
Supervisor as Trainer

Division of Aging and Adult Services

Adult Protective Services



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

Participant Guide

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Introduction



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Supervisor as Trainer

A Multi-Faceted Role

- Case Supervision
- Managing Personnel Issues
- Community Representation
- Back-Up Coverage to Staff
- Ensuring Compliance
- Role Modeling
- Training *(an essential part of supervision)*



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Session Topics


Learning & The Adult Brain

Training Settings & Techniques

Phases of Learning

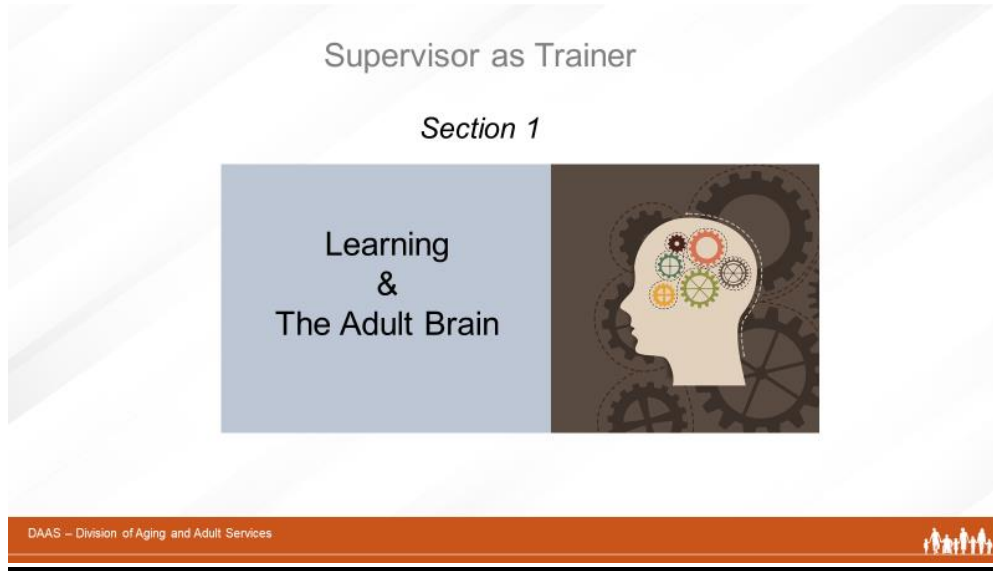
Transfer of Learning

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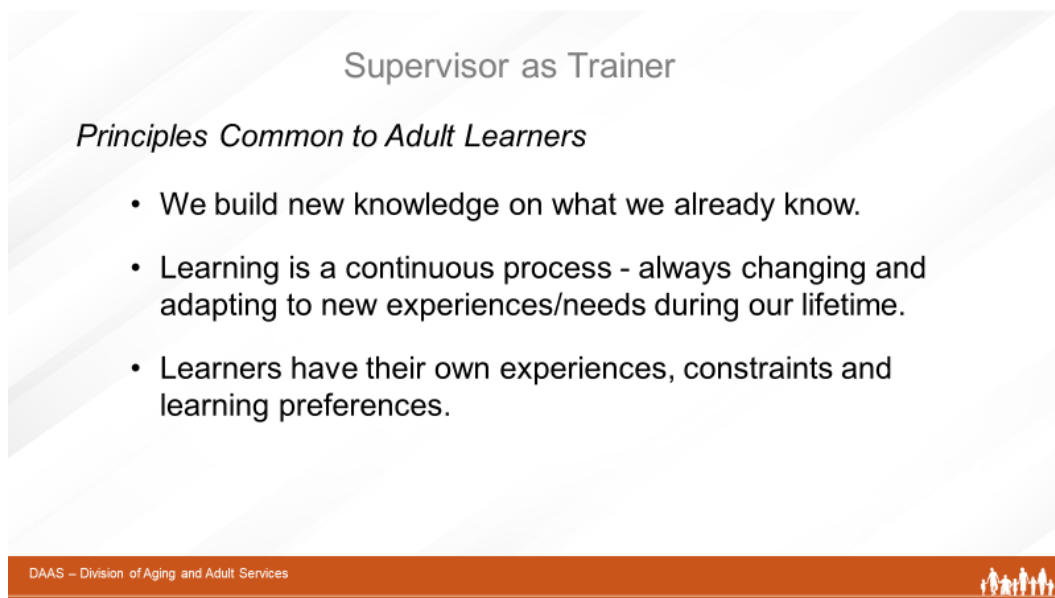


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Section 1 – Learning & The Adult Brain



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The Brain's Ability To Grow and Adapt

- Billions of brain cells called “neurons.”
- Neurons connect to form networks/pathways.
- Can strengthen existing pathways and form new ones. (“plasticity”)
- As long as the brain is stimulated, it can keep growing and adapting.



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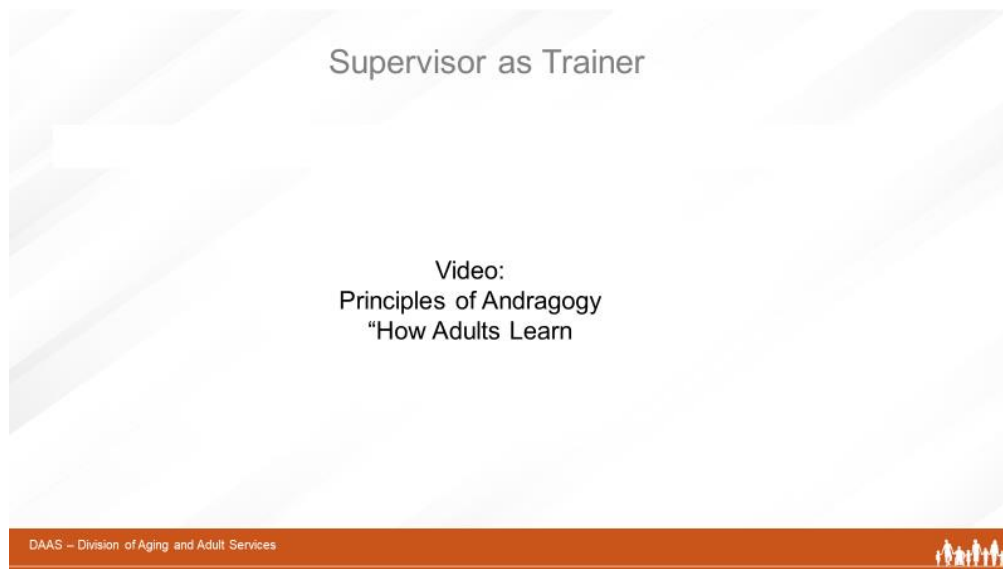
How Adults Learn



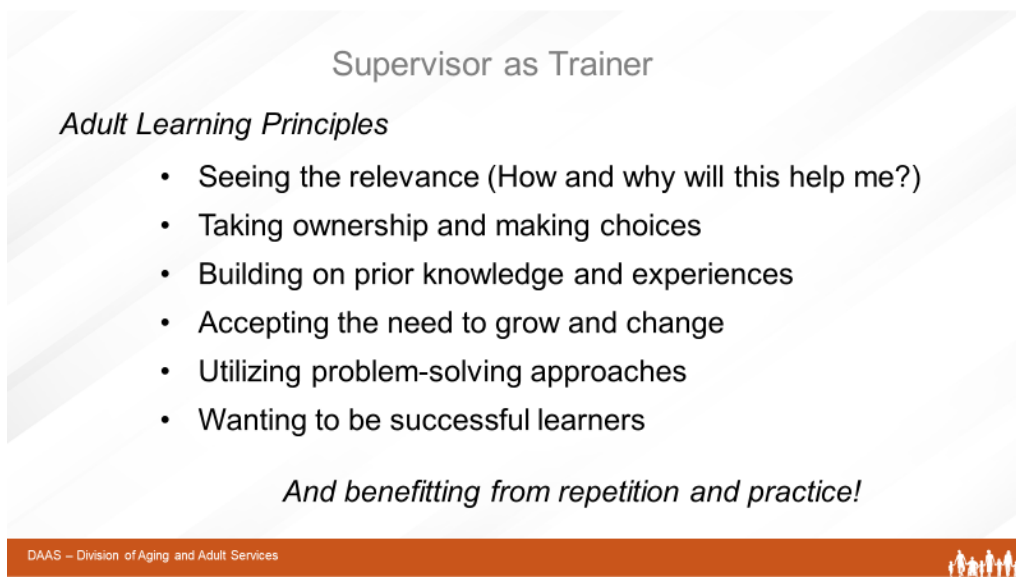
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Repetition and Practice . . .

When training content is new to the learner, there may not be prior knowledge or experience to connect with in the brain. The initial learning is often superficial and may not be retained very long.

Frequent **repetition** and **practice** allow learners to build connections and reinforce new brain pathways. Training content gradually becomes more meaningful and permanent.



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What Do You Think Could Be Barriers To Adult Learning?

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Common Barriers

- Fear of making mistakes
- Not understanding the relevance
- Resistance to change
- Not enough training time allotted
- Overly-formal atmosphere
- Others?

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graph TD
    Fear[Fear] <--> Anxiety[Anxiety]
    Fear --> Confusion[Confusion]
    Anxiety --> Confusion
    
```

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Supervisors can apply adult learning principles during their case consultations and staff meetings.

- Promote supportive environment and climate of risk-taking.
- Define relevance clearly.
- Repeat key points several times.
- Let trainees “teach back.”
- Provide constructive feedback.
- Ensure frequent opportunities for review and practice

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Links to Additional Articles about Learning and Training

Implementing The AGES Model for More Effective Training Delivery

<https://elearningindustry.com/implementing-ages-model-for-effective-training-delivery>

Brain-Based Learning

Multiple Intelligences Theory: Widely Used, Yet Misunderstood

<https://www.edutopia.org/article/multiple-intelligences-theory-widely-used-yet-misunderstood>

Howard Gardner's Theory of Multiple Intelligences

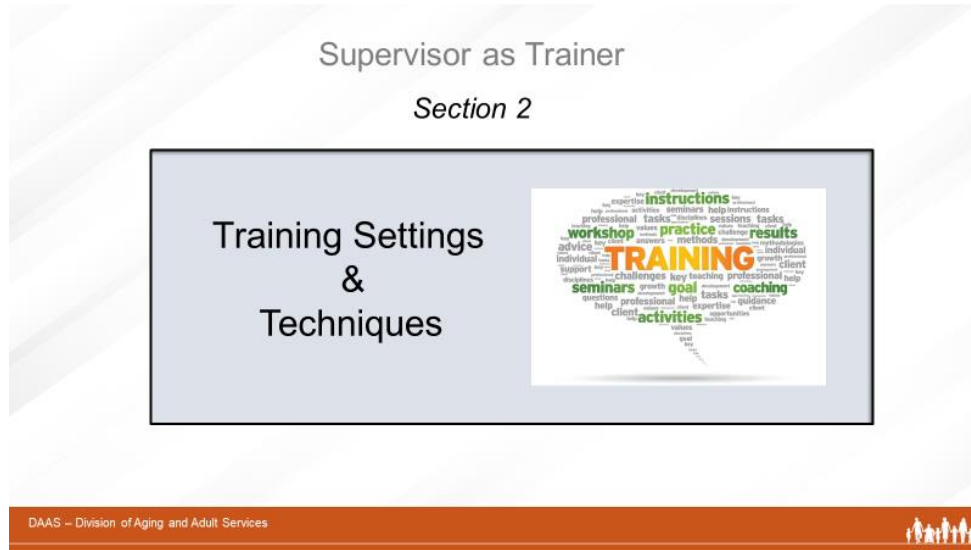
https://www.wtc.ie/images/pdf/Multiple_Intelligence/mi10.pdf

EXAMPLES OF MULTI-SENSORY TRAINING ACTIVITIES

Training Technique	Activities	Visual	Auditory	Kinesthetic
Using Case Studies	Reading case studies	Yes		
	Listening to and discussing case studies		Yes	
	Writing out care plan for a case study	Yes		Yes
	Presenting a case plan developed from a case study	Yes	Yes	Yes
Using Videos	Listening to a training video		Yes	
	Watching a training video	Yes	Yes	
	Practicing the skill shown in a training video	Yes	Yes	Yes
Using Written Information	Reading information to yourself	Yes		
	Reading information and writing a summary	Yes		Yes
	Reading information and presenting a summary to others	Yes	Yes	Yes
Brainstorming	Listening to a Brainstorming session		Yes	
	Brainstorming (as an active participant)		Yes	Yes
	Brainstorming (as an active participant) AND keeping notes	Yes	Yes	Yes
Using Critical Incidents	Reading about a critical incident	Yes		
	Listening to a discussion of a critical incident		Yes	
	Read about AND discussing a critical incident	Yes	Yes	Yes
Using Games	Doing a word search for essentials of a case plan	Yes		
	Playing bingo for a case plan terms	Yes	Yes	Yes
	Portraying a client in a written role play	Yes	Yes	Yes
Using Shadowing	Watching a worker perform an interview	Yes	Yes	
	Completing an assessment checklist based on observing an interview	Yes	Yes	Yes
	Performing the interview and getting feedback from the lead worker	Yes	Yes	Yes

White = Addresses this learning preference //Black = Does not

Section 2 – Training Settings and Techniques



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Formal Settings . . .

- Instructor-led
- Structured and focused on specific topic
- Usually time-limited
- Diverse participant pool
- Presented by someone other than yourself

Delivered in-person, virtually or by e-learning

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Individual and Small Group Settings . . .

Individual

- One-on-one time with supervisor
- Structured observations with staff
- On-the-job practice

Small Group

- Good environment for learning together, practicing skills, and teaching one another
- Can be scheduled as a staff training or part of a staff meeting
- Engage staff in selecting topics and peer presenters and in preparing training materials

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"Teachable Moments"

- Can be individual or group
- Evolve from mistakes or successes
- Good opportunities for learning, reflection and problem-solving.

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Workshops /Conference Settings . . .

- Usually off-site and outside the group
- Supervisor considerations
 - how long will trainee be away from office?
 - Am I familiar with the trainer?
 - Is the content standardized?
- Post-training assessment of understanding of content, accuracy of materials, new changes
- Opportunity for attendees to share learning with team.

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Agency Setting . . .

- Usually mandatory for all employees
- Sexual Harassment
- Diversity
- Rights & Responsibilities of Employees
- Human Resources Content

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Training Techniques

Case Study




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Please share one or two training techniques that you like to use with your staff – for example using case studies.

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Examples of Training Techniques . . .

<ul style="list-style-type: none"> • Lectures • Case Studies • Instructional Videos • Reading Assignments • Written Assignments 	<ul style="list-style-type: none"> • Brainstorming • Role Plays • Discussions • Structured Observation • Shadowing • Coaching
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Characteristics and Benefits of Various Training Techniques

❖ **Lectures**

- Presenter conveys information to a group of learners by talking.
- Expert information can be shared in a time-efficient manner with a large number of people.
- Information is not altered or sidetracked by comments from attendees.
- Learning through lectures can be enhanced by visuals, Q&A opportunities, and follow-up discussions

❖ **Case Studies**

- Key points are very effective when using real-life situations
- Helps with developing analysis skills
- Multiple points of view help learners understand important concepts.
- May be relevant to the lives and/or experiences of the learners.
- Learners are active participants in the process.

❖ **Instructional Videos**

- Training videos are designed to improve job skills.
- They commonly cover interpersonal topics (compliance training) or job-specific topics.
- Use footage and stories of real people to help bolster the connection between the content and trainee and improves retention.
- Helpful as a “lead-in” for discussions and reinforcement of key training points.

❖ **Reading & Writing Assignments**

- Reading assignments
 - Manuals (to become familiar with state and agency statutes, policies & protocols)
 - Standardized training materials
 - Case reports
- Writing assignments
 - Journaling
 - Practice in documentation and report writing

❖ **Brainstorming**

- A method of problem solving as a group.
- All team members can share ideas that are listened to.
- All ideas are accepted as valid and no one is ignored.
- Good technique to use when the learning objective is pulling together shared ideas of (*ex. choosing a topic for a team training*)

❖ **Role Plays**

- Learners act out roles presented in an open-ended situation

- Participants supply their own dialog within the context of the roles and the situations and develop their own outcome to the scenario presented.
- Good choice for a learning objective that involves person-to-person communication.
- Participants get to see, experience, and/or feel a new point of view.
- Participants are more inclined to express their true viewpoints if they are playing a role.

❖ **Discussions**

- A planned conversation (*exchange of ideas or viewpoints*) on a selected topic and guided by a trained discussion leader
- Can stimulate interest among learners when ideas and experiences of the group help them to discover the point they are learning.
- Needs an experienced discussion leader with knowledge to guide discussion and keep on track.
- It allows multiple points of view to be expressed and all learners (*even new or shy ones*) to express opinions and listen to the opinions of others on their team.

❖ **Structured Observations**

- Form of on-the-job training
- Supervisor assigns specific job functions for learner to observe during planned sessions with experienced staff.
- Learner accompanies staff, makes observations, and reports back/discusses observations with supervisor.
- Supervisor repeats as needed adding more functions to observe with different staff members.

❖ **Shadowing**

- Learner follows and observes a trained and experienced staff member as they carry out their work.
- Form of on-the-job training that allows a learner to see and understand the nuances of a particular job.
- Effective when seeing is an important component of the learning.
- New staff gets to know and interact with experienced staff.

❖ **Coaching**

- Training technique used to improve a staff member's performance
- Focuses on the individual needs of the learner
- As a coach, the supervisor
 - Answers questions
 - Suggests more effective strategies
 - Corrects errors
 - Guides toward goals
 - Gives constructive feedback and encouragement

National Training Resources for APS Supervisors

APS Technical Assistance Resource Center

<https://apstarc.acl.gov/Education/toolkits.aspx>

This link connects to the **APS Education and Training Toolkit** available at the Training and Resource Center (TARC) on the Administration for Community Living's website. It is a compendium of APS educational materials, videos, and other resources. The toolkit helps APS administrators and supervisors stay abreast of offerings, supplement trainings made available by their state programs, and promote continuous learning opportunities for APS staff.

APSWI Adult Protective Services Workforce Innovations

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

The link is to **Adult Protective Services Workforce Innovations (APSWI)**.

This is a 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. In partnership with state and national organizations, APSWI has developed a nationally recognized Core Competency Training Curriculum for APS professionals.

Visit the site to access the many topic specific trainings and the *Field Guide for APS*. The *Guide* is intended to provide an agency or an individual APS supervisor with an organized system to ensure that the new APS worker gains the experiences and training needed to be an effective professional.

Design a Training Group Activity: Participant Worksheet

Small Group Training Tasks:

Group #1 - Identify several training strategies to increase a new staff member's knowledge of the aging process.

Group #2 - Identify several training strategies for staff needing to increase knowledge and skills for serving adults living with disability.

Group #3 - Identify several training strategies for increasing staff knowledge and skills for investigating reports of alleged financial exploitation.

Group #4 - Identify several training strategies for increasing staff knowledge and skills to complete accurate risk assessments.

Group #5 - Identify several training strategies to increase staff knowledge and skills for investigating reports of alleged self-neglect.

<i>Examples of Training Settings:</i>	<i>Examples of Training Techniques</i>	
<ul style="list-style-type: none"> • Formal (instructor-led) • Individual / Small Group • Teachable Moments • Conferences/Workshops • Agency 	<ul style="list-style-type: none"> • Lectures • Case Studies • Instructional Videos • Reading Assignments • Written Assignments 	<ul style="list-style-type: none"> • Role Plays • Discussions • Structured Observation • Shadowing • Coaching

LINKS: <https://apstarc.acl.gov/Education/toolkits.aspx>
<https://theacademy.sdsu.edu/programs/apswi/>

NOTES:


TRAINING TECHNIQUE IDEAS	TRAINING SETTING IDEAS	SUPPORT MATERIALS LOCATED


Section 3 – Phases of Learning

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Section 3

Phases of Learning

New ← → Experienced

 How did you feel at your first driving lesson?
What did you need?


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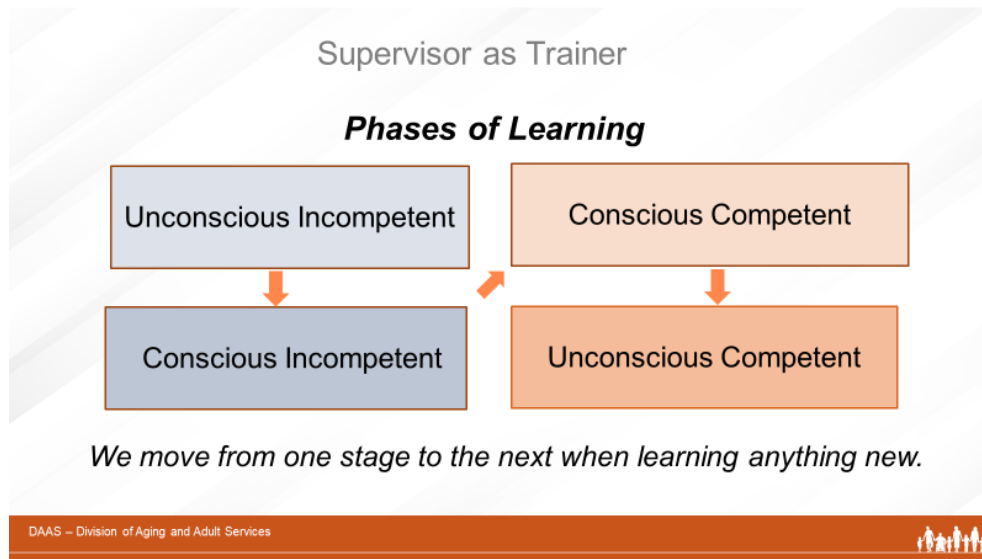
Phases of Learning

New ← → Experienced

 If you had to take a driver refresher course,
what would you need now?

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Phases of Learning

Learner Characteristics and Suggested Learning Activities

Learners move from one phase of learning to the next when learning something new. How long individual learners spends in each phase depends on their own learning style and pace. Some learners may not reach the final stage for a particular area of knowledge or skill, but still be able to perform it with competence.

<i>Phase of Learning</i>	<i>Learner Characteristics / Suggested Activities</i>
<p style="text-align: center;">(Phase One)</p> <p style="text-align: center;">“Unconscious Incompetent”</p> <p>Learners for whom the content or skill to be learned is new. Most often applies to new staff early in the onboarding process. However, can also apply to <u>any</u> learner needing to learn new information or skills.</p> <p>New learners in this phase will not readily retain complex information during training because they don't have a conceptual framework on which to “hang” the new information.</p>	<p><i>Learners:</i></p> <ul style="list-style-type: none"> • Do not have context for or experience with the learning content. Need to build learning pathways in brain. • Need <u>frequent review</u> and <u>opportunities to practice</u>. <p><i>APS supervisor can:</i></p> <ul style="list-style-type: none"> • Assess background and current skills (What do they already know? Can you give them an assignment that lets them make an immediate contribution to the team?) • Avoid overwhelming with too much information at one time. • Begin with overview of program and how they fit. • Talk about expectations and evaluations of performance • Provide written information on APS (statutes, regulations, policies and procedures) and follow with a chance to address questions. • Explain the APS process • Review a case with the new staff member and let them ask questions. • Plan structured observations with experienced staff: <ul style="list-style-type: none"> - Identify a few steps in the process to observe. - Assign staff member to observe and report back. Debrief on observations. - Repeat adding other steps of the process • Have new staff member shadow experienced staff in the field • Have new staff member complete an investigation assisted by an experienced staff member <ul style="list-style-type: none"> - Include both in debriefing sessions - Look for teachable moments - Repeat with different client populations and types of allegations.

<i>Phase of Learning</i>	<i>Learner Characteristics / Suggested Activities</i>
<p>(Phase Two)</p> <p>“Conscious Incompetent”</p> <p>Learners who have had some training, know what they don’t know, and are able to retain and apply new information. They understand the relevance of new information to improved job performance.</p>	<p><i>Learners:</i></p> <ul style="list-style-type: none"> • Are building brain pathways with new information • Are more aware of what they don’t know • Will ask more relevant questions. • May question their ability to do the job. <p><i>APS Supervisors:</i></p> <ul style="list-style-type: none"> • May need to give frequent encouragement and plan for review of previous trainings. • Offer different opportunities like team discussions, role plays, and review of more complex cases.
<p>(Phase Three)</p> <p>“Conscious Competent”</p> <p>Learners who have had ongoing training and some field experience.</p>	<p><i>Learners:</i></p> <ul style="list-style-type: none"> • Are steady producers • Know what they are doing and why • May be good matches to assist new staff • Are gaining experience and confidence • Are encountering new experiences and challenges <p><i>APS Supervisors:</i></p> <ul style="list-style-type: none"> • Can gradually shift from frequent monitoring to coaching techniques (advising, consulting, helping with problem-solving and encouraging critical thinking)
<p>(Phase Four)</p> <p>“Unconscious Competent”</p> <p>Experienced learners with the knowledge and skills to carry out complicated tasks with little thought because they have become so adept at performing their jobs.</p>	<p><i>Learners:</i></p> <ul style="list-style-type: none"> • Understand all aspects of job • Do not have to think about the process any longer • Usually assigned the most complex cases • May re-visit earlier phases when faced with new content <p><i>APS Supervisors:</i></p> <ul style="list-style-type: none"> • Can involve in helping with team trainings • Consider providing advanced trainings

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Supervisors Can Promote a Mindset of “Growth”



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Section 4 – Transfer of Learning and New Supervisor Tips

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Section 4

Transfer of Learning
(And Tips for New Supervisors)

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Please share one or two indicators you use to assess whether or not a training has been effective.

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Ways to Evaluate Effectiveness of Training

- Assess staff member's application of training content to real life cases
 - Case review
 - Interviewing and assessment skills
 - Creation of service plans
 - Accurate and complete documentation
- Assess client outcomes
 - Is the client safer?
 - Respect for client self-autonomy?
 - Are services in compliance?
- Staff self-evaluations

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Factors to Consider When Dealing with Staff Roadblocks

- Is this a single instance or a pattern of behavior over time?
- How is this affecting you and the team?
- Are you avoiding accountability issues with your staff?
 - What issues is the staff member avoiding?
 - What are the consequences to the team?
- What is the staff member's perspective? What are they needing?

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Group Activity

1. In your small group, share with each other your experience with staff members who seem “stuck” and how you have responded.
2. Next, choose one of the examples to discuss in more depth and to identify a few strategies for responding effectively.
3. Report your suggestions to the full group.

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SAMPLE TRANSFER OF LEARNING TOOL

This handout is a sample tool that can be utilized to evaluate a new staff's integration of APS policies and regulations. It was developed specific to regulations in the state of California but could be adapted for use in other states. A supervisor would utilize this tool to review a recent case collaboratively with a new staff member.

Please review one of your recent cases with your supervisor using the following template.

How does your client meet the definition of an APS client?	Explain:
Was the reporting party a mandated reporter? <input type="checkbox"/> Yes <input type="checkbox"/> No	
How did you handle confidentiality issues in this case? (Was there someone you had to talk to but had to watch what you said?)	Explain:
Did you discuss this case with a Multidisciplinary Team?	
Did this case qualify for No initial-face-to-face investigation (NIFFI)? Why or why not?	Explain:
What was the response time for this case? Why?	Explain:
Did you get permission to enter the client's residence? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Did you complete the assessment within the deadline? <input type="checkbox"/> Yes <input type="checkbox"/> No	

<p>Did your assessment documentation include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason for referral <input type="checkbox"/> Summary of investigative findings <input type="checkbox"/> Summary of concerns/ needs <input type="checkbox"/> Summary of strengths, limitations & risk factors <input type="checkbox"/> Client's history with APS and other agencies
<p>Did you complete the Service Plan within the deadline?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Did your Service Plan:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote the goal of client's safety in the least restrictive environment <input type="checkbox"/> Reflect the goals of the client/ family <input type="checkbox"/> Outline strategies to achieve goals <input type="checkbox"/> Get approved by first level supervisor within 5 calendar days of completion
<p>If your case was open more than 30 days beyond the initial face to face, did you monitor the case every 30 days?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Did you do a reassessment within 90 days?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Did you document:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriateness of service plan <input type="checkbox"/> Need for continued APS involvement
<p>If you have closed the case, did you document:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason for case closure <input type="checkbox"/> Services provided <input type="checkbox"/> Resources now in place <input type="checkbox"/> Achievement of Service Plan goals



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A Transfer of Learning Follow-Up Assignment for You

1. Develop a training activity to meet a specific training need that you describe.
2. Describe the types of settings and techniques you will use and why you chose them.
3. Include any additional training resources you plan to use.
4. Describe how you will evaluate the effectiveness of your training activity.
5. Share your training activity with other supervisors at your next meeting.

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Transfer of Learning Follow-Up Assignment

1. Please develop a training activity to meet a specific staff training need of your choice.
2. Include the types of setting(s) and techniques you plan to use and why you chose them.
3. List any existing training resources you plan to use in your activity.
4. Describe how you will evaluate the transfer of learning of your activity.
5. Share your activity with other supervisors at a future meeting or training.

Describe the activity you will develop.

What is the training need you plan to address?

List any existing training resources you plan to use in your activity and why.

How will you evaluate the effectiveness of your activity?

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Thank You for Participating!

