

NATC eLearning Facilitator Guide: *Case Collaboration*

Developed by E. Penny Jacobo, M.S.W, LCSW

May 2024. Contact APStraining@sdsu.edu for questions or
feedback



© 2024 Academy for Professional Excellence. All rights reserved.
The Academy for Professional Excellence is a project of the San Diego State University
School of Social Work

NATC eLearning Facilitator Guide: *Case Collaboration*

Objective:

This facilitator guide is designed to facilitate learning using the [National Adult Protective Services Training Center \(NATC\)](#) Case Collaboration eLearning.

Overview: This comprehensive workshop is intended ***to be used in conjunction with the NATC Case Collaboration eLearning***. Using a facilitator, this workshop equips Adult Protective Services (APS) professionals with opportunities to apply the knowledge and skills learned in the NATC Case Collaboration eLearning. By deepening their understanding, participants will enhance their ability to build successful partnerships and resolve conflict, if necessary, in order to provide clients with information and services needed to live safe and independent lives. Upon completion, participants will have the opportunity to practice the concepts from the eLearning into practice.

Learning Objectives:

- Identify competencies associated with effective collaboration
- Recognize key factors used in collaborative communication
- Summarize and practice the steps of the collaboration process
- Summarize and practice the steps of conflict resolution

How to Use:

- This facilitator guide is designed as a companion to the National Adult Protective Services Training Center (NATC) eLearning: *Case Collaboration*. The activities in this Facilitator Guide will take approximately 1 hour and 25 minutes in addition to the eLearning content.
 - It allows for a Facilitator or APS Supervisor to provide instructor-led training enhancing the content and learning outcomes from the eLearning.
 - There are two ways to utilize it:
 - **Live Collaborative eLearning (LC) [[Pages 4-12](#)]:** Facilitate while displaying and completing the eLearning as a group, pausing to discuss or complete activities **or**

- **Post Course Applied Learning (PC) [[Pages 13-20](#)]:**
Facilitate after participants have completed the eLearning independently, having the eLearning available for visual reference.
- Actions which the facilitator or APS Supervisor takes during the training are written in **bold**
- When applicable, provide details about local organizations, resources, or collaborative partners that participants may utilize for further support and assistance.

Content Warning:

We recognize that APS work is both challenging and rewarding and APS professionals are whole human beings who have their own experiences before and during APS work. Questions and discussion may activate feelings based on personal or professional experiences, including vicarious trauma and we encourage everyone to do what they need to do in order to safely engage in this transfer of learning.

Welcome, Introduction and Overview

Welcome the participants and **introduce** yourself by name, job title, organization, and qualifications as a Trainer.

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

Explain that Adult Protective Services Workforce Innovations (APSWI) provides innovative workforce development to APS professionals and their partners. APSWI is a program of the Academy for Professional Excellence along with Child Welfare Development Services (CWDS), Leaders In Action (LIA), Southern Area Consortium of Human Services (SACHS) and Tribal Successful Transitions for Adult Readiness (Tribal STAR).

Explain the National Adult Protective Services Training Center (NATC) is operated by the [National Adult Protective Services Association](#) (NAPSA) and is supported by the [Administration for Community Living](#) (ACL), U.S. Department of Health and Human Services (HHS).

Share information pertinent to any housekeeping:

- Breaks: Use the restrooms whenever you need to do so.
- Please mute cellphones. 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 training virtually: Please make sure you are in a quiet space to focus on and participate in the training provided. If you must answer a call during the training, please make sure your microphone is muted and type in chat BRB. Upon return, check the course outline.

Explain: During this training you will be asked to engage in activities of experiential learning that will involve taking chances in order to build your confidence as an APS professional. Being an active participant in training activities can bring up uncomfortable feelings for a variety of reasons. Where there might be discomfort, we invite you (if it's safe to do so) to develop awareness of these feelings and allow them to simply be. The goal of this training is foster a learning environment that supports your ability to practice new skills throughout the training.

Encourage participants to actively take care of themselves today by doodling if they need to, stretching, deep breathing, taking breaks, etc.

Collaboration

Begin the eLearning after completing the welcome. **Read** (or have a volunteer read) the case scenario: Jane Mendoza. **Click** on each of the images of community partners and read each of the challenges.

Activity #1: When Collaboration Isn't Collaborative (10 minutes) ***Large Group Discussion***

After reading all four of the challenges with communicating with community partners, answer these questions:

How did those response make you feel? Were you overwhelmed? Frustrated? Felt alone? Have you run into these situations or ones similar to these before? Do you feel like these partners were working collaboratively with you?

What are some ways, ideas or resources you can use within your organization for support?

Possible answers include:

- *Ask a (senior) colleague to help brainstorm some solutions*
- *Ask your supervisor to help brainstorm some solutions*
- *Connect with the community partners directly and explore if there are other barriers getting in way of respectful collaboration.*

Continue eLearning sections: What is Collaboration, Benefits to Collaboration, Barriers to Collaboration, and Competencies.

Pause after participants read **Competencies**.

Activity #2: Competencies (15 minutes) ***Small group discussion***

Divide the class into groups of four and assign one of the following competencies to each group. **Ask** the group to brainstorm:

1. What are some elements of these competencies? (see eLearning for answers)
2. What can we do individually to improve each of the following competencies?

Possible answers to consider:

Knowledge:

- *Understand the role and limitations of APS. Be knowledgeable about the population APS serves (aging process, disabilities) and the issues we may come across in APS: Domestic Violence, financial fraud, substance use, etc.*
- *Research these areas if we do not feel comfortable sharing this information to other service providers until we feel comfortable enough to do so.*

Skills:

- *Active listening, empathy*
- *Elicit feedback from peers or supervisor about our skills in this area. Practice these skills with peers, clients, or others.*

Attitudes:

- *Valuing collaboration and being able to see the benefit of working with others.*
- *Make friends! Genuinely get to know other service providers. Acknowledge that you may also benefit from their expertise and support.*

Agency support:

- *What are the agency's policies and procedures that dictate information sharing.*
- *Research your agency's policies and procedures if you are unsure what they are.*

Facilitator note: It's suggested to **review** any APS program specific or state/territory agency policies and procedures on information sharing. **Discuss** if there are different policies and procedures for sharing depending on if it's during a Multidisciplinary Team Meeting vs. phoning or emailing another organization for a case consultation.

Continue eLearning sections: Interpersonal Skills section and Key Factors for Effective Communication.


Pause after participants read **Key Factors for Effective Communication**

Activity #3: Review of Key Factors of Effective Communication (10 minutes)

Large Group Activity and Review

Ask participants to get a blank piece of paper and **inform** them that we're all going to draw a shape.

Provide the following instructions:

- On the bottom of the page, draw a shape that has four lines that connect to each other.
- **Ask** the participants to show their example and ask what its name is.
- **Share** yours and you call it a parallelogram: 
- **Highlight** any similarities or differences even though everyone were given the same instructions at the same time.
- **Reiterate** that clear communication is challenging. If we think of this exercise in terms of case collaboration where everyone involved has their specific knowledge and expertise, their own professional and personal culture including acronyms, policies and procedures, it highlights the importance of ensuring we openly ask for feedback and be intentional about checking for clarity (for self and others). Using these key factors for effective communication can aid as a helpful reminder.

Review the following factors:

1. Clarity Ensuring that the message we intended to communicate is in fact being received as such, and vice-versa. Asking for or giving clarification if needed.
2. Attitude Checking in with ourselves about how we see professionals we are collaborating with. Are there any unconscious bias*? Do we find ourselves dreading a conversation with a specific partner? Or do we overlook opinions that might be counter to our APS programs when they come from a partner who we enjoy working with? Practice identifying possible biases or negative attitudes toward a partner and changing our mindset to an open and inquisitive one.
3. Knowledge level Being confident in what we know about our own APS practice. If we are not confident or do not know something, it's ok to say "I don't know, let me find out and get back to you".
4. Culture Recognizing that different partners may have different communication styles and norms.
5. Feedback Being open to both giving and receiving feedback in a respectful and professional manner.

In large group, **review** definition of unconscious or implicit bias. Implicit bias, as defined by the American Psychological Association, is a negative attitude, of which one is not consciously aware, against a specific social group. If any participants are interested in learning more about implicit bias, direct them to The Academy for Professional Excellence, Adult Protective

Services Workforce Innovations (APSWI) Ethics, Values, and Cultural Responsiveness in APS

eLearning: <https://theacademy.sdsu.edu/programs/apswi/core-competency-areas/ethics-values-and-cultural-competence-in-aps-elearning/>

Ask participants:

What are some possible outcomes if our own implicit biases go unchecked when communicating with community partners?

or

How might our implicit biases affect our communication with community partners?

Possible answers:

- *Misunderstandings may lead to service referrals being incomplete, incorrect or missed*
- *Possible conflicts may arise*
- *May lead to mistrust*

Continue eLearning sections: Working with Partners, Resource Areas, Areas of Potential Conflict, Pros and Cons of Working with Partners, and The Collaboration Process.

Pause after participants read section: **The Collaboration Process.**

Activity #4: Collaboration Process (20 minutes)

Large or small group discussions

Ask participants to present a case (or use the case of Jane Mendoza from eLearning)

Cover steps 1-4 of the collaboration process as outlined in the eLearning:

Step 1: Identify the issue

Be as specific as possible. Narrowing down what the specific issue is will help with the following steps.

Step 2: Identify the right partner(s) and invite them to work with you.

Identifying the right partner(s) will make it more likely that the issue from step 1 will be resolved.

Step 3: Identify mutual goals

This is where your effective communication skills come in. It is important to ensure that both you and your partner(s) are on the same page and agree on a goal, while understanding you may also have differences as well.

Step 4: Define each person's tasks and roles

Again, use those effective communication skills to ensure that you are all on the same page as far as who will be doing what.

Participants **continue** the eLearning at Case Study: Mr. McKenzie and continue until the end of the eLearning.

Activity #5 should be completed after participants **complete the eLearning**.

Conflict Resolution

Activity #5: Conflict Resolution Practice (25 minutes)

In Pairs

Pair up participants and **assign** them a role with a potential conflict:

1. APS and Law Enforcement (LE): APS wants LE to force a caregiver to allow APS entry into the home to see the client. LE refuses, stating there is no probable cause.
2. Hospital and APS: Hospital wants to discharge a client back to their home which is considered hoarded under the care of a son/alleged perpetrator because the client appears to have marginal decision-making ability and states they want to return home. APS wants the hospital to keep the client at least a week longer.
3. Law Enforcement (LE) and Mental Health Provider: A client is presenting as confused, disheveled and possibly malnourished, but declines (and has a history of declining) mental health treatment. LE does not want to transport the client to the hospital, however, the emergency mental health provider wants the client further evaluated for grave disability.

Using the framework for discussing conflict in the eLearning, **ask** each group (pairs) to:

- Ask each person to state what they believe the conflict is from their point of view. Apply active listening skills. Rephrase the issue and repeat the statement.
- Define the problem(s). Emphasize the areas of agreement and frame the scope of disagreement.
- Ask open ended questions:
 - “Tell me more about that...”
 - “What else do we need to consider?”
- Clarify responses: Help others recognize members’ attitudes and feelings.
- Paraphrase and reframe: Summarize the discussion to ensure the disagreement is understood. Explore group problem-solving and encourage solutions that have not been considered before.

Debrief as a large group. Discuss what was difficult or challenging? What are your takeaways for effective communication and conflict resolution?

Wrap up

In large group, **review** the eLearning summary points in eLearning.

Revisit skills enhancement activities to help learners refresh and reinforce their understanding:

- We talked about when collaboration isn’t collaborative.
- We discussed four competencies (knowledge, skills, attitudes and agency support) that are needed to determine if we are working collaboratively.
- Effective communication (clarity, attitude, knowledge, culture and feedback)
- We practiced the four steps (identify the issue, identify the right partner, identify mutual goals and define each person’s tasks and roles) of the collaboration process using a case scenario
- We used the framework for discussing conflict (active listen, define the problem, ask open-ended questions, clarify responses and paraphrase and reframe) to resolve scenarios.

In large group **ask** learners what new skills or approaches they learned that they may be able to incorporate into their work in the future?

Welcome, Introduction and Overview

Welcome the participants and **introduce** yourself by name, job title, organization, and qualifications as a Trainer.

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

Explain that Adult Protective Services Workforce Innovations (APSWI) provides innovative workforce development to APS professionals and their partners. APSWI is a program of the Academy for Professional Excellence along with others listed on the slide.

Explain the National Adult Protective Services Training Center (NATC) is operated by the [National Adult Protective Services Association](#) (NAPSA) and is supported by the [Administration for Community Living](#) (ACL), U.S. Department of Health and Human Services (HHS).

Share information pertinent to any housekeeping:

- Breaks: Use the restrooms whenever you need to do so.
- Please mute cellphones. 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 training virtually: Please make sure you are in a quiet space to focus on and participate in the training provided. If you must answer a call during the training, please make sure your microphone is muted and type in chat BRB. Upon return, check the course outline.

Explain: During this training you will be asked to engage in activities of experiential learning that will involve taking chances in order to build your confidence as an APS professional. Being an active participant in training activities can bring up uncomfortable feelings for a variety of reasons. Where there might be discomfort, we invite you (if it's safe to do so) to develop awareness of these feelings and allow them to simply be. The goal of this training is foster a learning environment that supports your ability to practice new skills throughout the training.

Encourage participants to actively take care of themselves today by doodling if they need to, stretching, deep breathing, taking breaks, etc.

Collaboration

Read (or have a volunteer read) the case scenario: Jane Mendoza:

Jane Mendoza, a woman who lives with her adult daughter, who has an intellectual disability, in a run-down trailer. There is junk everywhere outside and inside the trailer. Jane has pulled out all electric wiring from the trailer to prevent "aliens from listening through the wires." There is no water or refrigeration in the trailer, and you are not sure her daughter is getting fed properly. According to Jane, Jane's adult son "cashes" both women's SSI checks for them but doesn't bring back all the money.

The daughter wants to stay with her mother. You have had no luck getting Jane to accept services for herself or her daughter, and you have brought the case to some of your partners, hoping for help.

Remind participants that the eLearning lists these responses from community partners:

Mike from Mental Health: "Due to the confidentiality regulations, I cannot confirm nor deny that Jane Mendoza has been a client"

Paula from Public Guardian's Office: "I need more information before I can open a case. You need to get a capacity assessment from Jane Mendoza's doctor"

Officer Davis from Law Enforcement: "You only have mom's word that the son is taking money, and she's crazy. Are you sure that he is robbing her? Let me know when you have more evidence. And I have a case I want to get your help with."

Denise from Disability Services: "If the daughter wants to live with her mother, I support the daughter's right to make that choice, regardless of the situation."

Activity #1: When Collaboration Isn't Collaborative (15 minutes) ***Large Group Discussion***

After reading all four of the challenges with communicating with community partners, answer these questions:

How did those response make you feel? Were you overwhelmed? Frustrated? Felt alone? Have you run into these situations or ones similar to these before? Do you feel like these partners were working collaboratively with you?

What are some ways, ideas or resources you can use within your organization for support?

Possible answers include:

- *Ask a (senior) colleague to help brainstorm some solutions*
- *Ask your supervisor to help brainstorm some solutions*
- *Connect with the community partners directly and explore if there are other barriers getting in way of respectful collaboration.*

Connect with the community partners directly and explore if there are other barriers getting in way of respectful collaboration.

Activity #2: Competencies (15 minutes)

Small group discussion

Divide the class into groups of four and assign one of the following competencies to each group. Ask the group to brainstorm:

1. What are some elements of these competencies? (see eLearning for answers)
2. What can we do individually to improve each of the following competencies?

Possible answers to consider:

Knowledge:

- *Understand the role and limitations of APS. Be knowledgeable about the population APS serves (aging process, disabilities) and the issues we may come across in APS: Domestic Violence, financial fraud, substance use, etc.*
- *Research these areas if we do not feel comfortable sharing this information to other service providers until we feel comfortable enough to do so.*

Skills:

- *Active listening, empathy*
- *Elicit feedback from peers or supervisor about our skills in this area. Practice these skills with peers, clients, or others.*

Attitudes:

- *Valuing collaboration and being able to see the benefit of working with others.*
- *Make friends! Genuinely get to know other service providers. Acknowledge that you may also benefit from their expertise and support.*

Agency support:

- *The agency's policies and procedures that dictate information sharing.*
- *Research your agency's policies and procedures if you are unsure what they are.*

Facilitator note: It's suggested to review any APS program specific or state/territory agency policies and procedures on information sharing.


Discuss if there are different policies and procedures for sharing depending on if it's during a Multi-Disciplinary Team Meeting vs. phoning or emailing another organization for a case consultation.

Activity #3: Review of Key Factors of Effective Communication (10 minutes)

Large Group Activity and Review

Ask participants to get a blank piece of paper and **inform** them that we're all going to draw a shape.

Provide the following instructions:

- On the bottom of the page, draw a shape that has four lines that connect to each other.
- **Ask** the participants to show their example and ask what its name is.
- **Share** yours and you call it a parallelogram: 
- **Highlight** any similarities or differences even though everyone were given the same instructions at the same time.
- **Reiterate** that clear communication is challenging. If we think of this exercise in terms of case collaboration where everyone involved has their specific knowledge and expertise, their own professional and personal culture including acronyms, policies and procedures, it highlights the importance of ensuring we openly ask for feedback and be intentional about checking for clarity (for self and others). Using these key factors for effective communication can aid as a helpful reminder.

Review the following factors. **Ask** the large group for examples of how we can improve our communication in the following areas.

1. Clarity Ensuring that the message we intended to communicate is in fact being received as such, and vice-versa. Asking for or giving clarification if needed.
2. Attitude Checking in with ourselves about how we see professionals we are collaborating with. Are there any unconscious bias*? Do we find ourselves dreading a conversation with a specific partner? Or do we overlook opinions that might be counter to our APS programs when they come from a partner who we enjoy working with? Practice identifying possible biases or negative attitudes toward a partner and changing our mindset to an open and inquisitive one.
3. Knowledge level Being confident in what we know about our own APS practice. If we are not confident or do not know something, it's ok to say "I don't know, let me find out and get back to you".
4. Culture Recognizing that different partners may have different communication styles and norms.
5. Feedback Being open to both giving and receiving feedback in a respectful and professional manner.

In large group, **review** definition of unconscious or implicit bias. Implicit bias, as defined by the American Psychological Association, is a negative attitude, of which one is not consciously aware, against a specific social group. If any participants are interested in learning more about implicit bias, direct them to The Academy for Professional Excellence, Adult Protective Services Workforce Innovations (APSWI) Ethics, Values, and Cultural Responsiveness in APS

eLearning: <https://theacademy.sdsu.edu/programs/apswi/core-competency-areas/ethics-values-and-cultural-competence-in-aps-elearning/>

Ask participants:

What are some possible outcomes if our own implicit biases go unchecked when communicating with community partners?

or

How might our implicit biases affect our communication with community partners?

Possible answers:

- *Misunderstandings may lead to service referrals being incomplete, incorrect or missed*
- *Possible conflicts may arise*
- *May lead to mistrust*

Activity #4: Identifying Potential Partners (15 minutes)
Small Group Work

Divide participants into small groups and **assign** one or more of the following categories. Each group will come up with as many potential partners as possible in each of the following categories. Include local agency and program names, websites or phone numbers as well as any helpful information that would a newer APS professional or someone taking over a case would benefit from knowing (e.g. only open in the mornings, has a direct line that is shared internally with APS).

- Medical
- Mental Health
- Legal and Criminal Justice
- Financial
- Aging and Disability services

Facilitator Note: If your program is involved in a multi-disciplinary team meeting (MDTs), discuss the common members and their roles at the MDT.

Activity #5: Conflict Resolution Practice (25 minutes)
In Pairs

Pair up participants and assign each pair 1 of the 3 scenarios with the given conflict:

1. APS and Law Enforcement (LE): APS wants LE to force a caregiver to allow APS entry into the home to see the client. LE refuses, stating there is no probable cause.
2. Hospital and APS: Hospital wants to discharge a client back to their home which is considered hoarded under the care of a son/alleged perpetrator because the client appears to have marginal decision-making ability and states they want to return home. APS wants the hospital to keep the client at least a week longer.
3. Law Enforcement (LE) and Mental Health Provider: A client is presenting as confused, disheveled and possibly malnourished,

but declines (and has a history of declining) mental health treatment. LE does not want to transport the client to the hospital, however, the emergency mental health provider wants the client further evaluated for grave disability.

Using the framework for discussing conflict in the eLearning, **ask** each group (pairs) to:

- Ask each person to state what they believe the conflict is from their point of view. Apply active listening skills. Rephrase the issue and repeat the statement.
- Define the problem(s). Emphasize the areas of agreement and frame the scope of disagreement.
- Ask open ended questions:
 - “Tell me more about that...”
 - “What else do we need to consider?”
- Clarify responses: Help others recognize members’ attitudes and feelings.
- Paraphrase and reframe: Summarize the discussion to ensure the disagreement is understood. Explore group problem-solving and encourage solutions that have not been considered before.

Debrief as a large group. Discuss what was difficult or challenging? What are your takeaways for effective communication and conflict resolution?

Wrap up

In large group, **review** the eLearning summary points:

- Collaboration is essential in APS and is a process of shared planning, Decision-making, responsibility, and accountability when providing client services.
- Knowledge, skills, attitudes, and agency support are critical competencies in APS professionals building successful partnerships.
- Partners for APS often include law enforcement, mental health services professionals, aging and disability services professionals, and many others. Partners should be chosen to help meet each client’s preferences and needs.

- Conflict with professional partners can occur in APS. Conflict must be approached professionally, keeping the client's preferences and needs at the center of the process.

Revisit skills enhancement activities to help learners refresh and reinforce their understanding:

- We talked about when collaboration isn't collaborative.
- We discussed four competencies (knowledge, skills, attitudes and agency support) that are needed to determine if we are working collaboratively.
- Effective communication (clarity, attitude, knowledge, culture and feedback)
- We practiced the four steps (identify the issue, identify the right partner, identify mutual goals and define each person's tasks and roles) of the collaboration process using a case scenario
- We used the framework for discussing conflict (active listen, define the problem, ask open-ended questions, clarify responses and paraphrase and reframe) to resolve scenarios.

In large group ask learners what new skills or approaches they learned that they may be able to incorporate into their work in the future?

References or Resources if applicable

National Adult Protective Services Training Center (Producer). (2024). *Course Collaboration* [eLearning]. Retrieved from <https://natc.totaragovcloud.com/course/view.php?id=96>.

OUR WHY:

REVOLUTIONIZE
THE WAY PEOPLE
WORK TO ENSURE
THE WORLD IS A
HEALTHIER PLACE.



theacademy.sdsu.edu

6505 Alvarado Road, Suite 107; San Diego, CA 92120 (619) 594-3546