

# Critical Analysis in APS Casework

Instructor Led Training

TRAINER MANUAL



The Academy for Professional Excellence is a project of the San Diego State University School of Social Work

## Funding Sources



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

**Curriculum Developer, 2025  
Whitney Barnes, MSW**

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## Introduction

We are pleased to welcome you to the **Critical Analysis in APS Casework Trainer Manual** developed by Adult Protective Services Workforce Innovations (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 with the goal of revolutionizing the way people work to ensure the world is a healthier place. Our services integrate culturally responsive and recovery-oriented practices into our daily work to promote healing and healthy relationships. Providing around 70,000 learning experiences to health and human service professionals annually, the Academy provides a variety of workforce development solutions in Southern California and beyond. With five programs, three divisions and over 100 staff, the Academy's mission is to provide exceptional learning and development experiences for the transformation of individuals, organizations and communities.

APSWI is a program of the Academy for Professional Excellence. APSWI is designed to provide competency-based, multidisciplinary training to Adult Protective Services professionals and their partners. APSWI's overarching goal is the professionalization of Adult Protective Services professionals to ensure that abused and vulnerable older adults and adults with disabilities receive high quality, effective interventions, and services.

APSWI partners with state and national organizations and experts in the older adult and adults with disabilities professions to empower APS professionals and those they serve to live safely, peacefully and in a world that is free from abuse and neglect.

APSWI's partners include:

- National Adult Protective Services Association (NAPSA) and the National Adult Protective Services Training Center (NATC)
- California Department of Social Services (CDSS), Adult Programs Division
- County Welfare Directors Association of California (CWDA), Protective Services Operations Committee (PSOC)
- California's Curriculum Advisory Committee (CAC) Committee and NAPSA's Supervisor Curriculum Advisory Committee (SCAC)

## Partner Organizations

### **Dawn Gibbons-McWayne, Program Director, APSWI**

Academy for Professional Excellence

<https://theacademy.sdsu.edu/programs/apswi/>

### **Kat Preston-Wager, Workforce Development Supervisor, APSWI**

Academy for Excellence

<https://theacademy.sdsu.edu/programs/apswi/>

### **Alexandra (Ali) Ernst, Workforce Development Specialist, APSWI**

Academy for Professional Excellence

<https://theacademy.sdsu.edu/programs/apswi/>

### **Jennifer Spoeri, Executive Director, National Adult Protective Services Association (NAPSA)**

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

### **Paul Needham, Chair, NAPSA Education Committee**

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

### **James Treggiari, Adult Protective Services Liaison, Adult Protective Services Division**

California Department of Public Social Services

[cdss.ca.gov/Adult-Protective-Service](https://cdss.ca.gov/Adult-Protective-Service)

## Acknowledgements

This curriculum was adapted from the *Critical Thinking for APS Protection Specialists* instructor-led training, with permission from Kansas Department for Children and Families. This training is also the result of a collaborative effort between Adult Protective Services administrators, supervisors, staff development officers and line staff 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  
Kansas Department for Children and Families  
National Adult Protective Services Association

### Committees

California Southern Regional Academy's Training Planning Committee

### Curriculum Developer

Whitney Barnes, MSW



## How to Use This Manual

This curriculum was developed as a virtual **3-hour workshop** using the Zoom platform, paying close attention to virtual training best practices. It can be tailored to a different virtual platform (WebEx, Teams, etc.), if necessary. It may also be trained in-person by modifying activity and engagement prompts as needed.

The Participant Manual should be sent ahead of time as a fillable PDF if using Adobe Acrobat or to allow participants to print a hard copy.

- Actions which the trainer takes during the training are written in **bold**
- *Trainer notes* are italicized

**Use of language:** Throughout the manual, “APS professional” or “APS worker” is used to denote individual staff who may go by various titles. The term client is used most often to describe the individual at the center of the APS investigation. The term alleged perpetrator is used most often to describe the individual accused of abusing, neglecting, or exploiting the APS client. However, if concept or material was directly quoted from copyrighted material, other terms may be used. “He” and “she” have been replaced with the gender-neutral “they” throughout this manual, unless quoted from copyrighted material. This should not be thought of as plural persons, but rather a gender-neutral term describing all humans.

### **Customizing the Power Point:**

This manual is set up so that the trainer script/ background material is on the same page as the accompanying PowerPoint slide. **Hide a slide instructions:**  
1. On the Slides tab in normal view, select the slide you want to hide.

On the Slide Show menu, click Hide Slide. The slide number will have a line through it to show you have hidden it.

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

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

Some activities in this course provide the trainer with implementation options to select from depending on course timing and participant engagement. Please

review the trainer manual in its entirety, so that you are prepared to use your discretion when exercise choices are provided.

## Trainer Guidelines

It is recommended that someone with a strong background in protective services investigations facilitate this virtual workshop. Co-facilitation with an APS trainer or supervisor is encouraged.

Suggestions for virtual training when possible:

- Have a moderator or co-host who can primarily focus on the virtual aspects of this training (e.g., monitoring chat box, launching polls, assigning breakout groups, monitoring participant reactions, etc.).
- Test out the use of the breakout room feature prior to conducting this training.
- Log in at least 30 minutes before the training to ensure the virtual classroom is functioning and that you are comfortable navigating it.
- Your equipment and platform may dictate how you do some activities or discussion. There are times you may not be able to see everyone's faces, names, or reactions (thumbs up, mute/unmute, etc.). There is a need for both verbal discussion and chat discussion. At such times, the moderator will fill a critical role monitoring those features you cannot. Practice during a run through how you will use the various functions for each section.
- The optimal size for this virtual training is 25-30 participants.

Teaching Strategies	
	The following instructional strategies are used. Please practice and be prepared to navigate: <ul style="list-style-type: none"><li>○ Lecture segments</li><li>○ Interactive exercises (e.g., breakout groups, chat box discussion, polling activities)</li><li>○ Question/answer periods</li><li>○ PowerPoint Slides</li></ul>



## Virtual Training Tips

Training and facilitation have always been an art. Virtual training is no exception. Below are some helpful tips to remember and implement when training in a virtual environment.

- Assume nothing.
  - Do not assume everyone has the same knowledge or comfort level with technology or has access to equipment like printers, video camera, headsets, or even reliable Wi-Fi.
- Distractions are everywhere.
  - Participants have greater access to distractions (email, phone, others at home) which can take their focus away from the training. Therefore, explain everything and summarize before asking participants to complete an activity and check for clarification.
- Over explain when possible.
  - The virtual room doesn't allow for participants to see everything you're doing as they can in-person. Share as you navigate the virtual environment. If you are silent while looking for something or finding a screen, they may think something is frozen.
- Mute with purpose.
  - "Mute all" function can help ensure we don't hear conversations we're not supposed to. However, it can also send a message to the participants that they are a passive participant and may not make them feel comfortable taking themselves off mute when you want them to speak.
- Try and use two screens.
  - This allows you to move your chat box or participant gallery view away from your presentation so you can see more of what's going on.
- Rely on practice, not luck.
  - "Winging it" during an in-person training or facilitation may work from time to time but doesn't work in the virtual environment. In addition to covering the content, you must manage all the technology issues, learning styles in a virtual room, and it will show if you're not prepared.
- Bring the energy.
  - As trainers, we are no strangers to being "on," standing and moving around. However, some of the body language, subtle nonverbal skills we relied on the in-person training room do not translate well in the virtual environment. While this may make you more tired, it's

important to up your enthusiasm, voice, and presence to engage with attendees.

- Be mindful of your space.
  - Training virtually brings an entirely new component of what we're willing to share with others. Learners can get distracted with what's in your background, whether what is physically there or if you set your video to use a virtual background.
  - It's important to reflect on questions of privilege, diversity and equity when thinking of your training space.

# Executive Summary

## *Critical Analysis in APS Casework*

### **Course Description:**

Critical analysis is an application of thought processes that extend beyond logic and deduction, resulting in creative, comprehensive, and evaluative assessment. Critical analysis requires a deeper examination of apparent facts than simply accepting new information at face value. Critical analysis applies critical thinking skills to generate effective decision mapping.

This course will reinforce a foundational understanding of the importance of critical analysis in the work of Adult Protective Services (APS) professionals. Participants will also integrate five critical thinking skills essential for APS professionals' application of critical analysis. These skills will be practiced and applied to scenarios commonly faced in APS.

### **Learning Objectives:**

At the conclusion of this course, participants will be able to:

1. Identify areas of APS practice where critical analysis is necessary for effective outcomes
2. Summarize five skills essential for enhancing critical thinking and analysis in APS practice
3. Apply components of critical analysis to scenarios that require resourceful problem solving, crucial decision mapping, and effective communication

### **Intended Audience:**

APS professionals (line staff, case workers, investigators) who investigate and assess allegations of abuse, neglect, and exploitation and are new to the field, or experienced and would benefit from a refresher.

### **Course Requirements:**

Familiarity with Adult Protective Services program, policies, and procedures.

## Course Outline

CONTENT	MATERIALS	TIME
<b>Introductions and Definitions</b>	<b>Slides 1-10</b>	<b>Section Total: 15 min</b>
Welcome, Introductions, Housekeeping	Slides 1-6	
Learning Objectives		
Critical analysis components		
Defining critical analysis		
ICETE Acronym		
<b>Information Seeking</b>	<b>Slides 11-12</b>	<b>Section Total: 15 min</b>
Broad range of sources		
<i>Activity: Interview Questions</i>		10 min
<b>Considering Multiple Solutions</b>	<b>Slides 13-14</b>	<b>Section Total: 35 min</b>
Determine solutions from multiple perspectives		
<i>Activity: Inversion Activity</i>		30 min
Challenge Biased Presumptions		
<b>Emotional Intelligence</b>	<b>Slides 15-17</b>	<b>Section Total: 40 min</b>
Emotional Intelligence		
<i>Activity: Self-Regulation</i>		10 min
<i>Activity: Self-Regulation</i>		25 min
<b>Tolerating Ambiguity</b>	<b>Slides 18-19</b>	<b>Section Total: 25 min</b>
Comfort in the grey areas		
Balancing the duty to protect with right to self-determination		20 min
<i>Activity: Weighing the Options</i>		
<b>Effective communication</b>	<b>Slides 20-21</b>	<b>Section Total: 15 min</b>
Prepare for consultation	Handout: APS Case	5 min

CONTENT	MATERIALS	TIME
	Consultation Template	
<i>Activity: Casework under review</i>		10 min
<b>Putting it all together</b>	<b>Slides 22-23</b>	<b>Section Total: 25 min</b>
Critical analysis applied to ethical dilemmas		
Applying ICETE <i>Activity: APS Vignette</i>	Handout: Case Vignette	20 min
<b>Wrap-Up</b>	Slides	<b>Section Total: 10 min</b>
Summarize Key Takeaways		
P.I.E Feedback <i>Activity: P.I.E. Discussion</i>		4 min
Thank you and Evaluations		
<b>TOTAL (Excluding Breaks): 3 hours</b>		

## Welcome, Introductions, and Course Overview

**Time Allotted:** 15 Min

**Associated Objective(s):** Identify areas of APS professional's practice where critical analysis is necessary for effective outcomes.

**Method:** PPT Lecture, Discussion



## Slide #1: Critical Analysis in APS Casework



### Critical Analysis in APS Casework



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



**Welcome** participants and allow everyone to settle in.

**Ask** participants to sign in or type names, titles, and counties into chat box.

**Provide** participants with participant manual.

## Slide #2: About the Academy and APSWI



### About the Academy & APSWI

The Academy is a project of San Diego State's School of Social Work. Serving over 20,000 health and human services professionals annually, the Academy's mission is to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations and communities.

APSWI, or Adult Protective Services Workforce Innovations, is a training program of the Academy that provides innovative workforce development to APS professionals and their partners.



### ACADEMY PROGRAMS



**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.

## Slide #3-5: Land Acknowledgment Slides



**Trainer note:** These slides incorporate a national land acknowledgment to honor the land that anyone who accesses the materials is on. When training, insert the land you're training from.

### Share:

- Slide #3- The purpose of a land acknowledgement is to recognize the relationship of Indigenous peoples to the land. It is multi-faceted in its meaning. It shows respect to the people of the land, to the land itself and to their relationship to one another. They are statements that recognize the dispossession from the land, the harm brought by colonial practices, beliefs and policies. They validate and recognize the continued presence of Indigenous peoples everywhere. Lastly, when offered in earnest and with sincerity, they are the first steps in reconciliation and healing.
- Slide #4- For millennia, hundreds of Tribal nations have been a part of this land. This land has nourished, healed, protected, and embraced them for many generations in a relationship of balance and harmony. As members of the Academy community, we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the original inhabitants of this Nation. Find the tribe(s) in your area: <https://native-land.ca/>

## Slide #6: Housekeeping

### Housekeeping & Introductions (In-Person)

- Location of restrooms
- Set cell phones to silent/vibrate
- Schedule
  - Please return promptly from breaks and help us to the schedule
- Comfort breaks – please feel free to walk about or stretch throughout the day as needed
- Materials
  - PowerPoint Slides
  - Participant Materials
- Introductions
- Training Feedback



**Cover** any housekeeping items, including virtual technology if needed. Some items may include:

- Length of course
- Breaks
- Expectations and agreements of participation, timeliness, supporting each other as learners and APS professionals
- Location of restroom, etc.

## Slide #7: Learning Objectives

### Learning Objectives

- Identify areas of APS practice where critical analysis is necessary for effective outcomes.
- Summarize five skills essential for enhancing critical thinking and analysis in APS practice.
- Apply components of critical analysis to scenarios that require resourceful problem solving, crucial decision mapping, and effective communication.



**Review** the following:

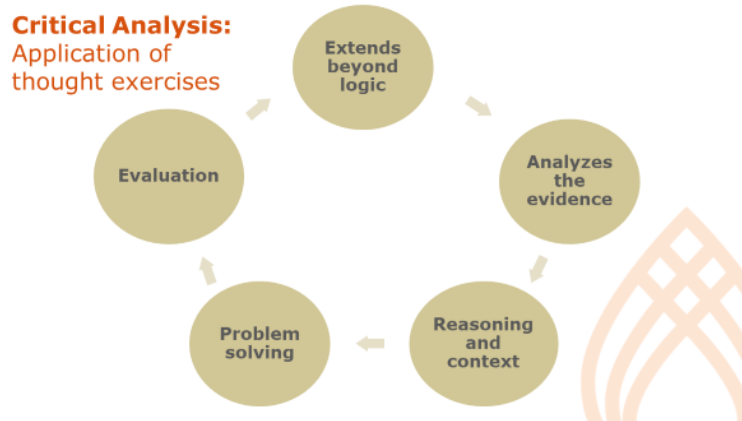
At the end of this course, participants will be able to:

- Identify multiple areas of APS professionals' practice where critical analysis is necessary for effective outcomes.
- Summarize five skills essential for enhancing critical thinking and analysis in APS practice.
- Apply components of critical analysis to scenarios that require resourceful problem solving, crucial decision mapping, and effective communication.

**Share** what this workshop will cover today:

The course will review why critical analysis matters in APS, provide participants with the skills that compose critical analysis, allow time to practice essential components of these skills, and apply the learned skills to experiences often faced by APS professionals. Participants will be expected to engage in the training through large group discussions, small group discussions, direct Q&A, virtual polls, virtual chat responses, and a variety of exercises. Active participation by attendees will enhance the value of this training.

## Slide #8: Critical Analysis Components: Application of Thought Exercises



**Ask** the group the following:

Because the term “Critical Analysis” may carry different meaning, please share 1 or 2 words that come to mind when hearing critical analysis. You can enter these into the chat.

*Trainer note: copy into the virtual platform chat the prompt “Share one or two words that come to mind associated with the phrase Critical Analysis.”*

### Share the following:

- Critical analysis is a type of thinking that can be applied to all subject matters and involves broad reflection, suspending judgment, applying reason, careful consideration of evidence, and is oriented toward making an accurate determination.
- APS professionals engage critical analysis when they identify a problem, effectively analyze information, clarify and assess evidence, make inferences, engage bias testing, and determine the best overall judgment or decision.

## Slide #9: Defining Critical Analysis

### Critical Analysis

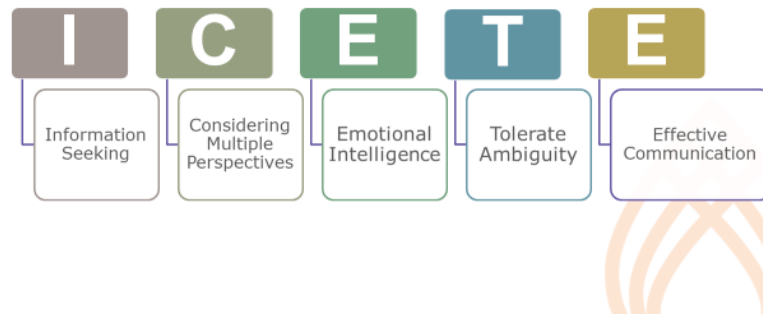
...does not seek the right answer, rather it allows one to determine the most beneficial, or conversely least harmful, pathway to address a presenting problem.

#### Share the following:

- Critical analysis applies focused thinking skills to assist APS professionals with investigations and tackling problems encountered in their day-to-day case work.
  - APS referrals received and documented with a critical analysis perspective will set the stage for a well-informed investigation.
  - Observations and evidence collection driven by critical analysis will yield more comprehensive and accurate risk assessment.
  - Effective APS service plans require the APS professional to explore options that extend beyond the problem at hand.
  - APS professionals arrive at confirmed findings when the majority of evidence appears to indicate confirmed findings. The APS professional must ensure that the evidence informing their findings was received and applied with critical analysis skills.
- Critical analysis does not seek the right answer, rather it allows one to determine the most beneficial, or conversely least harmful, pathway to address a presenting problem.

## Slide #10: ICETE Acronym

### Critical Analysis Skills



**Explain** that a review of findings from several researchers reveal five necessary skills that must be implemented to successfully engage critical thinking and analysis in APS professionals' work (Wade, 1995; Hitchcock, 2017; Mathias, 2015). We will reinforce these skills using the acronym ICETE.

*Trainer's note: The acronym is not a word; it is **not** spelled the same way as 'ice tea' and is not intended to be spelled the same way. This is important for people to understand so they don't confuse the acronym with the correct spelling of 'ice tea.' Remind the participants the 'ICETE' acronym is just a way to remember the five critical thinking elements.*

#### ICETE acronym:

- **I**nformation Seeking
- **C**onsidering multiple solutions
- **E**motional intelligence
- **T**olerate ambiguity
- **E**ffective communication

**Share** that through application of each of these skills, the APS professional will be more effective in assessing risk and needs, designing interventions and referrals, partnering with others, determining accurate findings, and will generate better overall outcomes. These skills will be reviewed individually in the following slides.



## Necessary Skills for Critical Analysis: Information Seeking

**Time Allotted:** 15 mins

**Associated Objective(s):** Summarize five skills essential for enhancing critical thinking and analysis in APS professional's practice using the acronym ICETE.

**Method:** Lecture, video, large group discussion

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## Slide #11: Broad Range of Sources



**Remind** participants that the first letter in ICETE stands for Information Seeking.

**Share** the following:

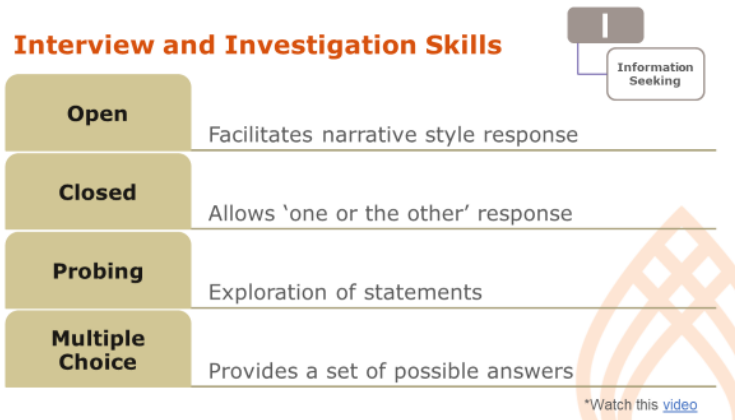
- Seeking to be well informed is at the cornerstone of APS investigative work.
- From the time a referral is received by APS intake through investigation and case closure, we must demonstrate thorough investigative and information collecting skills.
- APS professionals write robust assessments that comply with their program's policies and procedures. These assessments identify the client's strengths, needs, willingness and ability to engage in problem-solving, identify risk, and determine potential resources.
- The APS professional who engages in critical analysis gathers information from a broad range of sources (see slide), conducts effective interviews, reviews data and supporting documents, and applies an understanding of the guiding regulations and program expectations.
- APS findings rely on accurate, comprehensive information.

*Trainer note:* Replace the following with your program's policies and procedures.

- *In California, County Welfare Directors Association of California (CWDA) Protective Services Operations Committee (PSOC) developed a Standards for Consistency in Findings matrix which mirrors critical analysis principles. This Findings Matrix offers APS programs a "consistent approach to understanding and evaluating the information gathered and focusing the investigation on the relevant information. The protocol created uses a reasoned, thoughtful approach to formulating findings" such that "The*

*resulting findings are based on both the facts gathered and the social worker's expertise."*

## Slide #12: Interview and Investigation Skills



**Share** that interviewing is an information seeking strategy that APS professionals are likely most familiar with. Because it's a large part of our role, it's important to maximize our ability to use interview question styles effectively.

**Explain** that strong interview skills while navigating difficult conversations with an APS client, alleged perpetrator, and other sources familiar with the situation are essential to any APS investigation.

- The APS professionals must practice designing and asking questions that elicit the greatest amount of reliable information from a range of sources.
- Experienced APS professionals understand how to diversify interview techniques to use a broad range of types of questioning.
- APS professionals must use terminology and language familiar to the interviewee.

### **Activity: Interview Questions (10 Minutes)**

#### ***Video, Large Group Discussion***

**Explain** to the participants that they will watch the first 5 minutes of the APSWI video [Caregiver Neglect Allegation, Home Visit: Alleged Perpetrator Interview](#), demonstrating an APS professional interviewing an alleged perpetrator on a caregiver neglect case. Inform the group that they will have a large group discussion following the video clip.

**Instruct** the group to take note of examples within this video engagement of time when the social worker uses open questions, closed questions, probing questions, and multiple-choice questions.

**Click** the link within this slide to start the APSWI video via YouTube platform. Show the video from the beginning, stopping it at 5:00 minutes.

**Ask** for a volunteer to report out on what examples they heard for each of the four question types.

**Ask** the group any of the following questions to generate a large group discussion about interview question selection:

- What types of questions do you find you rely on most when interviewing APS clients? Alleged perpetrators? Family members?
- When have you experienced having to shift your approach by changing the question types during an interview?
- What are some examples of situations where a multiple-choice or closed question might be more appropriate?

## Necessary Skills for Critical Analysis: Considering Multiple Solutions

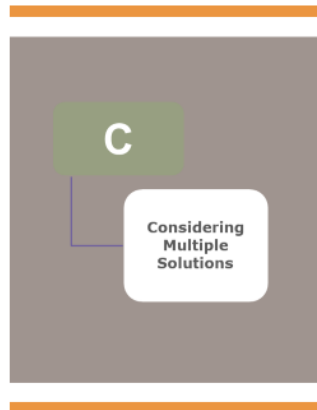
**Time Allotted:** 35 min

**Associated Objective(s):** Summarize five skills essential for enhancing critical thinking and analysis in APS professionals' practice using the acronym ICETE.

**Method:** Lecture, paired activity, large group discussion

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## Slide #13: Determine Solutions from Multiple Perspectives



- Adopt a view that is counter to your beliefs
- Identify and address flaws in your thinking
- Multiple lenses allow for multiple potential solutions

**Remind** participants of the second letter in ICETE- Considering Multiple Solutions.  
**Share:**

- Through critical thinking, the APS professional will assess each situation from multiple perspectives.
- The ability to view circumstances through different lenses will allow for more creative problem solving and person-centered work.
- This skill is used by APS professional in complex case consultations, facilitation of meetings with clients and their family/support teams, MDT collaborations, implementing service plans, and when determining findings on allegations.
- Gaining multiple perspectives is value added, and at the same time requires the APS professional to stay grounded to their essential role in the case.

## Slide #14: Inversion Activity

### Inversion Activity

Group	Topic 1	Topic 2
1	Public schools should be in session year-round, not taking a summer break	Persons over 90 years old, or with certain medical conditions, should not ever be allowed to drive.
2	Scholarship to play sports in college should be discontinued.	Breaching the confidentiality of an APS client by revealing the nature of an open investigation without the client's consent is unethical and should never happen during an APS investigation.
3	Voting age in the United States should be increased to 25	Due to their expertise with interviewing and intervening for persons experiencing a range of mental and physical crisis, APS workers with at least 2 years of experience in investigations should be included as qualified workers to write involuntary mental health (5150) holds.
4	Binge-watching media of choice is a healthy coping skill	Policy should be written to allow the identity and nature of the reporting party on an APS referral to be revealed to the APS client when requested.
5	Marching band members should receive PE credits in high school	Being assigned conservatorship means that adults should not be allowed to make any social or financial decisions independently.
6	Daylight savings time is effective and should be maintained in the US	All persons making a referral to APS must provide their full contact information and cannot make a report anonymously.
7	The US should phase out the use of the penny	Adult children of parents over the age of 60 should have a legal responsibility to ensure the safety and welfare of their parents.
8	APS staff should have no work from home schedules	MediCare should cover the Residential Care Facility for the Elderly (RCFE) placement for adults over the age of 90; with such placement compulsory unless the adult has 24-hour care in their home

### **Activity: Inversion Activity, (30 minutes)**

#### ***Small Group Breakouts***

**Explain** that one way to consider multiple perspectives is to actively engage in developing arguments that are opposite of what you naturally believe. This will help you develop a broader and well-rounded understanding of the subject. This practice will also assist you to construct solid arguments in support of desired outcomes and generate multiple possible solutions with more clarity on potential outcomes.

**Explain** that in this next activity participants will practice this skill in small groups. Each group will be given two different discussion topics. When discussing topic 1, the group member whose name comes first in the alphabet will be arguing in support of the assigned statement. The group member whose name comes last in the alphabet will be arguing “against” the assigned subject. Any additional group members will serve as observers. For topic 2, the roles will reverse. The group member whose name comes first in the alphabet will argue against the assigned statement. The group member whose name comes last in the alphabet will argue in support of the assigned statement. Any additional group members will serve as observers.

**Inform** the participants that they will be given five-seven minutes to discuss each statement. The topic statements will be displayed on the PPT slide accessible to the breakout groups.

**Inform** the participants that they should not choose which side of the argument they are assigned. The goal is to argue a point of view that is not aligned with one’s actual beliefs.



**Inform** the groups to expect large group discussion of their experience after the breakout groups. Individual arguments will not be shared outside of the small groups, however the process for coming to agreements will be discussed as a larger group.

**Remind** them that they will get two subject statements to discuss and will alternate 'for' and 'against' stances.

*Trainer note: Optional: If time allows, you may want to model an example of this activity before going into breakout groups.*

- *Ask for a volunteer. Inform the volunteer that they will be tasked with making arguments to support the statement, "APS professionals should work 100% of their worked hours in the office or field settings, not remotely from home."*
- *Start the discussion by making one or two arguments in support of the statement, "APS professionals should be able to work remotely, from home, for up to 50% of their workweek" (e.g., when given flexibility workers tend to have higher morale and engagement; productivity does not appear to decline with remote work; use of technology allows remote workers to maintain team/supervisor contact).*
- *Encourage the volunteer to make one or two arguments in support of their assignment (ex: workers who are in the office have more immediate access to supervisor support; workers in the office may be more accessible to public seeking help; workers in the office may have greater productivity).*
- *Allow for a brief exchange, no more than 2-3 minutes.*
- *Close the conversation and ask the volunteer if their position about remote work allowances changed during the exercise (likely 'no'). Ask the volunteer if they might be better able to discuss the subject with someone in the workplace who holds a different view as them (likely 'yes').*
- *If no participants volunteer to help you role model the activity, the trainer can model both positions themselves by articulating both sides of the argument, then describing the internal experience.*

**Break** the participants into breakout groups of three (or two if necessary).

**Remind** them that for topic 1, the group member whose name comes first in the alphabet will be arguing in support of the assigned statement. The group member whose name comes last in the alphabet will be arguing against the assigned

subject. Any additional group members will serve as observers. Roles will switch for the second topic.

**Display** the PPT slide with the discussion subject grid to the breakout rooms. Use the suggested discussion subjects, or create your own, selecting the most appropriate topics based on the experience level of the participants.

*Trainer Note: Topic 1 subjects use generic topic statements to "warm up," and have participants get the idea of the activity and then move into the APS topics for the second.*

"Warm Up" subjects may include:

- *Public schools should be in session year-round, not taking a summer break.*
- *Scholarships to play sports in college should be discontinued.*
- *Voting age in the United States should be increased to 25.*
- *Binge-watching media of choice is a healthy coping skill.*
- *Marching band members should receive PE credits in high school.*
- *Daylight saving time is effective and should be maintained in the United States.*
- *The United States should phase out the use of the penny, with all prices rounded to the nearest nickel.*

APS subjects may include:

- *Persons over 90 years old, or with certain medical conditions, should not ever be allowed to drive.*
- *Breaching the confidentiality of an APS client by revealing the nature of an open investigation without the client's consent is unethical and should never happen during an APS investigation.*
- *Due to their expertise with interviewing and intervening for persons experiencing a range of mental and physical crises, APS professionals with at least 2 years of experience working in APS investigations should be included as qualified workers to write involuntary mental health (5150) holds.*
- *Policy should be written to allow the identity and nature of the reporting party on an APS referral to be revealed to the APS client when requested.*

- *Being assigned conservatorship means that adults should not be allowed to make any social or financial decisions independently.*
- *All persons making a referral to APS must provide their full contact information and cannot make a report anonymously.*
- *Adult children of parents over the age of 60 should have a legal responsibility to ensure the safety and welfare of their parents.*
- *MediCare should cover Residential Care Facility for the Elderly (RCFE) placement for adults over the age of 90; with such placement compulsory unless the adult has 24-hour care in their home.*

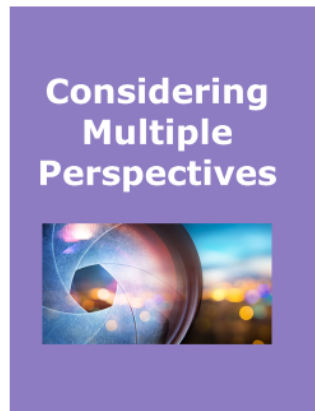
**Give** the breakout groups time reminders to move to discussing the second subject after about 5-7 minutes of discussion on the first subject.

**Bring** the large group back together after the groups have spent 5-7 minutes on each subject discussion. The groups do not need to have succeeded in finding a mutually agreeable outcome.

**Ask** for volunteers from several groups to answer the following (5-10 minutes):

1. For those who were arguing a stance you did not believe, how did you construct your arguments?
2. Did anyone feel they gained insight or had their opinion on the issue change?
3. Were compromises easy or difficult to come up with?
4. Give a specific example of a time during an APS investigation that you had to consider an alternate perspective/viewpoint.

## Slide #15: Challenges Biased Presumptions



- Challenge biases
- Openly seek evidence
- Neutral truth-seeking

**Share** the following:

- Considering multiple solutions as a practice allows the APS professional to mitigate presumptions of correctness, for example biases that trend toward favoring the perspective of a reporting party over that of an alleged perpetrator.
- This practice will also assist the APS professional to keep an open mind in weighing evidence and feedback sought from other stakeholders involved in the case, in case review of APS history with the client, and during case staffing.
- Evaluating and balancing more than one perspective allows the APS professional to assess information gathered from all parties in a neutral and truth-seeking manner.
- One example of this in practice is when APS professionals receive and document APS referrals. An experienced APS intake professional puts themselves in the position of the assigned investigator while navigating the referral, which informs the questions they will ask, themes followed up on with the reporting party, safety measures explored, cross reporting considerations, and weighing the veracity of evidence being presented.

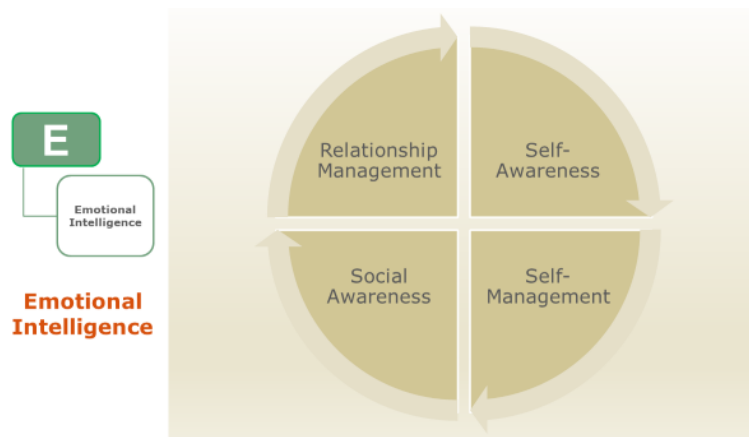
## Necessary Skills for Critical Analysis: Emotional Intelligence

**Time Allotted:** 40 min

**Associated Objective(s):** Summarize five skills essential for enhancing critical thinking and analysis in APS professionals' practice.

**Method:** Lecture, Large group discussion, Small Group discussion

## Slide #16: Self-Regulation and Emotional Awareness



**Remind** participants that the third letter in ICETE stands for Emotional Intelligence.

**Inform** participants the online publication Psychology Today (2024) defines emotional intelligence as being aware of, and able to manage, one's own emotions while being attentive to the emotions of others. Regulation of emotions during stressful situations is required if one is to assist others through their emotional dysregulation. Opportunities to engage emotional intelligence present themselves daily for APS professionals. Emotional regulation requires:

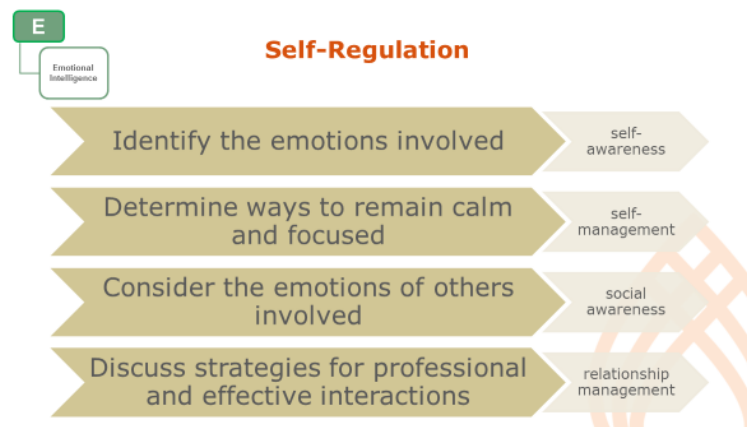
- Self-Awareness: recognizing your own emotional triggers
- Self-Management: techniques to remain calm and focused
- Social Awareness: Understanding the emotions of others (e.g., empathy)
- Relationship Management: strategies to maintain professional and effective interactions

Failure to engage self-regulation and emotional awareness is a significant barrier to critical analysis and can have catastrophic effects on an APS investigation. Inhibited emotional intelligence among APS professionals can also lead to undesired experiences for the professional in their life outside of work. APS professionals are in a professional field that is extremely emotionally, physically, and logistically demanding. If we do not engage emotional intelligence, we risk fatigue, overwhelm, transference or other emotional activators at work, and any combination of the following:

- Being easily angered at work resulting in interpersonal interactions that are ineffective or unprofessional
- Feeling overwhelmed to the point of giving up and falling behind on case work
- Case activity driven by personal reactions rather than thoughtful planning

- Distracted work resulting in avoidable errors and investigation mistakes
- Carrying negative emotions home from work

## Slide #17: Self-Regulation



### **Activity: Emotional Intelligence in APS work (15 Minutes)**

#### ***Large Group Discussion***

**Ask** the large group if any of the four aspects of emotional regulation shown in this slide resonate or connect to a recent work experience. Allow about 5 minutes for group discussion.

**Review** examples below of ways that APS professionals may engage each of the four aspects of emotional regulation in their work.

**Pause** after each example to allow time for questions or participants to share how these resonate:

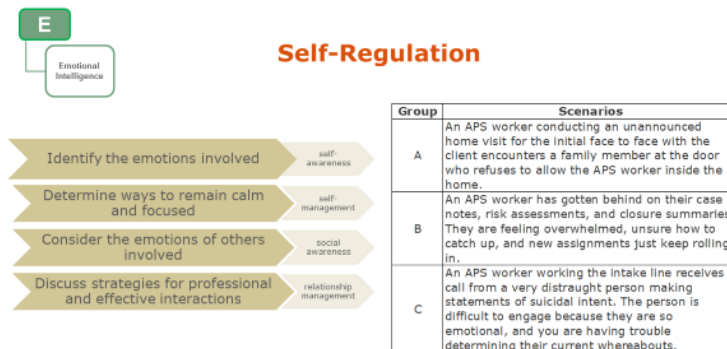
- **Self-Awareness:** An APS professional with a family history of relationship violence noticed that they feel particularly stressed, anxious, and fearful when being assigned cases involving abuse of elders when the alleged perpetrator is a romantic partner. These cases remind them of their personal experiences, flooding them with negative feelings. Recognizing these cases activate them helps the APS professional prepare mentally and emotionally before engaging such cases and allows them to have a framework from which they can engage in their own therapeutic work. Acknowledging this allows them to intentionally approach their casework more objectively in a way that is healthier for them as well.
- **Self-Management:** During a heated meeting with an APS client and their caregiver/alleged perpetrator, the APS professional notices that their frustration is rising. They notice this because their breathing has become short, their voice tone sharp, and they are not clearly hearing what the other persons they are interviewing are sharing. To calm themselves the professional does some deep breathing exercises, uses positive self-talk,



and reminds themselves of their role in that situation. They take a brief pause, collect their thoughts, and revisit the intention of this meeting before continuing the conversation.

- **Social Awareness:** An APS professional who works on the APS intake line receives a call from an angry person who is the client on an active APS case. The caller is questioning the work of others on the APS team, using derisive language, and expressing significant anger that the APS team won't reveal the identity of the reporting party on their case. By actively listening to the caller, validating their feelings, and offering to join with them in their feelings the APS professional turns the temperature of the call down. They might say "I can hear how angry you are, and I understand that it can feel disrespectful for someone to come to your home uninvited. I am also sorry that we cannot tell you who called us, and that feels uncomfortable. I am here, and committed to ensure that you feel more respected the next time you work with someone on our team."
- **Relationship Management:** An APS professional is collaborating with local law enforcement on investigating a complex criminal abuse case. Communication has been challenging, and it's become clear that neither the APS professional nor the law enforcement officer fully understands the other's role, and limitations of their agency. To help move the investigation forward productively, the APS professional reaches out to the law enforcement officer and requests a 1:1 call to review mutual goals, agency roles and limitations, and action items for each.

## Slide #18: Self-Regulation



### **Activity: Self-Regulation in APS (25 Minutes)** **Breakout Groups**

**Explain** that participants will be put into breakout groups to further explore the four components of self-regulation. Each breakout group will be provided a scenario (displayed on the PPT slide). Each scenario will be discussed by the group with a lens of self-regulation. Groups will:

- Identify the emotions involved (self-awareness)
- Identify ways they might remain calm and focused (self-management)
- Determine the emotions of others involved (social awareness)
- Discuss strategies for effective interactions (relationship management)

**Inform** the groups to choose one representative ahead of time to share with the larger group any highlights from their discussion after the breakout groups are done. They may pay attention to which aspects of self-regulation seemed more challenging, which scenarios were relatable, what skills felt more comfortable or more practiced.

**Assign** the participants to three breakout rooms with each room given one of the following scenarios:

- *An APS professional conducting an unannounced home visit for the initial face to face with the client encounters a family member at the door who refuses to allow the APS professional inside the home.*
- *An APS professional has gotten behind on their case notes, risk assessments, and closure summaries. They are feeling overwhelmed, unsure how to catch up, and new assignments just keep rolling in.*
- *An APS professional working the intake line receives a call from a very distraught person making statements of suicidal intent. The person is difficult to engage because they are so emotional, and you are having trouble determining their current whereabouts.*

**Remind** the small groups to address each of the four self-regulation components while working together to identify next steps.

**Allow** about 10 minutes for small group discussion.

**Bring** the large group back together. **Ask** each of the groups to share one highlight from their discussion. **Allow** 10 minutes for group report-outs and discussion.

## Necessary Skills for Critical Analysis: Tolerating Ambiguity

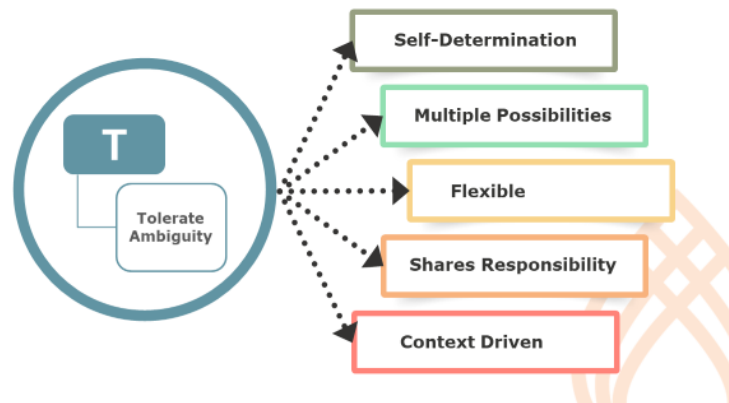
**Time Allotted:** 25 min

**Associated Objective(s):** Summarize five skills essential for enhancing critical thinking and analysis in APS professionals' practice.

**Method:** Lecture, Large group discussion

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## Slide #19: Comfort in the Grey



**Share** that the fourth letter of ICETE stands for Tolerating Ambiguity.

APS professionals work within the context of the lived experiences of those they serve:

- Clients are experts in their own lives, and APS professionals must apply the client's experiences, needs, desires and goals to the development of the APS service plan.
- By tolerating ambiguity, APS professionals will craft multiple potential solutions to any given problem, evaluate the effectiveness of all possible interventions, and adjust as needed.

**Share** that as highlighted by the NAPSA code of Ethics Guiding Value, APS professionals "balance the duty to protect the safety of the vulnerable adult with the adult's right to self-determination" (NAPSA, 2024).

- APS professionals frequently develop intervention strategies with real life implications for their clients.
- Applying critical analysis, APS professionals may design tiered intervention plans that balance a client's right to self-determination with APS's expectation to protect the safety of the vulnerable adult.

**Discuss** that this ambiguity often means there is no clear or 'right' answer to a problem faced in APS.

- Comfort with this 'grey area' helps APS professionals be better positioned to work with clients as experts in the circumstances around the presenting problem.
- Critical analysis application allows the APS professionals to share responsibility for problem solving with others, decreases liability, and honors the client's self-determination.

## Slide #20: Balancing APS Duty with Client Rights



**Explain** that critical analysis helps the APS professional to tolerate ambiguity. Critical analysis allows us to help APS clients identify a path forward that will create a safer situation than what initially presented, but not always the 'ideal' path. In many cases there is no perfect or correct option to discover, rather we are looking to determine the best course of action.

### **Activity: Balancing Options (20 minutes)**

#### ***Large Group Discussion***

**Review** that APS professionals must balance their duty to protect with the mandate to honor clients right to self-determination.

**Acknowledge** that some of the most challenging cases for APS involve people experiencing self-neglect in which clients have limited insight to ways they could reduce risk yet retain the right to direct their care.

**Display** the photograph on this slide and **ask** the participants the following questions, pausing to gather their responses:

- How often do you see APS client's homes that resemble the image here?
- What are your first thoughts/feelings looking at this picture?
- What are the immediate concerns for client risk and safety that you observe?
- Have you experienced other community members or professionals demanding that "APS do something" to resolve the client's risk, such as removing them from the home, or 'just clean it up'?

**Provide** the following context to make this photo an applied APS scenario:

- *Imagine this photo is of your newest APS client's home. The client seems willing to engage and has allowed you into the home. You already reviewed the client's APS history with your program, and you know that the last*

*assigned professional suggested a deep clean during the last case. At that time, the client had declined assistance and requested the case be closed.*

**Ask** any of the following questions. You may not go through all questions depending on timing and participant engagement:

- *What options might provide an acceptable, if not perfect, approach to this scenario?*
- *What do you expect would happen if you offered to coordinate a full deep clean of the unit?*
- *Without completing a full cleanout, name three tangible changes that could be made that reduce the client's risk and enhance safety.*
- *What other approach might you take with the client?*
- *How does it feel when we have to settle for the 'least harmful path' option?*
- *How do you think the client feels when they have agency over the change process?*
- *Where do you go for consultation when you face a tough case involving balancing the duty to protect with the requirement to respect client's self-determination?*

## Necessary Skills for Critical Analysis: Effective Communication

**Time Allotted:** 15 min

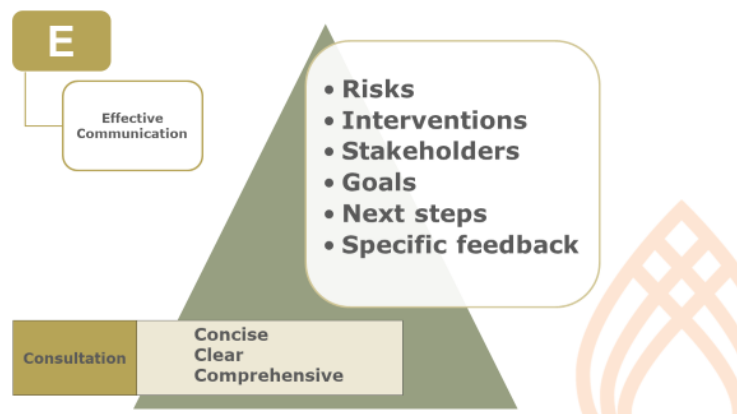
**Associated Objective(s):** Summarize five skills essential for enhancing critical thinking and analysis in APS professionals' practice.

**Method:** Lecture, Handout

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## Slide # 21: Prepare for Consultation



**Remind** participants that the final letter of the ICETE acronym stands for Effective Communication. To be effective with interpersonal communication, APS professionals must navigate difficult conversations using the three Cs: be Concise, Clear, and Comprehensive. These principles apply in all professional contexts, as APS professionals must communicate in a manner that can be effectively received by parties with varied backgrounds and understanding.

If an APS professional is challenged by a difficult case, they may staff the situation with their team or supervisor. Critical analysis in preparation for this staffing will help the APS professional communicate respectfully, succinctly, clearly, and factually, in person-centered language, the following information:

- Current and projected risk to the client
- History of interventions attempted and outcomes
- All involved parties, including their roles, responsibilities and goals
- The client's expressed wishes and least restrictive options
- Multiple proposed potential next steps
- Specific feedback being sought

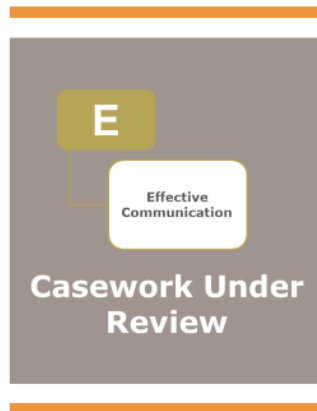
**Inform** the participants that a sample case consultation template is included with their handouts. **Suggest** that participants locate this document in their manual and review. **Ask** the participants if they have any questions or comments regarding the practice use of this tool. **Encourage** participants to review this template with their peers and supervisors to determine its most effective use during individual and group supervision or consultation meetings.

## Handout: APS Case Consultation Template

<p><b>Client Name</b> _____</p> <p><b>Living situation</b> _____</p> <p><b>Age:</b> _____ <b>Case #:</b> _____</p> <p><b>Summary of APS history:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Current and Projected level of risk:</b></p> <p>_____</p> <p>_____</p>	
<p><b>Client Strengths:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Allegations(s) being investigated:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Interventions tried:</b></p> <p>_____</p> <p>_____</p>	<p><b>Involved parties:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Client's goals:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Potential next steps:</b></p> <p>_____</p> <p>_____</p>
<p><b>Specific Feedback Sought:</b></p> <p>_____</p> <p>_____</p>	

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## Slide #22: Casework Under Review



- Subpoenas from the court
- Law Enforcement request for records
- Internal Quality Assurance Practice
- Future cases open by different APS workers
- Critical Incidents
- Dissatisfied family or client

**Inform** participants that effective communication is important not only for case consultations and reliable outcomes, but also to ensure that the APS professional's documentation and casework stands up under scrutiny. Using critical analysis when communicating, in writing and verbally, offers confidence that what the APS professional produces will be more appropriately received and less likely to garner negative outcomes for the professional, their program or their agency.

### **Activity: Pop Up Poll (5 minutes)**

#### ***Polls, Large Group Discussion***

**Display** in a popup poll the following list of scenarios in which an APS professional's work may be evaluated. **Ask** the participants to check all the items that their work has been subjected to. **Ask** if anyone can think of other examples of times that their work is evaluated. **Ask** if anyone would like to share how it has felt when their work was evaluated and what, if any, experiences were particularly positive. **Ask** what documentation strategies they learned through the experience of scrutiny.

- Subpoenas from the court
- Law Enforcement request for records
- Internal Quality Assurance Practices
- Future cases open by different APS professionals
- Critical incidents
- Dissatisfied family/client

## Putting it All Together

**Time Allotted:** 25 min

**Associated Objective(s):** Apply components of critical analysis to scenarios that require resourceful problem solving, crucial decision mapping, and effective communication.

**Method:** Lecture, Large group discussion/small group breakouts

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## Slide #23: Applying Critical Analysis

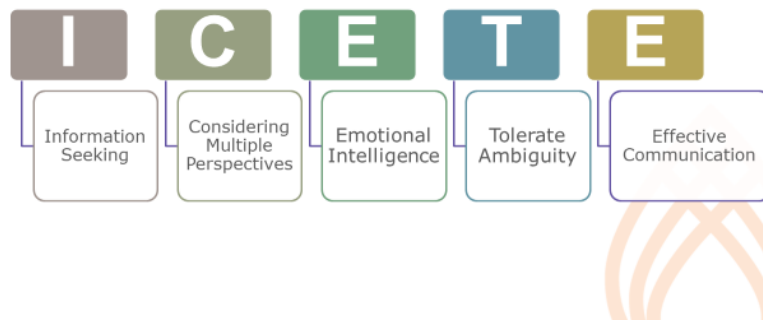
### Applying Critical Analysis



**Share** that Critical analysis and thinking skills should be applied to understand and navigate ethical dilemmas in APS professionals' work. In his NAPSA Research to Practice brief, Dubble (2015) identifies ethical dilemmas as specific types of ethical problems in which "there is no clear choice of how to respond to the issue... and those situations where there are two or more morally acceptable courses of action, when one choice prevents selecting the other; or, the need to choose between equally unacceptable alternatives." Engaging critical analysis to evaluate such situations will reduce risk, ensure necessary engagement, and yield successful outcomes. An APS case study can be evaluated by incorporating the processes of ICETE: Information Seeking, Considering Multiple Solutions, Emotional Intelligence, Tolerating Ambiguity to determine several potential options, and Effective Communication of the best available options to demonstrate critical analysis in APS practice.

## Slide #24: Applying ICETE

Navigate ethical dilemmas through critical analysis



### **Activity: APS Vignette Applying Critical Analysis Skills (20 minutes)**

#### **Large Group Discussion (option A) or Small Group Breakout (option B)**

*Trainer Note:* You may choose to complete the exercise as a (option A) large group discussion or (option B) small breakout groups. Consider your timing and group participation when making the determination between option (A) or (B). Direct participants to **Handout #1: Case Consult Template** in the Participant Manual to reference during this activity.

**Explain** to the participants that this APS vignette exercise will move through each of the ICETE steps while discussing an APS scenario.

**Instruct** the participants to refer to **Handout: APS Case Vignette** in their participant manual.

**Ask** participants to signal (raise virtual hand) they have finished reading the vignette.

**Ask** the participants for volunteers to share what ethical dilemmas are initially present. Examples that might be offered could be:

- Balance of duty to protect with right to self-determination
- A reporting party with expectations of APS that are not realistic
- Risk to client is significant depending on what medication she is prescribed and what her health conditions are
- Unknown if there are family dynamics or cultural values affecting the provision of personal care
- Unknown if there are cultural values affecting the alleged perpetrator willingness to engage with a supervisor but not the assigned professional

- Alleged perpetrator's criminal justice involvement elevates safety concerns for the client and the responding professional; and suggests a need to involve law enforcement

### **Activity (A) – Large Group Discussion**

**Ask** for a volunteer to share how the APS professional can seek more information about the circumstances affecting the client. Examples that might be offered could include:

- Complete a background criminal check on the alleged perpetrator
- Conduct additional interviews with the client and alleged perpetrator in person or by phone.
- Find other family members or witnesses to interview
- Check with pharmacy on prescription refill dates
- Take photos of home and client's condition
- Request comprehensive medical records history
- Ask alleged perpetrator for a caregiving schedule/time sheet

**Ask** for a volunteer to share how the APS professional can consider different perspectives. Examples that might be offered could include:

- Considering the relationship that Frank and his mother had prior to the caregiving responsibilities
- Exploring family dynamics and/or cultural beliefs around opposite-gender caregiving
- What is the physician's primary perspective/fears about the client
- Secure information on the client's income, assets, and insurance coverage related to caregiving. Consider the budget for household expenses
- List the responsibilities that Frank has taken on by moving the client into his home and consider the changes this made in his life
- What other supports (formal/informal) do the client and alleged perpetrator have available to them?

**Ask** for a volunteer to share how the APS protection specialist can engage emotional intelligence. Examples that might be offered could include:

- Breathing exercises and use calming coping skills when alleged perpetrator is being rude/dismissive
- Model expected communication (tone, volume, respect) with the client and alleged perpetrator
- Compartmentalize time spent with this case
- Acknowledge if the experience with this alleged perpetrator reminds me of prior cases, or elements of any personal experiences
- Consult with supervisor if interactions with the client or alleged perpetrator are causing me to feel particularly activated
- Reflect on my own self-care commitments

**Ask** for a volunteer to share how the APS protection specialist can tolerate ambiguity by seeking the best possible path. Examples that might be offered could include:

- Remember the clients expressed wishes given she has the right to self-determination.
- Remember that the client and alleged perpetrator have decades of experience with each other- their relationship dynamics were in play long before we came along.
- Would the alleged perpetrator accept additional caregiving in the home as an offer of respite?
- Would the client prefer out of home day health care setting for additional personal care?
- Would the client and alleged perpetrator be open to family counseling services, and are there additional family members to include?
- What worked well for the client prior to APS involvement?
- Does the client have a social network, faith community, or extended family network to provide 1x/week check-ins?
- Would home modifications or durable medical equipment assist the client being more independent with self-care and medication administration?

**Ask** for a volunteer to share how the APS professional can consider effectively communicating with stakeholders. Example that might be offered could include:

- Being client-centered in our communication to the client and alleged perpetrator will help increase their engagement with us



- Letting the alleged perpetrator know that we want to assist him as well as the client
- Engaging the physician in care plan development, while tactfully reminding them of client's right to self-determination
- Considering how or when would we case consult this in supervision? Team meeting? Multi-Disciplinary Team (MDT) meeting? Law enforcement?

### **Activity (B)** – *Small Group Discussion*

After presenting the vignette and reviewing the potential ethical considerations in a large group, **break** the participants up into five groups. **Ask** participants to assign the roll of a reporter in their small group to share out with the larger group the top three ideas that came from their discussion. **Assign** one group each to discuss:

- Ways that the APS protection specialist can seek more information about the circumstances
- Ways that the APS protection specialist can consider different perspectives
- Ways that the APS protection specialist can engage emotional intelligence
- Ways that the APS protection specialist can tolerate ambiguity
- Ways that the APS protection specialist can consider effectively communicating with stakeholders

**Allow** 10 minutes for small group discussion before bringing the large group back together.

**Ask** the reporter from each group to provide the top three ideas that came from their discussion.

**Follow** the ICETE acronym order when asking for report outs. See above for examples of possible discussion points from each group.

## Handout: APS Case Vignette

You are assigned an APS investigation into allegations of neglect by caregiver. The client is a 91-year-old widowed woman who lives with her adult son, Frank. Frank is the alleged perpetrator on the referral. The allegations are that Frank is withholding medication and failing to assist with necessary personal care. The reporting party is the client's primary care physician, who recently saw the client in clinic.

During your initial face to face visit, you find that the client presents with extreme body odor, hair is uncombed, clothing is stained, and you notice several medication bottles that appear unopened. The client expressed a desire to remain in care of alleged perpetrator/son, but wishes she received more care and attention. The client expressed shame and embarrassment about her presentation, trying to smooth her hair and straighten her clothing throughout your interview. The client minimized the reported concerns and appeared concerned about getting Frank "in trouble."

During your first contact, the alleged perpetrator was rude and dismissive toward you. He does not give clear or complete answers to your questions about his care responsibilities to his mom and repeatedly asks you to leave the home. You return with your supervisor for a follow up home visit and find the alleged perpetrator is still evasive but seems more willing to answer direct questions from your supervisor. Your research reveals that the alleged perpetrator has recently been released from jail on charges of opiates possession and drug trafficking.

The client's primary care physician has called the APS referral line twice since the first report requesting an immediate update on your efforts to "get the client out of that house and somewhere she has real caregiving."

## Wrap-Up

**Time Allotted:** 10 min

**Associated Objective(s):** Summarize key takeaways and evaluations.

**Method:** Lecture and group discussion

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## Slide #25: Summarize Key Takeaways

### Summary

- Critical analysis is the application of thought exercises
- APS intakes, investigations, risk assessments, service plans and findings are impacted through critical analysis
- Apply critical analysis to ethical dilemmas to identify multiple acceptable paths

### Necessary skills for critical analysis in APS:

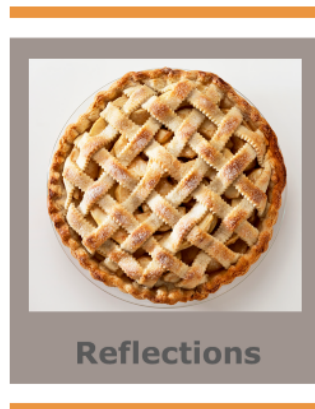
- Information seeking
- Consider multiple perspectives
- Emotional intelligence
- Tolerate ambiguity
- Effective communication

**Review** the ICETE acronym and each of the five skills necessary for critical analysis.

**Review** the training sections to summarize key takeaways. Be mindful of the training's Learning Objectives:

- Identify areas of APS professionals' practice where critical analysis is necessary for effective outcomes
- Summarize five skills essential for enhancing critical thinking in APS professionals' practice
- Apply components of critical analysis to scenarios that require resourceful problem solving, crucial decision mapping, and effective communication.

## Slide #26: P.I.E.



- Priceless information
- Item to implement
- Encouragement received

### **Activity: P-I-E (4 minutes total)**

#### ***Individual, Large Group Discussion***

**Explain** that PIE stands for:

- **P** - Priceless piece of information
- **I** - Item to implement
- **E** - Encouragement I received

**Ask** the participants for volunteers to share their key personal takeaways (slices of PIE) from the training:

- **P** - Priceless piece of information. What was the most important piece of information you received today?
- **I** - Item to implement. What is something you intend to implement from our time today.
- **E** - Encouragement received. What is something that I am already doing that I was encouraged to keep doing?

## Slide #27: Thank You and Evaluation



**Thank** participants for being present and active in today's workshop and for the work they do every day.

**Provide** participants instructions on evaluations.

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