Each competency can be met with either Instructor-Led OR eLearning APSWI training.					
23 CORE COMPETENCIES REQUIRED FOR NAPSA CERTIFICATE					
#	NAPSA CERTIFICATE NAME	APSWI COURSE NAME	LENGTH	COURSE DESCRIPTIONS	LEARNING OBJECTIVES
1	**OVERVIEW**	**APS Overview Half-Day ILT**	4 hrs	This is an interactive orientation course on Adult Protective Services. This training was designed to help you understand the job you are expected to perform. This includes knowing who your clients are, under what circumstances you are expected to intervene, and what interventions you are expected to provide. It will also provide you with important "tools of the trade" including common terminology and resources.	• Describe APS Clients. • Explain APS worker's roles and responsibilities including APS practice principles and service goals. • Evaluate simple APS referrals. • Develop a basic case plan. • Apply key terminology used in APS.
		APS Overview eLearning	1.5 hrs	This eLearning course is an orientation course on Adult Protective Services. This training was designed to help you get started by describing the clients you'll be serving, your role and how to evaluate referrals and develop care plans. It will also provide you with important "tools of the trade" including common terminology and resources.	• Describe APS workers' roles and responsibilities • Describe APS clients • Define key terminology used in APS • Evaluate simple referrals in APS • Explain core competencies in APS • Identify state and national resources
2	**VALUES/ ETHICS**	**Ethics, Values, & Cultural Responsivness In APS**	7 hrs	This thought-provoking training enhances self-awareness and ongoing self-reflection of the APS professional which are essential when analyzing situations from a culturally responsive lens. Participants will learn the basic components of ethics and values as applied to APS and be able to apply a practical framework for ethical and culturally responsive decision-making.	• Define seven ethical principles in APS work. • List four major ethical influences on APS decision-making. • Describe cultural humility. • Describe how the concepts of implicit bias and intersectionality affect APS work with vulnerable adults. • Provide one example of using cultural responsiveness in working with vulnerable adults. • List the components of an ethical and culturally responsive decision-making framework.
		Ethics, Values, & Cultural Competence in APS eLearning	1.5 hrs	This eLearning course will help you to identify ethical and cultural issues and think through how best to address them in your case work.	• Identify major APS ethical concepts and practice considerations for case work • Recognize ethical dilemmas in practice • List factors that influence ethical decision-making • Identify the part that culture plays in ethical decision-making • Identify major APS ethical concepts and practice considerations for case work • Recognize ethical dilemmas in practice • List factors that influence ethical decision-making • Identify the part that culture plays in ethical decision-making

3	**REGULATIONS**	**California Regulations For APS eLearning**	1 hr	This eLearning course was designed to help you understand California's Adult Protective Services Regulations by requiring you to apply the regulations to abuse reports and case studies.	• Describe the basic CA laws and regulations related to APS jurisdiction and case management. • Describe best practices for case management and the rationale for these practices. • Apply APS laws and regulations to case studies.
4	**THE AGING PROCESS**	**The Aging Process eLearning**	1.5 hrs	Aging is part of the normal physical and developmental life course. As is true in every phase of life, changes that occur in later life offer rewards, opportunities for growth, and physical and developmental challenges. In this dynamic, interactive 90 minute online training, participants will receive a basic understanding of the aging process that will enhance their ability to perform investigations and make evaluations. The training is intended for new APS workers, experienced workers needing a refresher and elder abuse partner agencies.	• Identify one's personal values and biases regarding aging and describe the public perception of aging. • Describe the changes in functional capacity and disability associated with aging. Recognize and assess effects of the aging process on a client's ability to care for self. • Describe the difference between depression, delirium and dementia. • Evaluate the impact of separation, loss and grief on a client's well-being.
5	**PHYSICAL & DEVELOPMENTAL DISABILITIES**	**Effectively Working with People Who Have Disabilities eLearning**	1.5 hrs	Learners will explore disability in the past and present and talk about the disability movement in the United States. They will briefly cover three categories of disabilities commonly experienced by people engaged in Adult Protective Services. Finally, they will learn some examples of disabilities and how to effectively engage people with a wide range of abilities and disabilities.	• Recognize how certain disability characteristics make a victim more vulnerable to abuse; and • Recognize effective communication strategies to accommodate persons with disabilities
6	**MENTAL HEALTH IN APS**	**Mental Health In APS ILT**	4 hrs	During this highly engaging and captivating skill building session, participants will review characteristics of common mental health disorders to better understand challenges and problem solve solutions when working with clients with mental illness. While exploring the stereotypes and stigmas surrounding mental illness, participants will develop empathy which will help the APS worker enhance rapport building skills and understanding to ensure a thorough service plan is created. Participants will work through a powerful thought disorder simulation, allowing them to "walk in the shoes" of someone who is living with untreated mental illness. This skill based session provides participants a safe place to explore working through a suicide risk assessment in order to confidently asses for suicide risk when working in the field	• Identify personal and cultural experiences which influence working with clients with mental illness • Describe your experience with a thought disorder simulation • Articulate the rationale for various steps of an investigation • Identify and practice elements of a suicide assessment
		Mental Health in APS Practice eLearning	2 hr	This course is designed to provide APS professionals with an introduction to terms and behaviors used to identify mental health issues they may encounter when working with older adults. The course includes information on the five broad categories of mental disorders, diseases that affect the brain, and suicide risk assessment and intervention. Participants will have an opportunity to apply what they've learned to a series of case studies.	• Identify the characteristics of the five broad categories of mental disorders • Identify when and how to perform a suicide risk assessment • Define common terms used to describe mental illnesses • Identify reliable resources for additional information and study • Analyze and respond to practice scenarios that mirror real-world experiences of serving older adults experiencing mental illness.

7	**SUBSTANCE ABUSE IN MATURE ADULTS**	**Substance Abuse And Mature Populations eLearning**	1 hr	The following instructional strategies are used: Loosely Structured Team Based Learning model, experiential exercises (e.g., small group discussion, case studies); PowerPoint slides and video clips; participant guide (encourages self-questioning and interaction with the content and process); and transfer of learning tool to access knowledge and skill acquisition and how these translate into practice in the field.	• Define the scope of the problem of addiction amongst the mature population. • Apply the four diagnostic criteria that differentiate addiction from substance abuse. • Explain how addiction transmits its affect to family members through attachments and why all family members need services. • Use recovery programs and other resources are antidotes to ageism, isolation, societal denial, loss, grief and depression. • Use culturally appropriate and strength based intervention techniques to use with family members.
8	**DYNAMICS OF ABUSIVE RELATIONSHIPS**	**Dynamics Of Abusive Relationships ILT**	1.5 hrs	This introductory course will help adult protective services (APS) professionals understand the dynamics of vulnerable adult abuse to enhance victim safety. You will learn about the definition of vulnerable adult abuse and the various dynamics, which underlie vulnerable adult abuse including the dynamics of power and control. You will explore the role of APS in cases of potential abuse and how power and control dynamics might inform case interventions. You will also learn why some victims may refuse services and stay with the abuser.	• Define elder abuse as it applies to APS • Identify various dynamics underlying elder abuse • Explore APS role and how dynamics might inform case interventions • Identify why some victims refuse services and remain with their abusers
		Dynamics Of Abusive Relationships eLearning	7 hrs	In this introductory training, participants will be taught how to define elder abuse, identify the various dynamics underlying elder abuse and why some victims refuse services and remain with their abusers, and explore how the dynamics might inform services offered by APS.	• Define vulnerable adult abuse as it applies to APS. • Recognize the various dynamics which underlie vulnerable adult abuse, including the dynamics of power and control. • Explain the role of APS in cases of potential abuse. • Explore how power and control dynamics might inform case interventions. • Identify why some victims refuse services and stay with the abuser.
		Professional Communication ILT	7 hrs	The timing and pacing of interviews, the order in which interviews are conducted to avoid collusion, the order in which questions are asked, and how to overcome communication barriers and acknowledge cultural diversity are among the many challenges APS workers face in conducting interviews. APS workers also need to know how to interview clients with sensory and communication disabilities.	• Recognize the types of interviews and interviewees • Assess which questions to ask yourself before the interview • Establish actions to take before for an interview • Identify effective methods for working with translators • Build rapport with your client (learn to be a reflective listener, identify your client's emotions, establish techniques for effective interviewing) • Differentiate between question types and styles • Apply the various question typologies to specific situations

9	**COMMUNICATION & INTERVIEWING**	**Interviewing Skills For APS Workers Parts 1, 2, & 3 eLearning**	0.5 hr ea	This 3-part interactive eLearning will help you to engage with the client, conduct a clean forensic interview and how to accommodate various sensory disabilities.	Part 1 • Understand the types of interviews and interviewees. • Assess which questions to ask yourself before the interview. • Establish actions to take before an interview. • Learn effective methods for working with translators. Part 2 • Build rapport with your client. • Learn to be a reflective listener. • Identify your client's emotions. • Establish techniques for effective interviewing. Part 3 • Differentiate between question types and styles. • Apply the various question typologies to specific
10	**SELF NEGLECT CLIENTS**	**Working With Clients who Self-Neglect ILT**	7 hrs	In this interactive and thought-provoking introductory training, new APS workers and their allied partners will learn the definition of self neglect, how prevalent it is in our society and the risk factors and indicators to watch for when assessing a case. They will learn how to access self neglect across five domains (medical, psychological, environmental, financial and social). They will be exposed to tools used to evaluate self neglect cases and learn about promising methods to work with self neglecting adult. They will learn how to develop interventions, how to document a self neglect case and what agencies they might want to partner with to work these cases	• Define self-neglect, its prevalence, risk factors, and indicators • Assess self-neglect in the 5 domains • Identify tools used for evaluating self-neglect • Describe promising techniques for working with adults who are self-neglecting, such as 'Harm Reduction', and 'Hoarding Treatment' • Identify safety and risk reduction interventions for adults who are self-neglecting • Demonstrate an understanding of the elements to document in self-neglect cases • Identify community partners to work with in self-neglect cases
		Working With Self-Neglecting Clients eLearning	1.5 hrs	Part 1: Learn how to define self-neglect, it's prevalence and indicators, and how to distinguish it from other conditions. Part 2: Learn how to assess self-neglect in five domains. Part 3: Focus on safety and risk reduction interventions, documentation, and working with community partners.	• Define self-neglect, its prevalence and indicators • Distinguish self-neglect from other conditions • Assess self-neglect in five domains • Develop safety and risk reduction interventions for self-neglecting adults • Identify elements to document in self-neglect cases • Identify community partners in self-neglect cases
	CAREGIVER NEGLECT	**Caregiver Or Perpetrator Neglect ILT**	7 hrs	In this engaging and highly interactive introductory training, participants learn the necessary and essential components for effective investigations of caregiver neglect. Trainees will understand common physical and behavioral indicators of caregiver neglect; learn factors that contribute to client risk of caregiver neglect; identify the barriers to determining whether caregiver neglect is intentional vs. unintentional; identify the domains of assessing allegations of neglect; demonstrate best practices in interviewing perpetrators; and identify key principles of service planning.	• Identify physical and behavioral indicators of neglect. • Identify factors that contribute to victim risk of neglect. • Assess allegations of caregiver neglect using 5 domains of assessment. • Describe the barriers to determining if neglect is intentional or unintentional. • Identify best practices in interviewing perpetrators. • Define components of service planning.

11		**Caregiver Or Perpetrator Neglect eLearning**	1.5 hrs	This eLearning course focuses on neglect that is perpetrated by formal and informal caregivers. This course is designed to help participants develop the tools needed to conduct a neglect investigation and to develop plans to help to reduce the risk of future neglect	• Recognize factors that contribute to victim risk of neglect. • Identify the physical and behavioral indicators of neglect. • Assess allegations of caregiver neglect using five domains of assessment. • Identify best practices in interviewing perpetrators. • Define components of service planning.
12	**FINANCIAL EXPLOITATION**	**Financial Exploitation ILT**	7 hrs	In this engaging and highly interactive introductory training, participants learn the necessary and essential components for effective financial exploitation investigations. Trainees will understand common victim and perpetrator characteristics; learn the indicators of financial exploitation; understand decision making capacity and undue influence as they are related to financial exploitation cases; describe the primary components of a financial exploitation investigation and the common challenges encountered in these investigations; and demonstrate interviewing and investigative skills through interactive skills practice exercises.	• Describe common victim and perpetrator characteristics of financial exploitation. • Identify and discuss at least six (6) indicators of financial exploitation. • Define 'undue influence' and its impact on decision-making. • Identify the components of mental capacity and discuss the intersection between capacity and undue influence in financial exploitation cases. • Discuss the primary components of a financial exploitation investigation and discuss why it's important to always "follow the money". • Identify the common challenges encountered during a financial exploitation investigation and discuss strategies for overcoming challenges. • Discuss two (2) methods used in the prevention of financial exploitation.
		Financial Exploitation: An Introduction eLearning	1 hr	In this engaging and highly interactive introductory eLearning, participants gain foundational information about the necessary and essential components for effective financial exploitation investigations. Trainees will understand common victim and perpetrator characteristics; learn the various types of financial exploitation; understand decision making capacity and undue influence as they are related to financial exploitation cases; and describe the primary components of a financial exploitation investigation.	This course is was designed as an interactive game and does not have specific learning objectives listed. It has 3 topic areas: Demographics and Indicators; Decision-making Capacity, and Components of the Investigation.
13	**PHYSICAL CAREGIVER ABUSE**	**Responding To Physical Elder Abuse And Neglect eLearning**	2 hrs	This self-paced interactive eLearning brings together forensic research, geriatric medical information tailored for elder physical abuse investigators, and practical field skills. Learn to differentiate between suspicious and non-suspicious situations and develop your strategies for investigating when physical abuse is suspected.	• Recognize situations that constitute a medical emergency and know how to react appropriately. • Effectively document injuries using common medical terminology, descriptive case narratives, body maps and photography. • Differentiate between signs of physical abuse and common age-related changes. • Recognize situations where the victim or caretaker's description of how injuries occurred does not match the injuries. • Evaluate whether injuries are likely to be the result of abuse when the victim is non-verbal or has other communication barriers.

14	**ELDER SEXUAL ABUSE**	**Elder Sexual Abuse ILT**	6.5 hrs	In this engaging and highly interactive introductory training, participants learn the myths and realities of sexual violence as it relates to APS clients. They will learn how to recognize and discuss sexual victimization, how to screen for and interview clients regarding sexual abuse and what interventions to offer victims.	• Identify the myths and realities of sexual violence as it relates to APS clients • Discuss the dynamics of sexual victimization • Recognize the signs of potential sexual abuse among your clients • Effectively screen for and interview clients regarding sexual abuse, and • Offer helpful interventions to victims
		Elder Sexual Abuse eLearning	1 hr	This self-paced interactive eLearning participants teaches the myths and realities of sexual violence as it relates to APS clients. Participants learn how to recognize and discuss sexual victimization, how to screen for and interview clients regarding sexual abuse and what interventions to offer victims. TRIGGER ALERT: This eLearning includes a video interview of an elderly woman who was raped by her grandson. If you or a family member/friend have experienced a sexual assault, please be sure to have a trusted individual available to debrief your reaction to video in case it triggers anxiety	• Identify the myths and realities of sexual violence as it relates to APS clients. • Discuss the dynamics of sexual victimization. • Recognize the signs of potential sexual abuse among your clients. • Effectively screen for and interview clients regarding sexual abuse. • Offer helpful interventions to victims.
15	**DOCUMENTATION & REPORT WRITING**	**APS Case Documentation And Report Writing ILT**	7 hrs	In this engaging and highly interactive introductory training, participants learn the necessary and essential components of effective documentation and report writing. Trainees will understand the purpose of competent documentation; demonstrate the use of clear, concise, and objective language; and demonstrate written case documentation skills through an interactive skills practice exercise.	• Identify the purpose of accurate, complete and timely documentation • Recognize clear, concise, and objective language • Identify 4 types of equipment used for documentation and how to use them • Understand the importance of accurate recall and identify at least 3 memory improvement techniques • Identify the role that confidentiality plays in documentation • Identify and correct inappropriate documentation in report writing
		APS Case Documentation And Report Writing eLearning	1 hr	In this engaging and highly interactive introductory training, participants learn the necessary and essential components of effective documentation and report writing. Trainees will understand the purpose of competent documentation; demonstrate the use of clear, concise, and objective language; and demonstrate written case documentation skills through an interactive skills practice exercise.	Part 1 • Identify the purpose of accurate, complete, and timely documentation. Part 2 • Recognize clear, concise, and objective language. Part 3 • Identify four types of equipment used for documentation and how to use them. • Understand the importance of accurate recall and identify at least three memory improvement techniques. • Identify the role that confidentiality plays in documentation. • Identify and correct inappropriate documentation in report writing.

16	**INVESTIGATION FIRST STEPS**	**Initial Investigation: Taking The First Steps ILT**	7.25 hrs	In this interactive and engaging introductory training, participants will be taught how to evaluate initial reports, how to prepare for the initial visit and reduce client resistance, how to interview suspected perpetrators and how to assess dangerous situations.	• Define intake and describe the goal of the intake process • Describe interviewing, communication, and rapport building strategies which would lead to a comprehensive intake interview with a reporter • Identify collaterals and other information that would assist in preparing for the initial visit • Evaluate information received in initial report to determine if statutory requirements are met • Describe safety precautions that can be taken in preparation for the initial visit including when it is appropriate to contact law enforcement • Demonstrate rapport building strategies with the client at the door • Discuss methods of dealing with client's resistance to access • Demonstrate techniques for interviewing suspected abuser • Assess potentially dangerous situations in order to remain safe and discuss ways to deescalate these
		Initial Investigations: Part 1: APS Intake Interview	1 hr	This self-paced interactive eLearning covers the materials regarding the initial interview of the reporting party that are presented in the instructor-led Initial Investigation class. Upon completion of this training session, participants will be better able to to effectively determine whether a client meets APS criteria, to collect all material necessary for the APS worker to prepare for the interview and to warn the APS worker of possible safety hazards.	• Define intake and describe the goal of the intake process • Identify the key elements to be collected in a comprehensive intake interview • Identify collaterals and other information that would assist in preparing for the initial visit • Understand the importance of evaluating information received in initial report to determine if
		Initial Investigations: Part 2: APS Worker Safety eLearning	1 hr	This self-paced interactive eLearning will first guide you through some safety considerations for entering unfamiliar neighborhoods and client's homes.	• Recognize three signs of danger and three methods of avoiding or mitigating danger • Identify the family dynamics that contribute to crisis. • Demonstrate the steps to prepare for a home visit with safety in mind. • Describe skills that will defuse violent outbursts. • Describe the role of the supervisor in maintaining your safety • Recognize the difference between awareness and hypervigilance • Have a plan for terminating the interview when needed

17	**ASSESSING CLIENT CAPACITY**	**Assessing APS Clients' Decision-Making Capacity ILT**	7 hrs	The purpose of this engaging and highly interactive introductory training is to assist Adult Protective Services professionals in identifying the factors that affect their clients' decisional capacity, and to identify when to seek a professional evaluation. Participants will be able to define autonomy, capacity, and incapacity; describe factors that may influence client capacity; describe signs and symptoms that indicate capacity issues; identify key questions and approaches used to screen client capacity; and identify implications of client capacity issues on case planning.	• Define autonomy, capacity, and incapacity. • Describe factors that may influence client capacity. • Describe signs and symptoms that indicate capacity issues. • Identify key questions and approaches used to screen client capacity, including working with special populations. • Identify implications for case planning as a result of a finding of limited capacity.
		Assessing APS Clients' Decision-Making Capacity eLearning	1.5 hrs	This course will help you assess your clients' decisional capacity by identifying the factors that affect decisional capacity, understanding the uses and limitations of the tools available to complete capacity assessments, and understanding the value and purpose of a formal capacity evaluation done by a clinical professional.	• Define autonomy, capacity and incapacity. • Describe factors that may influence client capacity. • Identify the 3 D's: Dementia, Delirium and Depression. • Describe signs and symptoms that indicate capacity issues. • Identify key questions and approaches used to screen client capacity.
	RISK ASSESSMENT	**Investigation: Risk Assessment ILT**	7 hrs	In this interactive and dynamic introductory training, participants learn how to assess risk across five domains in terms of severity and urgency. Participants will be able to: Define risk assessment and its function. Assess risk factors in the five domains: Physical and functional status Mental health status and capacity Living environment Financial Social (risk posed by others, including caretakers and family members) Assess overall levels of risk in terms of severity, urgency and likelihood of harm occurring Describe the benefits and limitations of risk assessment tools Develop risk reduction service plans	• Define risk assessment and its function. • Assess risk factors in the five domains: o Physical and functional status o Mental health status and capacity o Living environment o Financial o Social (risk posed by others, including caretakers and family members) • Assess overall levels of risk in terms of severity, urgency and likelihood of harm occurring • Describe the benefits and limitations of risk assessment tools • Develop risk reduction service plans

18		**Risk Assessment In APS eLearning**	1.5 hrs	Every day, APS staff are responsible for making determinations of clients' safety and risk, which can be the most difficult aspects of their work. In this self-paced, interactive eLearning, participants learn to assess the severity, urgency and likelihood of harm occurring for a client across five domains. They will also learn the benefits and limitations of risk assessment tools and how to develop risk-reduction service plans to help improve clients' safety, security, and quality of life.	• Define risk assessment and its function. • List the benefits and limitations of risk assessment tools. • Assess overall level of risk in terms of severity, urgency and likelihood of harm occurring. • Identify risk factors in five domains: o Health and Functional Status o Mental Health Status and Capacity o Living Environment o Financial o Social • Recognize the goals for developing service plans that reduce risk.
19	**VOLUNTARY CASE PLANNING**	**Voluntary Case Planning In APS ILT**	6 hrs	In this interactive and thought provoking introductory training, participants learn the basic components of determining the intervention needs and developing a safety plan for elder abuse victims. Trainees will be able to identify the factors that influence the victim's intervention needs. They will learn strategies to work with the victim to develop mutually acceptable goals that will decrease the risk to the victim. And, they will learn to use a safety planning tool developed for use with elder abuse victims.	• Identify the factors that influence intervention needs. • Discuss strategies to engage the victim in developing mutual goals to decrease risk of abuse. • Determine appropriate interventions that would decrease risk of abuse. • Explain when and how to use a Domestic Violence Safety Planning tool.
		Voluntary Case Planning In APS eLearning	1 hr		• Identify the factors that you need to consider when determining intervention needs. • Engage the client in developing mutual goals to decrease risk of abuse. • Determine appropriate interventions that will be effective in decreasing risk of abuse. • Utilize a Domestic Violence Safety Planning tool.
	INVOLUNTARY CASE PLANNING	**Involuntary Case Planning And Intervention Process ILT**	7 hrs	In this engaging and highly interactive introductory training, participants learn to identify situations where the client's safety takes precedence over the client's right to self determination and how to think through making that determination. They will explore the ethical issues involved in these tough cases and learn how to document their decisions appropriately so that their decisions can be defended.	• Define involuntary services and discuss the case review format for determining when involuntary intervention may be indicated • Identify those situations where the client's immediate safety takes precedence over the client's right to self determination • Explore the ethical issues in the worker's decision to use involuntary intervention • Document information needed to justify the use of involuntary intervention • Identify the appropriate resources needed to be able to implement an involuntary case plan • Develop and defend an involuntary intervention plan.

20		**Involuntary Case Planning for APS Workers Modules 1, 2, & 3 eLearning**	1.5 hrs		Module 1: • Identify involuntary interventions and when their use is appropriate. Module 2: • Describe ethical issues that may arise when employing involuntary case plans. • Describe the process of making ethical decisions. Module 3: • Identify and collect the information you need to make the case that an involuntary intervention is needed.
	COLLABORATION IN APS WORK	**Collaboration In APS Work ILT**	7 hrs	This skill-building, interactive training is intended for entry level Adult Protective Services workers and their MDT partners (e.g. public guardians, public health nurses working with the elderly, mental health professionals, etc.) to learn how to collaborate more effectively on a personal level across disciplines. Trainees will be able to articulate the benefits, challenges and barriers to successful collaboration.	• Define collaboration and explain why it is an effective method of working with other agencies • Identify those competencies needed to work collaboratively with other agencies • Identify which agencies APS workers can partner with, and explain how they might help and where there might be friction • List basic conflict resolution principles and explain a framework to use when discussing a conflict
21		**Collaboration In APS Work eLearning**	1 hr		• Define collaboration and explain the benefits of working with other agencies. • Identify the competencies needed to work collaboratively with other agencies. • Identify which agencies APS workers can partner with, and explain how they might help and where there might be friction. • List the basic principles for conflict resolution and describe strategies for discussing areas of potential conflict.

22	**WORKING WITH CRIMINAL JUSTICE**	**Working With The Criminal Justice System ILT**	7 hrs	In this interactive and thought provoking introductory training, Adult Protective Services (APS) professionals and others learn how to identify crimes and the elements of crimes. Participants learn how to "build" a case that is more likely to be accepted for prosecution and how to support the victim if the case goes to court. They will also learn about their own role as a witness in court and develop an understanding of an appreciation for Law Enforcement and Prosecutors while remaining client focused.	• Distinguish the role of Adult Protective Services from the role of Law Enforcement and Prosecution • Identify factors that help make a case provable in the criminal justice system o Able to name the 3 levels/burdens of proof o Able to name the 3 categories of evidence used to build a criminal case o Able to explain the difference between an evidence-based and a victim-based case and how that difference affects how a case is investigated and built • Explain APS's role when a case is accepted for prosecution o Can name at least 4 things that APS can do for abuse victims when the case has been accepted for prosecution • Identify rights of victims and defendants • Identify the elements of a crime when given the statute • Explain the importance of APS documentation to enhance credibility when testifying in a criminal case • Utilize a case scenario to develop 2 questions for cross examination
		Working With The Criminal Justice System eLearning	1.5 hrs	This training will help APS professionals work more effectively with the Criminal Justice System by providing information that will promote a better understanding of and appreciation for the law enforcement and prosecution roles and perspectives. It explains how the Criminal Justice System operates, how to read and understand criminal statutes, and how to more effectively build cases by applying case facts to crime elements.	• Distinguish the role of Adult Protective Services from the roles of Law Enforcement and the Prosecution • Identify factors that help make a provable case in the Criminal Justice System, including: o levels or burdens of proof o types of evidence o evidence-based vs. victim-based cases • Explain the importance of APS documentation to enhance credibility when testifying in a criminal case • Identify the elements of a crime when provided with the statute
	Case Closure	**Case Closure Instructor-Led Half-Day Training**	4 hrs	In this interactive and thought provoking introductory training, participants learn the factors and conditions which indicate a case should or should not be closed. They will be able to explain how client rapport and other aspects of the helping relationship affect the outcome of the case. Participants will be able to evaluate the effectiveness of the service plan and to write a comprehensive case summary. In addition, participants will learn to recognize the stresses related to case closure and will be challenged to come up with personalized stress relief program.	• Identify factors and conditions which indicate appropriateness/inappropriateness of closing an APS case. • Explain how aspects of the helping relationship affect the outcome of the case at termination. • Identify the essential elements needed in a case closure summary • Recognize how grief and loss dynamics lead to APS professional stress at case closure and identify a personal method to relieve burnout.

		Case Closure eLearning	1.5 hrs	This course is designed to help APS workers explore the natural dynamics that occur at case closure, and the factors to consider in their decision making process.You will learn how to recognize common feelings both you and your client may experience at the time of closure and their impact on the case closure process, and how to identify criteria and conditions that indicate appropriateness or inappropriateness of closing an APS case. You will also apply an essential case closure checklist to case studies.	*Recognize common feelings both you and your client may experience at the time of closure and their impact on the case closure process *Identify criteria and conditions that indicate appropriateness or inappropriateness of closing an APS case *Apply an essential case closure checklist to case studies