



Elder Abuse Training Guide

A TOOLKIT for professionals who employ workers serving elders in Milwaukee County.

You do not have to be an elder abuse expert to present this information.
All you need to do is show the slides and read the script under the corresponding slide.

Introduction

Milwaukee County Department on Aging and The Medical College of Wisconsin's Center for Healthy Communities developed these materials for agencies that employ workers who have regular contact with elderly persons.

The Aging Resource Center of Milwaukee County is the lead investigative agency for elder abuse in Milwaukee County. They work closely with law enforcement, medical professionals, emergency responders and other community agencies to investigate incidences of elder abuse. The first concern is the safety of the elder while they work to substantiate and resolve reports of elder abuse.

What's Inside

This curriculum package contains:

- A CD with a power point presentation including case study videos and all handout materials
- A hard copy of the power point presentation, with scripted notes for the presenter and suggestions for discussion
- Hard copies of reproducible references and handouts
- A DVD with case study videos in high resolution

The step-by-step presentation format shows you the corresponding power point slides, video chapters and suggested discussion questions.

Learning objectives for community-based workers are:

- Recognize signs of elder abuse (Sections 1- 4)
- Respond appropriately (Section 5)
- Understand the process that occurs after a report is made to the Aging Resource Center of

This project was funded by the Healthier Wisconsin Partnership Program, a component of the Advancing a Healthier Wisconsin endowment at the Medical College of Wisconsin. Videos were produced by students in UWM's Peck School of the Arts, DocUWM Program. The persons in the videos are real victims of elder abuse and neglect. Their stories are true.

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Suggestions for Your Presentation

- Determine your agency protocols regarding how individuals should report suspected or actual elder abuse and insert them into Section 5.
- Review all information, and media before presenting to a group. (Do a personal “run through” before presenting to a group for the first time to get a feel for the pacing of the presentation).
- Encourage your group to share experiences regarding their work. After each section lead discussions based on the information presented. (Discussion guides are provided at the end of each section).

Group presentation timeline

You may present sections 1 through 7 as a two hour in-service session

OR

Divide the information so that it is presented in two 1-hour sessions

To present in two 1-hour sessions:

Present Sections 1 through 4 in one session

And

Sections 5 through 7 in the next session

OR

You may wish to divide the information sections into time frames to suit the needs of your agency.

Web Based Learning Modules

The presentation can also be accessed on the internet for those who wish to work individually

The website is under construction and should be available by June, 2010.

Giving Your Presentation

The presentation is set up to be as simple as possible. You do not have to be an expert on this subject to present the information as a group in-service.

If you are presenting the powerpoint and videos to a group, use the notes as a script while the power point slides are displayed for group reference.

After you read and understand the information feel free to present the notes in your own words. You can write your own notes based on the information presented in the curriculum guide.

Show the power point slides, present the information and discuss to be sure the group understands (you may add any information you feel is appropriate for your group).

Print handouts and references for the group. Notes pages for the power point presentation and other handouts are included in the packet. Print them up and distribute to the group as needed.

Presentation Tips

BEFORE YOU PRESENT:

- Know your material thoroughly. Practice and rehearse before you present so you feel at ease and comfortable. This will help you sound less like you are reading from the notes.
- Use the power point slides and videos for enhancement.
- Run through and master the flow of the PowerPoint and video clips well before the presentation.
- Be sure all the necessary equipment is set up and in good working order prior to the presentation.
- Check out the location ahead of time to ensure seating arrangements for audience, whiteboard, blackboard, lighting, location of projection screen, sound system, etc. are suitable for your presentation.
- Your presentation guide comes with a set of powerpoint notes pages (tabbed section: titled "Power Point Notes Pages") and a set of handouts for your audience. The notes pages have two slides per page and a lined section for participants to make notes if they wish. **USE THE NOTES PAGES AS HANDOUTS** and distribute them before the presentation begins.
- Have the rest of the handouts ready and give them out at the appropriate time.

DURING YOUR PRESENTATION:

- Establish rapport with your audience.
- Speak to the person farthest away from you to ensure your voice is loud enough to project to the back of the room.
- Vary the tone of your voice to avoid sounding like you are reading. If you are using a microphone adjust and adapt your voice accordingly.
- Body language is important. Standing, walking or moving about with appropriate hand gestures or facial expression is preferred to sitting down or standing still with head down and reading from the text.
- Try not to sound like you are reading from the notes without thinking about the content.
- Try to make your voice sound like you are speaking in your own words. Speak loudly and clearly. Sound confident. Do not mumble.
- Have direct eye contact with a number of people in the audience, and every now and then glance at the whole audience while speaking. Use your eye contact to make everyone in your audience feel involved.
- Pause. Allow yourself and your audience a little time to reflect and think. Don't race through your presentation and leave your audience, as well as yourself, feeling out of breath.

Presentation Tips

DURING YOUR PRESENTATION:

- Speak to your audience, listen to their questions, respond to their reactions, adjust and adapt. If you have good grounding in the content you will be well prepared to do so. Remember that there is a difference between spoken words appropriate for the ear and formally written words intended for reading.
- Remember that communication is the key to a successful presentation. It is important that you bring the audience into the discussions to help them think about the topics and discussion points. (See the section: tips for leading a discussion)
- Keep audience interested throughout your entire presentation. Remember that an interesting speech makes time fly, but a boring speech is always too long to endure even if the presentation time is the same.

LEADING AN EFFECTIVE DISCUSSION:

- Each section of the presentation has some suggestions for discussion by the participants. “Yes or No” questions halt discussion, and broad questions are also big demotivators. Try to draw the group into discussing examples from their own experiences.
- Be prepared, as the discussion leader to come into the meeting with several “big” questions for each section. Make these questions relevant to your group in their daily work. In this way you will make the content real and meaningful to your audience.
- As the group offers their own insights, let them know they are contributing to the learning experience of all group members.
- Don’t let the audience feel inhibited by thinking that they are being “tested”. Encourage them to put forth more questions and comments.
- Manage personalities. Specifically ask the quieter members what they think. As kindly as possible, rein in the unrelentingly verbal members who don’t let others speak. Make sure every participant has an opportunity to be heard.
- Summarize as you go. After each section stop and ask the group, “OK, what have we said so far?” Recap and allow time to breathe, to regather thoughts, and start thinking again.
- Before each video remind the group what to watch for as they view the story. (Power point slides list the cues before each video is shown)
- After each video pose the discussion questions one at a time and give the group time to think and comment.
- Tie it all together. When the allotted time for each discussion is up, do a short recap of what was said and move on to the next section.

Based on information from www.wikihow.com



TABLE OF CONTENTS

SECTION	TITLE	SUGGESTED TOTAL TIME ON SECTION ¹		MATERIALS
INTRO	Introduction			
1.	Elder Abuse Overview 10 minutes			• Appendix/Handouts Pages 69-80
		PPT/info	5 min	
		Discuss	5 min	
2.	Recognizing Victims: Physical/behavioral signs and symptoms 15 minutes	Video	7 min	• Appendix/Handouts Pages 81-88 • Video “Martin”
		PPT/info	5 min	
		Discuss	3 min	
3.	Recognizing Victims: Financial Exploitation 15 minutes	Video	7 min	• Video “Bert”
		PPT/info	5 min	
		Discuss	3 min	
4.	Abusers: Characteristics 15 minutes	Video	7 min	• Appendix/Handouts Pages 89-94 • Video “Harvey”
		PPT/info	5 min	
		Discuss	3 min	
5.	Responding: What to do? 10 minutes			• Appendix/Handouts Pages 95-102
		PPT/info	5 min	
		Discuss	5 min	
6.	Investigations/Interventions 15 minutes	Video	7 min	• Video “Lula”
		PPT/info	5 min	
		Discuss	3 min	
7.	Conclusion: Reporting - What Happens Next? 15 minutes	Video	7 min	• Video “Responders”
		Discuss	8-10 min or as needed	

¹The suggested times total about 100 minutes. Presenting the program as a 2-hour (120 min total) course will allow for some flexibility with time for presentation of information and discussions in each section.



SECTION 1: Elder Abuse Overview

LEARNING GOAL:

Understand the definition of ELDER ABUSE (According to the Wisconsin State Statutes)

LEARNING OBJECTIVES:

1. Describe the characteristics of an “adult at risk”
2. Define elder abuse and neglect and list the four major types of elder abuse and neglect according to Wisconsin State Statute
3. Reflect on one’s own professional experiences with situations of elder maltreatment

HANDOUTS (located behind Appendix/Handouts tab)

- 1-1 Information on creating an agency protocol on elder abuse and neglect
- 1-1A Examples of two policy documents from local agencies
- 1-2 Fact sheet: Elder Abuse Prevalence and Incidence (National)
- 1-3 Elder Abuse in Wisconsin - 2007 report (pdf file on disk; no hard copy included in appendix)
- 1-4 Types of Elder Abuse and Referral Sources in Milwaukee County

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 2: LEADER'S SCRIPT

SECTION 1 **ELDER ABUSE OVERVIEW**
DEFINITIONS: Adults at Risk  **S.A.N.E.**
Stop Abuse & Neglect of Elders

ADULT AT RISK
Any adult

ELDER ADULT AT RISK
Age 60+ vulnerability of age

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The language in the Wisconsin State Statutes says:

An **adult at risk** is any adult who has a physical or mental condition that substantially impairs his or her ability to care for his or her needs and is at risk of experiencing or has experienced or is currently experiencing abuse, neglect or financial exploitation.

However, a person who is **aged 60 or older** who is experiencing or has experienced or is at risk of experiencing any of those types of abuse, exploitation or neglect, is defined as an **ELDER ADULT AT RISK**

So, in order to be considered an adult at risk a person under age 60 has to have a physical and/or mental condition that limits their ability to care for themselves but....

Elder Abuse investigations will take place for people who are over the age of 60 even if they don't have a physical or mental impairment because of the vulnerability of age.

A person aged 60+ is already an adult at risk simply because of their age.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 3: LEADER'S SCRIPT

SECTION 1

ELDER ABUSE OVERVIEW

DEFINITIONS: Abuse



ELDER ABUSE

(WI state Statutes)

1. Abuse
2. Financial exploitation
3. Neglect
4. Self-neglect



3

The four main categories of elder abuse are defined in Chapter 46.90 of the Wisconsin State Statutes:

A person aged 60 or older who is experiencing any or all of the following...

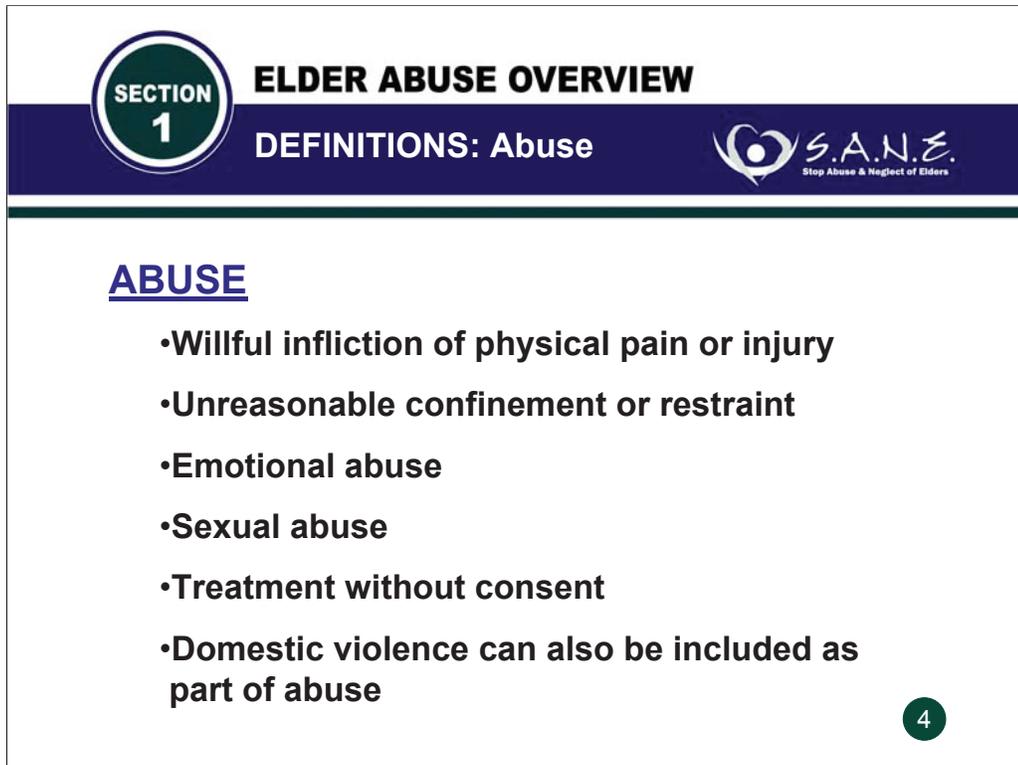
- Abuse (including physical, emotional and sexual abuse)
- Financial exploitation
- Neglect
- Self-neglect

...is a victim of elder abuse as defined by the Wisconsin State Statutes.

We are going to talk about each one in the next few slides.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 4: LEADER'S SCRIPT



SECTION 1 **ELDER ABUSE OVERVIEW**
DEFINITIONS: Abuse 

ABUSE

- **Willful infliction of physical pain or injury**
- **Unreasonable confinement or restraint**
- **Emotional abuse**
- **Sexual abuse**
- **Treatment without consent**
- **Domestic violence can also be included as part of abuse**

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Abuse is the willful infliction of physical pain or injury, unreasonable confinement or restraint, emotional abuse, sexual abuse or treatment without consent.

Abuse can include obvious actions like: beating, choking and burning. But the definition also applies to actions like:

- Misuse of medication (overdosing to keep someone quiet, under dosing or not giving medication at all)
- Unreasonable restraint, (tying or locking a person up or confining them without cause).
- Sexual abuse and
- Domestic violence (injuries or abuse caused by a spouse or domestic partner)

People don't often think about sexual abuse and domestic violence when they think about elder abuse. But elder abuse also includes sexual abuse, which can happen when a person is forced, tricked, threatened, or otherwise persuaded into sexual contact.

Sexual abuse can also happen when a person is incapable of consenting to sexual contact.

Domestic violence is also included as part of physical abuse.

Age is not a barrier to sexual abuse and domestic violence. (SEE APPENDIX FOR DETAILS ON ABUSE IN LATER LIFE)

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 5: LEADER'S SCRIPT

SECTION 1

ELDER ABUSE OVERVIEW

DEFINITIONS: Financial Exploitation

S.A.N.E.
Stop Abuse & Neglect of Elders

FINANCIAL EXPLOITATION:
**Misuse of an elder's money
or property**



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When an older person's money or property is being misused or stolen - they are victims of **financial exploitation**.

Misuse of an elder's money or property by:

- deception,
- diverting income,
- mismanagement of funds taking money or possessions against a person's will

It includes:

- Fraud
- Identity theft
- Misuse of power of attorney, representative payeeship or guardian of finance duties

When you think of financial exploitation you might think of it in the sense of theft as taking cash or valuables against a person's will.

But financial exploitation can also include taking money or property by lying, moving it into different accounts and mismanaging funds.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 6: LEADER'S SCRIPT

SECTION 1 **ELDER ABUSE OVERVIEW**

DEFINITIONS: Neglect 

NEGLECT:

Caregiver failure to provide adequate...

- Food
- Clothing
- Shelter
- Medical or dental care

...resulting in significant danger to the physical or mental health of an older person in his/her care.

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Neglect happens when an elder is in danger of harm because someone who is a caregiver has failed to provide adequate food, shelter, clothing, medical or dental care.

Neglect can apply to both physical and mental health.

So if an elder's needs are being neglected by a caregiver and the neglect contributes to a dangerous situation for the physical and/or mental health of the person, the situation might be a case of elder abuse - neglect.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 7: LEADER'S SCRIPT

**SECTION
1**

ELDER ABUSE OVERVIEW

DEFINITIONS: Self Neglect  **S.A.N.E.**
Stop Abuse & Neglect of Elders

SELF-NEGLECT:

An elder person is unable or fails to provide him/herself with adequate...

- Food
- Clothing
- Shelter
- Medical or dental care

...resulting in significant danger to the physical or mental health of the elder



Self Neglect happens when elders fail to provide themselves with adequate food, shelter, clothing, medical or dental care and that causes danger to their physical or mental health.

Self neglect can happen when people are physically unable to care for themselves, but it can also happen in cases where adults are capable of caring for themselves but other issues like mental health or finances contribute to their troubles.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 8: LEADER'S SCRIPT

SECTION 1

ELDER ABUSE OVERVIEW

GROUP DISCUSSION

S.A.N.E.
Stop Abuse & Neglect of Elders

DISCUSS:

- Have you ever experienced any of these situations in your professional work?
- Share some thoughts

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Have you ever experienced any of the situations just described in your professional work?

Share some thoughts.

This is a good place to note that Elder Abuse issues are very complex. Caregiver stress or simply not knowing what to do about a situation can contribute to abuse, neglect and financial problems. Abusers are not always intentionally evil or criminal.

We will explore these issues later in the program.



SECTION 2: Recognizing Victims Physical/Behavioral Signs & Symptoms

LEARNING GOAL:

Be aware of the physical signs and behavioral cues that may indicate elder is being abused.

LEARNING OBJECTIVES:

1. Identify five physical cues that may indicate elder abuse or neglect
2. List five behavioral cues that may indicate elder abuse or neglect
3. Discuss physical and behavioral signs apparent in actual cases of elder maltreatment

HANDOUTS (located behind Appendix/Handouts tab)

- 2-1 Behavioral indicators of potential abuse
- 2-2 Risk factors
- 2-3 Profiles of victims in Milwaukee County: Gender, Age, Living Arrangement
- 2-4 Other characteristics of victims in Milwaukee County

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 9: LEADER'S SCRIPT

SECTION 2

RECOGNIZING VICTIMS: Physical/behavioral signs and symptoms

S.A.N.E.
Stop Abuse & Neglect of Elders

There is no TYPICAL elder abuse VICTIM.



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There is no typical elder abuse victim.

Current research in elder abuse shows that generally, people tend to think elder abuse happens to poor people with low education who are members of minority ethnic groups.

Comparison with actual reports both locally and nationwide, shows that this is not true.

There is no typical elder abuse victim.

Elder abuse can and does happen to people no matter what their income, education, race or gender may be.

ALL older persons are at risk for elder abuse.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 10: LEADER'S SCRIPT

**SECTION
2**

RECOGNIZING VICTIMS: Physical/behavioral signs and symptoms

**S.A.N.E.**
Stop Abuse & Neglect of Elders

PHYSICAL/ENVIRONMENTAL SIGNS:

- **Injuries**
- **Frequent use of the emergency room and/or hospital**
- **Changing health care providers frequently**
- **Evidence of medication mismanagement**
- **Lack of necessary equipment**
- **Lack of necessities such as heat, food, water**

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Physical signs of elder abuse can be confused with injuries that might be commonly seen in older people because they tend to be frail.

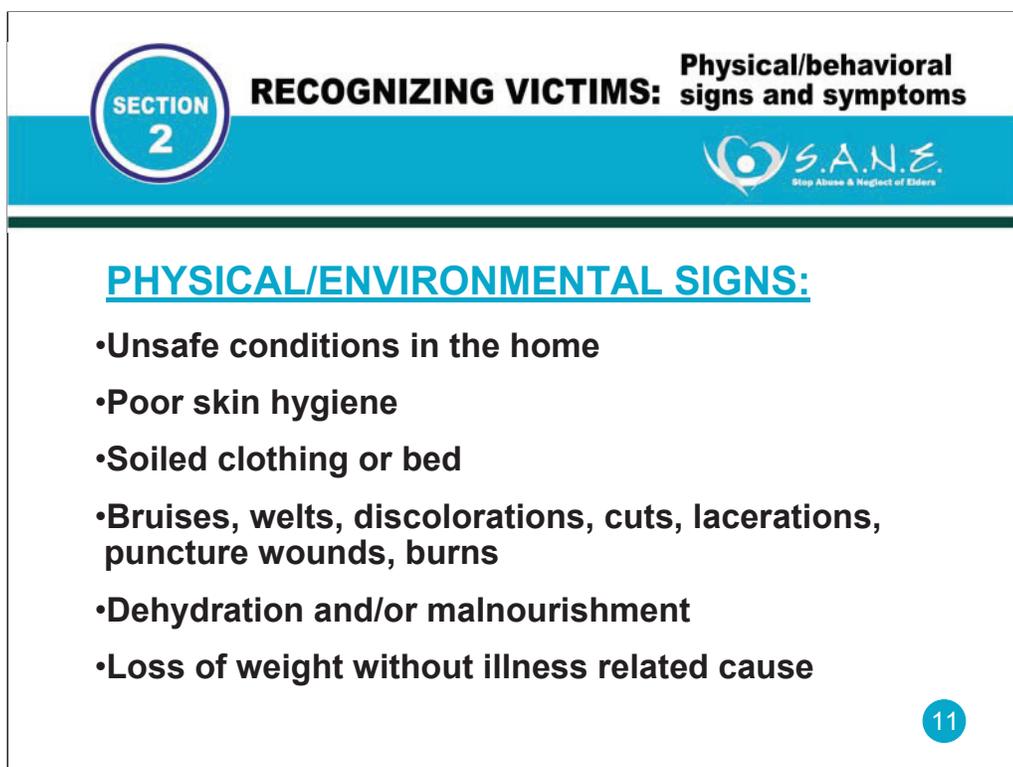
Most older people have a chronic condition or a health issue such as Parkinson's, arthritis or low vision that can lead to falls or other injuries.

Environmental signs are clues in the home or living environment of the elder that could be clues to neglect or self neglect. You need to look beyond the obvious and think about how the bullet points on this slide and the next one might be clues to elder abuse:

- **Injuries that are not compatible with history**
(If a person falls frequently because of Parkinson's - would they have cuts or burns?)
- **Frequent use of the emergency room or changing health care providers frequently**
(This can be a sign that an abuser is trying to avoid detection)
- **Evidence of inadequate or inappropriate administration of medication**
(Is the persons caretaker over medicating to keep them quiet? or under medicating because they are stealing drugs or trying to avoid paying for them?)
- **Lack of necessary equipment such as walkers, canes, bedside commode**
- **Lack of necessities such as heat, food or water**

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 11: LEADER'S SCRIPT



SECTION 2

RECOGNIZING VICTIMS: Physical/behavioral signs and symptoms

S.A.N.E.
Stop Abuse & Neglect of Elders

PHYSICAL/ENVIRONMENTAL SIGNS:

- **Unsafe conditions in the home**
- **Poor skin hygiene**
- **Soiled clothing or bed**
- **Bruises, welts, discolorations, cuts, lacerations, puncture wounds, burns**
- **Dehydration and/or malnourishment**
- **Loss of weight without illness related cause**

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Some more physical or environmental clues might be:

- Unsafe conditions in the home
- Poor skin hygiene
- Soiled clothing or bed
- Bruises, welts, discolorations, cuts, lacerations, puncture wounds, or burns
- Dehydration and/or malnourishment without illness or related cause
- Loss of weight without illness-related cause

Any of these signs can be indicators of neglect, self neglect or abuse.

If any physical or environmental signs of abuse are present, don't overlook the possibility of financial exploitation as well.

Always look at the big picture and look beyond the obvious.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 12: LEADER'S SCRIPT

SECTION 2 **RECOGNIZING VICTIMS: Physical/behavioral signs and symptoms**

BEHAVIORAL CUES:

Certain behaviors may be clues to abuse or neglect.

Ask questions and look beyond the obvious.

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The behaviors shown on the next slide might not be hard evidence of abuse or neglect.

However, they could be clues to ask more questions and look beyond the obvious.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 13: LEADER'S SCRIPT

**SECTION
2**

RECOGNIZING VICTIMS: Physical/behavioral signs and symptoms

**S.A.N.E.**
Stop Abuse & Neglect of Elders

If you know an elder who shows the any of the behaviors listed on this slide, think about what other issues in their lives or lifestyle might be contributing to the behavior.

The behaviors you see listed might be clues that an elder is having difficulties. While they may not always be hard evidence of an abusive situation, they are definitely clues to the fact that SOMETHING is wrong.

You may or may not be able to get the person to talk with you about their problems. But being aware of these types of behaviors will help you decide if you need to make a call or to look for more guidance.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 14: LEADER'S SCRIPT

SECTION 2

RECOGNIZING VICTIMS: Physical/behavioral signs and symptoms

VIDEO: Martin

S.A.N.E.
Stop Abuse & Neglect of Elders

WATCH FOR:

- As you watch the video, look for cues that led people to suspect Martin was in trouble



[Click to play movie](#)

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BE SURE TO SHOW THIS SLIDE BEFORE BEGINNING THE VIDEO

The class will see five short videos. All of the people and situations in the videos are real. They gave permission to have their stories told and signed releases allowing their images and stories to be used in the course materials.

The gentleman in this case study answered a local lonely hearts ad and began a friendship with a woman who eventually became his caregiver.

As you watch Martin's story, look for cues that led people to suspect that Martin was in trouble.

Show Video Chapter: "MARTIN"

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 15: LEADER'S SCRIPT

SECTION 2

RECOGNIZING VICTIMS: Physical/behavioral signs and symptoms

VIDEO: Martin

S.A.N.E.
Stop Abuse & Neglect of Elders

GROUP DISCUSSION:

- What were some of the cues that led people to suspect Martin was in trouble?
- Have you ever had an experience with an elder who showed any of the physical/behavioral signs you just learned?
- What do you think might have been the cause?
- How did it make you feel?
- What did you do?

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Let's discuss what happened to Martin.

What are some of the cues that led people to suspect Martin was in trouble?

Have you ever had an experience with an elder who showed any of the physical or behavioral cues listed in this section?

What do you think might have been the cause of Martin's troubles?

How did the woman friend gain so much power and control over Martin?



SECTION 3: Recognizing Victims Indicators of Financial Exploitation

LEARNING GOALS:

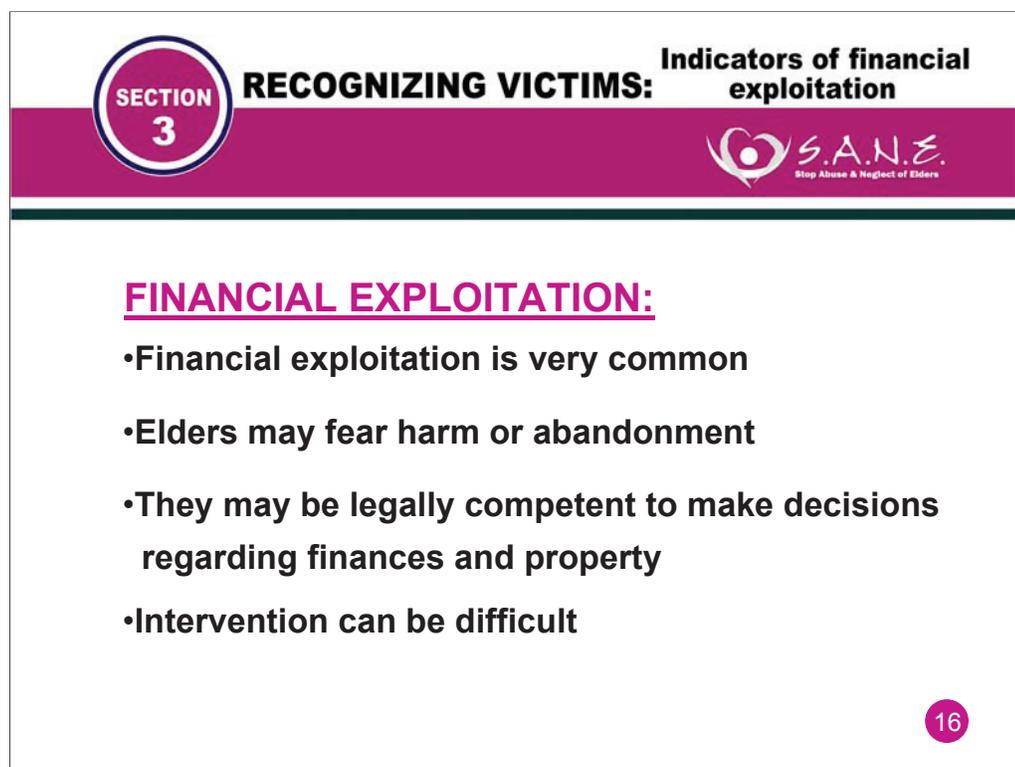
Understand similarities and differences of financial exploitation. Become aware of signs that may indicate financial exploitation

LEARNING OBJECTIVES:

1. Describe five signs that may indicate financial exploitation.
2. Discuss how an elderly person who is competent to make their own decisions can become a victim of financial exploitation.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 16: LEADER'S SCRIPT



SECTION 3 **RECOGNIZING VICTIMS:** **Indicators of financial exploitation**

S.A.N.E.
Stop Abuse & Neglect of Elders

FINANCIAL EXPLOITATION:

- Financial exploitation is very common
- Elders may fear harm or abandonment
- They may be legally competent to make decisions regarding finances and property
- Intervention can be difficult

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Financial exploitation is a very common problem. People might feel that if they are giving some service to an elder, the elder owes them something even though taking money or possessions without consent is clearly illegal.

Elders can fear that they will be abandoned or harmed if they don't comply when a caretaker or another person asks for money or valuables.

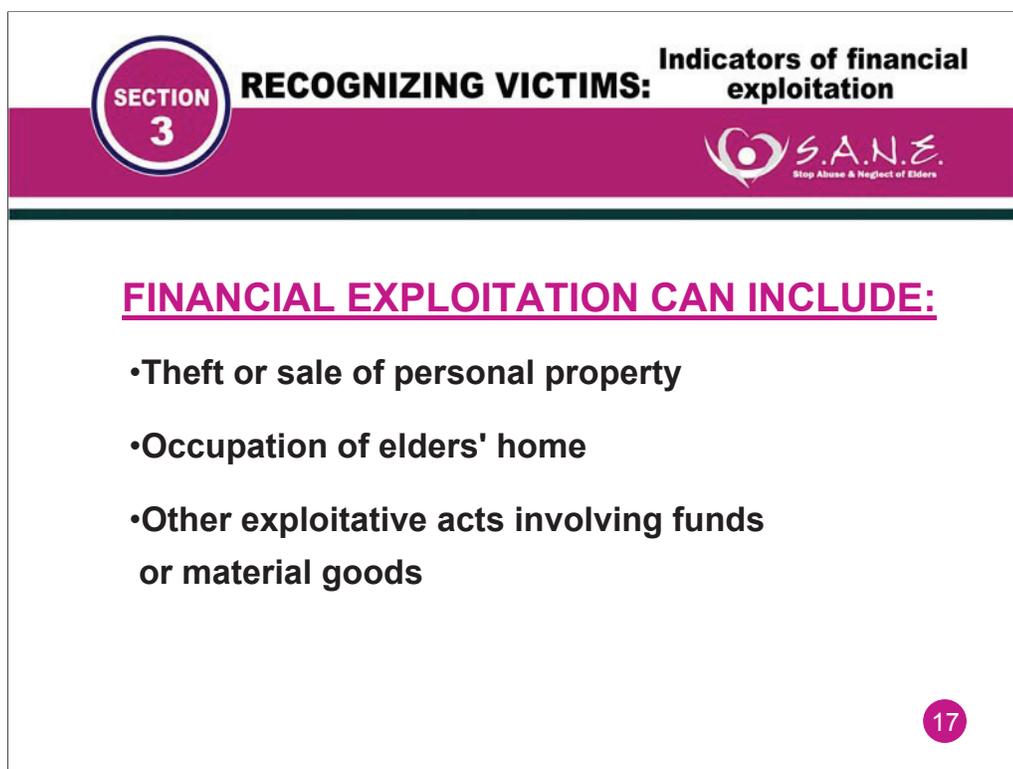
Elders who are victims of financial exploitation can be legally competent to make decisions regarding finances and property. Lonely vulnerable old people are easy targets for dishonest people who may be using their vulnerability to take advantage of them.

Because of the complex issues surrounding financial exploitation, intervention can be very difficult - but it is not impossible.

It is very important to try to help older people understand the dangers of financial exploitation in order to stop it before it gets started.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 17: LEADER'S SCRIPT



SECTION 3 **RECOGNIZING VICTIMS:** Indicators of financial exploitation

S.A.N.E.
Stop Abuse & Neglect of Elders

FINANCIAL EXPLOITATION CAN INCLUDE:

- Theft or sale of personal property
- Occupation of elders' home
- Other exploitative acts involving funds or material goods

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In addition to stealing money, financial exploitation can include:

- Identity theft
- Theft of personal property
- Unauthorized sale of personal property
- Moving into and living in an elder's home
- Taking control of deeds
- Coercing changes in a will
- Other activities involving funds or property that are not in the best interests of the elder

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 18: LEADER'S SCRIPT

SECTION 3 **RECOGNIZING VICTIMS:** Indicators of financial exploitation

VIDEO: Bert 

WATCH FOR:

- How did Bert get into this situation?

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The next video is Bert's story.

While you watch this video, notice how Bert seems to be very capable and independent.

On the surface, he seems to be taking care of himself very well. But as the story unfolds, it becomes clear that there is a lot going wrong with Bert's abilities to recognize and deal with people who are taking advantage of him.

Think about how it is that Bert has become a victim.

Since the case went to court the names of the persons involved are now a matter of public record.

We'll talk more about your observations at the end of this section.

Facilitator: show video chapter "BERT"

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 19: LEADER'S SCRIPT

SECTION 3

RECOGNIZING VICTIMS: Indicators of financial exploitation

S.A.N.E.
Stop Abuse & Neglect of Elders

FINANCIAL EXPLOITATION:

- Bank accounts
- Power of attorney
- Wills
- Checks and legal documents
- Personal belongings
- Property deeds/bank
- Forgery



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Unauthorized or illegal activities in the categories listed on this and the following slide are indicators of financial exploitation.

Look for activities like:

- Unusual activity in bank accounts
- Power of attorney given to another when the elder is unable to understand the financial situation. (In such a case, the elder is unable to give power of attorney).
- Refusal by agent for power of attorney to spend money on the care of the elder
- A recent will or change in a will when person is clearly incapable of drafting a will
- Checks and other documents signed when the older person cannot write
- Personal belongings such as art, silverware, and jewelry are missing
- Promises of lifelong care in exchange for deeding all property/bank accounts to caregiver
- Signatures on checks or other documents that do not resemble the person's signature

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 20: LEADER'S SCRIPT

**SECTION 3**
RECOGNIZING VICTIMS: Indicators of financial exploitation
S.A.N.E.
Stop Abuse & Neglect of Elders

FINANCIAL EXPLOITATION CLUES:

- Use of ATM machines by others
- Checks bouncing
- Checks being written for "cash"
- Past due accounts
- Sudden increases in debt
- Bank statements/canceled checks no longer sent to elder's home
- Recent change in the title of a house

You can call the Aging Resource Center to discuss issues with a specialist without making a full report.

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More unauthorized or illegal activities can be found in these categories.

Look for activities like:

- Withdrawals from automatic teller machines when the person cannot get to the bank on their own
- Checks bouncing
- Checks being written for "cash" for large amounts of money
- Regular rent or utility payments stop
- There is a sudden increase in debt
- Credit accounts opened in the elders name
- Elder has cosigned for loans or mortgages
- Elder has refinanced property for cash out
- Bank statements and canceled checks are no longer sent to the elder's home
- Recent change in the title of a house when the elder is unable to understand the transaction

It is unfortunate that a competent older adult can sometimes be coerced into giving "gifts" or signing over rights to another person who is not entirely honest.

These situations are some of the most difficult to prosecute. Recognizing that lonely, isolated elders are vulnerable even though they are competent to make decisions is very important to preventing financial loss.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 21: LEADER'S SCRIPT

SECTION 3

RECOGNIZING VICTIMS: Indicators of financial exploitation

S.A.N.E.
Stop Abuse & Neglect of Elders

DISCUSS:

- How might an older person who is competent to make decisions be materially or financially exploited?
- Have you ever had any experiences that might lead you to think an elder is being exploited in this way?
- Share some thoughts

21

Lets go back to Bert's Story...

When you think about what happened to Bert, can you come up with some examples of how an older person who is competent to make decisions can be exploited by a financial or material abuser?

Remember that a restraining order against one individual does not prevent others in a group from continuing the abuse and in some cases does not prevent violence.

Share some thoughts why this might occur and what can be done.

It is critical to elders like Bert to have supporters who will continue to monitor the situation and report further problems.



SECTION 4:

Characteristics of Abusers

LEARNING GOAL:

Understand how certain personality traits or behaviors may indicate that a person may be an abuser.

LEARNING OBJECTIVES:

1. Recognize that abusers are often family members or close friends of the victim
2. Describe five traits and/or behaviors that may indicate an abusive or neglectful caregiver
3. Discuss how family dynamics affect risk and recognition of elder maltreatment

HANDOUTS (located behind Appendix/Handouts tab)

- 4-1 Tactics used by abusers
- 4-2 Profiles of abusers in Milwaukee County
- 4-3 Profiles of abusers in Milwaukee County - Additional characteristics

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 22: LEADER'S SCRIPT

SECTION 4

CHARACTERISTICS OF ABUSERS

S.A.N.E.
Stop Abuse & Neglect of Elders

There is no TYPICAL ABUSER.



22

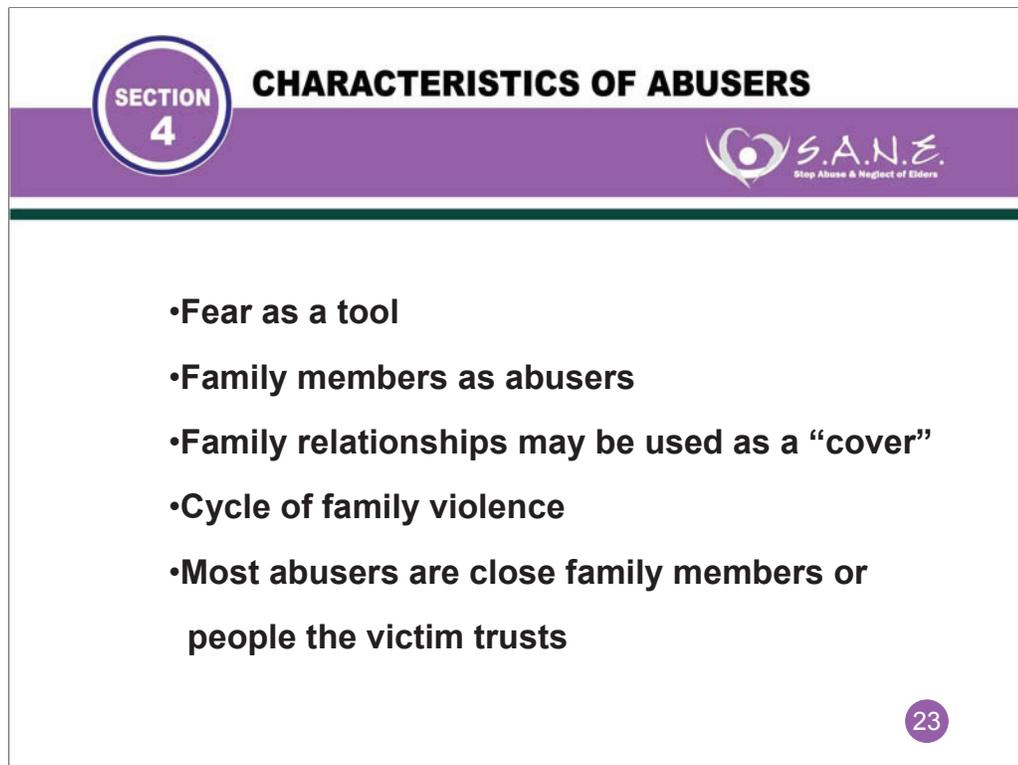
Elder abuse is about power and control and can be part of a complicated cycle of family violence.

Stress can be a contributing factor in some abusive situations. In such cases, the abuse is a negative reaction to stress.

If there is a need for services to ensure safety and improve life quality, the Department on Aging can help to get those services in place.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 23: LEADER'S SCRIPT



SECTION 4

CHARACTERISTICS OF ABUSERS

S.A.N.E.
Stop Abuse & Neglect of Elders

- Fear as a tool**
- Family members as abusers**
- Family relationships may be used as a “cover”**
- Cycle of family violence**
- Most abusers are close family members or people the victim trusts**

23

If victims are afraid of the abuser or afraid of what might happen if they tell on the abuser, they may cover up signs of abuse because they are afraid. The victim may want to protect family members who are abusers.

Abusers can use family relationships as a “cover”. This can contribute to the elder’s reluctance to ask for help and to an outsider’s ability to realize that something is wrong.

Abusers may also shift “blame” to the elder victim, which can make the elder feel that the abuse is their own fault...that they deserve abusive treatment.

Elder abuse is often part of a complicated cycle of family violence.

Research studies continue to show that over three-fourths of abusers are close family members or people with whom the victim has an ongoing trusting relationship.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 24: LEADER'S SCRIPT

SECTION 4

CHARACTERISTICS OF ABUSERS

VIDEO: Harvey

S.A.N.E.
Stop Abuse & Neglect of Elders

WATCH FOR:

- Harvey's dilemma.
- What factors contributed to Harvey's family's belief that everything was OK?



[Click to start movie](#)

24

Now we are going to see Harvey's story.

Harvey and his wife had no children. The family members in the video are nieces and nephews who do not live in Milwaukee.

Before Harvey's wife passed away she named a person identified as a friend, to care for Harvey when she was gone.

It is not clear whether or not this person was really a long time friend. The case was still being sorted out at the time the video was made so the family is not allowed to use the name of the alleged abuser.

As you watch Harvey's story, look for the issues that contributed to Harvey's dilemma and look for the factors that led Harvey's family to believe everything was OK.

We'll talk about these issues at the end of this section.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 25: LEADER'S SCRIPT

**SECTION 4**

CHARACTERISTICS OF ABUSERS

**S.A.N.E.**
Stop Abuse & Neglect of Elders

POWER AND CONTROL

- **Limits communication**
- **Absence of assistance**
- **Indifference or anger**
- **Blame**
- **Aggression**
- **History of abuse**
- **Social isolation**
- **Withholding security and affection**
- **Problems with alcohol or drugs**
- **Flirtation, coyness, touchiness**
- **Reports by others**
- **Noncompliance with care plans**

25

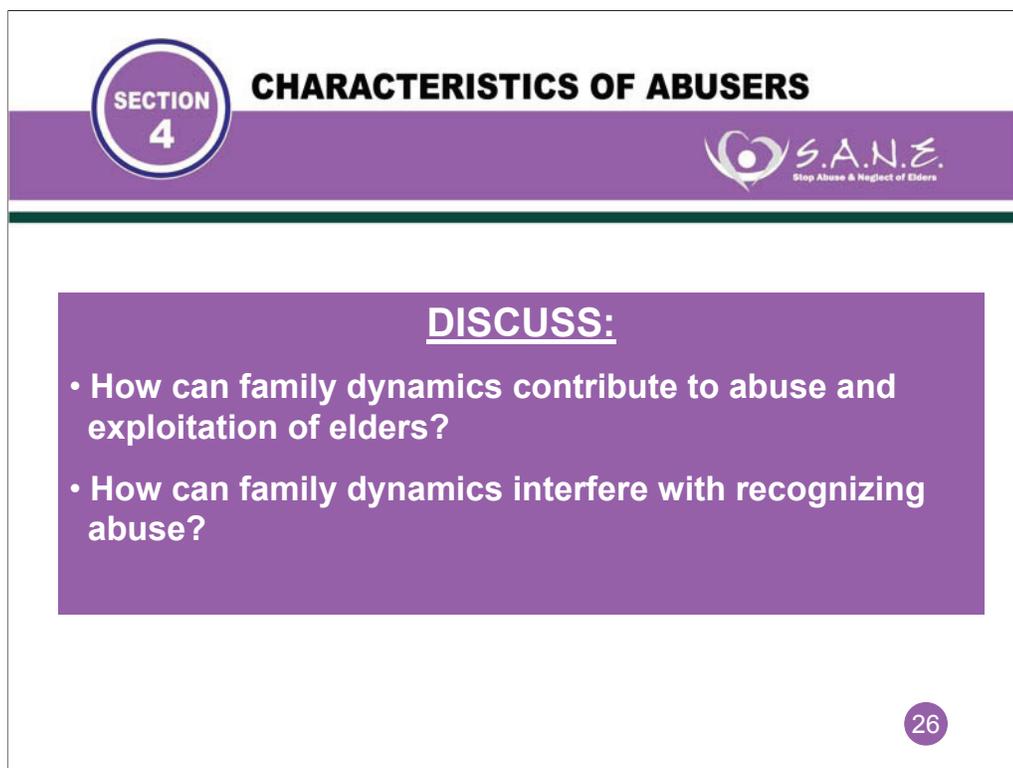
When an abuser is in control, elder persons may not be allowed to speak for themselves. They may not be allowed to speak to others without the presence of the suspected abuser. The way that the elder interacts with others in their lives and with people outside the relationship may be clues to problems. Any of the behaviors on this slide could be clues:

- Obvious absence of assistance, attitudes of indifference or anger toward the dependent person
- Family member or caregiver “blames” the elder person (for example, accusation that incontinence is a deliberate act)
- Aggressive behavior towards the elder
- Previous history of abuse to others
- Withholding of security and/or affection
- Does the suspected abuser have a previous history of violence or abuse to others?
- Flirtation, coyness, touchiness (could indicate an inappropriate sexual relationship)
- Is the elder subjected to isolation or restriction of activity within the family unit or are they socially isolated in general?
- Are there accounts of incidents by other persons who may be involved (family, friends/others, victim)
- Is there an unwillingness or reluctance to comply with service providers in planning for care?

It is important to know that a GUARDIAN cannot refuse an investigation... Only the elder can refuse.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 26: LEADER'S SCRIPT



SECTION 4 **CHARACTERISTICS OF ABUSERS**

S.A.N.E.
Stop Abuse & Neglect of Elders

DISCUSS:

- How can family dynamics contribute to abuse and exploitation of elders?
- How can family dynamics interfere with recognizing abuse?

26

Suggestions for discussion

How did family dynamics contribute to Harvey's problems?

Recall the comment Harvey's niece made about his medications. And note the emotions apparent in his family when they spoke of his situation. This video is also a good example of the complicated effects of caregiver stress.

Can anyone give some other examples of these types of situations?



SECTION 5:

Responding - What to do?

LEARNING GOALS:

Understanding the policies in place at your agency for employees to report suspected or actual cases of elder abuse they may encounter on the job.

Know the directives and procedures for reporting per your agency.

Understand how to report suspected or actual elder abuse anonymously as an individual.

LEARNING OBJECTIVES:

1. Describe your agency's policy and protocol for reporting suspected cases of elder maltreatment
2. Identify the procedure for reporting elder maltreatment anonymously as an individual
3. List four questions you might be asked when reporting suspected elder maltreatment

HANDOUTS (located behind Appendix/Handouts tab)

- 5-1 MCDA Resource Center Handout
- 5-2 MCDA "Its Your Choice: A Guide to Resources in the Community"
- 5-3 MCDA Reference Responder Card
- 5-4 Family Caregiver Support Network brochure

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 27: LEADER'S SCRIPT

SECTION 5 **RESPONDING - What to do?**

S.A.N.E.
Stop Abuse & Neglect of Elders

If someone is in IMMEDIATE LIFE-THREATENING DANGER, Call 9-1-1 immediately.

27

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 28: LEADER'S SCRIPT

SECTION 5

RESPONDING - What to do?

S.A.N.E.
Stop Abuse & Neglect of Elders

**DISCUSS
YOUR
AGENCY
PROTOCOLS**

28

PRESENT YOUR AGENCY PROTOCOLS HERE.

YOU SHOULD PROVIDE NOTES TO YOUR OWN SCRIPT IN THIS SECTION

Each community agency that receives this guide should have procedures in place to help direct staff about how to report situations they encounter that might indicate elder abuse.

For example, the agency may ask line staff to report to a supervisor who will record the report and then make a referral to the Department on Aging.

Determine these directives according to the policies of your agency and explain/discuss your agency protocols here.

Handout any agency information as needed.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 29: LEADER'S SCRIPT

SECTION 5 **RESPONDING - What to do?**

S.A.N.E.
Stop Abuse & Neglect of Elders

**Limited Reporting Rules in Wisconsin
Required as part of professional duties**

- Doctors
- Nurses
- Psychologists
- Social workers
- Therapists
- Employees of state-licensed or regulated facilities

29

The State of Wisconsin has a limited reporting requirement for elder abuse that applies to certain licensed professionals in certain situations.

The categories of licensed professionals are:

- Doctors
- Nurses
- Psychologists
- Social Workers
- Therapists
- Employees of a state-licensed or regulated facility

State of Wisconsin statistics show that elders rarely call in for themselves.

95% of elder abuse/neglect reports come from others.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 30: LEADER'S SCRIPT

**SECTION
5**

RESPONDING - What to do?

**S.A.N.E.**
Stop Abuse & Neglect of Elders

Limited Reporting Rules in Wisconsin

If the elder is being seen in the course of a person's professional duties...

- AND**: the elder at risk has requested the person to make a report
- OR**: there is reasonable cause to believe the elder adult is at imminent risk **AND** is unable to make an informed judgment about reporting
- OR** other adults at risk are also at imminent risk

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Those licensed professionals are required to report suspected abuse under the following circumstances:

If the elder at risk is being seen in the course of the person's professional duties,

AND

The elder at risk has requested the person to make a report

OR

There is reasonable cause to believe the elder adult is at imminent risk **AND** is unable to make an informed judgment about reporting

OR

Other adults at risk are also at imminent risk

This is the actual language in the State of Wisconsin Limited Reporting Rule

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 31: LEADER'S SCRIPT

SECTION 5 **RESPONDING - What to do?**

S.A.N.E.
Stop Abuse & Neglect of Elders

Limited Reporting Rules in Wisconsin

- NO report is required if the professional believes that it would not be in the best interest of the elder and can document these reasons in file.**

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NO REPORT IS REQUIRED if the professional believes that it would **NOT** be in the best interest of the elder and can document these reasons in the file.

This is the **STATE OF WISCONSIN LIMITED REPORTING REQUIREMENT.**

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 32: LEADER'S SCRIPT



SECTION 5 **RESPONDING - What to do?**

The Aging Resource Center of Milwaukee County is the lead Elder Abuse Agency for Milwaukee County

Trained staff investigate alleged abuse, of adults age 60 and over, residing in Milwaukee County.

Call: (414) 289-6874
Toll Free: 1-866-229-9695
E-mail: agingwebinfo@milwaukee.com

You may choose to remain anonymous; people cannot be held criminally or civilly liable for reporting in good faith

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The Aging Resource Center of Milwaukee County is the lead elder abuse INVESTIGATION agency for Milwaukee County.

The Department on Aging's Elder Abuse Unit has staff trained to investigate allegations of:

- Abuse
- Financial Exploitation
- Neglect
- Self-Neglect of adults age 60 and over who live in Milwaukee County

Anyone who suspects that an elder is being abused or exploited should call the Aging Resource Center.

Contact information is included in your handout packet.

Email reports can also be made at the address on the screen which is also included in the handouts.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 33: LEADER'S SCRIPT

**SECTION 5**

RESPONDING - What to do?

**S.A.N.E.**
Stop Abuse & Neglect of Elders

CALLS TO THE AGING RESOURCE CENTER:

Callers are asked to provide as much information about the situation as possible.

- Anything about the elder
- Nature of the situation?
- How did you become aware of the situation?
- Is there an emergency contact that you know of?
- Do you think the elder will be receptive to help?
- Are there concerns about the condition of the home?

33

When a call comes into the Aging Resource Center, it is answered by professionals who are trained to help.

If you are reporting a case of abuse or neglect, you will be asked to provide as much information about the situation as possible.

It is helpful (but not necessary) for the Resource Center to know the following:

- Any information you can give about the elder (age, gender, etc)
- What is the nature of the situation?
- How did you become aware of the situation?
- Is there any emergency contact that you know of?
- Do you think the elder will be receptive to help/intervention?
- Are there concerns about the condition of the home?

These are standard questions that are asked of each person who makes an elder abuse report. You may or may not have the answers and although it is helpful, you are not required to give this information.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 34: LEADER'S SCRIPT

SECTION 5 **RESPONDING - What to do?**

S.A.N.E.
Stop Abuse & Neglect of Elders

DISCUSS:

- In view of the previously discussed agency protocols for elder abuse reporting...How will you comply?

34

Now that we have discussed our agency protocols for reporting and you know about the Aging Resource Center, how would you respond if you thought that someone you knew was being exploited or abused?



SECTION 6:

Investigations/Interventions

LEARNING GOALS:

Understand the role of the Aging Resource Center of Milwaukee County as the lead investigative agency for elder abuse cases.

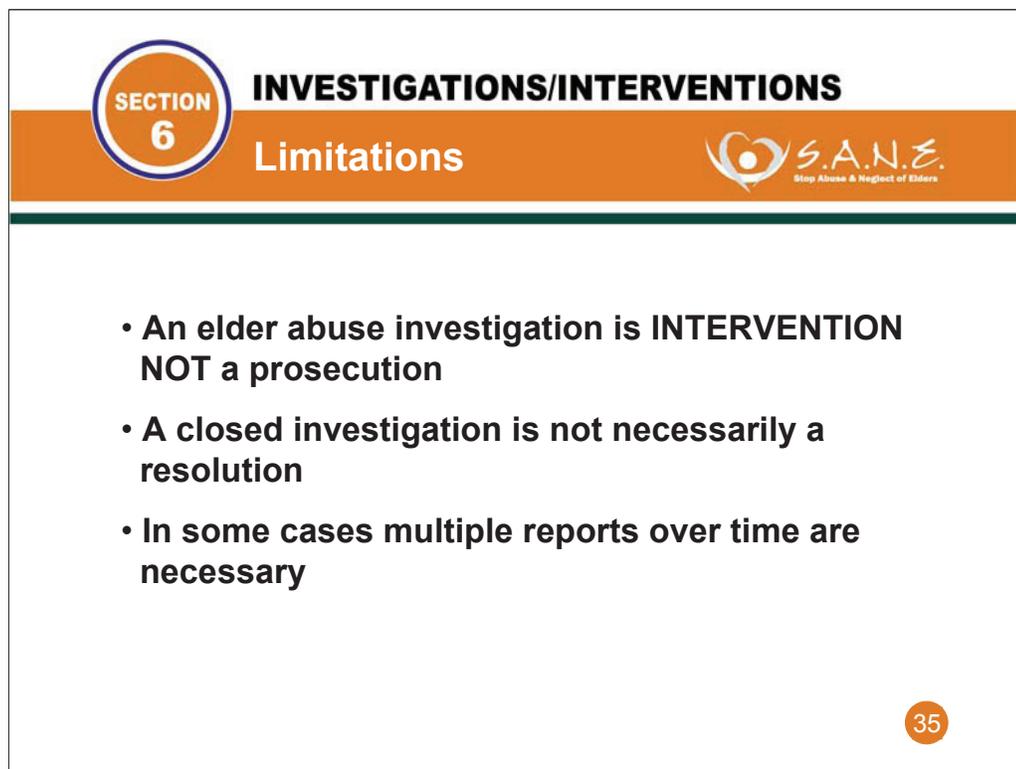
Understand the role of the reporter

LEARNING OBJECTIVES:

1. Know how to report suspected elder abuse or neglect to Milwaukee County.
2. Discuss why an Aging Resource Center investigation is an intervention and not a prosecution.
3. Recognize the limitations of the Aging Resource Center to provide intervention if the elder is determined to be competent.
4. Describe the reasons why a closed investigation is not necessarily a resolution and in some cases multiple reports over time are necessary.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 35: LEADER'S SCRIPT



The slide features a header with a blue circle containing the text 'SECTION 6' and the title 'INVESTIGATIONS/INTERVENTIONS' in bold. Below this, an orange banner contains the word 'Limitations' and the S.A.N.E. logo, which includes the text 'S.A.N.E. Stop Abuse & Neglect of Elders'. The main content area lists three bullet points, and a small orange circle with the number '35' is in the bottom right corner.

- **An elder abuse investigation is INTERVENTION NOT a prosecution**
- **A closed investigation is not necessarily a resolution**
- **In some cases multiple reports over time are necessary**

The purpose of an investigation is to see that the elder gets services to assure safety. It is NOT focused on assigning blame to an alleged abuser. Reporting suspected elder abuse and/or neglect is very important to the safety of elders.

It's important to know that an elder abuse investigation is an intervention not a prosecution.

It may turn out that while no actual abuse is occurring, the elder is in need of services to ensure safety and improve life quality. The Department on Aging can help to get those services for the elder.

Many cases can be complex. An investigation does not always result in a resolution. If elders are judged to be competent and they refuse services, a case may be closed.

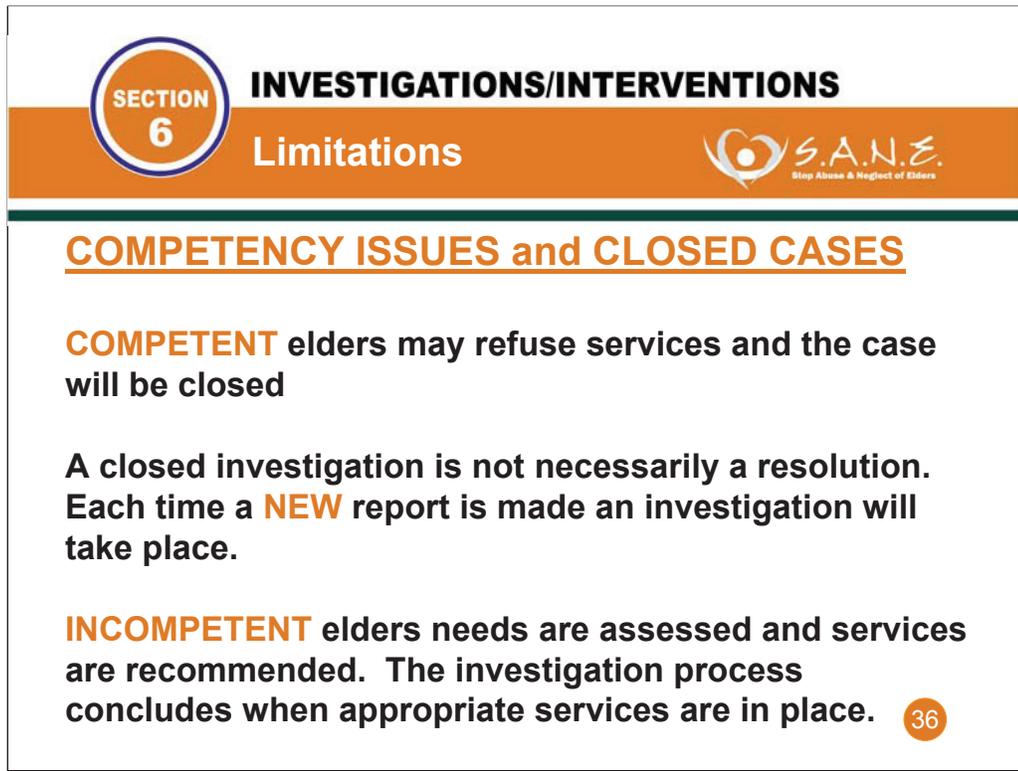
The Department on Aging may close a case for many reasons but cases can be reopened if necessary.

A closed case does not mean that everything has been resolved.

Don't give up or be discouraged. In some cases multiple reports over time are necessary.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 36: LEADER'S SCRIPT



SECTION 6 INVESTIGATIONS/INTERVENTIONS

Limitations

COMPETENCY ISSUES and CLOSED CASES

COMPETENT elders may refuse services and the case will be closed

A closed investigation is not necessarily a resolution. Each time a **NEW** report is made an investigation will take place.

INCOMPETENT elders needs are assessed and services are recommended. The investigation process concludes when appropriate services are in place. **36**

Determining an elder's competency can be a complex process.

On the first visit to investigate an elder abuse report, a trained staff person will make some assessments of the elder's ability to understand the situation. The worker listens to what the elder says about the situation to get a sense of whether the initial report, what can be observed in the home and what matches what the elder says about the situation are consistent.

The worker may ask the elder to perform some basic tests like the mini mental, animal naming, or the clock draw test. These are tests used by professionals to measure ability to understand, track and focus concentration.

Workers can consult with their unit supervisor and a staff psychiatric nurse if they have questions or need to discuss the case. They may make more than one visit if need be. Depending on these initial impressions, a psychologist may be called in to provide a more formal evaluation of the elder's mental state.

One of the more common reasons for an investigation to be closed without action is that the elder is seen to be competent and refuses services. If a competent elder refuses an investigation or services, the Department on Aging has to close the case. However, as we said before, a closed investigation is not necessarily a resolution.

Each time a new report is made an investigation will take place. Multiple reports will result in multiple investigations and over time, some progress may be achieved.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 37: LEADER'S SCRIPT

SECTION 6 **INVESTIGATIONS/INTERVENTIONS**

VIDEO: Lula 

WATCH FOR:

- Difficulties of Lula's situation
- Importance of a medical diagnosis
- Need for multiple reports over time



[Click to start movie](#)

37

The following video illustrates a difficult case. At first glance, Lula may seem to be incompetent. However, her mental health issues alone do not qualify her as incompetent.

In this case, if Lula can be diagnosed with a physical condition that shows significant co-occurring disorders (for example: mental health AND frailties of aging) she will qualify for Medicaid Long Term Care services that will help improve her quality of life.

Up to the point at which the video was produced, Lula had refused to see a doctor and the case has been closed and reopened a number of times over the years.

As you watch Lula's story look for:

- Difficulties in Lula's situation
- Importance of a medical diagnosis
- Need for multiple reports over time

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 38: LEADER'S SCRIPT

SECTION 6 **INVESTIGATIONS/INTERVENTIONS**
VIDEO: Lula

DISCUSS

- Why might it seem like nothing is being done to help an elder who is competent?
- Why is it important to continue to report a situation like Lula's?

38

Now that you have seen Lula's story, can you discuss why it might seem that nothing is being done to help an elder who seems to be incompetent?

Why is it important to continue to report a situation like Lula's?



SECTION 7: Conclusion

Reporting - What Happens Next?

LEARNING GOALS:

Understand the process that occurs once an elder abuse report is received by the Aging Resource Center.

LEARNING OBJECTIVES:

1. Describe and list the timeline, triage process chain of events that occurs after an elder abuse report is received at the Aging Resource Center.
2. Report suspected elder abuse or neglect to the Aging Resource Center.
3. Recognize the limitations of the investigative process.
4. Recognize that confidentiality and privacy regulations may limit ability to provide investigation details to the reporter.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 39: LEADER'S SCRIPT

**REPORTING: What happens next?**
Report/Triage 

WHEN A CALL IS RECEIVED AT THE CALL CENTER:

- **Caller discusses the situation with a trained specialist**
- **Information is entered into a computerized intake file**
- **Within 24 hours, the case is transferred for triage**
- **Reviewed by the elder abuse unit supervisor**
- **Case worker specialists assigned to conduct investigations.**

39

When an elder abuse or neglect call is received at the Aging Resource call center, a trained specialist discusses the situation with the caller and enters information into a computerized intake file that is immediately available for triage by the elder abuse supervisor.

All elder abuse intake files are reviewed by the supervisor within 24 hours and case workers who are specialists in elder abuse are assigned to investigate.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 40: LEADER'S SCRIPT

SECTION 7

REPORTING: What happens next?

Investigation

S.A.N.E.
Stop Abuse & Neglect of Elders

Evaluation of the situation as reported by the caller.

Assess need for interventions or services to ensure safety.

40

An elder abuse investigation is an evaluation of the situation as reported by the caller.

A social worker who is a trained investigator assesses the need for interventions or services that will ensure the safety of the elder.

In most cases, services are recommended.

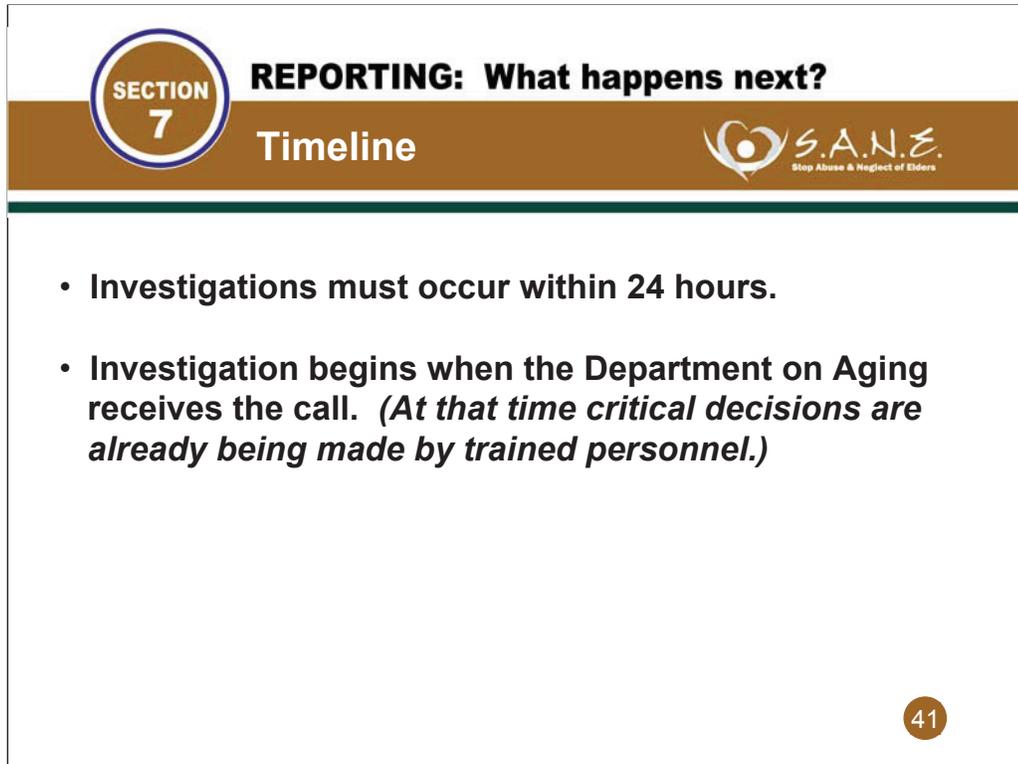
If the elder accepts, services are put in place.

In some cases the elder will receive protective placement and/or guardianship.

Very extreme cases can result in criminal prosecution with the intervention of legal services and/or law enforcement.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 41: LEADER'S SCRIPT



SECTION 7

REPORTING: What happens next?

Timeline

S.A.N.E.
Stop Abuse & Neglect of Elders

- **Investigations must occur within 24 hours.**
- **Investigation begins when the Department on Aging receives the call. *(At that time critical decisions are already being made by trained personnel.)***

41

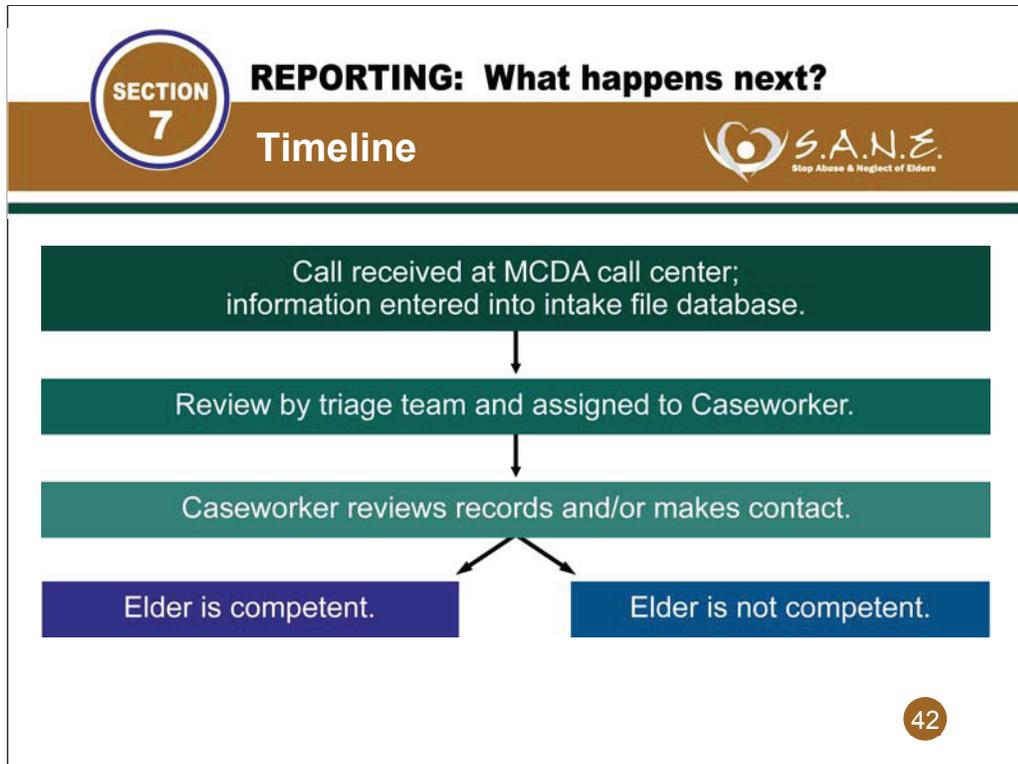
Investigations must occur within 24 hours.

At the Department on Aging, the investigation begins at the point the call is received.

At that time critical decisions are already being made by trained personnel.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 42: LEADER'S SCRIPT



TYPICALLY:

The assigned caseworker contacts the elder or knowledgeable other(s). A review of records may also be conducted.

A records review can include a look at health and financial documents, previous reports, public court records and other court documents.

If the elder ACCEPTS the investigation, needs are assessed and services are offered. The investigation process concludes when appropriate services are in place.

If the elder REFUSES the investigation, a determination is made as to whether the elder is competent.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 43: LEADER'S SCRIPT



If the elder is determined to be COMPETENT and accepts the investigation the worker will assess the situation and offer options for services that may help improve the quality of life. The worker will continue outreach until services are in place and the case is closed.

If the elder is determined to be COMPETENT and refuses the investigation or services the investigation ends but outreach may continue with referral to other agencies or programs.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 44: LEADER'S SCRIPT



If the elder is determined to be INCOMPETENT - needs are assessed and services are recommended.

The investigation process will conclude when appropriate services are in place.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 45: LEADER'S SCRIPT

SECTION 7 **REPORTING: What happens next?**
Timeline

CONFIDENTIALITY AND PRIVACY ISSUES:

Individuals
Individuals who make reports may not always be privy to information about investigation progress or results

Agencies
HIPAA regulations allow for the sharing of records among agencies involved in an investigation

Physicians
Physicians may receive follow-up information as it relates to service needs of the patient

45

The investigating agency is limited to who and what can be shared regarding the results of the investigation because of State and Federal regulations.

There are a number of privacy and confidentiality issues that are regulated by the Health Information Portability and Privacy Act (HIPPA) and the Wisconsin State Statute 46.90 that regulates the elder abuse reporting the response system.

Individual persons like friends or neighbors who make referrals may not always able to get information about the investigation progress or results because of these regulations.

HIPPA regulations DO allow for the sharing of records including health care information among AGENCIES involved in an investigation.

PHYSICIANS may receive follow-up information as it relates to service needs of the patient.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 46: LEADER'S SCRIPT

SECTION 7

REPORTING: What happens next?

VIDEO: Responders

S.A.N.E.
Stop Abuse & Neglect of Elders

WATCH FOR:

- Review of signs/symptoms
- Aging Resource Center procedures
- Barriers to reporting
- Reasons to report

[Click to start movie](#)

46

The last video is an overview of what happens when a call is received at the Aging Resource Center.

You will see the call center and hear from some local professionals who have had experiences with elder abuse cases as they describe their experiences of reporting to the Department on Aging.

As you view this video, watch and listen for:

- Review of signs and symptoms
- How the Aging Resource Center handles calls
- Barriers to reporting
- Reasons to report

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 47: LEADER'S SCRIPT

SECTION 7

REPORTING: What happens next?

VIDEO: Responders

S.A.N.E.
Stop Abuse & Neglect of Elders

DISCUSS:

- Has this course changed the way you will react to suspected or real incidences of elder abuse?
Share some thoughts.

47

Has this course changed the way you will react to suspected or real incidences of elder abuse?

Share some thoughts.

FACILITATOR PRESENT THE FOLLOWING:

SLIDE 48: LEADER'S SCRIPT

SECTION 7 **REPORTING: What happens next?**
VIDEO: Responders 

Thanks for participating in this training session.
We hope we've provided you with the information you need to help us identify and STOP ELDER ABUSE.



48

Has this course changed the way you will react to suspected or real incidences of elder abuse?

Share some thoughts.

Remember, if you have any concerns, you can discuss them with a trained specialist at the Aging Resource Center by calling (414) 289-6874 or email agingwebinfo@milwaukee.com

You may choose to remain anonymous.

Thank you for participating in this training session.