
Onboarding New Staff

Division of Aging and Adult Services

Adult Protective Services



DEPARTMENT OF ECONOMIC SECURITY

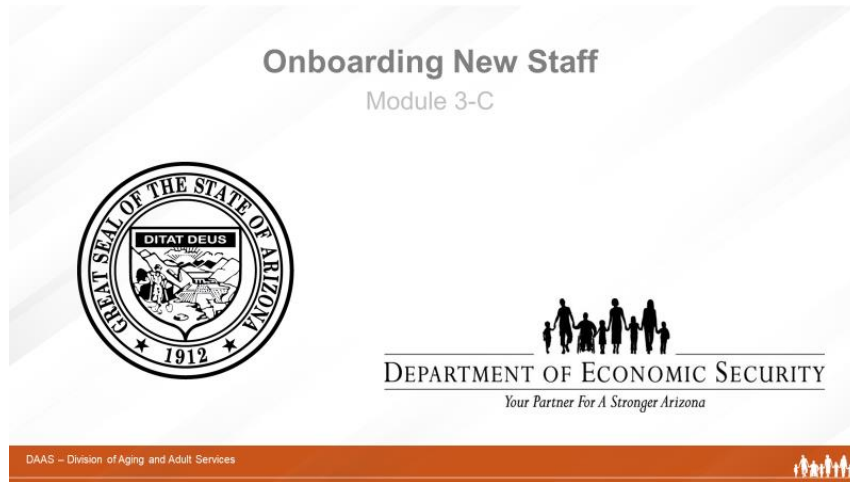
Your Partner For A Stronger Arizona

Participant Guide

Table of Contents

Introduction	2
Section 1 – The Onboarding Process and the Supervisor’s Role.....	4
Section 2 – Implementing an Onboarding Plan	9
<i>Ideas for Your Onboarding Checklist.....</i>	<i>13</i>
<i>Considerations for Implementing an Onboarding Plan.....</i>	<i>14</i>
<i>Sample Communication Plan</i>	<i>16</i>
Section 3 – Using Training Resources	18
<i>Links to Onboarding Training Resources</i>	<i>21</i>
<i>Phases of Learning: Learner Characteristics & Suggested Learning Activities</i>	<i>22</i>
<i>Tips for Training in a Virtual Environment</i>	<i>24</i>
Section 4 – Developing Critical Thinking Skills	27
Section 5 – Evaluating and Documenting Progress	33
<i>APS Interview Observation Checklist.....</i>	<i>36</i>
<i>Group Activity: New Staff Scenarios- Instructions.....</i>	<i>46</i>
<i>Group Activity: New Staff Scenarios- Group A.....</i>	<i>47</i>
<i>Group Activity: New Staff Scenarios- Group B.....</i>	<i>48</i>
<i>Group Activity: New Staff Scenarios- Group C.....</i>	<i>49</i>
<i>Group Activity: New Staff Scenarios- Group D.....</i>	<i>50</i>
<i>Group Activity: New Staff Scenarios- Sample Answers</i>	<i>51</i>
<i>Delivering a Successful Critique.....</i>	<i>57</i>
Section 6 – Summary and Transfer of Learning	60
<i>Transfer of Learning Worksheet.....</i>	<i>61</i>

Introduction



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Onboarding New Staff

Learning Objectives . . .

- Define onboarding and its importance.
- Describe supervisor's role during onboarding and 3 key components of an onboarding plan.
- Evaluate and document new staff progress in meeting onboarding milestones.

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Section 1 – The Onboarding Process and the Supervisor's Role

Onboarding New Staff

Section One

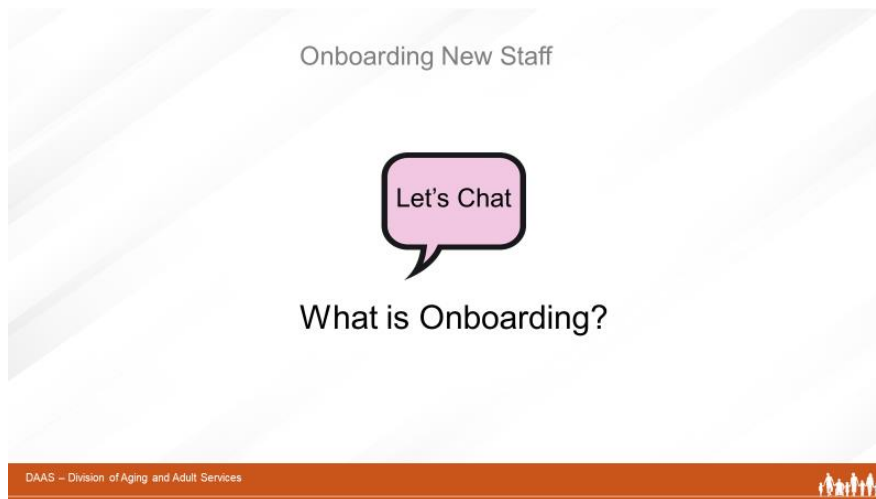
The Onboarding Process and the Supervisor's Role



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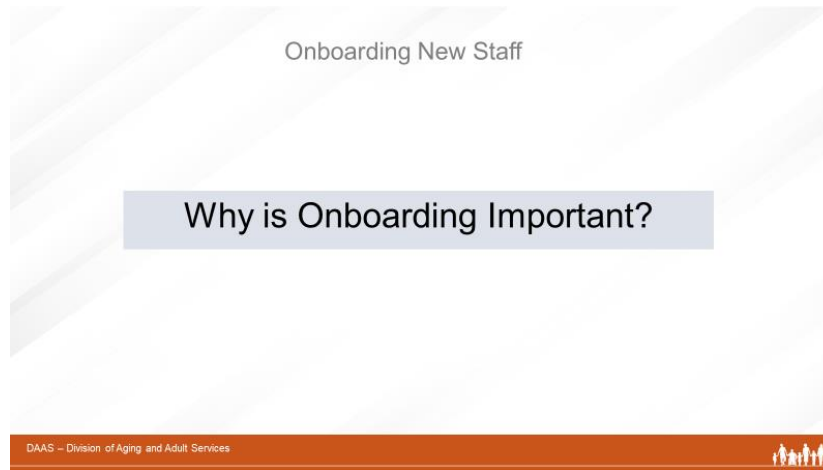
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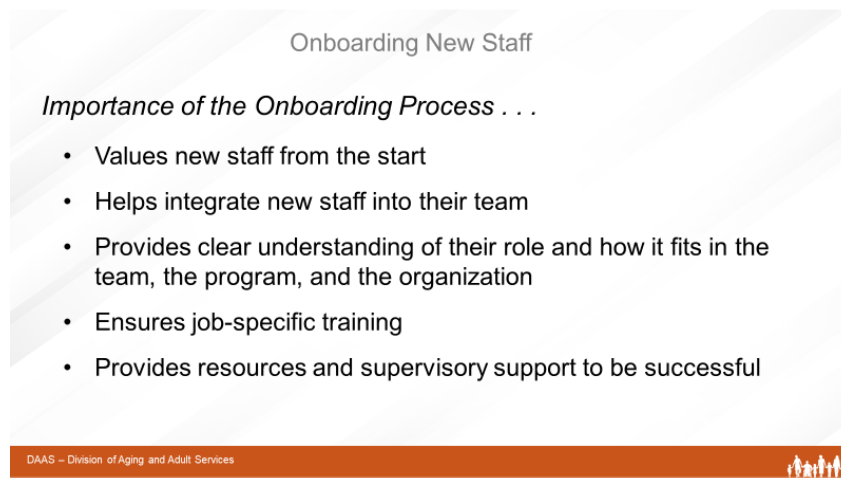
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Onboarding New Staff

Characteristics of a Good Onboarding Process . . .

- Can shorten the time in meeting milestones
- Increases productivity, job satisfaction and retention
- Is designed with understanding that the process is not a “one size fits all”
 - Acknowledges different levels of skills and experiences
 - New staff will move through onboarding activities at an individual pace

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Onboarding New Staff

The APS Supervisor Plays a Key Role Throughout the Onboarding Process



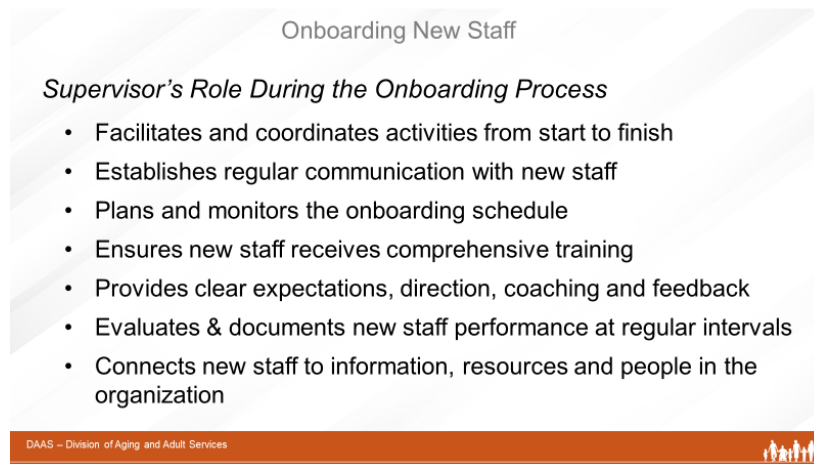
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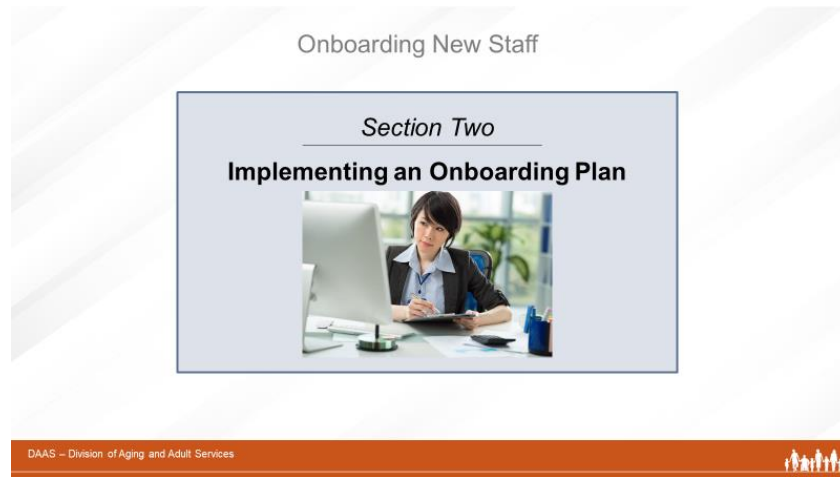


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Section 2 – Implementing an Onboarding Plan



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Group Activity

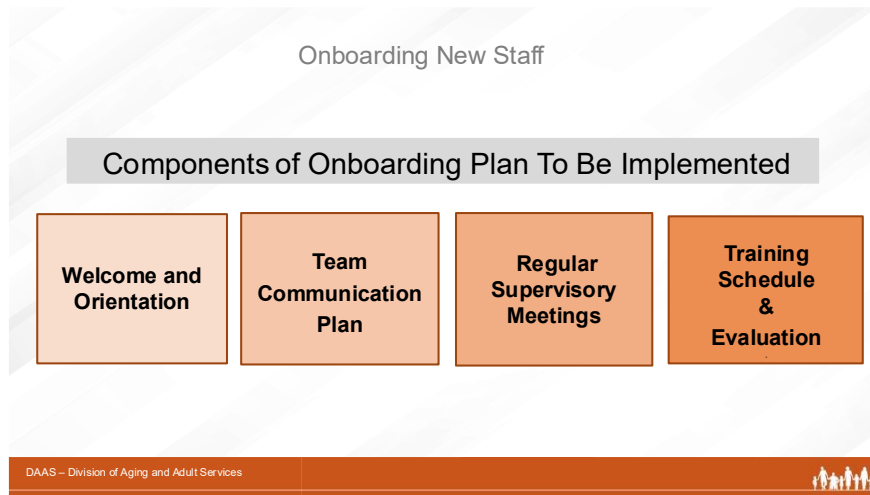
Implementing An Onboarding Plan

1. Break into small groups with an assigned spokesperson.
2. Discuss the key activities you would implement as part of an onboarding plan for your new staff.
3. You will have 15 min. in your small group.
4. Reconvene and compare each small group's suggestions.

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The slide has a light blue background with a geometric pattern. It includes a 'Group Activity' icon on the left, which shows four stylized figures in different colors. The title 'Onboarding New Staff' is at the top, followed by 'Implementing An Onboarding Plan' in italics. A list of four numbered steps is provided. At the bottom, an orange banner contains the text 'DAAS – Division of Aging and Adult Services' and a small group icon.

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Onboarding New Staff

Plans for welcoming new staff members

- Introductions to team and staff
- Any state-specific onboarding materials.
(ex. Arizona's *New Investigator Training & Onboarding Workbook*)
- Orientation to workspace, equipment, materials
- Training schedule (dates, time, content)



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Onboarding New Staff

Team Communication Plan

What are your team's practices related to:

- E-mail
- Voice mail
- Texts
- Face-to-face meetings



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Onboarding New Staff

Plans for Regular Supervisory Check-Ins

- Assess new employees' knowledge and skill level
- Monitor training activities, invite input from new staff and make adjustments as needed
- Clarify expectations and milestones
- Provide encouragement and feedback
- Evaluate and document progress



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Onboarding New Staff

Plans for Onboarding Training



- Use resources to plan and track training activities.
(ex. *Arizona Field Guide for APS and New Investigator Training and Onboarding Workbook.*)
- Consider engaging experienced team members to assist
 - ✓ Structured observations and case reviews/discussions
 - ✓ Introductions to community partners and multi-disciplinary team (MDT)

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Ideas for Your Onboarding Checklist

<p style="text-align: center;">Prior to New Staff Start Date</p>	<ul style="list-style-type: none"> ✓ Send a “welcome” e-mail to new staff member with an agenda for their first day. ✓ Send an e-mail to current staff announcing the new hire, their position, starting date, and a little bit about their work experience or education. ✓ Make arrangements for workspace, equipment, business cards, HR forms, etc. ✓ Prepare a welcome activity to introduce new staff.
<p style="text-align: center;">First Day</p>	<ul style="list-style-type: none"> ✓ Conduct a welcome activity and introductions. ✓ Provide an onboarding workbook, key contact information, employee handbook, any HR forms to be completed, and a schedule for the first week. ✓ Ensure that new employee has equipment, office supplies and IT assistance as needed. ✓ Provide an orientation to the organization and the unit – mission, goals, and how new staff member fits. ✓ Plan time to complete HR paperwork ✓ Plan one-on-one meeting time with supervisor to review job description, expectations, and milestones for the first few months.
<p style="text-align: center;">First Week</p>	<ul style="list-style-type: none"> ✓ Provide daily check-ins. ✓ Set a regular schedule for one-on-one supervision. ✓ Continue with introductions within the organization. ✓ Provide an overview of training and a schedule. ✓ Start with reading assignments with follow-up discussions of APS work, state regulations, agency policies, etc.
<p style="text-align: center;">Monthly</p>	<ul style="list-style-type: none"> ✓ Conduct and document progress reviews using milestones. ✓ Provide frequent feedback, welcome new staff input and make adjustments to onboarding activities as needed. ✓ Continue to schedule trainings using a variety of settings and techniques. ✓ Encourage new staff participation in team meetings.

Considerations for Implementing an Onboarding Plan

As you implement your onboarding plan, you will want to include activities in the following areas:

1. Initial Orientation to Team and Workspace

- a. A welcome activity and personal introductions to key staff and team members
- b. *New Investigator Training & Onboarding Workbook*
- c. Orientation to workspace, equipment and materials

2. Communication Plan

Share with new employees the team's practices related to use of e-mail, voice mail, texts, and face-to-face meetings. (See Sample Hand-out – *Communications Tool*)

3. Plan for Supervisory Check-Ins

Plan time for frequent and regular check-ins with new staff. Especially in the first few weeks, these check-ins allow the supervisor to

- a. Become more familiar with new employees' existing expertise and skill level
- b. Review goals, expectations, and timelines
- c. Explain performance milestones and evaluations
- d. Implement and monitor progress of training activities
- e. Serve as a "go-to" resource for questions or challenges
- f. Provide direction, encouragement and feedback

Tip: Consider structuring 1-2 assignments that allow new employees to use their current knowledge and skills to make an immediate contribution to the team.

4. Training Plan

Note: ➡ a. Recall and use training concepts covered in **Module 3-B – Supervisor as Trainer:**

- i. Follow the *Enhanced New Investigator Training* program which spans 12 months (including core programs in first 12 weeks, CBTs, ILT, activities, observations and NAPSA training modules.)
- ii. Remember that learners move through stages of learning as they encounter material that is new to them. Without prior knowledge or experience to build on, they will not readily retain complex information the first time they are exposed to it.

- b. Consider engaging experienced team members who demonstrate “best practices” in APS work to help with on-the-job field experiences. This is also a good way for new staff to build working relationships with other team members.

Note: → c. If training must be handled remotely, recall the considerations presented in **Module 3-A – Supervising a Remote Workforce** – including plans for welcoming, receiving equipment and materials, completing HR paperwork and trainings, and scheduling regular supervisory check-ins.

COMMUNICATION PLAN

Usage: *This document is used to develop a communications plan between the APS supervisor and the members of the supervisor's unit. The plan is used to establish expectations to ensure good communication between unit members who may not be located in the same office and may seldom see each other during the workweek.*

APSWI – Supervising a Mobile Workforce Workshop

E-mail: How often should e-mail be checked throughout the day?

Expectation of the unit worker:

Expectation of the unit supervisor:

Example: E-mail will be checked upon starting the workday, immediately after lunch and half hour before the end of the workday.

E-mail: How long should e-mails be saved? What are the requirements for saving e-mail?

Comments:

Voice Mail: How often should voice mail be checked throughout the day?

Expectation of the unit member:

Expectation of the unit supervisor:

Example: Voice mail will be checked upon starting the workday, at least every two hours throughout the workday, and a half hour before the end of the workday. Calls will be returned within three hours.

Text Messages: What are appropriate uses of text messages?

Comments:

Warning: *Text messaging while driving is strictly prohibited and extremely dangerous. If you must respond to a text message while driving, pull over to the side of the road, away from traffic, before doing so.*

Calling in Sick: How would the supervisor like to be notified of sick days?

Phone Call

Email

Text

Comments:

How often can we expect to meet face-to-face?

Will we meet weekly, every other week, monthly, and so on? Where is the best place to meet?

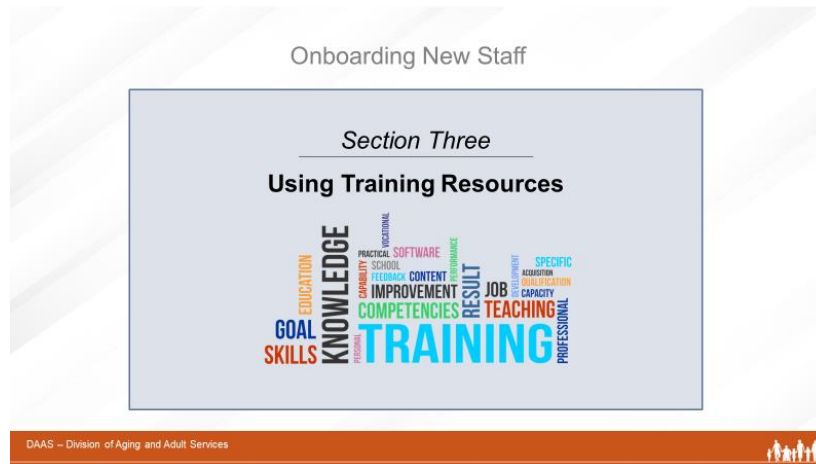
Comments:

Telephone Expectations: Is there a time during the day that you will generally be available by phone for case consultations or other business-related issues:

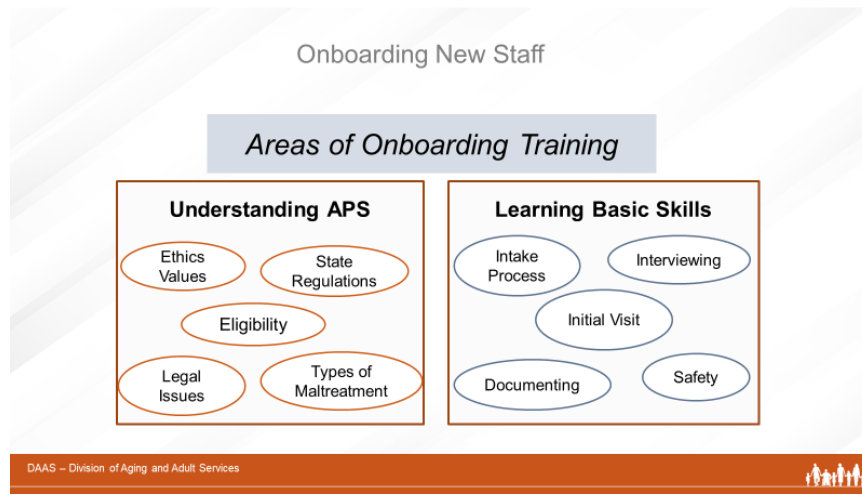
Identify the specific times of the day that the supervisor will generally be available:

Identify the specific times of the day that the worker will generally be available:

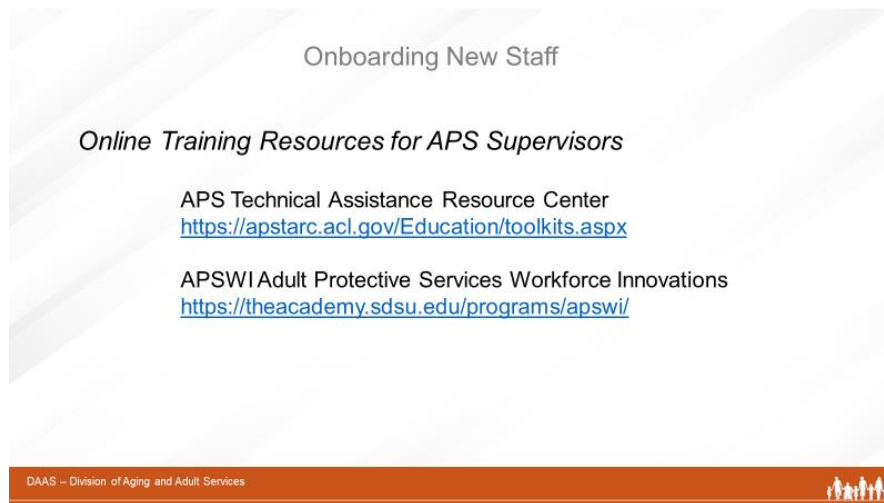
Section 3 – Using Training Resources



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Onboarding New Staff

Supervisor's Support For New Staff During Training

- Acknowledge new staff may be in different phases of learning and make accommodations
- Use a variety of training settings and techniques appropriate to each learner
- Do not overwhelm with too much new information at one time
- Allow space between trainings to promote greater retention


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Onboarding New Staff

Supervisor's Support For New Staff During Training

- Plan enough time for new staff to participate fully in trainings
- Provide a distraction-free training space
- Include opportunities for review and practice
- Be aware of special considerations when training is delivered remotely.

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Links to Onboarding Training Resources

APS Technical Assistance Resource Center

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

APSWI Adult Protective Services Workforce Innovations

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

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><u>Learners:</u></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 frequent review and opportunities to practice. <p><u>APS Supervisors Can:</u></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 discuss and 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><u>Learners:</u></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><u>APS Supervisors:</u></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><u>Learners:</u></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><u>APS Supervisors:</u></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><u>Learners:</u></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 <p><u>APS Supervisors:</u></p> <ul style="list-style-type: none"> • Can involve in helping with team trainings • Consider providing advanced trainings.

VIRTUAL TRAINING TIPS

DEVELOPED BY APS WORKFORCE INNOVATIONS (APSWI)

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.
- **Two screens can be a lifesaver.**
 - 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 have to manage all of 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 in order 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.
 - Are there objects in your background that can symbolize status, privilege and/or power? If so, consider removing them to dismantle any added power dynamics that already exist with you as the Trainer.
 - Unknowingly, objects can come across as offensive or can activate unpleasant or traumatic memories, and can instantly discredit your rapport building. Think of neutral backgrounds that are not distracting and allow you to be the focus of what learners see.

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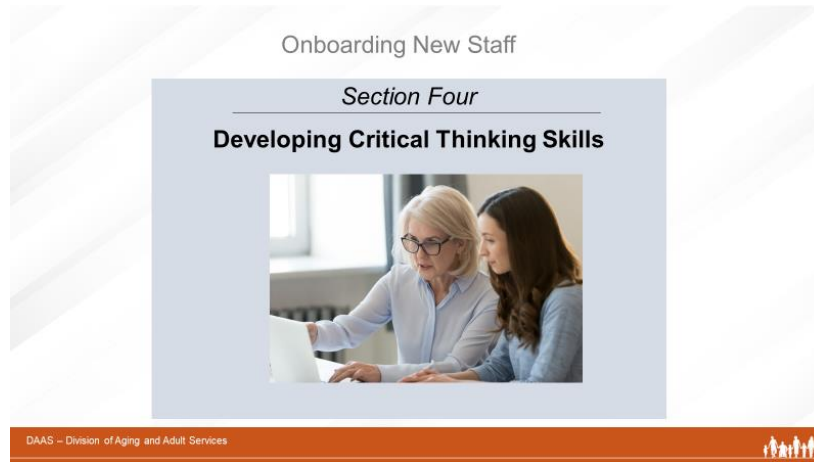
Onboarding New Staff

- ✓ The Onboarding Process, Its Importance and the Role of the APS Supervisor
- ✓ Implementing an Onboarding Plan
- ✓ Using Training Resources
- ❑ Developing Critical Thinking Skills
- ❑ Evaluating and Documenting Progress

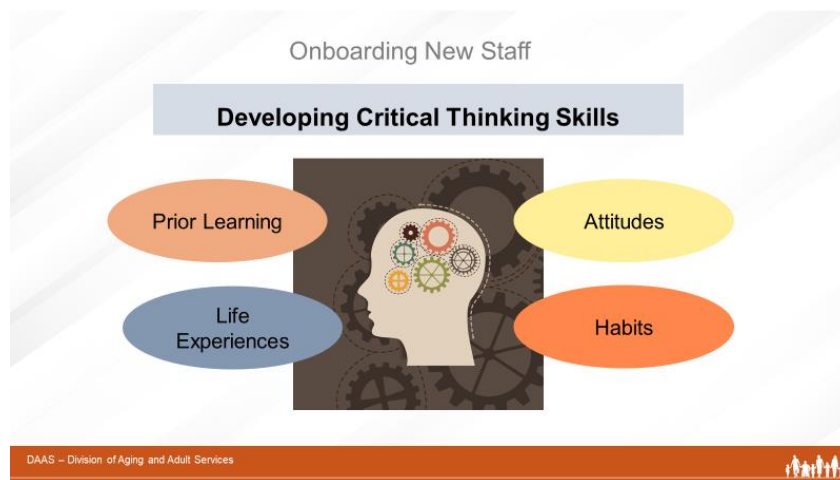
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Section 4 – Developing Critical Thinking Skills



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"Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action."

(Critical Thinking as defined by the National Council for Excellence in Critical Thinking, 1987 www.criticalthinking.org/about)

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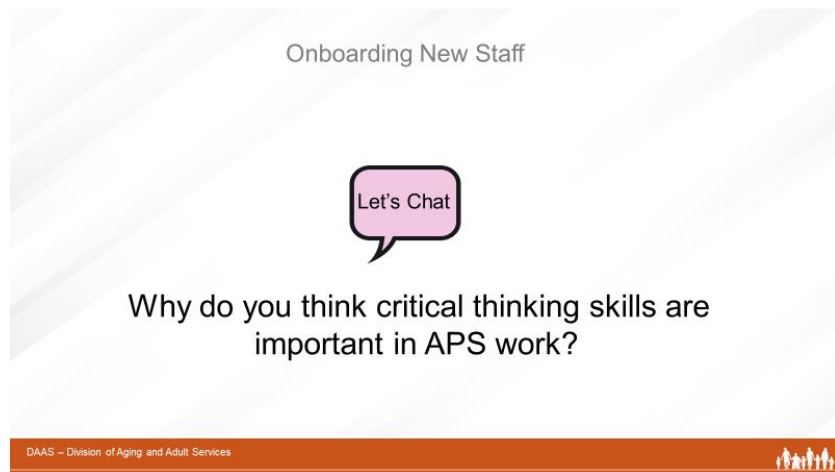
In simpler terms . . .

It is a way of thinking in which you don't simply accept all information you receive but rather you are open to questioning that information. It means making reasoned judgments that are logical and well thought out.

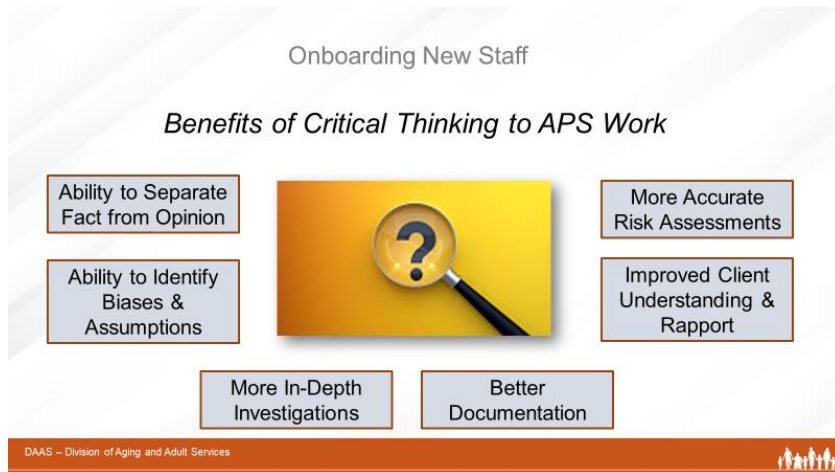
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Onboarding New Staff

Encouraging Critical Thinking Skills With New Staff

Supervisor becomes a “coach” or a “facilitator of learning.”

Uses modeling and guided questions to help learners discover their own potential for thinking, analyzing and problem-solving.



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Onboarding New Staff

Let's Chat

How can a supervisor use coaching techniques in one-on-one supervisory sessions with new staff?

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Onboarding New Staff

Encourage Critical Thinking in Your One-On-One Consultations

- Model an open, inquiring attitude
- Create an environment that demonstrates appreciation and respect for alternate viewpoints
- View disagreements as opportunities identify and discuss biases and assumptions
- Use case reviews and scenarios to make inquiries that question judgements and assumptions and help learners to separate fact from opinion.

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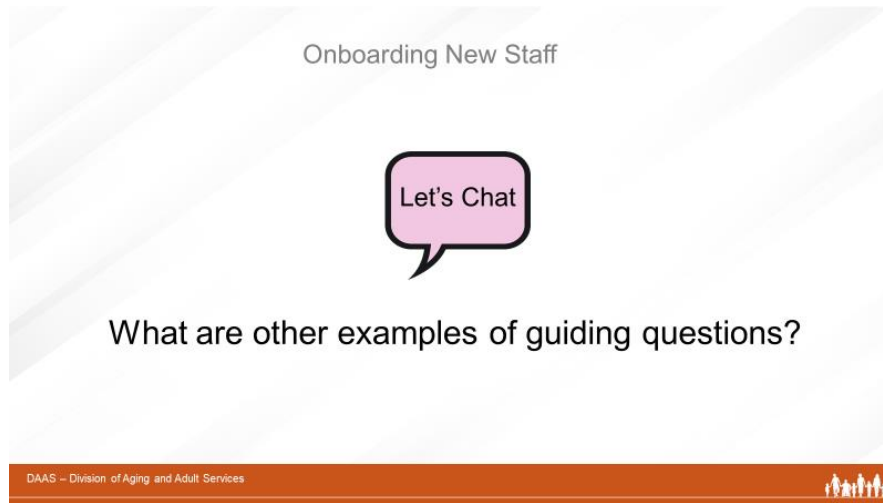
Encourage Critical Thinking in Your One-On-One Consultations

Examples of guiding questions to use during case reviews:

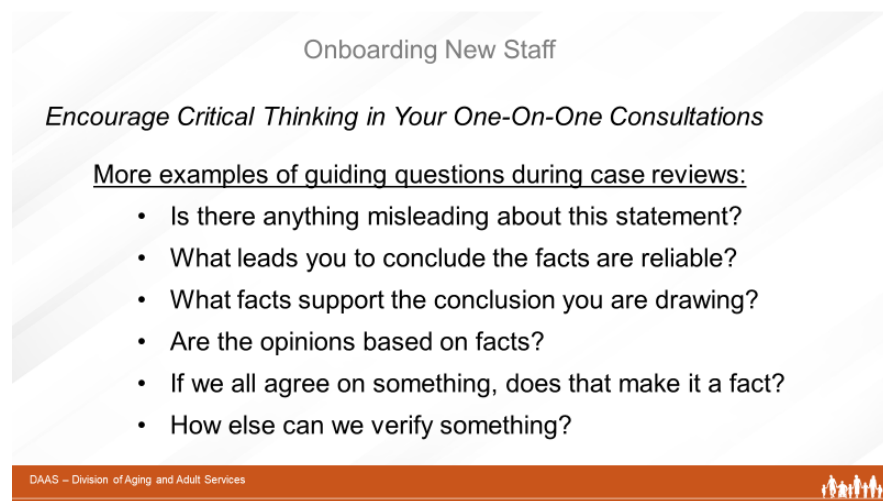
- Can this statement be proven beyond a doubt? How?
- Does the statement have a bias?
- Is the statement based on verified information or assumption? How can we tell?
- Does the statement make use of descriptive language to appeal to our emotions?

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Using coaching techniques, supervisors encourage new staff to think beyond observations and facts as reported by others and reflect on what the information received might mean.

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Section 5 – Evaluating & Documenting Progress

Onboarding New Staff

Section Five

Evaluating & Documenting Progress



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Indicators of Successful Onboarding Learning

Have they mastered the training content?

Can they demonstrate they can apply their knowledge and skills in real life situations? (“transfer of learning”)

Do they need additional review and practice in certain areas?

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Onboarding New Staff

Evaluating and Documenting Guidelines

- Set milestones as outlined in *Enhanced New Investigator Training and Onboarding Program*.
- Document evaluation sessions in each staff member's personnel file.
 - ✓ Observations of supervisor
 - ✓ Feedback from the staff member
 - ✓ Accomplishments and strengths identified
 - ✓ Areas needing additional support
 - ✓ Plans for further development

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Notes:

Onboarding New Staff

Information to Include in Evaluations

- Supervisor observations
 - Accompany new staff member on a client visit
 - Assess feedback from other team members
- On the job application of skills
 - Case review
 - Interviewing and assessment
 - Creation of service plans
 - Accurate and complete documentation
- New staff member's input on their experiences
- Use of "transfer of learning" tools (WISE)

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APS INTERVIEW OBSERVATION CHECKLIST

Investigator _____ Observer _____ Interview Date _____

Case ID _____ Person Interviewed _____

Type of Interview: (Select One)

- ☐ Client
- ☐ Alleged Perpetrator
- ☐ Other (witness, family members, reporting source, etc.) _____

BEFORE THE INTERVIEW			
1. Is the investigator prepared for the interview?	Developing	Applying	Not Applicable
a. Reviewed prior cases and risk assessments			
b. Attempted to contact reporting source(s)			
c. Considered safety precautions necessary to conduct the interview			
d. Communicated plan with supervisors as appropriate			
e. Brought a body chart to the interview			
f. Appropriately determined if/what cross reports have been made and if any need to be made (e.g. LE, DDD, Ombudsman, DHS, and other agencies)			

Observation Notes:

INTRODUCTION			
2. Does the investigator establish the reason for the visit in a clear, concise and approachable manner?	Developing	Applying	Not Applicable
a. Introduces self with title/agency and reason for visit, and provides a business card			
b. Adapts to cultural Considerations - e.g. is eye contact appropriate? Is shaking hands appropriate			
c. Wears badge/ID and displays for interviewee			

Observation Notes:

ESTABLISHES RAPPORT			
3. Does the investigator's interviewing style create an environment for disclosure and encourage the person being interviewed to talk?	Developing	Applying	Not Applicable
a. Uses understandable terminology			
b. Uses appropriate tone of voice			
c. Poses questions so client can comfortably respond, does not interrogate			
d. Provides appropriate responses			
e. Shows ease/comfort with interviewing and talking with someone they do not know			

Observation Notes:

DISPLAYS PROFESSIONALISM			
4. Does the investigator act with integrity and respect as a representative of ADES/APS?	Developing	Applying	Not Applicable
a. Respectful of the person's home			
b. Does not focus on or show distraction to the environment, odors			
c. Present with the client/interviewee			
d. Sensitive to cultural differences			
e. Demonstrates respect for their time			
f. Maintains appropriate physical distance			
g. Displays appropriate posture			

Observation Notes:

RESPONDS TO VERBAL AND NON-VERBAL COMMUNICATION			
5. Does the investigator indicate that he/she is listening, recognize significant verbal and non-verbal communication and respond appropriately that encourages the person being interviewed to speak?	Developing	Applying	Not Applicable
a. Actively listens, makes good eye contact			
b. Picks up on nuances			

c. Uses direct questioning techniques appropriately			
d. Asks open-ended questions			
e. Mirrors/matches language when appropriate			
f. Clarifies questions/terms when necessary			
g. Probes for discovery and understanding			
h. Rephrases to confirm understanding			
i. Clarifies ambiguities/drills down for details if there seem to be discrepancies			
j. Accommodates to disability, uses alternative means of communication as needed			
k. Accommodates limited English speakers, uses interpretive services as needed			

Observation Notes:

GUIDES INTERVIEW (KEEPS FOCUSED/REDIRECTS AS NECESSARY)			
6. Does the investigator keep the interview focused on general assessment and case-related problems and solutions in a way that maintains rapport with the person being interviewed?	Developing	Applying	Not Applicable
a. Phrases questions appropriate for various allegations			
b. Asks follow-up questions / stops asking questions when appropriate			
c. Demonstrates comfort in asking difficult questions			
d. Makes sure questions are answered and not deflected			

e. Discusses one allegation at a time			
f. Engages in problem solving as appropriate (motivational interviewing)			

Observation Notes:

CONDUCTS ASSESSMENTS			
7. Does the investigator address the allegations sufficiently to:	Developing	Applying	Not Applicable
a. Identify problems			
b. Assess risk			
c. Identify possible need for professional evaluation of capacity/ recognizes when there are concerns with client decision-making capacity			
d. Obtain an overall picture of the client's situation			
e. Correctly use the APS Client Assessment and Structured Decision-Making (SDM) Safety and Risk Assessment tools			

Observation Notes:

PROMOTES A PERSON-CENTERED APPROACH			
8. Do the investigator's actions promote client autonomy?	Developing	Applying	Not Applicable
a. Involves the client to the greatest degree possibly in problem identification, needs assessment and the formulation of the service plan			
b. Demonstrates an ability to get client "buy-in" and effectively deals with resistance			
c. Maximizes client resources and abilities			
d. Uses least restrictive alternative			
e. Adequately recognizes client disability			
f. Remains objective and neutral, does not label the person			

Observation Notes:

EXPLORES RESOURCES and EDUCATES AS APPROPRIATE			
9. Are available agency/ community resources explored with the client or others as appropriate?	Developing	Applying	Not Applicable
a. Knowledgeable of community resources and uses creative/comprehensive thinking to proactively address service needs			
b. Describes relevant laws or rules/regulations			

Observation Notes:

CONCLUDES THE INTERVIEW			
10. Does the investigator conclude the interview appropriately?	Developing	Applying	Not Applicable
a. Summarizes, as appropriate			
b. Informs them of what happens next, if known and appropriate and safe to do so			
c. Keeps the door open to further interaction or appropriately terminates the relationship with client			
d. Attempts to end on a conversational note, acknowledges intrusion on privacy and thanks interviewee for their time			

Observation Notes:

USE OF TECHNOLOGY DURING THE INTERVIEW			
11. Does the investigator use the tablet PC to capture key elements during the interview or soon thereafter?	Developing	Applying	Not Applicable
a. Makes appropriate decision about taking the tablet PC into the home, given the client and circumstances			

b. Turns off screen saver/ update settings to not go to standby during the visit			
c. Only uses ADES/APS secure Wi-Fi connection			
d. Appears comfortable facilitating the interview while using the tablet PC			
e. Answers client questions about the tablet PC and gives reassurance as necessary			

Observation Notes:

From NAPSA Tips for Conducting a Virtual Investigation

<p>VIRTUAL INVESTIGATIONS</p> <p>WARNING: conducting investigations by phone or video conferencing is not best practice and should only be considered when the risk to the investigator, the alleged victim or both precludes the investigator from conducting the investigation in person, and during the COVID-19 pandemic.</p>			
Has the investigator taken additional precautions to accurately assess the allegation?	Developing	Applying	Not Applicable
a. Prepared interview questions in advance to discover whether details from the collaterals' description of the situation match the alleged victim's description			
b. Inquires about safety considerations prior to beginning interview			
c. Asks the same question several times during the conversation in a couple of different ways and check whether the answers are the same			
d. Listens for hesitation or conflicting responses			

Observation Notes:

Instructions for Use of the APS Interview Observation Checklist

Introduction

The APS Interview Observation Checklist is a coaching tool used to assess the interviewing skills of Adult Protective Services Investigators. The direct observation of an interview, in conjunction with case reading and case consultation, gives supervisors, trainers and other management staff information about investigators' interviewing and social work skills. In addition to gathering information for assessment purposes, it also can be used to identify individual investigator's training needs.

General Description

The APS Interview Observation Checklist is modeled after the Texas APS Worker Interviewing Skills Evaluation (WISE) tool and was designed on the premise that the person being interviewed possesses sufficient communication abilities to enable the observer to rate the investigator's interview skills. The tool was not designed for and should not be used with persons who are nonverbal or have very limited communication abilities.

The APS Interview Observation Checklist uses 11 questions to assess worker performance, with an additional question specific to virtual conducted interviews. Each question addresses an aspect of interviewing. Questions include a list of characteristics that are indicative of successful task completion. For ease of use, there is space for the observer to check a "developing," "applying" or "not applicable" for each characteristic. These characteristics, however, are not applicable to all situations and are intended to be used by the observer only as a guide in assessing overall effectiveness of the interview and investigator skills.

Rating Scale

Each question and characteristic that is applicable is rated as either developing or proficient. The intent is to help identify investigator strengths and specific areas for further development. Descriptions of the rating categories are as follows:

Developing

Developing indicates an investigator is new to the skill and/or relies mostly on supervisor and mentor/peer support to ensure actions taken are in compliance and performed adequately. The task may be performed with variable quality, or the investigator may fail to complete the task entirely, and there is a need for correction, refinement and/or training.

Applying

Applying indicates that performance is adequate in all respects; it represents good work. Investigators can benefit from training for developing advanced skills in some areas. It is the score that is appropriate for skilled workers who require minimal direction in the task being measured.

Not Applicable -The Not Applicable box is checked when the question or characteristic is not applicable to a particular interview.



Assessing Strengths and Weaknesses of New Staff

Case Scenarios

1. Break into small groups with an assigned group letter and spokesperson.
(Groups A-D)
2. Refer to Participant Guide for instructions and scenarios:
 - Instructions - - - Pg. 46*
 - Group A - Scenario A – Pg. 47*
 - Group B - Scenario B – Pg. 48*
 - Group C - Scenario C – Pg. 49*
 - Group D - Scenario D – Pg. 50*
3. In your small group, discuss the worker's strengths, weaknesses and your recommendations for a training plan. (**You will have 15 min.)**
4. Reconvene – Each group's spokesperson reviews their scenario, findings and suggestions with the full group.



GROUP ACTIVITY - NEW STAFF SCENARIOS

Please read over your assigned scenario and then, as a group, answer the questions that follow.

Group A - Scenario A

Jane started as an APS professional five months ago. Prior to starting with APS, she had worked with older adults as a Services Coordinator in a senior independent living building. She approached her APS work with tremendous zeal and she expressed a passion for serving older adults. However, Jane's supervisor noticed during their regular supervision meetings that Jane demonstrated difficulties closing cases. For example, Jane was working with one older female client with limited family support who was at risk of experiencing self-neglect. In three months, Jane had transported this client to the doctor four times, she had purchased groceries for this client on six different occasions, and she even helped the client to reorganize her closets. When questioned about Jane's plan to link the client with community support services, she responded that, "I just don't think that anyone can help her like I can, but I am starting to feel overwhelmed." Jane's supervisor reviewed her caseload and found that she had over 10 cases that had been open for 90 days or longer and she was starting to fall behind on her compliance with state mandated documentation guidelines.

1. What are the APS professional's strengths?
2. What are the APS professional's areas of weakness?
3. With your group, set up a plan to address the training needs and a plan for how the supervisor will follow-up.

Please read over your assigned scenario and then, as a group, answer the questions that follow.

Group B - Scenario B.

Edward has been a new APS professional for approximately four months. He started taking cases about two months ago after participating in a number of training related activities including shadowing experienced staff and reading through materials from his manual. Edward's supervisor is concerned because Edward has consistently reported to his supervisor during case consultation that his clients are "fine" and that they have indicated to him that they do not want any services from APS. He reports that he enjoys conducting home visits and that he feels that this job is "not as hard as everyone said it was going to be". Edward's documentation shows that he is only interviewing the client on one occasion, he is not trying to locate collateral parties, and he has not been following up on significant risk factors with his clients such as cluttered and unsafe home environments.

1. What are the APS professional's strengths?

2. What are the APS professional's areas of weakness?

3. With your group, set up a plan to address the training needs and a plan for how the supervisor will follow-up.

Please read over your assigned scenario and then, as a group, answer the questions that follow.

Group C - Scenario C.

Maria is a new APS professional who had transferred to APS from Child Welfare Services during a recent wave of lay-offs at her county. She has been reluctant to participate in the training activities that have been offered to her and has told her supervisor that she “already knows how to do field work.” It has been noted that Maria has been effective with clients who are victims of physical abuse and she is prompt about following up with the police and assisting her clients to obtain Restraining Orders. However, Maria’s documentation suggests that she does not understand how to conduct a screening of a client’s cognitive status, and she does not appear to be assessing a client’s ability to perform basic ADLs/ADIs. One experienced staff who shadowed Maria on a recent home visit informed Maria’s supervisor that she appeared anxious around her older client and did not dedicate any time at the start of the visit to small talk or rapport building.

1. What are the APS professional’s strengths?

2. What are the APS professional’s areas of weakness?

3. With your group, set up a plan to address the training needs and a plan for how the supervisor will follow-up.

Please read over your assigned scenario and then, as a group, answer the questions that follow.

Group D - Scenario D

Donald is about to complete his training with APS and his supervisor is in the process of completing his evaluation. He has participated actively and enthusiastically in the training related activities. Donald's supervisor has been impressed by his ability to develop rapport with challenging clients as well as the initiative that he takes to follow up on unmet care needs that he identifies during home visits. However, when Donald's supervisor conducts a review of his documentation he realizes that his assessments are highly detailed and descriptive, but they do not address issues pertinent to the initial report or the investigation. Donald's supervisor also finds several cases when Donald failed to cross report to the police and in one case where he should have cross reported to DCS. During a case consultation meeting it becomes apparent that Donald does not accurately understand guardianships.

1. What are the APS professional's strengths?

2. What are the APS professional's areas of weakness?

3. With your group, set up a plan to address the training needs and a plan for how the supervisor will follow-up.

Sample Answers to Scenario A:

1. Identifying the APS professional's strengths:

- Jane is passionate about working with older and vulnerable adults.
- She seems to be well-versed in biopsychosocial issues pertaining to geriatric populations.
- She appears to be a hard worker.

2. Identifying the APS professional's areas of weakness:

- Jane is a “mother hen” who has poor professional boundaries.
- Jane is creating dependency with her clients instead of trying to build self-efficacy or to enhance her client's support system by linking them to outside resources.
- Jane does not appear to understand the role of an APS investigator and she appears to be demonstrating difficulties with the quick turnover of cases that is directly in contradiction to the relationships that she had with her clients at the senior independent living center where she previously worked.

3. Plan of Action:

- Provide constructive feedback that first focuses on her strengths.
- Review with Jane fundamental mandates of APS work as set up by state guidelines.
- Discuss with Jane that she is fostering dependency and promote insight about potential negative impact that she could have on a relationship.
- Review community referrals that serve to promote independence of APS clients.
- Select case notes from self-neglect cases highlighting model APS work and promotion of self-efficacy.
- Have Jane shadow a specific veteran staff who is adept at linking clients to appropriate referrals and has strict boundaries.
- Closely monitor Jane's compliance with documentation deadlines.

Sample Answers to Scenario B:

1. Identifying the APS professional's strengths:

- Edward reports that he likes conducting home visits.
- He does not feel overwhelmed by job or demands.

2. Identifying the APS professional's areas of weakness:

- Edward lacks skills to carry out a full assessment.
- He is not fully investigating case.
- He is not demonstrating initiative with his cases.
- He does not appear to be making an effort to interview collateral sources.
- He is not effectively linking clients to services.
- He appears to lack the ability to develop rapport with his clients.
- He is not developing service plans for clients outside of their refusals.

3. Plan of action:

- Provide constructive feedback that first focuses on her strengths.
- Edward has shadowed veteran staff on cases but may not be aware of the extra steps that they are taking to fully investigate a case once they are back in the office. Have him read full cases (including closure) for those that he has shadowed.
- During case consultation collaboratively set up service plans for clients, even if they have refused services.
- Shadow Edward on home visits to point out and discuss issues that he is not identifying as needs.
- Provide close supervision of cases to ensure that he is following up on investigative and case management tasks.
- Have Edward attend group case consultation meetings or collaborative consultation meetings such as an MDT so that he develops understanding for regular protocol surrounding APS cases.

Sample Answers to Scenario C:

1. Identifying the APS professional's strengths:

- Maria is an experienced DCS worker who is highly trained to deal with emergency cases and those that involve the police.
- Maria responds promptly.
- Maria likely has strong investigative skills.

2. Identifying the APS professional's areas of weakness:

- Maria lacks knowledge pertaining to geriatric populations.
- Maria does not know how to carry out a client assessment.
- Maria appears to feel uncomfortable with older adults and does not appear to know how to carry out an effective assessment or interview.
- Likely that Maria will not know how to connect her older clients to appropriate referrals.

3. Plan of Action:

- Provide constructive feedback that first focuses on her strengths.
- Set up a plan to help Maria gain knowledge specific to working with older and vulnerable adults.
- Site visits to senior centers, SNFs, Assisted Living, and day programs.
- Review literature regarding normal changes.
- Literature about dementia.
- Have Maria observe a neuropsychological evaluation during a home visit.
- Have Maria attend trainings in community related that may be related to aging and disability, although not necessarily abuse.
- Have Maria participate in a medication activity provided in training.
- Discuss Maria's impressions from shadowing.
- Assignments to focus on self-neglect cases that will allow her to focus on rapport building.

Sample Answers to Scenario D:

1. Identifying the APS professional's strengths:

- Donald is enthusiastic and energetic.
- Donald demonstrates initiative.
- He appears to be a hard worker.
- He is passionate about filed work.

2. Identifying the APS professional's areas of weakness:

- Donald appears to get wrapped up in the details and narrative of the cases that he is working.
- Donald is losing sight of the investigation that needs to happen when he goes out and likely because he becomes very involved in discussions with the clients and families.
- Donald is having difficulties prioritizing issues.
- Donald's documentation is reflective of the fact that he is getting wrapped up in the details and not prioritizing issues.
- Donald does not have an accurate understanding of APS mandates or cross reporting mandates.
- Donald does not appear to have fully absorbed the training related material presented to him as evidence by his lack of knowledge regarding conservatorships.

3. Plan of Action:

- Provide constructive feedback that first focuses on Donald's strengths.
- Review APS policy pertaining to cross reporting guidelines.
- Provide literature regarding mandates and cross reporting.
- During case consultation discuss roles and responsibilities of APS stressing importance of adhering to mandates. (Have Donald view or review Arizona APS Overview and APS Rules and Regulations CBTs and / or complete appropriate activities from NAPSA's Field Guide for APS / Arizona Field Guide Donald to review documentation from other staff per supervisor suggestion.
- Have Donald review statute, policy and training material covering guardianships
- Supervisor to provide feedback on sample assessments.
- Supervisor to review his integration of mandates, APS concepts, at a follow up point.
- Close supervision of cases by Supervisor.

Onboarding New Staff

Evaluation provides supervisors opportunities to give effective feedback to new staff.



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Notes:

Onboarding New Staff

Effective Feedback With New Staff

1. Provides factual and concrete information
2. Recognizes the positives as well as areas of challenge
3. Provides opportunities for new staff to discover and use new strategies going forward
4. Shows concern for wellbeing
5. Builds confidence and resilience
6. Can help develop supervisor's coaching skills

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Notes:

Onboarding New Staff

Steps for Providing Factual Information About Performance. . .

1. Ask clarifying questions to better understand a staff member's reasoning in addressing a work situation in a particular way. (*Inquiry*)
2. Summarize with a discussion of strengths and weaknesses. (*Generalization*)
3. Provide a description of behaviors to support your summary. (*Data*)
4. Provide reasoning to support your summary (*Theory*)
5. Give concrete examples of what staff member can do to improve any areas needing improvement. (*Demonstration*)


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Notes: _____

Onboarding New Staff

Steps for Providing Feedback With Sensitivity. . .

1. Be frank, honest and supportive.
2. Be aware of your words and non-verbal messages.
3. Always include a positive statement.
4. Pick the one area most needing improvement to focus on.
5. Ask for staff member's perspective on progress and what supports would be helpful.

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Notes: _____

DELIVERING A SUCCESSFUL CRITIQUE

There are 5 elements to a good critique:

1. INQUIRY	Ask the staff what they intended to do, what was their goal, what strategy were they using? Follow-up with questions to make sure you understood their response.	<u>EXAMPLE:</u> “Tell me what you wanted to accomplish with that line of questioning?”
2. GENERALIZATION	Give a summary of the staff’s performance.	<u>EXAMPLE:</u> “I had difficulty following that line of questions, but now I understand what you were going for”.
3. DATA	Provide specific examples to support your generalizations.	<u>EXAMPLE:</u> “You asked about the bank account and forgot to ask if her son has access to her ATM card.”
4. THEORY	Explain why you thought what the staff did was successful or unsuccessful, appropriate or ineffective, etc. always comment on what they did right!	<u>EXAMPLE:</u> “You need to cover all areas of possible financial abuse so that you don’t leave the client at future risk.”
5. DEMONSTRATION	Give the staff concrete examples showing how you would have approached the problem.	<u>EXAMPLE:</u> “You might try asking about the client’s resources and accounts before asking whether the son has access.”

Delivery

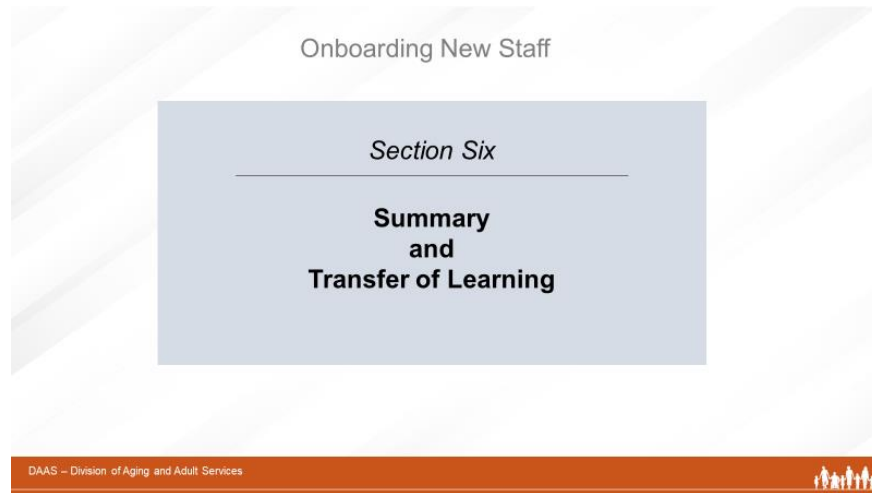
- You need to provide a frank and honest critique of the staff’s performance but it needs to be delivered with sensitivity. Think about the words you use and the nonverbal messages you send.

- Pick the single most important area needing improvement to comment on. For example, a pattern of ineffective behavior is a better area to focus on than numerous one time blunders.
- Always include a positive statement about the staff's performance. (Remember, no effort is so bad that you can't find something good to comment on.)

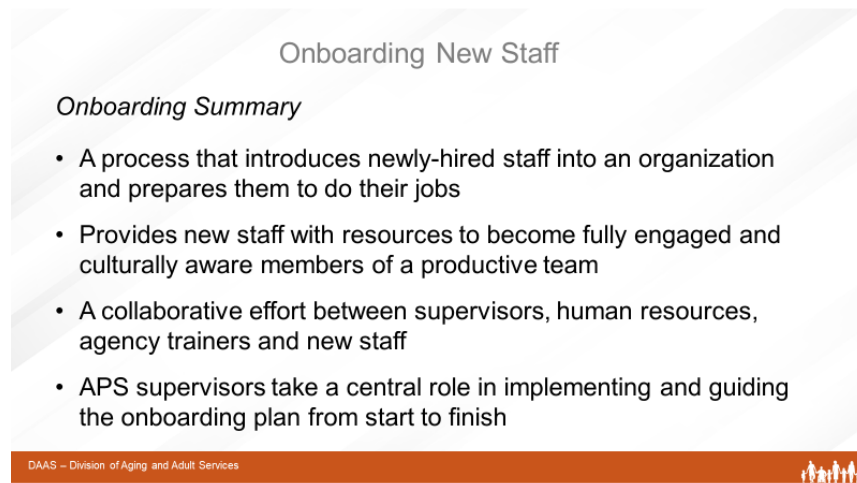
EFFECTIVE FEEDBACK	INEFFECTIVE FEEDBACK
<ul style="list-style-type: none"> • Describes the specific behavior that requires the feedback. • Is given as soon as appropriate. • Is directed to the sender (face to face) • Includes the sender's real feelings about the behavior • Is checked for clarity to be sure the receiver understood it as intended. • Seeks information for problem solving • Acknowledges possible defects in earlier feedback (e.g. "I should have been clearer about...") • Uses "I" messages • Specifies the consequences of the behavior • Is requested by or desired by the receiver • Only addresses those behaviors/solutions over which the receiver has control • Is constructive • Acknowledges that feedback is difficult to hear and allows the receiver to respond 	<ul style="list-style-type: none"> • Is valuatve, judgmental or too general (e.g. "You are trying too hard") • Is delayed and then "dumped" • Is indirect (avoids eye contact) • Feelings are concealed, misrepresented, denied (e.g. comments are sarcastic or safe.) • Sender assumes clarity • Asking questions that are really statements (e.g. "Do you really think this works?") • Comments are attributed to "everybody" • Provides vague consequences • Is imposed on the receiver • Address issues that the receiver can't control • Denies or ignores the receiver's feelings • Does not provide an opportunity for discussion

*Adapted from Training of Trainers Manual
produced by AARP Foundation. August 1999*

Section 6 – Summary and Transfer of Learning



Notes: _____



Notes: _____

Onboarding New Staff

Onboarding Summary - Role of the APS Supervisor

Facilitates / coordinates onboarding activities

Ensures new staff receive comprehensive training

Utilizes training resources and monitors training schedule



Meets regularly and often with new staff

Encourages and models critical thinking skills

Provides effective and supportive feedback

Evaluates and documents progress

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Notes: _____

Onboarding New Staff

Thank You!

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Transfer of Learning Follow-Up Assignment Worksheet

Thank you for participating in the training session *Onboarding New Staff*. As a follow-up activity, we are asking participants to complete this transfer of learning assignment to help us evaluate the effectiveness of the session.

Please identify one component of the onboarding process and choose a related activity that you would like to develop and implement with your new staff. (ex. new welcome and orientation activities, using additional training resources, encouraging critical thinking skills, evaluating and documenting progress, ways to provide effective feedback.) And be prepared to share your onboarding activity with another supervisor who attended this training or at a future meeting!

1. Describe the onboarding activity you plan to develop.
2. What steps will you take to implement this activity?
3. What resources can you use to assist you?
4. How will you evaluate the effectiveness of this activity?

To complete this training, please complete this transfer of learning activity within two weeks of your training and submit to your supervisor. Thank you!