

**Adult  
Protective  
Services**

# **Adult Protective Services Core Competency Curriculum Catalog**



**2017**



## Table of Contents

Introduction .....	1
Regional Training Academy System .....	2
National Certificate Program .....	5
Training Modules.....	7
At a Glance Modality Guide .....	8
Completion Tracking Checklist.....	27



## INTRODUCTION

Available nationally to all Adult Protective Services (APS) organizations and agencies, the 23 core competency training modules offered by the California Department of Social Services (CDSS) through the three Regional Training Academies are designed to provide the foundational knowledge and skills to accomplish the complicated work APS workers are asked to do. Utilizing an interdisciplinary approach and regularly reviewed by experts, these training modules are an evolving resource, covering the theoretical and practical issues encountered in the arena of elder and dependent adult abuse.

In 2001, the National Adult Protective Services Association (NAPSA) undertook the first steps in developing an affordable training resource for APS personnel nationally. They brought a team of APS experts together to determine the core competencies for effective APS practice. From there, the curriculum was fashioned and the 23 core training modules developed. The overarching goal was clear: the professionalization of adult service workers to ensure that abused and vulnerable elders receive high quality, effective interventions and services.

The curriculum is designed to provide exceptional workforce development and organizational support to the health and human services community and to inspire, nurture and support those dedicated to improving the quality of life in our communities. In addition, the core training will help promote consistency of service to our clients.

The achievement of these ideals is not easy to measure, but the core training curriculum, detailed here and funded by the California Department of Social Services provides the practical means to cultivating a more capable and confident workforce. Better trained staff provide better outcomes for clients.

## The Regional Training Academy System

Training is delivered through the three Regional Training Academies (RTA): San Diego State, Fresno State, and U.C. Davis. Their partnership with the CDSS is a critical cog in the State’s commitment to protecting older adults and adults with disabilities, as is the relationship between the RTAs and the counties they work with to keep the curriculum timely and viable.

### U.C. DAVIS – NORTHERN CALIFORNIA

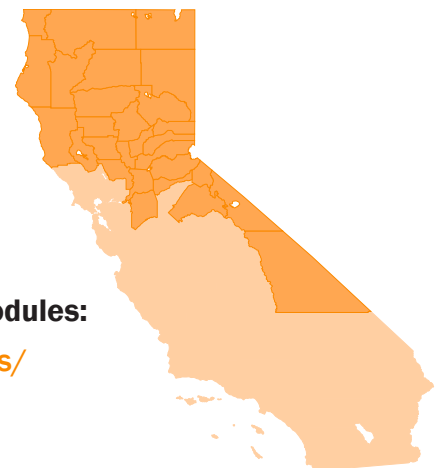
The Northern California Training Academy (NCTA) is part of the University of California, Davis Extension’s Center for Human Services, which has been around for more than 30 years helping social workers in northern California’s 28 northernmost counties develop new skills distinctive to their region. Responsive to the needs of human services organizations, it works in partnership to create solutions that best serve clients. Combining online and in-person trainings, NCTA continually updates its curriculum and works with experts in the theoretical, practice, policy, and administrative issues of elder and dependent adult abuse to keep the trainings current and pertinent. APS workers in the 28 counties served by the NCTA have access to all the necessary training modules required to receive a NAPSA certificate as explained in more detail in “National Certificate Program”.

#### Northern Counties

Alpine	Nevada
Amador	Placer
Butte	Plumas
Colusa	Sacramento
Del Norte	San Joaquin
El Dorado	Shasta
Glenn	Sierra
Humboldt	Siskiyou
Inyo	Sutter
Lake	Tehama
Lassen	Trinity
Mendocino	Tuolumne
Modoc	Yolo
Mono	Yuba

**Website with access to Northern training modules:**

<https://humanservices.ucdavis.edu/programs/northern-california-training-academy>



## The Regional Training Academy System

### Southern Counties

Los Angeles  
Imperial  
Orange  
Riverside  
San Bernardino  
San Diego



### SAN DIEGO STATE – SOUTHERN

The Academy for Professional Excellence, a project of San Diego State University School of Social Work provides exceptional workforce development and organizational support to the health and human services community by providing training, technical assistance, organizational development, research, and evaluation. Serving over 10,000 people annually, the Academy continues to grow with new programs and a diversity of training focused on serving the health and human services community in Southern California and beyond. The fiscal agent for the Academy is the San Diego State University Research Foundation, which was incorporated in 1943 and administers grants and contracts on behalf of San Diego State University.

Multi-disciplinary Adult Services Training and Evaluation for Results (MASTER) is a training program designed to provide a competency-based multidisciplinary training to Adult Services workers. The expressed goal is the uniform professionalization and training of APS workers so that abused and vulnerable elders in need receive the highest quality interventions and services possible. Its curriculum is regularly reviewed by experts in the theoretical, practice, policy, and administrative issues of elder and dependent adult abuse.

**Website with access to Southern training modules:**

<https://theacademy.sdsu.edu/programs/master/core-curriculum/>



## The Regional Training Academy System

### FRESNO STATE – CENTRAL AND BAY AREA

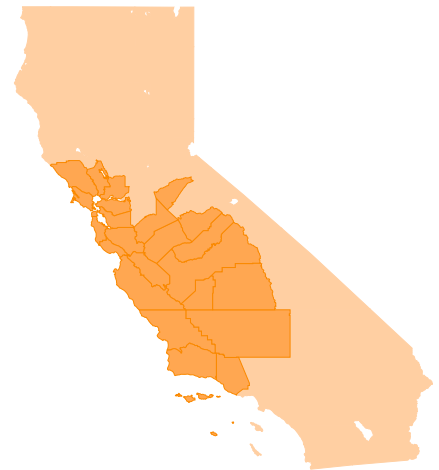
The California State University Fresno Foundation provides financial management and oversight for both the Central California Adult Services Training Academy (CCASTA) and the Bay Area Academy (BAA). The CCASTA/BAA is a county-university partnership operating under the auspices of Fresno State's Department of Social Work. Its mandate is to provide and deliver in-person, online, and blended trainings to APS staff in counties ranging from Ventura to Sonoma. It covers two regions, Central California (aka Valley Mountain) and Bay Area, and a total of 24 counties. Through annual needs assessments, the courses continue to evolve and reflect changes and demands in the area of elder and dependent adult abuse. Designed to promote competency-based, advanced multi-disciplinary training to adult services workers, as well as promote statewide uniformity and consistency in the administration and delivery of APS services, the trainings are geared toward all levels of APS workers.

#### Bay Area Counties

Alameda	San Francisco
Contra Costa	San Mateo
Marin	Santa Clara
Monterey	Santa Cruz
Napa	Solano
San Benito	Sonoma

#### Central Counties (Valley Mountain)

Calaveras	Merced
Fresno	San Luis Obispo
Kern	Santa Barbara
Kings	Stanislaus
Madera	Tulare
Mariposa	Ventura



**Website with access to training modules:**

<http://www.fresnostate.edu/chhs/asta/training/elearning.html>



## National Certificate Program

California is the first state to pilot the National Adult Protective Services Association's worker certificate program under funding provided through the California Department of Social Services.

**The NAPSA Training Certificate** is a formal recognition by the National Adult Protective Services Association (NAPSA) that an APS Professional has completed all of the required training modules identified as necessary to inform professional practice in Adult Protective Services. These modules were developed jointly by NAPSA and the San Diego State University School of Social Work's Academy for Professional Excellence. These modules meet the specifications of the United States Department of Health and Human Services Administration for Community Living's (ACL) Voluntary Consensus Guidelines for State APS Systems.

**APS professionals are eligible and encouraged to get certified.** APS professionals who are either part of a program that requires or encourages their employees to earn the certificate should apply. Additionally, individuals and groups who are seeking a better understanding of the additional resources available to allow their best work possible, are eligible and strongly urged to earn the certificate.

**The requirements are straightforward.** To receive the certificate, the applicant must have applied to the program, be employed as an APS Professional, have completed all required training modules, and have at least two years of full-time experience as an APS professional. Note: Applicants may apply and begin their training as soon as they are hired; however, the certificate will only be awarded after they have completed all of the requirements and have then had two years of full-time APS experience. Courses completed within two years prior to the date of application can be counted towards the certificate.

– continued on next page –

– National Certificate Program continued –

**The certificate is valuable.** Achievement of the certificate demonstrates that the APS Professional is committed to their profession and to helping others. It provides documentation of this completion that can be used for resumes, curriculum vitae, and on applications for promotional positions or other employment. It quantifies the depth of understanding required to be an APS Professional, the hard work that the certificate holder has put in, and documents that the APS Professional has followed training recommendations from the ACL voluntary guidelines.


**To apply for the certificate.** To apply, complete the NAPSA Certificate Application and pay the required fee. It is suggested that the applicant collect proof of completions for all modules and then submit all documentation at the end of the process to receive their certificate; however, proof of completions can be sent while work is in progress. Proof of NAPSA Module completions from up to two years prior to the date of application to the program can be accepted with completion of the necessary form and submission of the documentation. A completion fee will be charged when all training has been completed in order to receive the Certificate. NAPSA Certificate applicants are responsible for maintaining copies of their completion documentation.



**In California, Regional Training Academies will have limited scholarship funds available. Contact your RTA to apply.**

**Training completion** is documented either by submission of a completion certificate, submission of forms demonstrating completions, or through transcripts. For California, most of this documentation will be submitted through the Regional Training Academies.

**Work experience is documented** by the receipt of written documentation from a supervisor or program manager that the applicant applying for completion has been an APS Professional for at least two years full time (or an equivalent number of part-time hours.)



**To obtain more information** please go to the NAPSA website at:  
[www.napsa-now.org/](http://www.napsa-now.org/) or contact the NAPSA Certificate Coordinator at:  
[certificate@napsa-now.org](mailto:certificate@napsa-now.org)

## Training Modules

In an effort to promote accessibility and affordability, the vast majority of the training modules are accessible in both an in-person format and as eLearning courses. The in-person format allows an agency to download standardized training materials that can be delivered at minimal cost. The eLearning courses are available to California APS workers and their county partners at no cost. Workers from other states may access the training through the Southern California Training Academy <https://theacademy.sdsu.edu/about-the-academy/> and must pay a small registration fee per course. The following pages provide both a “Modality at a Glance” guide and a comprehensive listing and description of all the training modules.

## FIELD GUIDE FOR APS

### Supplemental Materials

The Field Guide for Adult Protective Services provides the APS supervisor with an organized system to ensure that the new APS social worker gains the experiences and training when formal classroom training is not available. It outlines 19 Knowledge Areas, including basic field skills, as well as working with unique types of cases/situations. Each knowledge area has a checklist of activities designed to support the skill/knowledge development of the worker. The supervisor, in collaboration with the worker being trained, should use the Knowledge Areas to develop an individualized learning plan for the worker. The Field Guide can be accessed by the following link:

<https://theacademy.sdsu.edu/mastercurriculum/field-guide-for-aps/>

## AT A GLANCE MODALITY GUIDE

Module #	Core Competency	Instructor-led		eLearning	
1	APS Overview	X	4 hrs.	X	1.5 hrs.
2	APS Values and Ethics	X	7 hrs.	X	1 hr.
3	California APS Regulations			X	1 hr.
4	The Aging Process			X	1.5 hrs.
5	Physical and Developmental Disabilities			X	1 hr.
6	Mental Health Issues			X	2 hrs.
7	Substance Abuse			X	2 hrs.
8	Dynamics of Abusive Relationships	X	6 hrs.		
9	Professional Communication Skills	X	7 hrs.	X	2.5 hrs.
10	Self-Neglect	X	7 hrs.	X	1.5 hrs.
11	Caregiver or Perpetrator Neglect	X	7 hrs.	X	1.5 hrs.
12	Financial Exploitation	X	7 hrs.	X	1 hr.
13	Physical Abuse			X	2 hrs.
14	Sexual Abuse	X	7 hrs.	X	1 hr.
15	APS Case Documentation/ Report Writing	X	7 hrs.	X	2 hrs.
16	Intake Process	X	7.5 hrs.	X	1 hr.
17	Investigation: Client Capacity	X	7 hrs.		
18	Investigation: Risk Assessment	X	7 hrs.		
19	Voluntary Case Planning/Intervention	X	6 hrs.	Blended	
20	Involuntary Case Planning/ Intervention	X	7 hrs.	Spectrum	
21	Collaboration and Resources	X	7 hrs.	X	1 hr.
22	Legal Issues and Law Enforcement	X	7 hrs.		
23	Case Closure	X	4/7 hrs.		

## APS OVERVIEW

### 1

### Instructor-Led Half-Day Training

This instructor-led half-day training is an interactive orientation course on Adult Protective Services designed to help you understand the job you are being asked to do. Topics covered include an overview of who your clients will most likely be, what circumstances would compel APS intervention, and what the interventions might look like. The module will also introduce you to important tools of the trade, including nomenclature and available resources. Upon completion of the training, you will be able to describe the basic characteristics of APS clients, explain an APS workers' roles and responsibilities, including APS practice principles and service goals, evaluate referrals, and develop a basic case plan that reflects APS goals and practice principles.

– OR –

### Online/eLearning

For those unable to attend the instructor led training, this online version is a similar initial orientation to Adult Protective Services. In addition to describing the clients you will be serving, their vulnerabilities and needs, and how to evaluate appropriate referrals, you will receive guidance on developing basic case plans that reflect APS goals and principles. You will finish the module with an increased awareness of APS workers' roles and responsibilities.

**NOTE:** There is a \$45 registration fee for out-of-state participants for all eLearnings.



## APS VALUES AND ETHICS

### 2

#### **Instructor-Led Training**

Utilizing lecture, small group workshops and detailed examinations of case studies, this training will help you develop a real-world framework for consistent ethical decision making while you are on the front lines. You will become more acquainted with your value systems and how they affect decision making in the field. This module is designed for new APS social workers as well as conservatorship investigators and law enforcement personnel.

**– OR –**

#### **Online/eLearning**

Upon completion of this on-line training, you will be able to define the seven ethical concepts involved in APS work, describe five ways population changes affect work with vulnerable adults, list four major influences on APS decision-making, describe the cultural competence continuum, and list five components of an ethical and culturally competent decision-making framework.

## CALIFORNIA APS REGULATIONS

### 3

#### **Online/eLearning**

California's Adult Protective Service regulations are found in the State's Welfare & Institutions Code. This course will help you understand the 53 pages of laws by tasking you to apply them to abuse reports and case scenarios. Topics will include: confidentiality, mandated vs. non-mandated reporters, identifying the types of abuse covered by regulations, and what the penal code stipulates by way of punishment for the perpetrators. Participants will practice looking up regulations by reading case studies and applying the proper regulation to the scenario.

The PowerPoint template of this course is available for other states to modify to coincide with their own regulations. Please contact Dawn Gibbons-McWayne for more information at [dmcwayne@mail.sdsu.edu](mailto:dmcwayne@mail.sdsu.edu)

## THE AGING PROCESS

4

### **Online/eLearning**

No one escapes aging alive. An inescapable part of life, aging brings with it changes and opportunities for growth. It also brings with it both challenges, physical and developmental. In this dynamic, 90-minute online training, you will be introduced to the aging process in the context of APS investigations. You will also look at your values and biases regarding aging, and you will have the chance to evaluate the impact of separation, loss, and grief on a client.

## PHYSICAL AND DEVELOPMENTAL DISABILITIES

5

### **Online/eLearning**

Every client is different, posing unique challenges and requiring different skills and knowledge. Working with elderly clients and dependent adults with physical, cognitive and/or developmental disabilities brings with it additional demands that necessitate unique understanding and skill sets. This online training will teach you the unique ways APS social workers work with this population, focusing on the client's vulnerabilities and the best techniques to get to use when interviewing.

## MENTAL HEALTH IN APS

6

### **Online/eLearning Parts 1 & 2**

This is a two-part online training targeting APS social workers not familiar with working with clients who have mental health diagnoses. It is an introduction that doubles as support for ongoing work with clients with mental health symptoms.



## SUBSTANCE ABUSE AND MATURE ADULTS



### **Online/eLearning Parts 1 & 2**

Alcoholism and addiction do not play favorites. This online training is designed for APS social workers unfamiliar or with little experience working with clients who have substance abuse issues. Substance abuse, its effect on medication efficacy and daily behavior, can pose distinctive challenges to APS workers.

## DYNAMICS OF ABUSIVE RELATIONSHIPS



### **Instructor-led training**

This is an indispensable introductory training focusing on how best to define elder abuse and identifying the various dynamics underlying elder abuse – e.g., why some victims refuse services and remain with their abusers – and how these dynamics might inform services offered by APS. Understanding the power and control dynamic is a key piece to this training.



## PROFESSIONAL COMMUNICATION

### 9

### **Instructor-Led Training**

APS workers face many challenges when conducting interviews. You need to understand the timing and pacing of interviews, the order in which interviews are conducted to avoid collusion, the order in which questions are asked, and how to overcome communication barriers and acknowledge cultural diversity. You also need to know how to interview clients with sensory and communication disabilities. This instructor-led training will help you develop and implement basic interviewing skills, including adjusting your interview to the client's functional level and understanding and distinguishing the types of questions to ask and when to ask them.

**– OR –**

### **Online/eLearning**

This is a 3-part online course, entitled, “Interviewing Skills for APS Workers” designed to improve your skills with respect to engaging with the client and conducting a clean forensic interview – i.e., developing trust and building a relationship through engagement techniques, asking open-ended questions, utilizing reflected listening skills that demonstrate empathy and compassion. A major focus of this module will be how best to establish a rapport with the victim and how to adjust your interview and investigation to meet the functional level of the victim, including language barriers, physical limitations, and emotional hurdles.



## SELF-NEGLECTING CLIENTS

**10**

### **Instructor-Led Training**

What is the definition of self-neglect? How prevalent is it and what are the risk factors and indicators to keep an eye out for when assessing a case? These are among the questions this training will help you answer as it examines self-neglect across five domains (medical, psychological, environmental, financial and social). You leave the course with a firm comprehension of the tools designed for accurate evaluations.

**– OR –**

### **Online/eLearning**

Offered on line, this introductory course will help you define self-neglect, and how to distinguish it from other conditions. How prevalent is it and what are the risk factors and indicators to keep an eye out for when assessing a case? These are among the questions this training will help you answer as it examines self-neglect across five domains (medical, psychological, environmental, financial and social). You leave the course with a firm comprehension of the tools designed for accurate evaluations.

## CAREGIVER OR PERPETRATOR NEGLECT

**11**

### **Instructor-Led Training**

An engaging and interactive introductory training that will provide you with the necessary tools for effective investigations into caregiver neglect. You will leave the course with an understanding of the three common physical and behavioral indicators of caregiver neglect. You will learn to recognize the factors that can increase a client's vulnerability to caregiver neglect, and the barriers to determining whether the neglect is intentional or unintentional. The domains of assessing allegations of neglect will be discussed as will the best strategies for interviewing perpetrators while keying in on the principles of service planning.

*– continued on next page –*

– Caregiver or Perpetrator Neglect continued –

**– OR –**

### **Online/eLearning**

This course focuses on the neglect perpetrated by formal and informal caregivers. You will develop the tools necessary to conduct a successful investigation and develop, subsequently, effective and realistic plans to reduce the risk of future neglect. Understanding the spectrum of neglect and how best to assess it and then determine a dynamic course of remedial action are the principal lessons you will take from this online course.

## **FINANCIAL EXPLOITATION**

**12**

### **Instructor-Led Training**

In this introductory, interactive course, you will learn the necessary and essential components of effective financial exploitation investigations. You will come to understand common victim and perpetrator characteristics, recognize the indicators of financial abuse, describe its basic components and most common challenges encountered investigating it. Interview and investigation techniques will be an important aspect of the module, and there will be instruction on the most effective methods used in preventing financial abuse.

**– OR –**

### **Online/eLearning**

In “Financial Exploitation: An Introduction,” you will learn the essential components for effective financial exploitation investigations. You will come to understand common victim and perpetrator characteristics, recognize the indicators of financial abuse, describe its basic components and the most common challenges encountered investigating it. Instruction on the most effective Interview and investigation techniques will be presented.

**NOTE:** Completion of the Financial Exploitation mini-module series (p. 16 & 17) is recommended but not required to receive the NAPSA certificate.



## FINANCIAL EXPLOITATION MINI-MODULES

This series of mini-modules offers practical, step by step tips on how to work specific types of financial abuse cases. They are designed as companion (non-required) trainings to the Financial Exploitation core competency modules.

### Supplemental Materials

### **Deed Theft and Foreclosure Rescue Scams**

This mini-module explores this time-tested scam designed to dupe elderly adults out of their money, and, at times, their property by taking advantage of their financial insecurities. At the end of the module, you will be able to define quitclaim deed theft and foreclosure rescue scams, describe the indicators of the crimes, understand the steps needed to investigate the allegations, and identify other agencies who can assist in the investigation and intervention.

### **Identity Theft and Credit Card Fraud**

Identity theft and credit card fraud are two of the fastest growing crimes in the United States, and not surprisingly, elders and dependent adults are especially vulnerable. This mini-module will help you identify the specific types of identity theft and credit card fraud, describe the elements of the crimes, understand the steps needed to investigate the allegations, and identify other agencies who can assist in the investigation and intervention.

### **Living Trusts and Annuities Scams**

While living trusts and annuities are legitimate planning tools, they can be, and are, used to bilk unsuspecting elderly and dependent adults out of their life savings. This mini-module will explore the different kinds of annuities, legitimate and illegitimate, and how to differentiate them. It will also examine living trusts and teach you how to identify indicators that suggest financial abuse. Case studies will be closely studied and deliberated.



## Reverse Mortgage Abuse

At the end of this mini-module, you will be able to describe the advantages of an honest reverse mortgage and how it can be a benefit to seniors with limited retirement income; you will also complete the module knowing how to define and recognize reverse mortgage abuse, with a greater appreciation for the financial ruin it causes. The steps needed for a successful investigation will be discussed, and reverse mortgage safeguards will be identified.

## Undue Influence

Undue influence, the use of personal power to exploit someone, is the topic of this mini-module. Upon completion, you will be able to define undue influence and recognize its elements and how it works – how elderly and dependent adults are particularly vulnerable. The investigative steps will be reviewed and partnering agencies with whom to work the case will be identified.

**NOTE:** This is a one hour eLearning.

## Power of Attorney Abuse

There are scores of Power of Attorney documents and an equal number of indicators that they are being abused if you know what to look for. This is what this mini-module aims to do: define specific types of POA abuse and identify their indicators. The module will then concentrate on the steps to take in the investigation – being sure all the bases are being covered. And like the other mini-modules comprising the Financial Exploitation curriculum, this one will help you identify individuals and agencies to partner with during the duration of the investigation.

# PHYSICAL ABUSE & NEGLECT

13

## Online/eLearning

This course merges forensic research and geriatric medical information tailored for APS investigators with practical field skills to advance your investigative skills. The difference between suspicious and non-suspicious situations will be contrasted, and the appropriate investigative strategies when abuse is suspected

– continued on next page –



– Physical Abuse & Neglect continued –

will be considered. When completed, you will have the skills to recognize situations that constitute a medical emergency and how to react appropriately; effectively document injuries using common medical terminology and descriptive case narratives; utilize body maps and photography; differentiate between signs of physical abuse and common, age-related changes; recognize situations where the victim or caretaker's description of how injuries occurred do not match the injuries; and evaluate whether injuries are likely to be the result of abuse when the victim is non-verbal or has other communication barriers.

## ELDER SEXUAL ABUSE

**14**

### **Instructor-Led Training**

Though it is not as prevalent as other forms of abuse APS investigates, sexual abuse is a harsh and sad reality. In this training, you will be exposed to the myths and realities of elderly sexual abuse; you will be able to recognize potential cases of sexual abuse because the signs and symptoms will be familiar to you. Strategies and techniques of interviewing alleged sexual abuse victims will be discussed.

**– OR –**

### **Online/eLearning**

Self-paced and interactive, this online training debunks many of the myths and focuses on the realities that sexual violence wreaks on the elderly and disabled. Characteristics of victims will be noted, as will those of perpetrators. You will learn how to recognize and discuss sexual victimization, how to screen and interview clients, and what interventions to offer.

**NOTE:** This eLearning includes a video of an elderly woman discussing her rape by her grandson. If sexual assault is a part of your history, please have a safe, trusted person available to debrief your reaction to the video.

## CASE DOCUMENTATION AND REPORT WRITING

**15**

### **Instructor-Led Training**

Utilizing an interactive approach to help participants develop and hone the essential skills necessary for effective and accurate documentation, this training will help you understand the value and purpose of competent and skilled documentation, utilizing concise, objective and clear language—what you saw, heard, smelled. With the mantra “if it is not written down, it didn’t happen” firmly in mind, the training will also introduce you to proven methods of augmenting memory to enhance the accuracy of documentation. Time will be spent examining accepted equipment that can be used in your investigations and report writing. There will be extensive discussion regarding confidentiality guidelines in the documentation process, and upon completion of this module you will have a better understanding of the inestimable value of acute, complete and timely documentation. When the course is completed, you will be able to employ clear, concise, and objective language. You will be able to explain the importance of accurate recall and describe memory improvement techniques.

**– OR –**

### **Online/eLearning**

This online course will enable you to appreciate the critical importance of timely and accurate documentation, using clear, concise and objective language. You will learn to identify four types of equipment used for accurate documentation and report writing, and learn at least three memory improvement techniques. The importance of confidentiality in documentation relating to clients, law enforcement, and other professionals will be reviewed, You will be asked to analyze a conservatorship report and rewrite a poorly written report using clear, objective and concise language.

**– AND THIS RECOMMENDED SUPPLEMENTAL TRAINING –**



**Supplemental  
Materials**

## **Documentation and Report Writing Unit Meeting**

This is not a stand-alone module. This module is designed to reinforce the instructor-led and/or online documentation modules. This one-hour “add-on” continues the examination of the value of accurate, complete, and timely documentation, and the use of clear, concise and objective language. Among the exercises included is the rewriting of poorly written documentation. This template also provides participants a chance to share their challenges when it comes to documentation; how it can feel like a burden despite its necessity for successful APS work.

## **INITIAL INVESTIGATION: TAKING THE FIRST STEPS**

### **13**

### **Instructor-Led Training**

This interactive course focuses on APS’s backbone: investigating the complaint. Along with being taught how to evaluate initial reports, you will learn how to prepare for initial visits and navigate potential client resistance, as well as interview suspected perpetrators, and assess dangerous situations. The class focuses on some primary but often overlooked skills and strategies not only for an effective intake interview, but also for evaluating the evidence gleaned in the initial report and interview to determine if statutory requirements are met. You will learn accepted practices for interviewing the alleged abuser as the investigation proceeds. This fundamental module will help you recognize the warning signs for potential violence and danger, and how best to avoid and/or prevent dangerous situations from igniting. The class will address how to respond when facing resistance from an alleged abuse victim. The course will include a number of case vignettes, where participants will be asked to plan their initial investigation and discuss the direction the investigation should take.

– continued on next page –



– Initial Investigation: Taking the First Steps continued –

**– OR –**

## **Online/eLearning**

This self-paced interactive online course covers the materials focusing on the initial interview of the reporting party offered in the instructor-led initial investigation class. With satisfactory completion of this module, you will be better able to accurately determine, through proven interview techniques, whether a client meets APS criteria. You will also complete the module with a comprehensive, working knowledge of all the materials necessary for a successful interview.



**– COUPLED WITH –**

## **APS WORKER SAFETY**

### **Online/eLearning**

This is a companion module to the online intake interview training. Self-paced, this module will guide you through safety considerations when entering unfamiliar situations, such as neighborhoods and homes. This is part of the broader instructor-led initial investigation training which focuses on the factors and forces that can set the stage for a successful APS investigation. Critical to any investigation is the workers' safety. Their safety can hinge on the ability to assess potentially dangerous situations, and if necessary, de-escalate them if they arise.



## ASSESSING CLIENT CAPACITY

**17**

### **Instructor-Led Training**

This introductory training has two goals: to assist APS social workers in identifying the factors that affect a client's decision-making capacity, and when it is appropriate to seek a professional evaluation. The difference between autonomy, capacity and incapacity will be studied, and when the training is completed you will be able to list the various factors that potentially influence client capacity, as well as describe the signs and symptoms that possibly could indicate a diminishing capacity. Methodology for assessing capacity will be a focus of this training.

## RISK ASSESSMENT

**18**

### **Instructor-Led Training**

Promising to be a dynamic introductory training, this course will teach you how to assess risk in the five domains: physical and functional status, mental health status and capacity, living environment, financial, and social. When you have completed this module, you will have the knowledge to assess overall levels of risk in terms of its severity, urgency and the likelihood of it resulting in harm, and the skills to develop reasonable risk reduction plans.

**– OR –**

### **Online/eLearning**

Recognizing that every day APS professionals are responsible for making determinations about clients' safety and the threats to that safety, this self-paced online course focuses on the tools necessary to accurately assess the urgency and likelihood of harm coming to a client using the five risk domains. Upon completion, you will have the knowledge to assess overall levels of risk in terms of its severity, and the ability to develop reasonable risk reduction plans.

## VOLUNTARY CASE PLANNING

### 19

### **Instructor-Led Training**

This is an introduction to the considerations and components that go into determining appropriate intervention needs and subsequent safety plans for elder abuse victims. When completed, you will be able to identify the factors that influence a victim's intervention needs and better understand the strategies for decreasing continuing risk. You will also be able to determine appropriate interventions that could decrease continued risk of abuse. Case studies will be presented and you will be expected to develop a case plan that considers the client's wishes, perpetrator issues, the urgency of the situation, your professional ethics, cultural considerations, as well as other factors.

**– OR –**

### **Blended Training (Highly Recommended)**

Developed as a blended learning experience composed of online/eLearning, an in-person team based learning, and a post-training coaching conference call, this course serves as an introduction to the considerations and components that go into determining appropriate intervention needs and subsequently sufficient safety plans for elder abuse victims. When completed, the factors that influence a victim's intervention needs will be better understood. You will also be able to determine appropriate interventions to decrease continued risk of abuse. Case studies will be presented and you will be expected to develop case plans that consider the client's wishes.



## INVOLUNTARY CASE PLANNING

**Blended training which includes:**

**20**

### **Three-Part Online Training**

In this first module, you will learn how to identify and implement involuntary interventions—when they are appropriate!

The second module focuses on the incumbent ethical issues that arise when employing involuntary case plans—that is, the severity of the risk to the client is determined along with the client’s inability to make reasoned decisions. How then do you proceed in a safe and ethical manner?

The third module reviews all the information needed to make and present a comprehensive case for involuntary intervention, bearing in mind that in such circumstances the involvement of outside agencies, such as public guardian or mental health, may be required.

**– AND –**

### **Instructor-Led, Half-Day Training**

The instructor-led piece to this module is a half-day training reinforcing the information presented in the online presentation. When this module is completed, replete with case studies and challenging discussion questions, participants will have increased understanding of involuntary intervention’s impact and the complicated variables involved.

## COLLABORATION

21

### **Instructor-Led Training**

A skill-building, highly interactive training, this module is designed for entry level APS workers and their multidisciplinary teams (for example, public guardians, mental health workers, public health nurses) to explore the value of collaboration and what effective collaboration requires. Starting with the supposition that specialization has simultaneously been a boon to social work and a hindrance (increased knowledge base but also a dip in accountability protocols, fragmentation and the possibility of redundancy of services), the rationale for professional collaboration and all it implies, is studied in this training.

– OR –

### **Online/eLearning**

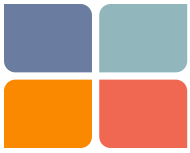
A skill-building training, this module is designed for entry level APS workers to better understand the benefits of professional collaboration. Specifically, what collaboration is and what it requires to be successful will be reviewed. Identifying which agencies it is most appropriate for APS workers to partner with will also be reviewed.

## WORKING WITH THE CRIMINAL JUSTICE SYSTEM

22

### **Instructor-Led Training**

Designed for both new and experienced APS workers and their multidisciplinary colleagues, the roles of Adult Protective Services and law enforcement will be delineated. Factors that make an abuse case prosecutable will be identified, and the difference between evidence-based and victim-based cases will be explored. Your role as an APS worker when a case you have investigated is accepted for prosecution will be outlined. During the course of this training, the importance of documentation to this process will be emphasized.



## CASE CLOSURE

**23**

### **Instructor-Led Training**

This course will focus on the variables that indicate whether a case-closing situation exists or not. It will explore the ways your relationship with the victim can steer the direction of the case and affect its outcome. It will help you develop and refine your ability to write a case closure summary that includes all essential case elements. The course also focuses on APS worker stress. Specifically, it recognizes and addresses how grief and loss dynamics lead to stress, and it further identifies strategies for managing stress and avoiding burnout.

**– OR –**

### **Instructor-Led, Half-Day Training**

A half-day, instructor- led exploration of the factors and conditions indicating whether a case should remain open or be closed. Specifically, this shortened version of the course will explain how aspects of your relationship with the victim can affect the outcome of the case at termination. It will help you develop and refine your ability to write a case closure summary that includes all essential case elements. The course touches on social worker stress.

The following checklist is provided so that you can keep track of your own progress towards your national certificate.

Module	Modality	Completion Date	Trainer Name	Location
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				



# Adult Protective Services

2017



# NAPSA Certificate Program

---

& TRAINER'S REGISTRY

# What is Training Like for You?

---



Does your program have a regular training program?

How long is the new employee training period?

Does your program offer ongoing training for staff?

How are trainees certified as being ready to work alone?

# And the Survey says...

---

Paul “Mountain Man” Needham will review the National Education survey



# NAPSA Goals for the Certificate Program

---



- To provide recognition for completion of all of the recommended NAPSA training modules
- To encourage APS Professionals to receive training in all module areas
- To promulgate a more uniform standard for training for APS Professionals
- To encourage adoption of the suggestions made by the federal Administration for Community Living (ACL)

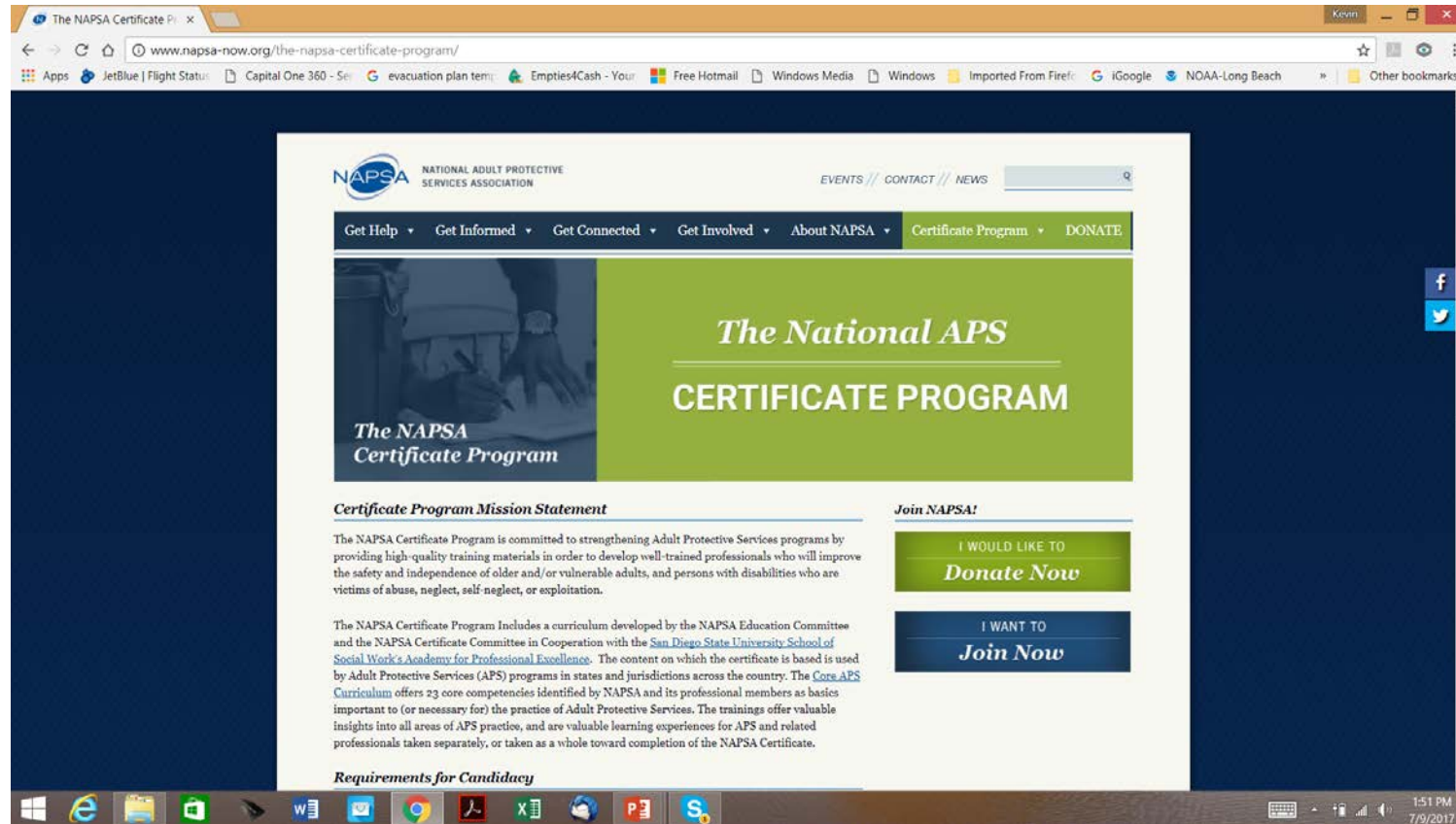
# Benefits to Direct Staff

---

- All jurisdictions to have access to quality training (examples: rural communities, funding barriers, workload issues)
- Trainers to have resources to use or develop other adjunct trainings
- More recognition of APS and related fields as a career
- Decreased staff stress by providing more tools to use in their jobs
- Increased safety for workers and clients



# Certificate Pages



# Certificate Program Features

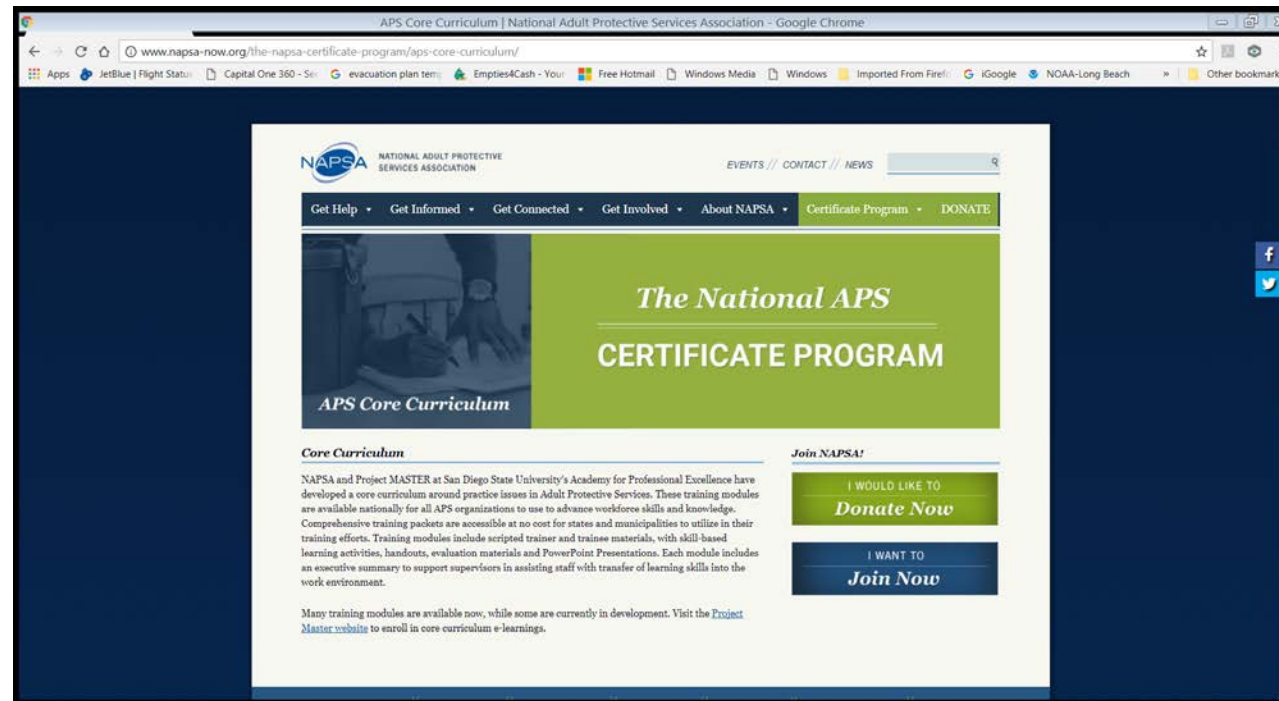
---

- Requirements for Candidacy
- Requirement for Completion of NAPSA Certificate
- Credit for NAPSA Modules Taken Previously
- <http://www.napsa-now.org/the-napsa-certificate-program/>





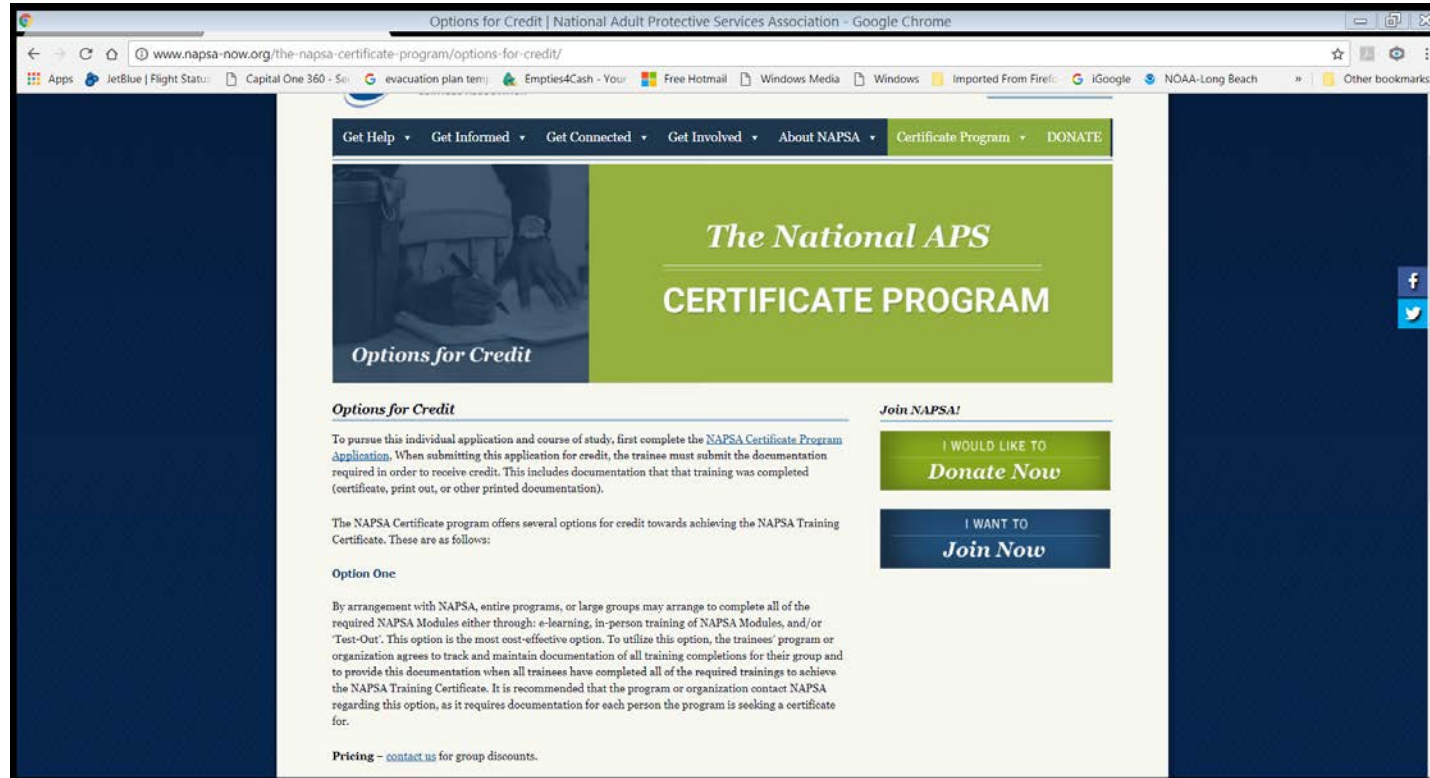
# Core Curriculum



<http://www.napsa-now.org/the-napsa-certificate-program/aps-core-curriculum/>



# Options For Credit



<http://www.napsa-now.org/the-napsa-certificate-program/options-for-credit/>

# Options For Credit

---

- Option One
- Option Two
- Credit For NAPSA Module Taken Previously
- <http://www.napsa-now.org/wp-content/uploads/2017/06/Application-for-Credit-for-NAPSA-Module-Taken-Previously-Form.pdf>



# Certificate Application

---

- Required to initiate Certificate Program
- Application Fee
- Why an Application Fee and A Completion Fee?
- Group Application Form
- <http://www.napsa-now.org/the-napsa-certificate-program/certificate-program-application/>



# Frequently Asked Questions

---



- <http://www.napsa-now.org/the-napsa-certificate-program/frequently-asked-questions/>

# Credit For NAPSA Modules Taken Previously

---

- Trainings in these modules taken up to two years prior to the application date can receive credit with required documentation. To receive credit for previous trainings taken up to two years prior to application for the NAPSA Certificate Program, please complete the Application for Credit for NAPSA Module Taken Previously. A separate form must be completed for each training for which credit is sought.

# 'Test-Out'

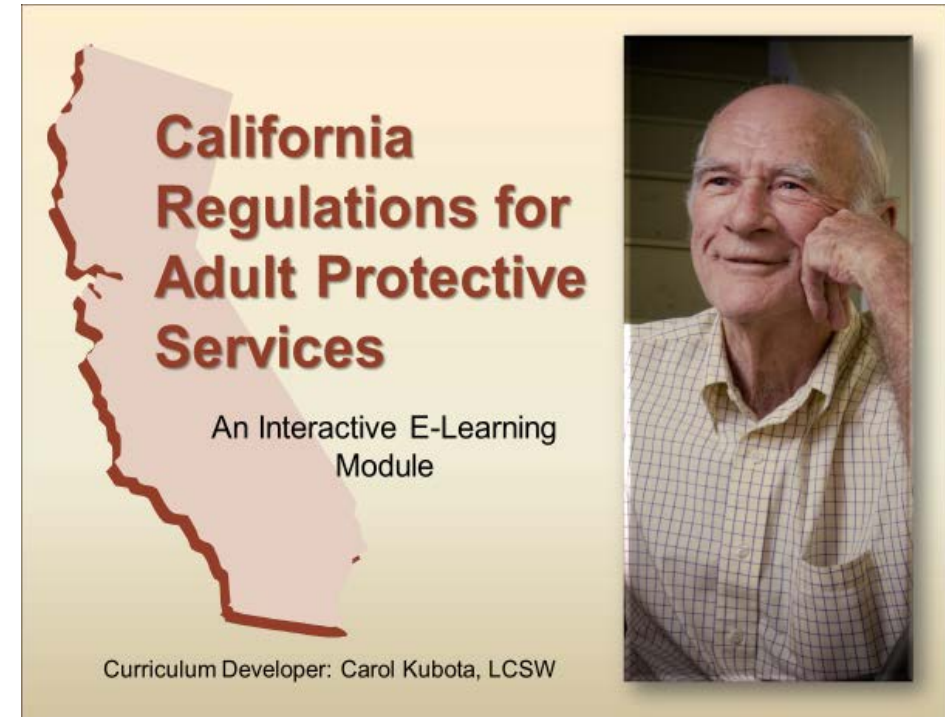
---

- Must have been an APS Professional for at least 5 years
- Requires documentation from Supervisor or Program Manager to utilize
- Must pass any modules by at least 80%



# The problem of Regulations training?

- Here's the problem:
  - Experts agree that a worker must know their state's regulations.
  - But, regulations training must be customized for the state
- Available solutions:
  - Customizable in-person training option which contains a menu of activities/APS related problems- you provide the answers
  - Customizable PowerPoint with hyperlinks to answers- you insert your states regulations and correct answers
  - Request the eLearning files from San Diego State University and have an Articulate expert customize them for your state and your LMS



# Financing the NAPSA Certificate Program

---

- Grant to create terminates in November 2017

- The program must be self-supporting

- Staff time will be the greatest expense

- Staff functions:

- Correspondence
- Documentation
- Verification of documentation received
- Answering questions





# Completing the Certificate Program

---

- Individual applicants are asked to track their completions and maintain documentation
- Programs or other large groups are also asked to track for all applicants in their program/group
- All (Programs or Individuals) are asked to submit all of their documentation when it is completed
- Completion fee to be paid
- NAPSA Certificate Coordinator will verify completions, request any additional documentation that may be needed
- Certificate will be awarded
- NOTE: To receive the certificate, the applicant must have been an APS Professional working for at least two years

# The Process

---

- Striving to offer the NAPSA Training Certificate as inexpensively as possible
- Staff time will be the greatest expense
- Tracking each individual completion will be more time consuming and therefore more expensive.



# Fees

---

- \$50 Application Fee
- \$50 Completion Fee
- Other, non-NAPSA Fees



# California's Pilot

---

- In 2017, CA APS received \$3 million for training
- Funded for 250 workers to receive the certificate
- Each county was given percentage of “scholarships”
- Counties can opt to pay for remaining staff certificates
- Road bump!: Contracts just executed
- Developed a Core Competency catalog
- In process of developing forms and processes
- Will be tracking completions as a metric for training project success
- First success- We have one person ready to be certified!



# Questions

---

- Contact Information:

Kevin Bigelow

NAPSA Certificate Coordinator

[certificant@napsa-now.org](mailto:certificant@napsa-now.org)

714-227-2194