



The Unique Role of the APS Supervisor

Participant Manual Virtual



This training was developed by the Academy for Professional Excellence, with funding from the California Department of Social Services, Adult Programs Division.



**Curriculum Developer, 2020
Amy Waszak, LMFT**

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INTRODUCTION

THE ACADEMY FOR PROFESSIONAL EXCELLENCE

We are pleased to welcome you to The Unique Role of the APS Supervisor Participant Manual, developed by APSWI, a program of the Academy for Professional Excellence under a grant from the California Department of Social Services, Adult Programs Division.

The Academy for Professional Excellence, a project of San Diego State University School of Social Work, was established in 1996 to provide exceptional workforce development and organizational support to the health and human services community by providing training, technical assistance, organizational development, research, and evaluation. Serving over 20,000 people annually, the Academy continues to grow with new programs and a diversity of training focused on serving the health and human services community in Southern California and beyond.

The Academy is a project of San Diego State University School of Social Work (founded in 1963), which offers both a bachelor's and master's degree in Social Work. The School of Social Work at San Diego State University was founded in 1963 and has been continuously accredited by the Council of Social Work Education since 1966.

APSWI is a program of the Academy for Professional Excellence. APSWI is designed to provide competency-based, multidisciplinary training to Adult Protective Services professionals and their partners. APSWI's overarching goal is the professionalization of Adult Protective Services professionals to ensure that abused and vulnerable older adults and adults with disabilities receive high quality, effective interventions and services.

In partnership with state and national organizations, APSWI is developing a national APS Supervisor Core Competency Training Curriculum. This curriculum is developed, reviewed and approved by experts in the elder and dependent adult abuse fields.

APSWI's partners include:

- National Adult Protective Services Association (NAPSA) Education Committee
- California Department of Social Services (CDSS), Adult Programs Division
- County Welfare Directors Association of California (CWDA), Protective Services Operations Committee (PSOC)

PARTNER ORGANIZATIONS

Dawn Gibbons-McWayne

Program Manager, APSWI

Academy for Professional Excellence

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

Krista Brown

APS Leaders Institute Program Coord, APSWI

Academy for Professional Excellence

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

Lori Delagrammatikas

Executive Director

National Adult Protective Services Association

(NAPSA)

napsa-now.org

Paul Needham

Chair

NAPSA Education Committee

napsa-now.org

Kim Rutledge

Adult Protective Services Liaison

Adult Protective Services Division

California Dept. of Public Social Services

cdss.ca.gov/Adult-Protective-Services

Chris Alire and Francisco Wong

Co-Chairs

Protective Services Operations Committee of
the County Welfare Director's Association

cwda.org/about-cwda

THE ACADEMY FOR PROFESSIONAL EXCELLENCE

6505 Alvarado Road, Suite 107, San Diego, CA 92120

Tel: (619)594-3546 – Fax: (619)594-1118 – <http://theacademy.sdsu.edu/programs/>

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Agencies

California Department of Social Services, Adult Programs Division

Arizona Department of Economic Security, DAAS-Adult Protective Services

National Adult Protective Services Association

Supervisor Curriculum Advisory Committee

Kristina Allwood, Program Manager, Institute for Human Services, Inc. (OH)

Nujoud Al-Salem, ACL Grant Program Coord, DAAS-APS, AZ Dept. of Economic Security

Cathy Bahadur, APS Section Manager, GA Department of Human Services

Rosemary Barrington, APS Supervisor, DAAS-APS, AZ Department of Economic Security

Jessica Burke, Staff Development Officer, Riverside County

Kathleen Calderon, Lead Policy Specialist, APS Policy Unit, CO Dept. of Human Services

Kelsey Cato, APS Training Program Manager, WA State Dept. of Social and Health Services

Kama Chase, APS District Program Manager, DAAS-APS, AZ Dept. of Economic Security

Lori Delagrammatikas, Executive Director, NAPSA

Denise Dorsey, Program Manager, Tehama County

Tammy Douglass, APS Social Services Supervisor, Kings County

Esmeralda Garcia, Social Worker Supervisor II, San Luis Obispo County

Markita Grant, Office of Aging, Policy and Training Unit, GA Dept. of Human Services

Michael Hagenlock, Adult Protective Services Bureau Chief (MT)

Liora Levenbach, APS Supervisor II, Humboldt County

Nicole Medina, Program Consultant, APS Division, VA Dept. for Aging and Rehabilitative Services

Paul Needham, Chair, NAPSA Education Committee

Ashley Shively, Social Worker Supervisor II, Humboldt County

Valerie Smith, Social Services Program Manager, Santa Clara County

Sara Stratton, Consultant, City and County of San Francisco

Erin Van Duzer, Unit Manager, Tulare County

Amy Wasnak, APS Supervisor, San Diego County

Latrice Watson, Social Worker, IV, Humboldt County

Committees

National Adult Protective Services Association Education Committee

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EXECUTIVE SUMMARY

Course Title: *The Unique Role of the APS Supervisor*

Without a doubt, supervisors have one of the most multifaceted and difficult roles within APS programs. A clear understanding of key roles and responsibilities is instrumental for job success and satisfaction. Join us for this interactive, foundational training outlining the educational, supportive and administrative roles of APS supervision. Explore APS supervisor competencies, best practice tips around transitioning from peer to supervisor, and the importance of professional boundaries for supervisors.

Virtual Training:

- Participants will need access to a computer with video conferencing capability and be able to connect to the virtual platform being used to deliver this training. A headset or earbuds with microphone and a video camera are highly encouraged. Participant Manual is a fillable PDF if using Adobe Acrobat. Participants are encouraged to either print a hard copy or ensure access to Adobe Acrobat to allow for highlighting, typing in comments and filling out worksheets.
- The following virtual instructional strategies are used throughout the course: short lectures (lecturettes), interactive activities/exercises including breakout groups, chat box discussions, large group discussions, self-reflection, poll options, and individual practice.

Course Requirements:

- Pre-Training Assignment: Prior to the training, participants will be asked to complete the APS Supervisory Task Self-Analysis; it will take approximately 15 minutes. Note strength areas and areas that need improvement. This must be completed prior to attending the training. This self-analysis will be included in a processing activity and needs to be readily available for the training.
- Completion of the entire module is required to receive course completion credit.

Outcome Objectives for Participants:

By the end of this training, participants will be able to:

- Identify the three key roles of an APS supervisor and practice at least one element from these roles.
- Discuss the six APS Supervisor Competencies and identify areas for individual growth and development.
- Use case scenarios to discuss the issues that may arise around professional boundaries for supervisors and possible solutions.

After this course, APS professionals will return to the field having the experience and information to determine findings in a consistent manner within their programs and throughout the state.

Target Audience: This workshop is intended for new supervisors or experienced staff who may require a refresher.

COURSE OUTLINE

CONTENT	MATERIALS	TIME
WELCOME AND INTRODUCTIONS		15 minutes
Welcome, Introductions and Housekeeping		
Technology Overview		
Meet and Greet		
Course Goals and Objectives		
SUPERVISORY ROLES – EDUCATIONAL, SUPPORTIVE AND ADMINISTRATIVE		35 minutes
APS Cultural Framework		
APS Supervisory Roles		
Educational Role		
Supportive Role		
Administrative Role		
HR Best Practice Tips		
APS SUPERVISOR COMPETENCIES		30 minutes
APS Supervisor Competencies	Handout #1 & Pre-Training Assignment	
TRANSITIONING INTO THE SUPERVISOR ROLE		30 minutes
Transitioning into the Supervisor Role		
Transitioning: Peer to Supervisor		
Transitioning from Outside APS		

Professional Boundaries for Supervisors – Case Scenarios	Handout #2	
CLOSING AND EVALUATIONS		10 minutes
Closing Thoughts		
Evaluation		
Thank You		
TOTAL TIME (INCLUDING BREAKS)		120 MINUTES

MODULE 1B

MODULE #1B

The Unique Role of the APS Supervisor

PARTICIPANT MANUAL (VIRTUAL)

Slide #1



APS Supervisor Core:
The Unique Role of the APS Supervisor

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



Slide #2



The Academy is a project of San Diego State School of Social Work. Serving over 20,000 health and human services professionals annually, the Academy's mission is to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations and communities.



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

Slide #3

About APSWI & the Academy

- Adult Protective Services Workforce Innovations (APSWI)
 - 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.
- The Academy provides workforce development and learning experiences to health and human service professionals.

Academy Programs include:



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

Slide #4

Zoom Settings



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Slide #5

Meet and Greet

- Turn your camera on if you are able, and verify that your mic is muted
- Introduce yourself in the chat box
 - Name
 - Title
 - County/Jurisdiction
- In one word, what is your most important role as a supervisor?

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Slide #6

Learning Objectives

- Identify the three key roles of an APS supervisor and practice at least one element from these roles.
- Discuss the six APS Supervisor Competencies and identify areas for individual growth and development.
- Use case scenarios to discuss the issues that may arise around professional boundaries for supervisors and possible solutions.

Slide #7

APS Cultural Framework



- Crisis Intervention
- Unpredictable Situations
- Diversity
- Interdisciplinary
- Flexibility
- Voluntary Services

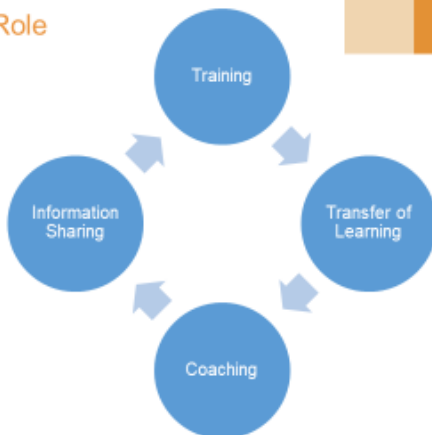
Slide #8

APS Supervisory Roles



Slide #9

Educational Role



Slide #10

Discussion Questions



- How do you share training opportunities with staff?
- How do you provide support so that staff feel free enough to attend trainings during their work hours?
- What prompts you to recommend (or require) a training to an APS staff?
- Is it appropriate to require a staff person take a training as a Performance Review goal?

Slide #11

Supportive Role

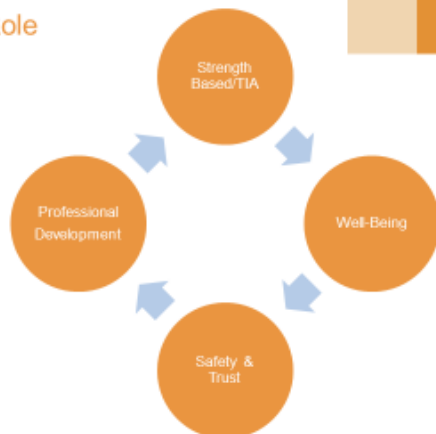


- What does it mean to support staff?



Slide #12

Supportive Role



Slide #13

Administrative Role



Slide #14

HR Best Practice Tips



- Study up on HR policies
- Establish a relationship with HR
- Know what to document and track
- Know when to involve HR



Slide #15

APS Supervisor Competencies



- Small Group Activity
 - Handout #1 – Competencies for APS Supervisors
 - Please identify a group member to report out to the larger group.
 - Using the box to the left of the competencies, rank the them in order of importance from 1 to 6 (1 is the most important and so on).
 - You have 8-10 minutes to rank and discuss your choices.
- Connection to Pre-work



HANDOUT #1- COMPETENCIES FOR APS SUPERVISORS

- **Professional Use of Self**
 - a. Interpersonal Relationships
 - b. Communication and Interviewing
 - c. Self-Management
 - d. Work Management

- **Foundation of APS Work: Common Knowledge and Skills**
 - a. Adult Development, Disabilities, and Aging
 - b. Policy, Procedures, and Laws
 - c. Medical and Psychological Issues

- **APS Casework Methods and Practice**
 - a. Protective Services Casework Methods
 - b. Service Planning
 - c. Knowledge of and Linkage with Resources and Programs
 - d. Guardianship
 - e. Facility Investigation

- **Supervisor as Manager**
 - a. Techniques of Effective Supervision and Management
 - b. Staff and Volunteer Selection and Retention
 - c. Managing Change and Conflict
 - d. Crisis and Stress Management
 - e. Decision Making and Problem Solving

- **Supervisor as Leader**
 - a. Styles of Leadership
 - b. Use of Authority
 - c. Group Dynamics and Team Building
 - d. Advocacy for Program and Staff
 - e. Relationships with Other Professionals

Handout #2 - Professional Boundaries for Supervisors – Case Scenarios

Professional Boundaries

*Scenario 1: Sue and Bill are APS workers in the same unit, both are in the same position level. Sue and Bill become friends and socialize outside of work, becoming close friends and even taking care of each other’s children. Sue gets promoted to Unit Supervisor. When the time comes for Sue to hire/promote a worker to Assistant Supervisor, Bill is one of the people who interviews for the position, but is not necessarily the best choice/fit to promote.

Discussion: What issues can be identified in this scenario? What are the pitfalls of becoming friends with co-workers? If Bill is not chosen for the position, can this relationship be salvaged? If so, how?

Conflict of Interest - Ethics and Transparency

*Scenario 2: Aziza is an APS Supervisor who manages Sara, an APS worker, who has a side gig (part-time, seasonal employment) as a tax preparer. The Sara has been having some performance issues on the job, especially during tax season. As tax season approaches, Sara mentions that she could do Aziza’s taxes.

Discussion: Since taxes have nothing to do with APS work, would it be okay for Aziza to let Sara do her taxes? Would the answer to this be different if Sara was not having performance issues? What issues could arise from this situation?

Confidentiality - Keeping employee’s personal business and information private.

*Scenario 3: A spouse of one of the workers in your unit, Jose, has been diagnosed with a terminal illness. The situation with Jose’s spouse will greatly impact the their ability to work full time and fulfill the complete range of responsibilities associated with the position, and may eventually require this Jose to take Family Medical Leave.

Discussion: How and when should this situation be communicated to the rest of the unit? Should you, the Supervisor share this information with the unit? What kind of consent/permission should be obtained to share such personal information? Does the rest of the unit need to know this information?

Slide #20

Closing Thoughts

- Questions?
- Reflections?
- Takeaways?



Slide #21

Evaluation

Date of Training

Online Evaluation

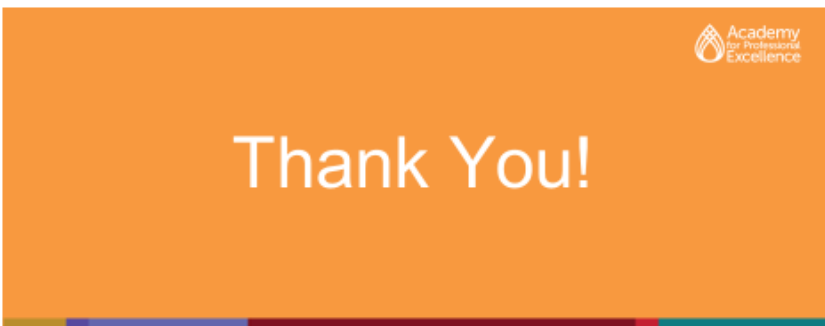
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References

Academy for Professional Excellence. (2013). Foundations of Effective Supervision, Trainer Manual, Module 2, Version 2.2.

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APPENDIX A

PRE-WORK ASSIGNMENT - APS SUPERVISORY TASK SELF-ANALYSIS

This pre-training assignment it will take approximately 15 minutes to complete. Note your strength areas and areas that need improvement. This must be completed prior to attending the training. This self-analysis will be included in a processing activity, please have it easily accessible.

	Competent & Confident	Adequate & Skilled	Learning to do Better	Like to Grow
Understand and Relate Policy and Procedures				
Case Assignments				
Facilitate Training				
Evaluate Performance				
Give Feedback				
Model Self-Care				
Motivate Staff				
Set Goals				
Enforce Limits				
Documentation				
Seek Professional Development				
Teambuilding				
Meet Deadlines				
Handle Personnel Issues				
Foster Dynamic Relationships				

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OUR WHY: **REVOLUTIONIZE
THE WAY PEOPLE
WORK TO ENSURE
THE WORLD IS A
HEALTHIER PLACE.**



6505 Alvarado Road, Suite 107; San Diego, CA 92120 | (619) 594-3546

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