

# EXECUTIVE SUMMARY

**Course Title:** *APS Case Documentation & Report Writing*

## **Outline of Training:**

In this engaging and highly interactive introductory training, participants learn the necessary and essential components of effective documentation and report writing. Participants will understand the purpose of competent documentation; demonstrate the use of clear, concise, and objective language; learn memory improvement techniques; understand confidentiality as it relates to documentation; and demonstrate written case documentation skills through an interactive skills practice exercise.

The following instructional strategies are used: lecture segments; interactive activities/exercises (e.g. small group discussion, experiential exercise); question/answer periods; PowerPoint slides; and video clips.

## **Target Audience:**

This course is designed for new APS professionals as well as Aging & Adult Service partners (e.g. APS/IHSS, IHSS). This training is also appropriate for senior staff that require knowledge and/or skills review.

## **Outcome Objectives for Participants:**

Learning goals - Upon completion of the training, participants will be able to:

1. Describe the purpose of accurate, complete and timely documentation.
2. Demonstrate the use of clear, concise, and objective language.
3. Identify four types of equipment used to document and their uses.
4. Discuss the importance of accurate recall and identify at least three memory improvement techniques.
5. Discuss confidentiality as it relates to documentation.
6. Discuss documentation needed for court including statements, evidence, and language.
7. Analyze and rewrite an APS report.

**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 with documentation 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 trainee can share what specific skills they obtained from the training. If further staff involvement is available, trainee may present an overview of what was learned to other staff members to encourage collaboration and a culture of learning.