Volume XXVII

Resident Abuse: Prevention and Protection

A Video Guide for Employing Breakthroughs in Caregiving

Facilitator’s Guide

ElderCare communications
44% of all long-term care residents have experienced some form of abuse in their long term care facility. Resident abuse can take many forms, from obvious rough handling to more subtle acts like ignoring a resident’s request for care. Abuse is inhumane and illegal, but most of all: it’s preventable.

Caring for residents is your top priority. Residents and their families trust you to help protect them and their health. Understanding the causes of abuse and the impact it can have on residents will help you use strategies to prevent it. Above all, being educated and informed can help you make sure your residents receive the best possible care.
VIEWING GUIDELINES

This facilitator’s guide will help you plan for and conduct sessions to help ensure that you maximize the material in this video. Consider your facility’s protocol for addressing the needs of abused residents, and consider topics to engage in meaningful discussion regarding abuse.

This program will focus on understanding abuse, identifying risk factors that increase the chances of abuse, preventing abuse, and reporting abuse.

“Resident Abuse: Prevention and Protection” is a video-based learning program. It supports the needs and motivations of health care professionals and staff that provide direct resident care. Conduct learning sessions for:

- All CNAs
- All RNs
- All newly hired CNAs and RNs

“Resident Abuse: Prevention and Protection” can positively influence care giving by helping you:

- Understand what constitutes abuse
- Identify risk factors than can increase the likelihood of abuse
- Distinguish types of abuse
- Learn how to report abuse
“Resident Abuse: Prevention and Protection” is a practical educational tool. It demonstrates important skills necessary to help caregivers address the problem of resident abuse. Filled with practical information and useful instruction, this video explains risk factors and preventative measures that will help caregivers protect their residents.

This video training provides a unique and interactive learning experience. In addition to the valuable learning information contained in the video and accompanying facilitator guide, the video in-service provides opportunities for facilitated discussion to help participants understand how abuse affects residents’ overall quality of life.
SAMPLE GROUP SESSION AGENDA

Use the following sample agenda to structure a session featuring “*Resident Abuse: Prevention and Protection*.”

Length of videotaped program: approximately 25 minutes

Suggested length of session: 1 hour

Materials needed:
- This facilitator’s guide
- The “*Resident Abuse: Prevention and Protection*” video program
- Optional paper and pencils for participant note-taking
- Optional flipchart and markers for writing key ideas
## SUGGESTED SESSION AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
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<tbody>
<tr>
<td>1 min</td>
<td>Welcome the group to your session.</td>
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| 5 min | INTRODUCE the “Resident Abuse: Prevention and Protection” topic by leading this discussion:  
  ASK: What steps do you feel you can take to prevent abuse?  
  Review the learning objectives – after viewing this program you will be able to:  
  • Understand what abuse is:  
  • Identify risk factors than can increase the likelihood of abuse  
  • Distinguish types of abuse  
  • Learn how to report abuse  
  ASK: How are these learning objectives relevant in your facility?  
  DISCUSS: Prior knowledge of instances of resident abuse. Try to understand the group’s prior knowledge so you can help reinforce good practices and change those that are incorrect. (Encourage discussion to help uncover staff knowledge). With this baseline, you can better understand how to focus later discussions and follow-up exercises. You can also realize how the learning sessions have helped to improve training. |
Show first module of video program – *Introduction*

Engage viewers in a brief discussion about MODULE 1. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the first module (or the key situations and behaviors with which you feel your group can most easily relate).

**ASK:** What is resident abuse?

**ASK:** How can you tell if abuse is taking place?

**ASK:** Have you seen abuse in nursing homes?

Discuss the consequences for residents if abuse is not reported. Encourage participants to talk about some of the problems that they have witnessed with resident abuse. Discuss their role in preventing it and how that role can be expanded in order to protect the residents under their care.

Show second module of video program – *Defining Abuse*

Engage viewers in a brief discussion about MODULE 2. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the second module (or the key situations and behaviors with which you feel your group can most easily relate).

Discuss the participants’ views on the various types of abuse. Are they aware that all were classified as abuse? Which ones have they witnessed?
RESIDENT ABUSE: PREVENTION AND PROTECTION

ASK: How participants cope with stress? What do they do when they become agitated or impatient? Do they feel they could do a better job of handling their stress? How?

ASK: Have you noticed any changes in your residents’ behavior that might signify abuse? What changes have you noticed?

3 min Show third module of video program – Risk Factors

5 min Engage viewers in a brief discussion about MODULE 3. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the third module (or the key situations and behaviors with which you feel your group can most easily relate).

ASK: What are some resident-based risk factors you’ve seen? What did you do?

ASK: What are some facility-based risk factors you’ve seen? What did you do?

ASK: What are risk factors that are tied to the abuser that you’ve noticed? What actions have you taken?

DISCUSS any of the participant’s attempts to take action to prevent abuse by noticing risk factors.

ASK: What should you do when you suspect a resident is being abused? What are your specific responsibilities when it comes to reporting abuse? What are your facilities guidelines for reporting abuse?

DISCUSS any of the participants’ attempts to report abuse.
5 min  Show fourth module of video program – *Reporting Abuse*

5 min  Engage viewers in a brief discussion about MODULE 4. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the fourth module (or the key situations and behaviors with which you feel your group can most easily relate).

**ASK:** Do you know your facilities’ guidelines for reporting abuse? What are they?

**ASK:** Have you ever had difficulty interviewing a resident? A cognitively impaired resident? How did you respond when you had a hard time getting answers to your questions? Did your techniques work?

**DISCUSS** any of the participants’ attempts to report abuse. Have them identify a time where documentation was helpful in an abuse case at your facility. What was documented?

2 min  Show fifth module of video program – *Is This Abuse?*

7 min  Engage viewers in a brief discussion about MODULE 5. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the fifth module (or the key situations and behaviors with which you feel your group can most easily relate).

**ASK:** After each scene, is this abuse? What action should be taken now?

**DISCUSS** the importance of properly identifying abuse.
ASK: What are some other possible occurrences of abuse that you have noticed at your facility? How did you determine whether or not it was abuse? What did you do?

2 min Show sixth module of video program – Conclusion

3 min Engage viewers in a brief discussion about MODULE 6. If group members are slow to respond, consider briefly recapping the main ideas emphasized in the sixth module (or the key situations and behaviors with which you feel your group can most easily relate).

ASK: Do you know what you can do to prevent abuse?

ASK: Do you feel you know now what to do if you feel abuse is taking place?

2 min In closing:

ASK for questions or additional comments from the group.

DISCUSS as appropriate.

Thank group members for their participation and conclude the session.
EXERCISES AFTER VIDEO

• How do you rate our current success in providing information regarding resident abuse? How do residents rate our success?

• What are some examples you’ve seen in just the last week or two of
  -- Resident abuse
  -- Prevention of resident abuse
  -- Reporting of resident abuse

• What can you do to help yourself and other members of the staff better understand the cause and prevention of resident abuse? What strategies do you use at your facility to overcome these issues to provide the best care and safeguard resident health and quality of life?

Suggest that participants accept a follow-up assignment, as a proactive step in improving their understanding of how to prevent and report resident abuse.

For example, participants might be asked to identify residents at their facility that they feel are at risk for abuse. Ask them to note what risk factors these residents display. Participants then should take proper preventative measure to reduce the risk factors that they can control.

Then, hold a second meeting and ask each staff member to share what they have learned or any successes they have witnessed.

Finally, as a group, establish a series of recommendations outlining how to best prevent abuse of residents.
Questions?

If you have questions about how to implement the “Resident Abuse: Prevention and Protection” program, or if you would like information about other programs available from ElderCare Communications, call or write:

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Phone: 800-505-3232
www.eldercarecommunications.com

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