



Enrich Your Supervision:
Using Transfer of Learning Tools to
Coach Your Staff

TRAINER MANUAL

Virtual Workshop

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



This virtual workshop was developed by the Academy for Professional Excellence, with funding from the California Department of Social Services, Adult Programs Division.



**Curriculum Developer 2020
Kat Preston-Wager**

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INTRODUCTION

THE ACADEMY FOR PROFESSIONAL EXCELLENCE

We are pleased to welcome you to the Enrich Your Supervision: Using Transfer of Learning Tools to Coach Your Staff Trainer Manual, developed by APSWI, 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 (Adult Protective Services Workforce Innovation) 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 elder and dependent 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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This training is the result of a collaborative effort between Adult Protective Services administrators, supervisors, staff development officers and workers across the state and the nation; professional educators; and the Academy for Professional Excellence staff members. 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

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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 2020

Kat Preston-Wager

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HOW TO USE THIS MANUAL

This curriculum was developed as a virtual workshop using the Zoom platform.

The length is between 60-90 minutes and can be tailored to an in-person training or a different virtual platform (WebEx, GoTo Training, etc.) if necessary.

- Actions which the trainer takes during the training are written in **bold**.
- There is no Participant Manual. Participants should be sent the Risk Assessment Transfer of Learning Tool ahead of time, but it is not mandatory that they have. This can be found on in the Appendix and also at <https://theacademy.sdsu.edu/wp-content/uploads/2019/06/Risk-Assessment-TOL-Guide-FINAL-1.pdf>. The link or downloaded copy can be sent to participants upon registration or email a softcopy ahead of time.

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

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

When there are both Trainer and Moderator notes on same page, Trainer and Moderator is underlined.

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.

TRAINER GUIDELINES

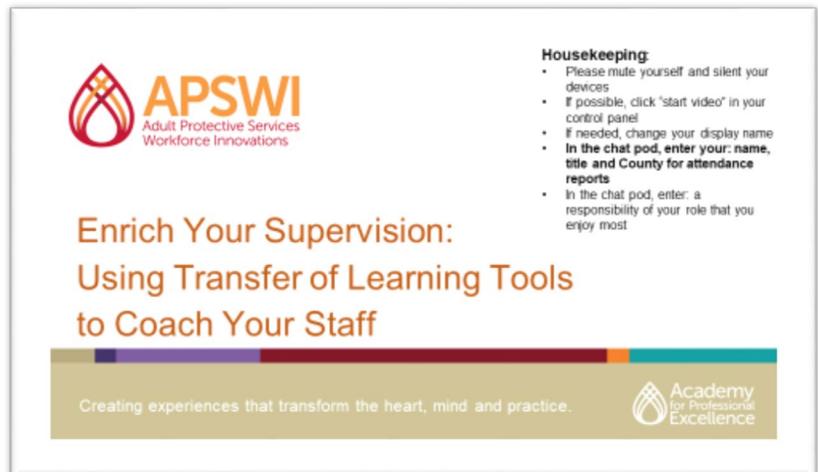
This virtual workshop should be facilitated by someone with experience using transfer of learning activities. It is suggested that when facilitated virtually and when possible, the Trainer also has a Moderator to assist with the technology set up (chat pod, poll, waiting room, etc).

<p>Teaching Strategies</p>	<p>The following instructional strategies are used:</p> <ul style="list-style-type: none"> ○ Lecture segments ○ Interactive exercises (e.g., breakout groups, chat pod discussion, polling activities) ○ Question/answer periods ○ Video ○ Slides
<p>Materials and Equipment</p>	<p>The following materials are provided and/or recommended:</p> <ul style="list-style-type: none"> ○ Headset with microphone ○ Computer ○ Risk Assessment TOL Tool https://theacademy.sdsu.edu/wp-content/uploads/2019/06/Risk-Assessment-TOL-Guide-FINAL-1.pdf ○ Successful Initial Home Visit, self-neglect video clip saved to computer and embedded in slide. Video clip can be retrieved from https://theacademy.sdsu.edu/programs/apswi/supervisor-training/ in the Enhance Your Supervision tab or by contacting apstraining@sdsu.edu. ○ Trainer Manual ○ PowerPoint Slides

CONSIDERATIONS: This workshop was developed during the initial months of the COVID-19 Pandemic and shelter in place orders. Not all participants had access to the technology previously available (wifi, tech support, headsets, camera functions, etc.) and many were working from home with additional people in the home. It was modified to be straightforward due to the impact COVID-19 had on both trainer and participants. Depending on the situation when delivered, it can be facilitated as is, or lengthened to have more discussion and longer breakout groups.

Slide #1: Housekeeping

Trainer Note: It's suggested to have some critical housekeeping items on the welcome slide, so that participants can take inventory right away as they get settled. It may be helpful to review some housekeeping items that pertain specifically to the virtual platform you are using.



Housekeeping:

- Please mute yourself and silent your devices
- If possible, click "start video" in your control panel
- If needed, change your display name
- In the chat pod, enter your: name, title and County for attendance reports
- In the chat pod, enter: a responsibility of your role that you enjoy most

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Allow for a few minutes for participants to settle in and **cover** housekeeping items.

- Muting self
- Ensure display name is correct
- Use of video
- **Explain** that technical glitches are inevitable on both your end and the participants and **encourage** all to be patient and forgiving as you navigate them.
- If locking meeting, ensure to announce and offer a way for participants to connect in future workshops.

Chat Pod:

Ask participants to type in their names, titles, and counties (or APS programs) for attendance purposes.

Introduce yourself and interest in this training topic.

Introduce your co-host or moderator if applicable.

Icebreaker:

Chat Pod:

Ask participants to answer the following question:

“What is one task or responsibility in your position that you enjoy most?”

Moderator Note: Prompt in Chat Pod “Please type in the chat pod one task of being a Supervisor, Trainer or Lead Staff that you enjoy most”.

Trainer Note: Do not read the answers, you will refer back to these in a later slide. It's helpful to have a moderator or assistant silently note these.

Slide #2: Academy for Professional Excellence



Explain that the Academy for Professional Excellence is a project of San Diego State School of Social Work. It's mission is to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations and communities.

Slide #3: About APSWI and the Academy

About APSWI & the Academy

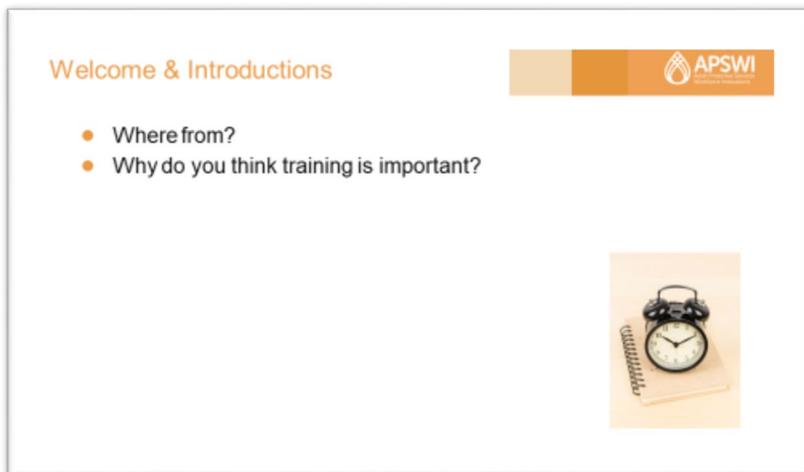
- Adult Protective Services Workforce Innovations (APSWI)
 - Training program of the Academy for Professional Excellence, a project of the San Diego State University School of Social Work.
 - APSWI provides innovative workforce development to APS professionals and their partners.
 - The Academy provides workforce development and learning experiences to health and human service professionals.

Academy Programs include:

- CWDS
- APSWI
- RIHS
- LIA
- SACHS
- APEX

Academy for Professional Excellence
We create experiences that transform the heart, mind and practice.

Explain that this virtual workshop was developed by Adult Protective Services Workforce Innovations (APSWI), which is a program the Academy for Professional Excellence.

Slide 43: Welcome and Introductions

Explain that this is a virtual workshop, which is different from attending a webinar. There will be discussion and breakout groups, and relies on audience participation both verbally and within the chat pod.

Encourage participants to use the video function, especially when in breakout groups.

Trainer Note: For smaller audiences (less than 20), it's nice to allow participants to have control of mute instead of muting all.

Ask by a show of hands, virtual thumbs up/wave or by saying "I", who is from (name the County? Program? Office?)

Chat Pod:

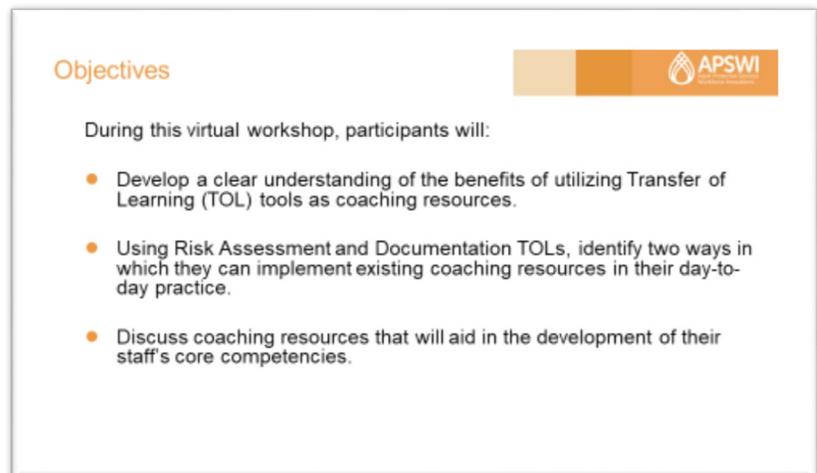
Ask that all attendees type in why they think training is important for APS staff (could be themselves or their staff).

Either **read aloud** or ask moderator to **read** a few answers.

Acknowledge any themes you see.

If time allows, **ask** a few to expand verbally on their answer.

Slide #5: Objectives



The slide is titled "Objectives" and features the APSWI logo in the top right corner. It lists three objectives for participants during a virtual workshop.

Objectives

During this virtual workshop, participants will:

- Develop a clear understanding of the benefits of utilizing Transfer of Learning (TOL) tools as coaching resources.
- Using Risk Assessment and Documentation TOLs, identify two ways in which they can implement existing coaching resources in their day-to-day practice.
- Discuss coaching resources that will aid in the development of their staff's core competencies.

Cover the following learning objectives:

- Develop a clear understanding of the benefits of utilizing Transfer of Learning (TOL) tools as coaching resources.
 - **Explain** that Transfer of Learning may not be a primary focus of Supervisors or Lead Staff, so developing and understanding of the benefits can enhance their Supervision.
- Using Risk Assessment and Documentation TOLs, identify two ways in which they can implement existing coaching resources in their day-to-day practice.
 - **Explain** that although the workshop will cover Transfer of Learning as an umbrella topic, these are the two skills that will be highlighted with existing TOL resources.
 - **Inform** participants they will be moving into virtual breakout groups to work their way through one of the TOLs.
- Discuss coaching resources that will aid in the development of their staff's core competencies.
 - **Explain** that there will be an opportunity at the end of the workshop to identify other TOLs that may be useful to them.

Remind participants that the goal of this workshop is to provide them an opportunity to upgrade the support they are already giving their staff, but with new tools and ideas.

Slide #6: The Role of the Supervisor

Trainer Note: This slide is animated to first discuss some common responsibilities. After discussion, click to discuss the relationship between a supervisor and direct report.

The Role of the Supervisor

- Staff Supervision
- Managing Personnel Issues
- Community Representation
- Back-up Coverage
- Ensuring Compliance
- Role Modeling

What else?

- Most important relationship is between a supervisor and direct report.

Acknowledge how busy and important the role of an APS supervisor is.

Review a few of the bullets of potential duties an APS supervisor has.

Recall some of what the participants said about what they enjoy most in their role from the beginning slide and chat pod.

Point out any themes and connect any that align with the bullets on the slide.

Explain that Dr. Janet Lockhart Jones, Leadership and Development Expert and Senior Leadership Consultant @ Pitney Bowes shared that the most important relationship is between a supervisor and direct report and this was the reason to develop a virtual workshop on enhancing supervision through coaching. (Lockhart-Jones, J. PhD, *Training Industry Virtual Conference*. Workplace Coaching: The most important performance enhancing ‘tool’ in a leaders’ toolbox.)

Slide #7: Transfer of Learning

Transfer of Learning

APSWI

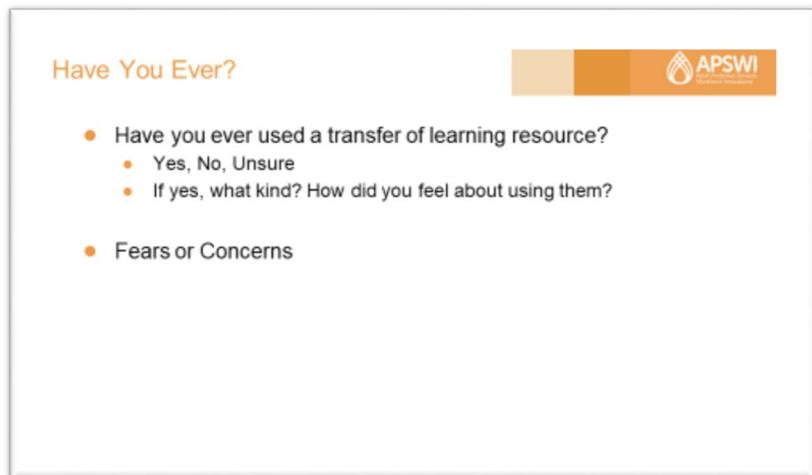
- Forgetting curve
 - ~10-20% of new skills and behaviors are applied back in the workplace
- 3 Key Stages of Learning: before, during, and after the training



Explain that the comments in the chat pod earlier expressed the importance of training. However, there is an unfortunate reality that learners forget a lot of what is learned in training. Only about 10-20% of new skills or behaviors are applied back in the workplace. (Weber, A., Sayer J., Arneil M., The Role of Coaching in Learning Transfer, July 13, 2017, retrieved from <https://trainingindustry.com/articles/leadership/the-role-of-coaching-in-learning-transfer/>)

Emphasize that this was a main driver in the desire to develop this workshop. If APS supervisors can engage in some kind of TOL with staff, they are much more likely to see those new skills or behaviors in practice.

Share that there are three key stages of learning: before, during, and after the actual training.

Slide #8: Have You Ever?The slide is titled "Have You Ever?" in orange text. In the top right corner, there is a logo for APSWI (Arkansas Professional Society of Workers in Industry) featuring a stylized orange and white icon. The main content consists of three bullet points:

- Have you ever used a transfer of learning resource?
 - Yes, No, Unsure
 - If yes, what kind? How did you feel about using them?
- Fears or Concerns

Explain that before we move into the benefits of transfer of learning, we want to get a sense of what people are already doing.

Ask: “If you’ve ever used a TOL in your practice, can you please raise your hand, say I, or give a virtual thumb ups.”

Invite some comments from those who have used them. **Ask** that they take themselves off mute to share.

Chat Pod:

Ask those who haven’t used them to type in any concerns or fears with using them.

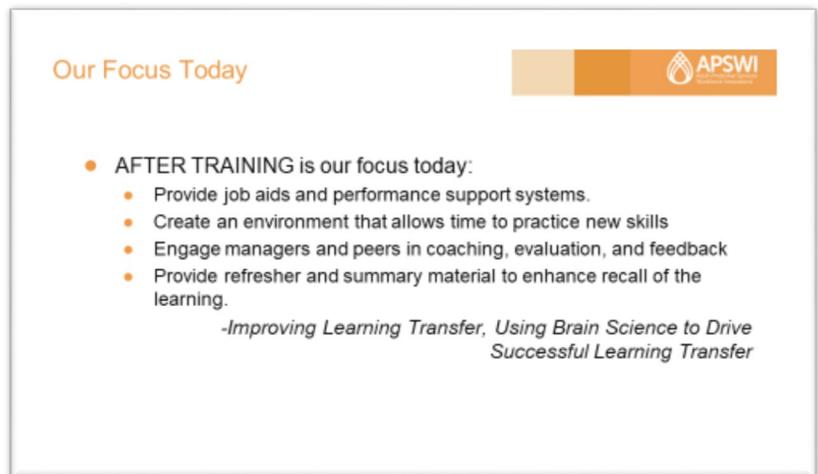
You can “**prompt**” them by giving some examples:

- Don’t have time
- Don’t know they exist
- Haven’t found any that are tailored to staff’s needs
- Expect this to be a the role of a trainer
- Feel on-the-job training is more valuable

Validate their reason for not using them and express that the hope is after this training, they will feel comfortable doing so.

Moderator Note: Enter into the chat pod “Please type any concerns or fears with using TOLs”.

Trainer Note: You could also do this activity as two polls. First: Poll the audience if they’ve ever used TOLs and invite comments based off of the poll. Then launch a 2nd poll for those who have not used because of possible fears or concerns.

Slide #9: Our Focus Today

Our Focus Today 

- AFTER TRAINING is our focus today:
 - Provide job aids and performance support systems.
 - Create an environment that allows time to practice new skills
 - Engage managers and peers in coaching, evaluation, and feedback
 - Provide refresher and summary material to enhance recall of the learning.

-Improving Learning Transfer, Using Brain Science to Drive Successful Learning Transfer

Explain that the rest of the workshop will focus on the 3rd stage of learning, the “after” and the supervisors crucial role in making it successful.

Read some of the bullets from the slide.

(Leaman, C., *Improving Learning Transfer*; Using brain science to drive successful learning transfer. Posted Feb 24, 2014, retrieved March 5, 2020 from <https://trainingmag.com/improving-learning-transfer/>)

Explain that the goal of today’s workshop is to increase their chances of using TOLs as they coach, mentor or train staff to really enhance that recall of the learning with their staff. Ultimately, this provides them with APS professionals who have upgraded their skills from attending both the training itself and participated in transfer of learning and is a win-win.

Slide #10: Coaching

Trainer Note: This slide is animated to ask participants what their “why” is. After discussion, click to discuss Servant Leadership.

Coaching

Wait to press enter:

- What's your why?
- Servant Leadership
 - “Learners believe methods that enable applied practice are most impactful,” with 61% of learners rating on-the-job coaching as very useful for enhancing learning.”
- Training Industry (www2.trainingindustry.com/what-learners-want-strategies-for-training-delivery)

Tell participants that for this next chat pod, think of their answer and type it in, but wait to press enter until prompted to do so. **Encourage** them to first reflect on the question and **explain** you are going to be silent for a minute to allow for this reflection.

Trainer Note: Having participants wait to press enter allows sufficient time for them to think and reflect individually before getting distracted by reading the chat pod.

Chat pod:

Ask: Why did you get into the Health and Human Services field in the first place?
Remind them to NOT press enter just yet.

Moderator Note: Enter into the chat pod, “Please wait to press enter, but type in why you got into the Health and Human Services field in the first place.”

After a minute, **instruct** participants to press enter.

Read (or **ask** moderator to read) as many answers as possible. **Attempt** to group any in themes.

Explain that Dr. Janet Lockhart Jones shared that supervisors move away from direct practice, but still have this inherent servant leadership. (Lockhart-Jones, J. PhD, *Training Industry Virtual Conference*. Workplace Coaching: The most important performance enhancing ‘tool’ in a leaders’ toolbox.)

Connect some of the participant’s chat pod answers to this servant leadership.

Explain that the desire to coach can be seen as a way to serve others, filling that bucket.

Inform participants that this next section will provide some ideas of how to use TOLs in their coaching, practicing servant leadership.

Slide #11: Documentation TOL

Trainer Note: This slide is animated to highlight the How To Use section. Arrows highlight the three sections as you discuss.

Documentation TOL

Academy for Person-Centered Excellence

How to Use

The goal of a good APS Case Record is when the investigator and provider review the record and discuss the record and allow the provider to participate in the record writing. Based on the information gathered, the provider will write the record using a template provided that is color-coded to be used in a variety of ways.

How to Use

This transfer of learning tool is designed as a companion to Module One. The transfer of learning tool is designed to be used in a variety of ways. The transfer of learning tool is designed to be used in a variety of ways. The transfer of learning tool is designed to be used in a variety of ways.

Facilitator Guide

Line Staff/Individual

APS Documentation and Report Writing
Transfer of Learning Tool

Version 1
May 2020

Explain that the TOLs you're going to cover here are on two skills that often need continued practice and that staff sometimes struggle with. They are Documentation and Risk Assessment.

- **Note** that you will later show how and where to access these, but for the purpose of this workshop you want to cover how they can be used in practice.

Share that these two TOLs can be used in a variety of ways to allow APS Supervisors to pick what works best for them and their staff.

Explain that the Documentation TOL has two versions:

- **Facilitator Guide** with answers
- **Line staff/Individual** without the answers

Both versions are broken into three separate sections, which can be done over time, and do not rely on completion of one in order to move to the next.

The "How to Use" section explains that it's adaptable in a classroom training where the facilitator could incorporate it, maybe as a follow up or Booster training once staff complete the eLearning or instructor-led training.

An individual could use it on their own to work on their documentation skills, but **highlight** the last two bullets where a supervisor uses it as a coaching tool or in a unit meeting as a group activity.

Review the three sections more in depth:

- All 3 sections are to be used after watching the APSWI's training video "Financial Abuse Allegation: Alleged Perpetrator Interview". It can be found at the APSWI Videos tab at <https://theacademy.sdsu.edu/programs/apswi/>.
 - This can be viewed individually, in a training or in a Unit Meeting.
- The 1st section focuses on documenting the facts, observations, what someone may infer and interpret from what they see in the video.

Continued

- The 2nd section asks the learner to write up a collateral contact narrative, keeping in mind the elements of good report writing.
 - There is a checklist and sample narrative in the Facilitator Guide.
- The 3rd section asks the learner to focus on key investigative skills necessary for effective documentation.

Ask if anyone has any questions, please take themselves off mute and ask.

Slide #12- Risk Assessment TOL

Trainer Note:

Send this TOL prior to training, but don't assume that participants will have access to the chart (hard or soft copy).



Inform participants that they will be forming virtual breakout groups to complete some of the chart found in the Risk Assessment TOL that you will be explaining here.

Explain that this TOL can also be used in the same variety of ways as the Documentation TOL, but the structure is a bit different.

- They can complete the TOL during or after viewing the APSWI Training Video: “Successful Initial Home Visit – Self Neglect” and/or using a real case, depending on the skill set of the staff, how long they’ve been on the job, and what type of environment they want to use it in.
 - The video can be found at the APSWI Videos tab at <https://theacademy.sdsu.edu/programs/apswi/>.

Slide #13: Risk Assessment Chart

Trainer Note: There are two options for this activity. Option 1 is more simple and less intimidating. Option 2 provides a deeper understanding of how the TOL is completed and may take longer.

Risk Assessment Chart



Directions: Using the [Successful Initial Home Visit, self-reflect video](#), complete the Risk Assessment Chart based on your observations and the information provided in the video.

For each Risk Factor that you identify:

- Use the apparent risk root to the #.
- Circle or highlight whether you feel that risk to be low, medium or high.
 - Work through the 3 D's by noting how **Soon** might the client be harmed, how **Severe** might they be harmed and how **Sure** are you that the harm will occur (i.e. the likelihood).
 - Make sure to include why you believe that to be true.
- Discuss any risk indicators.
- Provide a global assessment of that particular risk.
- Note any factors that may mitigate that risk.
- Create a service plan for each risk.

RISK ASSESSMENT CHART

RISK FACTORS (Conditions which put a person at risk of harm)	RISK INDICATORS (Observable signs that indicate that risk may be present)	GLOBAL ASSESSMENT (History and context around this particular risk)	FACTORS THAT MITIGATE THE RISK (Client's strengths, motivation, support network)	SERVICE PLAN (Identify services that might be of help and follow up if connections were made.)
#1. • Soon • Severe • Sure Based on 3 D's, the level of risk is: Low, Med, High?				



Refer participants to Page 3, either just what is on the screen or if they have a copy with them.

Explain that this TOL is in a chart form, where the learner can work through risk assessments by completing each column (if applicable).

This section uses the Successful Initial Home Visit training video and can feel less intimidating than using a real case.

Review the columns:

Trainer Note: while reviewing each column, it is helpful to give an example of a risk factor and carry that through the rest of the columns.

- In the Risk Factors column, they list a risk factor (conditions which put a person at risk of harm), and can assess how soon the client might be harmed, how severe they might be harmed and how sure they are that harm will occur.
 - They can then determine the level of risk: low, medium or high.
- In the next column, they would note Risk Indicators (observable signs that indicate risk may be present) for that particular risk factor.
- In the next column, they are able to give some context or history of that risk for the Global Assessment.
- Then they move to the Factors That Mitigate the Risk column and can identify the client's strengths, motivation, support system, etc.
- Finally, the last column allows them to identify various services or interventions for that particular risk.

The chart has additional rows to list multiple risk factors if applicable.

Explain that in a moment, they will watch a short video clip (3.5 min) and then will be put into virtual breakout groups to complete some of the chart using the video's scenario.

Continued

Option 1: Focus just on the first two columns: Risk Factors and Risk Indicators.

- **Explain** that in their groups, they should list as many risk factors and risk indicators of those factors as they can.
- **Encourage** them to work through the 3 S's and determine the level of risk if possible.

Trainer Note: The slide is animated for Option 1.

Option 2: Focus on one risk factor, but complete each column.

- **Explain** that as a group, they need to determine one factor they want to work through.
- **Ask** that they complete each column for that one factor, including what interventions they would offer.

Provide the following background on the video clip:

- This is a self-neglect allegation. The person has recently lost his spouse and was in the hospital for complications due to congestive heart failure. It was reported that he hasn't been taking his medication.

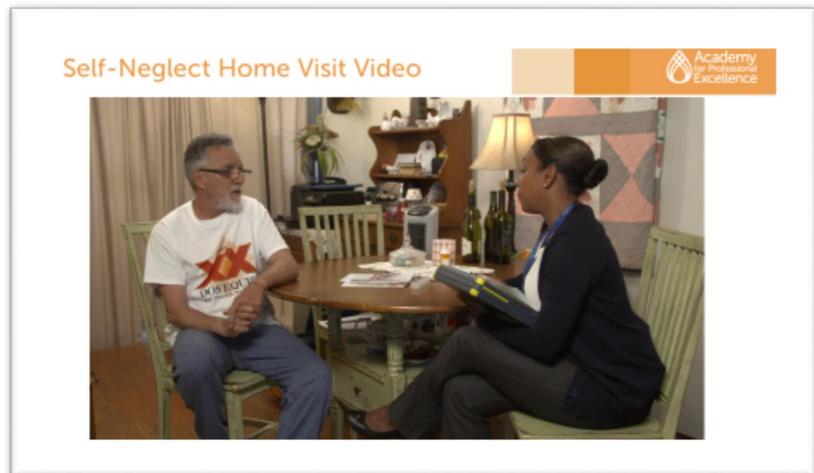
Moderator Note: List the instructions of the selected option in the chat pod. They will be able to see the chat pod while in their breakout groups.

Ask if there are any questions before watching the clip.

Slide #14: Self-Neglect Home Visit Video

Trainer Note: The video clip is embedded into the slide, but will only work if you saved it to your computer. If you anticipate difficulties with bandwidth, consider sending link to participants prior to or during the workshop. The full video clip can be accessed at

<https://www.youtube.com/watch?v=RBCo4UBOliU&list=PLTkfyRcpER10MW7Qe40B8mJGXEcBCD719&ind>



Encourage participants to have their sound on high. **Ask** that once the video is playing, to give thumbs up to signal they can hear it.

Remind them to think of risk factors and indicators and to not to focus on the interview style of the APS professional.

Ensure you've clicked to "share sound" on your computer.

Play the video. (3 min and 28 sec.).

Moderator Note: Ensure breakout groups are assigned. It's suggested no more than 3 in each group if possible. It's encouraged to break up counties or people from same office.

Explain that in a moment, they should click on "Join Breakout Group".

- **Provide** 5-12 min for this exercise depending on time and option you choose.

Inform them how long they have to complete the chart and **explain** they will see a one-minute warning before the rooms close.

Click to activate breakout groups.

After the 5-12 min, close all groups. This will project a one-minute warning into the breakout groups.

Slide #15: Breakout Groups Debrief

Trainer Note: This Slide is animated and written for Option 1. If conducting Option 2, change slide to reflect.



Breakout Groups Debrief

- Type in the chat pod how many risk factors you came up with?
- Did anyone get through the 3 S's and risk level (low, med, high)?



Welcome everyone back.

Chat Pod:

If using Option 1: **Ask** that everyone enter how many risk factors they came up with and **encourage** them to type which ones they identified.

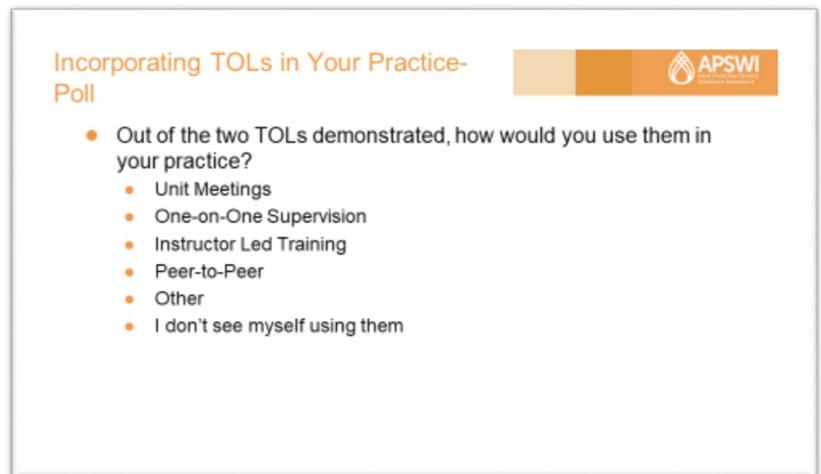
- **Acknowledge** who had the highest or most descriptive.

If using Option 2: **Ask** that everyone type the one risk factor they worked through and what was an intervention or service plan they identified for that risk factor.

If Option 1: **Ask** if anyone was able to assess the risk level and if so, to raise hand or say hi. If time allows, **invite** them to share.

If time allows, **ask** for a few comments on how participants felt about the process. **Encourage** them to take themselves off mute and share verbally.

Congratulate everyone on completing the task and **remind** them that the TOL is a larger chart that supports their staff through assessing risk.

Slide #16: Incorporating TOLs in Your Practice

Incorporating TOLs in Your Practice- Poll

- Out of the two TOLs demonstrated, how would you use them in your practice?
 - Unit Meetings
 - One-on-One Supervision
 - Instructor Led Training
 - Peer-to-Peer
 - Other
 - I don't see myself using them

Explain that now that they've had the chance to learn about two TOLs, you'd like to get a sense of if they're thinking of ways to use them in the near future.

Inform participants that you are launching a poll, which is anonymous, and they can select more than one option.

Launch poll.

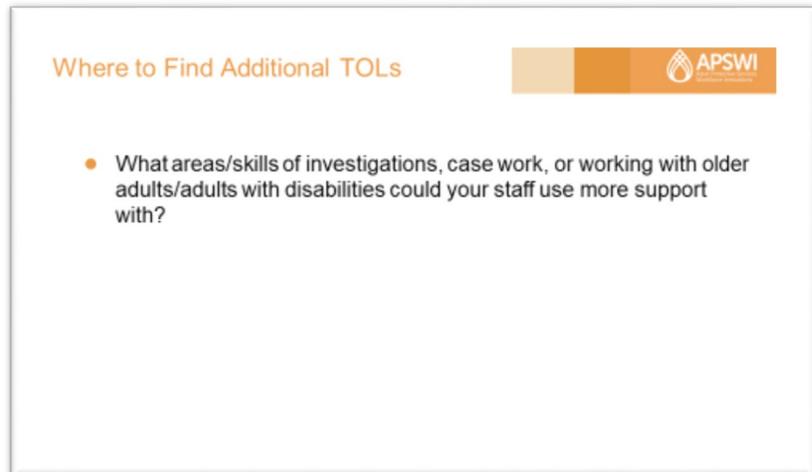
Poll:

Out of the two TOLs demonstrated, how would you use them in your practice?

- Unit Meetings
- One-on-One Supervision
- Instructor-Led Training
- Peer-to-Peer
- Other
- I don't see myself using them

Share the poll results and **debrief** by inviting a few comments, especially from anyone who selected "other".

Slide #17: Where to Find Additional TOLs



Explain that APSWI is dedicated to ensuring workforce development tools are available to support APS professionals.

Ask participants to think individually and reflect on what other areas of APS investigations and casework their staff might struggle with.

Trainer Note: Give participants 30-45 seconds to reflect and while they're doing this, pull up the APSWI website: <https://theacademy.sdsu.edu/programs/apswi/> (it's helpful to have this open prior to start of training).

Review the website by **hovering** over the Core Competency Areas tab. **Click** on the tab and **show** the 23 modules listed.

- **Explain** that most of the Instructor-Led Trainings have TOLs to accompany them and some may have multiple.
- **Show** the two modules discussed today (Module 15 and Module 18) and where to find the TOLs.
- **Show** a few others that might be common:
 - Module 9: Communication and Interviewing
 - Module 22: Working with the Criminal Justice System
 - Note: Currently, the following modules do not have a TOL:
 - *Physical/Development Disabilities, Mental Health, Substance Use, DAR, Assessing Client Capacity*

Trainer Note: walking participants through the website can increase the likelihood they will use these TOLs. It's important to cover this section, as it meets one of the workshop's learning objectives.

Return to the homepage and **hover** over Advance Training Tab. **Click** on the Enhancing Your Interview Skills: Interviewing Alleged Perpetrators ILT and **inform** participants there is a Tip Sheet and Quick Reference that they can use with their staff.

Slide #18: Evaluations and Thank You

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.

FEEDBACK

Remind participants that they have an incredible opportunity to mentor and help staff polish their skills and these transfer of learning resources allow them to do so in a supportive process. **Acknowledge** that participants are busy, and shouldn't have to start from scratch when it comes to coaching their staff.

Thank participants for taking a "time-out" today to focus on themselves and their own professional development. **Encourage** this parallel process with their staff.

Ask participants to complete evaluations.

References

The below work contributed to the content in this curriculum

Leaman, C., Improving Learning Transfer; *Using brain science to drive successful learning transfer*. Posted Feb 24, 2014, retrieved March 5, 2020 from <https://trainingmag.com/improving-learning-transfer/>

Lockhart-Jones, J. PhD, Training Industry Virtual Conference. *Workplace coaching: The most important performance enhancing 'tool' in a leaders' toolbox*. (Webinar) November 7, 2019. <https://trainingindustry.com/tice/tice-virtual-conference/workplace-coaching-the-most-important-performance-enhancing-tool-in-a-leaders-toolbox/>

"Successful Initial Home Visit, self-neglect" (APS Training Video). 2018. Retrieved from <https://theacademy.sdsu.edu/programs/apswi/apswi-videos/>

Training Industry. What Learners Want: *Strategies for Training Delivery*. Published Sept 28, 2018. <https://www2.trainingindustry.com/what-learners-want-strategies-for-training-delivery>

Weber, A., Sayer J., Arneil M., The Role of Coaching in Learning Transfer, July 13, 2017, retrieved March 7, 2020 from <https://trainingindustry.com/articles/leadership/the-role-of-coaching-in-learning-transfer/>

Appendix



Risk Assessment in APS Cases

Transfer of Learning Guide

Version 1
May 2019

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.

Risk assessments are a process and help APS professionals assess clients' vulnerability and needs, develop and monitor care plans, and make decisions about how to use their time and resources.

-NAPSA Core Competency Module 18: Risk Assessment

How to Use:

This Transfer of Learning Guide is designed as a companion to NAPSA Core Competency Module 18: Risk Assessment.

Designed as a user friendly chart, it provides APS professionals the opportunity to evaluate various risk factors and indicators, discuss the history and context of each factor, identify mitigating factors and create service plans.

The Risk Assessment Transfer of Learning Guide can be used in a variety of settings to include:

- Classroom Training with support from a facilitator
- Individual activity to guide assessing risk, with follow up discussion during supervision or peer support
- During supervision when coaching staff around the skill of risk assessment
- Unit Meeting as a group activity with guidance from a Supervisor or Lead Staff

This Risk Assessment Transfer of Learning Guide can be completed using the [Successful Initial Home Visit, self-neglect video](#) and/or in the field with APS cases.

- **Please see page 2 for an example of how to use this guide to assess one risk factor using a short case vignette.**

The first section of this guide uses the video found at <https://theacademy.sdsu.edu/programs/apswi/apswi-videos/>.

The second section of this guide is designed as a template to use for actual cases.

Learning Objectives:

Use the Successful Initial Home Visit, self-neglect video or a case from the APS Professional's caseload to do the following:

1. Identify risk factors and assess their level of urgency.
2. Provide a history and context of the risk factor(s)
3. Use the information from the Risk Assessment Chart to assess the overall level of risk and develop a service plan.

CASE VIGNETTE EXAMPLE: APS received a report from Deonte Howard’s neighbor, Marcella Rodriguez, with concerns for self-neglect and possible eviction. During the initial home visit, the APS professional learned that Mr. Howard has recently been laid off and has been buying pain killers from a person at his men’s group, as he can no longer afford his prescription. He has very little savings and his bills are starting to pile up.

RISK ASSESSMENT CHART CASE VIGNETTE EXAMPLE

RISK FACTORS (Conditions which put a person at risk of harm)	RISK INDICATORS (Observable signs that indicate that risk may be present)	GLOBAL ASSESSMENT (History and context around this particular risk)	FACTORS THAT MITIGATE THE RISK (Client’s strengths, motivation, support network)	SERVICE PLAN (Identify services that might be of help and follow up if connections were made.)
#1. Recently laid off <ul style="list-style-type: none"> • Soon: Within the next 1-2 months, as client does not have a lot in savings. • Severe: Very severe; he is at risk of losing his electricity and possible eviction. • Sure: Very Sure; He doesn’t have any job interviews currently lined up. Based on 3 S’s, the level of risk is: Low, Med, High?	Client stated he was worried about how he was going to pay his bills as he used his savings last year to help his son buy a house. Client reported having an electricity bill due in 12 days and that rent is due in 15 days and he has enough money for ½ rent. During the interview, APS professional saw the electricity bill that is due in 12 days.	Client has worked at company for 6 years, but has no pension with this company. He had savings from his previous work, but used it to help his son and daughter-in-law purchase a home, as they recently had twin babies. Client is 68 years old and does not have any leads currently on a new job.	Client has various job skills in accounting and administrative work. He has a relationship with his son. He wants to still work and is physically able to do so.	<ul style="list-style-type: none"> • Provide information on how to apply for low energy income assistance programs • Provide information on local food pantry programs in order to reduce spending in this area and provide more budget for rent • Per client’s permission, contact son to determine whether he is able to assist client financially • Discuss housing options, including moving in with son, renting a room or shared housing

Directions: Using the [Successful Initial Home Visit, self-neglect video](#), complete the Risk Assessment Chart based on your observations and the information provided in the video.

For each Risk Factor that you identify:

1. List the apparent risk next to the #.
 - a. Circle or highlight whether you find that risk to be low, medium or high.
 - b. Work through the 3 S's by noting how **Soon** might the client be harmed, how **Severe** might they be harmed and how **Sure** are you that the harm will occur (i.e. the likelihood).
 - i. Make sure to include why you believe that to be true.
2. Discuss any risk indicators.
3. Provide a global assessment of that particular risk.
4. Note any factors that may mitigate that risk.
5. Create a service plan for each risk.

RISK ASSESSMENT CHART

RISK FACTORS (Conditions which put a person at risk of harm)	RISK INDICATORS (Observable signs that indicate that risk may be present)	GLOBAL ASSESSMENT (History and context around this particular risk)	FACTORS THAT MITIGATE THE RISK (Client's strengths, motivation, support network)	SERVICE PLAN (Identify services that might be of help and follow up if connections were made.)
#1. <ul style="list-style-type: none"> • Soon • Severe • Sure Based on 3 S's, the level of risk is: Low, Med, High?				



	<p># 2.</p> <ul style="list-style-type: none"> • Soon • Severe • Sure <p>Based on 3 S's, the level of risk is: Low, Med, High?</p>		
	<p># 3.</p> <ul style="list-style-type: none"> • Soon • Severe • Sure <p>Based on 3 S's, the level of risk is: Low, Med, High?</p>		
	<p># 4.</p> <ul style="list-style-type: none"> • Soon • Severe • Sure 		



<p>Based on 3 S's, the level of risk is: Low, Med, High?</p>	<p># 5.</p> <ul style="list-style-type: none"> • Soon • Severe • Sure <p>Based on 3 S's, the level of risk is: Low, Med, High?</p>



Directions: Using a current case, complete the risk assessment chart based on your observations and the information gained during your investigation.

For each Risk Factor that you identify:

1. List the apparent risk next to the #.
 - a. Circle or highlight whether you find that risk to be low, medium or high.
 - b. Work through the 3 S's by noting how **Soon** might the client be harmed, how **Severe** might they be harmed and how **Sure** are you that the harm will occur (i.e. the likelihood).
 - i. Make sure to include why you believe that to be true.
2. Discuss any risk indicators.
3. Provide a global assessment of that particular risk.
4. Note any factors that may mitigate that risk.
5. Create a service plan for each risk.

RISK ASSESSMENT CHART

RISK FACTORS (Conditions which put a person at risk of harm)	RISK INDICATORS (Observable signs that indicate that risk may be present)	GLOBAL ASSESSMENT (History and context around this particular risk)	FACTORS THAT MITIGATE THE RISK (Client's strengths, motivation, support network)	SERVICE PLAN (Identify services that might be of help and follow up if connections were made.)
#1. • Soon • Severe • Sure Based on 3 S's, the level of risk is: Low, Med, High?				

<p>#2.</p> <ul style="list-style-type: none"> • Soon • Severe • Sure <p>Based on 3 S's, the level of risk is: Low, Med, High?</p>		



<p>Based on 3 S's, the level of risk is: Low, Med, High?</p>	<p># 5.</p> <ul style="list-style-type: none"> • Soon • Severe • Sure <p>Based on 3 S's, the level of risk is: Low, Med, High?</p>

This Transfer of Learning Guide was developed in collaboration with APSWI and the Southern California APS Curriculum Advisory Committee.

OUR WHY:
REVOLUTIONIZE
THE WAY PEOPLE
WORK TO ENSURE
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