LEADING THE WAY IN CONSISTENT, QUALITY PRACTICES FOR ADULT PROTECTIVE SERVICES

CWDA 2012 Conference – October 3, 2012
Long Beach, CA

ACKNOWLEDGEMENTS

Workshop developed by:

- Protective Services Operations Committee, CWDA

- Adult Services Committee, CWDA

- National APS Training Partnership, Academy for Professional Excellence/San Diego State University School of Social Work

WHO WE ARE

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WHO ARE YOU?

GOALS

- Identify national and statewide trends in Adult Protective Services (APS) practice.

- Discuss the importance of building consistent and quality APS practice in California.

- Describe background of guidelines and tools developed for greater consistency and quality of APS practice.

- Discuss the importance of training development and training infrastructure to support APS practice.

- Identify the role of counties in developing, disseminating and utilizing guidelines/best practice standards.

APS SERVICES IN AMERICA

- No federal funding or mandates

- Elder Justice Act passed in 2010, but without funding, it is "empty" legislation

- Most recent Federal study: 2004

CALIFORNIA APS BY THE NUMBERS

- 124,000+ reports of abuse in 2011, a 60% increase from 2000

- An additional 586,000 "Information and Referral" calls (less than 3,000 in 2002)
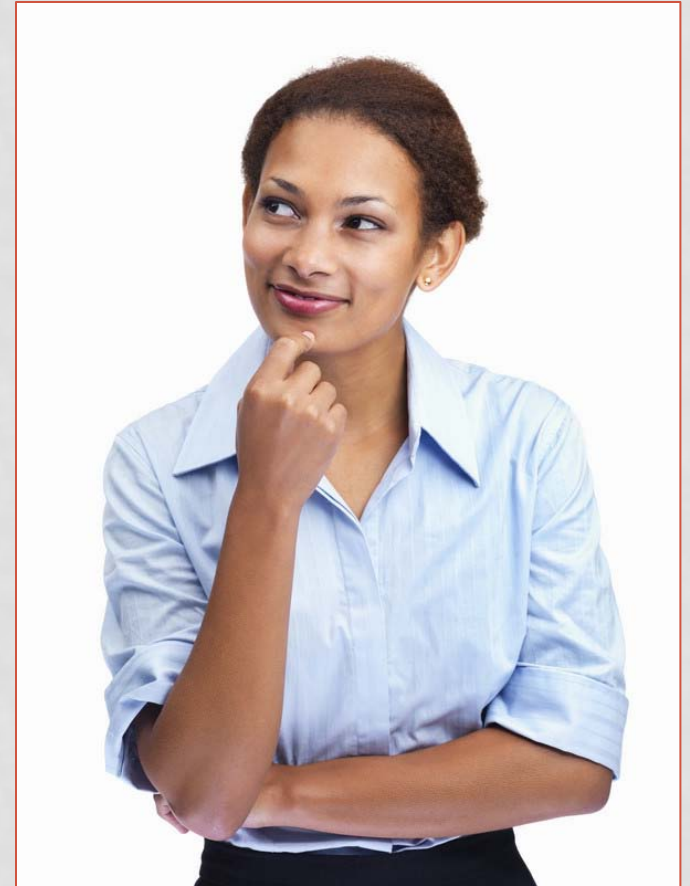
- Over 1,000 Baby Boomers turning 65 every day

SNAPSHOTS: APS FUNDING IN CA

- FY 1998/99: $36.4M (Prior to SB2199)

- FY1999/00: $92.9M (First year of SB2199 funding)

- FY2000/01: $108.5M (Peak of APS funding)

- FY2010/11: $54.9M (50% decrease in ten years, preceding Realignment)

CONSISTENCY

- *Why does a consistent, standardized approach to APS practice matter?*

CONSISTENCY AND QUALITY IN APS PRACTICE: HISTORY

- County APS lobbied for pilot programs

- Retained as much of the pilot programs as possible after funding stopped

- Ironically, contributed to variability in services throughout state

- Minimal requirements/meager funding

- Varying county resources and political will

MAJOR GOALS OF SB2199

Create:

- Comprehensive Program

- Statewide program

COUNTY LEADERSHIP

- California unique

- State APS Office plays prominent role in the provision of APS services in other states

- Realignment changing the role of CDSS

- Even before realignment, counties were the driving force in APS

COUNTY LEADERSHIP

- Pushed for SB2199

- CWDA got the legislation sponsored, passed, and signed into law

- County Workgroup helped write regulations and developed statistical reporting forms

- Protective Services Operations Committee (PSOC) documents the need for greater funding, more public education, staff training, and improved victim services

- PSOC has identified practice issues and pushed for improved services

ROLE OF STATE APS

- Despite the major role that PSOC plays

- Rely on state to insure and support the statewide nature of the program

- Realignment puts the "statewideness" of APS in jeopardy

REALIGNMENT

Challenges:

- No federal regulations

- No one at CDSS to interpret state regulations or provide guidance to counties

- Consistency of practice at risk

- Over time, practice will likely revert to pre-SB2199 variability of services

REALIGNMENT

Opportunities:

- PSOC already an established leader

- Have been and will continue to work on improving services victims receive and elevating the professionalism of the program in large part by improving the consistency and quality of practice
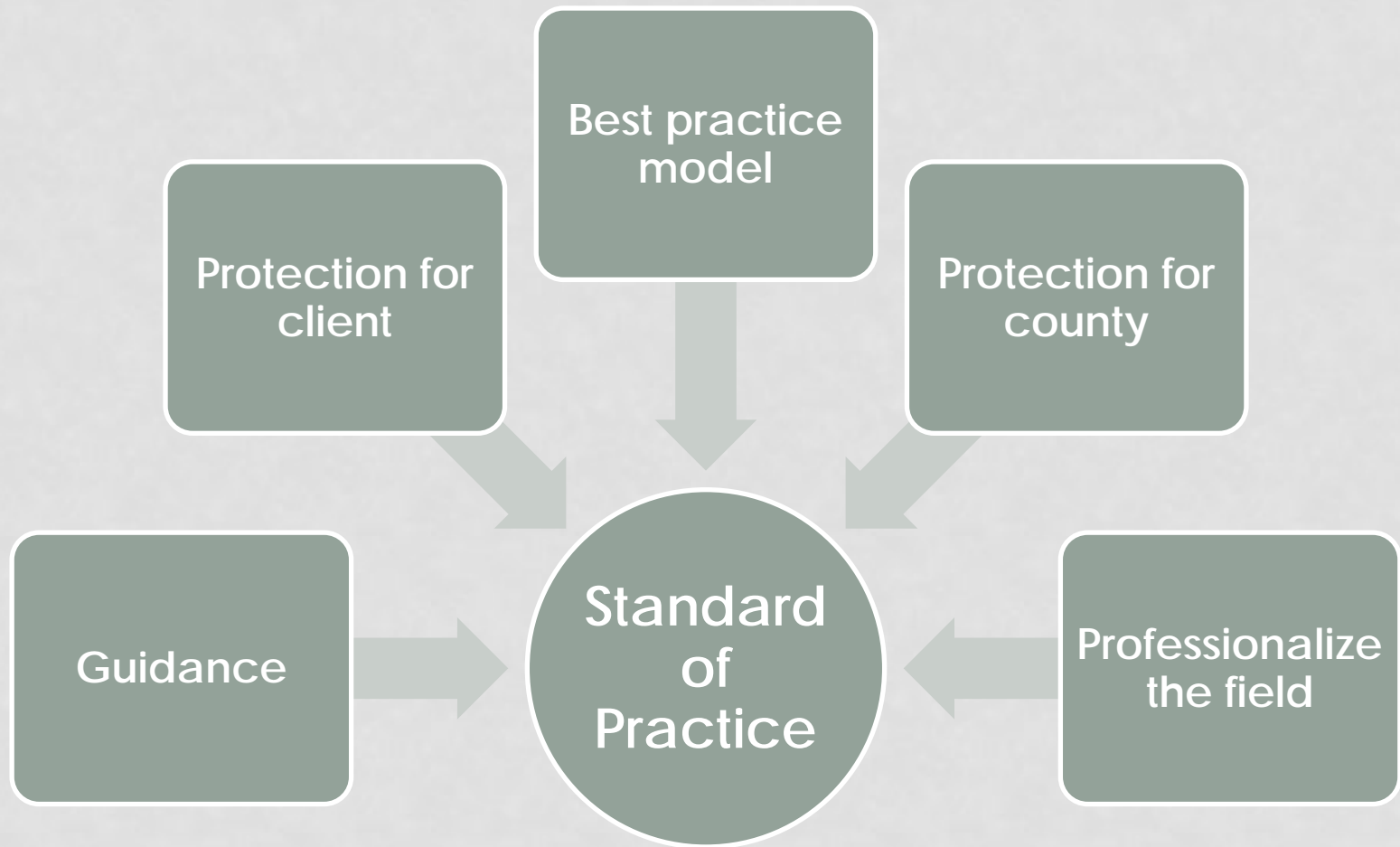
IMPROVED CONSISTENCY & QUALITY

- Provision of Direct Services
  - Determination of Findings

- Clarifying Jurisdictional Issues/Partnerships
  - Determination of Dependent Adult Status
  - MOU between APS and State Long-term Care Ombudsman

STANDARD OF PRACTICE

THE LITTLE PROGRAM THAT COULD

- UC Irvine Study

  - Showed that practice and findings varied greatly

  - PSOC, while partnering with others, took a leadership role
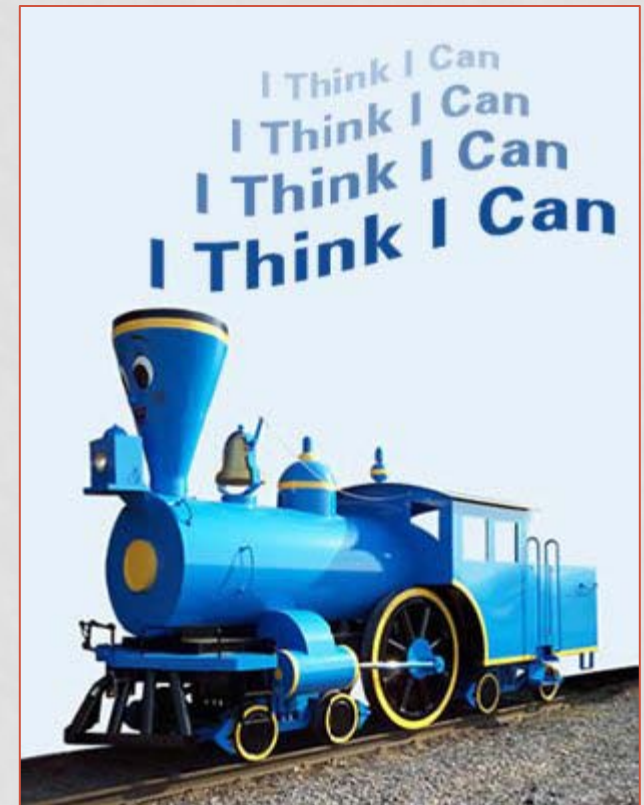
WORKGROUPS

- Provided policy advisement and educational advocacy
  - Day in the Life 1, 2, and 3

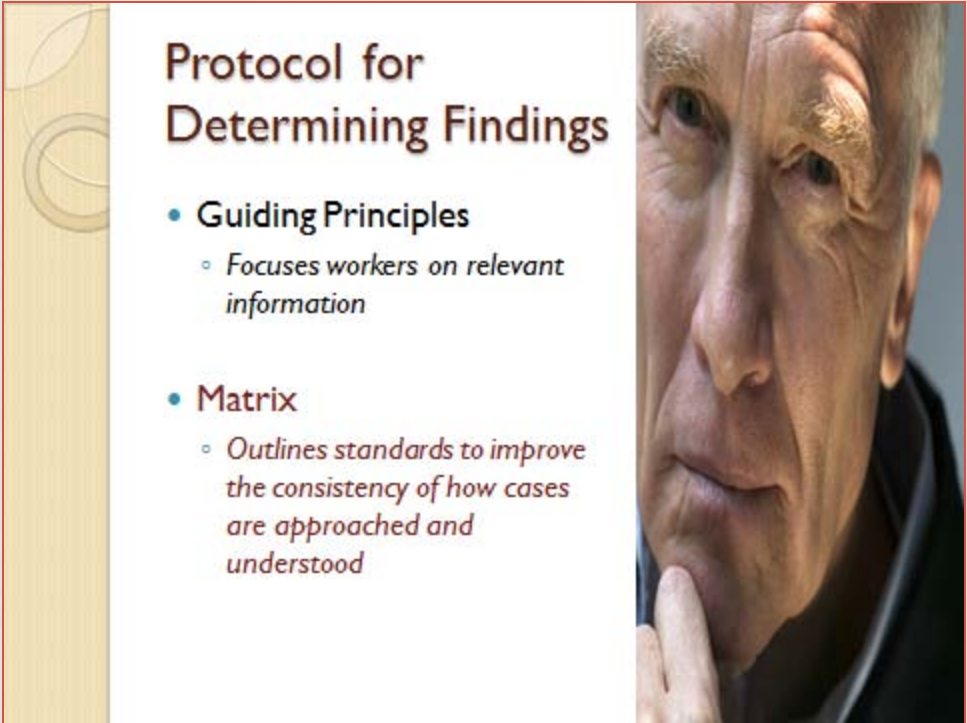 - SOC 242, with CDSS facilitation

  - Realignment

JURISDICTION

- Long Term Care Ombudsman and APS
  - Where did the abuse occur?
  - Who is the suspected abuser?
  - Who had care and custody at the time the abuse occurred?
  - Who received the mandated report?
  - Which law enforcement agency has jurisdiction?

- California Elder Justice Workgroup (CEJW)
  - APS/Ombudsman MOU

CONSISTENCY

CA APS Standards for Consistency in Determining Findings Protocol

- Introduction
- Guiding Principles
- Findings Matrix
- eLearning

Protocol for Determining Findings

- **Guiding Principles**
  - *Focuses workers on relevant information*

- **Matrix**
  - *Outlines standards to improve the consistency of how cases are approached and understood*

CONSISTENCY

CA APS Framework for Determining Dependent Adult Status

- Introduction
- Narrative Guide
- Definition Chart
- eLearning

Areas of Focus

Solution

- Evaluation of the individual's dependency status

- Determination of the APS program's response

BUILDING INFRASTRUCTURE

- Building training infrastructure - background
  - Development of statewide APS Training Project in 2004

  - CalSWEC Aging Initiative Workforce Development study

  - CWDA/CFPIC/IGSW partnership

CORE TRAINING

- APS Core Curriculum
  - 23 modules developed
  - Standardized, competency-based
  - In-person and online modalities
  - Evaluated to measure knowledge/skill development and transfer of learning from training to field

ADVANCED TRAINING

- CA APS Standards for Consistency in Determining Findings Protocol
  - eLearning
    - Supervisor Transfer of Learning Guide
    - Evaluation Outcomes: Research to Practice to Research

Training Evaluation

Research

Subject-Matter Experts

Full Circle

Training

Policy

ADVANCED TRAINING

- CA APS Framework for Determining Dependent Adult Status
  - eLearning
    - Evaluation – APPLI24
    - Supervisor Transfer of Learning Guide
    - Manager Guide

WORKFORCE DEVELOPMENT

- Building and growing infrastructure for the future
  - Adult Services Workforce Development Planning Group

  - Responding to changing workforce needs through multiple training modalities.

  - Evaluation and transfer of learning tools, supports for supervisors and managers

  - Prioritization of training

GROUP BRAINSTORM

- Do you have these issues in your programs?

- What goal(s) would you like to institute when you return to your county?

- What are 3 activities you can take to make the goal(s) a reality?

- What are the opportunities/supports you have to implement your goal(s)?

- What are the barriers/challenges you may face in implementing your goal(s)?

- How do you create change when your program is heavily regulated?

CONTACT INFORMATION

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  http://theacademy.sdsu.edu/programs/Project_Master/projectmaster-1.htm

- To access materials discussed, visit http://www.cwda.org/tools/adult.php