
Supervisor as Trainer

Division of Aging and Adult Services

Adult Protective Services



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

Facilitator Guide

Course Code 3-B

Supervisor as Trainer

Supervisor Core Competency 3B

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Acknowledgements:

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Agencies:

Arizona Adult Protective Services, Division of Aging and Adult Services, Department of Economic Security

National Adult Protective Services Association

Adult Protective Services Workforce Innovations

Committees:

Supervisor Curriculum Advisory Committee (SCAC)

National Adult Protective Services Association Education Review Committee



Supervisor as Trainer

Supervisor Core Competency 3B

Use of Training Materials

This training was developed to provide APS programs across the nation with NAPSA-approved training content and materials that support specific learning objectives and promote APS supervisor core competency.

States and jurisdictions may customize these materials by adding content to meet their needs for state-specific information (regulations, policies, procedures, tools) in the following ways:

- State-specific PowerPoint slides
- State-specific hand-outs
- State-specific examples and experiences shared by the facilitator during trainings

Users agree to refrain from making any changes to the basic approved content.

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Arizona Adult Protective Services



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Note: *Supervisor as Trainer* is a training program that is part of the National APS Supervisor Core Curriculum.

It is one of four training modules focused on supporting core competency in Teambuilding and Individual Development. These modules include:

- Building and Managing Effective APS Teams (Module 3A)
- Supervisor as Trainer (Module 3B)
- Onboarding New Staff (Module 3C)
- Coaching and Mentoring (Module 3D)

While one is not a pre-requisite for another, it is recommended that the modules be completed in the order listed.

ICONS

| | |
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|  <p>Click for Animations</p> |  <p>Discussion</p> |
|  <p>Group Activity</p> |  <p>Participant Guide</p> |
|  <p>Timing</p> |  <p>Video</p> |
|  <p>Written Exercise</p> |  <p>Policy</p> |
|  <p>Board or Chart</p> |  <p>Demonstration</p> |

VIRTUAL SETUP

- ☐ Internet connection/Laptop computer
- ☐ Connection to virtual platform (Zoom)

INSTRUCTOR AND PARTICIPANT SUPPLIES

- ☐ Supervisor as Trainer Facilitator Guide
- ☐ Supervisor as Trainer PowerPoint Slides
- ☐ Supervisor as Trainer Participant Guide
 - Links to Articles About Learning and Training
 - Characteristics of Training Techniques
 - Links to National Training Resources
 - Small Group Activity – Developing a Training Activity
 - Sample Transfer of Learning Tool
 - Transfer of Learning Follow-up Assignment

COURSE/ LESSON GOAL

The goal of this course is to provide APS supervisors with an understanding of their role as trainers/facilitators, principles of adult learning, training settings and techniques, and ways to assess transfer of learning.

LEARNING OBJECTIVES

By the end of this course, participants should be able to:

1. Describe adult learning principles and how the brain learns.
2. Describe strategies for learning retention.
3. List six characteristics of adult learners.

4. Name the settings and techniques used to train staff.
5. List the four phases of learning and describe how to support staff in each phase
6. Evaluate the effectiveness of training.

TARGET AUDIENCE

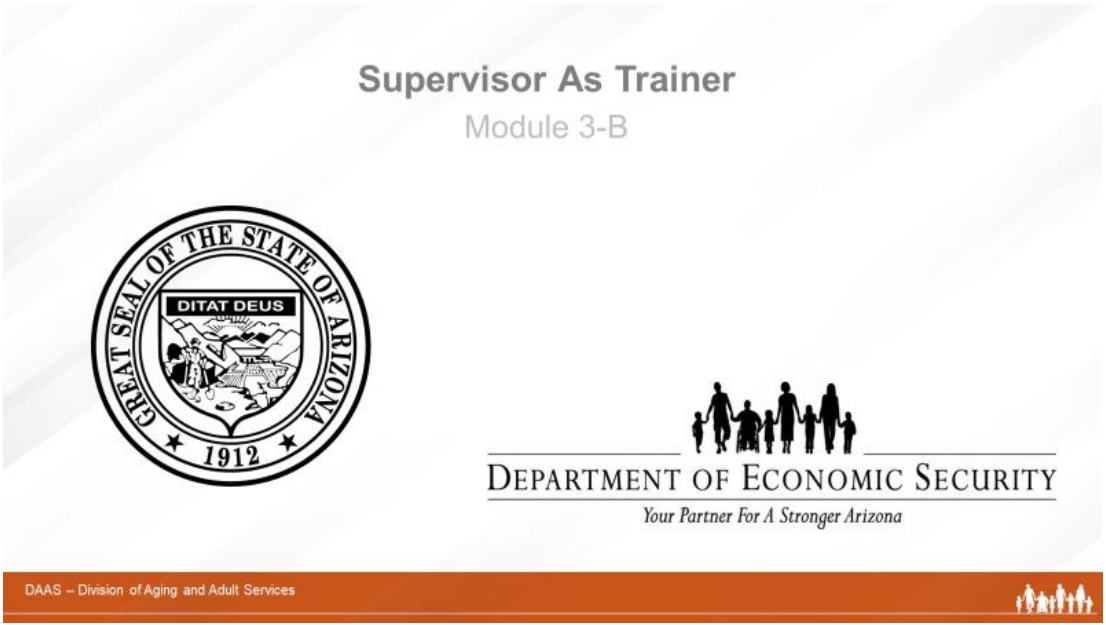
The target audience for this training is APS supervisors.

COURSE/ LESSON LENGTH

This training is presented in 4 sections of approximately 30 minutes each for a total training time of 2 hours. The course could also be offered in smaller, half-hour segments by presenting each section individually.

FOR FACILITATORS

This Facilitator Guide provides the structured content, activities, and PowerPoint slides to present a 2-hour training. Facilitators are encouraged to review the guide and to add any state-specific information and/or examples from their professional experiences as appropriate. The accompanying Participant Guide contains the PowerPoint slides and hand-out materials that will be referenced during the training. Facilitators are encouraged to review these hand-out materials ahead of trainings, to be prepared to screen-share them as directed, and briefly describe content and use.

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| | <h2><u>Introduction</u></h2> |
| <p>Slide 1</p> |  <p>Supervisor As Trainer Module 3-B</p> <p>GREAT SEAL OF THE STATE OF ARIZONA DITAT DEUS 1912</p> <p>DEPARTMENT OF ECONOMIC SECURITY <i>Your Partner For A Stronger Arizona</i></p> <p>DAAS – Division of Aging and Adult Services</p> |
| | <p><i>Producer:</i></p> <p>Welcome, everyone, to today's module on Supervisor as Trainer. <i>(Introduces self and role in overseeing technology and managing questions and group activities.)</i></p> |

Slide 2



Producer:

Before we get started, let's review some virtual housekeeping details to be sure we're familiar with the technology features we'll be using to communicate with each other.

Some of you may be more familiar than others navigating through a virtual learning course. So we will briefly review the various functions of the virtual environment:

- **Video Camera:** Find the camera icon; when you do, please turn the camera off and on. During the session, please keep the video camera on since this is an interactive course.

- | | |
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| | <ul style="list-style-type: none">• Mute/Unmute: Now, please locate the microphone. When you do, practice muting and unmuting yourself.• Chat box: Find the chat icon. We will be using the chat function to communicate throughout the session.• Emoji and Icons: These differ within the different virtual platforms |
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There will be a ten-minute break approximately 60 minutes into the training. And while participants are expected to attend the entire training, if you need to step away please let the facilitator know by private chat. And just a word about technical glitches. They are inevitable - on our end and your end! So please be patient and forgiving as we all navigate this virtual platform together.

Slide 3

Supervisor as Trainer

Facilitator's Name

Organizational Affiliation

DAAS – Division of Aging and Adult Services



Producer:

Now, let me introduce our facilitator for today's session.
(Introduces with short bio.)

Slide 4

Supervisor as Trainer



The Adult Protective Services Supervisor

A Multi-Faceted Role



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| | <p><i>Facilitator:</i></p> <p>Thank you! I'm very pleased to join you all to facilitate this module on the role of Supervisor as Trainer. <i>(May want to add a little more about professional background.)</i></p> <p>As APS supervisors, you all know the many different responsibilities that are part of your job. So I'd like to take a minute and ask you to use your chat button to share a few of the tasks that you carry out as part of your job.</p> <p><i>(Producer monitors responses and reports.)</i></p> |
| Slide 5 | <div data-bbox="370 856 1469 1465"> <h3 style="text-align: center;">Supervisor as Trainer A Multi-Faceted Role</h3> <ul style="list-style-type: none"> • Case Supervision • Managing Personnel Issues • Community Representation • Back-Up Coverage to Staff • Ensuring Compliance • Role Modeling • Training <i>(an essential part of supervision)</i>  <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <small>DAAS – Division of Aging and Adult Services</small>  </div> </div> |
| | <p><i>Facilitator:</i></p> <p>Great responses! Let's continue building a list on the screen. <i>Mention each task ending with training as an essential part of the job.)</i></p> <p>It looks like the hardest job in the agency!</p> |

Given these multiple tasks, we know it can be very challenging to dedicate the time to training new and experienced staff and you may even hold the belief that this is the responsibility of agency trainers.

However, it's important to recognize that your role as a supervisor and your role as a trainer are interchangeable. You are always training your staff – not only in formal ways - but in the way you model professional behaviors and attitudes.

Your role as trainer may take many forms that we will talk about in this module. For example, you may be the sole trainer for your unit. Or training may look like coaching in individual supervision or in a team meeting. It may take the form of integrating activities after staff attend formal training in order to support the transfer of learning from the classroom into the field.

Whether you are a new or seasoned supervisor, you already have knowledge, experience and skills that will serve you well in training your staff. This session will focus on providing you with additional information and techniques that can enhance your abilities and build your comfort level in carrying out your role as trainer.

Slide 6

Supervisor as Trainer

Session Topics

Learning & The Adult Brain
Training Settings & Techniques
Phases of Learning
Transfer of Learning


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We will cover:

- How the adult brain learns
- The various settings in which training can take place and different training techniques
- We'll look at the four phases of learning and their implications for training
- And we'll finish with evaluating the effectiveness of training – how will you know if it is successful?

We'll also share some tips for new supervisors. And you will become familiar with additional materials and resources in your Participant Guide. Are there any questions?

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| | <h2><u>Section 1- Learning & The Adult Brain</u></h2> |
| Slide 7 | <p>Supervisor as Trainer</p> <p><i>Section 1</i></p> <div> <div>Learning & The Adult Brain</div>  </div> <p>DAAS – Division of Aging and Adult Services</p> |
| | <p>Let's start by first talking about how adults learn. While there are numerous theories, most share some common principles.</p> |
| Slide 8 | <p>Supervisor as Trainer</p> <p><i>Common Principles . . .</i></p> <ul style="list-style-type: none"> • We build new knowledge on what we already know. • Learning is a continuous process - always changing and adapting to new experiences/needs during our lifetime. • Learners have their own experiences, constraints and learning preferences. <p>DAAS – Division of Aging and Adult Services</p> |
| | <ul style="list-style-type: none"> • We build new knowledge on top of what we already know. We are always making connections between new and existing information. Learning is not only |

about gaining knowledge, but being able to make sense of it and use it.

- Learning is a lifelong process of building knowledge, skills and attitudes. We are continually taking in new information and adapting to changes and needs as they arise during our lives.

Learners have their own experiences, limits, and ways that help them learn. Some learners benefit from having visual information while other might prefer listening and discussing information with others.

Let's look more closely now at how our brain functions as we are exposed to new experiences and information.

Slide 9

Supervisor as Trainer

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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- We have billions of brain cells called “neurons” and our brain forms connections between neurons to form networks or pathways.
- When we are exposed to new information or experiences, the brain’s networks can reorganize and grow. This ability is called “plasticity.” Young brains have the greatest plasticity. As we age, we lose some of this plasticity so making new networks or pathways may not happen as quickly or easily. However, as long as our brains are stimulated, they remain capable of connecting new information to existing neurons – and continue to grow and adapt.

We are all lifelong learners. And as trainers, we can apply what we understand about adult learning and brain function as we support staff at all levels in developing their knowledge, skills and attitudes.

Before we move on, are there any questions or comments?

Slide 10

Supervisor as Trainer

Characteristics Of Adult Learners



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Although every learner is different, most adults share some common characteristics when it comes to learning. Using your CHAT button, please take a moment to share one or two things that you think adult learners have in common.

(Producer acknowledges responses.) Possible responses: bring own life experience, want to know how training will help them, motivated to apply new information, want opportunities to talk with others

Thank you, everyone! Let's compare those responses to these on the screen.

Slide 11

Supervisor as Trainer



Common Characteristics of Adult Learners . . .


- Build on what they already know
- Want knowledge and skills that are relevant
- Want to share and apply new learning
- Are usually good problem-solvers
- Benefit from repetition and practice
- Appreciate supportive learning environments and shorter sessions


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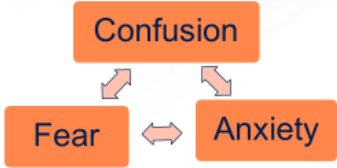





- You'll recall that the brain connects new information to existing pathways in the brain, so building on what is already known is important.
- Adults want to understand the relevance of new learning. How does it apply to them? How will they benefit?
- They also like to share new information and skills and to apply them soon after training. Let them "teach back" to members of the team whenever possible.
- Because adults have life experiences to draw from, they are usually good at solving problems.
- Repetition and practice are important to strengthen connections between new and existing information in the brain.

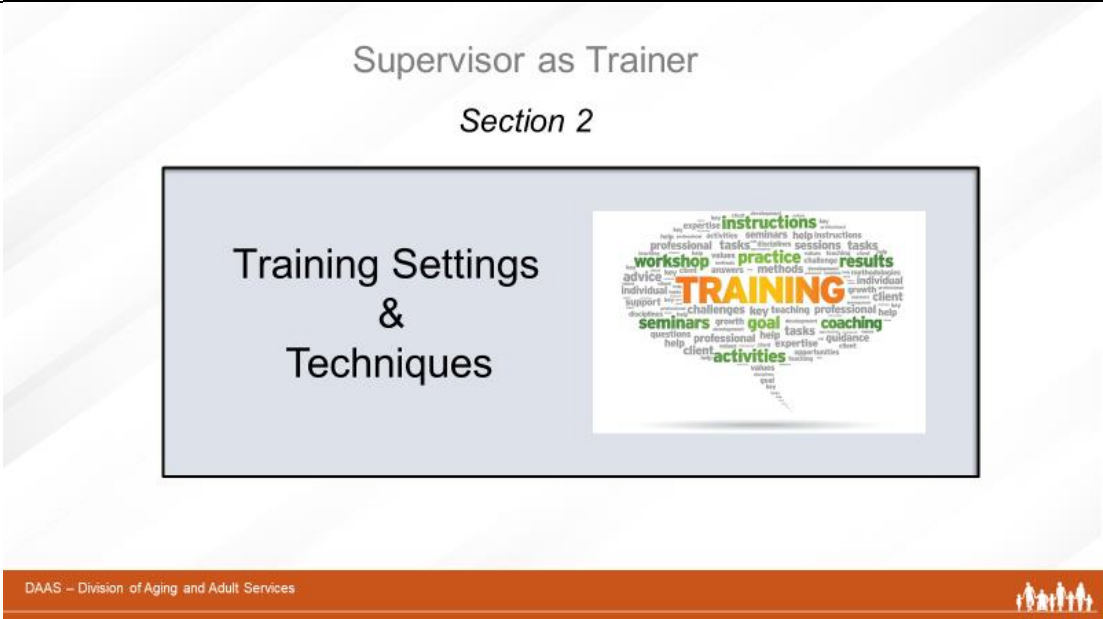
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| | <ul style="list-style-type: none"> Finally, adults appreciate a learning environment that is supportive and has shorter training sessions. Let's take a minute to focus on the importance of repetition and practice for adult learners because it has an important and direct relationship to training. |
| Slide 12 | <p style="text-align: center;">Supervisor as Trainer</p> <p><i>Repetition and Practice . . .</i></p> <p>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.</p> <p>Frequent repetition and practice allow learners to build connections and reinforce new brain pathways. Training content gradually becomes more meaningful and permanent.</p>  <p>DAAS – Division of Aging and Adult Services</p>  |
| | <p>Adults build new knowledge on what they already know. But what if learners have little prior knowledge of or experience with the new material to be learned? Their ability to fully understand and remember after one training is limited. Repetition of key concepts – especially as they apply in different areas of practice builds and reinforces connections in the brain and learning becomes more meaningful and permanent. Repetition combined with opportunities to practice help build good work habits</p> |

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| | <p>as well. We'll revisit this as we talk about supporting staff in different phases of learning.</p> <p>We've recognized that adults share common characteristics when it comes to learning and many of us also have individual ways – or preferences – for how we take in new information.</p> |
| Slide 13 | <p style="text-align: center;">Supervisor as Trainer</p> <p><i>Multi-Sensory Inputs</i></p> <ul style="list-style-type: none"> • Visual – likes pictures, diagrams, etc. to help make connections • Aural – benefits from listening to others present • Print – likes to read new information and take notes • Interactive – likes discussing new information with others, role plays • Tactile/ Kinesthetic - like hands-on, practical experiences when learning <p>DAAS – Division of Aging and Adult Services </p> |
| | <p>We use our senses - vision, hearing, touch – as we take in new information and connect it to existing networks in the brain. And most of use more than one sense at a time. The slide shows examples of how trainers can use multi-sensory inputs to enhance learning. Incorporating pictures, diagrams, discussions, videos, role plays, and other activities into your training are all good ways to</p> |


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| | help learners engage multiple senses in the learning process. |
| Slide 14 | <p style="text-align: center;">Supervisor as Trainer</p> <p style="text-align: center;"><i>A.G.E.S Model for Learning Retention</i></p> <div style="background-color: #f4a460; padding: 5px; margin-bottom: 5px;">Attention – Focusing on the content</div> <div style="background-color: #f4a460; padding: 5px; margin-bottom: 5px;">Generation – Connecting the content to existing knowledge</div> <div style="background-color: #f4a460; padding: 5px; margin-bottom: 5px;">Emotion – Experiencing positive emotions around the content</div> <div style="background-color: #f4a460; padding: 5px;">Spacing – Delivering content at a steady pace with breaks between</div> <div style="background-color: #c85130; padding: 5px; margin-top: 10px;"> <small>DAAS – Division of Aging and Adult Services</small>  </div> |
| | <p>In addition to multi-sensory inputs, research has shown that there are additional strategies that support long-term learning and retention. A model called A.G.E.S identifies four components: Attention, Generation, Emotion and Spacing.</p> <p>So trainers can promote retention and recall by:</p> <ol style="list-style-type: none"> 1. creating a training environment that is free from distractions 2. encouraging learners to link new content to something they know 3. helping them experience positive emotions to promote attention and memory |

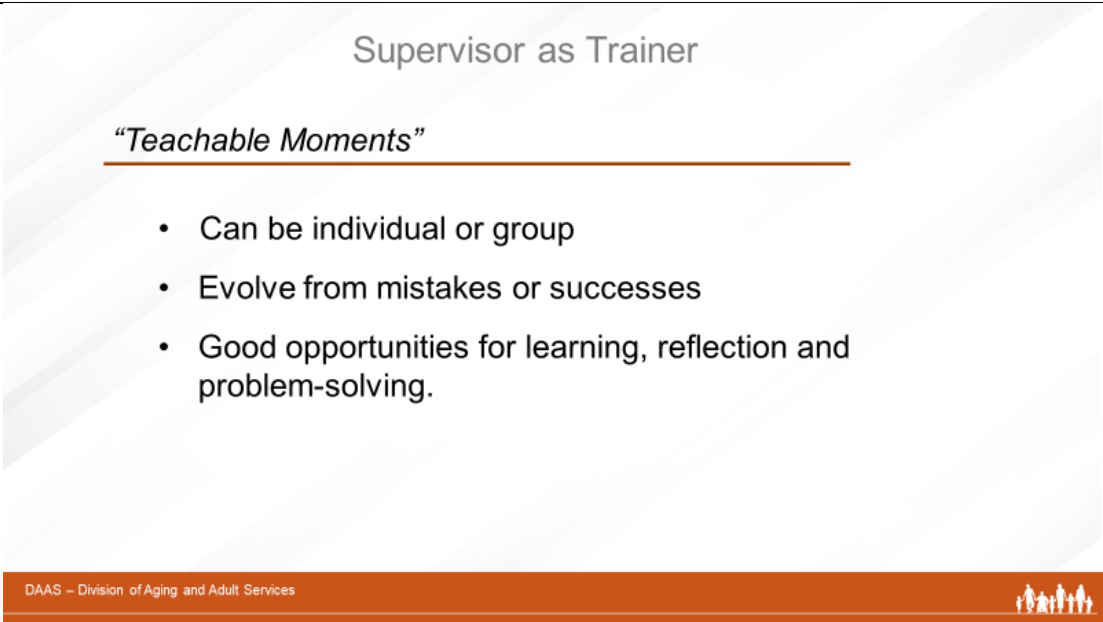
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| | <p>4. scheduling training sessions at a steady pace with breaks in-between</p> <p>Your Participant Guide has several links to more information about the A.G.E.S model.</p> |
|  | <p><i>Resources:</i></p> <p><i>Links to Articles About Learning and Training. Pg. 10</i></p> |
| | <p>Now that we’ve talked about the characteristics of adult learners, let’s consider what some of the common barriers to learning might be.</p> |
| <p>Slide 15</p> | <div data-bbox="370 982 1469 1591"> <p style="text-align: center;">Supervisor as Trainer</p> <p><i>Common Barriers . . .</i></p> <ul style="list-style-type: none"> • Fear of making mistakes • Not understanding the relevance • Lack of participation • Fear of change • Overly-formal atmosphere • Others? <div data-bbox="1096 1199 1430 1365">  <pre> graph TD Confusion[Confusion] <--> Fear[Fear] Confusion <--> Anxiety[Anxiety] Fear <--> Anxiety </pre> </div> <div data-bbox="375 1545 1464 1591" style="background-color: #c0504d; color: white; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> DAAS – Division of Aging and Adult Services  </div> </div> </div> <p>Learning is a catalyst for change and learners need to be challenged – taken out of their “comfort zones.” But fear, anxiety and confusion can interfere with the learning process and make it more difficult. Being afraid to make</p> |



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| | <p>a mistake can keep people from participating fully. And, as mentioned earlier, not understanding why or how the training material is beneficial is another obstacle to learning.</p> <p>We all learn best in an emotionally supportive training environment where expectations, objectives and relevance of the training are clear to the learner and the atmosphere encourages participation. So let's summarize this section.</p> |
| Slide 16 | <p style="text-align: center;">Supervisor as Trainer</p> <p>Supervisors can apply adult learning principles during their case consultations and staff meetings.</p> <ul style="list-style-type: none"> • 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  <p>DAAS – Division of Aging and Adult Services</p>  |
| | <p>Gaining new knowledge, skills and attitudes through training present ongoing opportunities and challenges to your staff.</p> <p>As APS supervisors, you are the best resource for encouraging and guiding your staff through the learning</p> |

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| | <p>process and ensuring that the skills acquired are applied and practiced.</p> <p>Be clear about training objectives and how they relate to job performance; plan time for review and practice opportunities; and give constructive feedback</p> <p>Understanding and utilizing key principles of adult learning will help you succeed in your role as a trainer.</p> | |
| | <p><u>Section 2- Training Settings & Techniques</u></p> | |
| Slide 17 |  <p>Supervisor as Trainer</p> <p>Section 2</p> <p>Training Settings & Techniques</p> <p>DAAS – Division of Aging and Adult Services</p> | |
| | <p>Now that we have talked about how adults learn; some common and individual characteristics of adult learners; and some of the barriers to learning, let's look more closely at training itself.</p> <p>APS staff training happens in a variety of settings. And supervisors have variety of training techniques to use</p> | |

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| | depending on what is to be learned and the skill level of the learner. |
| Slide 18 | <p>Supervisor as Trainer</p> <p>Training Settings</p>  <p>DAAS – Division of Aging and Adult Services</p> |
| | Let's start by looking at the settings in which APS training can take place – formal classes, one-on-one supervisory sessions, team meetings, individual assignments, and on-the-job experiences in the field. |
| Slide 19 | <p>Supervisor as Trainer</p> <p><u>Formal Settings . . .</u></p> <ul style="list-style-type: none"> • Instructor-led • Structured and focused on specific topic • Usually time-limited • Diverse participant pool • Presented by someone other than yourself <p><i>Delivered in-person, virtually or by e-learning</i></p> <p>DAAS – Division of Aging and Adult Services</p> |

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| | <p>We're all familiar with formalized training sessions that are usually led by a professional trainer. Training can be delivered either in-person or virtually to a group of participants - and the content is usually structured and focused on a specific topic.</p> <p>E-learning is another example of formalized training that is also referred to as "online learning". Typically, e-learning is conducted on the Internet and lets students access their learning materials online at any place and time.</p> |
| Slide 20 | <div> <div>Supervisor as Trainer</div> <div> <i>Individual and Small Group Settings . . .</i> <hr/> <p><i>Individual</i></p> <ul style="list-style-type: none"> • One-on-one time with supervisor • Structured observations with staff • On-the-job practice <p><i>Small Group</i></p> <ul style="list-style-type: none"> • 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 </div> <div> DAAS – Division of Aging and Adult Services  </div> </div> |
| | <p>Examples of less formal training settings include one-on-one supervisory sessions – especially with new staff. You also provide training when you plan structured learning opportunities (shadowing) in the field. New staff learn by accompanying and observing experienced staff members</p> |

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| | <p>as they carry out APS work - and by gradually putting newly-learned information and skills into practice in “on-the-job” situations.</p> <p>Team meetings or team trainings are another good setting for learning together, helping each another, and involving staff in helping to prepare and present training topics.</p> |
| Slide 21 |  <p>Supervisor as Trainer</p> <p><i>“Teachable Moments”</i></p> <ul style="list-style-type: none"> • Can be individual or group • Evolve from mistakes or successes • Good opportunities for learning, reflection and problem-solving. <p>DAAS – Division of Aging and Adult Services</p> |
| | <p>As supervisors, you are all probably familiar with those unexpected, unscheduled events that provide opportune moments for learning. Teachable moments evolve from not only mistakes or misunderstandings but successful outcomes as well. They are catalysts for meaningful learning, reflection, problem-solving, and improved performance.</p> |

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| Slide 22 | <p style="text-align: center;">Supervisor as Trainer</p> <p><u>Workshops /Conference Settings . . .</u></p> <ul style="list-style-type: none"> • Usually off-site and outside the group • Supervisor considerations <ul style="list-style-type: none"> - 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. <p>DAAS – Division of Aging and Adult Services </p> |
| | <p>Conferences and workshops offer off-site training settings that provide attendees training content and materials that can be brought back and shared with the team. They also offer opportunities to network with other professionals in the field.</p> |
| Slide 23 | <p style="text-align: center;">Supervisor as Trainer</p> <p><u>Agency Setting . . .</u></p> <ul style="list-style-type: none"> • Usually mandatory for all employees • Sexual Harassment • Diversity • Rights & Responsibilities of Employees • Human Resources Content <p>DAAS – Division of Aging and Adult Services </p> |

And finally, APS supervisors need to plan on time for staff to attend mandatory agency trainings. These are usually provided by human resource departments and focus on workplace issues like those listed on the screen.

Any questions or comments you want to share before we move on to talking about training techniques?

Slide 24

Supervisor as Trainer



Training Techniques

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As we mentioned earlier, there are a variety of training techniques that can be used in training your staff – depending on what is to be learned and the skill level of the learner. So matching the appropriate techniques with the needs of the “trainee” is a key to successful learning. In this segment, we’ll look at some of these training techniques and then use a group activity to further explore them.

Slide 25

Supervisor as Trainer



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

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Let's start by using your CHAT button to share one or two training techniques that you have used with your staff.

I'll give you an example: reviewing case studies.

Possible answers – videos, shadowing, written materials, etc

Producer acknowledges responses

Thank you for those ideas! Now let's compare them with this list on the screen.

Supervisor as Trainer



Examples of Training Techniques . . .

- | | |
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| <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 |
|--|---|




As we've just acknowledged, there are a number of different training techniques that you can use with your staff depending on the training content and the needs of the learner. Each technique has its own characteristics and benefits. For example, using a lecture allows a trainer to present the same content to a number of trainees at one time. Shadowing is an on-the-job technique that allows an individual learner to see and understand the nuances of a particular job as it is performed in the field. Using several techniques in combination during training can be effective since they allow the learner to input new information in a variety of ways.


You might use reading assignments with new staff to help them learn about agency policies and procedures. Then,

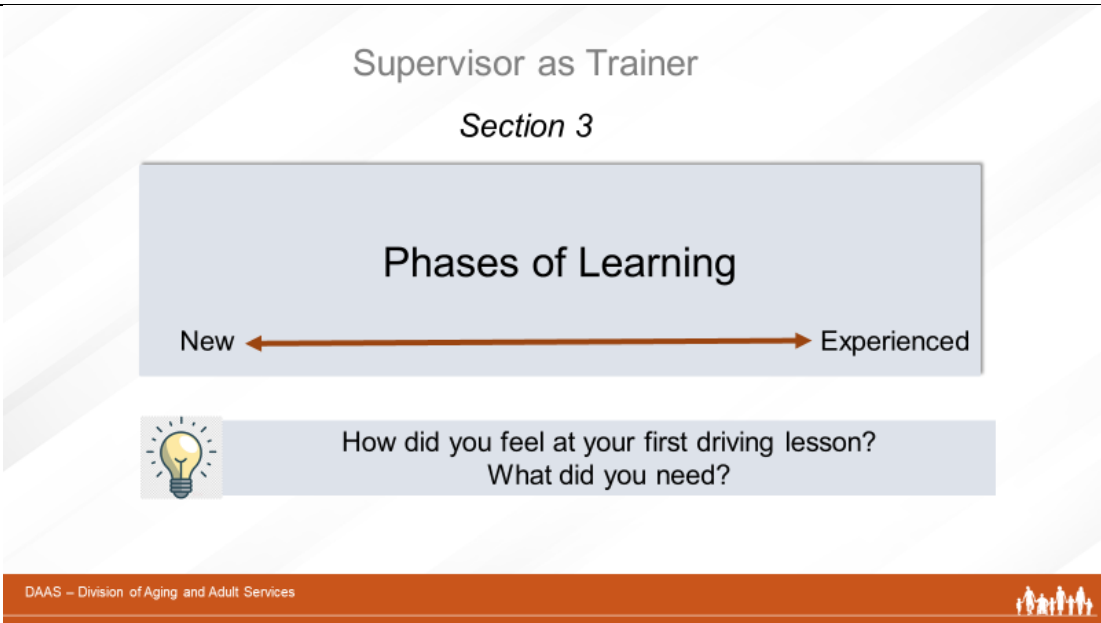
| | |
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| | <p>follow the reading assignments with a one-on-one discussion session that includes questions and answers.</p> <p>Another example is using an instructional video as a lead-in to a follow-up group discussion in a topic-specific area such as investigating allegations of financial exploitation.</p> <p>Your Participant Guide has a hand-out listing many of these training techniques as well as the characteristics and benefits of each.</p> |
|  | <p><i>Resources:</i></p> <p><i>Characteristics of Training Techniques Pg. 18</i></p> <p><i>Links to National Training Resources for APS Supervisors . . Pg. 21</i></p> |
| Slide 27 | <div style="text-align: center;"> <p>Supervisor as Trainer</p> <p><u>Training Resources for APS Supervisors . . .</u></p> <p>APS Technical Assistance Resource Center https://apstarc.acl.gov/Education/toolkits.aspx</p> <p>APSWI Adult Protective Services Workforce Innovations https://theacademy.sdsu.edu/programs/apswi/</p> </div> <div style="background-color: #c0504d; color: white; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> DAAS – Division of Aging and Adult Services  </div> |
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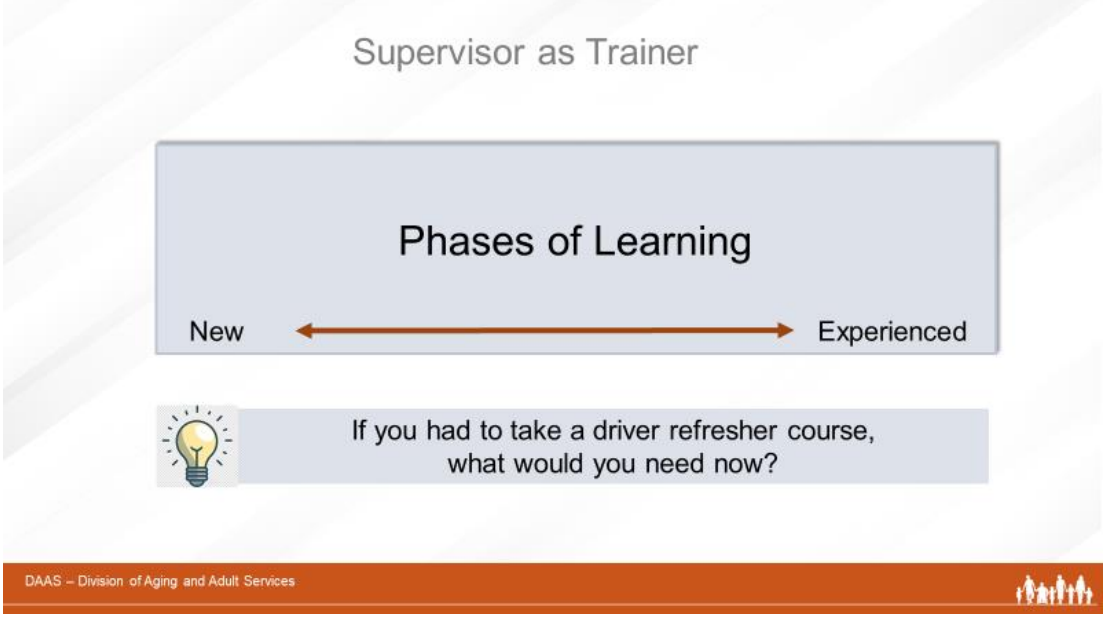

When planning for the training needs of your staff, APS supervisors have access to a wealth of national training materials – topic-specific content, tools, videos and suggested activities. Let’s look at the two resources that are displayed on the screen.

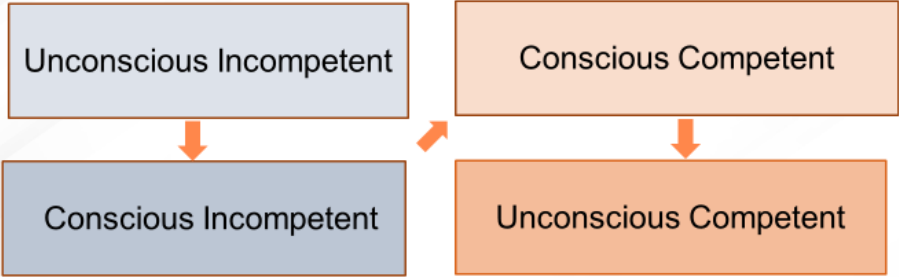

- The first link connects to the **APS Education and Training Toolkit** available at the Training and Resource Center (TARC) on the Administration for Community Living’s website. It is a compendium of APS educational materials, videos, and other resources. The toolkit helps APS administrators and supervisors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

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| | <p>developed a nationally recognized Core Competency Training Curriculum for APS professionals.</p> <p>Visit the site to access the many topic specific trainings and the <i>Field Guide for APS</i>. The <i>Guide</i> 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. Your state may also have prepared a state-specific field guide for your use. <i>(AZ is customizing their own version with AZ-specific information)</i></p> |
|  | <p>To further explore the use of training settings, techniques and available resources, let's move now to a group activity.</p> <p><i>Note to producer: Assign each break-out group a number and identify which participants are in each group. (See facilitator version with instructions/sample responses on Page 53 of this Guide.)</i></p> <ol style="list-style-type: none"> 1. First, we'll divide you into small groups and assign a spokesperson for each one. 2. Next, each small group will be given a different training task to work on. In your small group, first discuss the various settings and techniques you might use to accomplish the task. 3. Then, visit one or both of the links on the screen, |

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| | <p>to locate a few resources you could use to support and enhance your training. These resources could be specific content, related activities, videos, etc. Although you won't have time to review them in depth, the purpose of this activity is for you to locate the kinds of training resources available to you.</p> <p>Your small group will have 20 minutes to complete your task. When we reconvene as a full group, each spokesperson will present their task, their recommended training settings and techniques, and related support materials they found on the national sites.</p> |
|  | <p><i>Small Group Activity Worksheet Pg. 22</i> <i>(Use the worksheet to reference your group's task, the list of training settings and techniques to consider, the links to training resources and to keep notes during your small group discussion.)</i></p> |
| | <p><i>Producer: Allow 20 minutes for small group work. Give a 5-minute warning.</i></p> <p><u>Facilitator:</u></p> <p>Welcome back! Let's hear what each small group suggests for their particular training task.</p> <p><i>(Have each group spokesperson report on their suggestions and findings and keep a list of their suggested settings and techniques on the whiteboard. As each group reports, check those that are repeated. After each group has reported, comment on the settings and techniques noted – especially those that have been repeated.</i></p> |

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| | <p><i>Acknowledge the training resources they located. Ask if there are other comments or suggestions to add.)</i></p> <p>Thank you, everyone, for your contributions to this exercise. As you can see, there are many options for providing training. The key is to choose those that best support the content to be learned and the skill level of the learner.</p> |
| | <p><u>Section 3 – Phases of Learning</u></p> |
| Slide 28 |  <p>Supervisor as Trainer</p> <p>Section 3</p> <p>Phases of Learning</p> <p>New ← → Experienced</p> <p>How did you feel at your first driving lesson? What did you need?</p> <p>DAAS – Division of Aging and Adult Services</p> |
| | <p>So how do adult learning principles, training settings and various techniques apply to a team that ranges from brand new staff members to very experienced ones? In this section, we'll pull that together by looking at training supports during different phases of learning.</p> <p>We'll start with a question for you. Think back to learning to drive a car. How did you feel at your first lesson?</p> |

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| | <p>What did you need? Take a minute and use the CHAT to share your thoughts. <i>(Producer reports responses)</i></p> |
| <p>Slide 29</p> |  <p>Supervisor as Trainer</p> <p>Phases of Learning</p> <p>New ← → Experienced</p> <p> If you had to take a driver refresher course, what would you need now?</p> <p>DAAS – Division of Aging and Adult Services</p> |
| | <p>You all felt a certain amount of anxiety and excitement. Now, if you had to take a driver refresher course next week, what would you need? Please use the CHAT again to send your responses. <i>(Producer reports responses and notes the differences between the experience of learning something brand new compared to refresher learning.)</i></p> <p>Learning something for the first time feels is experienced differently than refreshing something you already know. When you first learned to drive, it was all new information; you were unskilled; and you had little experience. You couldn't be expected to be a competent driver after one lesson. Your brain pathways needed to</p> |

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| | <p>grow and be reinforced. You needed frequent review and practice.</p> <p>Compare that now to having years of practice and plenty of driving experience. You are confident. You don't have to think about every step anymore. And even if you have new information to learn during a refresher course, you have the prior knowledge and experience that make taking in that new information much easier for you.</p> <p>Building on what you already know, reviewing often, and having plenty of opportunity to practice makes learning at any stage meaningful and permanent.</p> |
| Slide 30 | <p style="text-align: center;">Supervisor as Trainer</p> <p style="text-align: center;"><i>Phases of Learning</i></p>  <p style="text-align: center;"><i>We move from one stage to the next when learning anything new.</i></p> <p style="text-align: center;">DAAS – Division of Aging and Adult Services </p> |
| | <p>So let's look now at different phases of learning and how they apply to the training needs of staff with ever-changing levels of knowledge and experience. As you see</p> |

on the screen, we all move through different phases of learning anytime we need to learn something new - accomplishing one phase before moving to the next. This graphic represents a theory of adult learning that features 4 different phases of learning.

- The first stage - “unconscious incompetent”- refers to a brand new learner - who doesn’t know what they don’t yet know. Learners in this phase will not readily retain complex information during training because they don’t have the neural pathways to which they can connect the new information. This is often the case with brand new staff.
- The second stage - “conscious incompetent” - refers to learners who have had some training, know what they don’t know and are able to retain and apply new information. They are in the best mental space to learn new information because they have the brain pathways to build on and understand the relevance of new information to improved job performance.
- The third stage - “conscious competent” – refers to learners who have had ongoing training which they can apply effectively in their field work. These team members are often the best ones to have new staff

shadow because they still remember how hard it was to learn how to be competent.

- The fourth and final stage - “unconscious competent”- refers to learners who can carry out complicated tasks with little thought because they have become so adept at performing. APS staff members in this phase can unconsciously pick up on cues from an alleged victim but they have a hard time explaining to new staff just what they are seeing or how they are coming to decisions because these are just coming “naturally” to them.

How long it takes a learner to move from one phase to the next for any given area of learning/competency depends on his/her own learning pace. Some learners may not reach the final stage for a particular task, but still be able to perform it with competence.

So let’s look now at some suggestions for recognizing the characteristics and training needs associated with these four stages.

Supervisor as Trainer

Unconscious Incompetent

- Assess background and current skills (*What do they know?*)
- Avoid overwhelming with too much information at one time
- Smaller amounts with time for review and tying to different applications in practice areas are best.
- Can benefit from case reviews, structured observations and shadowing





We'll start by looking at training for staff for whom the content to be learned is new.


Note: It's important to mention here that while staff at any level of experience will re-visit this stage – even briefly - when learning something new, it often applies to new staff in the first months on the job. In a subsequent module, *Onboarding New Staff*, we will look in more depth at the specific needs of new staff.


To support any staff in this first phase of learning, supervisors can:

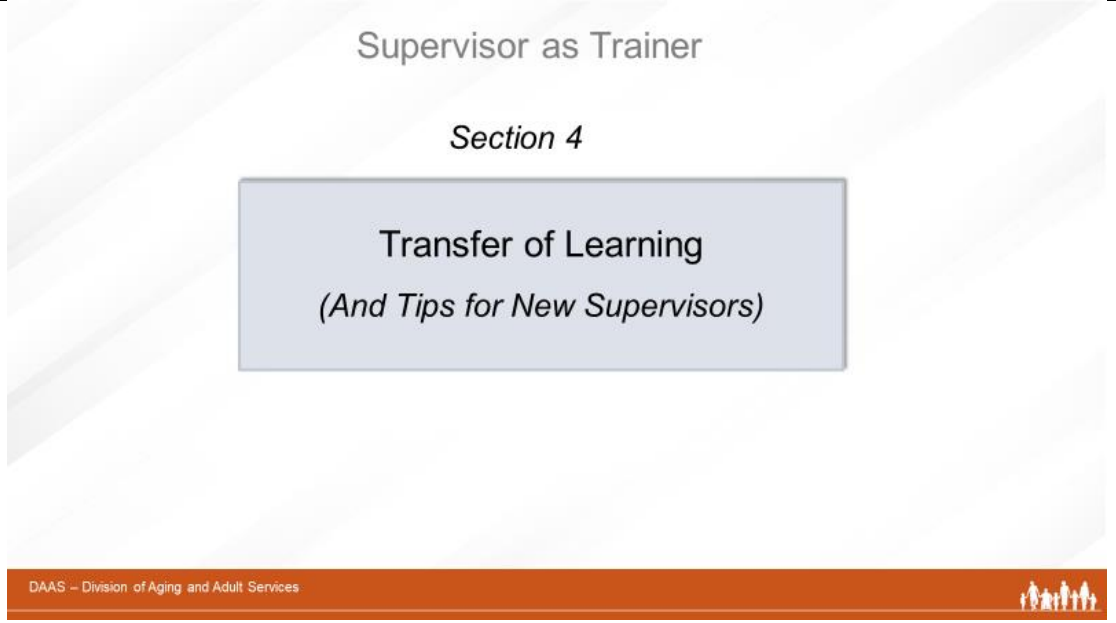
- Assess background and current skills and tie aspects of APS content with things they already know how to do
- Avoid overwhelming with an overload of information at one time.

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| | <ul style="list-style-type: none"> • Provide smaller amounts of information with frequent opportunities for review and application to on-the-job practices. • Can benefit from structured observations, shadowing and case reviews. |
| Slide 32 | <div style="text-align: center;"> <p>Supervisor as Trainer</p> <p><u>Conscious Incompetent</u></p> </div> <ul style="list-style-type: none"> • Are more aware of what they don't know • Will ask more relevant questions • May question their ability to do the job or perform a new task • May need frequent encouragement from supervisor and review of previous trainings • May benefit from team discussions, role plays, more complex case reviews <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <small>DAAS – Division of Aging and Adult Services</small>  </div> |
| | <p>Now we'll look at the second phase of learning called conscious incompetent. Learners in this phase:</p> <ul style="list-style-type: none"> • Are more aware of what they don't know • Ask pointed and relevant questions • May begin to question their own ability to do the job • May need encouragement from supervisor and review of previous trainings |

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| | <ul style="list-style-type: none"> • Can benefit from team discussions, role plays and review of more complex cases. <p>Any thoughts or observations about this phase to share?</p> |
| Slide 33 | <div> <div>Supervisor as Trainer</div> <div><u>Conscious Competent</u></div> <div> <ul style="list-style-type: none"> • Are able to perform with confidence • Know what they are doing and why • May be good matches to assist new staff • Are encountering new experiences and challenges </div> <div> <p><i>Your supervisory role shifts to a “coaching” role - advising, consulting, assisting with problem solving, encouraging critical thinking and developing new skills.</i></p> </div> <div> <div>DAAS – Division of Aging and Adult Services</div>  </div> </div> |
| | <p>Let’s move on then to the third phase of learning called conscious competent. Learners in this phase:</p> <ul style="list-style-type: none"> • Know what they are doing and why • Are gaining experience and confidence • Are often good matches for structured observations and shadowing with new staff. • Encounter new situations and challenges in their work. |

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| | <p>As noted on the slide, your supervisory role with learners at this stage begins to shift - from one requiring frequent monitoring to one of a “coach” - advising, consulting, assisting with problem-solving, encouraging critical thinking and training for developing new skills. In a subsequent training module called <i>Coaching and Mentoring</i>, we will look in more detail at the role of the supervisor as “coach” and “mentor.”</p> <p>Comments or questions about this phase?</p> |
| Slide 34 | <div> <div>Supervisor as Trainer</div> <div> <div><i>Unconscious Competent</i></div> <hr/> <ul style="list-style-type: none"> • Understands all aspects of job • Doesn't have to think about the process any longer • Usually assigned the most complex cases • Can assist supervisor with team trainings • May benefit from advanced trainings </div> <div> <div>DAAS – Division of Aging and Adult Services</div>  </div> </div> |
| | <p>And the fourth and final phase of learning applies to learners who have mastered a particular area of practice. These learners:</p> <ul style="list-style-type: none"> • Understand all aspects of the job and don't have to think about each step of the process any longer. |

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| | <ul style="list-style-type: none"> • Are usually assigned the most complex cases. • Can assist supervisor with group trainings. • May benefit from advanced training opportunities. |
| Slide 35 | <p style="text-align: center;">Supervisor as Trainer</p> <p style="text-align: center;"><i>Supervisors Can Promote a Mindset of “Growth”</i></p>  <p style="text-align: center;">DAAS – Division of Aging and Adult Services</p> |
| | <p>The phases of learning can be a helpful guide when planning for the training needs of your team. And it’s important to remember that all staff – new and experienced - move in and out of these phases as they encounter new tasks or content, policy changes, or new procedures.</p> <p>In your leadership role, you can promote and model a mindset of growth – one of continuous learning – that will help create positive expectations and motivation for your staff.</p> |

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| | Any questions or comment about phases of learning before we move on? |
| | <u>Section 4 - Transfer of Learning</u> |
| Slide 36 |  <p>Supervisor as Trainer</p> <p>Section 4</p> <p>Transfer of Learning (And Tips for New Supervisors)</p> <p>DAAS – Division of Aging and Adult Services</p> |
| | So in this section, we'll discuss transfer of learning - or retention of learning - and ways to know if training has been effective. And we'll end the section by offering some tips to those of you who are new to your supervisory/training role. |

Slide 37

Supervisor as Trainer

*How Do You Know When Training Has
Been Effective?*





DAAS – Division of Aging and Adult Services



As an APS supervisor, you spend time and effort on staff training and now you want to know if it “took.” Did your staff “get it?”

To help answer this question, we’ll start with a small group activity. The producer will divide you into small break-out groups and assign one person in each group to act as spokesperson. In your small group, please take 5 minutes to discuss how you know when your new staff has learned the basics of in an area of APS practice – for example, basic interviewing skills. The Producer will keep time and give you a 1-minute warning.

When you return to the large group, each spokesperson will present 3 ways to determine that training has been

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| | <p>successful in imparting knowledge and/or skills to your staff.</p> |
|  | <p>Welcome back! Let us hear from each group and we'll keep track of responses on the white board. Group 1, please share your ideas. Group 2, anything different? <i>(Build a non-duplicating list on the white board until all groups have reported.)</i></p> <p>Expected responses might include:</p> <ul style="list-style-type: none"> • Able to demonstrate understanding of regulations • Able to identify types of maltreatment • Improved interviewing skills • More accurate client assessments • Better documentation skills <p>Good job, groups! Let's compare those responses to those on the screen.</p> |
| Slide 38 | <div> <div>Supervisor as Trainer</div> <div> <p><u>Ways to Evaluate Effectiveness of Training</u></p> <ul style="list-style-type: none"> • Assess staff member's application of training content to real life cases <ul style="list-style-type: none"> Case review Interviewing and assessment skills Creation of service plans Accurate and complete documentation • Assess client outcomes <ul style="list-style-type: none"> Is the client safer? Respect for client self-autonomy? Are services in compliance? • Staff self-evaluations </div> <div> DAAS – Division of Aging and Adult Services  </div> </div> |



In summary, supervisors can evaluate the effectiveness of training by:


- Assessing staff members' 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
 - Client safety (Is the client safer?)
 - Was there respect for client self-autonomy
 - Are services in compliance with state regulations?
- Have staff do self-assessments


If you identify gaps in understanding or needs for additional training, review the basics of adult learning again to ask:



- Did the learner have any previous knowledge to build on?
- Was there too much content given at one time?
- Did the training settings and techniques match the level of the learner?

What does the learner share about what worked for them and what didn't?

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| | <p>Now let's look at a hand-out in your Participant Guide that is a sample transfer of learning exercise that could be adapted to use with your staff.</p> |
|  | <p>Sample Transfer of Learning Tool – Pg. 29 (<i>Screen-share page and review tool.</i>)</p> |
| Slide 39 |  |
| | <p>As we discussed earlier in this module, an APS supervisor has a multi-faceted role keeping many balls in the air at the same time. Those of you who are new APS supervisors might feel like you have jumped on a merry-go-round. You need to keep your balance, change your pace, and learn from your mistakes. Many things are new to you so we want to close this module by sharing some tips to help you navigate your own phases of learning.</p> |

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| Slide 40 | <p style="text-align: center;">Supervisor as Trainer</p> <p><i>Tips for New Supervisors . . .</i></p> <ul style="list-style-type: none"> • Take time to understand the team dynamics • Practice saying “Thank you for letting me know how things have been done in the past.” • Be open-minded as you assess what is needed and how you will respond. • Evaluate your own style and methods as needed. • Use training resources designed for you. <p>DAAS – Division of Aging and Adult Services </p> |
| | <ul style="list-style-type: none"> • Take time to understand the internal dynamics of your team. Things may look different from a supervisory point of view. • Practice saying “Thank you for letting me know how things have been done in the past.” You may not be ready or want to change the current routine right away. • Be open-minded as your assess what is needed and how you will respond. • Evaluate your own style and methods as needed. Do you need to adapt or change your approach? • Use training resources designed for you. <p><i>(Facilitator may want to add own experiences as a new supervisor and invite comments from the group.)</i></p> |
| | <p>We want to thank you all for taking the time to participate in this training module!</p> |

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| | <p>As supervisor/trainer, you have the leadership role in helping your staff continue to develop their knowledge, skills and attitudes as competent professionals and members of a team.</p> <p>Understanding and applying principles of adult learning, using training settings and techniques effectively, and monitoring the effectiveness of your training efforts provide a solid foundation for your own continued growth and success in your role.</p> |
| Slide 41 | <p style="text-align: center;">Supervisor as Trainer</p> <p><i>A Transfer of Learning Follow-Up Assignment for You</i></p> <ol style="list-style-type: none"> 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. <p>DAAS – Division of Aging and Adult Services </p> |
| | <p>In closing, we would like to evaluate whether this training has been effective. To do this, we are leaving you with a follow-up assignment.</p> <p>Please develop a training activity to address a specific staff training need of your choice. Describe the training</p> |

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| | <p>need and activity you want to develop. Include the types of setting(s) and techniques you plan to use and why you chose them. List any existing training resources you plan to use and how you will evaluate the transfer of learning for this activity. Finally, be prepared to share your training activity with other supervisors during your next meeting.</p> <p>Refer to your Participant Guide to complete this assignment.</p> |
|  | <p>Instructions for Transfer of Learning Assignment – Page 33</p> |
| <p>Slide 42</p> |  |
| | <p>Thank you again for being such a great group. And thanks to our Producer for keeping us all on track!!</p> |

Training Tasks for Small Group Activity – Developing a Training Activity (Facilitator’s Version)

Break participants into small groups. Assign a spokesperson for each group. Give each group one of the following training tasks to work on.

Allow 20 minutes to complete small group work. Reconvene and ask each group to report their suggestions. Have producer keep whiteboard list of suggested training settings and techniques to review.

1. Identify several training strategies to increase a new staff member’s knowledge of the aging process.

Possible Responses:

| <i>Training Settings</i> | <i>Training Techniques</i> | <i>Support Materials</i> |
|---|---|--|
| Instructor-led class One-on-one supervision On-the -job training Small group | Lecture Reading – writing assignments Structured observations Role plays | APSWI – e-learning “Aging Process” and Supervisor’s Workbook with Activities |

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

Possible Responses:

| <i>Training Settings</i> | <i>Training Techniques</i> | <i>Support Materials</i> |
|--|---|--|
| Instructor-led class Small group On-the-job training | Lecture Video Small group discussion Structured observations | APSWI – e-learning “Physical & Developmental Disability.” TARC – “Meet Us Where We Are” (video) |

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

Possible Responses:

| <i>Training Settings</i> | <i>Training Techniques</i> | <i>Support Materials</i> |
|--|---|---|
| Instructor-led class Small group On-the-job training | Lecture Reading & Writing Assignments Video Small group discussion Structured observations in field | APSWI – e-learning “Financial Exploitation” Field Guide Activities – (11.3, 11.4, 11.5) Field Guide – Abuser Tactics APSWI Video – “Alleged Perpetrator Interview” |

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

Possible Responses:

| <i>Training Settings</i> | <i>Training Techniques</i> | <i>Support Materials</i> |
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| On-the-job field visits One-on-one discussions | Structured observation – Intake Case reviews Small group discussion | Field Guide – Knowledge Area 2: Activities 2.2, 2.3, 2.4 |

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

Possible Responses:

| <i>Training Settings</i> | <i>Training Techniques</i> | <i>Support Materials</i> |
|--|--|---|
| Individual Group Setting On-the-Job Field Visits | Video Small group discussion Structured observations | Field Guide – Knowledge Area 9: 9.1, 9.2, 9.4 APSWI: Video “Successful Initial Visit” |