



How to Talk About Elder Abuse

Virtual Booster Activity

Participant Manual



This training was developed by the National Center on Elder Abuse in collaboration with NAPSA and the Academy for Professional Excellence, with funding from the California Department of Social Services, Adult Programs Division.



Curriculum Developers, 2021

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INTRODUCTION

THE ACADEMY FOR PROFESSIONAL EXCELLENCE

We are pleased to welcome you to How to Talk About Elder Abuse Booster Activity Manual (Module 2C), developed by the National Center on Elder Abuse (NCEA) in collaboration with NAPSA and Adult Protective Services Workforce Innovations (APSWI), a program of the Academy for Professional Excellence under a grant from the California Department of Social Services, Adult Programs Division. This booster training is part of a multi-module curriculum which includes a 60-minute eLearning which is completed prior to the instructor-led booster.

The Academy for Professional Excellence, a project of San Diego State University School of Social Work, was established in 1996 to provide exceptional workforce development and organizational support to the health and human services community by providing training, technical assistance, organizational development, research, and evaluation. Serving over 20,000 people annually, the Academy continues to grow with new programs and a diversity of training focused on serving the health and human services community in Southern California and beyond.

The Academy is a project of San Diego State University School of Social Work (founded in 1963), which offers both a bachelor's and master's degree in Social Work. The School of Social Work at San Diego State University was founded in 1963 and has been continuously accredited by the Council of Social Work Education since 1966.

APSWI is a program of the Academy for Professional Excellence. APSWI is designed to provide competency-based, multidisciplinary training to Adult Protective Services professionals and their partners. APSWI's overarching goal is the professionalization of Adult Protective Services professionals to ensure that abused and vulnerable older adults and adults with disabilities receive high quality, effective interventions and services.

In partnership with state and national organizations, APSWI is developing a national APS Supervisor Core Competency Training Curriculum. This curriculum is developed, reviewed and approved by experts in the elder and dependent adult abuse fields.

APSWI's partners include:

- National Adult Protective Services Association (NAPSA) Education Committee
- California Department of Social Services (CDSS), Adult Programs Division
- County Welfare Directors Association of California (CWDA), Protective Services Operations Committee (PSOC)

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ACKNOWLEDGEMENTS

This training is the result of a collaborative effort between Adult Protective Services administrators, supervisors, staff development officers and workers across the state and the nation; professional educators; and the Academy for Professional Excellence staff members. APSWI would like to thank the following individuals and agencies:

Agencies

California Department of Social Services, Adult Programs Division
Arizona Department of Economic Security, DAAS-Adult Protective Services
National Adult Protective Services Association
National Center on Elder Abuse

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National Adult Protective Services Association Education Committee

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Alycia Cisneros & Alyssa Neumann, NCEA

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EXECUTIVE SUMMARY

HOW TO TALK ABOUT ELDER ABUSE

APS is essential to preventing and addressing abuse, neglect and exploitation of older and dependent adults. The presence and messaging of APS plays a large role in how the public perceives, talks about, and reacts to elder abuse. APS supervisors play an important role with the community, their staff, and community partners/stakeholders.

In this interactive, multi-module training, learn what factors currently influence the way the public thinks about elder abuse and practice a new communication strategy developed by the National Center on Elder Abuse, in conjunction with the Frameworks Institute. Resources, toolkits and other helpful information will be shared to help participants continue the reframing process.

Virtual Training:

- The following virtual instructional strategies are used throughout the course: short lectures (lecturettes), interactive activities/exercises including breakout groups, chat box discussions, large group discussions, self-reflection, poll options, and individual practice. PowerPoint slides and role playing/demonstrations are used to stimulate discussion and skill development.
- Participants will need access to a computer with video conferencing capability and be able to connect to the virtual platform being used to deliver this training. A headset or earbuds with microphone and a video camera are highly encouraged. Participant Manual is a fillable PDF if using Adobe Acrobat. Participants are encouraged to either print a hard copy or ensure access to Adobe Acrobat to allow for highlighting, typing in comments and filling out worksheets.

Course Requirements:

- **Completion of How to Talk About Elder Abuse 60-minute eLearning module.**
- Completion of the entire module (eLearning plus booster activity) is required to receive course completion credit.

Target Audience: This workshop is intended for new supervisors or experienced staff who may require a refresher.

Outcome Objectives for Participants:

By the end of this training participants will be able to:

- Describe the goals and objectives of the Reframing Elder Abuse Project.
- Understand current perceptions of elder abuse.
- Practice a new communication strategy on elder abuse.
- Identify resources to support you and your staff in your work.

COURSE OUTLINE

CONTENT	MATERIALS	TIME
WELCOME AND INTRODUCTIONS		10 minutes
Welcome and Introductions	Slides 1 – 3	
Technology Overview	Slide 4	
Why Supervisors Should Reframe/Comfort with Reframing	Slide 5-6	
ACTIVITY FOR APS SUPERVISORS		30 minutes
Consider These Scenarios	Slide 7	
Prompt	Slides 8/Letter of Support	
Breakout Groups	Slide 9	
REFRAMING QUESTIONS DEBRIEF		15 minutes
Reframing Questions	Slides 10-13	
HOW TO APPLY REFRAMING WITH STAFF DOCUMENTATION		20 minutes
Sample Case Documentation Activity	Slides 14-16	
QUESTIONS AND CONCLUSIONS		10 minutes
Questions	Slide 17	
Practical Tips	Slides 18	
Resources	Slide 19-21/Resource Handout	
WRAP UP AND EVALUATION		5 minutes
TOTAL TIME (INCLUDING BREAKS)		90 minutes

MODULE 2C



How To Talk About Elder Abuse: Booster Activity

Developed by Julie Schoen, Alycia Cisneros, and Alyssa Neumann
National Center on Elder Abuse (NCEA)

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The Academy is a project of San Diego State School of Social Work.

Serving over 20,000 health and human services professionals annually, the Academy's mission is to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations and communities.



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About APSWI & the Academy

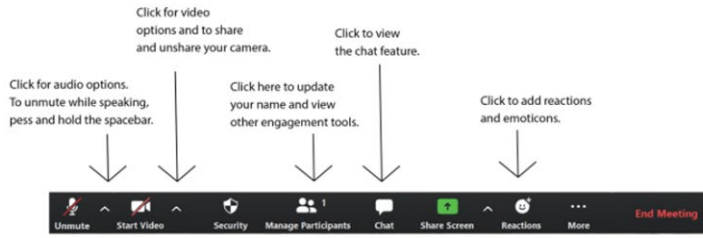
- Adult Protective Services Workforce Innovations (APSWI)
 - Training program of the Academy for Professional Excellence, a project of the San Diego State University School of Social Work.
 - APSWI provides innovative workforce development to APS professionals and their partners.
 - The Academy provides workforce development and learning experiences to health and human service professionals.

Academy Programs include:



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Zoom Settings



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Why Should APS Supervisors Reframe?

Why Should APS Supervisors Reframe?

- APS is essential to preventing and addressing abuse, neglect, and exploitation of older and dependent adults.
- APS supervisors who know how to reframe can improve how their teams interact and communicate.
- APS professionals aren't free from implicit bias. Model change for the people you supervise and your community partners.
- The more APS applies these strategies, the more society will shift toward policy-level solutions.

Comfort with Reframing?



Consider These Scenarios



- Writing a proposal to obtain funding for additional APS staff.
- Presenting testimony to your board of supervisors or other lawmakers, urging support for funding for additional APS staff.
- Speaking to law enforcement about APS services and the value of funding for additional APS staff.



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Prompt



Re: Letter in Support of request to add eight Social Worker and two Social Work Supervisor positions to Adult Protective Services in the FY22 Budget

Dear Supervisor Schoen, Supervisor Ruiz, and Supervisor Lopez,

I am writing to express my strong support for the requested positions to be added to the Adult Protective Services (APS) program, a key partner in law enforcement's efforts to protect the community's most vulnerable seniors.

Elder and dependent adult abuse is a major problem that affects many vulnerable adults in our communities, many of whom do not have sufficient support systems to age safely. According to researchers, at least 10 percent of seniors are victimized each year. According to U.S. Census Bureau, Population Projections, the number of Americans ages 65 and older is projected to nearly double from 52 million in 2018 to 95 million by 2060, which represents a rise from 16 to 23 percent of the total population (Population Reference Bureau, 2020). Additionally, due to advancements in medicine, public policy, advocacy, the life expectancy for persons with Intellectual/Developmental Disabilities (IDD) has increased significantly. It is projected that by 2030 the number of adults with



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Breakout Groups



Using the reframing elder abuse strategies, consider the following questions regarding how you would modify any part of the following text for your needs:

- Which cultural models from the swamp of elder abuse do you identify in the text? How can you replace these unproductive cultural models with the value of justice?
- Which social supports are incorporated into the text? How can you utilize the building metaphor to strengthen the role of systematic factors and solutions?
- What are the most important pieces of data to include to make sure your audience knows your program is important?
- How can you conclude with an explanation that links the request for additional APS Social Work positions to systematic solutions?

Breakout Activity for APS Supervisors¹

Consider the following text based on your actual or imagined experiences in one of the following roles as an APS supervisor:

- Writing a proposal to obtain funding for additional APS staff.
- Presenting testimony to your board of supervisors or other lawmakers, urging support for funding for additional APS staff.
- Speaking to law enforcement about APS services and the value of funding for additional APS staff.

Using the reframing elder abuse strategies, consider the following questions regarding how you would modify any part of the following text for your needs.

- Which cultural models from the swamp of elder abuse do you identify in the text? How can you replace these unproductive cultural models with the value of justice?

- Which social supports are incorporated into the text? How can you utilize the building metaphor to strengthen the role of systematic factors and solutions?

- What are the most important pieces of data to include to make sure your audience knows your program is important?

Continued

- How can you conclude with an explanation that links the request for additional APS Social Work positions to systematic solutions?

As a reminder, the Talking Elder Abuse Quick Start Guide is a great resource to use when reframing communications. Full URL here: https://www.frameworksinstitute.org/wp-content/uploads/2020/05/elder_abuse_bp_quick_start_guide.pdf

1 Activity modified from 2018 Reframing Communication About Elder Abuse: Mezzo/Marco-Level Framing Exercise for Social Workers. Prepared by Chris Herman, NASW.

Continued

Re: Letter in Support of request to add eight Social Worker and two Social Work Supervisor positions to Adult Protective Services in the FY22 Budget

Dear Supervisor Schoen, Supervisor Ruiz, and Supervisor Lopez,

I am writing to express my strong support for the requested positions to be added to the Adult Protective Services (APS) program, a key partner in law enforcement's efforts to protect the community's most vulnerable seniors.

Elder and dependent adult abuse is a major problem that affects many vulnerable adults in our communities, many of whom do not have sufficient support systems to age safely. According to researchers, at least 10 percent of seniors are victimized each year. According to U.S. Census Bureau, Population Projections, the number of Americans ages 65 and older is projected to nearly double from 52 million in 2018 to 95 million by 2060, which represents a rise from 16 to 23 percent of the total population (Population Reference Bureau, 2020). Additionally, due to advancements in medicine, public policy, advocacy, the life expectancy for persons with Intellectual/Developmental Disabilities (I/DD) has increased significantly. It is projected that by 2030 the number of adults with I/DD aged 60 and older is projected to grow to 1.2 million (Kerins, 2019).

As a result, the number of elderly victims entering the criminal justice system can be expected to increase even more in the coming years, including victims of physical abuse, neglect, sexual abuse and financial exploitation/fraud. Given this aging explosion, APS requires additional funding to provide extended services/case management to these increasingly vulnerable individuals.

APS and the Office of the District Attorney have successfully collaborated since 1999 with a number of programs including financial specialist teams, domestic violence prevention teams, and death review teams. However, the increasing need and demand for services from APS to protect elders in the community has resulted in the withdrawal from several law enforcement collaborations.

APS provides significant services in the area of intervention and prevention. Since elder and dependent adult abuse cases are vastly underreported, without a strong APS program even more crimes against elders and dependent adults might escape detection and fewer victims would be protected. There are countless cases that law enforcement does not see because of successful APS intervention which prevents abuse from reaching criminal levels. A strong APS program is a critical component of law enforcement's overall coordinated response to victims of elder and dependent adult abuse.

The Office of the District Attorney depends on a strong APS agency to help us do our job. Therefore, I strongly urge you to fully fund and add the requested eight Social Worker and two Social Work Supervisor positions to the APS program in the FY22 budget.

Sincerely,

*Ned C. Eaye
APS Supervisor II
Blue County HHS*

Group Review: Question #3



What are the most important pieces of data to include to make sure your audience knows your program is important?



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Group Review: Question #4



How can you conclude with an explanation that links the request for additional APS Social Work positions to systematic solutions?



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Sample Case Documentation

Client

George Brown

DOB

6/15/1941

Intake

Complaint received from a neighbor regarding their elderly neighbor's wellbeing (Mr. Brown). Neighbor disclosed hearing yelling from the home nearly every day and expressed concerns for "that poor old man". Neighbor stated they never see their neighbor anymore since his adult nephew, Jim Brown, moved in.

Case Notes

APS worker met with client and nephew at the client's home. Nephew appeared agitated and would not leave the room so that the client could be interviewed alone. Client was oriented to person and place, he is not oriented to time or the situation which can be very typical for the aged. Client's clothes were wrinkled and had numerous stains. The client's home appeared unkempt, the floors were dirty, cluttered with newspapers and garbage. There was an odor of urine present. The nephew shared the electricity was out. This interview was primarily conducted with nephew who talked over the client when he tried to answer. Client was present however did not actively participate in this conversation.

Nephew stated he is only living relative. Nephew reported he is the sole support for the client and does everything - including meal preparation, grooming, and transportation. Nephew shared he is financially dependent on client as he cannot work due to client's care needs. Client has limited income, \$2,500 m/o. social security. Due to income level client does not qualify for IHSS. It appears that the client did not plan well for his retirement or care needs and the nephew is disorganized.

Nephew expressed frustration with the client's "wandering" which makes it particularly hard to bathe or feed the client regularly. Nephew admitted to outbursts of yelling however denies hitting the client.

This worker's impression is the client and nephew are struggling to meet client's daily needs. The victim seems to be very vulnerable and perhaps disengaged in daily needs. This may be a result of possible dementia, neuro exam recommended to measure inevitable deterioration in the short term. This family has limited access to community resources due to income, however there is financial strain to meet daily expenses. Nephew's inability to secure employment is a possible contributor to intensifying circumstances. Nephew stated he was unaware of programs/resources to help and stated he was eager to learn more. Victim may benefit from additional case management services due to vulnerable high need status.

Continued

Consider the following text based on your actual or imagined experiences while taking case intakes or writing case notes. Using the reframing elder abuse strategies, consider the following questions regarding how you would modify any part of the following text for your needs.

- Which cultural models from the swamp of elder abuse do you identify in the text? How can you replace these unproductive cultural models with the value of justice?
- Which social supports are incorporated into the text? How can you utilize the building metaphor to strengthen the role of systematic factors and solutions?
- Generally, how can you change “swampy” language and avoid common pitfalls within the text as a whole?
- Lastly, why is it important to avoid the swamp and reframe in elder abuse while taking case intakes and notes?

As a reminder, the Talking Elder Abuse Quick Start Guide is a great resource to use when reframing communications. Full URL here: https://www.frameworksinstitute.org/wp-content/uploads/2020/05/elder_abuse_bp_quick_start_guide.pdf

Sample Case Documentation Activity



- Which cultural models from the swamp of elder abuse do you identify in the text? How can you replace these unproductive cultural models with the value of justice?
- Which social supports are incorporated into the text? How can you utilize the building metaphor to strengthen the role of systematic factors and solutions?
- Generally, how can you change “swampy” language and avoid common pitfalls within the text as a whole?
- Lastly, why is it important to avoid the swamp and reframe in elder abuse while taking case intakes and notes?

Questions



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Practical Tips



- Use “we”, “us”, “all”, “everyone”
- Avoid triggering images or “vulnerable”
- Use person-first language
- Highlight multiple solutions
- Use NCEA resources



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Practice Resources



Talking Elder Abuse Toolkit



Video Lecture Series



Reframing Tips Monthly eNews



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Reframed Resources





WORLD ELDER ABUSE AWARENESS DAY
Building Strong Support for Elders




STEAP INITIATIVE
Supports + Tools for Elder Abuse Prevention

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Contact the NCEA




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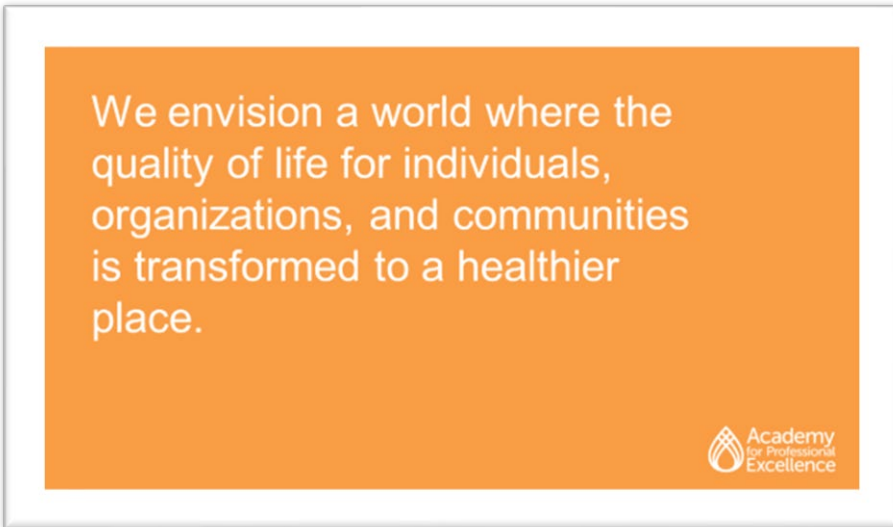
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We envision a world where the quality of life for individuals, organizations, and communities is transformed to a healthier place.

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Talking Elder Abuse: A FrameWorks Communications Toolkit

The Big Picture

Quick Start Guide to Talking Elder Abuse

MM Click icon to see MessageMemo

Framing is the process of making choices about what to emphasize and what to leave unsaid. Here’s a quick tour of themes to avoid and alternatives to advance.

Instead of:	Try:
Appealing to sympathy	Appealing to <i>Justice</i> : This is about treating older people fairly
Talking about vulnerable populations and dependent victims	Talking about the importance of social connections to empower older people and reduce risk factors
Using crisis-laden or emotional rhetoric to condemn elder abuse	Demonstrating the collective—social and economic—costs of elder abuse
Relying on the public’s limited conception of abuse as a two-person relationship	Intentionally expanding the definition of abuse to include self-neglect, sexual abuse, and systemic causes
Focusing only on individual perpetrators and victims	Explaining the underlying social conditions that can increase risk factors
The terms “perpetrators” and “victims”	Try less swampy language like “people who commit elder abuse” and “survivors”
Using data and expert jargon to explain the causes and consequences of elder abuse	Using the <i>Social Structure</i> metaphor: Society is like a building. Let’s improve it with support beams that can keep everyone safe.
Providing solutions that emphasize individual responsibility	Providing solutions that emphasize collective responsibility and systemic/policy changes
Descriptions of the problem	Telling a complete story: Why it matters, how it works, and what can be done to address the problem

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Resources



Talking Elder Abuse Toolkit

frameworksinstitute.org/toolkit/talking-elder-abuse/



Reframing the Conversation on Elder Abuse Video Lecture Series

Use the link on the NCEA Resources website:
ncea.acl.gov/Resources/Reframing.aspx



Reframing Tips Monthly eNewsletter

forms.aweber.com/form/51/820629751.htm



World Elder Abuse Awareness Day

eldermistreatment.usc.edu/weaad-home/



STEAP Initiative

ncea.acl.gov/Resources/STEAP.aspx



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OUR WHY:

REVOLUTIONIZE
THE WAY PEOPLE
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THE WORLD IS A
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