RESIDENT ABUSE AND NEGLECT MUST BE DEFINED SO IT CAN BE PREVENTED

What is resident abuse and neglect? There are obvious answers to this question including physical and/or sexual assault and battery, unusual physical constraint and failure to assist and protect residents. There are also other forms of abuse and neglect that aren't so obvious.

Today, there are about 1.6 million residents in 17,000 nursing homes in the United States. Along with the growth of the nursing home population has been the increase in reports of resident abuse and neglect. In 1999, HCFA strengthened the inspection process to increase its focus on preventing bedsores, malnutrition and abuse, and it now requires states to crack down on homes that violate health and safety requirements.

This video-based training program teaches all levels of staff the warning signs of resident abuse and neglect as well as how to report and prevent it.

This facilitator guide is intended to help you work effectively with the videotape to conduct an engaging and memorable training session. In today's long term care workplace, this has become absolutely essential education. Simply put, the training you are about to undertake has just become common sense today. After all, we wouldn't think of working without fire drills, code procedures and natural disaster plans. So, there is no way you would neglect to train staff how to recognize abuse and neglect as well as how to protect residents from it. Let's get started.
LEARNING OBJECTIVES

Be able to:

• Explain the risk factors for resident abuse and neglect
• Identify the typical sources of resident abuse and neglect
• Implement a plan to prevent abuse and neglect in your nursing facility
• Identify typical early warning signs of abuse and neglect
• Explain proper reporting responsibilities and procedures

FACTS ABOUT THIS TRAINING PROGRAM

Video Running Time: .......................................................... 31:00
Suggested Program Length: ................................................ One Hour

MATERIALS CHECKLIST

• This facilitator’s guide
• Staff video
• Television/VCR
• Your employee manual/Abuse and Neglect Policy
• Flip chart and markers, or chalkboard and chalk, for writing key ideas
• In-service attendance sheet
• Clock or timing device
**SUGGESTED TIME ALLOTMENTS FOR PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00</td>
<td><strong>Introduction/Opening Discussion</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00+</td>
<td><strong>Video Opening</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4:56</td>
<td><strong>Video – Section One</strong></td>
</tr>
<tr>
<td>:15</td>
<td><strong>Pause Tape</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Discussion – Section One</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7:09</td>
<td><strong>Pause Tape</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Discussion – Section Two</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td><strong>Video – Section Three</strong></td>
</tr>
<tr>
<td>:15</td>
<td><strong>Pause Tape</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Discussion – Section Three</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7:13</td>
<td><strong>Video – Section Four</strong></td>
</tr>
</tbody>
</table>

**Total Program Length** ............................................. **60:00**

**SUGGESTED SESSION AGENDA**

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min</td>
<td><strong>Introduction/Welcome</strong></td>
</tr>
<tr>
<td></td>
<td>Introduce yourself and the program, then briefly engage participants by</td>
</tr>
<tr>
<td></td>
<td>fielding a few topical questions. Just solicit a few brief responses to</td>
</tr>
<tr>
<td></td>
<td>set the relevant tone for the video, explaining there are no “right” or</td>
</tr>
<tr>
<td></td>
<td>“wrong” answers here.</td>
</tr>
</tbody>
</table>

**ASK:** What do you think when you hear the phrase, “Resident Abuse and Neglect?”

**ASK:** Describe the most abusive on-the-job incident you’ve heard about.

**ASK:** How great is the possibility for resident abuse and neglect to happen in this facility?

**SAY:** “We’re here today to learn more about resident abuse and neglect in nursing homes. The information you are
about to learn can help you more skillfully deal with abuse and neglect of residents if it occurs. Codes, fire drills, disaster preparation, and response; we train for all of these possibilities in order to better prevent and manage them. Resident abuse and neglect is no different. We need to work as a team to tackle this subject. So, thanks for being here and giving your attention and input to the program for the next hour."

6:56  

Play Video

(Narrator will ask you to pause/stop the tape for discussion at the end of this segment. Please note that five seconds of black screen follow each segment before the next segment begins.)

10:00  

Discussion Part One

ASK: Is resident abuse a problem in our nursing home?

Review Responses: (examples)
• Sometimes I’m rushed and don’t respond immediately to residents’ call lights
• When I’m stressed with too much work and too little time I sometimes lose patients with residents
• I’ve seen a CAN handle a resident roughly when the resident was resisting getting into her wheelchair

ASK: What is abuse and neglect?

After discussion, restart video.

7:09  

Play Video

(Pause or stop the tape at the end of Part III)

8:00  

Discussion

ASK: What type of residents do you think are most at risk of being abused?
**ASK:** What are caregiver and resident risk factors for abuse?

**ASK:** How do facility conditions affect residents risk for abuse?

Facilitator restarts video after discussion.

8:55 **Play Video**

(Pause or stop the tape at the end of Segment III)

10:00 **Discussion**

**ASK:** Let’s review our procedure for investigating and reporting abuse. What should we do first?

**ASK:** How should you document your interview and report?

**ASK:** Describe our procedure for follow-up reporting and intervention with the resident and the alleged abuser.

**SAY:** Let’s talk about some examples of resident and staff interaction and see if we can identify circumstances where abuse and neglect can or has occurred.

Facilitator restarts video after the discussion.

(Note: When restarting the video, remember to stop and discuss each example after watching it.)
Stop and start the video after each of the following examples. Discuss each example after watching it.

After Examples 1 through 9, facilitator should ask:
Is this abuse? What should happen now?

After last example, facilitator asks:
• What can we do to prevent abuse?
• What should we do if we suspect a resident is being abused?

After discussion, facilitator restarts video.

7:13  
Play Video

Closing Words:

To be sure that we prevent abuse and neglect of residents in our facility we need to rely on your commitment to report abuse or assaultive behavior to your supervisor so the incident can be investigated. This workplace will tolerate ZERO incidents of abuse and neglect and every employee is responsible for upholding that policy.

Thank you for your attention and participation.
Questions?

If you have any questions about how to implement this program, or if you would like information about other programs available from ElderCare Communications, call or write:

ElderCare Communications
680 Northland Blvd., Building C
Cincinnati, OH 45240

Phone: 800-505-3232    Fax: 513-742-6269

All video and print materials contained in the program are protected by federal copyright. It is against the law to reproduce by any means any portion of this program without prior written permission from ElderCare Communications. When you abide by the law, your cooperation and honesty allow us to serve you better and enables us to continue offering high quality, affordable programs.

Copyright MMI
Eldercare Communications
a division of Video Features, Inc., Cincinnati, Ohio