

# 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



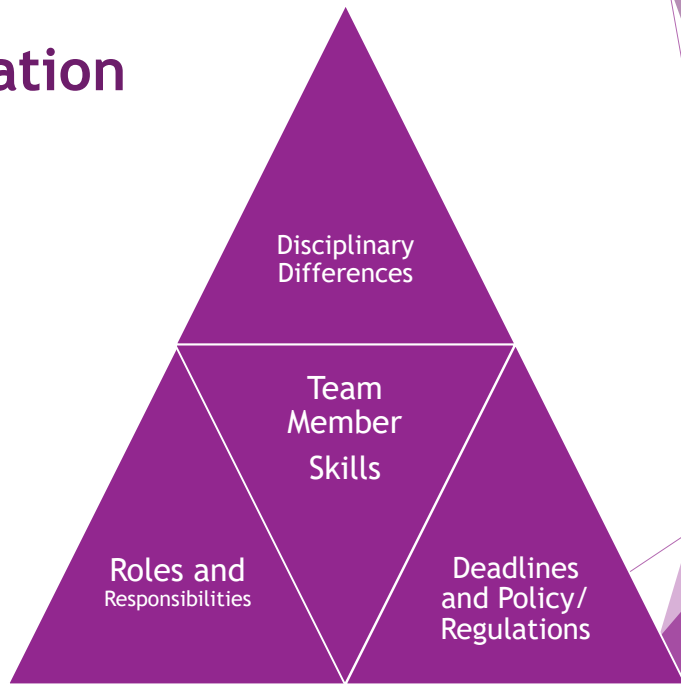
## Training Objectives

- ▶ 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.

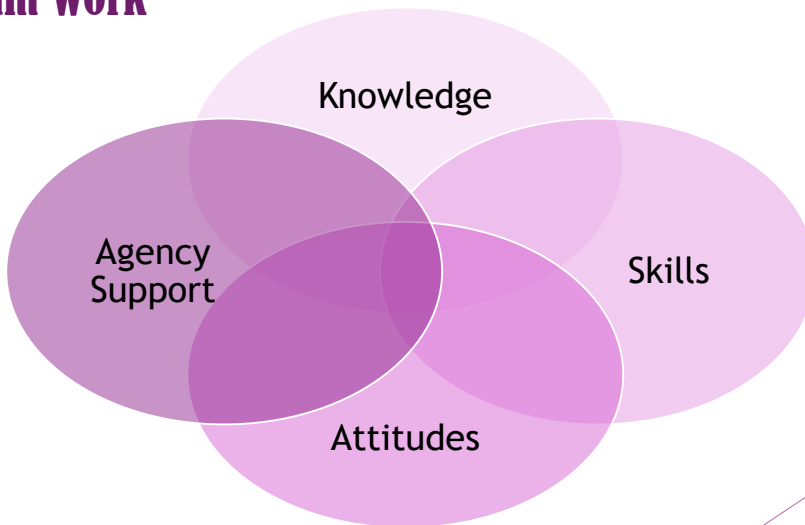
## Agenda

- 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



# 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

## Effective Communication

(adapted from [FoundationCoalition.org](http://FoundationCoalition.org))

- ▶ 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.

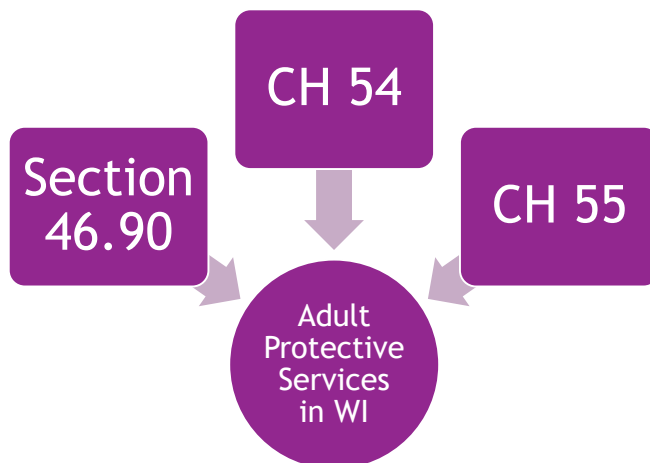
Taken from Jack R. Gibb's book *Trust*, Appendix C, *Defensive Communication*

## 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.



## Review: Parameters for Practice



## 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)

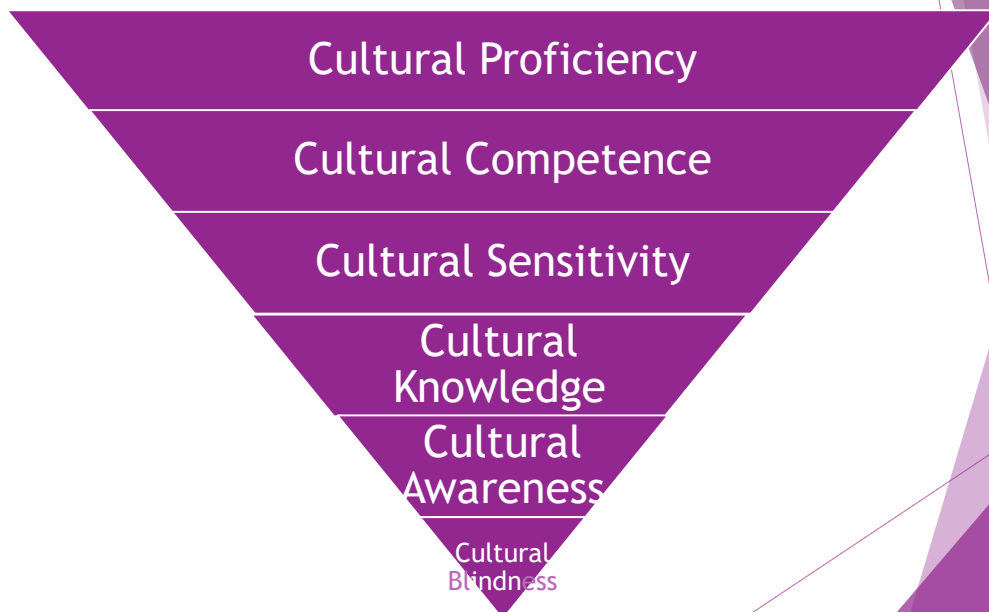
## Cultural Intelligence

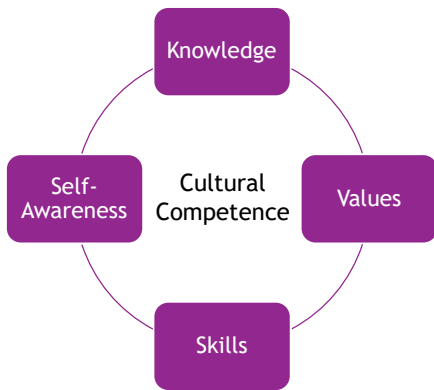
- ▶ Understand self
- ▶ Role of culture
- ▶ Cultural intelligence is the ability to successfully function in environments where individuals have experienced different [cultural training].

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.





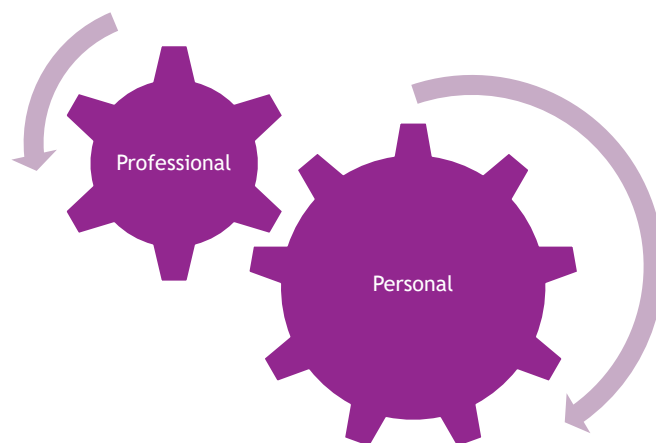
## Ethical Approaches and Culture



## 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.

## Boundaries





## 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.

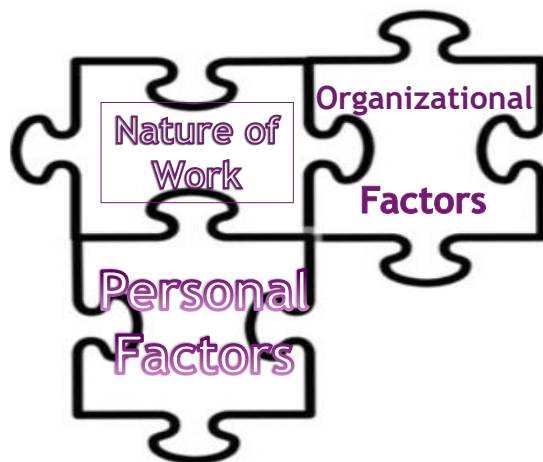
## Dual Relationships

- ▶ **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

## 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

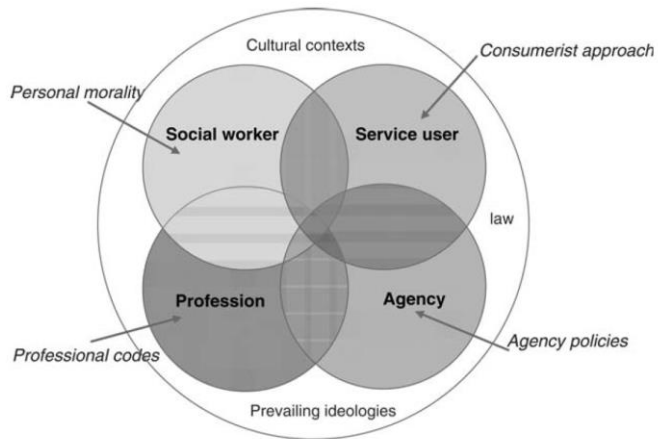
## Personal Coping and Style

- ▶ 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	<b>Self-Awareness/Reflection</b>
Isolation at Work	Organizational Culture: Open to Discussing Challenges
Value Conflicts	Effective Supervision

# Boundaries



Doel et al, 2010

## Applied Ethical Decision Making

- DO Define opposing: the Dilemma
- E Evaluate values of all stakeholders
- T Think about ethical standards, laws, policies
- 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

