

FACILITATOR INSTRUCTIONAL MODULE 3

FACILITATOR GUIDE

FIM 3:

DEFINING AND
REPORTING



FIMS

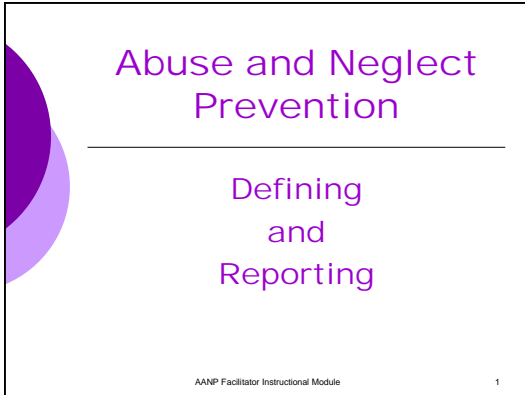
Facilitator Instructional Modules: Adults, Adolescents and Neglected/Overlooked

A HEAM program

AANP

2007

FIM 3: DEFINING AND REPORTING



LEARNING OBJECTIVES:

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

- Identify mandatory reporters
- Describe the responsibilities involved in caring for a vulnerable adult population

INTRODUCTION:

This module will tell participants what to do when facing a situation that may need to be reported as abuse, neglect, or misappropriation. Participants need to leave the session knowing that each and every one of them is mandated by law to report situations that may be abuse or neglect.

TIME:

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

PREPARATION:

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

INSTRUCTIONS:

Warmly welcome participants to the session, and say the title.

SUPPLIES:

Flip chart and markers

LCD projector and computer

Screen or wall space

PowerPoint slides

Situation cards

Situation cards explanations

Masking tape

Taco ingredient cards

Official definitions handout

Simple definitions handout

Reporting requirements by setting handouts

Mandatory reporting poster

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Session Goals

- Clarify how abuse and neglect are defined
- Define who has to report, when, and how
- Clarify the responsibilities of mandated reporters
- Explain what happens to the reporter and the adult client once a report is made

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2

LEARNING TECHNIQUES

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

OUTLINE

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

- Group warm-up activity
- Mandatory reporters and definitions
- When and how to report
- Wrap up


INSTRUCTIONS:

Explain to participants that this session tells us what to do when facing a situation that may need to be reported as abuse, neglect, or misappropriation. Remind participants that each and every one of them is mandated by law to report situations that may be abuse or neglect. Review the session goals with the participants. Answer any questions that are raised at this time.

NOTES:

FIM 3: DEFINING AND REPORTING

The Human Taco



- Please introduce yourself and let yourself be “tagged” on the back
- Don’t peek or tell others what the tags say!

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NOTE:

The slide has animation. You have the option of showing instructions one step at a time by clicking the mouse.

TIME:

10 minutes for slides 3 – 6

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. Prior to the warm-up make sure you have located adequate space for the participants to stand in a U-shaped line.

INSTRUCTIONS:

Explain that a group warm-up, like an icebreaker, is an opportunity to get to know each other. Tell the participants that, as each person introduces him/herself, you will be putting an index card on each person’s back. They are not to look at anyone’s card. They are not to tell any person what the card they are wearing says.

As each participant introduces him/herself, circulate behind them and using masking tape to affix the index card to their back. If you don’t have multiples of six, use the “maybe” ingredients to ensure that participants can make a complete taco.

INSTRUCTIONS:

After the introductions are complete, explain that each person has a taco ingredient on his or her back. The object is to make a complete taco in the correct order.


Explain the correct order of ingredients in a taco (bring each ingredient up with a mouse click): shell, meat, cheese, lettuce, tomato, salsa.

With fewer than 6 participants, only use as many ingredients as participants.

With 7-11 participants, use the “and maybe” ingredients.


With 12 participants, duplicate the first six taco ingredients (make two tacos with six ingredients each).

The Human Taco



A Taco Needs:

Shell - Meat - Cheese - Lettuce - Tomato - Salsa
and maybe...
Beans - Corn - Cilantro - Sour Cream - Guacamole



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Finding Your Taco Mates

- Get up and find your taco mates!
- Ask only “Yes” or “No” questions about your ingredient’s qualities to find out what’s on your back.
- Once you think you know what you have, find others who have the other ingredients you need, and form a “human taco.”

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5

NOTE:

The slide has animation. You have the option of showing instructions one step at a time by clicking the mouse.

INSTRUCTIONS:

Emphasize that when they are mingling, they can ask others “yes/no” questions about what ingredient they are. For example, they can ask if they are red. They cannot directly ask if they are “cheese.” They can only ask one question of each participant. Once they think they know what they are, they can stop asking questions and find the other ingredients by asking others what they are, until they find enough people to complete a Taco. When they have a “taco”, they should line up in what they think is the correct order and wait until everyone’s done.

Instruct them to start. Check the teams. If concerned about time, tell participants not to worry about the order of the ingredients.

Once everyone thinks that they are lined up in a complete taco, have the human taco members remove their ingredients from their backs, and then call out their ingredients as they lined up. Ask if anyone guessed his or her ingredient incorrectly. For example, someone may have jumped to the conclusion that they are salsa because they are red, but they are really a tomato.

What Does It Take to Make a Good Taco?

- Did anyone guess wrong about their ingredient based on the evidence they collected?
- Did everyone assemble their tacos the same way?
- Is any way wrong?



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6

INSTRUCTIONS:

Debrief using the above questions. Invite a few answers and discussion from participants for each question.

NOTES:

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What Do Tacos Have to Do With Abuse and Neglect?

- If everyone views things differently...
how do we know what is or isn't abuse or neglect?

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7

INSTRUCTIONS:

Ask this question and invite one or two answers.

Explain that the “punch line” is, that with the risks of jumping to conclusions given the evidence and the way we all view things differently, it’s important to understand that reporting is not about making the accusation. It’s about describing details that seem unusual or suspicious.

NOTE:

This project was developed in the state of Michigan and discusses the reporting requirements under Michigan law. If you are in a different state, please take the time to review relevant state law and reporting requirements, including appropriate agencies to whom to make a report.

TIME:

20 minutes for slides 8 - 12

INSTRUCTIONS:

Explain to participants that each and every one of them is a mandated reporter under Michigan Law. Please insert your state’s requirements here.

Ask participants what “mandatory” means and continue discussion until you are sure that all participants understand that they are required to report.

Explain that there are consequences to those who do not report and that in order to report appropriately we must each understand how abuse, neglect, and misappropriation are defined.

Ask the participants how they feel to know they are mandated reporters. Invite responses and discuss briefly.

We're All Mandatory Reporters!

- The law says:
 - See poster...

So, how do we define abuse and neglect?

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8

The “Unofficial” Definitions

- **Abuse** – Something done intentionally, or through carelessness, that injures oneself or another
- **Neglect** – Something done, *or not done*, intentionally, or through carelessness, that harms oneself or another
- **Misappropriation** – Taking or using something that belongs to a client without permission

Let's look at the official definitions for our setting

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9

INSTRUCTIONS:

Review these definitions, explaining that these are the ones that BEAM and its partners agreed upon as general definitions. These are not the “official definitions,” which vary from agency to agency. Then, share the handout for your type of agency and review content.

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INSTRUCTIONS:

Explain that you would like participants to listen to some examples of situations that many workers in long-term care have experienced. Ask them to tell you whether each example is abuse or neglect that must be reported, or if they aren't sure.

Identify the two flip chart pages labeled "Report" and "?????" (for unsure).

Pick a card and read what is on it. Ad lib and expand on the example as needed. Ask the participants what type it is. Affix it to the type identified by the participants. Repeat this until the cards are gone. Do NOT get into a discussion of whether or not these are client rights or choices at this point. If the audience is unsure, put it on the "?????" flip chart.

Ask if any other situations come to the participants' minds during this exercise. Invite one or two responses.

Ask if participants have experienced any "gray areas" (situations that they were uncertain about in the past). Invite responses.

What Is Your Role?



- **You Report When You...**
 - Actually see an incident that you suspect is abuse or neglect
 - See signs that suggest abuse or neglect may have happened
- **You Give Just the Facts**
 - You don't make a determination that abuse or neglect has occurred
 - You say "I've noticed these details"

AANP Facilitator Instructional Module 13

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INSTRUCTIONS:

Explain to participants that each and every one of them is a mandated reporter under Michigan Law. Please insert your state's requirements here.

Ask participants what "mandatory" means and continue discussion until you are sure that all participants understand that they are required to report.

Explain that there are consequences to those who do not report and that in order to report appropriately we must each understand how abuse, neglect, and misappropriation are defined.

Ask the participants how they feel to know they are mandated reporters. Invite responses and discuss briefly.

Is It Abuse or Neglect? Or, Are We Not Sure?



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To Whom, How, and When Do You Report?

What is our site's policy?

- **To Whom?**
 - Direct supervisor?
 - What circumstances might suggest reporting to another?
- **How?**
 - Verbally? In writing? Forms?
- **When?**
 - **Immediately!**



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14

NOTE:

You need to know your organization's policy on reporting and have copies of it available for participants.

INSTRUCTIONS:

Ask the participants what they know about their organizations policy on reporting. Go through questions on the slide. Ensure a correct understanding of your organization's policies. Pass out copies of your organization's policies.

INSTRUCTIONS:

Remind participants that, even if your organization's policy is to report to their supervisor, they always have the option of reporting directly to the state.

Review the handout that best reflects your setting.

Reporting to the Public Agency

- Mandated reporters can always report to the State agency

*Let's look at the handout
with information*

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15

What Happens to a Report?

- **At our site, the policy is...**
 - Who does what
 - What the timeline is
 - How the client is communicated with
 - How the reporter is communicated with



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16

NOTE:

Staff often get no feedback after they initiate a report to their supervisor. It is important for them to know what happens in their organization after they report. The trainer should know the site's policy and procedures regarding what happens to a report after it is given and have copies of the policy (if available).

INSTRUCTIONS:

Explain what happens in your organization after a report is given. Prompt for answers from participants, and then ensure that everyone has correct information.

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Taking Our Responsibility for Reporting Seriously

- How do you feel about being a mandated reporter?
- What questions or concerns do you have?



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17

INSTRUCTIONS:

Ask what participants see as the barriers to reporting. Acknowledge each of their observations and briefly discuss methods to address them. Emphasize their obligation to do the right thing. Acknowledge and express appreciation that this takes courage.

Remind them that they are not reporting abuse or neglect – just the facts of incidents, behaviors, or conversations.

TIME:

10 minutes for slides 18 - 19, including a written evaluation (if applicable).

INSTRUCTIONS:

Ask participants how today's exercises change their thinking about their role as reporters of possible abuse and neglect. Invite a few responses.

So What?



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18

Reporting Suspected Abuse

- Wrap up



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19

INSTRUCTIONS:

Recall each person's responsibility to report suspicious signs, but not to make a determination whether or not abuse or neglect has occurred.

Ask participants to go around the room offering one thing they will take away from this program that will help them prevent abuse and neglect.

Thank them for actively participating in the activities of the session.

NOTES:



Acknowledgements

- BEAM provides these materials in cooperation with the Michigan State University and the Michigan Office of Services to the Aging through the Michigan Department of Community Health Grant No. * 11-P-93042/5-01 awarded by the Centers for Medicare and Medicaid Services.
- Continuing education credits may be available for nurses and other disciplines. Please contact your licensing body or BEAM at the information below for more information. At this time, credit may be available only to individuals participating in sessions utilizing an approved AANP Specialized Trainer. To locate a trainer, contact the BEAM Office: BEAM, 22670 Haggerty Rd., Ste. 100, Farmington Hills, MI 48335; Contact: Heather Picotte; Phone: 248-465-7432; Email: hpicotte@mpro.org.

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