Cognitive/MdclDcsnMkngCpcty.htm>
- Capacity declaration form in California:  
<http://forms.lp.findlaw.com/form/courtforms/state/ca/ca000437.pdf>
- *Activity* – New staff to observe a professional (MD, Neuropsychologist, Clinical Psychologist) conduct a capacity evaluation with an APS client while shadowing a more seasoned staff on a case.

### **Investigating: Risk Assessment**

- Elder Abuse Risk Assessment Tools:  
[http://www.ncea.aoa.gov/ncearoot/main\\_site/library/Statistics\\_Research/Research\\_Reviews/risk\\_assessment.aspx](http://www.ncea.aoa.gov/ncearoot/main_site/library/Statistics_Research/Research_Reviews/risk_assessment.aspx)
- Indicators of Abuse, Neglect or Exploitation: <http://www.webster.edu/~woolfm/abuse.html#pot>
- Suicide Risk Assessment:  
<http://www.psychpage.com/learning/library/counseling/suicide.html>  
[www.mentalhealth.va.gov/docs/Suicide\\_Risk\\_Assessment\\_Guide.doc](http://www.mentalhealth.va.gov/docs/Suicide_Risk_Assessment_Guide.doc)

- Elder abuse penal code...Penal Code in California:  
<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=pen&group=00001-01000&file=368-368.5>
- Restraining orders and Emergency Protective Orders:  
<http://fvlc.org/learn/knowthe-law/common-legal-terms/>
- Sample elder abuse restraining order: California sample-  
<http://www.courtinfo.ca.gov/forms/fillable/ea120.pdf>
- *Activity* – New staff to research and locate information regarding mandated cross reporting laws in home state. Supervisor to meet with new staff to review internal policies and procedures regarding cross reporting.
- *Activity* – New staff to interview a county counsel representative who works with APS in home county to discuss civil remedies to legal issues in elder abuse cases. New staff to make a list of hypothetical case situations that might be appropriately remedied through civil litigation or mediation.
- *Activity* – New staff to interview a representative from the District Attorney's office or from the local Victim's Witness program regarding criminal elder abuse. New staff to make a list of the important elements that are needed to successfully prosecute an elder abuse case in criminal court.

## 6. Case Planning

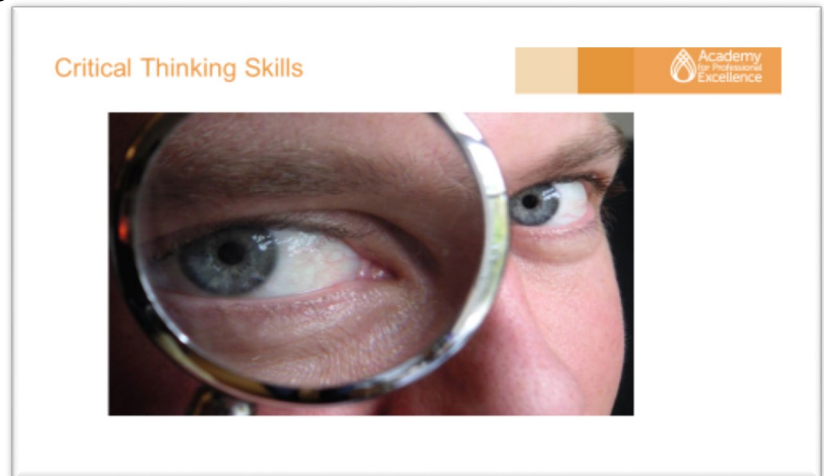
### **Voluntary Case Planning and Intervention Process**

- Care planning options:  
[http://www.caregiver/jsp/content\\_node.jsp?nodeid=1992](http://www.caregiver/jsp/content_node.jsp?nodeid=1992)
- *Activity* – New staff to review case narratives selected by supervisor demonstrating effective voluntary case planning and intervention. New staff to make a list of the strategies and services that were utilized.
- Basic facts regarding conservatorships (CA):  
[http://www.canhr.org/factsheets/legal\\_fs\\_ProbateConservatorship.htm](http://www.canhr.org/factsheets/legal_fs_ProbateConservatorship.htm)
- *Activity* – New staff to review case narratives selected by supervisor demonstrating effective involuntary case planning and intervention. New staff to make a list of the strategies and services that were utilized.
- *Activity* – New staff to interview a conservator or supervisor with the local office of the Public Guardian to learn about internal policies and procedures for making referrals.

## **CRITICAL THINKING SKILLS**

**Time Allotted: 35 minutes**

### **Slide #34: Critical Thinking Skills**



**Ask** participants how they would define critical thinking.

**Explain:**

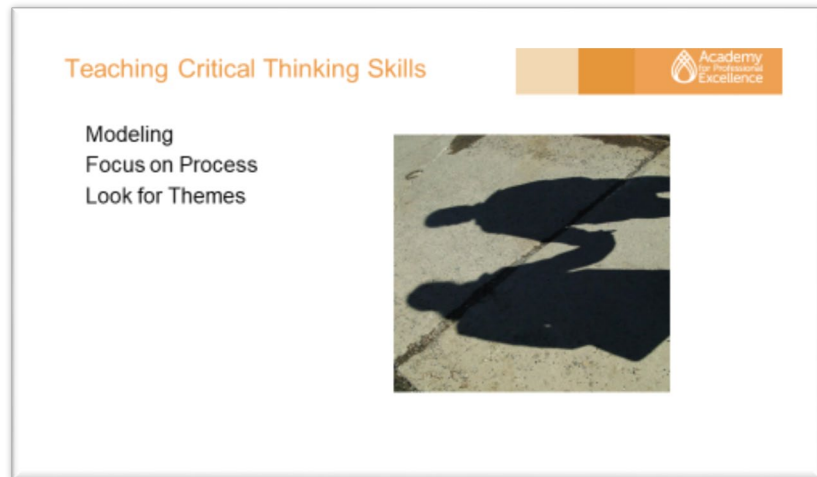
“Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.” (-Critical Thinking as defined by the National Council for Excellence in Critical Thinking, 1987 [www.criticalthinking.org/about](http://www.criticalthinking.org/about))

**Ask** why are these skills so important for APS professionals?

**Share** the following:

Critical thinking skills are essential for APS workers who must conduct investigations while simultaneously carry out clinical and psychosocial assessments of their clients. An APS worker who does not possess sound critical thinking skills is more likely to conduct a superficial investigation and assessment, potentially placing the client at risk. Critical thinking skills will also enhance the ability of the APS worker to develop rapport with their client, thereby facilitating the investigation and assessment process. When a supervisee can understand the complexity of the client in a cognitive way, this understanding leads to a deeper connectedness with and understanding of the client.

*-Deal, K., “The relationship between critical thinking and interpersonal skills: Guidelines for Supervision”, The Clinical Supervisor, Vol. 22 (2) 2003.*

**Slide #35: Teaching Critical Thinking Skills**

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

**Review** the following techniques for teaching critical thinking skills during one on one consultation:

- **Modeling:** When discussing a client's case with a new staff, the supervisor should take an open and inquiring attitude. Ask open ended and discriminating questions. Ask supervisee questions that require them to provide a rationale for their clinical judgments or assumptions so that they are forced to think through their findings further.
- **Focus on process** not outcome unless with cases of high risk when it is important to provide directives.
- Encourage new APS staff to look for themes with their client situations based on histories reported to them by client and collateral parties. This helps staff to take a broader view of the client and to understand the presenting problem in a more contextual manner.

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

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

**Activity #12: Critical Thinking Skills in Practice (15-20 min)**

1. **Explain** that the following scenario is a brief vignette of a new (fictitious) APS professional recounting a client situation as seen from their perspective.
2. **Read** the scenario out loud.
3. Working within their teams (or **assign** new groups), **give** them ten minutes to come up with a list of questions you as the supervisor can use during one-on-one

*Continued*

supervision to promote critical thinking skills on the part of the APS staff regarding this case scenario?

- a. What areas of assessment for risk, vulnerability, capacity, gaps in services or service needs.
  - b. Feel free to give the following example, i.e. “What are the signs that might indicate that the client’s daughter is not really doing a good job?”
4. **Ask** groups to share 2-3 questions and **capture** them on chart paper.

### Case Scenario Recap

*A new APS professional explains to their supervisor, “I was just out visiting with Ms. Smith and everything seems pretty much okay, although she does appear to have some dementia and I thought that it was strange that she was home alone. I felt a little uncomfortable about leaving her alone but I was not really sure what to do for her.*

*The report that I received said that Ms. Smith has a lot of financial resources and it was alleged that her daughter might be taking advantage of her financially. Mrs. Smith denied this and told me that her daughter has been managing her money since she had a stroke about six months ago. She could not tell me any details about her finances but she said that she thought that her daughter was doing an okay job.*

*She told me that she thought that her electricity had been turned off once in the past few months but she was not sure. She said she used to have a gardener, a cleaning person, and she used to get her hair done once a week but she does not believe she is getting those services any longer.*

*From the looks of her garden, her house, and her hygiene I would guess that this is not happening any longer. I wonder if Ms. Smith is running out of money and if that is why the daughter can’t afford those services for her?”*

### Sample Answers:

- What are the signs that might indicate that the client’s daughter is not really doing a good job?
- What are the factors that make Ms. Smith vulnerable to abuse and neglect?
- Did you observe indicators of neglect and if so, can you think about how you would rate them on a risk assessment basis?
- Does Ms. Smith appear capable of making informed choices on her own behalf?
- Does she seem to have insight into her own needs?
- What should your next steps be in regards to conducting a neglect investigation?
- If the client’s daughter refuses to cooperate with to your investigation, what might this indicate to you? How would you proceed in this case?
- What are the potential outcomes that might result from your investigation?
- What types of interventions could you conduct that would reduce the client’s risk for future incidents of abuse?

## **EVALUATING A NEW STAFF MEMBER**


**Time Allotted: 50 minutes**

### **Slide #35: Has Your Staff Learned the Material?**

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Excellence

**Has Your Staff Learned the Material?**

- Application to job?
- Impact on client outcomes?
- Use of Standardized Evaluation Tools
  - Transfer of Learning Exercises
  - WISE Tool



**Explain:** Evaluating a staff's integration of the material is a vital step in carrying out training related activities. Without evaluation it is impossible to know if they are prepared to take on cases independently and whether they have mastered the material.

**Explain** that supervisors should evaluate a new staff's ability to apply the material effectively in real life cases. Supervisors must also look at client outcomes when trying to determine if new staff have learned the new material.

**Refer** participants to **Handout #11-Transfer of Learning Exercise for CA Regulations.**

**Explain** that this handout is a sample tool that can be utilized to evaluate a new staff's integration of APS policies and regulations (specific to state of CA). A supervisor would utilize this tool to review a recent case collaboratively with a new staff.

## HANDOUT #11-TRANSFER OF LEARNING EXERCISE FOR CALIFORNIA REGULATIONS

Please review one of your recent cases with your supervisor using the following template.

How does your client meet the definition of an APS client?	Explain:
Was the reporting party a mandated reporter? <input type="checkbox"/> Yes <input type="checkbox"/> No	
How did you handle confidentiality issues in this case? (Was there someone you had to talk to but had to watch what you said?)	Explain:
Did you discuss this case with a Multidisciplinary Team?	
Did this case qualify for No initial-face-to-face investigation (NIFFI)? Why or why not?	Explain:
What was the response time for this case? Why?	Explain:
Did you get permission to enter the client's residence? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Did you complete the assessment within the deadline? <input type="checkbox"/> Yes <input type="checkbox"/> No	

<p>Did your assessment documentation include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reason for referral</li> <li><input type="checkbox"/> Summary of investigative findings</li> <li><input type="checkbox"/> Summary of concerns/ needs</li> <li><input type="checkbox"/> Summary of strengths, limitations &amp; risk factors</li> <li><input type="checkbox"/> Client's history with APS and other agencies</li> </ul>
<p>Did you complete the Service Plan within the deadline?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul>
<p>Did your Service Plan:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promote the goal of client's safety in the least restrictive environment</li> <li><input type="checkbox"/> Reflect the goals of the client/ family</li> <li><input type="checkbox"/> Outline strategies to achieve goals</li> <li><input type="checkbox"/> Get approved by first level supervisor within 5 calendar days of completion</li> </ul>
<p>If your case was open more than 30 days beyond the initial face to face, did you monitor the case every 30 days?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul> <p>Did you do a reassessment within 90 days?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul> <p>Did you document:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriateness of service plan</li> <li><input type="checkbox"/> Need for continued APS involvement</li> </ul>
<p>If you have closed the case, did you document:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reason for case closure</li> <li><input type="checkbox"/> Services provided</li> <li><input type="checkbox"/> Resources now in place</li> <li><input type="checkbox"/> Achievement of Service Plan goals</li> </ul>

## Slide #37 : WISE



**WISE (Worker Interview Skills Evaluation)\***

- Assesses investigative/interview skills
- Direct observation
- 9 Item Scale
- Rating on scale of 1-5
- Self-assessment
- Supervisor may use periodically

\*Materials provided by Texas Department of Family and Protective Services, Adult Protective Services Program and Training Division. Permission granted for use 2010 NAPSA Conference.

**Explain** the state of Texas has developed a tool that they use to evaluate new staff's interviewing and investigation skills.

1. The tool relies on direct observation and optimally is completed after a new employee is shadowed into the field by their supervisor.
2. Alternately, the tool can be completed as a self-assessment by the employee, or by a lead worker/mentor who is trained to carry out shadowing activities

**Refer** the participants to the **Handout #12: Worker Interviewing Skills Evaluation (WISE)**. The 9 item scale evaluates body language, interviewing techniques, and investigative skills. The rating scale is based on a 1-5 rating and 5 indicates exceptional performance overall and a 3 suggests adequate performance.

**Point** out that this is simply one example of a tool that is currently being utilized to evaluate new staff's application of the material learned.

## HANDOUT #12- WORKER INTERVIEWING SKILLS EVALUATION (WISE)

IN-HOME

Worker \_\_\_\_\_ Interview Date \_\_\_\_\_ Observer \_\_\_\_\_

Case Name \_\_\_\_\_ Case # \_\_\_\_\_ Person Interviewed \_\_\_\_\_

Type of Interview: (Circle One) Client    AP    Other

1. Does the worker's interviewing style encourage the person being interviewed to talk?	YES	NO	NA	Overall score 1 2 3 4 5 NA
a. Appropriate introduction				
b. Open- ended questions				
c. Understandable terminology				
d. Questions posed so client can comfortably respond				
e. Appropriate tone of voice				
f. Appropriate responses				
g. Clarifying questions or terms when necessary				
h. Mirroring/ matching language				
i. Sensitivity to cultural differences				
j. Accommodating disability, uses alternative means of communication as needed				
k. Accommodates LEP, uses interpretive services as needed				
l. Appropriately confrontational with alleged perpetrator				

\_\_\_\_\_

\_\_\_\_\_

2. Does the worker's body language indicate that he/she is listening and encouraging the person being interviewed to speak?	YES	NO	NA	Overall Score 1 2 3 4 5 NA
a. Good eye contact				
b. Appropriate physical distance				
c. Appropriate posture				
d. Mirroring/ matching postures and feelings				

\_\_\_\_\_

\_\_\_\_\_

3. Does the worker recognize significant verbal and non-verbal communication and respond appropriately?	YES	NO	NA	Overall Score 1 2 3 4 5 NA
a. Actively listening				
b. Picking up on nuances				
c. Probing				
d. Clarifying ambiguities				

4. Does the worker keep the interview focused on general assessment and case-related problems and solutions in a way that maintains rapport with the person being interviewed?	YES	NO	NA	Overall Score 1 2 3 4 5 NA
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5. Does the worker address the allegations and the items in the CARE domains sufficiently to:	YES	NO	NA	Overall Score 1 2 3 4 5 NA
a. Identifying problems				
b. Assessing risk				
c. Identifying possible need for professional evaluation of capacity				
d. Getting an overall picture of the client's situation				

6. Do the worker's actions promote client autonomy?	YES	NO	NA	Overall Score 1 2 3 4 5 NA
a. Using least restrictive alternative				
b. Maximizing client resources and abilities				
c. Adequately recognizing client disability				
d. Involving the client to the greatest degree possibly in problem identification, needs assessment and the formulation of the service plan				

7. Are available agency/ community resources explored with the client or others as appropriate?	Overall Score 1 2 3 4 5 NA				
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8. Does the worker conclude the interview appropriately?	YES	NO	NA	Overall Score 1 2 3 4 5 NA
a. Summarizing, as appropriate				
b. Planning follow				
c. Terminating the relationship with client				

9. Does the worker use the tablet PC to capture key elements during the interview or soon thereafter?	YES	NO	NA	Overall Score 1 2 3 4 5 NA
<b>Before the Interview</b>				
a. Checking out case in MPS				
b. Making appropriate decision about taking the tablet PC into the home, given the client and the circumstances				
c. Turning off screensaver				
d. Setting tablet so it will not go to standby during the visit				
e. Opening intake report				
f. Opening CARE				
g. Opening CARE narrative or other template				
<b>During the Interview</b>				
h. Using all appropriate functions				
i. Appearing comfortable				
j. Answering client's questions about the tablet PC and giving reassurance as necessary				
<b>After the Interview</b>				
k. Writing notes immediately after the interview, if the worker did not take the tablet into the home				
l. Entering all key elements of the interview and the visit in the contact narrative				

[Observer must review documentation when complete.]				
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Observer's Signature \_\_\_\_\_ Date \_\_\_\_\_

Worker's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Instructions for Use of the In-Home WISE

### **Introduction**

The Worker Interview Skills Evaluation (WISE) is an assessment tool used to assess the interviewing skills of Adult Protective Services in-home workers. The direct observation of their interviews, in conjunction with case reading and case consultation, gives supervisors, trainers and other management staff information about workers' interviewing and social work skills. In addition to gathering information for evaluation purposes, it also can be used to identify individual worker's training needs.

### **General Description**

The WISE was designed on the premise that the person being interviewed possesses sufficient communication abilities to enable the observer to rate the worker's interview skills. The tool was not designed for and should not be used with persons who are nonverbal or have very limited communication abilities.

The WISE uses 9 questions to assess worker performance. Each question addresses an aspect of interviewing. Questions that address complex interviewing tasks such as body language or appropriate tablet PC use include a list of characteristics that are indicative of successful task completion. For ease of use, there is space for the observer to check a "yes," "no" or "NA" for each characteristic. These characteristics, however, are not applicable to all situations and are intended to be used by the observer only as a guide and as an aid in determining the overall score for the item. The column for the overall score includes a 1-5 rating (to be described later) and an NA box. The NA box is checked when the question is not applicable to a particular interview. Question #6, for example, might not be appropriate for assessment of monitoring visits. A total score is calculated by adding the scores for each item then dividing by the number of questions used.

**WISE-I Rating Scale**

Each question that is applicable is rated from one to five, with one as the lowest score and five as the highest score. The number of characteristics given a “yes” and “no” inform the choice of an overall numerical score for the item, but do not dictate it in a formulaic way. Descriptions of individual scores are as follows:

**Score of 1**

A score of “1” is given when the worker fails to complete the task entirely or overall performance of the task is inadequate or inappropriate. It represents general failure in casework. It is not used for cases in which the worker has completed some aspect of the task. It indicates a need for correction and/or training.

**Score of 2**

A score of “2” is given when the worker completes the task but performance is variable in quality. A score of “2” indicates some adequate performance but significant areas in which the performance is inappropriate or inadequate. It indicates a need for correction and/or training.

**Score of 3**

A score of “3” is given when tasks are generally performed adequately but there is potential for some refinement in task performance. It represents acceptable performance in interviewing. A score of “3” indicates a potential for further refinement of interviewing skills through the correction of minor problems. A score of “3” will be appropriate for many workers and should not be viewed as problematic.

**Score of 4**

A score of “4” indicates that performance is adequate in all respects; it represents good work. Workers who receive a score of “4” can benefit from training for developing advanced skills in some areas. It is the score that is appropriate for skilled workers who require minimal direction in the task being measured.

**Score of 5**

A score of “5” indicates that performance overall is exceptional. Such workers’ training needs as related to the task will focus more on continuing education rather than basic skills development or improvement. They require little supervision and can function in the role of expert as related to the task. This is an uncommon score and should not be used as a routine score for good work.

## Discussion of Questions

1. Does the worker's interviewing style encourage the person interviewed to talk (appropriate introduction, open ended questions, understandable terminology, questions posed as the client can comfortably respond, appropriate tone of voice, appropriate responses, clarifying questions or terms when necessary, mirroring matching language, sensitivity to cultural difference, accommodating disability or LEP as needed, appropriately confrontational with alleged perpetrator)?

This item addresses the verbal component of interviewing. Here the observer determines whether the worker's verbal interaction with the client encourages the client to communicate freely and generally engage in the interview process. Note that it is the worker's actions being evaluated, not the client's behavior. Some clients, regardless of the worker's interviewing skills, may not want to speak. Circumstances such as disability and cultural differences may influence how the worker conducts the interview and how this item would be rated. This item is appropriate for use in all interviews.

2. Does the workers body language indicate that he/she is listening and encouraging the person being interviewed to speak (good eye contact, appropriate physical distance, appropriate posture, mirroring/matching postures and feelings)?

This item focuses on the non-verbal component of communication. Here the observer evaluates how well the worker's physical interaction with the client encourages the client to answer question, volunteer information, and generally engage in the interview process. As with the previous item, the body language dictated for each interview will vary from case to case. Hearing or sight impairment, the client's personality, emotional state, and cultural differences will influence how the worker physically interacts with the client. This item is appropriate for use in all interviews.

3. Does the worker recognize significant verbal and non-verbal communication and respond appropriately (actively listening, picking up nuances, following up on leads, probing, clarifying ambiguities)?

This item assess how well the worker responds to what the client says. Most good interviews involve a back-and-forth dialogue in which the worker initiates topics, but also reacts to what the client says. The good interviewer clarifies ambiguities, probes gently and explores leads and subtleties. This item attempts to measure whether the worker is listening to what the client means rather than taking everything the client says literally. It is appropriate for most interviews.

4. Does the worker focus the interview as much as possible on case related problems and solutions in a way that maintains rapport with the person being interviewed?

The question assesses whether the worker balances the goals of the interview with the needs of the client to communicate comfortably. In a good interview the worker allows the client to speak at his or her own pace and communicate information possibly tangential to the interview, but at the same time prompts the client to address allegations and identify problems. In scoring, the observer cites specific examples of the worker's failure to direct the interview or of being overly controlling. This is an appropriate item for assessment of most interviews.

5. Does the worker address the allegations and the items in the CARE sufficiently to identify problems, assess risk, identify possible need for professional evaluation of capacity and get a picture of the client's overall situation?

This item addresses thoroughness in interviewing. Though not all problems need to be addressed in every interview, the observer should determine whether the worker took up all issues that were appropriate. The observer also assesses whether the worker, either by listening or asking questions, gathered sufficient information to get an overall picture of the client. This item is not appropriate for all types of interviews. It is to be used in initial interviews or interviews regarding significant new problems.

6. Does the worker's actions promote client autonomy (using least restrictive alternative, maximizing client resources and abilities, adequately recognizing disability, involving the client to the greatest degree possible in problem identification, needs assessment and the formulation of the service plan)?

This item is self-explanatory. Client capacity to make decisions is key in rating the worker on this item. The observer assesses whether the worker involved the clients as much as possible in decision making and problem identification. The observer also assesses whether the worker, taking the client's abilities into consideration, has intervened in the least restrictive way and empowered the client by helping him or her identify and apply his or her own resources toward problem resolution. This item will check for a judicious use of APS resources and involuntary measures. Good performance in this area may actually slow problem resolution but ensure that the client's rights as an adult are recognized. This item is particularly useful for evaluation during development of the service plan. It may have application throughout the case, however, as a worker may have to encourage some clients to be more independent.

7. Are available agency/community resources explored with the client as appropriate?

This item is self-explanatory. It is necessary for the observer to have knowledge of agency and community resources to score this item. This item is also applicable primarily at the service planning stage.

8. Does the worker conclude the interview appropriately (summarizing, as appropriate, planning follow-up interview, terminating the relationship with client)?

This item addresses the issues of closure in the interview process. Depending on the type of interview and capacity of the client, each interview should have some kind of closure. This item checks to ensure that the client understands as much as possible the result of an interview and his or her status as a client. This item is appropriate for all interviews.

9. Does the worker use the tablet PC to capture key elements during the interview or soon thereafter (preparing the tablet for the interview, using it appropriately during the interview, and documenting thoroughly and timely after the interview)?

This item is intended to assess the workers use of the tablet PC – whether there is full use of the technology to meet both the goals of the interview as well as the goals of as-you-go documentation. The observer evaluates the worker’s preparation for an interview using the tablet, including making a good decision whether the interview circumstances are appropriate for using the tablet, checking the case out in MPS, turning off the screensaver, setting the tablet, so that it will not go to “standby” during the interview and opening the intake report, CARE and CARE narrative so they will be available for documentation. During the interview, the observer evaluates whether the worker uses the tablets various functions appropriately, appears comfortable and addresses any concerns or questions the client has about the tablet. After the interview, the observer evaluates the worker’s follow-up, including the transcription of notes and creation of the contact narrative.

## Slide #38: Evaluating APS Trainees

**Activity #13: Mock Evaluations (20-30 min)**

1. **Refer** participants to **Handout #13- New Staff Scenarios**
2. **Assign** each group one vignette.
3. **Explain** that each vignette profiles a new APS professional and their on-the-job-experiences after completing a few weeks of training.
4. **Instruct** that on chart paper groups will have 15 minutes, **write** out: **1) Strengths 2) Weaknesses 3) Training Plan.**
5. **Explain** that collaboratively, the participants must identify the new staff's strengths, weaknesses, and then outline a training plan that will address the staff's learning needs.
6. When finished, post chart paper on wall to signal completion of activity.
7. At the end of the 15 minutes, **review** each vignette as a whole group, asking that a "reporter" from each group share about their plan.
  - a. Sample answers are provided following each handout.

**HANDOUT #13- NEW STAFF SCENARIOS**

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

**Scenario A**

Jane started as an APS professional five months ago. Prior to starting with APS, she had worked with older adults as a Services Coordinator in a senior independent living building. She approached her APS work with tremendous zeal and she expressed a passion for serving older and vulnerable adults. However, Jane's supervisor noticed during their regular supervision meetings that Jane demonstrated difficulties closing cases. For example, Jane was working with one older female client with limited family support who was at risk of experiencing self-neglect. In three months time, Jane had transported this client to the doctors four times, she had purchased groceries for this client on six different occasions, and she even helped the client to reorganize her closets. When questioned about Jane's plan to link the client with community support services, she responded that, "I just don't think that anyone can help her like I can, but I am starting to feel overwhelmed." Jane's supervisor reviewed her caseload and found that she had over 10 cases that had been open for 90 days or longer and she was starting to fall behind on her compliance with state mandated documentation guidelines.

1. What are the APS professional's strengths?
2. What are the APS professional's areas of weakness?
3. With your group, set up a training plan that will address this staff's training related needs.

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

**Scenario B.**

Edward has been a new APS professional for approximately four months. He started taking cases about two months ago after participating in a number of training related activities including shadowing experienced staff and reading through materials from his manual. Edward's supervisor is concerned because Edward has consistently reported to his supervisor during case consultation that his clients are "fine" and that they have indicated to him that they do not want any services from APS. He reports that he enjoys conducting home visits and that he feels that this job is "not as hard as everyone said it was going to be". Edward's documentation shows that he is only interviewing the client on one occasion, he is not trying to locate collateral parties, and he has not been following up on significant risk factors with his clients such as cluttered and unsafe home environments.

1. What are the APS professional's strengths?
2. What are the APS professional's areas of weakness?
3. With your group, set up a training plan that will address this staff's training related needs.

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

**Scenario C.**

Maria is a new APS professional who had transferred to APS from Child Welfare Services during a recent wave of lay-offs at her county. She has been reluctant to participate in the training activities that have been offered to her and has told her supervisor that she “already knows how to do field work.” It has been noted that Maria has been effective with clients who are victims of physical abuse and she is prompt about following up with the police and assisting her clients to obtain Restraining Orders. However, Maria’s documentation suggests that she does not understand how to conduct a basic screening of a client’s cognitive status, and she does not appear to be assessing a client’s ability to perform basic ADLs/ADIs. One experienced staff who shadowed Maria on a recent home visit informed Maria’s supervisor that she appeared anxious around her older client and did not dedicate any time at the start of the visit to small talk or rapport building.

1. What are the APS professional’s strengths?
2. What are the APS professional’s areas of weakness?
3. With your group, set up a training plan that will address this staff’s training related needs.



Scenario A –

**1. Identifying the APS professional's strengths:**

- Jane is passionate about working with older and vulnerable adults.
- She seems to be well-versed in biopsychosocial issues pertaining to geriatric populations.
- She appears to be a hard worker.

**2. Identifying the APS professional's areas of weakness:**

- Jane is a “mother hen” who has poor professional boundaries.
- Jane is creating dependency with her clients instead of trying to build self-efficacy or to enhance her client's support system by linking them to outside resources.
- Jane does not appear to understand the role of an APS social worker and she appears to be demonstrating difficulties with the quick turnover of cases that is directly in contradiction to the long standing relationships that she had with her clients at the senior independent living center where she previously worked.

**3. Plan of Action:**

- Provide constructive feedback that first focuses on her strengths.
- Review with Jane fundamental mandates of APS work as set up by state guidelines.
- Discuss with Jane dependency relationship that she is fostering and promote insight about potential negative impact that she could have on a relationship.
- Review community referrals that serve to promote independence of APS clients.
- Select case notes from self-neglect cases highlighting model APS work and promotion of self-efficacy.
- Have Jane shadow a specific veteran staff who is adept at linking clients to appropriate referrals and has strict boundaries.
- Closely monitor Jane's compliance with documentation deadlines.

Scenario B. –

**1. Identifying the APS professional's strengths:**

- Edward reports that he likes conducting home visits.
- He does not feel overwhelmed by job or demands.

**2. Identifying the APS professional's areas of weakness:**

- Edward lacks skills to carry out a full assessment.
- He is not fully investigating case.
- He is not demonstrating initiative with his cases.
- He does not appear to be making an effort to interview collateral sources.
- He is not effectively linking clients to services.
- He appears to lack the ability to develop rapport with his clients.
- He is not developing service plans for clients outside of their refusals.

**3. Plan of action:**

- Provide constructive feedback that first focuses on her strengths.
- Edward has shadowed veteran staff on cases but may not be aware of the extra steps that they are taking to fully investigate a case once they are back in the office. Have him read full cases (including closure) for those that he has shadowed.
- During case consultation collaboratively set up service plans for clients, even if they have refused services.
- Shadow Edward on home visits to point out and discuss issues that he is not identifying as needs.
- Provide close supervision of cases to ensure that he is following up on investigative and case management tasks.
- Have Edward attend group case consultation meetings or collaborative consultation meetings such as FAST/MDT so that he develops understanding for regular protocol surrounding APS cases.

Scenario C. –

**1. Identifying the APS professional's strengths:**

- Maria is an experienced CPS worker who is highly trained to deal with emergency cases and those that involve the police.
- Maria responds promptly.
- Maria likely has strong investigative skills.

**2. Identifying the APS professional's areas of weakness:**

- Maria lacks knowledge pertaining to geriatric populations.
- Maria does not know how to carry out a functional or a cognitive assessment.
- Maria appears to feel uncomfortable with older adults and does not appear to know how to carry out an effective assessment or interview.
- Likely that Maria will not know how to connect her older clients to appropriate referrals.

**3. Plan of Action:**

- Provide constructive feedback that first focuses on her strengths.
- Set up a plan to help Maria gain knowledge specific to working with older and vulnerable adults.
- Site visits to ADHC programs, senior centers, SNFs, Assisted Living, RCEB day program.
- Review literature regarding normal age related changes.
- Literature about dementia.
- Have Maria observe a neuropsychological evaluation during a home visit.
- Have Maria attend trainings in community related that may be related to aging and disability, although not necessarily abuse.
- Have Maria participate in medication activity provided by training.
- Discuss Maria's impressions from shadowing.
- Assignments to focus on self-neglect cases that will allow her to focus on rapport building.

Scenario D. –

**1. Identifying the APS professional's strengths:**

- Donald is enthusiastic and energetic.
- Donald demonstrates initiative.
- He appears to be a hard worker.
- He is passionate about filed work.

**2. Identifying the APS professional's areas of weakness:**

- Donald appears to get wrapped up in the details and narrative of the cases that he is working.
- Donald is losing sight of the investigation that needs to happen when he goes out and likely because he becomes very involved in discussions with the clients and families.
- Donald is having difficulties prioritizing issues.
- Donald's documentation is reflective of the fact that he is getting wrapped up in the details and not prioritizing issues.
- Donald does not have an accurate understanding of APS mandates or cross reporting mandates.
- Donald does not appear to have fully absorbed the training related material presented to him as evidence by his lack of knowledge regarding conservatorships.

**3. Plan of Action:**

- Provide constructive feedback that first focuses on Donald's strengths.
- Review APS mandates orally as well as cross reporting guidelines.
- Provide literature regarding mandates and cross reporting.
- During case consultation discuss role and responsibilities of APS stressing importance of adhering to mandates.
- Donald to review documentation from other staff per supervisor suggestion.
- Supervisor to provide feedback on sample assessments.
- Donald to attend training on conservatorships.
- Supervisor to review his integration of mandates, APS concepts, at a follow up point.
- Close supervision of cases by Supervisor.

**PROVIDING FEEDBACK TO STAFF****Time Allotted: 30-35 minutes****Slide #39: Coaching vs. Bossing**

**Explain** we will now review fundamental principles of providing feedback to staff. After evaluating new staff's integration of the training material, it is essential to be able to communicate to them about their performance.

- This is true for veteran staff as well.

**Ask:** "What do you believe is the difference between "coaching" and "bossing?"

**Field** answers from the whole group.

**Refer** participants to **Handout #14 – Coaching vs. Bossing** and **review** the differences with the whole group.

Optional Questions:

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

**HANDOUT #14-COACHING VS. BOSSING**


Coaching	Bossing
Leading and inspiring	Dictating and controlling
Asking and listening	Telling and directing
Seeks the answers	Knows the answers
Goal driven	Process driven
Future oriented	Past/present oriented
Customer/people focused	Systems/process focused
Setting direction	Setting plans and rule
Looks for solutions	Looks for problems/blame
Empowering	Controlling
Seeing people as they could be	Seeing people as they are

## Slide #39: Elements of an Effective Critique

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### Elements of an Effective Critique

- Inquiry
- Generalization
- Data
- Theory
- Demonstration



**Explain:** An important aspect of being a “coach” to staff in training is the ability to provide **effective feedback and supportive critiques**.

1. Refer participants to **Handout #15-Delivering a Successful Critique**.
2. First **review** the *Evaluation* section of this handout.
  - a. **Explain** that a supervisor should use observation and evaluation methods (such as those that were previously discussed in section VII) to gather data about the staff’s performance.
    - i. Once the supervisor is prepared to provide feedback, there are five elements to a good critique. It is important for the supervisor to first ask, **clarifying questions** (*Inquiry*) of the staff to understand their reasoning for addressing work in their particular fashion.
    - ii. Then a supervisor should **summarize** (*Generalization*) the supervisor’s understanding of the staff’s performance including a discussion of strengths and weaknesses.
    - iii. The supervisor should then **provide facts** (*Data*) to support this summary.
    - iv. Then the supervisor should **provide reasoning** (*Theory*) to support their prior summary.
    - v. Finally, a supervisor should give the staff concrete examples (*Demonstration*) of **how they should improve** upon their performance.
3. **Review** the *Delivery* section of the handout.
  - a. **Read** over the bullet points in the *Effective Feedback* section.

**HANDOUT #15-DELIVERING A SUCCESSFUL CRITIQUE**

There are 5 elements to a good critique: **Evaluation**

INQUIRY	Ask the staff what they intended to do, what was their goal, what strategy were they using? Follow-up with questions to make sure you understood their response.	EXAMPLE: “Tell me what you wanted to accomplish with that line of questioning?”
GENERALIZATION	Give a summary of the staff’s performance.	EXAMPLE: “I had difficulty following that line of questions but now I understand what you were going for”.
DATA	Provide specific examples to support your generalizations.	EXAMPLE: “You asked about the bank account and forgot to ask if her son has access to her ATM card.”
THEORY	Explain why you thought what the staff did was successful or unsuccessful, appropriate or ineffective, etc. always comment on what they did right!	EXAMPLE: “You need to cover all areas of possible financial abuse so that you don’t leave the client at future risk.”
DEMONSTRATION	Give the staff concrete examples showing how you would have approached the problem.	EXAMPLE: “You might try asking about the client’s resources and accounts before asking whether the son has access.”

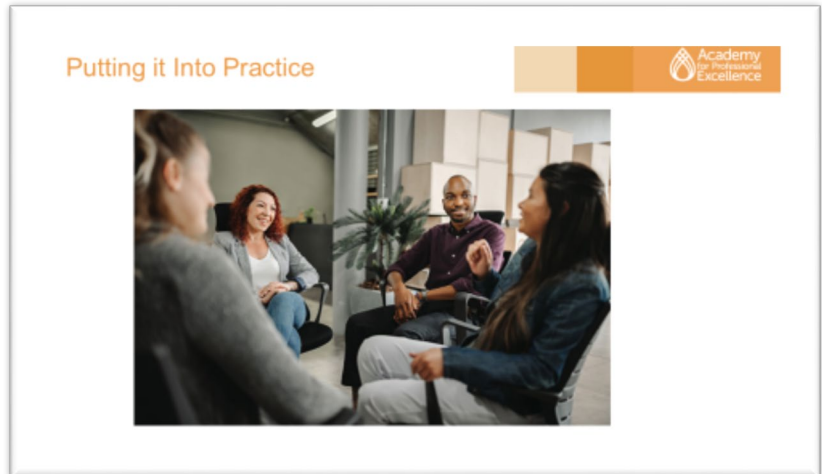
**Delivery**

- You need to provide a frank and honest critique of the staff’s performance but it needs to be delivered with sensitivity. Think about the words you use and the nonverbal messages you send.
- Pick the single most important area needing improvement to comment on. For example, a pattern of ineffective behavior is a better area to focus on than numerous one time blunders.
- Always include a positive statement about the staff’s performance. (Remember, no effort is so bad that you can’t find something good to comment on.)

EFFECTIVE FEEDBACK	INEFFECTIVE FEEDBACK
<ul style="list-style-type: none"> <li>• Describes the specific behavior that requires the feedback.</li> <li>• Is give as soon as appropriate.</li> <li>• Is directed to the sender (face to face)</li> <li>• Includes the sender’s real feelings about the behavior</li> <li>• Is checked for clarity to be sure the receiver understood it as intended.</li> <li>• Seeks information for problem solving</li> <li>• Acknowledges possible defects in earlier feedback (e.g. “I should have been clearer about...”)</li> <li>• Uses “I” messages</li> <li>• Specifies the consequences of the behavior</li> <li>• Is requested by or desired by the receiver</li> <li>• Only addresses those behaviors/solutions over which the receiver has control</li> <li>• Is constructive</li> <li>• Acknowledges that feedback is difficult to hear and allows the receiver to respond</li> </ul>	<ul style="list-style-type: none"> <li>• Is valuative, judgmental or too general (e.g. “You are trying too hard”)</li> <li>• Is delayed and then “dumped”</li> <li>• Is indirect (avoids eye contact)</li> <li>• Feelings are concealed, misrepresented, denied (e.g. comments are sarcastic or safe.)</li> <li>• Sender assumes clarity</li> <li>• Asking questions that are really statements (e.g. “Do you really think this works?”)</li> <li>• Comments are attributed to “everybody</li> <li>• Provides vague consequences</li> <li>• Is imposed on the receiver</li> <li>• Address issues that the receiver can’t control</li> <li>• Denies or ignores the receiver’s feelings</li> <li>• Does not provide an opportunity for discussion</li> </ul>

*Adapted from Training of Trainers Manual produced by AARP Foundation, August 1999*

## Slide #41: Putting it Into Practice

**Activity #14- Putting it Into Practice (15 min)**

1. **Inform** groups that using the same scenarios as the last activity, they will now have five minutes to practice providing supportive feedback to that respective staff member.
2. **Explain** that one participant will be the new APS staff (Jane, Edward, Maria or Donald), one will be the APS frontline supervisor, and the remaining two or three participants will provide feedback as observers.
3. The supervisor uses information from the scenario and from the group's work regarding the scenario to provide supportive and targeted feedback to the APS professional.
  - a. Participants can refer to their work and/or the sample answers provided regarding the type of feedback that the APS supervisor should be providing.
  - b. The APS professional should engage in the discussion as if they were the actual staff in the scenario.
  - c. The other participants will have 5 minutes to provide feedback to the "supervisor" also focusing on strengths and areas of improvement.

**Additional Option:** if there is extra time, others can take turns role playing as the APS supervisor.

4. When the ten minutes is up (role play and group feedback), **bring** the whole group back together.
5. **Ask** those that were in the character of "new APS professional" to comment on their experience receiving the feedback.
  - a. Was it difficult to listen to the APS supervisor address your weaknesses?
    - i. Why or why not?
  - b. Did you feel supported?
    - i. Why or why not?

## WRAP-UP AND EVALUATIONS

### Time Allotted: 15 Minutes

#### Slide #42: 30-Day Guarantee

**30-Day Guarantee**

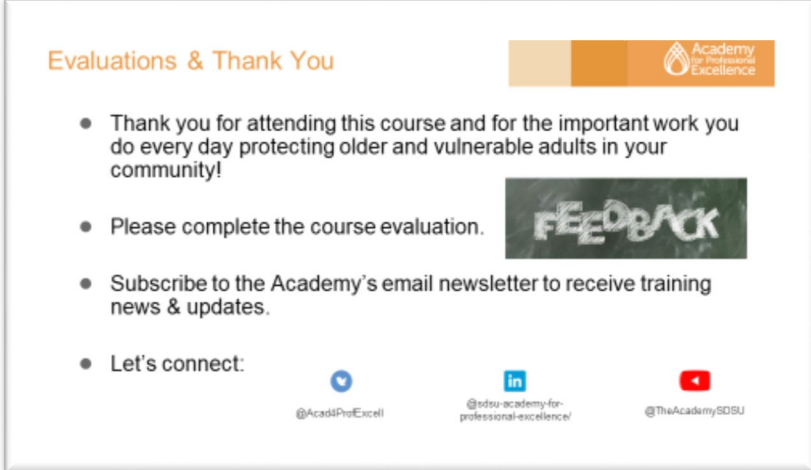
<u>Guaranteed</u>	<u>Extended Warranty</u>
1-3 ideas or plans from today's training that you feel you could "guarantee" to realistically implement within the next 30 days.	1-3 ideas or plans from today's training that might take six months or more to achieve

**Ask** if they have any unanswered questions that they would like to have addressed before we do our last activity.

#### Activity #15- 30 Day Guarantee (5-7 min)

1. **Instruct** participants to individually complete this activity.
2. In their participant manual, there are two columns; Guaranteed and Extended Warranty.
3. In the Guaranteed Column, **ask** them to write down 1-3 ideas or plans from today's training that they can realistically see them doing within the next 30 days.
4. In the Extended Warranty Column, **ask** them to write down 1-3 ideas or plans from today's training that they want to implement, but may take 6 months or longer.
  - a. **Encourage** them to set a reminder on their calendar before they leave to review the Extended Warranty plan!

## Slide #42: Evaluations and Thank You



The slide features a title 'Evaluations & Thank You' in orange text at the top left. To the right is the 'Academy for Professional Excellence' logo. Below the title is a bulleted list of four points. The second point is accompanied by a 'FEEDBACK' graphic. The fourth point is followed by three social media icons: Twitter, LinkedIn, and YouTube, each with its corresponding handle below it.

**Evaluations & Thank You**

- Thank you for attending this course and for the important work you do every day protecting older and vulnerable adults in your community!
- Please complete the course evaluation.
- Subscribe to the Academy's email newsletter to receive training news & updates.
- Let's connect:

[@AcadProfExcell](#) [@sdsu-academy-for-professional-excellence/](#) [@TheAcademySDSU](#)

**Encourage** participants to reflect on their Super Hero name and powers. **Inform** them that as APS Supervisors, they are Super Heroes each and every day.

**Explain** the importance of their participation and feedback in the evaluations.

**Provide** participants time to complete evaluations and encourage them to be honest with positive and constructive feedback.

**Thank them for their participation and their hard work, acknowledging the difficulties of leaving the office for an entire day. Congratulate them on taking time for their own professional development.**

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OUR WHY:

REVOLUTIONIZE  
THE WAY PEOPLE  
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