



Professional Communication

Transfer of Learning Guide

Version 2018

We create experiences that transform the heart, mind and practice.

Module 9- Professional Communication Transfer of Learning (TOL) Workbook *Created by Paul Needham, TSC Services*



This TOL workbook contains two (2) activities that provide ways to support the transfer of learning from the training room to on the job. Ideally, this TOL workbook should be utilized within 45 days of the participant attending Module 9- Professional Communication, Instructor-Led Training.

Activity 1:

A quiz pulling from content in the training itself and can be done individually by the participant as a quick knowledge check or done with the supervisor and participant for further discussion. It contains two versions; the quiz and answer sheet.

Activity 2:

A three (3) part analysis where participants and supervisors will utilize the Professional Interview Checklist (included) from the Adult Protective Services Field Guide. The checklist itself is designed as a “Self-Rating Tool”, however will be used in in three (3) TOL segments to further examine what the participant themselves learned in training, as well as provide the supervisor an opportunity to see the progression of the APS professional.



Activity 1-Communication Quiz- Participant Copy

1. In order to save time and stay focused, leading/suggestive questions are the best to use when interviewing a person. T/F
2. The APS professional's reaction when responding to disclosure may assist or negate the interview. T/F
3. When an interviewer interrupts an interviewee, it demonstrates active listening. T/F
4. Showing empathy and compassion to the victim is another way of building a professional relationship with the victim. T/F
5. Interrogation Technique (IT) is a useful tool to the APS professional and best used when confronting the alleged perpetrator. T/F
6. Interview Technique (IT) is the most useful tool when communicating with the victim and the perpetrator. T/F
7. Since APS are impartial finders of fact, cultural and gender considerations have no bearing on the interview and should not be of concern. T/F
8. Establishing rapport is a non-issue when interviewing the client. T/F
9. When possible, using open ended questions will provide the best interview with a victim. T/F
10. It's best to use accusatory terms when interviewing the client. T/F
11. APS professionals should establish the vulnerable adult's behavior vs. behavior under stress. T/F
12. Interviewer should mirror the interviewee's posture, if possible, during the interview. T/F
13. As much as possible, interviewers should allow the interviewee to set the pace and control of the interview. T/F
14. It is never okay to summarize, for clarity, the statements of the person being interviewed. T/F
15. If the person being interviewed becomes silent, the interviewer should immediately move on to another topic. T/F
16. "Isn't it true...", is a form of leading question. T/F
17. "How can I help you?" is a form of an open-ended question. T/F
18. Motive does not matter to APS, just the facts of the situation. T/F
19. Once a disclosure has been made, it is okay to ask more focused questions specific to the situation. T/F
20. Often the best question is not a question but an imperative, e.g.: "Tell me more about that." T/F

Activity 1-Communication Quiz- Supervisor Copy

1. In order to save time and stay focused, leading/suggestive question are the best to use when interviewing a person. (False)
2. The worker's reaction when responding to disclosure may assist or negate the interview. (True).
3. When an interviewer interrupts an interviewee, it demonstrates active listening. (False)
4. Showing empathy and compassion to the victim is another way of building a professional relationship with the victim. (True)
5. Interrogation Technique (IT) is a useful tool to the APS professional and best used when confronting the alleged perpetrator. (False)
6. Interview technique is the most useful tool when communicating with the victim and the perpetrator. (True)
7. Since APS are impartial finders of fact, cultural and gender considerations have no bearing on the interview and should not be a concern. (False)
8. Establishing rapport is a non-issue when interviewing the client. (False)
9. When possible, using open ended questions will provide the best interview with a victim. (True)
10. It's best to use accusatory terms when interviewing the client. (False)
11. APS professional should establish the vulnerable adult's behavior vs. behavior under stress. (True)
12. Interviewer should mirror the interviewee's posture, if possible, during the interview. (True)
13. As much as possible, interviewers should allow the interviewee to set the pace and control of the interview. (False).
14. It is never okay to summarize, for clarity, the statements of the person being interviewed. (False)
15. If the person being interviewed becomes silent, the interviewer should immediately move on to another topic. (False)
16. "Isn't it true...", is a form of leading question. (True)
17. "How can I help you?" is a form of an open-ended question.
18. Motive does not matter to APS, just the facts of the situation. (True)
19. Once a disclosure has been made, it is okay to ask more focused questions specific to the situation. (True).
20. Often the best question is not a question but an imperative, e.g.: "Tell me more about that." (True)

Activity 2- Home Visit Review



This TOL activity provides three (3) reviews and opportunity for self-reflection, peer review and supervision.

Peer Review:

After completing the Instructor-Led Professional Communication training, participant will have a co-worker (peer reviewer) shadow them on at least two (2) separate home visits of cases they are assigned to. The peer reviewer will use the Professional Interview Checklist within 24 hours after the shadowed visit. The peer should discuss the review with the participant and with the supervisor if desired to provide constructive feedback within 48 hours of the checklist being completed.

Self-Analysis:

After completing the Instructor-Led Professional Communication training, participant will use the Professional Interview Checklist on three (3) cases they personally took the lead on, or were assigned to investigate within 24 hours of the visit. The checklist will be used as a “self-analysis” after each visit. Within 48 hours of completing the checklist, schedule supervision and discuss the experience of self-analysis and areas to look for in which participant can improve. It’s suggested the self-analysis be completed AFTER peer review, to provide time for participant to incorporate feedback from the previous Peer Reviews.

Supervisor’s Review:

In this last and final stage, the supervisor will shadow the APS professional to the field on at least one (1) case and use the checklist as an informal evaluation of their progression in communication within 48 hours of the home visit.



*APS Field Guide can be found in its entirety at <https://theacademy.sdsu.edu/programs/apswi/field-guide-for-aps/>

PROFESSIONAL INTERVIEW CHECKLIST

Directions for the use of the checklist: This checklist is designed to use on yourself for an interview that you conduct. For each statement, rate yourself on the following scale:

0 = Did Not Attempt **1** = Attempted & Needs Improvement **2** = Adequate

Note: Some of the items in this list are present in more than one section because they apply to more than one activity. In some cases, you may need or want to repeat or emphasize the item by covering it more than once.

A: PREPARING FOR THE INTERVIEW

- _____ 1. Review the report.

- _____ 2. Check for previous APS history.

- _____ 3. Determine what information you need and who should be contacted.

- _____ 4. Determine what other agencies need to be involved.

- _____ 5. Determine what agency policies/procedures apply.

- _____ 6. Determine safety issues.

- _____ 7. Determine whether any accommodations are needed for the client's disability.

- _____ 8. Determine if a translator will be needed.

B: ESTABLISHING AND MAINTAINING RAPPOR

- _____ 1. Introduce yourself to the client and explain your helping role.

- _____ 2. Separate the client from the suspected abuser.

- _____ 3. Minimize noise- check for hearing (hearings aids w/working batteries?).

- _____ 4. Make sure the client is comfortable (i.e. not tired, thirsty, hot/cold, bathroom breaks, pain?).

- _____ 5. Give the client your full attention (ask if it is ok to take notes).

- _____ 6. Check-in on your own assumptions, fears, and stereotypes.

- _____ 7. Begin with non-emotional questions.

- _____ 8. Verify client's identifying information (name spelling, DOB, contact information).

- _____ 9. Find common ground with the client.

- _____ 10. Be patient and give the client time to answer questions.

- _____ 11. Refrain from being judgmental, discounting, morally outraged, etc.

- _____ 12. Be reassuring if the client is emotional.

- _____ 13. Accurately reflect the client's emotions.

- _____ 14. Acknowledge the client's anxiety and attempt to discern its cause.

C: BODY LANGUAGE OF THE INTERVIEWER

- _____ 1. Maintain eye contact (if culturally appropriate).
- _____ 2. Use a quiet, warm tone of voice.
- _____ 3. Lean forward and keep body position open.

D: FRAMING THE INTERVIEW PROCESS

- _____ 1. Explain your job as it relates to the interview.
- _____ 2. Ask the client to explain why they think you are visiting them.
- _____ 4. Explain what is going to happen during the interview, reassure him/her of your helpful intentions.
- _____ 5. Ask him/her to correct you if you misunderstand anything his/she says.
- _____ 6. Ask him/her to let you know if something is hard to talk about so that you can find an easier way to share it.

E: INVESTIGATIVE QUESTION STYLE AND USE OF LANGUAGE

- _____ 1. Begin the investigative portion of the interview with open-ended, general questions.
- _____ 2. Move into more focused open ended abuse questions as rapport is built.

- _____ 3. Use open-ended questions more than 50% of the time.
- _____ 4. Use invitational style questions (e.g. “Tell me more”) to encourage responses.
- _____ 5. Use narrative cues (e.g. “Uh huh.” “I see.” “What else?”) to keep the client talking.
- _____ 6. Avoid using leading questions.
- _____ 7. Avoid using multiple choice questions (unless the client is unable to verbalize answers).
- _____ 8. Avoid using yes/no and either/or questions (unless the client is unable to verbalize answers).
- _____ 9. Avoid using “tag” questions (e.g. “..., didn’t you?”).
- _____ 10. Don’t repeat a question to try and get the “right” answer (coercive).
- _____ 11. Follow-up on abuse disclosures to “drill down” for more details after the client discloses abuse.
- _____ 12. Use open-ended questions to ask for the specifics of the abuse (who, what where, when and how).
- _____ 13. Don’t ask the client to explain “why” the abuse occurred.

F: SPECIAL CONSIDERATIONS

- _____ 1. Identify barriers to communication and determine what adaptations can be made (e.g. translators, assistive devices, pace of the interview, etc.).
- _____ 2. Check the client's hearing and minimize noise/ provide assistance or assistive devices.
- _____ 3. Check the client's vision and make needed adjustments to the setting.
- _____ 4. Provide the client with breaks if he/she gets tired or needs the restroom.
- _____ 5. Keep tabs on the client's level of pain if pain is an issue.
- _____ 6. Be reassuring if the client has been traumatized.
- _____ 7. Speak directly to the client, not the caregiver or translator.
- _____ 8. Consider how cultural differences may influence your communication with the client.
- _____ 9. Adapt your interview style to the functional level of the client. (Simpler language and more concrete questions).
- _____ 10. Anchor your questions in the salient events in the client's life.

G. COMMENTS ABOUT THE INTERVIEW PROCESS

Write your comments here:

OUR WHY:

REVOLUTIONIZE
THE WAY PEOPLE
WORK TO ENSURE
THE WORLD IS A
HEALTHIER PLACE.



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