

TRAINING FOR ADULT PROTECTIVE SERVICES STAFF

NORTHERN
CALIFORNIA
TRAINING
ACADEMY

AN OVERVIEW OF ADULT PROTECTIVE SERVICES TRAINING IN NORTHERN CALIFORNIA

The Northern California Training Academy offers a variety of classroom-based and self-guided eLearning trainings to support the workforce development and continuous quality improvement of the adult protective services community in Northern California. These trainings cover a wide expanse of topics, but are organized here into two categories: Core Competency Curriculum and Advanced/Specialized Curriculum.

- **Core for Adult Protective Services** is a 23 module program designed to provide the foundational knowledge and skills to help APS workers accomplish their demanding, complicated and important work. National Adult Protective Services Association (NAPSA) certification is available upon successful completion of the program.
- **Advanced/Specialized Curriculum** covers several individual topics tailored to improve competency by increasing knowledge and skills around a specific area of APS work.



This document provides an in depth overview of both categories, as well as additional information on every APS course available from the Northern California Training Academy.

- To view Adult Protective Services course currently open for enrollment, please visit <https://humanservices.ucdavis.edu/academy/APS>
- To learn more about Core for APS offerings, including certification information and a list of course and training modalities, please see the Core for APS section beginning on the next page.
- To explore Advanced/Specialized offerings, including course descriptions and training modalities available, please see the Advanced/Specialized section on page 10.

CORE FOR ADULT PROTECTIVE SERVICES WORKERS

Funded by the California Department of Social Services, Core for APS is designed to provide the foundational knowledge and skills to accomplish the complicated work APS workers are asked to do. Utilizing an interdisciplinary approach and regularly reviewed by experts, these training modules are an evolving resource, covering the theoretical and practical issues encountered in the arena of elder and dependent adult abuse. The curriculum is designed to provide exceptional workforce development and organizational support to the health and human services community; and to inspire, nurture and support those dedicated to improving the quality of life in our communities.

Training Structure & Requirements

Core for APS offers a mix of classroom-based trainings and self-guided eLearnings. For many of the offerings, both classroom and eLearning versions are available; however, there are a few courses offered either exclusively online or in the classroom. Please see the catalog of offerings on the following pages for a full list of the 23 modules and the available modalities.

National Certification

The NAPSA Training Certificate is presented by the National Adult Protective Services Association (NAPSA) to APS professionals who complete the required 23 training modules identified as critical to maximizing professional and effective job performance. To earn the certificate, the applicant must have applied to the program, be employed as an APS professional within his/her APS program, have completed all required training modules, and have at least two years of full-time experience as an APS professional. (Note: applicants may apply and begin their training as soon as they are hired; the certificate will only be awarded after they have completed all the training requirements and have had two years of full-time APS experience.)

The certification is valuable not only because it demonstrates that the APS professional is committed to the profession—to providing the best possible service to clients—but also because it documents the successful completion of the training. Additionally, it quantifies the depth of understanding required to be an APS professional, the hard work that the certificate holder has invested, and it is testament that the APS professional has followed training recommendations from the ACL voluntary guidelines.

Please see the final page of this document for information on how to apply for certification and enrollment information.

Course Listings: Core for APS

The following 23 courses make up the Core for APS program and are placed in the order suggested by the California Department of Social Services. All 23 modules must be completed to receive national certification.

- To view courses currently open for enrollment, please visit <https://humanservices.ucdavis.edu/academy/APS>
- To request a specific training not currently open for enrollment, please contact the Northern California Training Academy at Academy@ucdavis.edu

1. Adult Protective Services Overview

(This course is available as an eLearning only)

This eLearning course is an orientation course on Adult Protective Services. This training was designed to help participants get started by describing the clients they will be serving, their role and how to evaluate referrals and develop care plans. It will also provide participants with important “tools of the trade” including common terminology and resources.

2. Ethics, Values and Cultural Competence in APS

(This course is available in both eLearning and classroom-based training formats)

The purpose of this training is to “demystify” ethics, and offer a practical framework for ethical decision-making on the front lines. It will help APS professionals become more aware of their own value systems, their approach to decision-making, and it will give workers tools to analyze situations from a culturally competent standpoint. Additionally, this training will assist APS workers in labeling, organizing, and understanding what they see, and it will help them analyze the consequences of the decisions facing them.

3. California APS Regulations

(This course is available in both eLearning and classroom-based training formats)

California’s Adult Protective Service regulations are found in the state’s Welfare & Institutions Code. This course will help you understand the 53 pages of laws by tasking you to apply them to abuse reports and case scenarios. Topics will include confidentiality, mandated vs. non-mandated reporters, identifying the types of abuse covered by regulations, and what the penal code stipulates by way of punishment for the perpetrators. Participants will practice looking up regulations by reading case studies and applying the proper regulation to the scenario.

4. The Aging Process

(This course is available an eLearning only)

Aging is part of the normal physical and developmental life course. As is true in every phase of life, changes that occur in later life offer rewards, opportunities for growth, and physical and developmental challenges. In this dynamic, interactive 90 minute online training, participants will receive a basic understanding of the aging process that will enhance their ability to perform

investigations and make evaluations. The training is intended for new APS workers, experienced workers needing a refresher and elder abuse partner agencies.

5. Physical and Developmental Disabilities

(This course is available an eLearning only)

This eLearning course is designed to teach participants about the unique ways in which APS social workers may work a case with an individual with a physical, cognitive or developmental disability.

6. Mental Health Issues

(This course is available an eLearning only)

This eLearning course is designed for APS social workers who are unfamiliar working with persons who are living with mental illness or as a “refresher” in working with this population. It is intended as an introduction and to support on-going and additional study of mental health issues.

7. Substance Abuse for Mature Populations

(This course is available an eLearning only)

This eLearning course is designed for APS social workers who are unfamiliar working with persons that have substance abuse issues or for workers who require a “refresher” in working with clients who have substance abuse issues.

8. Dynamics of Abusive Relationships

(This course is available a classroom-based training only)

This is an introductory training on the dynamics of abusive relationships.

After attending this training, participants will be able to:

- Define elder abuse
- Identify the various dynamics underlying elder abuse and why some victims refuse services and remain with their abusers
- Explore how the dynamics might inform services offered by APS

9. Professional Communication Skills

(This course is available as a classroom-based training only)

In this engaging and highly interactive introductory training, participants learn the basic components of interviewing victims of abuse.

After attending this training, participants will be able to:

- Understand the importance of trust and relationship building
- Demonstrate the use of engagement skills
- Identify how and when to use various question types and styles including open ended questioning and responding to abuse disclosures
- Adjust interviewing techniques to accommodate a variety of victim disabilities

10. Working with Self-Neglecting Clients

(This course is available in both eLearning and classroom-based training formats)

In this interactive and thought-provoking introductory module, participants will learn to:

- Define self-neglect, its prevalence and indicators
- Distinguish self-neglect from other conditions
- Assess self-neglect in five domains
- Develop safety and risk reduction interventions for self-neglecting adults
- Document appropriate elements in self-neglect cases
- Identify community partners in self-neglect cases

11. Caregiver or Perpetrator Neglect

(This course is available in both eLearning and classroom-based training formats)

In this engaging and highly interactive introductory training, participants learn the necessary and essential components for effective investigations of caregiver neglect.

After attending this training, participants will be able to:

- Understand common physical and behavioral indicators of caregiver neglect
- Recognize factors that contribute to client risk of caregiver neglect
- Identify the barriers to determining whether caregiver neglect is intentional vs. unintentional; Identify the domains of assessing allegations of neglect
- Demonstrate best practices in interviewing perpetrators
- Identify key principles of service planning

This course is designed to help participants develop the tools needed to conduct a neglect investigation and to develop plans to help to reduce the risk of future neglect.

12. Financial Exploitation

(This course is available in both eLearning and classroom-based training formats)

Participants will learn the necessary and essential components for effective financial exploitation investigations.

After attending this training, participants will be able to:

- Understand common victim and perpetrator characteristics
- Recognize the indicators of financial exploitation
- Understand decision making capacity and undue influence as they are related to financial exploitation cases
- Describe the primary components of a financial exploitation investigation and the common challenges encountered in these investigations
- Demonstrate interviewing and investigative skills through interactive skills practice exercises

13. Responding to Physical Elder Abuse and Neglect

(This course is available an eLearning only)

This course merges forensic research and geriatric medical information tailored for APS investigators with practical field skills to advance your investigative skills.

After attending this training, participants will have increased capacity to:

- Recognize situations that constitute a medical emergency and know how to react appropriately; effectively document injuries using common medical terminology and descriptive case narratives
- Utilize body maps and photography
- Differentiate between signs of physical abuse and common, age-related changes
- Recognize situations where the victim or caretaker's description of how injuries occurred do not match the injuries
- Evaluate whether injuries are likely to be the result of abuse when the victim is non-verbal or has other communication barriers

In addition, the appropriate investigative strategies when abuse is suspected will be considered.

14. Elder Sexual Abuse

(This course is available an eLearning only)

In this engaging and highly interactive introductory training, participants learn the myths and realities of sexual violence as it relates to APS clients. They will learn how to recognize and discuss sexual victimization, how to screen for and interview clients regarding sexual abuse and what interventions to offer victims.

15. APS Documentation and Report Writing

(This course is available in both eLearning and classroom-based training formats)

In this engaging and highly interactive introductory training, participants learn the necessary and essential components of effective documentation and report writing.

After attending this training, participants will be able to:

- Identify the purpose of accurate, complete and timely documentation
- Recognize clear, concise, and objective language
- Identify four types of equipment used for documentation and how to use them
- Understand the importance of accurate recall and identify at least three memory improvement techniques
- Identify the role that confidentiality plays in documentation
- Identify and correct inappropriate documentation in report writing

16. Initial Investigation

(This course is available in both eLearning and classroom-based training formats)

This is an introductory training for participants looking to become familiar with the first steps of the investigation process in APS.

After completing this training, participants will be able to:

- Evaluate initial reports
- Prepare for the initial visit
- Reduce client resistance
- Interview suspected perpetrators
- Assess dangerous situations

This course is available a classroom-based training (see Initial Investigation: Taking the First Steps) or as an eLearning (see APS Intake Interview eLearning).

17. Assessing Client Capacity

(This course is available in both eLearning and classroom-based training formats)

The purpose of this engaging and highly interactive introductory training is to assist Adult Protective Services professionals in identifying the factors that affect their clients' decisional capacity, and to identify when to seek a professional evaluation.

After attending this training, participants will be able to:

- Define autonomy, capacity, and incapacity
- Describe factors that may influence client capacity
- Describe signs and symptoms that indicate capacity issues
- Identify key questions and approaches used to screen client capacity
- Identify implications of client capacity issues on case planning

This course is available a classroom-based training (see Investigation: Assessing Client Capacity) or as an eLearning (see Assessing APS Clients' Decision-Making Capacity).

18. Risk Assessment

(This course is available in both eLearning and classroom-based training formats)

In this dynamic introductory training, participants learn how to assess risk across five domains in terms of severity and urgency.

After attending this training, participants will be able to:

- Define risk assessment and its function
- Assess risk factors in the five domains
- Physical and functional status
- Mental health status and capacity
- Living environment
- Financial
- Social (risk posed by others, including caretakers and family members)
- Assess overall levels of risk in terms of severity, urgency and likelihood of harm occurring

- Describe the benefits and limitations of risk assessment tools
- Develop risk reduction service plans

This course is available as a classroom-based training (see Risk Assessment: A Core Competency Model), and as an eLearning (see Risk Assessment in APS eLearning).

19. Voluntary Case Planning in APS

(This course is available in both eLearning and classroom-based training formats)

In this introductory training, participants learn the basic components of determining the intervention needs and developing a safety plan for elder abuse victims.

After attending this training, participants will be able to:

- Identify the factors that influence the victim's intervention needs
- Apply strategies to work with the victim to develop mutually acceptable goals that will decrease the risk to the victim
- Utilize a safety planning tool developed for use with elder abuse victims

20. Involuntary Case Planning

(This course is available in both eLearning and classroom-based training formats)

In this introductory training, participants learn to identify situations where the client's safety takes precedence over the client's right to self-determination and how to think through making that determination. They will explore the ethical issues involved in these tough cases and learn how to document their decisions appropriately so that their decisions can be defended.

21. Collaboration in APS Work

(This course is available an eLearning only)

This self-paced interactive eLearning will help participants to:

- Define collaboration
- Explain why collaboration is an effective method of working with other agencies
- Identify those competencies needed to work collaboratively with other agencies
- Identify which agencies APS workers can partner with
- Explain how other agencies might help and where there might be friction
- List basic conflict resolution principles

22. Working with the Criminal Justice System

(This course is available as a classroom-based training only)

This training is intended for both new and experienced APS workers and their multidisciplinary partners. In this training, participants will learn to distinguish the role of Adult Protective Services from the role of law enforcement and prosecution.

After attending this training, participants will be able to:

- Identify factors that make a provable case to take to law enforcement
- Explain the difference between an evidence-based and a victim-based case and how that affects the factors that must be proven
- Explain APS's role when a case is accepted for prosecution

- Identify the rights of victims and defendants, the elements of a crime when given the statute, and the crimes that correspond with types of elder abuse
- Explain the importance of documentation to enhance credibility when testifying in a criminal case and document the situational context of spontaneous statements

23. Case Closure

(This course is available as a classroom-based training only)

This course will focus on the variables that indicate whether a case-closing situation exists and will help participants develop and refine the ability to write a case closure summary that includes all essential case elements. The course also focuses on social worker stress. Specifically, it recognizes and addresses how grief and loss lead to stress, and it further identifies strategies for managing the stress and avoiding burnout.

COURSE LISTING: ADVANCED/SPECIALIZED TRAINING

The Northern California Training Academy's Advanced/Specialized APS courses seek to cover several individual topics tailored to improve competency by increasing knowledge and skills around a specific area of APS work. The modality for these courses varies based on the training and will be indicated beneath each course title. Please note the courses in this section are listed in alphabetical order.

Adult Victims with Disabilities

(This course is available as a classroom-based training only)

Understanding and communicating effectively with adults and older adults with disabilities who are victims of abuse is a necessary skill for adult protective services, law enforcement, district attorneys, clinicians, and other social service personnel who work with them.

After this training participant will be able to:

- Describe the unique characteristics of individuals with autism, intellectual disability, cerebral palsy and communication disorders that increase the risk of abuse
- Demonstrate an understanding of verbal communication in the context of communicating with and interviewing individuals with disabilities
- Recall specific interview techniques for use in the investigative and legal environments to optimize communication with adults and older adults with disabilities

The participants in this training will develop a broader understanding of intellectual disability, autism and other developmental disabilities as well as new strategies for effective interviewing and communicating.

APS Worker Safety

(This course is available as an eLearning only)

This self-paced interactive eLearning will guide participants through some safety considerations for entering unfamiliar neighborhoods and clients' homes.

Deed Theft and Foreclosure Rescue Scams

(This course is available as an eLearning only)

This mini-module is one part of APS Core Module 12 and also serves as a standalone offering focused on this specific area of financial exploitation. For the full Financial Exploitation course, please see the Core for APS section.

Estate Planning, Capacity and Financial Abuse Issues in APS

(This course is available as a classroom-based training only)

This training is designed for all levels of Adult Protective Services staff and Aging and Adult Services partners.

After this training participants will be able to:

- Define commonly used estate planning tools and describe their uses
- Identify indicators that an estate planning tool is inappropriate to a client's situation
- Differentiate between the level of capacity needed to enact estate planning tools (legal capacity) and the cognitive abilities involved in making informed financial decisions (clinical capacity)
- Identify types of evidence to consider when investigating financial abuse cases involving estate planning and client capacity issues
- Identify interventions that APS workers can use in cases of financial abuse in which issues of estate planning document and client cognitive capacity exist
- Discuss the ethical issues that arise in situations of financial abuse when client capacity is unclear.

Foundations of Effective Supervision

(This course is available as a classroom-based training only)

In this training, participants will explore each supervisory role and its elements in-depth and practice using tools to manage case consultations, professional boundaries, case review/QA, performance evaluations, and other topics.

After attending this training, participants will be able to:

- Recognize the components of APS culture and how they impact the APS supervisor's role
- Identify three key roles for the APS supervisor and practice elements from these roles, including: establishing rapport, determining professional boundaries, utilizing clinical skills and strength-based practice concepts in case consultations, applying a formal case review process, and providing effective feedback
- Describe the key elements for quality assurance via the case review process.
- Identify ways to effectively structure and utilize unit meetings

A variety of training techniques will be used to engage all styles of adult learners as these complex issues are discussed.

Framework for Determining Adult Dependent Status

(This course is available as an eLearning only)

Determining whether an individual is a dependent adult and is eligible for APS services is complicated. Many people confuse dependency with disability and think that if someone has a disability that person must be a dependent adult, but disability and dependency are not equivalents, and having a disability does not automatically translate into being eligible for APS services.

This training provides more clarity about what information to gather and guidance in interpreting it. The framework presented will make the determination of dependency status easier and reduce the uncertainty associated with the process.

Identity Theft and Credit Card Fraud

(This course is available as an eLearning only)

This mini-module is one part of APS Core Module 12 and also serves as a standalone offering focused on this specific area of financial exploitation. For the full Financial Exploitation course, please see the Core for APS section.

Interviewing Skills for APS Workers

(This course is available as an eLearning only)

This three-part interactive eLearning will help you to engage with the client, conduct a clean forensic interview and provide accommodations for various sensory disabilities.

Living Trust and Annuities Scams Mini-Modules

(This course is available as an eLearning only)

This mini-module is one part of APS Core Module 12 and also serves as a standalone offering focused on this specific area of financial exploitation. For the full Financial Exploitation course, please see the Core for APS section.

Power of Attorney Abuse

(This course is available as an eLearning only)

This mini-module is one part of APS Core Module 12 and also serves as a standalone offering focused on this specific area of financial exploitation. For the full Financial Exploitation course, please see the Core for APS section.

Reverse Mortgage Abuse

(This course is available as an eLearning only)

This mini-module is one part of APS Core Module 12 and also serves as a standalone offering focused on this specific area of financial exploitation. For the full Financial Exploitation course, please see the Core for APS section.

Safety Organized Practice in Adult Protective Services

(This course is available as a classroom-based training only)

Safety Organized Practice (SOP) seeks to form a constructive, purposeful focus among all the stakeholders involved with the identified adult by generating a clear, shared understanding of the problems facing that family and a straightforward vision of what future safety for the identified adult needs to look like. SOP's use of methods, including appreciative inquiry, cultural humility, solution-focused therapy, and motivational interviewing, when integrated, create a powerful and deepened approach to Adult Protective Services.

After attending this foundational training, successful participants will be able to:

- Use the three questions during a safety mapping process with families to help get all network support members on the same page regarding worries and what has worked well
- Create danger statements and safety goals to help reach shared agreement about why APS is involved
- Utilize safety circles to help build a network of support
- Create meaningful safety plans with the identified adult

Further, successful participants will understand how the development of good working relationships and the creation of detailed plans for enhancing safety will allow for rigorous and thorough case work practice.

The Revised Soc 242 – What's New

(This course is available as an eLearning only)

The Adult Protective Services and County Services Block Grant Monthly Statistical Report known as the SOC 242, is the state mandated form each county completes on a monthly basis. The form tracks how many reports were taken, how many investigations were conducted, the types of abuse allegations investigated, the number of cases completed and the findings of the investigations among other things.

This training is intended for managers, supervisors and those who make case status decisions and/or complete the SOC 242.

Undue Influence Committed by Professionals

(This course is available as an eLearning only)

Investigating and uncovering the evidence needed to confirm financial abuse by undue influence is difficult. When that crime is committed by professionals (doctors, attorneys, ministers, accountants, to name a few,) it becomes even more daunting. This eLearning course is an advanced course on the topic.

Credit Info:

CEU: Participants who complete this program are eligible to receive continuing education units (CEUs) from the University of California, Davis. One CEU is awarded for each 10 hours of class time.

BBS: This course meets the qualifications to receive one continuing education credit hour per 60-minute course hour for LMFTs, LCSWs, LPCCs, and/or LEPs as required by the California Board of Behavioral Sciences. Provided number PCE-577.

BRN: This course meets the qualifications for continuing education credit as required by the California Board of Registered Nursing. One hour of BRN credit is awarded for each hour of class time. Provider number 00046. Participants must enroll for credit and attend the entire class.

How to Enroll in Core for APS:

To enroll, please go to the Academy website: <https://humanservices.ucdavis.edu/academy/APS> From there, you will click on the Adult Protective Services link. Choose your course and then use the "Enroll Now" button to start the enrollment process.

If you are new to the enrollment process, step by step enrollment instructions are available via the APS enrollment guide on the webpage.

How to Apply for NAPSA Certification

NAPSA certificate applicants are responsible for maintaining documentation of the successful completion of 23 Core modules and for submitting this documentation to the Northern California Training Academy in order to receive the NAPSA Certificate. The requisite work experience is verified through the receipt of written documentation from a supervisor or program manager that the training applicant has been a full time APS Professional for at least two years (or an equivalent number of part-time hours.)

Please complete the NAPSA Certification application and submit to the Northern California Training Academy at academy@ucdavis.edu or mail to 1632 Da Vinci Ct. Davis, Ca. 95618.



Certificate Program Application

Please complete this application to obtain access to the National Adult Protective Services Association (NAPSA) Certificate Program. Please print clearly and email to aps@ucdavis.edu or mail to Center for Human Services, 1632 Da Vinci Ct., Davis 96618. Attn: Christie Mendes

Name _____

Position _____ County _____

Address _____

Phone _____ Email _____

Date of Application _____

Length of employment with APS _____ If you are assigned to multiple programs (i.e. APS/IHSS) are you time studying more/ less than 50% time to APS?

Time assigned to APS work: More than 50% 50% or less

Please ask your supervisor to verify length of time with APS by providing and attaching email verification.

Supervisor Contact Information

Name _____

Phone _____ Email _____

Use the checklist on the back of this form to make sure that you have completed all 23 core competency modules. Submit this application only after you have completed all modules and have either 2 years of full time or 4 years of part time APS experience.

For Office Use Only:

Employment Verification on File Employment Meets Requirements

Name of Verifier: _____ SDSU _____ Fresno _____ Davis _____

I hereby certify that the applicant has completed the required modules and meets the employment requirements to be eligible for the NAPSA Certificate.

Signature _____

Date _____

Please keep an accurate record of your training for NAPSA Certificate

E=eLearning T= See Transcript

#	Core Competency Topics Please see Catalog for details	E	T	Date	Trainer Name	Location	Office Use only Reviewed
1	Overview						
2	Values/Ethics						
3	Regulations						
4	Aging Process						
5	Physical/Dev. Disabilities						
6	Mental Health in APS						
7	Substance Abuse in Mature Adults						
8	Dynamics of Abusive Relationships						
9	Communication & Interviewing						
10	Self-neglect clients						
11	Caregiver Neglect						
12	Financial Exploitation						
13	Physical Caregiver Abuse						
14	Elder Sexual Abuse						
15	Documentation & Report Writing						
16	Investigation First Steps						
17	Assessing Client Capacity						
18	Risk Assessment						
19	Voluntary Case Planning						
20	Involuntary Case Planning						
21	Collaboration in APS Work						
22	Working with Criminal Justice						
23	Case Closure						

If available, please attach your training transcript. For modules taken outside of your region, please attach certificates of completion or other verifications. Refer to the Core Competency Curriculum Catalog, available from your RTA, to determine which courses meet the requirements for a specific topic area.

Travel Reimbursement for APS Training
REPORT ACTUAL EXPENSES ONLY
All listed/noted items are subject to change

INSTRUCTIONS

NOTE: Reimbursement provided for trips 50 miles or further one way.

Use the travel expense worksheet to record each participants travel related to attending an APS training. Please include the date/time of departure and date/time of return. Record actual lodging, meal, and transportation expenses in the appropriate columns. Attach all **original** receipts for expenses of \$10.00 or more. Please complete a Travel Expense Worksheet for each staff member that is requesting travel reimbursement.

1. Subsistence

A. Travel more than 24 hours

Meals and lodging will be reimbursed for actual expenses up to the **maximum** allowable as outlined below:

Dinner (only meal that is reimbursable): \$26.00

Lodging (receipt mandatory for reimbursement) \$115.00
prior approval required for higher nightly rate

B. Travel less than 24 hours

Meals will not be reimbursed unless an overnight stay was involved.

Maximum for meals remains \$26.00. The following must be true for each meal reimbursement to occur:

- **For dinner reimbursement:** travel must begin before 5:00 p.m. or end after 7:00 p.m.

2. Transportation

A. Private car

Private car mileage will be reimbursed at the IRS rate of .54 cents per mile.

Please record your mileage on the travel expense worksheet. **We must have your car license number before reimbursement can be made.**

B. Rental car

The university will **NOT** reimburse the optional liability insurance offered by rental car companies (CDW/LDW).

C. Miscellaneous

Parking, taxi and tolls will be reimbursed per original receipt.

TO EXPEDITE REIMBURSEMENT

- **Please be sure to sign and date the bottom of the Travel Expense Worksheet.**
- **Include all original receipts marked paid for lodging, airfare, rental car w/gas receipts, and all other expenses of \$10.00 or more. Receipts must indicate “paid” or have a “zero” balance. Be sure to itemize incidental expenses (receipts not required).**
- **Submit an invoice on county letter head that includes the total amount of all reimbursement requested.**
- **All travel reimbursement requests are due by the 15th of the month.**
- **Mail completed travel expense form, receipts and county invoice to:**

**UC Davis Extension
Northern California Training Academy
Attn: Christie Mendes
1632 Da Vinci Court
Davis, CA 95618**

OR

**Scan and email to:
aps@ucdavis.edu**

Travel Reimbursement for APS Training
REPORT ACTUAL EXPENSES ONLY
 All listed/noted items are subject to change

NON-EMPLOYEE TRAVEL EXPENSE WORKSHEET	UC DAVIS EXTENSION
----------------------------------------------	---------------------------

PAYABLE TO (Please Print): _____

AGENCY: _____

CONTACT: _____

ADDRESS: _____

DAYTIME PHONE: _____

PARTICIPANT NAME: _____

Required if private car miles are claimed:
 Vehicle License # _____ Liability Insurance? Yes No

***Purpose of Trip:** _____
 *Include class title and date of training

Accounting Information: UC DAVIS USE ONLY

Account	Sub Account	Project	Amt./ % or Other	UCDE FS ONLY
Travel Worksheet Total:				

Date (Required)	Time of Departure & Return (Required)	Between what Points (City, State, Country) (Required)	Private Car Mileage	Transportation (Gas, Rental Car)	Location Where Expenses Incurred (City)	Lodging (Receipt Required)	Dinner Actual Amount

I CERTIFY THAT THE ABOVE IS A TRUE STATEMENT, THAT THE EXPENSES CLAIMED WERE INCURRED BY ME ON OFFICIAL UNIVERSITY BUSINESS ON THE DATES SHOWN, AND THAT I HAVE ATTACHED ORIGINAL RECEIPTS FOR EACH EXPENSE AS REQUIRED BY UNIVERSITY POLICY.

Traveler Signature: _____ Date: _____

Approval Signature: _____	Print Name: _____	Date Signed: _____	Direct Phone Number: _____

If you have any questions or need assistance, please call the Academy at 530-757-8725 or contact us by email at academy@ucdavis.edu.

We look forward to seeing you in an APS course soon!