

EXECUTIVE

Course Title: *Pieces of the Puzzle: Collaboration in APS Work*

Outline of Training:

In this interactive and thought provoking introductory training, participants learn the benefits, challenges and barriers to successful collaboration, the fundamental elements critical to effective team building within a collaborative partnership or relationship, and can demonstrate beginning skills in communication and networking with other disciplines routinely involved in adult protective service cases. Participants should walk away from this training motivated to improve their own collaborative skills.

The following instructional strategies are used: lecture segments; interactive activities/exercises (e.g. small group discussion, case studies); question/answer periods; PowerPoint slides; participant guide (encourages self-questioning and interaction with the content information); embedded evaluation to assess training content and process; and transfer of learning activity to access knowledge and skill acquisition and how these translate into practice in the field.

Course Requirements:

Please note that training participants are expected to participate in a variety of in-class and post-training evaluation activities. These activities are designed to enhance the learning experience and reinforce the skill acquisition of training participants as well as determine the overall effectiveness of the trainings.

An executive summary of each training and directions for post-training evaluation activities will be provided to training participants and their supervisors.

Target Audience:

This course is designed for new APS social workers as well as Vulnerable Adult Abuse partners (e.g. conservatorship investigators, workers in the aging and disability networks, law enforcement). This training is also appropriate for senior staff that require knowledge and/or skills review.

Outcome Objectives for Participants:

Knowledge:

The trainee:

- can define collaboration as it applies to work across professional disciplines.
- articulate the benefits, challenges and barriers to successful collaboration.
- will be able to describe the roles and functions of the other professional disciplines that are involved in elder/dependent adult abuse prevention, investigation and remediation, and how they work together to produce a safety net for victims of elder abuse
- understands the fundamental elements critical to effective team building within a collaborative partnership or relationship

- can list at least two strategies for effective interpersonal communication
- can list at least two strategies for conflict resolution
- understands legal and ethical issues related to confidentiality

Skills:

The trainee:

- can identify his/her own interaction style and skills which contribute to or detract from successful collaboration
- can identify examples of successful professional collaboration, using case scenarios and anecdotal, personal experiences.
- can demonstrate beginning skills in communication and networking with other disciplines routinely involved in adult protective service cases, using a case scenario.

Attitudes:

The trainee:

- values multidisciplinary collaboration in achieving optimal outcomes in adult protective service cases.
- appreciates the roles and functions of non-investigative personnel on multidisciplinary teams.
- is motivated to improve his/her own skills to enhance collaboration with professionals from other disciplines.

Transfer of Learning: *Ways supervisors can support the transfer of learning from the training room to on the job.*

BEFORE the training

Supervisors can encourage line staff to attend the training and help them identify particular strengths and/or challenges that they have had in developing safety plans for victims in the past. Training participants can share these experiences during training.

AFTER the training

Supervisors can read the training executive summary and instructions for out-of-class transfer of learning activity. Supervisor and training participant will then schedule a time to complete the activity together – at this point the trainees can share what specific skills they obtained from the training. If further staff involvement is available, trainees may present an overview of what was learned to other staff members to encourage collaboration and a culture of learning.