

APS Supervisor Core: The Unique Role of the APS Supervisor

INSTRUCTOR LED TRAINING (VIRTUAL TRAINING)

PARTICIPANT MANUAL



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

Funding Sources



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Curriculum Developer, 2020

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Introduction

We are pleased to welcome you to The Unique Role of the APS Supervisor Trainer Manual (Module 1B), 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)

Partner Organizations

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

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California Dept. of Public Social Services

<https://cdss.ca.gov/Adult-Protective-Service>

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<https://cwda.org/about-cwda>

Acknowledgements

This training is the result of a collaborative effort between Adult Protective Services administrators, supervisors, staff development officers and workers across the state and the nation; professional educators; and the Academy for Professional Excellence staff members. APSWI would like to thank the following individuals and agencies:

Agencies

California Department of Social Services, Adult Programs Division

Arizona Department of Economic Security, DAAS-Adult Protective Services
National Adult Protective Services Association

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Executive Summary

APS SUPERVISOR CORE: 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:

- 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. PowerPoint slides and role playing/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, typing in comments and filling out worksheets.

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.

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

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.

Course Outline

CONTENT	MATERIALS	TIME
WELCOME, HOUSEKEEPING AND INTRODUCTIONS		15 minutes
Welcome, Housekeeping and Introductions		
Technology Overview		
Meet and Greet		
Course Goals and Objectives		
SUPERVISORY ROLES – EDUCATIONAL, SUPPORTIVE AND ADMINISTRATIVE		35 minutes
Supervisory Roles – Educational, Supportive and Administrative		
APS Cultural Framework		
APS Supervisory Roles		
Educational Role		
Supportive Role		
Administrative Role		
HR Best Practice Tips		
APS SUPERVISOR COMPETENCIES		30 minutes
APS Supervisor Competencies	Slide 15 Handout #1 Small Group Activity	

TRANSITIONING INTO THE SUPERVISOR ROLE		30 minutes
Transitioning into the Supervisor Role	Slides 16 – 19 Handout #2 Case Scenario Activity	
Transitioning: Peer to Supervisor		
Transitioning from Outside APS		
Professional Boundaries for Supervisors – Case Scenarios		
CLOSING AND EVALUATION		10 minutes
Closing Thoughts		
Evaluation		
Thank You		
TOTAL TIME (INCLUDING BREAKS)		120 MINUTES

APSWI
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APS Supervisor Core: The Unique Role of the APS Supervisor

Instructor-Led Training

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



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Adult Protective Services Workforce Innovations

About the Academy & APSWI

The Academy is a project of San Diego State's 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.

San Diego State University

ACADEMY PROGRAMS



Overview of Technology

Click here to access audio options. To unmute briefly hold down the spacebar.

Click here to access video options and to share or stop sharing your camera.

Click here to access the "rename" feature if necessary to update display name.

Click here to access the chat function.

Click here to access the chat function.



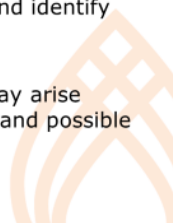
Meet and Greet

- 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?



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.



APS Cultural Framework



APS Supervisory Roles




Educational Role





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?





Supportive Role

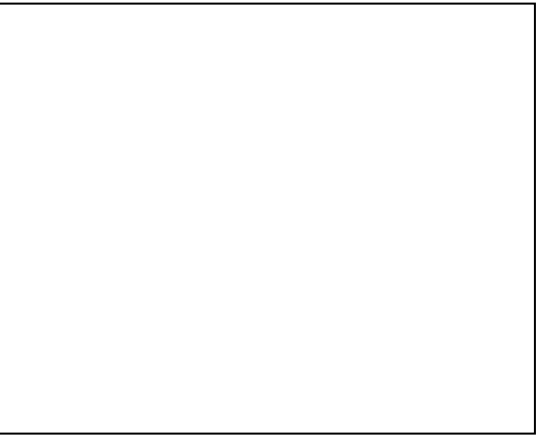

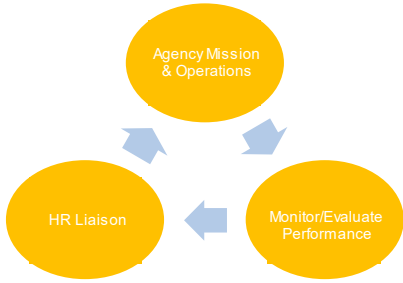
- What does it mean to support staff?



Supportive Role



Administrative Role



Best Practice for Working with HR



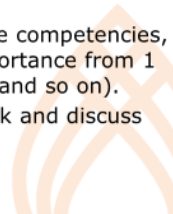
- Study HR policies
- Establish a relationship with HR
- Know what to document and track
- Know when to involve HR



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

(FROM THE APS SUPERVISOR AS TRAINER, TRAINER MANUAL, VERSION 2, MAY 2018)

- **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

- **Supervision and Development of Staff**
 - a. Administrative Supervision
 - b. Supportive Supervision

- c. Educational Supervision and Training
- d. Monitoring and Conducting Performance Evaluations
- e. Working Effectively with Challenging Staff

Transitioning into the Supervisor Role




Transitioning: Peer to Supervisor

Advantages: <ul style="list-style-type: none">Credibility/RespectKnowledge of existing systems in the organizationFamiliarity with personalities/styles in the unit	Challenges: <ul style="list-style-type: none">Reorientation of relationshipsShift in professional identitySetting new/different expectations with staff
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Transition Steps:

- Acknowledge changes
- Acknowledge feelings
- Request feedback
- Redefine working relationships



Transitioning: Peer to Supervisor

Advantages: <ul style="list-style-type: none">Fresh start- no preconceived expectationsBring new/different strengths and perspectives	Challenges: <ul style="list-style-type: none">Steeper learning curve -technical & work cultureShift in professional identityEstablish working relationships/credibility
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Transition Steps:

- Acknowledge you are learning
- Learn APS regulations/mandates/resources
- Make home visits with workers
- Request feedback



Handout #2: Professional Boundaries for Supervisors – Case Scenarios

Professional Boundaries

*Scenario 1: Sue and Bill are APS professionals 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 one of their staff 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?

Potential answer: Understand if you are friends and socialize outside of work it may be awkward if the relationship changes. There could be real or perceived favoritism, ethics, etc.

*Scenario 2: Aziza is an APS Supervisor who manages Sara, an APS professional, who has a side gig (part-time, seasonal employment) as a tax preparer. 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?

Potential answer: No, it is not appropriate. It could be considered a dual relationship, stay away from dual relationships!

Conflict of Interest - Ethics and Transparency

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


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

Potential answer: Do not disclose a staff member's personal health information. If a person wants to share information about themselves with the group, let it come from them. As supervisor, you can speak generally about related changes and potential effects on the unit.


Professional Boundaries

- Case Scenario Activity
 - Handout #2 – Professional Boundaries for Supervisors
 - Please identify a group member to report out to the larger group.
 - Read the scenario and discuss the questions for 8-10 min as a group.
 - Be prepared to report out your groups' answers and reflections.





Closing Thoughts

- Questions?
- Reflections?
- Takeaways?



Thank You!

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



References

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

Academy for Professional Excellence. (2018). Supervisor as Trainer, Trainer Manual, Version 2.

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Kadushin, A., & Harkness, D. (2002). Supervision in social work. (4th ed.). New York, NY: Columbia University Press.

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PRE-WORK ASSIGNMENT - APS SUPERVISORY TASK SELF-ANALYSIS

(ADAPTED FROM *THE APS SUPERVISOR AS TRAINER, TRAINER MANUAL, V2, MAY 2018*)

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				

OUR WHY:

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



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