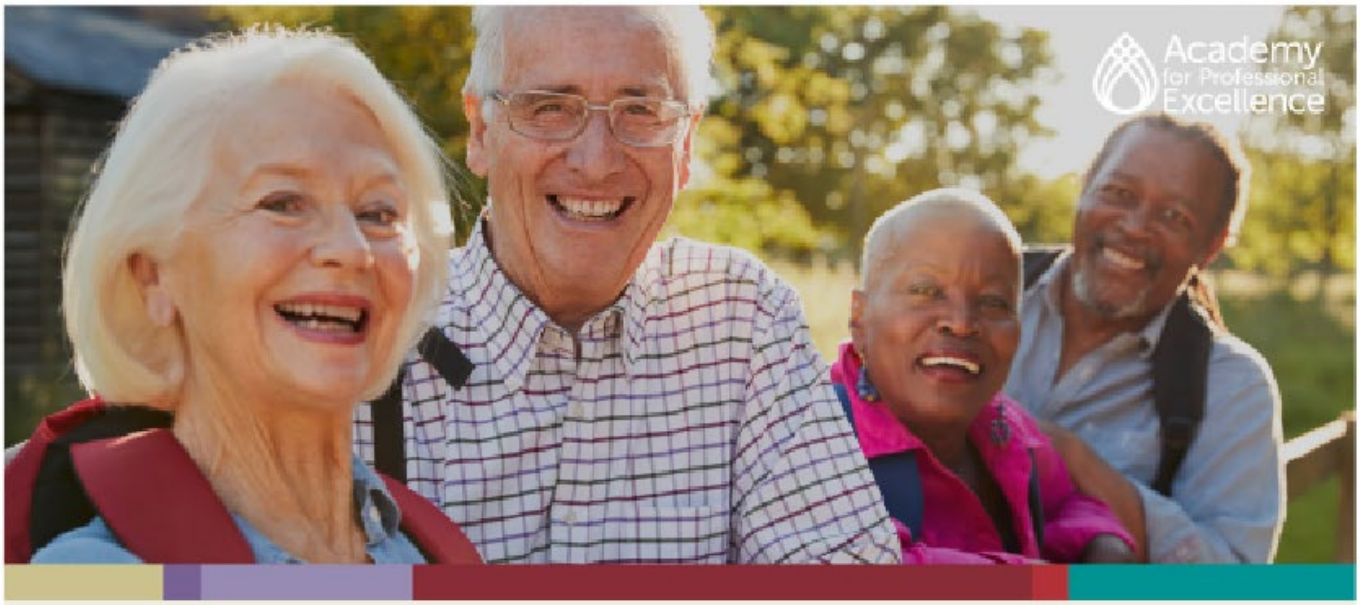

APSWI
Adult Protective Services
Workforce Innovations

How to Talk About Elder Abuse

Virtual Booster Activity

Trainer Manual

We create experiences that transform the heart, mind, and practice.

APSWI is a program of the Academy for Professional Excellence, and a project of San Diego State University School of Social Work.

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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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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HOW TO USE THIS MANUAL

This curriculum was developed as a virtual 90-minute booster workshop using the Zoom platform, paying close attention to virtual training best practices. It can be tailored to a different virtual platform (WebEx, GoTo Training, etc.), if necessary. It may also be trained in-person by modifying activity and engagement prompts as necessary. When possible, virtual and in-person prompts are given.

This booster activity is part of a multi-module curriculum which includes a 60-minute eLearning which is completed prior to the instructor-led booster.

The Participant Manual should also be sent ahead of time as a fillable PDF if using Adobe Acrobat or to allow participants to print a hard copy.

- Actions which the trainer takes during the training are written in **bold**.

Trainer Notes are written entirely in bold text box and are provided as helpful hints.

Moderator Notes are written entirely in bold text box and are provided as helpful hints.

- When there are both Trainer and Moderator notes on same page, Trainer and Moderator is **underlined**.

Use of language: Throughout the manual, staff is used most often to describe supervisees or units/teams. The broader term (APS) worker is also used to denote individual staff who may go by various titles. The term client is used most often to describe the individual at the center of the APS investigation. However, if concept or material was directly quoted from copyrighted material, another term may be used.

Customizing the Power Point:
This manual is set up so that the trainer script/ background material is on the same page as the accompanying PowerPoint slide.

Hide a slide instructions:

1. On the Slides tab in normal view, select the slide you want to hide.
2. On the Slide Show menu, click Hide Slide.

The slide number will have a line through it to show you have hidden it.
NOTE: The slide remains in your file even though it is hidden when you run the presentation.

The course outline, provided in the next section of this manual, is the class schedule used for development of this curriculum. It can be used to help determine how much time is needed to present each section. However, times will vary based on the experience and engagement of the audience.

TRAINER GUIDELINES

It is recommended that someone with Reframing Elder Abuse experience facilitate this virtual workshop.

Review 60 min eLearning and Appendix A - Prompt Swamp/Cultural Models Key and Appendix B - Sample Case Documentation with Cultural Models Key on pages 40-46 to prepare for the breakout group and debrief activities.

Suggestions for virtual training when possible:

- Have a moderator or co-host who can primarily focus on the virtual aspects of this training (e.g., monitoring chat box, launching polls, assigning breakout groups, monitoring participant reactions, etc.).
  - A Moderator/Co-Host Tip sheet is on Page 49
- Test out the use of the breakout room feature prior to conducting this training.
- Log in at least 30 minutes prior to the training to ensure the virtual classroom is fully functioning and that you are comfortable navigating it.
- Your equipment and platform may dictate how you do some activities or discussion. There are times you may not be able to see everyone's faces, names or reactions (thumbs up, mute/unmute, etc.). There is a need for both verbal discussion and chat discussion. At such times, the moderator will fill a critical role monitoring those features you cannot. Practice during a run through how you will use the various functions for each section.
- The optimal size for this virtual training is 20-25 participants.

Teaching Strategies	The following instructional strategies are used: ○ Lecture segments ○ Interactive exercises (e.g., breakout groups, chat box discussion, polling activities) ○ Question/answer periods ○ PowerPoint Slides
Materials and Equipment	**The following materials are provided and/or recommended:** ○ Trainer Manual ○ Participant Manual (fillable PDF) ○ PowerPoint Slides ○ Headset with microphone ○ Computer

VIRTUAL TRAINING TIPS

Training and facilitation have always been an art. Virtual training is no exception. Below are some helpful tips to remember and implement when training in a virtual environment.

- Assume nothing.
    - Do not assume everyone has the same knowledge or comfort level with technology or has access to equipment like printers, video camera, headsets or even reliable Wi-Fi.
- Distractions are everywhere.
    - Participants have greater access to distractions (email, phone, others at home) which can take their focus away from the training. Therefore, explain everything and summarize before asking participants to complete an activity and check for clarification.
- Over explain when possible.
    - The virtual room doesn't allow for participants to see everything you're doing as they can in-person. Share as you navigate the virtual environment. If you are silent while looking for something or finding a screen, they may think something is frozen.
- Mute with purpose.
    - "Mute all" function can help ensure we don't hear conversations we're not supposed to. However, it can also send a message to the participants that they are a passive participant and may not make them feel comfortable taking themselves off mute when you want them to speak.
- Two screens can be a lifesaver.
    - This allows you to move your chat box or participant gallery view away from your presentation so you can see more of what's going on.
- Rely on practice, not luck.
    - Winging it during an in-person training or facilitation may work from time to time, but doesn't work in the virtual environment. In addition to covering the content, you have to manage all of the technology issues, learning styles in a virtual room, and it will show if you're not prepared.
- Bring the energy.
    - As trainers, we are no strangers to being "on," standing and moving around. However, some of the body language, subtle nonverbal skills we relied on the in-person training room do not translate well in the virtual environment. While this may make you more tired, it's important to up your enthusiasm, voice, and presence in order to engage with attendees.
- Be mindful of your space.
    - Training virtually brings an entirely new component of what we're willing to share with others. Learners can get distracted with what's in your background, whether what is physically there or if you set your video to use a virtual background.
    - It's important to reflect on questions of privilege, diversity and equity when thinking of your training space.

Continued

- Are there objects in your background that can symbolize status, privilege and/or power? If so, consider removing them to dismantle any added power dynamics that already exist with you as the Trainer.
- Unknowingly, objects can come across as offensive or can activate unpleasant or traumatic memories, and can instantly discredit your rapport building. Think of neutral backgrounds that are not distracting and allow you to be the focus of what learners see.

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.

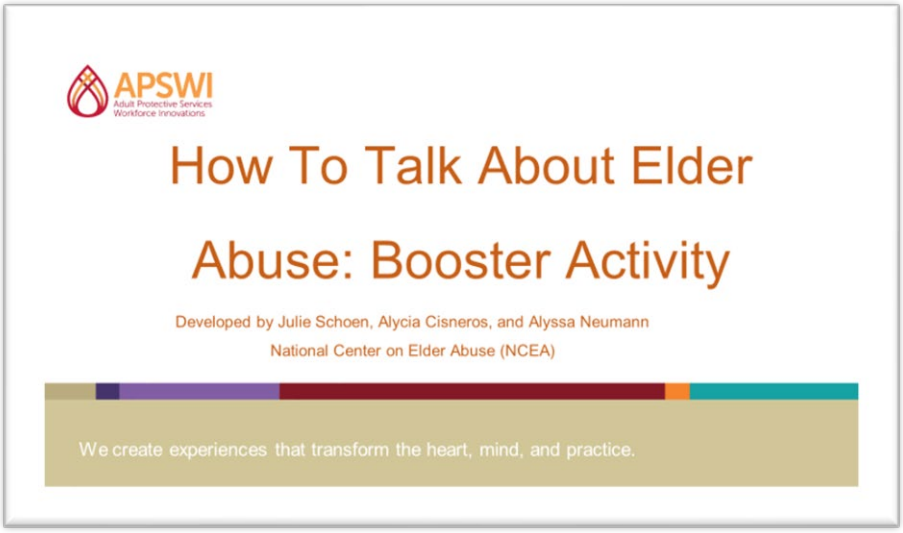
COURSE OUTLINE

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	Slide 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	Slides 22-23	5 minutes
TOTAL TIME (INCLUDING BREAKS)		90 minutes

MODULE 2C

WELCOME AND INTRODUCTIONS
Time Allotted: 10 minutes

Slide #1: Welcome



Moderator: Introduce yourself, tech support and presenters**.**

Ask participants to type in their names, titles, and counties/jurisdictions for attendance purposes.

Slide #2: SDSU School of Social Work

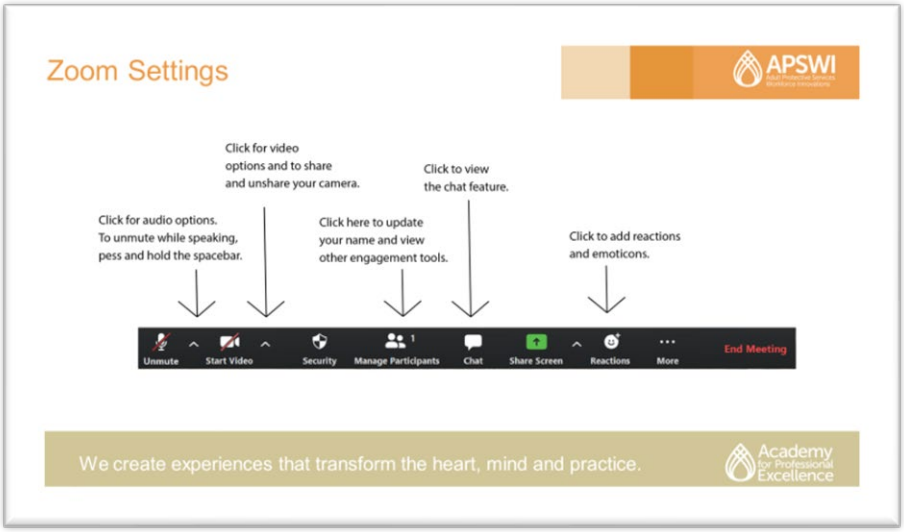
Moderator: Explain that the Academy for Professional Excellence is a project of San Diego State School of Social Work. Its mission is to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations and communities.

Slide #3: About APSWI and the Academy

Moderator: Explain that Adult Protective Services Workforce Innovations (APSWI) provides innovative workforce development to APS professionals and their partners. APSWI is a program of the Academy for Professional Excellence along with others listed on the slide.

Slide #4: Technology Overview

Trainer/Moderator
Note: If participants are equally comfortable with the virtual platform you are using, this slide might not be needed. However, it provides participants an opportunity to get involved right away and establishes that the Moderator is a key partner in this training (if available).



Trainer: Hello everyone. Thank you for joining us today for our Booster Activity. We are going to use an activity inspired from an APS request for approval to add social work positions in an upcoming budget.

Explain many of you are pros at navigating through a virtual learning course like this one, while this may be less familiar for some. Therefore, we will review the various functions we will use during this course.

Video Camera: when you find, turn off/on.

Mute: Everyone locate it, mute and unmute yourself. While you are listening or others are speaking, please mute yourself. Unmute if you are about to speak or while in break-out rooms.

Chat box: **Ask** participants to type "Got it" once they've located the chat box.

Hand clap/thumbs up: Ask participants to press the hand clap icon or give thumbs up when you've found it. There are other icons in the same area.

- **Explain** that you will ask participants to use any of these reactions in place of the raising hand feature as participants cannot see all see the raise hand feature. You may need to remind them of this a few times.

Icons to facilitator: Raise hand, slow down, need a break, stepping away.

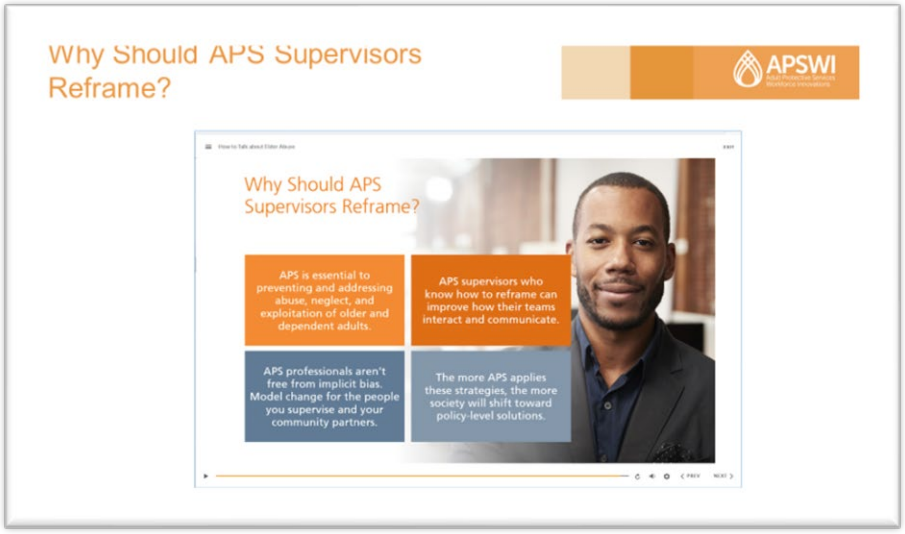
Continued

Trainer/ Moderator Note: In Zoom, certain icons are only visible to the Host/Co-Host of Zoom, not the participants. If no Moderator is available, these will be very hard to keep track of, so encourage participants to give a different reaction like clap, thumbs up or heart to get your attention.

Remind participants they are expected to attend the entire course, but if they need to leave, they should type BRB (be right back) in chat box and then "I'm back" on return.

Slide #5: Why Should APS Supervisors Reframe?

Trainer Note: This is a review slide from the eLearning and will help set the stage for the skills practice ahead.



Trainer: You probably remember this slide from the eLearning? Let's quickly review before we start our skills practice: So why should APS Supervisors reframe?

- 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. You're probably familiar with some misconceptions the public has about APS, too!
- As coaches and evaluators of APS caseworkers, APS supervisors who know how to reframe can improve the way their teams interact and communicate with clients and the general public about aging and elder abuse. APS supervisors have the unique ability to empower their colleagues by encouraging them to adopt the research-informed public communications strategies we're going to provide in this course.
- APS professionals aren't free from implicit bias; we often use the same language the public uses when we're talking about elder abuse. Reframing can provide you with the opportunity to examine your own language and thought processes, and model the change for the people you supervise. APS Supervisors also engage with community partners such as law enforcement, medical and behavioral health services, and legal services, to name a few. These are opportunities to develop new collaborations, client resources, and reframed conversations.
- The more that APS applies and spreads these communication strategies, the closer our society is to shifting toward productive attitudes regarding aging and elder abuse, and encouraging dialogue concerning practical policy-level elder abuse solutions.

Slide #6: Comfort with Reframing?

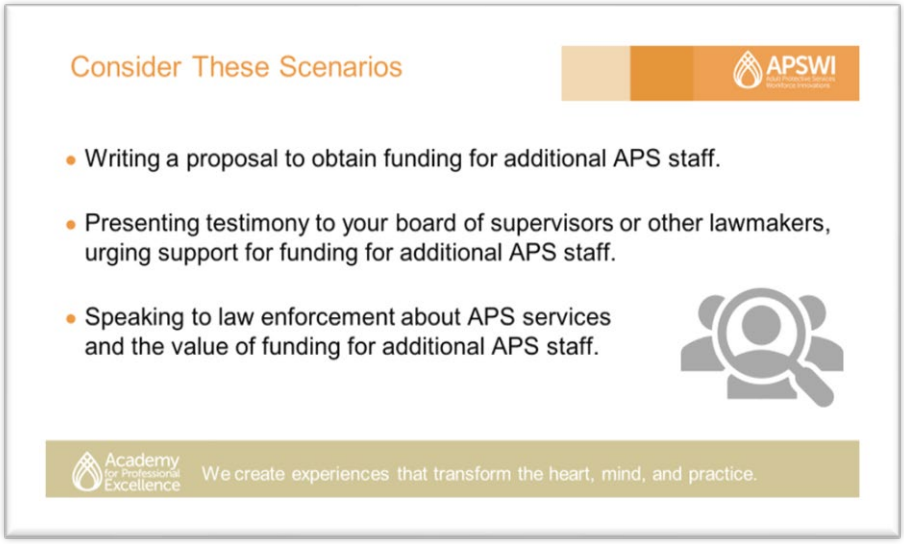
Trainer: Ask from a scale of 1-5 (with 5 being very comfortable with reframing and 1 being not comfortable at all with reframing), what is your comfort level with reframing at this point? Please put your answer in the chat box.

ACTIVITY FOR SUPERVISORS TIME ALLOTTED: 30 MINUTES

Slide #7: Consider These Scenarios

Moderator Note: Post the Participant Activity Guide link via the Chat Box.

Trainer Note: Review Appendix A - Prompt Swamp/Cultural Models Key on page 40-43 to prepare for the breakout group and debrief activities.



Trainer:

Please remember to open the participant activity guide PDF that we sent to you earlier.

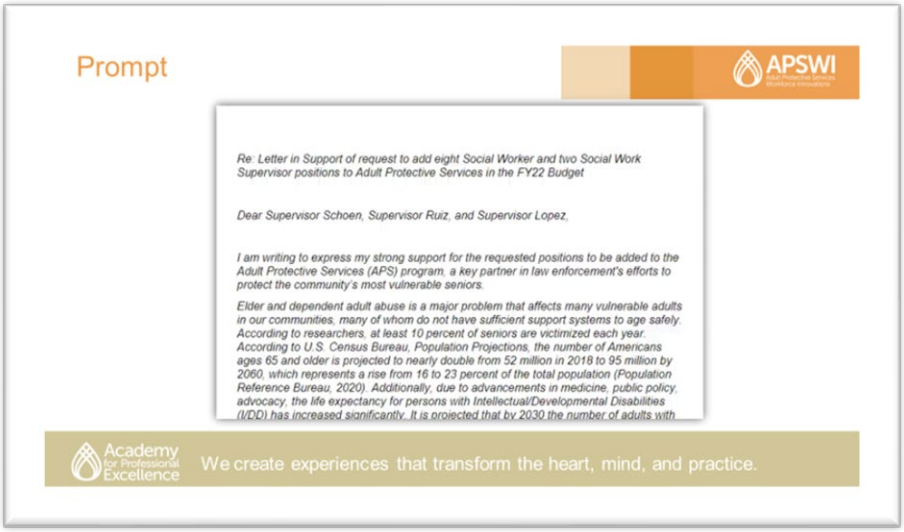
We are going to use an activity inspired from an APS request for approval to add social work positions in an upcoming budget.

For this activity, you will be considering a text prompt based on your 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.

Slide #8: Prompt

Trainer Note: The prompt is on page 15 of the participant activity manual.



Trainer: Here is your prompt to consider: Read the 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 (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.

Continued

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.

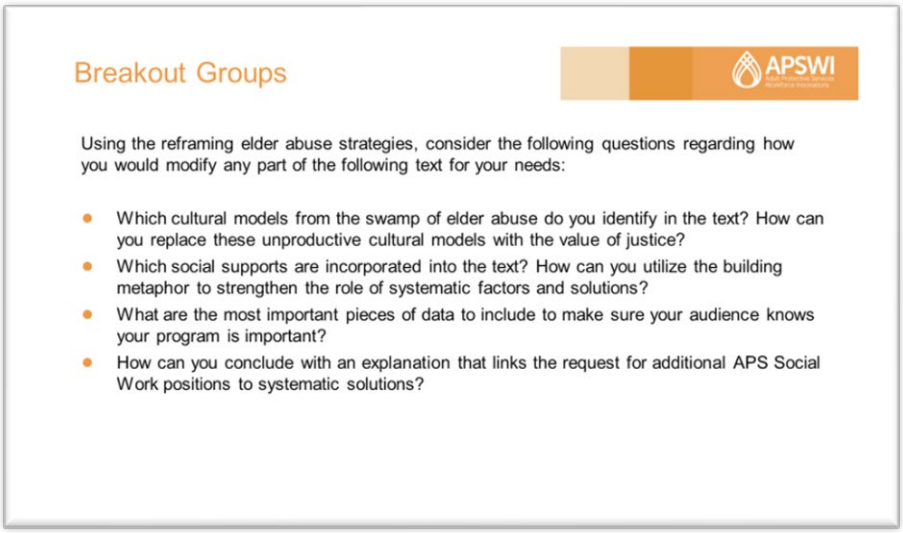
The Office of the District Attorney depends on a strong APS agency to help us do our job. Therefore, I strongly urge you to fully fund and add the requested eight Social Worker and two Social Work Supervisor positions to the APS program in the FY22 budget.

Sincerely,

Ned C. Eaye, MSW
APS Supervisor II
Blue County HHS

Slide #9: Breakout Groups with Time Allotted: (20 minutes)

Trainer Note: The questions and room to write answers is on pages 12-14 of the participant activity manual.



Moderator: For virtual delivery, you will need to create small groups of 4-5 participants via your platform and list the instructions in the chat box prior to sending them to breakout groups.

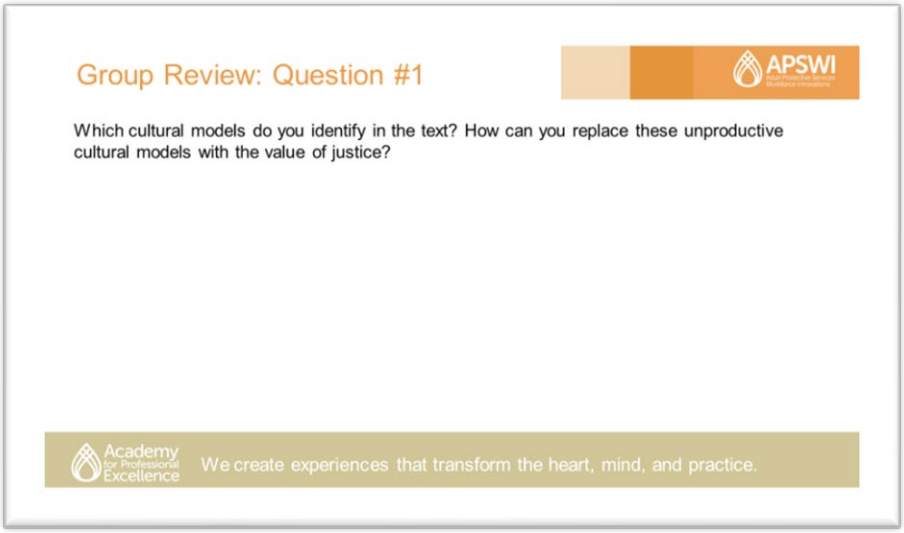
Trainer: Now you are going to go into small breakout groups to discuss the prompt and answer the four questions on the slide for about 20 minutes. Everything you need for this activity is on pages 12-15 of your participant activity manual. When we come back we will walk through and debrief as a large group.

Activity Instructions: Please go to pages 12-15 of your participant activity manual. Work as a group to answer the questions on pages 13-14. Be sure to document your answers for the debrief. It may be helpful to designate a note taker and a spokesperson for your group.

Moderator: After 20 minutes, close all the groups. This will project a one-minute warning into the breakout groups.

REFRAMING QUESTIONS TIME ALLOTTED: 15 MINUTES

Slide #10: Group Review: Question #1 with Time Allotted: (3 minutes)



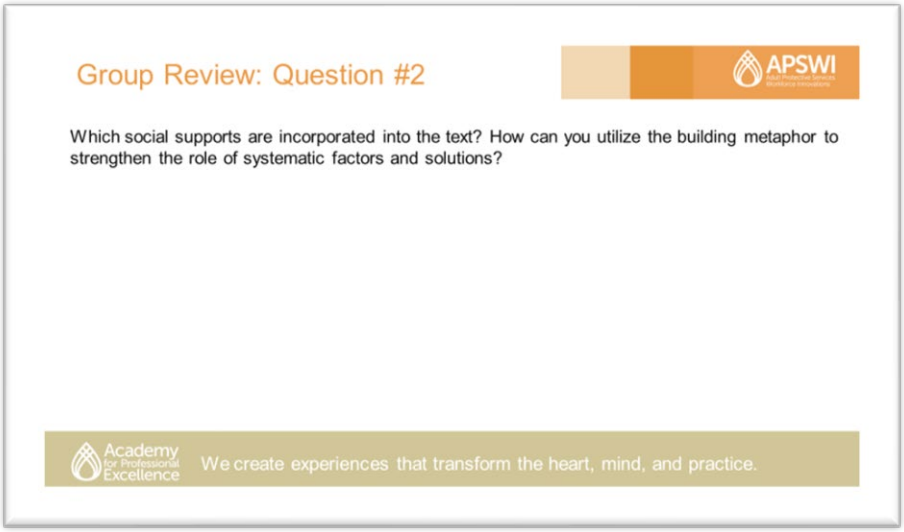
Moderator/Trainer Note: For virtual debrief of slides 10-13, write out answers given during discussion. You may want to use the Whiteboard function in your virtual platform (if available) or use a blank slide or Word document which can be prepared prior.

Trainer: Welcome everyone back. Okay, now that you have all reviewed the prompt and discussed the questions. Let's go over your answers together.

The first question was, which cultural models do you identify in the text? How can you replace these unproductive cultural models with the value of justice?

Moderator/Trainer: Write out the answers they discuss.

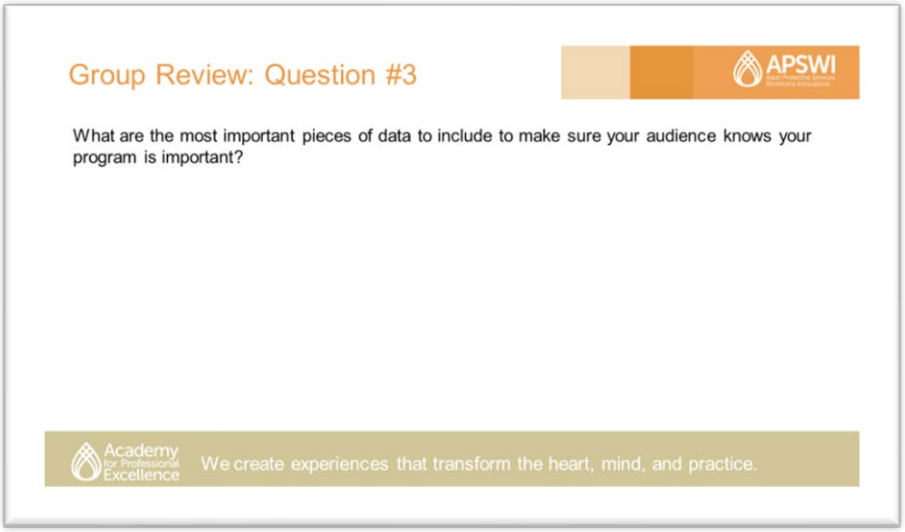
Slide #11: Group Review: Question #2 with Time Allotted: (3 minutes)



Trainer: The second question was: Which social supports are incorporated into the text? How can you utilize the building metaphor to strengthen the role of systematic factors and solutions?

Moderator/Trainer: Write out the answers they discuss.

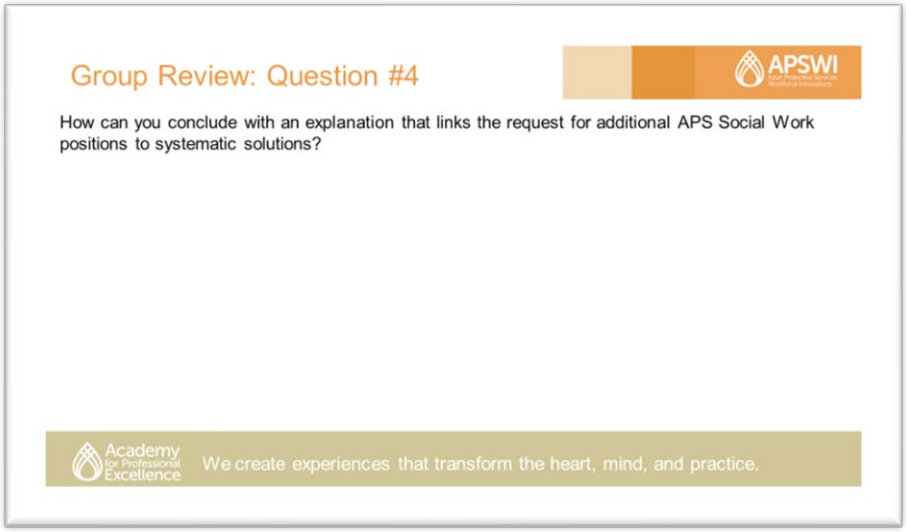
Slide #12: Group Review: Question #3 with Time Allotted: (3 minutes)



Trainer: The third question was, how can you conclude with an explanation that links the request for additional APS Social Work positions to systematic solutions?

Moderator/Trainer: Write out the answers they discuss.

Slide #13: Group Review: Question #4 with Time Allotted: (3 minutes)



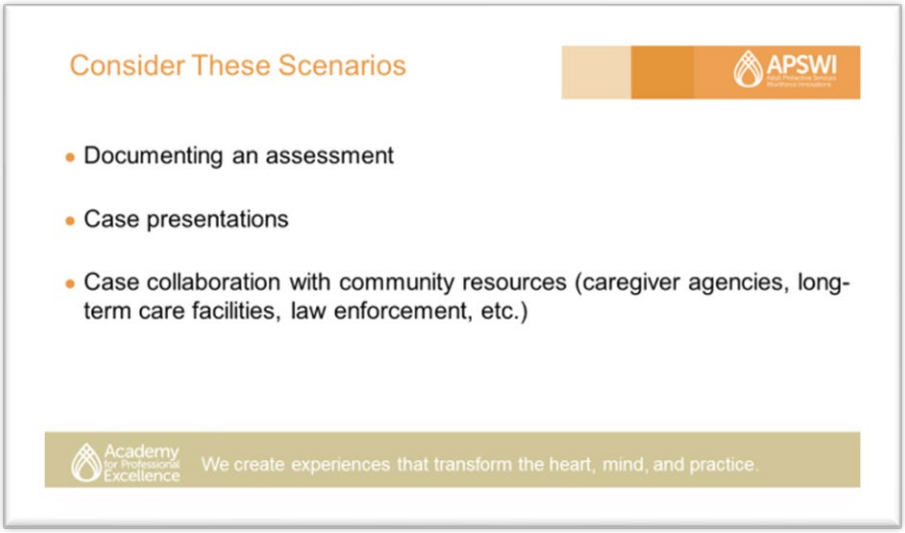
Trainer: How can you conclude with an explanation that links the request for additional APS Social Work positions to systematic solutions?

Moderator/Trainer: Write out the answers they discuss.

HOW TO APPLY REFRAMING TO STAFF DOCUMENTATION: 20 MINUTES

Slide #14 – Consider These Scenarios

Trainer Note: Review Appendix B – Sample Case Documentation/ Cultural Models Key on page 44-46 to prepare for the large group activity.



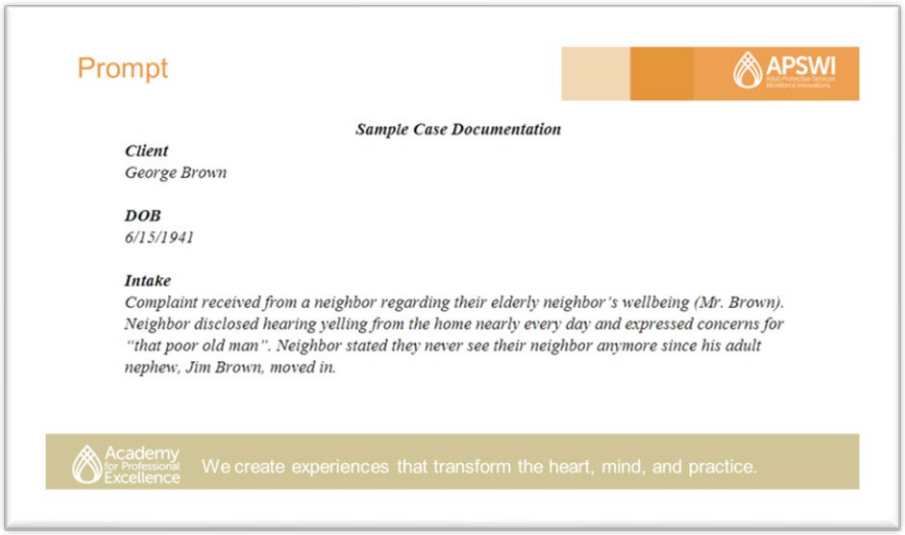
Trainer: Consider the following text based on your actual or imagined experiences in one of the following roles as an APS supervisor:

- Documenting an assessment
- Case presentations
- Case collaboration with community resources (caregiver agencies, long-term care facilities, law enforcement, etc.)

Slide #15 - Prompt

Trainer Note: The prompt is on page 18 of the participant activity manual.

Moderator Note: Be prepared to assist trainer with monitoring chat box responses during large group processing.



Trainer: Now let's practice applying reframing to this staff case documentation sample. The sample case documentation is located on page 18-19 of your participant activity manual, please follow along as we have a volunteer read the prompt.

Prompt:

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

Continued

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.

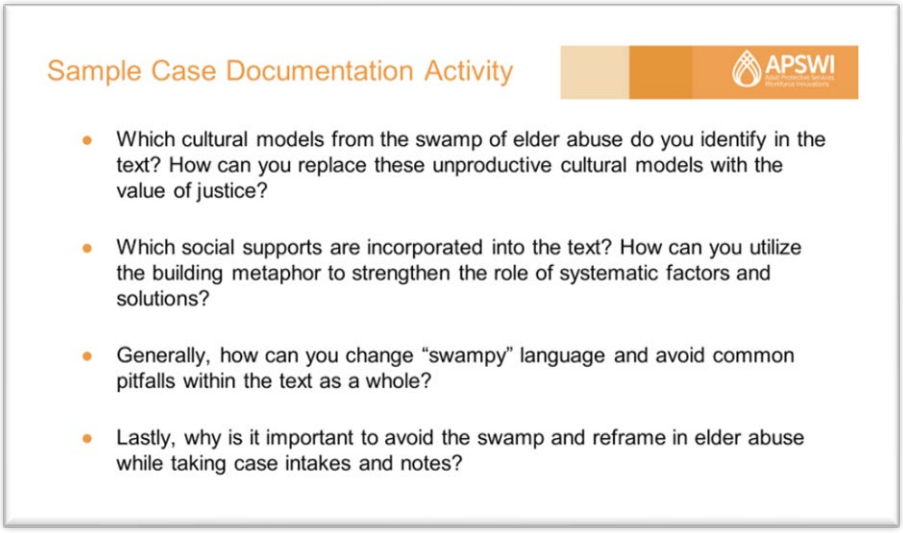
Nephew stated he is only living relative. Nephew reported he is the sole support for the client and does everything - including meal preparation, grooming, and transportation. Nephew shared he is financially dependent on client as he cannot work due to client's care needs. Client has limited income, $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.

Slide #16 - Sample Case Documentation Activity

Trainer Note: Use Appendix B to lead a large group discussion eliciting feedback to the question prompts below. If time is limited, select 1-2 questions to process as a group.



Trainer: Using the reframing elder abuse strategies we have covered, let's consider the following questions - how can you help your staff change "swampy" language and avoid common pitfalls within documentation?

Take 3-5 minutes to make some notes on the following questions on page 19 of the participant activity manual on your own.

Then we will process as a large group by using the chat box or unmute/raise your hand.

Trainer: Now let's walk through these questions together to see how to change "swampy" language and avoid common pitfalls within documentation.

1. 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?

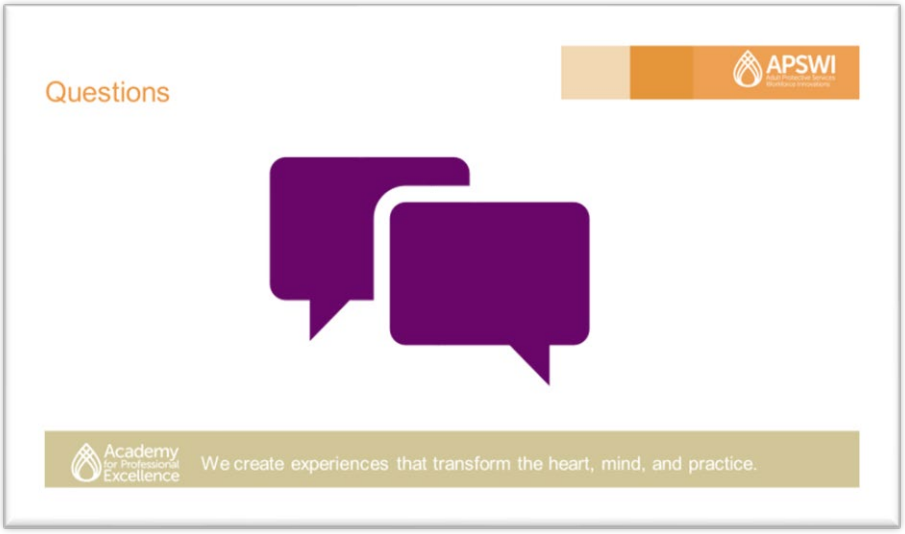
2. Which social supports are incorporated into the text? How can you utilize the building metaphor to strengthen the role of systematic factors and solutions?

3. Generally, how can you change "swampy" language and avoid common pitfalls within the text as a whole?

4. Lastly, why is it important to avoid the swamp and reframe in elder abuse while taking case intakes and notes?

QUESTIONS & CONCLUSIONS TIME ALLOTTED: 10 MINUTES

Slide #17: Questions



Trainer: Did anyone have any questions about reframing or the activities?

Slide #18: Practical Tips

Trainer Note: Please review the Quick Start Guide Handout located on page 47 of this manual.

Trainer: Review slide.

We want to remind you to utilize all the resources provided to you in the eLearning. One resource that is especially helpful is the Talking Elder Abuse Quick Start Guide to help apply reframing tips and examples, it is located on page 23 of your participant activity manual.

Slide #19: Practice Resources

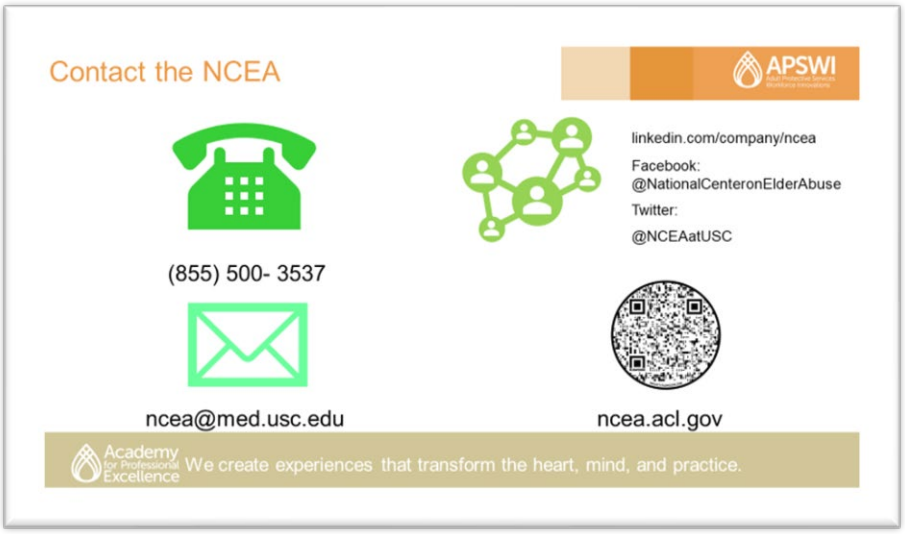
Trainer Note: Please review the Resources Handout is located on page 48 of this manual.

Trainer: As was outlined in the eLearning, there are many practice resources out there for you and your staff free of charge. A reminder of all these resources with URL are located in your participant activity manual on page 24.

Slide #20: Reframed Resources

Trainer: Additional resources

Slide #21: Contact the NCEA



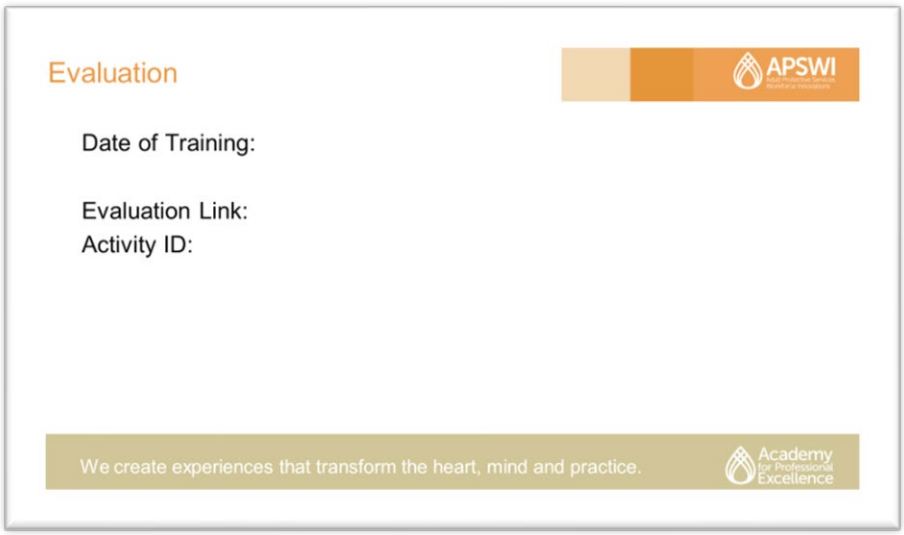
Trainer: You may contact the NCEA using the information listed here if you have any questions regarding the tools discussed today. You can use your phone to scan the QR code in the bottom left to access the NCEA website quickly.

Remember all the resources we have listed to use in your practice can be shared with your staff.

Thank you for your active participation!

EVALUATION TIME ALLOTTED: 5 MINUTES

Slide #22: Evaluation



Moderator: Provide any instructions concerning the course evaluation for this training or any activities you generally use to close out a session of this type.

Slide #23: Thank You

Thank participants for their time today and active participation.

APPENDIX A

Prompt Swamp/Cultural Models Key

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.

Continued

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

Spotlight on Individuals

The text overfocuses on individual cases or the impact of elder abuse on older adults as opposed to the impact of elder abuse on all communities. Failing to recognize the impact of elder abuse on other populations portrays the idea that elder abuse is an issue that doesn't concern everyone because it only impacts older adults. Replace this language with phrases like, "Elder abuse impacts us all. It has social costs on our health care, social services etc."

Deterioration

This text displays the deterioration cultural model from the swamp of elder abuse. It portrays older adults as dependent, vulnerability people who require our attention. This not only advances false stereotypical notions of aging but does not consider the role older adults have to play in preventing and addressing elder abuse. Remove "vulnerability" words like "dependent", "vulnerable" and "victim" to avoid these notions and instead use "people experiencing elder abuse" or explain the urgency or collective stakes of the issue instead of the "vulnerability" of the population. This track also triggers patterns of paternalistic thinking which was displayed via the term "protect" in the sample above. Older adults are seen as objects to protect, rather than active agents in our society. This denies older people agency and even denies their role in solutions to elder abuse. Reasoning from this model can also lead people to fatalism. They may think that abuse is inevitable because older adults are inherently vulnerable.

Fatalism/Nothing can be done

This text displays fatalism or "crisis language" through overwhelming phrases like "aging explosion", "countless cases" or overwhelming data. This language can lead audiences to think that the issue of elder abuse is so complex and prevalent that it cannot be addressed. Avoid phrases like "aging explosion" or "tsunami" or "wave" and overwhelming data and instead explain key points in your data and their significance instead of relying these phrases or data alone to get your message across.

Lily pad/Productive cultural model

This is a lily pad/productive cultural model that emphasizes social programs and collaboration is important. It speaks to the systemic issues involved. This concept should be embedded throughout the prompt.

Continued

Example Answer

Trainer Note: There is no clear-cut answer. There are many approaches a communicator could take. Please see example below with further explanation in *[brackets]*

Re: Letter in Support of request to add eight Social Worker and two Social Work Supervisor positions to Adult Protective Services in the FY19 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 keep communities safe as we age *[Does not otherize older adults. Promotes the collective stakes in the significance of elder abuse].*

Our society believes in justice for all *[Appeals to justice to use a value that helps people understand this is a societal problem in needed of collective response],* yet elder and dependent adult abuse remains a major concern in our communities. According to researchers, at least 10 percent of older adults experience abuse each year and the cases can be expected to increase with population growth. Such abuse costs our society in healthcare and social services. Elder abuse can also cause our society to lose out on the vital participation of older adults in the nation's workforce, volunteerism, or community activity *[Promotes the collective stakes in the significance of elder abuse].* Our society is like a structure and a structure needs supporting beams to help it stand and remain resilient over time. In order to create a more just society, we need policies and programs that help us support communities as we age and prevent and address elder abuse *[Use structure of justice metaphor to help people understand the structural cause and consequences of abuse].*

APS is one such support beam in our nation's structure *[Again, Use structure of justice metaphor to help people understand the structural cause and consequences of abuse].* In the past, APS and the Office of the District Attorney have successfully collaborated on a number of programs including financial specialist teams, domestic violence prevention teams, and death review teams. These programs have allowed us to partner and intervene in cases more effectively, preventing further situations of abuse and protecting the wider community from harm *[This takes the place of case example to help emphasize the significance of APS in the structure of justice in our society and connect with the audience].* However, the increasing demand for APS services has resulted in their withdrawal from several law enforcement collaborations. Therefore, it is crucial that APS receive additional funding to provide extended services/case management so people can feel supported throughout the lifespan.

Continued

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 to promote justice across all ages and abilities *[Reemphasize justice value to end on strong value in our society].* 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 FY21 budget.

Sincerely,

Ned C. Eaye

Example Steps

1) Apply the justice value.

2) Write a story about an individual who couldn't get the help needed because this limited funding/lack of APS extended case managements services that doesn't just focus on vulnerability.

3) Broaden the lens-> How many people are affected by this lack of funding? Why is this important now? Why are we all responsible for addressing this issue?

4) What can we do? Be specific and **explain why** this helps. Perhaps share an example of how this has worked in the past. Focus more on the value of the services with which the program connected.

5) Repeat the justice value: It helps all of us to live up to our societal value of justice for all. We need your support to keep moving forward.

Appendix B

Sample Case Documentation with Cultural Models Key

Trainer Note: There are many approaches a communicator could take. Please see example below with further explanation in *[brackets]*

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. *[This is an opportunity to utilize the value of justice to steer this neighbor away from paternalistic thinking. One might say, "Thank you for contacting us. Our agency recognizes that we all need to be treated fairly, regardless of our age or ability. Any mistreatment is not right, and we will look into this so we can provide supports that don't just help keep people like George safe, but your community as a whole... It is people like you that helps all of us to live up to our societal value of justice for all."]*

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. *[Remain conscious of any implicit bias that you may be adding to the case notes. Stick to the significant facts needed to understand the context of the case so your notes are clear to yourself and others in the future.]* 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. *[Analyze the situation and your clients' needs for communicating. Speak to your client in a way to that is best for him or her i.e. if s/he needs you to speak louder, speak louder, if s/he is sitting down, sit down, if you are asking questions regarding your client, direct them to your client. Treat your client as an active participant.]*

Continued

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. *[Avoid fatalistic phrases and over focusing on individual characteristics to explain elder abuse situations. Instead describe your observations as they are to paint a picture of nature of the situation and describe how any social contributors to elder abuse/harm.]*

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. *[Remove "vulnerability" words like "dependent", "vulnerable" and "victim" and instead use "client" or the person's name to avoid feeding into vulnerability stereotypes.]* 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. *[This is a lily pad that explains potential social contributors to elder abuse that need to be resolved. This concept should be emphasized more.]*

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. *[This is a lily pad that explains potential social contributors to elder abuse that need to be resolved. This concept should be emphasized more.]* Victim may benefit from additional case management services due to vulnerable high need status. *[Remove "vulnerability" words like "dependent", "vulnerable" and "victim" and instead use "client" or the person's name to avoid feeding into vulnerability stereotypes.]*

Elder +Abuse and Spotlight on Individuals

The text constructs the elder abuse case as solely based on the relationship between the "perpetrator and victim". This logic reinforces stereotypes by typically casting older adults as powerless and vulnerable and perpetrators as "sickos" or "lazy". This line of thinking also implies that individual outcomes are primarily the result of one's good or bad personal choices. This default assumption obscures the social determinants and contextual factors that influence people's health and wellbeing as we age and makes it difficult to recognize the power of social supports to improve outcomes for everyone.

Continued

Deterioration and Fatalism/Nothing can be done

This text displays the deterioration cultural model from the swamp of elder abuse. It portrays older adults as dependent, vulnerability people who require our attention. This not only advances false stereotypical notions of aging but does not consider the role older adults have to play in preventing and addressing elder abuse. This text also displays fatalism or “crisis language” through overwhelming terms like “inevitable”. This language can lead audiences to think that the issue of elder abuse cannot be addressed because older adults are inherently vulnerable.

Lily pad/Productive cultural model

This is a lily pad/productive cultural model that emphasizes social programs are important. It speaks to the systemic issues involved.

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 ***Justice***: 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 ***Social Structure*** 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

(855) 500- 3537
ncea@med.usc.edu
ncea.acl.gov
linkedin.com/company/ncea
@NationalCenteronElderAbuse
@NCEAatUSC

NCEA National Center on Elder Abuse

Keck School of Medicine of USC

Moderator/Co-Host Tip Sheet

Slide #1: Welcome, page 14

- Type in Chat Box "Please enter name, title, and county/jurisdiction for attendance records".

Slides #2-4: pages 15-17

- Follow moderator script

Slide #7: page 21

- Post participant activity manual link in the chat box

Slide #9: Breakout Groups, page 26

- For virtual delivery, you will need to create groups of 4-5 participants via your platform and list the instructions in the chat box prior to sending them to breakout groups.

- **Activity Instructions**: Please go to pages 12-15 of your participant activity manual. Work as a group to answer the questions on pages 13-14. Be sure to document your answers for the debrief. It may be helpful to designate a note taker and a spokesperson for your group.

  After 20 minutes, close all the groups. This will project a one-minute warning into the breakout groups.

Slides #10-13: pages 27-30

- Moderator/Trainer Note: For virtual debrief of slides 10-13, write out answers given during discussion. You may want to use the Whiteboard function in your virtual platform (if available) or use a blank slide or Word document which can be prepared prior.

Slides #15-16: pages 18 and 20

- Be prepared to assist trainer with monitoring chat box responses during large group processing.

Slide #22: Evaluation, page 22

- Provide any instructions concerning the course evaluation for this training or any activities you generally use to close out a session of this type.

Slide #23: Thank you, page 22

- Thank participants for their time today and active participation.

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OUR WHY:

REVOLUTIONIZE THE WAY PEOPLE WORK TO ENSURE THE WORLD IS A HEALTHIER PLACE.

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