

NATC eLearning Facilitator Guide: *Communication and Interviewing*

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University School of Social Work

NATC eLearning Facilitator Guide: *Communication and Interviewing*

Objective:

This facilitator guide is designed to facilitate learning through Live Collaborative eLearning or Post Course Applied Learning using the [National Adult Protective Services Training Center \(NATC\)](#) Aging Process eLearning course.

Overview:

This facilitator guide is to be used in tandem with the NATC Communication and Interviewing eLearning module. Upon completion, APS professionals will learn and review the basic components of interviewing, the importance of trust and relationship building and the use of effective engagement skills. We will cover how and when to use various question types and styles, including open-ended questioning. APS professionals will also learn the basic structure of an APS interview while focusing on how to overcome communication barriers and acknowledging cultural diversity.

Learning Objectives:

- Recognize the importance of building rapport
- Identify question types used often in APS
- Identify information that can be gained from an initial report to be used for interviewing
- Demonstrate active listening skills for use in APS
- Discuss fundamental skills and approaches for APS interviewing

How to Use:

- This facilitator guide is designed as a companion to the NATC eLearning: Communication and Interviewing.
 - It allows for a Facilitator or APS Supervisor to provide instructor-led training enhancing the content and learning outcomes from the eLearning. The activities in this Facilitator Guide will take approximately 2 hours and 30 minutes in addition to the eLearning content.
 - There are two ways to utilize it:
 - **Live Collaborative eLearning (LC) [Pages 3-12]:** Facilitate while displaying (each participant may need to log into NATC site to follow along in order to receive their course completion certificate) and completing the eLearning as a group, pausing to discuss or complete activities **or**

- **Post Course Applied Learning (PC) [Pages 13-22]:** Facilitate after participants have completed the eLearning independently, having the eLearning available for visual reference.
- Actions which the facilitator or APS Supervisor takes during the training are written in **bold**.
- When applicable, provide details about local organizations, resources, or collaborative partners that participants may utilize for further support and assistance.
- All Handouts can be found in the [Appendix](#). Some Handouts have a Facilitator Copy and Participant Version.
- Ensure you've reviewed the handouts prior to training and have planned for distribution either by providing the direct links, printing for in-person training, or sending to participants as a PDF for virtual training.

Content Warning:

We recognize that APS work is both challenging and rewarding and APS professionals are whole human beings who have their own experiences before and during APS work. Questions and discussion may activate feelings based on personal or professional experiences, including vicarious trauma and we encourage everyone to do what they need to do in order to safely engage in this transfer of learning.

Welcome, Introduction and Overview

Welcome the participants and **introduce** yourself by name, job title, organization, and qualifications as a Trainer.

Explain that the Academy for Professional Excellence is a project of San Diego State School of Social Work. Its mission is to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations, and communities.

Explain that Adult Protective Services Workforce Innovations (APSWI) provides innovative workforce development to APS professionals and their partners. APSWI is a program of the Academy for Professional Excellence along with Child Welfare Development Services (CWDS), Leaders In Action (LIA), Southern Area Consortium of Human Services (SACHS) and Tribal Successful Transitions for Adult Readiness (Tribal STAR).

Explain the National Adult Protective Services Training Center (NATC) is operated by the National Adult Protective Services Association (NAPSA) and is supported by the Administration for Community Living (ACL), U.S. Department of Health and Human Services (HHS).

Share information pertinent to any housekeeping:

- Breaks: Use the restrooms whenever you need to do so.
- Please mute cellphones. If you must make or receive a call, please leave the training room and return as quickly as possible. Check the course outline to see what you have missed.
- If training virtually: Please make sure you are in a quiet space to focus on and participate in the training provided. If you must answer a call during the training, please make sure your microphone is muted and type in chat BRB. Upon return, check the course outline.

Participant introductions with connection:

Ask participants to share their name, county or unit, and answer one of the following questions in one sentence and **encourage** everyone to share verbally, even if training virtually, to increase sense of community:

- "What do you enjoy about interviewing people we meet with in APS?"
- "What do you feel is the biggest challenge in communication?"
- "What motivates you to help vulnerable people?"

Explain that APS work means exposure to various types of trauma and today's content is no exception.

Share that this training is designed to provide a safe space to work through some of the dynamics APS professionals see in their work but may evoke feelings from learner's personal lives as well.

Encourage participants to actively take care of themselves today by doodling if they need to, stretching, deep breathing, taking breaks, etc.

Handout #1: Feeling Wheel (5 minutes)

Before beginning the eLearning, **refer** to **Handout #1-The Feeling Wheel** and **share** that this tool helps individuals identify and express their emotions more precisely. This resource will be helpful during various activities of today's learning experience as well as when working in the community.

To use the wheel, start at the center of the wheel and identify the emotion that best describes what you're feeling. Then, move outward and explore other words that might be more appropriate in describing your current emotional state.

Encourage participants to make note in this moment how they're feeling and write it down. They do not need to share out.

We will reflect back on The Feelings Wheel throughout the training and, also visit how we can utilize it during our interviews.

APS Interviews

Begin the eLearning **stopping** after the dialog box “Why do we conduct interviews in APS?” **Take time** here to explore answers as a large group before moving forward.

Pause the eLearning after the “who APS interviews” section, before “Interviewing techniques.”

Activity #1 Who and Why do we Interview in APS? (5-10 minutes)

Large Group Discussion

Ask: In APS, who do we interview and why do we interview them? (Take time here to explore answers as a large group before moving forward)

Discussion points/possible answers:

- *Adults with disabilities, older adults, collateral contacts and reporting party, alleged perpetrators, etc.*
- *Fact finding in nature to corroborate or refute an allegation, to develop person centered service plans, understand more about a person’s situation to prevent further harm, gain complete and accurate reports from clients, alleged perpetrators, and collateral contacts.*

Facilitator note: Take time here to discuss State/Territory or program rules and regulations regarding who is interviewed and why.

Complete the section on APS Interviews before advancing to the next section of the eLearning.

Foundational Skills and Approaches for All Interviews

Pause the eLearning after completing “actively listen” section. **Complete** activities 2, 3, and 4 before advancing.

Activity #2 Foundational Skills and Approaches (25 minutes)

APSWI Video: [Asking Inclusive Demographic Questions](https://www.youtube.com/watch?v=oltHVW6OLAA)
(<https://www.youtube.com/watch?v=oltHVW6OLAA>)

Review & Large Group Discussion

Review video with participants (**stopping** the video at 9:06), followed by an **open discussion** about seeking someone’s demographics with a Diversity, Equity and Inclusive effort along with state/territory or program specific rules, regulations, and statutes to include specific language used.

Discussion points/possible answers:

- *What do you feel went well when the APS professional was asking about and/or discussing demographics?*
- *What would you do differently?*
- *How do we typically address people when we meet them? (e.g. First and Last name, first name only, Ms. Or Mr. Last name) and how might that make people feel?*
 - *Feelings of respect and/or disrespect. Possibly leading to assumptions. Chance to clarify how someone would like to be addressed*
- *How might asking demographic questions provide opportunity to know more about someone's identities, cultures, systemic barriers based on cultures, etc.?*
 - *They might identify as part of a culture that has specialized resources or funding available. Provides us an opportunity to learn more about the person and how they've experienced life*
- *How have you addressed situations when someone declines to provide certain demographics and what are our agency/program protocols around this?*
- *How do we ask what someone's preferred language to be interviewed in is?*

Activity #3 Foundational Skills and Approaches (15-20 minutes)
Work in Pairs – Using SOLER

Role-Playing Exercises: **Divide into pairs** and practice using SOLER (Sit Squarely, Open Posture, Lean Forward, Eye Contact, Relax) in role-playing scenarios. **Discuss** the effectiveness of each interaction and provide constructive feedback.

1. Listening Pairs (8 minutes):

- **Ask** participants to pair up with someone sitting across from them.
- Each pair will take turns being the speaker and the listener.
- Before beginning, **ask** participants to revisit **Handout #1- The Feelings Wheel** again, and note to themselves how they're feeling for this activity.
- Set a timer (if desired) for 2–4 minutes per turn.
- The speaker shares a personal story, experience, or challenge while the listener actively listens using SOLER. **Remind** participants that their sharing is to their comfort level and in an effort to practice trauma-informed care, refrain from sharing anything that would likely activate either person. And

- as stated earlier encourage participants to take care of themselves as necessary.
- The listener refrains from interrupting, giving advice, or sharing their own experiences.
2. Switch Roles
 - After the first round, **ask** participants to switch roles (speaker becomes the listener, and vice versa).
 - Repeat the process with a new topic or continuation of the previous conversation.
 3. Group Reflection (5-10 minutes):
 - **Bring** the group back together.
 - **Discuss** the experience and ask participants to use the feelings noted on **Handout #1**:
 - How did it feel to share in general?
 - How did it feel to share without being interrupted?
 - How did it feel to actively listen without offering solutions?

Activity #4 Foundational Skills and Approaches (10-15 minutes)
Lip Reading Video, Small Group Work and Large Group Discussion

View [Lip Reading Activity 1](https://www.youtube.com/watch?app=desktop&si=0pC4QFIRACCLTcHW&v=9v99Hob4-Kg&feature=youtu.be)

(<https://www.youtube.com/watch?app=desktop&si=0pC4QFIRACCLTcHW&v=9v99Hob4-Kg&feature=youtu.be>) with participants, **pausing** after each 'take' to ask participants to guess what was said. Once guesses are made, **continue** the video to learn what was said. **Repeat** through entirety of the video.

Handout #2-Communication Barriers

Following the video, **put** participants into small groups. **Utilizing Handout #2- Communication Barriers (Participant Copy), ask** participants to review potential barriers and examples they may encounter in their work and then brainstorm potential strategies for working through each barrier. **Bring** everyone back within a large group to discuss possible answers.

*Facilitator note: **Handout #2 (Facilitator Copy)** has possible answers/discussion points:*

- *Minimal Language Skills (MLS), interpreters, translated materials, communication preferences, preferred language, don't use jargon, acronyms etc. Mental health and neurocognitive disorders may come up in this discussion as well.*
- *How did it feel to discuss these barriers, examples and strategies?*

Prompt participants to look back at the Feelings Wheel. **Ask** them to think about anytime they've been in a discussion with someone where these barriers were present. **Ask** them to silently reflect on what feelings they may have been experiencing before the interaction as well as during and after. **Explain** that when preparing to interview someone, conducting the interview as well as documenting later, it's important to check-in on how we're feeling and how that might impact our work.

If there are specific tools or interpreting services that are utilized by your state/territory or APS program, this is a good place to give handouts discussing how to use these services.

In wrapping up this activity it is helpful to remind participants that effective communication involves both sending and receiving messages. By applying these strategies, you can overcome barriers and foster better connections.

Finish section on Foundational Skills and Approaches for All Interviews and answer "check your learning" questions as a group.

Conducting an Interview

Complete Activity #5 before advancing to Introductions and Rapport building.

Activity #5 Conducting an Interview (10-15 minutes) ***Small Group Discussions Mimi/Herman Cases - Handout #3***

Break into small groups. **Assign** one group the Mimi case and the other Herman. **Ask** learners to review the initial information given for each case and discuss in their groups how they might prepare for the initial interview.

Inform the groups that as they discuss they can **continue** on into the "what we know" sections in the eLearning and discuss the corresponding considerations.

Complete the eLearning section and the following activities on Introductions and Building Rapport before advancing to Questioning.

Activity #6 - Rapport building (15-20 minutes) ***Large Group Discussion***

Using the APSWI videos: [Successful initial home visit, self-neglect, gone wrong](https://www.youtube.com/watch?v=IJ46wWBESoY) (https://www.youtube.com/watch?v=IJ46wWBESoY) and [Successful initial home visit, self-neglect](https://www.youtube.com/watch?v=RBCo4UBOliU&t=4s) (https://www.youtube.com/watch?v=RBCo4UBOliU&t=4s).

Begin by using the gone wrong video, stopping it at 4:40. Ask participants to revisit **Handout #1 - The Feelings Wheel** again. And as a large group, answer these questions:

How does this scenario make you feel if you were the APS professional? What about if you were the client, George Mitchell?

Discuss what could have been done better?

Possible answers could include:

- *Initial greeting at the door, time spent building rapport, not using the wrong client name, not rushing him, cell phone put away, not being prepared and asking about the wife who had recently passed away, judgmental about wine bottles, etc.*

Following the large group discussion **show** the successful visit, **stopping** it at 5:11 and having a **discussion** on what was better in this video vs the gone wrong.

Possible answers may include:

- *Reviewing case prior to visit, good greeting at door, rapport building throughout, validation and empathy shared throughout, patient and calm during interview, not distracted, etc.*

Follow up with, is there anything that the group would have done differently or that could have been better?

Possible answers may include:

- *Spending time building rapport, possibly parking in a different location, allowing him to walk in front and choose a seat first in the kitchen, etc.*

Activity #7 - Rapport building (5-10 minutes)

Small Group Work - Handout #4

Pause the training at the rapport building activity using the instructions included: Look at the pictures below. How might you as an APS professional connect with this person based on these two pictures?

Break the participants into small groups and refer them to **Handout #4- Rapport Building. Ask** learners to discuss what possible talking points they may come up with from these images to build rapport. **Encourage** them to think creatively and to consider what they would be able to authentically use themselves in conversation.

Facilitator note: In order to be trauma informed, encourage participants to use open ended questions specifically when discussing the photo images. Often people automatically go to, "is this your son" or "you all look great" or "you look so happy" and it could be a picture with the perpetrator or that day the picture was taken, the perpetrator did something to them.

Possible answers may include:

- *Family photos, pets, picture frames, gifts on table, books, plants etc.*



Remind participants that rapport is an ongoing process. **Ask** participants, "How do you know rapport has been built initially? How do you build rapport throughout the entire process?"

Possible answers/discussion points:

- *The person invites you in or is willing to continue meeting with you. They show signs or behaviors that they are less tense or fearful, they are inquisitive*
- *Communicate honestly and with transparency. Explain the process and what they can expect. Follow up on items you committed to.*

Continue eLearning, **pausing** before "Ending the Interview" and complete activities #8 and #9.

Activity #8 Conducting an Interview: Questioning (5-10 minutes) **Large Group Discussion**

Pause the eLearning during this section to have large group discussions around state/territory or APS program specific rules and regulations regarding confidentiality. **Include** handouts from your agency if applicable.

Activity #9 Conducting an Interview: Questioning Handout #5
Large Group Discussion

Pause during the questioning section on open ended questions and introduce **Handout #5- Examples of Open - Ended Questions and Examples of Open-Focused Questions.**

Give participants these handouts as a reference guide for asking open ended questions.

Complete the eLearning section on Ending the Interview.

Activity #10 Case review (15-20 minutes)
Small Group Work - Handout #6

Using Handout #6-Tim Parker Case Scenario, have participants break into small groups to review the case and discuss:

- What information gathering would you do prior to going out and engaging the client for the first face to face visit?
- What questions or comments could the APS professional use to engage the involved parties during the visit to facilitate rapport?

Ask each group to share what they discussed for each question in a large group discussion.

Summary

Complete key takeaways and knowledge checks in eLearning.

Wrap Up

Revisit skills enhancement activities to help learners refresh and reinforce their understanding:

- We discussed who and why we interview in APS
- We watched a video, "Asking Inclusive Demographic Questions" and discussed using open ended and focused questions while asking clients about their demographics.
- We paired up to role play using SOLER (Sit Squarely, Open Posture, Lean Forward, Eye Contact, Relax)
- We participated in a lip-reading activity and completed a handout on communication barriers.
- We reviewed and discussed case scenarios, worked in small groups and watched videos that emphasized the importance of rapport building while interviewing clients.

In large group **ask** learners what new skills or approaches they learned that they may be able to incorporate into their work in the future?

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- "What motivates you to help vulnerable people?"

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To use the wheel, start at the center of the wheel and identify the emotion that best describes what you're feeling. Then, move outward and explore other words that might be more appropriate in describing your current emotional state.

Encourage participants to make note in this moment how they're feeling and write it down. They do not need to share out.

We will reflect back on The Feelings Wheel throughout the training and, also visit how we can utilize it during our interviews.

APS Interviews

Remind participants that the eLearning starts with the question, “why do we conduct interviews in APS.” This first activity will help us explore and become clearer about the specifics of why APS conducts interviews.

Activity #1 Who and Why do we interview in APS? (5-10 minutes)

Large Group Discussion

Ask: In APS, who do we interview and why do we interview them?
(Take time here to explore answers as a large group before moving forward)

Discussion points/possible answers:

- *Adults with disabilities, older adults, collateral contacts and reporting party, alleged perpetrators, etc.*
- *Fact finding in nature to corroborate or refute an allegation, to develop person centered service plans, understand more about a person’s situation to prevent further harm, gain complete and accurate reports from clients, alleged perpetrators, and collateral contacts.*

Facilitator note: Take time here to discuss State/Territory or program rules and regulations regarding who is interviewed and why.

Foundational Skills and Approaches for All Interviews

Activity #2 Foundational Skills and Approaches (25 minutes)

APSWI Video: [Asking Inclusive Demographic Questions](https://www.youtube.com/watch?v=oltHVW6OLAA)

(<https://www.youtube.com/watch?v=oltHVW6OLAA>)

Review & Large Group Discussion

Review video with participants (stopping the video at 9:06), followed by an **open discussion** about seeking someone’s demographics with a Diversity, Equity and Inclusive effort along with state/territory or program specific rules, regulations, and statutes to include specific language used.

Discussion points/possible answers:

- *What do you feel went well when the APS professional was asking about and/or discussing demographics?*
- *What would you do differently?*

- *How do we typically address people when we meet them? (e.g. First and Last name, first name only, Ms. Or Mr. Last name) and how might that make people feel?*
 - *Feelings or respect and/or disrespect. Possibly leading to assumptions. Chance to clarify how someone would like to be addressed*
- *How might asking demographic questions provide opportunity to know more about someone's identities, cultures, systemic barriers based on cultures, etc.?*
 - *They might identify as part of a culture that has specialized resources or funding available. Provides us an opportunity to learn more about the person and how they've experienced life*
- *How have you addressed situations when someone declines to provide certain demographics and what are our agency/program protocols around this?*
- *How do we ask what someone's preferred language to be interviewed in is?*

Activity #3 Foundational Skills and Approaches (15-20 minutes)
Work in Pairs – Using SOLER

Role-Playing Exercises: **Divide into pairs** and **practice** using SOLER (Sit Squarely, Open Posture, Lean Forward, Eye Contact, Relax) in role-playing scenarios. **Discuss** the effectiveness of each interaction and provide constructive feedback.

1. Listening Pairs (8 minutes):

- **Ask** participants to pair up with someone sitting across from them.
- Each pair will take turns being the speaker and the listener.
- Before beginning, **ask** participants to revisit **Handout #1 – The Feelings Wheel** again, and note to themselves how they're feeling for this activity.
- Set a timer (if desired) for 2–4 minutes per turn.
- The speaker shares a personal story, experience, or challenge while the listener actively listens using SOLER (Sit Squarely, Open Posture, Lean In, Eye Contact, Relax). **Remind** participants that their sharing is to their comfort level and in an effort to practice trauma-informed care, refrain from sharing anything that could activate either person. And as stated earlier encourage participants to take care of themselves as necessary.
- The listener refrains from interrupting, giving advice, or sharing their own experiences.

2. Switch Roles

- a. After the first round, **ask** participants to switch roles (speaker becomes the listener, and vice versa).
- b. **Repeat** the process with a new topic or continuation of the previous conversation.

3. Group Reflection (5-10 minutes):

- a. **Bring** the group back together.
- b. **Discuss** the experience and ask participants to use the feelings noted on **Handout #1**:
 - How did it feel to share in general?
 - How did it feel to share without being interrupted?
 - How did it feel to actively listen without offering solutions?

Activity #4 Foundational Skills and Approaches (10-15 minutes) ***Lip Reading Video, Small Group Work and Large Group Discussion***

View [Lip Reading Activity 1](https://www.youtube.com/watch?app=desktop&si=0pC4QFIRACCLTcHW&v=9v99Hob4-Kg&feature=youtu.be)

(<https://www.youtube.com/watch?app=desktop&si=0pC4QFIRACCLTcHW&v=9v99Hob4-Kg&feature=youtu.be>)with participants, **pausing** after each 'take' to ask participants to guess what was said. Once guesses are made, **continue** the video to learn what was said. **Repeat** through entirety of the video.

Handout #2 Communication barriers

Following the video, **put** participants into small groups. **Utilizing Handout #2- Communication Barriers (Participant Copy)**, **ask** participants to review potential barriers and examples they may encounter in their work and then brainstorm potential strategies for working through each barrier. **Bring** everyone back within a large group to discuss possible answers.

*Facilitator note: **Handout #2 (Facilitator Copy)** has possible answers/discussion points:*

- *Minimal Language Skills (MLS), interpreters, translated materials, communication preferences, preferred language, don't use jargon, acronyms etc. Mental health and neurocognitive disorders may come up in this discussion as well.*
- *How did it feel to discuss these barriers, examples and strategies?*

Prompt participants to look back at the Feelings Wheel. **Ask** them to think about anytime they've been in a discussion with someone where these barriers were present. **Ask** them to silently reflect on what feelings they may have been experiencing before the interaction as well as during and after. **Explain**

that when preparing to interview someone, conducting the interview as well as documenting later, it's important to check-in on how we're feeling and how that might impact our work.

If there are specific tools or interpreting services that are utilized by your state/territory this is a good place to give handouts discussing how to use these services.

In wrapping up this activity it is good to **remind** participants that effective communication involves both sending and receiving messages. By applying these strategies, you can overcome barriers and foster better connections.

Conducting an Interview

Review with learners the section on Conducting an Interview to refresh learners' memory.

Activity #5 Conducting an Interview (10-15 minutes)

Small Group Discussions Mimi/Herman Cases - Handout #3

Break into small groups. **Assign** one group the Mimi case and the other Herman. **Ask** learners to review the initial information given for each case and discuss in their groups how they might prepare for the initial interview.

Inform the groups that as they discuss they can **continue** on into the "what we know" sections and discuss the corresponding considerations.

Activity #6 - Rapport building (15-20 minutes)

Large Group Discussion

Using the APSWI videos: [Successful initial home visit, self-neglect, gone wrong](https://www.youtube.com/watch?v=IJ46wWBESoY) (https://www.youtube.com/watch?v=IJ46wWBESoY) and [Successful initial home visit, self-neglect](https://www.youtube.com/watch?v=RBCo4UBOliU&t=4s) (https://www.youtube.com/watch?v=RBCo4UBOliU&t=4s).

Begin by using the gone wrong video, **stopping** it at 4:40. Ask participants to revisit **Handout #1 - The Feelings Wheel** again. And as a large group, answer these questions:

How does this scenario make you feel if you were the APS professional? What about if you were the client, George Mitchell?

Discuss what could have been done better?

Possible answers could include:

- *Initial greeting at the door, time spent building rapport, not using the wrong client name, not rushing him, cell phone put away, not being prepared and asking about the wife who had recently passed away, judgmental about wine bottles, etc.*

Following the large group discussion **show** the successful visit, **stopping** it at 5:11 and having a **discussion** on what was better in this video verses the gone wrong.

Possible answers may include:

- *Reviewing case prior to visit, good greeting at door, rapport building throughout, validation and empathy shared throughout, patient and calm during interview, not distracted, etc.*

Follow up with, is there anything that the group would have done differently or that could have been better?

Possible answers may include:

- *Spending time building rapport, possibly parking in a different location, allowing him to walk in front and choose a seat first in the kitchen, etc.*

Activity #7 - Rapport building (5-10 minutes)

Small Group Work - Handout #4

Look at the pictures below. How might you as an APS professional connect with this person based on these two pictures?

Break the participants into small groups and refer them to **Handout #4- Rapport Building**. **Ask** learners to discuss what possible talking points they may come up with from these images to build rapport. **Encourage** them to think creatively and to consider what they would be able to authentically use themselves in conversation.

Facilitator note: In order to be trauma informed, encourage participants to use open ended questions specifically when discussing the photo images. Often people automatically go to, "is this your son" or "you all look great" or "you look so happy" and it could be a picture with the perpetrator or that day the picture was taken, the perpetrator did something to them.

Possible answers may include:

- *Family photos, pets, picture frames, gifts on table, books, plants etc.*



Remind participants that rapport is an ongoing process. **Ask** participants, "How do you know rapport has been built initially? How do you build rapport throughout the entire process?"

Possible answers/discussion points:

- *The person invites you in or is willing to continue meeting with you. They show signs or behaviors that they are less tense or fearful, they are inquisitive.*
- *Communicate honestly and with transparency. Explain the process and what they can expect. Follow up on items you committed to.*

Activity #8 Conducting an Interview: Questioning (5-10 minutes) **Large Group Discussion**

Take a moment after Rapport Building to have large group discussions around state/territory specific rules and regulations regarding confidentiality. **Include** handouts from your agency if applicable.

Activity #9 Conducting an Interview: Questioning Handout #5 **Large Group Discussion**

Introduce participants to **Handout #5 – Examples of Open-Ended Questions and Examples of Open-Focused Questions**. Remember to discuss any applicable state/territory specifics.

Give participants these handouts as a reference guide for asking open ended questions. **Ask** which questions stand out as something new they can use in their practice?

Activity #10 Case review (15-20 minutes)
Small Group Work - Handout #6

Using Handout #6 Tim Parker Case Scenario, have participants **break** into small groups to review the case and discuss:

- What information gathering would you do prior to going out and engaging the client for the first face to face visit?
- What questions or comments could the APS investigator use to engage the involved parties during the visit to facilitate rapport?

Ask each group to share what they discussed for each question in a large group discussion.

Summary

Review eLearning takeaways:

- Interviewing is an art and not a science. We must constantly work on our art.
- We will interview multiple people in every case including the client, alleged perpetrator if there is one, direct witnesses and collateral contacts.
- There are numerous question types. We should always try to ask as many open-ended questions as possible in an interview.
- We should not use leading questions in an APS interview.
- In preparing for an interview, we need to make sure we attempt to account for the person's communication abilities and needs.
- Rapport is critical to the success of all interviews.
- In the questioning phase of an interview, we should move from open-ended to focused questions always trying to stay as open ended as possible.
- Ending the interview in a positive way is just as important as building good rapport at the beginning of the interview.

Wrap Up

Revisit skills enhancement activities to help learners refresh and reinforce their understanding:

- We discussed who and why we interview in APS
- We watched a video, "Asking Inclusive Demographic Questions" and discussed using open ended and focused questions while asking clients about their demographics.
- We paired up to role play using SOLER (Sit Squarely, Open Posture, Lean Forward, Eye Contact, Relax)
- We participated in a lip-reading activity and completed a handout on communication barriers.
- We reviewed and discussed case scenarios, worked in small groups and watched videos that emphasized the importance of rapport building while interviewing clients.

In large group **ask** learners what new skills or approaches they learned that they may be able to incorporate into their work in the future?

References or Resources if applicable

APSWI Videos:

APSWI, TheAcademySDSU. (2018, July 13). *APS Training Video: Successful initial home visit, self-neglect*. YouTube.
<https://www.youtube.com/watch?v=RBCo4UBOliU&list=PLTkfyRcpER10MW7Qe40B8mJGXEcBCD719&index=2>

APSWI, TheAcademySDSU. (2018, July 13). *APS Training Video: Successful initial home visit, self-neglect*. YouTube.
<https://www.youtube.com/watch?v=RBCo4UBOliU&list=PLTkfyRcpER10MW7Qe40B8mJGXEcBCD719&index=2>

APSWI, TheAcademySDSU. (2022, February 25). APS Training Video: Asking Inclusive Demographic Questions. YouTube.
<https://www.youtube.com/watch?v=oltHVW6OLAA>

Arizona APS Training Department. (2023). "Professional Communication for APS Investigators."

Chen, Elaine. (2016, January 21). Lip reading activity 1. YouTube.
<https://www.youtube.com/watch?v=9v99Hob4-Kg>

Willcox, G. (1982). The Feeling Wheel: A tool for expanding awareness of emotions and increasing spontaneity and intimacy. *Transactional Analysis Journal*, 12(4), 274–276

Appendix

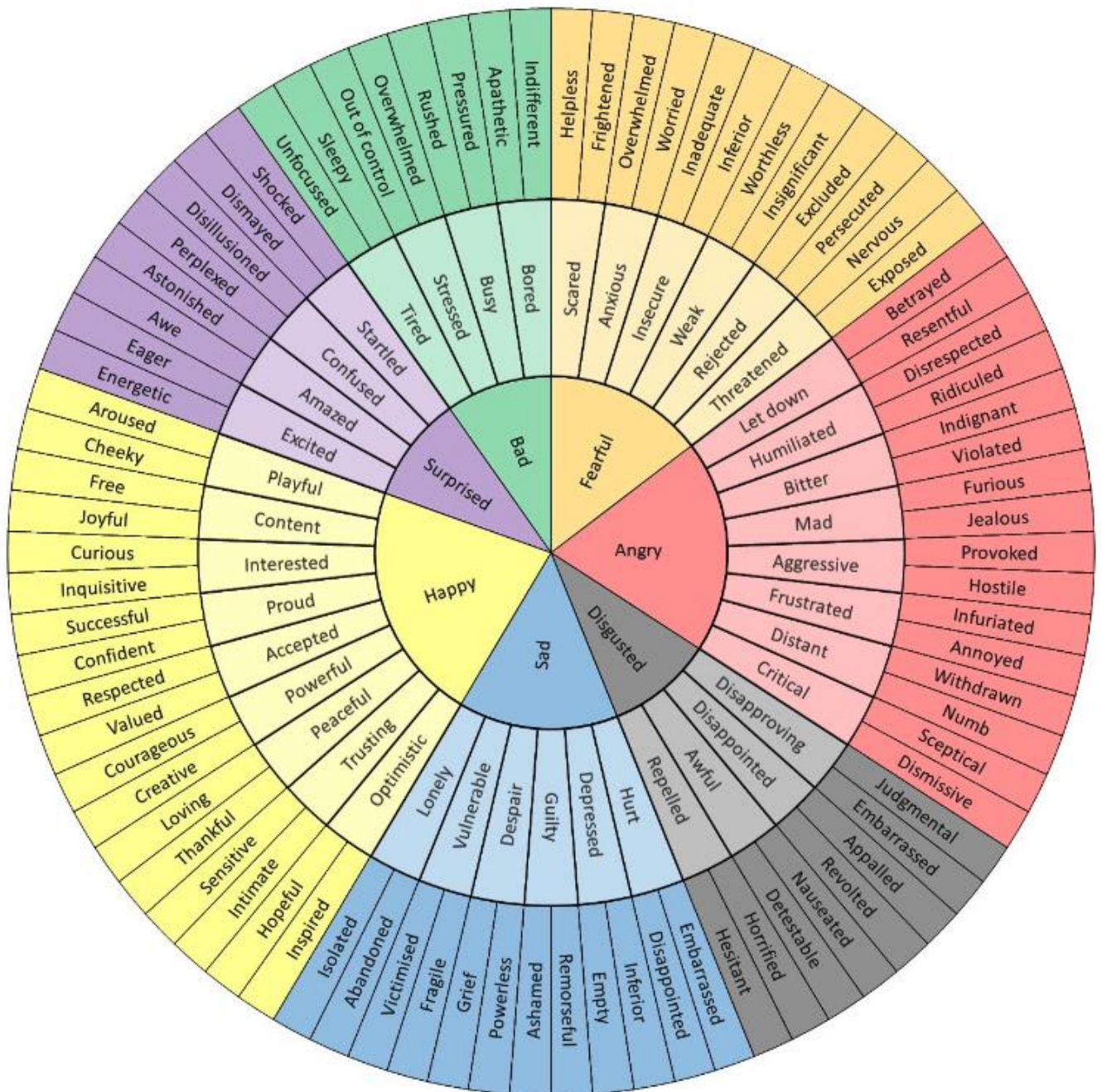
Handout #1 – Feeling Wheel

Develop Your Emotional Awareness and Vocabulary

<https://www.therapyhub.eu/using-the-feelings-wheel-to-develop-your-emotional-awareness/>

(Sample Below: Use link above for full versions.)

Adapted from the Berkeley Well-Being Institute www.berkeleywellbeing.com



Handout #2 – Communication Barriers (Facilitator Copy)

Barrier/Subject	Example	Strategy	Possible Answers (trainer only)
Active Listening	Poor listening skills can hinder communication		Practice active listening by giving your full attention, maintaining eye contact, and avoiding interruptions. Show empathy and ask clarifying questions to ensure understanding.
Language and Jargon	Using complex language or industry-specific jargon can confuse others		Simplify your language, adapt to your audience, and avoid unnecessary technical terms. Use plain language to convey your message clearly.
Cultural Differences	Cultural norms, values, and communication styles vary		Be culturally sensitive. Learn about different customs, nonverbal cues, and communication preferences. Adapt your approach to respect diversity.
Emotional Barriers	Strong emotions (anger, fear, stress) can disrupt communication		Manage your emotions. Take deep breaths, stay calm, and choose words carefully. Acknowledge emotions but focus on constructive dialogue.
Physical Barriers	Environmental factors (noise, distance) affect communication		Choose a quiet space, eliminate distractions, and maintain an appropriate physical distance. Use technology effectively (e.g., clear phone lines, good video quality).
Assumptions and Stereotypes	Preconceived notions can lead to misinterpretations		Challenge assumptions. Seek to understand others without judgment. Be open-minded and avoid stereotyping.

Lack of Feedback	Not receiving feedback can hinder improvement		Encourage feedback from others. Ask specific questions (e.g., "What did you think?") and actively listen to their responses.
Nonverbal Communication	Misinterpreting body language, gestures, or facial expressions.		Be aware of your nonverbal cues. Maintain eye contact, use open body language, and be expressive. Pay attention to others' cues as well.
Technology Challenges	Technical issues (poor connection, glitches) disrupt virtual communication.		Test technology beforehand, have backup options, and be patient. Use clear visuals and concise messages in virtual settings.
Feedback Loop	Lack of follow-up or closure after communication.		Always seek feedback and provide closure. Summarize key points, confirm understanding, and express gratitude.

Handout #2 – Communication Barriers (Participant Copy)

Barrier/Subject	Example	Strategy
Active Listening	Poor listening skills can hinder communication	
Language and Jargon	Using complex language or industry-specific jargon can confuse others	
Cultural Differences	Cultural norms, values, and communication styles vary	
Emotional Barriers	Strong emotions (anger, fear, stress) can disrupt communication	
Physical Barriers	Environmental factors (noise, distance) affect communication	
Assumptions and Stereotypes	Preconceived notions can lead to misinterpretations	
Lack of Feedback	Not receiving feedback can hinder improvement	
Nonverbal Communication	Misinterpreting body language, gestures, or facial expressions.	
Technology Challenges	Technical issues (poor connection, glitches) disrupt virtual communication.	

Feedback Loop	Lack of follow-up or closure after communication.	
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Handout #3 – Mimi & Herman

Case Scenario 1: Mimi

Mimi is Spanish speaking and has been diagnosed with Alzheimer's disease. Her husband, Jesus, is her caregiver. According to her neighbor, Jean, Jesus has been drinking lately to the point where he cannot care for himself or his wife. A son, Hermes, also lives in the home and works during the day. A previous APS case was on file last year, in which Hermes was alleged to have struck his mother. That allegation was unfounded as no one witnessed the alleged assault, there was no physical evidence, and Mimi denied the allegation during the investigation.

What We Know:

Mimi is 80 years old, Spanish speaking, and diagnosed with Alzheimer's disease.

CONSIDERATIONS:

- What is Mimi's fluency in English, if any, both reading and writing?
- Would Mimi prefer to us an interpreter? If so, what pros and cons of using family members? What are agency protocols on using family members as interpreters?
- What cultural considerations do we need to explore? (e.g., does Mimi feel she can speak openly and honestly about her husband or son? What is Mimi's comfort level with accepting help from others who are not close to her?)
- How advanced is Mimi's Alzheimer's disease and how does this impact her recollection of events? What is she able to recall (eg., long term vs. short term, salient events, names, etc.)
- If unable to recall most information, what do you look for to help guide your interview?

What We Know:

Her husband, Jesus, is her caregiver. According to her neighbor, Jean, Jesus has been drinking lately to the point where he cannot care for himself or his wife.

CONSIDERATIONS:

- How do you decide if do or do not speak with Jean, the reporting party, before Jesus. What are pros and cons of doing so?

- How do you discuss with Jesus about the impact of alcohol consumption on his care for self and his wife?
- If shame, hesitation, denial, or other feelings or behaviors occur, how do work with these?

What We Know:

There is also a son, Hermes, who lives in the home and works during the day.

CONSIDERATIONS:

- Do you want to go in the day or time when Hermes is not home for safety reasons?

What We Know:

There is a previous APS case on file from last year in which Hermes was alleged to have struck his mother. That allegation was unfounded as there were no witnesses, no physical evidence, and Mimi denied the allegation.

CONSIDERATIONS:

- If able to speak with APS professional assigned to the unfounded case involving son, Hermes, what questions would be important to ask? (e.g best time to get in touch with Hermes, any safety considerations that need to be followed? Any helpful approaches or information to build rapport with Hermes).
- What are agency protocols about involving law enforcement or reviewing history with law enforcement interactions.

Case Scenario 2: Herman

Herman is deaf. According to his apartment manager, Herman has a history of substance use disorder and is being evicted for having unauthorized guests in his assisted living apartment. The manager is concerned that these female guests are taking Herman's money. How might we prepare to interview Herman?

What We Know:

Herman is deaf.

CONSIDERATIONS:

- Do you need an interpreter?

What We Know:

According to his apartment manager, Herman has a history of a substance use disorder and is being evicted for having unauthorized guests in his assisted living apartment.

CONSIDERATIONS:

- Do you want to talk to the manager and determine whether there is a better time of day to interview Herman?
- Do you want to know whether the manager is willing to change his mind about the eviction?
- Does your agency have jurisdiction in an assisted living apartment?

What We Know:

The manager is concerned that these female guests are taking Herman's money.

CONSIDERATIONS:

- Do you want to be prepared to screen Herman's financial decision-making capacity to understand the consequences of giving his money away?
- Is there paperwork that you will need to be prepared to complete if you have concerns?

Handout #4 – Rapport Building



Handout #5 – Questions

Examples of Open-Ended Questions

- How can I best support you?
- How do you view this situation?
- What happened...?
- What was it like to...?
- What was the best part of...?
- What was the hardest part about...?
- How did you know...?
- What brought you to...?
- What surprised you the most about...?
- In what way is this similar/different from...?
- What do you want...?
- Talk to me about...
- Tell me what happened.
- How do you usually...?
- What happens when?
- What were you doing when?
- What do you think will happen when?
- What else happened?
- Who did it?
- Who said...?
- What made you think...?
- Please elaborate.
- What did you expect or want to happen?
- What were you asked to do?
- How else could you have...?
- Help me understand what happened.
- Who else was involved?
- How did it make you feel?
- What did you do?
- Where did it happen?
- When did it happen?
- Where did you go next?

- Where were you when...?
- What can you tell me about...?
- Explain to me how it happened.
- Tell me about your situation.
- Tell me how...?
- Please explain what happened.
- How did you feel?
- How much of the time?
- What else can you tell me?
- What else can you add?
- What do you know about...?
- What has helped previously?
- What were you feeling when...?
- What did you want to happen?
- What do you want to happen now?
- Tell me about a time when things worked out well.

Examples of Open-Focused Questions

- What happens when your partner gets angry?
- Can you tell me about how you sustained that bruise on your left forearm?
- You said it makes you feel uncomfortable when your caregiver Gina speaks to you. What does Gina say?
- How did you fall that resulted in your black eye?
- What is your relationship like with your grandson Joe?
- When David raises his voice how does it make you feel?
- How frequently do you see your neighbor Dora?
- What are some activities you and your daughter Jacquie do together?
- How do you normally get your meals?
- Who assists you with your laundry?
- How do you manage your medications?
- How do you get to your doctor's appointments?
- When did you notice your ATM card was missing?
- Who is responsible for paying your bills?
- When did they call the first time?
- Who did they identify themselves as on the phone?
- Where did they tell you to send the money?

Handout #6 – Tim Parker Case Scenario

Tim Parker is a 25-year-old male. The reporting source (RS) stated that Tim is in a wheelchair and requires assistance for toileting and dressing. The alleged perpetrator (AP) is Chris Keller, his caregiver. The RS reports that Chris yells at Tim when he does not respond to a request immediately. The RS states the AP has told Tim that he needs to “Move faster and get it together already” on multiple occasions. When Tim is upset, he will have accidental bowel movements. When Tim has accidents, the alleged perpetrator tells Tim that if the accidents continue to happen, Tim will have to sit in his own feces. The RS has chosen to stay anonymous because the RS fears retribution. The case was routed for investigation of emotional abuse.

A review of APS records indicated Tim had two prior cases opened. It was noted in both prior cases that Tim has cerebral palsy and uses a wheelchair. During the prior investigations, Tim received in-home services. Both prior allegations were unfounded; one allegation was neglect by Tim’s mother and the other was an allegation of neglect by the current AP, Chris Keller. During the duration of the first case, Tim was diagnosed with depression by a medical provider and was prescribed medication to treat the depression.

Discussion Questions:

- What information gathering would you do prior to going out and engaging the client for the first face to face visit?
- What questions or comments could the APS professional use to engage the involved parties during the visit to facilitate rapport?

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REVOLUTIONIZE
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