

Enhanced Cognitive Interviewing for Adult Protective Services Professionals

Virtual Course

PARTICIPANT MANUAL



The Academy for Professional Excellence is a project of the San Diego State University School of Social Work



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



**Curriculum Developer, 2022
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INTRODUCTION

THE ACADEMY FOR PROFESSIONAL EXCELLENCE

We are pleased to welcome you to **Enhanced Cognitive Interviewing for Adult Protective Services Professionals** Participant Manual, developed by Adult Protective Services Workforce Innovations (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)

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Agencies

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EXECUTIVE SUMMARY

ENHANCED COGNITIVE INTERVIEWING FOR ADULT PROTECTIVE SERVICES PROFESSIONALS

Early in the education of Adult Protective Services (APS) professionals, they are taught the basics of interviewing. It is then not long until they encounter a person who only provides short generic answers that do little to help the investigation. They are often left frustrated and doubting their own abilities. Sometimes APS professionals may even label the person who was interviewed as resistant or believe that they were purposefully trying to cover up the abuse. While foundational interviewing techniques are important, they are often not enough to get the level of evidence from an interview that is need for an APS case. Enhanced Cognitive Interviewing (ECI) is an interviewing method that has been shown to gather 40% more information out of an interview than other methods. ECI also allows APS professionals to better assess the validity of the information being provided. This workshop takes participants through the principles and techniques of ECI so that they can add this technique to their existing interviewing skills. ECI is discussed in practical terms that account for the diversity of individuals interviewed by APS, time constraints on APS professionals, and the need for trauma informed approaches.

Virtual Training:

- The following virtual instructional strategies are used throughout the course: short lectures (lecturettes), interactive activities/exercises including breakout rooms, chat box discussions, large group discussions, self-reflection, and poll options. PowerPoint slides and demonstrations are used to stimulate discussion and skill development.
- 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 and typing in notes as they learn.

Continued

Course Requirements:

It's highly suggested that participants have completed some training in interviewing fundamentals which may include NAPSA core modules 2 and 9.

Target Audience: This workshop is intended for line staff and supervisors who are knowledgeable and experienced with using fundamental interviewing techniques with clients, alleged perpetrators, and collaterals.


Learning Outcomes for Participants:

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

- Apply at least one technique for building rapport to decrease anxiety of the person being interviewed.
- Utilize a structure for questioning that initiates a free recall.
- Evaluate APS interview effectiveness based on ECI core principles and strategies.


COURSE OUTLINE

| CONTENT | MATERIALS | TIME |
|--|------------------------|----------------|
| WELCOME, INTRODUCTIONS, & COURSE OVERVIEW | | 20 minutes |
| <i>Introductions</i> | | |
| OVERVIEW OF APS INTERVIEWING | | 30-35 minutes |
| <i>Activity #1: Skill Evaluation (Individual, Large Group)</i> | Interviewing A/P Video | |
| <i>Purpose of APS interviews</i> | | |
| <i>Core Practices for APS Interviews</i> | | |
| ENHANCED COGNITIVE INTERVIEWING | | 110 minutes |
| <i>ECI for APS</i> | | |
| <i>When to Use ECI</i> | | |
| <i>Phase #1: Greet, Personalize and Build Rapport</i> | | |
| <i>Phase #2: Explain the Goals of the Interview</i> | | |
| <i>Activity #2- Participant Recall (Demonstration)</i> | | |
| <i>Phase #3: Initiate a Free Report</i> | | |
| <i>Phase #4: Questioning</i> | | |
| <i>Phase #5: Varied and Extensive Retrieval</i> | | |
| <i>Phase #6: Important Investigative Questions</i> | | |
| <i>Phase #7: Summary</i> | | |
| <i>Activity #3- Summary Demonstration (Demonstration)</i> | | |
| <i>Phase #8: Closure</i> | | |
| <i>Phase #9: Evaluation</i> | | |
| <i>Activity #4: Evaluation Video (Individual, Large Group)</i> | Interviewing A/P Video | |
| WRAP-UP AND EVALUATIONS | | 15 minutes |
| <i>Activity #5- Takeaways (Individual, Large Group)</i> | | |
| TOTAL TIME (NOT INCLUDING BREAKS) | | 3 hours |



Enhanced Cognitive Interviewing for APS Professionals

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



Notes:



About the Academy & APSWI

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.

APSWI, or Adult Protective Services Workforce Innovations, is a training program of the Academy that provides innovative workforce development to APS professionals and their partners.





OUR PROGRAMS



Notes:

Housekeeping

- Video Camera
 - Option to hide “self view”
- Mute, unmute
- Chat box
- Reactions:
 - Thumbs up, clap, raise hand, heart emoji, etc.
- If you must step away...BRB
- Potential technical glitches

Notes:

Introductions



Chat Box: One sentence why you choose to work in APS

OR

Poll: What is your background (education and/or work) experience?

Notes:

Course Learning Outcomes



Using techniques of Enhanced Cognitive Interviewing enables APS to get more valid information, enhancing the interviewee's memory.

- Participants will be able to:
 - Apply at least one technique for building rapport to decrease anxiety of the person being interviewed.
 - Utilize a structure for questioning that initiates a free recall.
 - Evaluate APS interview effectiveness based on ECI core principles and strategies.

- Opportunity to share takeaways at end.

Notes:

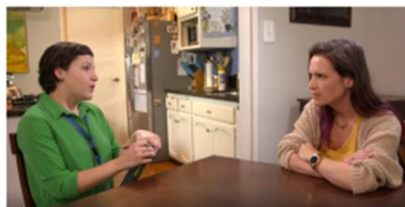
Skill Evaluation



Take notes on the following:

- What was effective?
- Moments of improvement

Discussion as large group



Notes:

Purposes of APS Interviews



What is the purpose for conducting an APS interview?

- To gather evidentiary facts about an allegation of abuse, neglect or exploitation
- To gather information necessary to offer services that will effectively reduce risk

Notes:

Core Practices for APS Interviews



- Focus on strengths and abilities
- Assume communication ability
- Utilize a trauma-informed approach
- Integrate cultural responsiveness
- Practice disability etiquette for all people with a disability
- Respect that we are almost always a guest



Notes:

Enhanced Cognitive Interviewing for APS



- Method using cognitive techniques in a planned and structured way to increase recall of an event witnessed
- This model has nine phases.



Notes:

When to Use ECI



- Human services fundamental techniques:
 - Use as a base for interviewing people in any human service situation including APS
- Motivational interviewing:
 - Use to elicit opportunities for behavior change in people
- Forensic interviewing:
 - Use to collect testimony for the purpose of criminal prosecution
- Enhanced cognitive interviewing:
 - Use to facilitate the memory of details about events or situations
 - Utilize when someone holds valuable info in their memory and initially unable or reluctant to recall it

Notes:

Phase 1: Greet, Personalize and Build Rapport



How do you introduce yourself when first meeting someone you're interviewing?

- Remain person-centered

Rapport building leads to more correct information from interviewee

What are your best techniques for quick rapport building?

Trust and Equality

How do you know rapport is built?

- ECI: used to decrease anxiety= increase ability recall

Notes:

Phase 2: Explain the Goals of the Interview



What do you want to know from a stranger asking for information at your home?

Memory is difficult and takes concentration.

Participant Recall

Notes:

Transferring Control



"Report Everything" accomplishes:

1. Provides the general topic area of interest based on a specific time
2. Invites the person to share everything
3. Asks them not to weigh the importance before sharing
4. Allows them to not need to remember something in its entirety for it to have value



Notes:

Phase 3: Initiate a Free Report



- The goal is a free and unrestricted report of memory
- Physical and internal state are important
- Internal state can be accomplished by visualization
 - Done with caution
 - Only when confident a safe environment has been established
- May need to remind "free report" throughout interview
- Assume active listening role

Notes:

Phase 4: Questioning



Occurs after free recall

- Provide a framework, including: why, giving permission to say they don't know, encouraging breaks, reminders to share everything

Open-ended questions and requests
Specific-closed questions

Avoid:

- Forced choice questions
- Multiple questions at once
- Leading questions
- Motive questions
- Poorly worded questions

Notes:

Phase 5: Varied and Extensive Retrieval



Used when APS feels there is still more critical info to be obtained

- Move to Phase 6 if comprehensive information from phases 1-4 has been received

Techniques:

- Recall in a variety of temporal orders
- Change perspective (not used with clients)
- Memory jogs



Notes:

Phase 6: Important Investigative Questions



What questions/statements that might need to be asked but are leading in nature?

- Important investigative questions are often leading and should be saved for the end.
- People are susceptible to the influence and suggestions of the interviewer.
- Important investigative questions that are leading should be immediately followed by open-ended questions.

Notes:

Phase 7: Summary



- Summary is a method to check for accuracy of how the APS professional received the information.
- Permission should be given to the person being interviewed to interrupt to add new or correct information.
- Always end the summary by asking if there is anything that has been missed.

Notes:

Phase 8: Closure



- When do you ask about certain demographics?
- Why is it important to leave all interviews in a positive frame?
- How is contact information given to person being interviewed?

Notes:

Phase 9: Evaluation



- Evaluate the info obtained and your own performance.
- Does your documentation reveal certain questions were not asked about details of case?
 - What are indicators that rapport was effectively built?
- Video Evaluation:
- Did the interviewer effectively decrease anxiety through rapport building?
 - *If not, what could have they done differently?*
 - What **ECI techniques** could have been used to maximize recall of the information?
- Consult with supervisors about interviews, review cases with them and practice interviewing techniques.

Notes:

Video Evaluation

Did the interviewer decrease anxiety through rapport building? If not, what could they have done differently?

What **ECI techniques** could have been used to maximize recall of information more effectively?

Conclusion



Final questions- please take self off mute

What is one thing you will use in your work that was covered in this course?

Enter in chat box but wait to press enter.

Notes:

Evaluations



Thank you for your hard work in today's workshop and for what you do to improve the safety and well-being for others in our community.

Feedback is crucial- please complete evaluations.

Notes:

Thank you!

We envision a world where the quality of life for individuals, organizations, and communities is transformed into a healthier place.



Notes:

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



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