Collaborating for Best Practice

Second in a Three-Part Series of Training for Adult Protective Services Professionals

Developed through a grant from the WI Department of Health Services

Curriculum was developed by Joan Groessl, MSW, PhD, LCSW

through

University of Wisconsin Green Bay

Office of Continuing Education and Community Outreach

Life is a Puzzle….

- At your table:
  - Introduce yourselves
  - Put together the puzzle pieces that are in your envelope
- Once finished, hand off your puzzle section to a neighboring table.
- Once everyone is done, we will put the puzzle together.

Training Objectives

▶ Examine best practice in Adult Protective Services.

▶ Outline statutes and administrative codes that intersect with Adult Protective Services practice.

▶ Describe systems of care for adults-at-risk in WI.

▶ Evaluate the impact of cultural differences on practice.

▶ Apply decision-making to challenging situations and ethical dilemmas that arise in Adult Protective Services.

▶ Highlight opportunities for collaboration across systems.

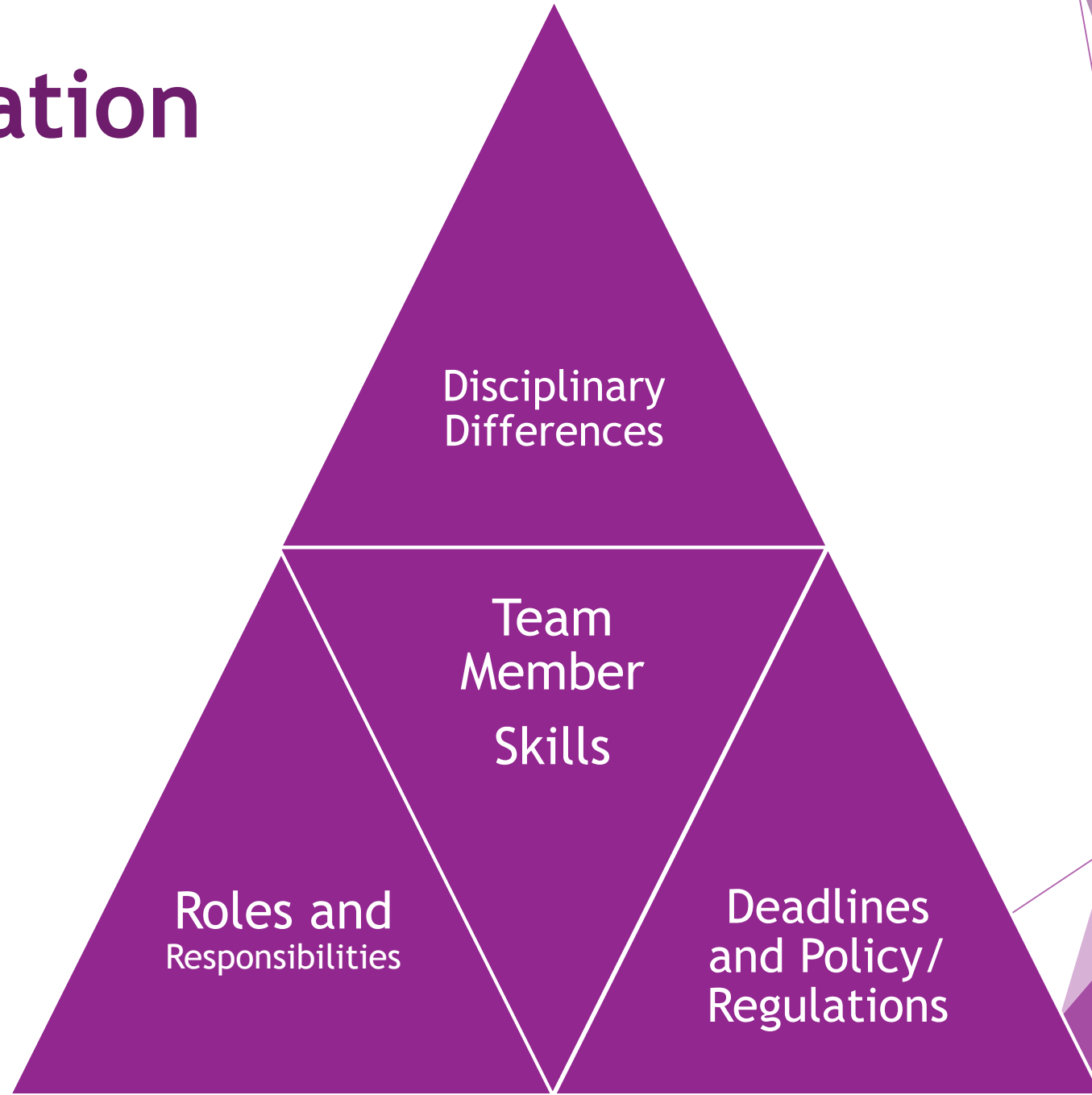▶ Outline strategies for safety and self-care in practice.

Agenda

I. Overview, Introductions and Brief Review of Prior Training

II. Collaboration across Systems

II. Expanding Statutory Awareness

IV. Wisconsin's System of Care for Adult Protective Services

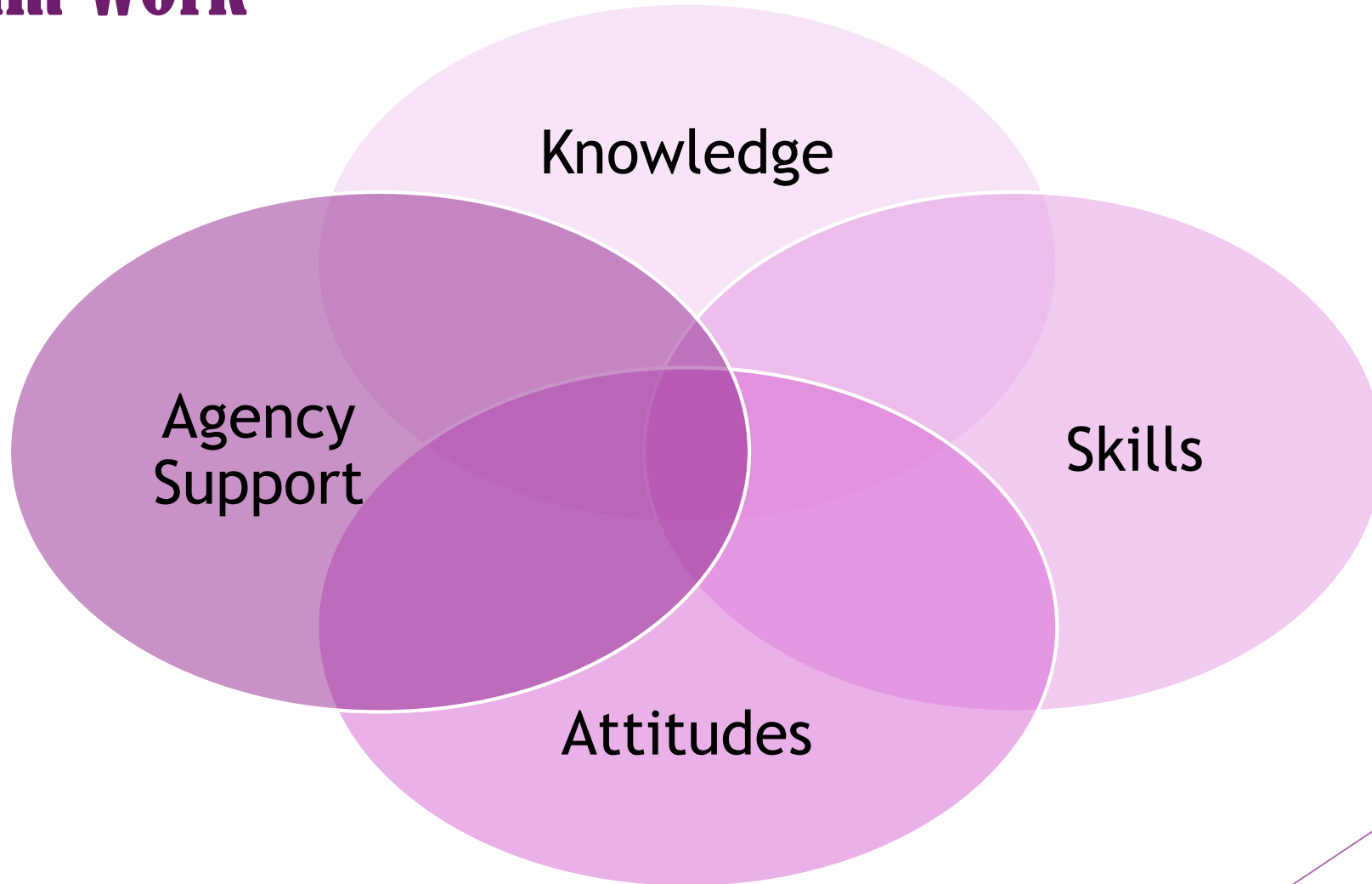V. Ethical Imperatives

    Best Practice in Adult Protective Services

    Cultural Impacts on Practice

    Applications for Practice

Collaboration across Systems

Disciplinary Differences

Team Member Skills

Roles and Responsibilities

Deadlines and Policy/ Regulations

Competencies Required In Interdisciplinary Team Work

Team Member Skills

▶ Competencies
  ▶ Discipline Specific
  ▶ Knowledge about Roles of Others in the Team
▶ Capabilities
  ▶ Attitudes and Values
  ▶ Interpersonal Skills and Characteristics
  ▶ Communication Skills
  ▶ Conflict Resolution Skills

Small group Discussion: Interpersonal Skills

▶ Brainstorm: Interpersonal skills and communication characteristics you consider essential for collaborative efforts and/or team working

▶ Choose the top 3
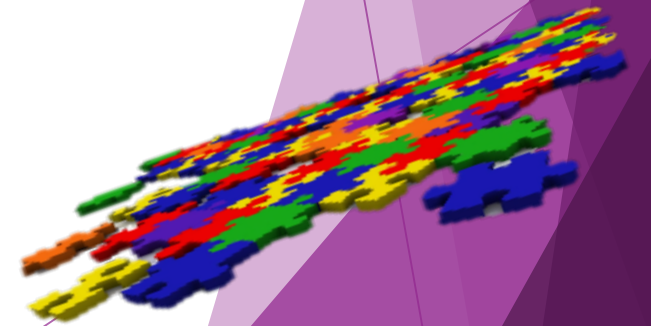
Effective Communication

- ▶ Clarity of Verbal and Written Communication
- ▶ Attention to Non-Verbal Communication
- ▶ Attitudes
- ▶ Soliciting Information
- ▶ Listening and Giving Feedback
- ▶ Awareness of Cultural Differences
- ▶ Working through Conflict

A FRAMEWORK FOR THE DISCUSSION OF A CONFLICT

Actively Listen

Define the Problem

Open ended questions

Clarify Responses

Paraphrase /Reframe and Summarize

Proactive Responses to Conflict

Defensive: Escalates

- Evaluation: places judgment- "YOU"
- Superiority: "I'm the boss."
- Certainty: "My way or no way" – dictator
- Neutrality: typical bureaucrat
- Strategy: manipulation

Supportive: Diffuses

- Description: "I"
- Equality: Working Together- "We"
- Provisionalism: reexamination
- Empathy: acknowledge
- Spontaneity: open minded and up front.

Taken from Jack R. Gibb's book
Trust, *Appendix C, Defensive Communication*

Resolving Conflict

▶ Define what success looks like for each person and agency.

▶ Be sure the right people are at the table

▶ Develop action plans for resolution

▶ Check in

▶ If you have a role in fixing the issue, do your part as soon as possible.

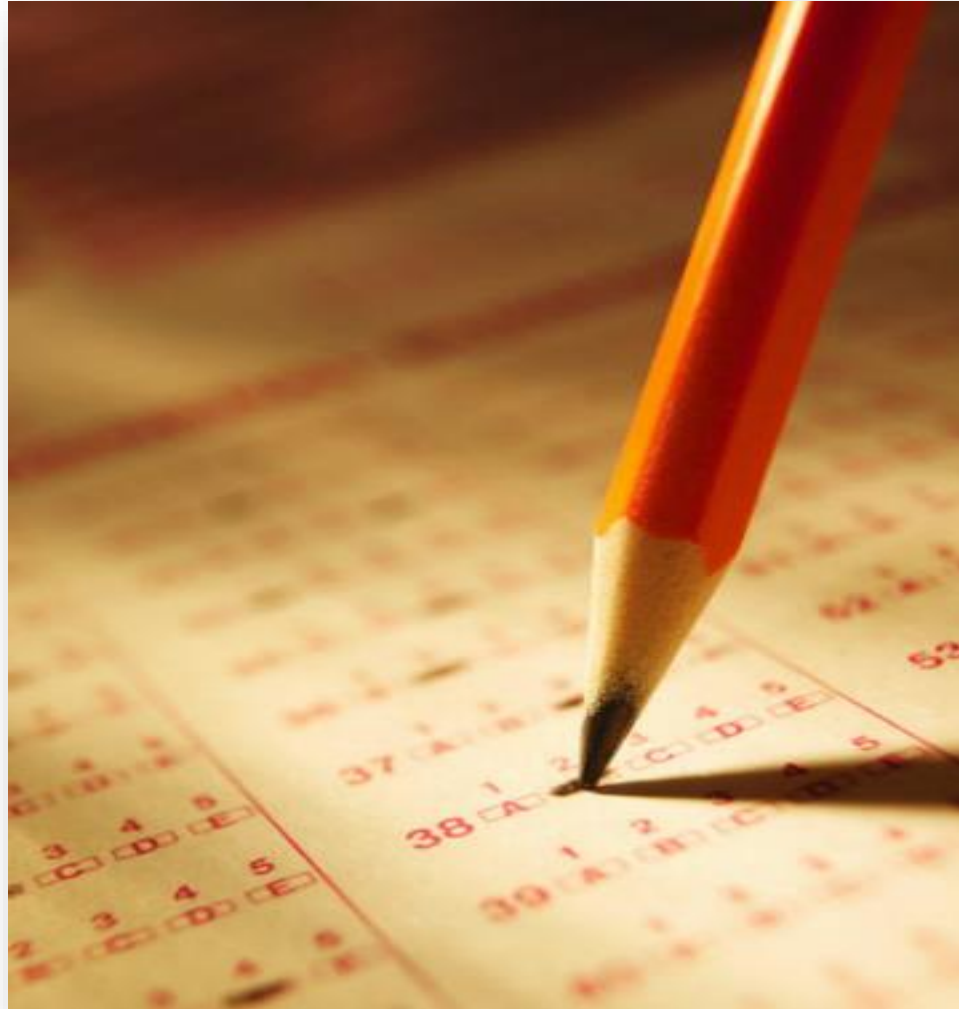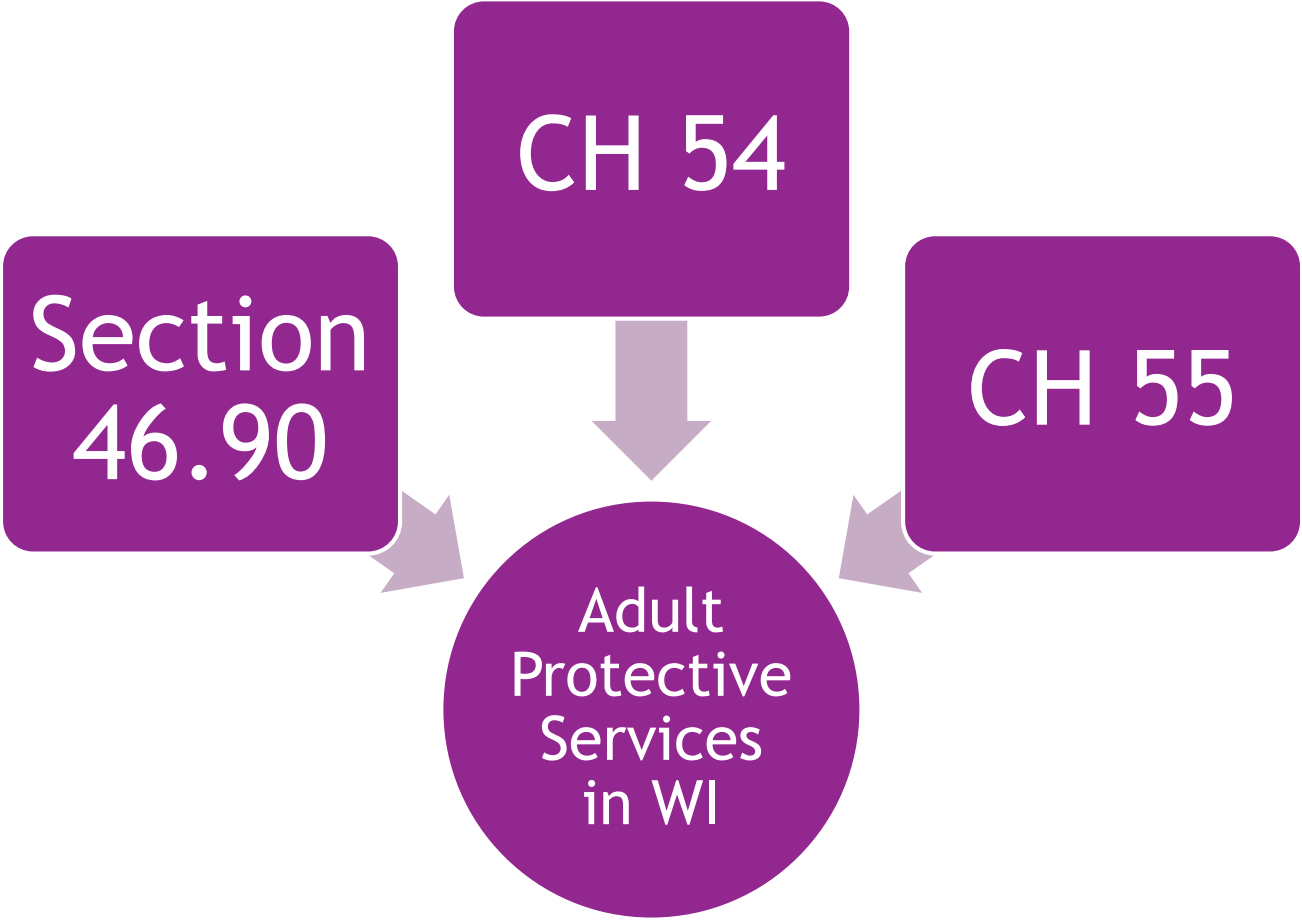# Interdisciplinary Exercise

Know Your Own Strengths

Collaboration Learning Inventory

Review: Parameters for Practice

Section 46.90

CH 54

CH 55

Adult Protective Services in WI

Expanding Statutory Awareness

▶ CH 51: State Alcohol, Drug Abuse, Developmental Disabilities and Mental Health Act

▶ DHS 34: Emergency Mental Health Service Programs

WI System of Care for APS

- Wisconsin Department of Health Services

- Bureau of Aging and Disability Resources

- Designated Adult Protective Services Agency in every County or Tribe

Guidelines for Interdisciplinary Collaboration (NASW, 2013)

▶ Self-awareness

▶ Explain your position with confidence

▶ Seek to understand their perspective

▶ Find common ground

▶ Be patient- develop trust

▶ Address conflict

Worker Safety and Well-Being (ACL, 2016)

Systems in place to know where workers are when conducting investigations in the field

Real-time access to consultation with supervisors to review safety assessment and determine responses

Access to resources to protect from biological and safety hazards

Work/agency cell phones

Protection of personal information

Respond only once adequate safety supports are available

Access to supportive professional counseling for job-related trauma and stress

Planning for Safety

- Scheduling
- Communication

- Car and Travel
- Tools and Dress

- Involving Law Enforcement

Involving Law Enforcement at Initial Visit

When is it recommended

- Worker feels unsafe
- Weapons in home
- Crime committed
- Danger to self or others
- Recommended by law enforcement
- Recommended by supervisor or agency attorney

Disadvantages

- Fear and suspicion of client
- Difficult for trust-building with client and/or alleged perpetrator
- Black/white/shades of gray: language difference between APS and Law Enforcement

Ethical Imperatives

▶ Understanding Diversity

▶ Cultural Competence

▶ Communicating Cultural Values

▶ Ageism Awareness

▶ Disabilities Awareness

▶ Adherence to Best Practice

Best Practice in APS

- APS is provided with respect to cultural, ethnic, religious and lifestyle choices.

- APS supervisors and direct service personnel are familiar with the APS statutes governing their program and deliver services accordingly.

- APS is provided consistent with NAPSA's code of ethics and practice guidelines.

(NAPSA Recommended Minimum Program Standards, 2013)

Guidelines for Best Practice

- Service Provision
  - Least Restrictive Alternative
  - Person-Centered Service
  - Trauma-Informed Approach
  - Supported Decision-Making
- Protection of Program Integrity
- Administrative Considerations
  - Staffing Ratios and Supervision
  - Worker Safety and Well-being
  - Training
- Outreach, Engagement, and Coordination

(National Voluntary Consensus Guidelines, September 2016)

Best Practice as Ethical Imperative

- ▶ Shared belief in justice and equal treatment for all people.

- ▶ Confronting Bias and Discrimination:
  - ▶ Stereotypes and Implicit Bias
  - ▶ Ageism
  - ▶ Able-ism

- ▶ Advance wellbeing and fight social injustice.

NASW Standards for Best Practice

▶ Adherence to the NASW Code of Ethics, mission, values & principles

▶ Advocate for rights to self-determination, confidentiality, access to supportive services and resources, and appropriate inclusion in decision-making affecting their well-being

   ▶ (NASW Standards for Social Work Case Management, 2013)

▶ Honor the uniqueness of each family system, support family caregivers in navigating health care and social service systems, accessing resources, and identifying service gaps and barriers

   ▶ (NASW Standards for Social Work Practice with Family Caregivers of Older Adults, 2010)

Cultural Intelligence

▶ Understand self

▶ Role of culture

▶ Cultural intelligence is the ability to successfully function in environments where individuals have experienced different [cultural training].

Source: Offermann and Phan 2002.

▶ Characteristics:

  ▶ Uses the knowledge and skills APS workers already have.

  ▶ Understands one's own learned values and biases.

  ▶ Understands others.

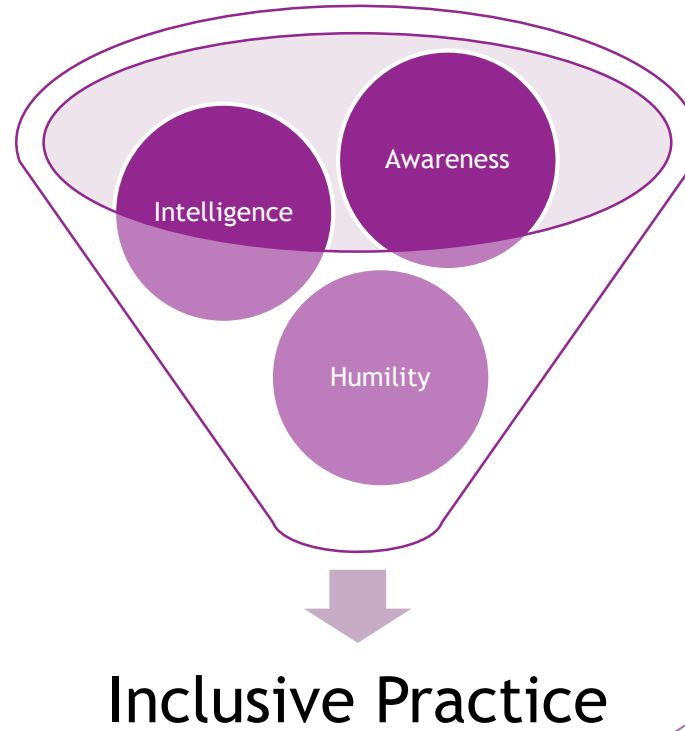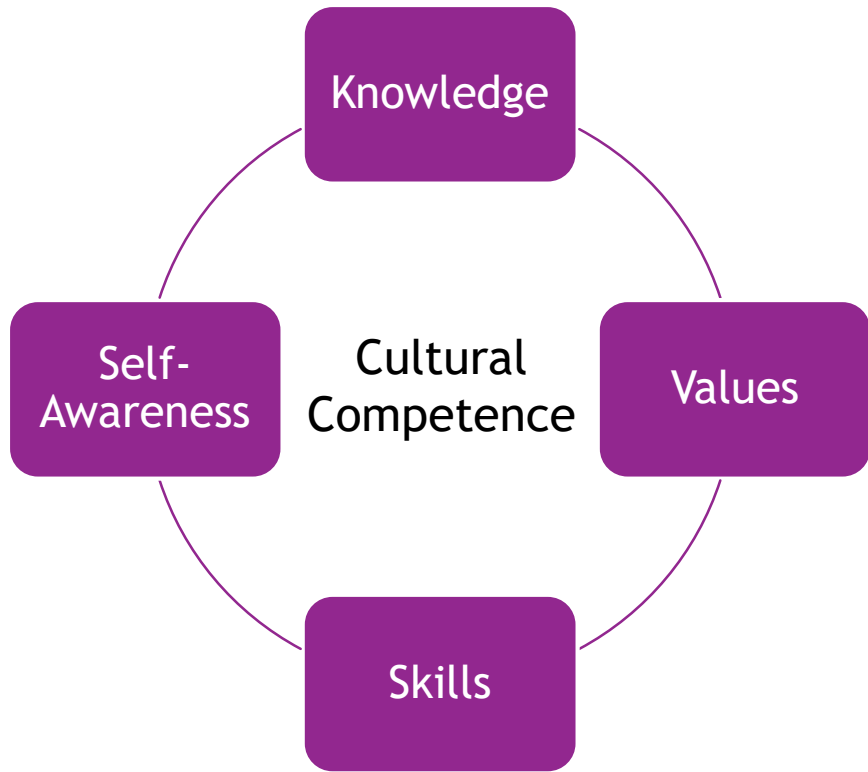 ▶ Matches appropriate behaviors and expectations to the situation.

Cultural Humility

- Insert Video:
- https://www.youtube.com/watch?v=DbrH-a1bbAg&t=328s
- First 5:23

Ethical Approaches and Culture

Absolutism

Relativism

Small Group Activity: Ethical Principles and Culture

▶ In small groups, discuss the ethical principles listed on Handout 7

▶ To determine your responses, ask yourself:

    ▶ What questions do we need to ask ourselves when thinking of the principle and cultural differences?

    ▶ What types of situations might trigger an interface of these principles in practice?

    ▶ What must you do to insure you are meeting this ethical principle in practice?

▶ We will reconvene and share responses in 10 minutes.

Break Time

Boundaries

Professional

Personal
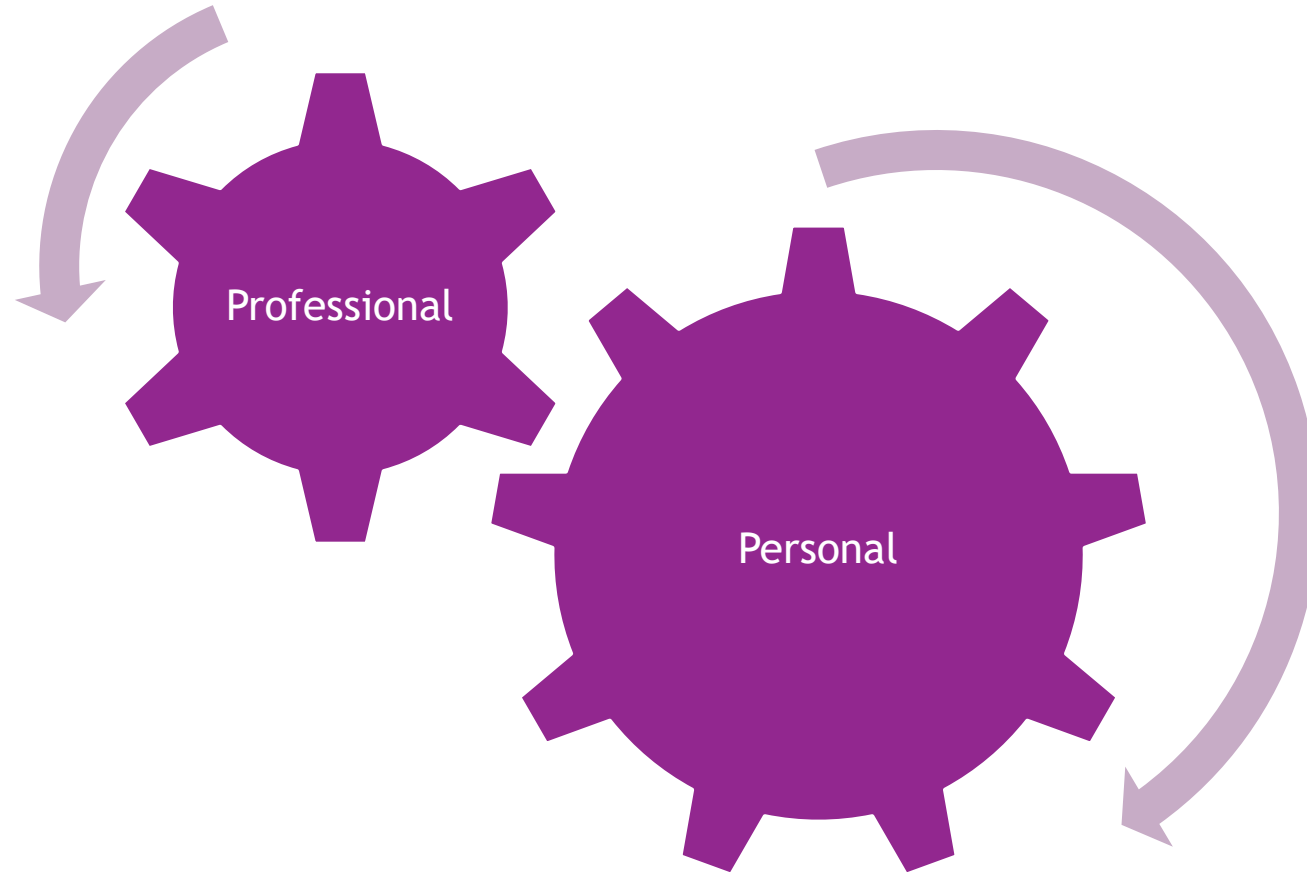
Boundaries for Practice

▶ **NASW Standards**

   ▶ **1.06 Conflicts of interest (a) – (h)**

   ▶ **1.09 Sexual Relationships (a) – (d)**

   ▶ **1.10 Physical Contact**

▶ We can also apply these standards to relationships with colleagues and as professionals.

Dual Relationships

▶ **MPSW 20.02(13).** Failing to avoid dual relationships or relationships that may impair the credentialed person's objectivity or create a conflict of interest. Dual relationships prohibited to credentialed persons include the credentialed person treating the credentialed person's employers, employees, supervisors, supervisees, close friends or relatives, and any other person with whom the credentialed person shares any important continuing relationship
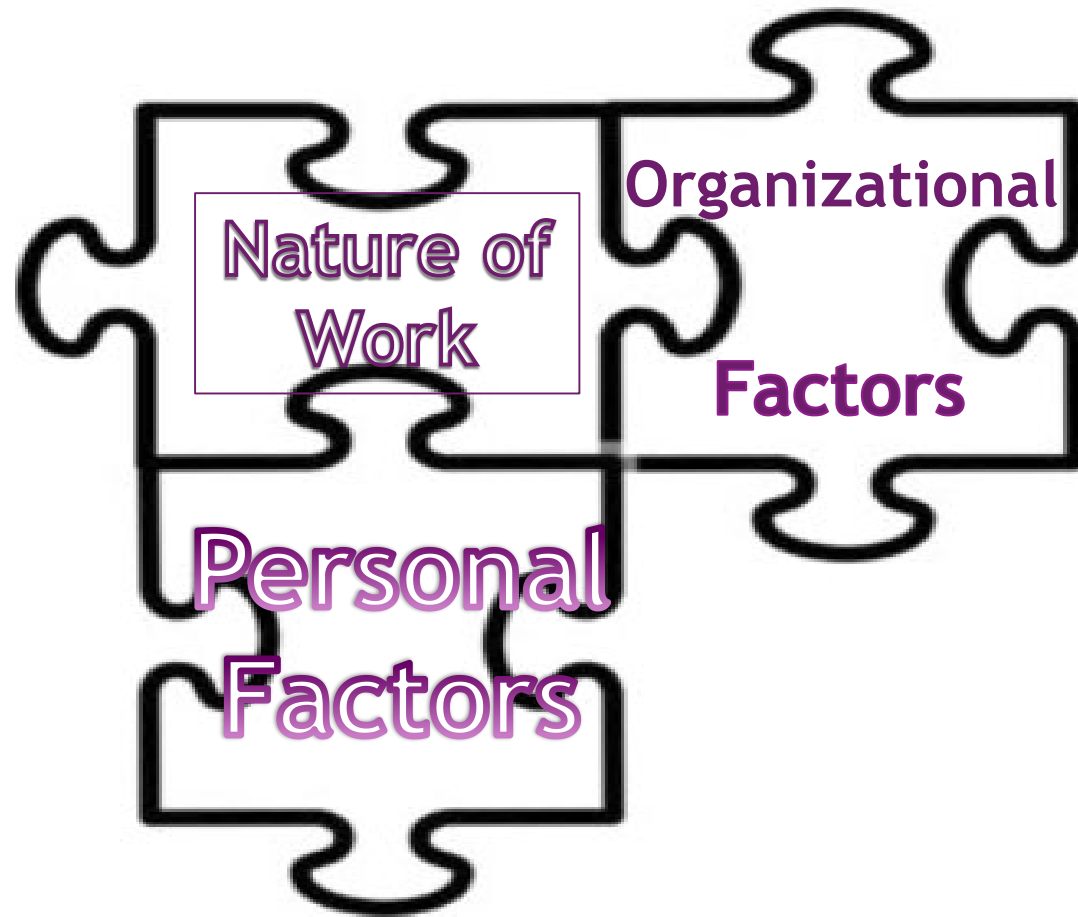
Boundaries Discussion

▶ Each table should appoint someone to record your responses.

▶ What are the most predominant challenges around boundaries in your practice?

▶ How can we work through these challenges?

DSPS Actions

Self- Care: Influential Factors

Nature of the Work

▶ Complexity

▶ Social Work is 'Emotional Labor'

▶ Crisis Orientation

▶ Exposure to Trauma

▶ Professional Obligations

Professional Ethical Obligations

NASW Code of Ethics
4.05 Impairment
2.09 Impairment of Colleagues
2.10 Incompetence of Colleagues
2.11: Unethical Conduct of Colleagues
MPSW 20

Organizational Factors

- Organizational Culture
  - Expectations
  - Relationships
- Workload Issues
  - Burnout vs. Compassion Fatigue
- Supervision

Implications: Compassion Fatigue and Burnout

| Burnout	Compassion Fatigue
Gradual response to workplace , becomes progressively worse if not addressed	More rapid onset **Symptoms in common with burnout**
Linked to job strain, erosion of idealism, and void of achievement	**Symptoms often disconnected from real causes**
Symptoms: Fatigue/exhaustion, Sleep and somatic problems, irritability, withdrawal, dehumanize clients, poor work performance	**Feelings of helplessness and confusion Feelings of isolation**
	Faster recovery rate but result in a changed world view
	Severe: PTSD

Personal Coping and Style

▶ Emotional Intelligence

▶ Risk and Resiliency Factors

▶ Coping Style

▶ Boundaries

▶ Professional Identity

Risk and Resiliency

Risk Factors	Protective Factors
Empathy	Feeling of Self- Efficacy
Role Conflict/Lack of Clarity	Relational Supports
Trauma History	Optimistic Outlook
Avoidant Coping Style	Sense of Personal Control
Large Caseloads	**Self-Awareness/Reflection**
Isolation at Work	Organizational Culture: Open to Discussing Challenges
Value Conflicts	Effective Supervision

Boundaries
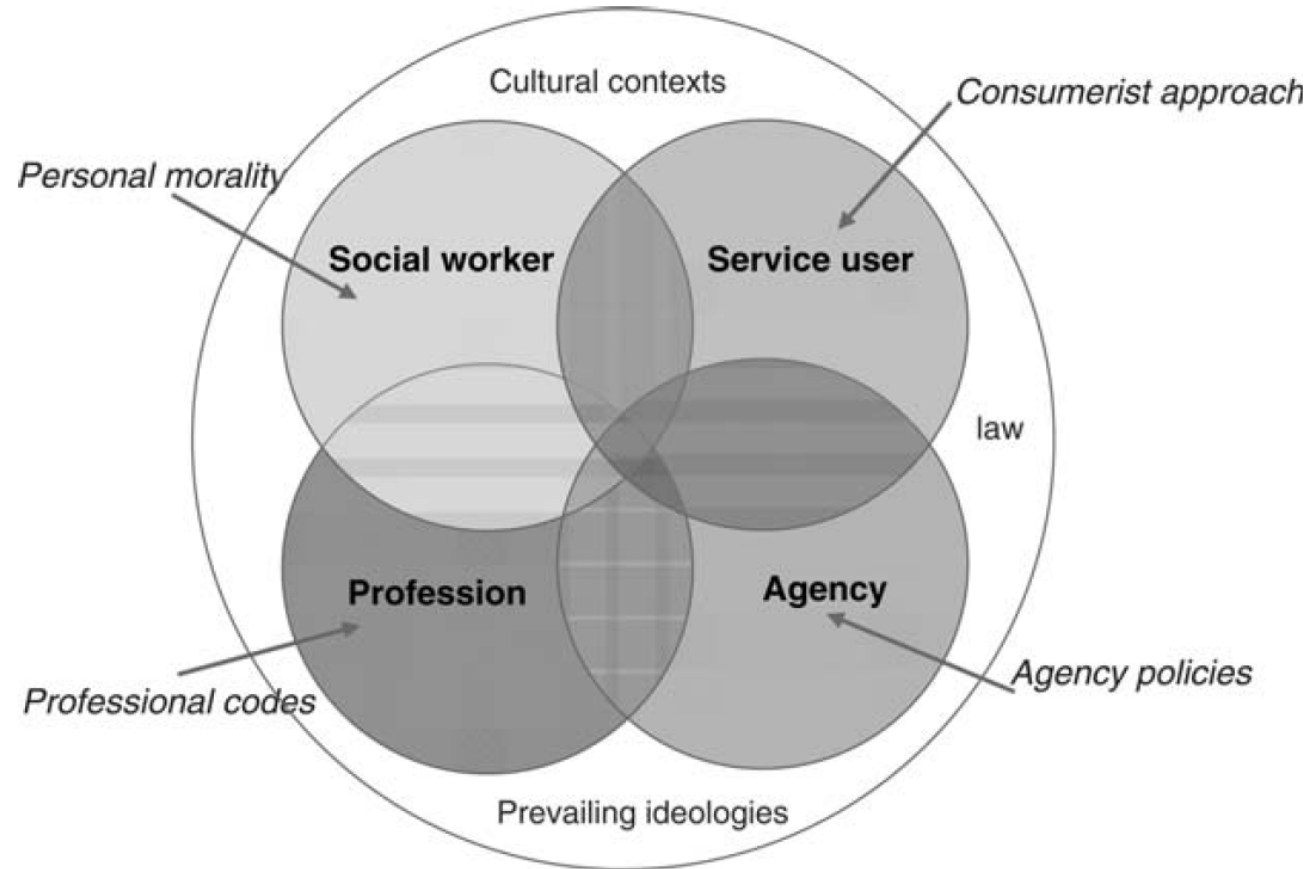
Doel et al, 2010

Small Group Activity: Dilemmas in Practice

- Handout 11 contains a range of scenarios that cover the topics discussed today.

- Review the brief ethical scenarios.

- Discuss strategies for Ethical Management:

  - What factors must you consider in choosing how to resolve the situation?

  - What might be the consequences?

Applied Ethical Decision Making

Using Handout 11, select a dilemma and apply it to the DO ETHICS framework. Use Handout 12 to do so.

DO   Define opposing: the Dilemma

E   Evaluate values of all stakeholders

T   Think about ethical standards, laws, policies   Click to add text

H   Hypothesize options

I   Investigate Harms

C   Consultation

S   Scribe, Sequel, and Self-Care

Adapted by J. Groessl from Congress (2000).

Wrap-Up

Boundaries and Identity

Professional

Personal