

# EXECUTIVE SUMMARY

## **Course Title:** *Elder Sexual Abuse*

In this interactive introductory training, participants will develop an increased awareness of elder sexual abuse. They will gain experiencing in discussing sexual abuse with others. They will learn to identify potential cases of elder sexual abuse and learn how to interview possible victims. And, they will learn the basics of intervening with this population.

The following instructional strategies are used: lecture segments; interactive activities/exercises (e.g. small group discussion, case studies); question/answer periods; PowerPoint slides; participant guide; embedded evaluation to assess training content and process; and transfer of learning activity to access knowledge and skill acquisition and how these translate into practice in the field.

## **Course Requirements:**

*Please note that training participants are expected to participate in a variety in-class and post-training evaluation activities.* These activities are designed to enhance the learning experience and reinforce the skill acquisition of training participants as well as determine the overall effectiveness of the trainings.

An executive summary of each training and directions for post-training evaluation activities will be provided to training participants and their supervisors. Certificates of course completion will be awarded upon completion of ALL course activities.

## **Target Audience:**

This course is designed for new APS social workers as well as Vulnerable Adult Abuse partners (e.g. conservatorship investigators, workers in the aging and disability networks). This training is also appropriate for senior staff that requires knowledge and/or skills review.

## **Outcome Objectives for Participants:**

Learning goals by the end of this training, participants will be able to:

1. Demonstrate awareness of elder sexual abuse
  - a. List two myths about sexual assault as it relates to older adults.
  - b. List three facts about victims.
  - c. List three facts about perpetrators.
2. Demonstrate ability to discuss sexual abuse by watching a DVD clip and discussing this.
3. Demonstrate ability to recognize potential cases of elder sexual abuse
  - a. List four signs or symptoms of sexual abuse.

- b. Provide three situations under which cases of sexual abuse may come to the attention of APS workers.
4. Demonstrate ability to effectively screen for sexual abuse and interview clients regarding possible sexual abuse
  - a. Provide a question designed to screen for sexual abuse when interviewing a client who has been referred for reasons other than sexual abuse.
  - b. List three principles to use when interviewing a client regarding a sexual abuse allegation.
5. Demonstrate knowledge of intervention strategies for elderly sexual abuse victims
  - a. Describe three ways in which victims are commonly harmed by sexual abuse.
  - b. List three issues to consider when planning possible intervention.
  - c. Describe three sexual abuse intervention services.

**Transfer of Learning:** *Ways supervisors can support the transfer of learning from the training room to on the job.*

#### **BEFORE the training**

Supervisors can encourage line staff to attend the training and help them identify particular strengths and/or challenges that they have had in working with sexual abuse victims in the past. Training participants can share these experiences during training.

#### **AFTER the training**

Supervisors can read the training executive summary and instructions for out-of-class transfer of learning activity. Supervisor and training participant will then schedule a time to complete the activity together – at this point the trainees can share what specific skills they obtained from the training. If further staff involvement is available, trainees may present an overview of what was learned to other staff members to encourage collaboration and a culture of learning.