NATIONAL CENTER ON ELDER ABUSE

A Guide to Planning Your Elder Abuse Presentation

NCEA
National Center on Elder Abuse

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INTRODUCTION

Between 2011 and 2030, about 10,000 baby boomers will turn 65 every day[1]. Reports of elder abuse cases are on the rise. Professionals from a variety of disciplines including the aging services network, faith communities, health care, justice, social services, victim services and others work with older adults. These professionals need information about how to recognize elder abuse, ask questions about potential abuse situations, and when and how to report and refer.

In 2012, the National Center on Elder Abuse (NCEA) surveyed a variety of professionals to identify and prioritize topics for educating professionals about elder abuse. In response to the survey findings, the NCEA created this *NCEA Presentation Materials Toolkit (Toolkit)* to assist presenters to develop presentations on elder abuse and related phenomena. The *Toolkit* includes this *Guide to Planning Your Elder Abuse Presentation (Guide)* PowerPoint slide sets on the various forms of elder abuse and related phenomenon, supplemental materials for each Module, and two presenter tip sheets (listed below). The slide sets are designed to be used for audiences of professionals, although some slides may be appropriate for presentations to community members.

The purpose of this *Guide* is to provide an overview of the materials in the Toolkit; to list issues to consider when designing a presentation, and to describe how to use the PowerPoint slide sets and Supplemental Materials.

For purposes of clarity throughout the *Toolkit* the term "presentation" is used to describe keynote addresses, workshops, trainings, webinars, and other educational events. The term "presenter" refers to the trainer, instructor, workshop leader, or facilitator.

[1] Pew Research Center, *Baby Boomers Retire*, Retrieved March 25, 2013, from **http://www.pewresearch.org/daily-number/baby-boomers-retire**

OVERVIEW OF THE NCEA PRESENTATION MATERIALS TOOLKIT

The *Introduction to Elder Abuse for Professionals* PowerPoint slide series contains nine separate modules: an overview, six forms of elder abuse and two related phenomena (self-neglect and abuse in later life). These slide sets are designed either to be used on their own as a stand-alone presentation or blended together to form a new presentation for various audiences and lengths of presentation. Each module has a series of slides with teaching points and presenter tips located in the notes section of the slides. For each slide set, a short supplemental guide (2 – 4 pages) lists videos and references related to the module topic.

> **Overview of Elder Abuse**

> **Forms of Elder Abuse**

  – Physical Abuse

  – Sexual Abuse

  – Psychological Abuse

  – Neglect

  – Financial Exploitation

  – Abandonment

> **Related Phenomena**

  – Abuse in Later Life

  – Self-Neglect

Each of the modules has two major sections: "Understanding the Topic" and "Response." Understanding the topic (such as Understanding Physical Abuse) typically includes case examples, definitions, statutes, dynamics and indicators. The Response section describes possible questions to ask a potential victim, reporting and referring information, and suggested resources. Every Module has placeholder slides identifiable by their red lettering. Presenters are encouraged to substitute information specific to their jurisdiction in place of these slides to localize this material.

The *Toolkit* also contains two presenter tip sheets. They are titled "Understanding Adult Learning Styles" and "Elder Abuse Training: Responding to Challenging Situations" available from **https://ncea.acl.gov** – click on the Training tab.

DESIGNING YOUR PRESENTATION

As you prepare, consider the following questions to design your presentation. A Preparation Checklist chart on page 6-7 is provided to assist with the planning process.

Who is the target audience?

> Is it a single discipline or multidisciplinary?

> Is the audience from one community, Indian tribe, or region? Is the audience from a single state or is it national?

> Is the audience primarily new or seasoned professionals or a mix?

What is the primary purpose of the event?

> What are the learning objectives?

What is the length of your presentation?

Using the NCEA slide sets, time considerations include:

> Will the Overview be presented alone or with specific forms and/or related phenomenon?

> Will specific forms be presented with a few slides drawn from the Overview?

> Will one or more video clips be shown?

> Will interactive activities be used?

> Will there be a single presenter or more than one?

> Will content be supplemented by local cases or examples?

> How much of existing Slide Sets will be used?

> Are you the only presenter or one of several for the entire meeting or conference? Is your content inter-related with any other presentation?

Who are the presenters?

> Team teaching with a professional from another discipline generally is the most effective teaching method. If so, is it possible?

> Does it make sense to bring in an expert on a specific topic for a short presentation? If so, is it possible?

> Is there a professional who can prepare specific handouts, e.g., statutes, reporting laws and duties, local programs and resources?

How will the presentation space be set up?

> Will participants be seated lecture style or at tables that support small group work?

> Are there structural barriers that make small group work difficult? (e.g., walls, pillars, etc.)

> Always consider the need for accommodations so participants can see, hear and move around the space if they are in a wheelchair or use a walker. Be prepared to have interpreters for Deaf participants.

What equipment will you need?

> What equipment is available?

> Microphones – strongly recommended so all can hear

> Computer, LCD player, and screen to show PowerPoint

> DVD Player

> Speakers if you are using videos (or sound cords to project sound which connect an LCD projector with a laptop)

> Flip chart, or overhead projector

> Other

What preparation do you need to do in advance or have someone else create for you?

> Research statutes

> Research local programs

> Create or print handouts

What facilitation or teaching methods will be most effective?

> Do you plan use interactive methods such as small group work, videos followed by discussion or large group conversations? Consider using various teaching methods.

> If your presentation is via webinar or other distance learning, consider if the technology will support showing of video, interactive activities, and real-time participant activities.

USING THE NCEA POWERPOINT SLIDE SETS

The NCEA Elder Abuse modules are designed to be used as standalone modules or to be blended together, depending on the purpose of the presentation, participant experience, and time available. You may need to edit, delete, or hide some slides if they are not relevant for the target audience or do not fit the time available for your training. The learning objectives may need to be revised and blended if you use slides from more than one set.

If you have been asked to present an overview on elder abuse, it is suggested that you start with the Overview slide set. Review the slides and determine if you plan to use some or all of the slides. Decide if you will insert local information in place of placeholder slides on laws and local resources. Consider using one or more videos and interactive exercises. Decide if you want to insert any slides from other slide sets on other forms of abuse or related phenomena.

If you have been asked to give a presentation on a specific form of elder abuse (e.g., financial exploitation or sexual abuse in later life), it is suggested that you start with the module on that form of abuse. Make decisions about including videos, interactive exercises, and local information. Look that the Overview and other modules to determine if any other PowerPoint slides might complement your presentation.

If you have been asked to give a presentation on elder abuse with special emphasis on one or more forms (e.g., elder abuse and neglect), it is suggested that you mix slides from several modules to create your presentation.

When creating your presentation, consider the following:

1. Localize the presentation

Slides with red lettering are meant to be replaced with local information. For example, in the Overview, the slide stating "Consider adding your state, tribal or territorial statutes here" is meant to be replaced by one or more slide(s) with local information to make the presentation more relevant for your audience.

> When adding slides with statutes, consider adding your state, tribal or territorial elder abuse statute (if one exists). Depending on the target audience and purpose of the presentation, you may also want to add your vulnerable adult statute, or protective services statute.

> In addition, for some presentations it may be appropriate to list statutes for specific crimes such as domestic violence, sexual assault, neglect or theft.

> The Response section you may want to add your elder or vulnerable adult reporting law.

> When creating these slides, keep your audience in mind.

- Lawyers and prosecutors may want to see the actual language in the statute.

- Law enforcement may be interested in the elements of the crime.

- Advocates and social service providers may only be interested in an overview of the laws.

- In all cases, use as few words as possible on the slide to convey the message. Be sure the slide can be read from the back of training room before using it with a live audience.

- If your presentation covers multiple jurisdictions, you may need to delete the placeholder slide and suggest that participants research their laws and definitions if they do not already know them.

- If the complete statute may need to be presented, consider placing key concepts on the PowerPoint slides and providing the statute language as a handout.

When adding slides on local services or projects, you can contact any agencies that are new to you to be sure that the information is accurate. This is an effective way to begin to build a relationship with this service provider.

> Consider your audience when creating this/these slide/slides. Include on the slide the information most important to them. Do they need the phone number or website address? Do they need to know the hours of operation?

> Use as many slides as necessary to make sure the information is readable both in a training room and on a handout.

> If your presentation covers multiple jurisdictions you may need to suggest that participants research their local services.

2. Consider learning activities to make the event more interactive.

Research on adult learning establishes that presentations are more effective if various facilitation methods are used. See handout on adult learning at **https://ncea.acl.gov** – select the Training tab. Listed below are activities that can be used to make a presentation more interactive rather than simply lecturing through these slides.

> **Case Examples:** The case examples in the Power Point slide sets are drawn from actual cases. Identifying information has been eliminated. If you decide to delete these slides and insert local case examples, consider confidentiality issues and the privacy rights of the victim and family. Be mindful that an audience member may have worked on the case or is related to the victim, abuser or family. Alternatively, consider using a composite of local cases rather than a specific case.

  There are several methods for presenting the case examples.
  • *Video:* If time permits, consider using a video clip of an older victim/survivor describing her or his experience. A list of potential video clips for each form of abuse can be found in the Supplemental Materials for that form of abuse.

  • *Large group discussion:* In addition to the examples on the slides, consider asking the large group to give examples of specific forms of abuse from their work experience. Remind participants to keep privacy and confidentiality considerations in mind when sharing examples.

  • *Local case examples:* Consider using local media clips and insert actual cases from your community.

  • *Lecture:* If time is very limited, lecture using the case examples described on the slides.

> **Indicators of Abuse:** Depending on the time available, indicators can be discussed using one of 3 methods:
  • *Small group:* Break participants into small groups with 4 – 8 people in each group. Ask each group to list indicators of elder abuse or one of the specific forms of abuse. Give each group 3 – 5 minutes to work in their small groups. Ask each group to report back one or two indicators. After each group has reported back, ask if there are any additional indicators that have not yet been mentioned. Use the slides to teach behind, meaning do not read the slides or describe indicators that have already been mentioned. Only highlight indicators on the slides that were not discussed in the report back session.

  • *Large group:* Consider animating the slide so only the title or header comes up when the slide first appears. Ask the large group to list as many indicators of abuse (or the specific form or related phenomenon) as they can. Use the slides to teach behind, meaning do not read the slides or describe indicators that have already been mentioned. Only highlight indicators on the slides that were not discussed.

  • *Lecture:* If time is very limited or indicators are not the primary focus of your presentation, lecture through the indicator slides. It is not necessary to read every point on the slide.

> **Asking about Elder Abuse:** The three methods above may also be used to discuss questions to consider when asking about elder abuse. The questions listed on the slides are sample questions that could be used by any professional. They should not be considered validated screening questions but rather used to start a conversation about how to talk to potential victims. The presenter may want to add a brief discussion of effective interviewing strategies such as building rapport.

REFERENCES

When references appear on slides the complete reference is located in that slide set's Supplemental Materials. Only leading studies or references are included in the slide sets.

DESIGNING A PRESENTATION ON ELDER ABUSE CHECKLIST

DESIGN CONSIDERATIONS	NOTES
What is the primary purpose of the event?	
Who is the target audience?	
What is the length of your presentation?	
What facilitation or teaching methods can be used?	
Who are the presenters?	
How will the space be set up?	
What equipment will you need?	

What preparation do you need to do in advance?	
Using the NCEA slide sets?	
Adding Your Jurisdiction's Legal Statutes?	
Adding Your Jurisdiction's Reporting Law?	
Adding Your Local Resources and Model Programs?	
Using the Case Examples in Activities or video clips?	
Using interactive learning activities in indicators and asking questions?	
Providing Handouts for Participants	