

FACILITATOR INSTRUCTIONAL MODULE 2

FACILITATOR GUIDE



FIM 2:

**IDENTIFYING
POTENTIAL
SIGNS OF ABUSE
AND NEGLECT**

FIMS

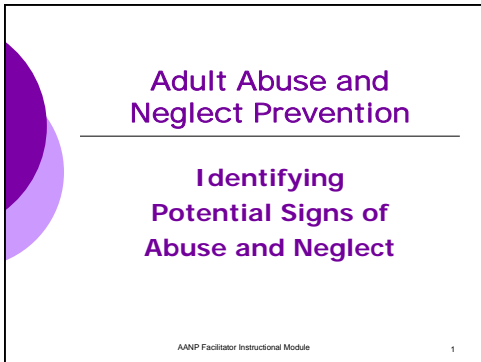
Facilitator Instructional Module: Adult Abuse and Neglect Prevention

A BEAM program

AANP

2007

FIM 2: IDENTIFICATION OF POTENTIAL SIGNS OF ABUSE AND NEGLECT



LEARNING OBJECTIVES:

By the end of this module, participants will be able to:

- Identify signs and symptoms of abuse and neglect
- Identify risks associated with the vulnerable adult population

INTRODUCTION:

Often staff do not see or hear abuse or neglect happening. They are more likely to see the *signs* of abuse and neglect, including client behaviors. This module focuses on the identification of abuse and neglect by exploring the physical signs, emotional responses, and verbal comments an abused person might display. To create an abuse-free environment, all staff must be keen to the potential signs of abuse and neglect.

PREPARATION:

Arrange the room so each participant can see the trainer and other participants

TIME:

5 minutes for the title page welcome and review of the session goals

INSTRUCTIONS:

Warmly welcome participants to the session, and say the title. Ask if everyone has picked out a face for the introductory exercise.

NOTES:

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Session Goals

- To create an understanding of the elements of person-centered care (PCC) and how PCC can prevent abuse
- To understand how **CARE** relates to abuse prevention

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LEARNING TECHNIQUES

This module uses several learning techniques including small and large group exercises.

OUTLINE

The module is 60 minutes. It is divided into four parts:

- Group warm-up activity
- Picture of abuse small group exercise
- Large group brainstorm exercise exploring vulnerability
- Wrap up

SUPPLIES:

Flip chart and markers

LCD projector and computer

Screen or wall space

PowerPoint slides

Face cards

Butcher block paper

Cut-outs of heart and call-out


Scissors and masking tape


Markers (at least 6 colors for each of the 2 groups)

INSTRUCTIONS:

Outline the goals as listed. Explain that most staff will not see abuse or neglect as it happens, but they *will* see signs, including client behaviors, that indicate that abuse and neglect *may* have happened. To create an abuse-free environment, all staff must be aware of the potentials signs that abuse or neglect may have occurred.

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What's in a Face? 

- Introductions –
 - Your name and role in the organization
 - Show us the face you picked.
 - Why did you pick him or her?
- What's in a Face? 

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TIME:

10 minutes for slides 3 - 4

NOTE:

This module begins with a group warm-up. A group warm-up is like an icebreaker. It is an opportunity for participants to get to know each other, get comfortable sharing with one another, and to get acquainted with active participation in the session. For this activity, you will want to lay out the “faces” on a table near the entrance before the session be-

gins, and invite participants to pick out a face that appeals to him/her or that reflects how he/she is feeling as they arrive. It is ideal to print the face pages out in color and cut them so there are a total of 36. If you are conducting this training on multiple occasions, you may want to laminate the face pictures.

INSTRUCTIONS:

Explain that it's now time for everyone to introduce themselves. Each person is to say his or her name and role in the organization, and show the group the face he/she chose and explain the reason for choosing it. If you think that your group may be shy, have a face of your own to share and explain why you picked it. If you use humor and are candid, that will set a great tone.

Start introductions by asking for a volunteer to begin. After he or she has introduced themselves, go to the volunteer's right or left and have everyone introduce themselves. You may want to ask questions to draw them out as they explain why they chose their faces.

- What emotions did you see in this face?
- What qualities did you like about this face?

NOTES:

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INSTRUCTIONS:

After introductions are completed, ask the group if everyone had the same impressions about the faces. Invite people to point out how one face perhaps appeared different or the same to different individuals.

Explain that, just as they have looked at the pictures and drew conclusions about the emotions and states of mind the faces indicated, you will be asking them to consider signs they might see that indicate client abuse or neglect has occurred.

TIME:

30 minutes for Picture of Abuse activity and slides 5 – 12

NOTE:

If there are less than 12 participants, have them draw only the picture of abuse.

INSTRUCTIONS:

Divide participants into two groups, asking them to go to the area of the room where you have placed the paper and supplies for the activity.

Once participants are collected in their groups, explain that Group One is going to “Create a Picture of Abuse.” Group Two will “Create a Picture of Neglect.”

Review the directions on this slide. Explain that they can have a person lie down on the paper and be traced. Alternatively, someone can free-hand draw an outline of a body. Have the groups hold up the heart and square cut-outs as you explain what to write on them.

Explain that both teams will have 15 minutes to complete their work and that you will call time every five minutes to help them remember that they have three tasks – drawing the signs of abuse, identifying the words and behaviors, and then identifying the emotions of an abused person. They can divide these three tasks among group members if they would like.

Continue to the next slide to highlight Group Two’s instructions.

A slide titled "The Picture of Abuse" with a stick figure icon in the top right corner. It contains a list of instructions for Group One: "GROUP ONE – Draw the outline of a person on the poster paper", "1. Draw signs of abuse on the figure", "2. Using the square cut-out, write what an abused person might say or do", and "3. Using the heart cut out, list all the feelings an abused person might have". There are icons of a speech bubble and a red heart. The text "AANP Facilitator Instructional Module" and the number "5" are at the bottom.

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INSTRUCTIONS:

Note that the instructions for Group Two are the same as those for Group One except that they are to draw the signs of neglect, and identify the talk, behaviors, and emotions of a neglected person.

Have the groups begin their work. Circulate to help as needed. Use these as hints to prompt participants' thinking:


Body language of abuse/neglect:



- Decrease in cognitive ability
- Fear, cowering, acting submissive
- Hesitant to talk, decrease or refusal to communicate
- Loss of eye contact, vacant stares
- Change in behavior or mood
- Depression, crying
- Suspicion or fear
- Aggressive, blatantly defiant, belligerent, hostile
- Decreased interest, increased isolation, withdrawn
- Change in attitude toward caregiver
- Nervousness, jumpy

Give the groups a one-minute warning that time is almost up.

NOTES:

The Picture of Neglect



- o GROUP TWO – Draw the outline of a person on the poster paper
- 1. Draw signs of neglect on the figure
- 2. Using the square cut-out, write what a neglected person might say or do 
- 3. Using the heart cut out, list all the feelings a neglected person might have 

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Pictures of Abuse and Neglect

- Hang your picture on the wall
- Look over the other group's picture
- Select a team member to report highlights of the picture

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INSTRUCTIONS:

When time is called, have each group hang its picture on the wall, placing the heart on the chest and the call-out shape to one side of the head.


Instruct the participants to look at the other group's work.

Invite a spokesperson from each group to highlight what they have created. Review the next three slides quickly to check if those examples were shared.

INSTRUCTIONS:

Quickly review the items listed. Highlight only those that the group missed.


Behaviors and Feelings Suggesting Abuse and Neglect

- **Did we think of these?** 
 - Decrease in cognitive ability
 - Fear, cowering, acting submissive
 - Hesitant to talk, decrease or refusal to communicate
 - Loss of eye contact, vacant stares
 - Change in behavior or mood

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Behaviors and Feelings Suggesting Abuse & Neglect,

- **Did we think of these?** 
 - Depression, crying
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INSTRUCTIONS:

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Verbal Expressions Suggesting Abuse or Neglect

- **Did we think of these?** 
 - "Leave me alone!"
 - "I'm afraid!"
 - "Get out!"
 - "I just want to die."
 - Cursing
 - "It doesn't matter."
 - "I don't want to talk about it."

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INSTRUCTIONS:

Debrief by asking how it felt to do the exercise.

Compare the two pictures and invite the group to discuss similarities and differences.

Ask participants if they feel like they know what abuse and neglect look like.

Summarize by explaining that, sometimes, the signs and symptoms of abuse and neglect are less physical and more emotional.

What Do We Know About the Signs?

- What are the similarities and differences in the signs and symptoms of abuse vs. neglect?
- Do you feel you know what abuse and neglect may look like?
- What do we hope you will do if you see signs?

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To Prevent Abuse and Neglect, We Must Respond to Signs!

- We usually won't see neglect or abuse happening. We will see signs and symptoms
- Signs will generally be physical and emotional signals from those who have been abused
- Most of the time, these signs won't be 100% clear; however, reporting them will ensure the greatest safety and enhance a person-centered environment

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INSTRUCTIONS:

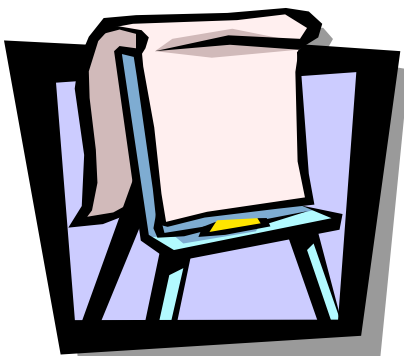
Wrap up this exercise by emphasizing to the participants that they do not have to judge or determine if abuse or neglect has occurred, just recognize signs that something may not be right and report the signs to supervisors. Cover the other ideas on this slide.

TIME:

5 minutes for slides 13 - 14

INSTRUCTIONS:

Explain that you would like the group to brainstorm answers to these questions. Every participant can call out one answer at a time so that everyone has a chance to participate.



Write the first question as the heading on the flip chart and record answers. Then, write the second question on a new page of the flip chart and record answers.

Being Vulnerable to Abuse



- What makes a person vulnerable to abuse?
- What increases their vulnerability?

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Acknowledgements

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- Continuing education credits may be available for nurses and other disciplines. Please contact your licensing body or the contact below for more information. At this time, credit may be available only to individuals participating in sessions utilizing an approved AANP Specialized Trainer. For more information, contact Cathy Macomber at macombe2@charter.net.

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