APSWI
Adult Protective Services Workforce Innovations

Enrich Your Supervision:

Using Transfer of Learning

Tools to Coach Your Staff

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

![Academy for Professional Excellence logo]
Academy
for Professional
Excellence
Inquire. Inspire. Impact.

The Academy is a project of San Diego State 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
Adult Protective Services
Workforce Innovations

CWDS
Child Welfare Development Services

LIA
Leaders in Action

RIHS
Responsive Integrated
Health Solutions

SACHS
Southern Area Consortium
of Human Services

Tribal STAR

APEX

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About APSWI & the Academy

- Adult Protective Services Workforce Innovations (APSWI)
    - Training program of the Academy for Professional Excellence, a project of the San Diego State University School of Social Work.

    - APSWI provides innovative workforce development to APS professionals and their partners.

- The Academy provides workforce development and learning experiences to health and human service professionals.

Academy Programs include:

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

Welcome & Introductions

- Where from?

- Why do you think training is important?

Objectives

During this virtual workshop, participants will:

- Develop a clear understanding of the benefits of utilizing Transfer of Learning (TOL) tools as coaching resources.

- Using Risk Assessment and Documentation TOLs, identify two ways in which they can implement existing coaching resources in their day-to-day practice.

- Discuss coaching resources that will aid in the development of their staff's core competencies.

The Role of the Supervisor

- Staff Supervision

- Managing Personnel Issues

- Community Representation

- Back-up Coverage

- Ensuring Compliance

- Role Modeling

What else?

- **<u>Most important relationship is between a supervisor and direct report.</u>**

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

Have You Ever?

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

- Fears or Concerns

Our Focus Today

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

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

Coaching

Wait to press enter:

- What's your why?

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

Documentation TOL
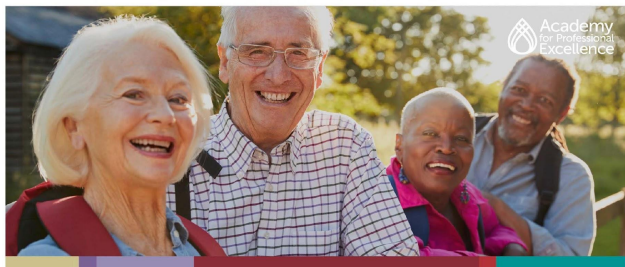
APS Documentation and Report Writing
Transfer of Learning Tool

Version 1
May 2019

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The test of a good APS Case Record is when any reasonable and prudent person can read and review the record and draw his/her own conclusion as to what occurred, based on interview statements and supportive evidence.

-CWDA APS Guidelines to Supplement Regulations, 2.7: Guiding Principles for APS Case Documentation

How To Use:
This Transfer of Learning Tool is designed as a companion to NAPSA Core Competency Module #15: APS Case Documentation and Report Writing. It allows APS professionals to practice and polish their documentation skills using a collateral interview from a video clip. It can be used in a variety of settings to include:

- Classroom Training with support from a facilitator
- Individual activity to guide documentation
- Coaching tool for Supervisors to use when working with staff around documentation skills
- Unit Meeting as a group activity with guidance from a Supervisor or Lead Staff

This Transfer of Learning Tool is divided into 3 activities that the learner will complete after watching the Financial Abuse Allegation, Home Visit: Alleged Perpetrator Interview video.

1. Part One: record facts and observations you see and document inferences and interpretations.
2. Part Two: write a Collateral Contact Narrative using clear, factual, objective and concise language and capturing direct quotes.
3. Part Three: answer supplemental questions.
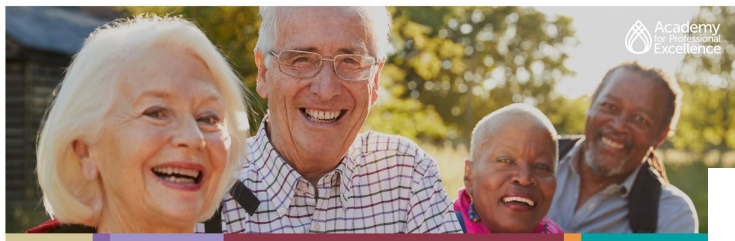
Learning Objectives:
1. Use a collateral interview video to demonstrate the use of clear, concise and objective language while illustrating accurate recall in a contact narrative.
2. After viewing a collateral interview video, accurately identify and differentiate facts and observations.
3. Use a collateral interview video to identify interview techniques that support objective interview questions and demonstrate clarification techniques.

Materials:
The demonstration video "Financial Abuse Allegation, Home Visit: Alleged Perpetrator Interview" can be found at https://theacademy.sdsu.edu/programs/apswi/apswi-videos/ or https://www.youtube.com/watch?v=6i9ARePrPpE

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theacademy.sdsu.com

Facilitator Guide

Risk Assessment TOL

Risk Assessment in APS Cases

Transfer of Learning Guide

Version 1

May 2019

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APSWI is a program of the Academy for Professional Excellence, and a project of San Diego State University School of Social Work.

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

-NAPSA Core Competency Module 18: Risk Assessment

How to Use:
This Transfer of Learning Guide is designed as a companion to NAPSA Core Competency Module 18: Risk Assessment.
Designed as a user friendly chart, it provides APS professionals the opportunity to evaluate various risk factors and indicators, discuss the history and context of each factor, identify mitigating factors and create service plans.

The Risk Assessment Transfer of Learning Guide can be used in a variety of settings to include:
- Classroom Training with support from a facilitator
- Individual activity to guide assessing risk, with follow up discussion during supervision or peer support
- During supervision when coaching staff around the skill of risk assessment
- Unit Meeting as a group activity with guidance from a Supervisor or Lead Staff

This Risk Assessment Transfer of Learning Guide can be completed using the Successful Initial Home Visit, self-neglect video and/or in the field with APS cases.
- **Please see page 2 for an example of how to use this guide to assess <u>one</u> risk factor using a short case vignette.**

The first section of this guide uses the video found at https://theacademy.sdsu.edu/programs/apswi/apswi-videos/.
The second section of this guide is designed as a template to use for actual cases.

Learning Objectives:
Use the Successful Initial Home Visit, self-neglect video or a case from the APS Professional's caseload to do the following:
1. Identify risk factors and assess their level of urgency.
2. Provide a history and context of the risk factor(s)
3. Use the information from the Risk Assessment Chart to assess the overall level of risk and develop a service plan.

Risk Assessment Chart

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

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

RISK ASSESSMENT CHART

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

Self-Neglect Home Visit Video

In your breakout groups, list as many risk factors as you can and identify as many risk indicators for each factor.

Breakout Groups Debrief

- Type in the chat box how many risk factors you came up with.

- Did anyone get through the 3 S's and risk level (low, med, high)?

Incorporating TOLs in Your Practice-Poll

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

Where to Find Additional TOLs

- What areas/skills of investigations, case work, or working with older adults/adults with disabilities could your staff use more support with?

Core Competency Areas

NAPSA has defined 23 Core Competency areas, which are required to complete the **NAPSA Certificate program**. Download the **APSWI To NAPSA Table of Core Competency Areas** and see below for a list of these competencies and the APSWI training that meet these requirements. Each NAPSA competency requires the eLearning *OR* the instructor-led training with the exception of module #16 (Investigation First Steps) which require 2 eLearnings *OR* the instructor-led training.

*For trainers wishing to use the NAPSA Core Curriculum please see **this table** for a list of all course descriptions and learning objectives.*

NOTE: *There is a $50 per eLearning fee for participants outside of California.*

1. Overview

APS Overview Instructor-Led Half-Day Training
APS Overview eLearning

2. Ethics, Values and Cultural Responsiveness in APS

Ethics, Values & Cultural Responsiveness In APS
Ethics, Values & Cultural Responsiveness in APS eLearning

3. Regulations

APSWI Home
APSWI eLearning
APSWI Free eLearning
APS Leaders Institute +
APSWI Videos
APSWI Training Calendar
Core Competency Areas
Advanced Training
Supervisor Training
Financial Abuse Training
Field Guide for APS
Course Registration

Perpetrators

Enhancing Your Investigative Skills: Interviewing Alleged Perpetrators

Back to Advanced Training

Course Description

Interviewing alleged perpetrators is a key part of conducting an APS investigation. This interactive and challenging training course is designed to enhance the APS professional's ability to effectively interview alleged perpetrators. Full of experiential learning, it will include reminders about basic aspects of alleged perpetrator interviews as well as more advanced topics such as exploring defenses, cultural considerations when interviewing alleged perpetrators, addressing volatility, and creating an environment for disclosure and problem solving.

Course Materials
Executive Summary
Trainer Manual
Participant Manual
PowerPoint
TOL: Tip Sheet-Interviewing Alleged Perpetrators
TOL: Quick Reference-Interviewing Alleged Perpetrators

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We envision a world where the quality of life for individuals, organizations, and communities is transformed to a healthier place.

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