Welcome to the APS Research to Practice Webinar Series!

This webinar is sponsored by the joint research committee of the National Adult Protective Services Association and the National Committee for the Prevention of Elder Abuse, with support from NCCD.

Presenters and webinar organizers generously donate their time and expertise. Points of view or opinions are those of the presenter(s) and do not necessarily represent the official position or views of the sponsoring or supporting organizations/entities. None of the sponsoring or supporting organizations/entities, its agents, funders, or employees bear any responsibility for the analyses or interpretations of the presented research.
Assessing the Level of Elder Abuse Knowledge Preprofessionals Possess: Implications for the Further Development of University Curriculum

Christina Policastro, PhD
Assistant Professor, Department of Criminal Justice & Criminology, Georgia Southern University

The Risk and Resiliency Internship Project: Engaging Undergraduates in Learning About Elder Wisdom and Elder Abuse

Risa Breckman, LCSW-R, Assistant Professor of Gerontological Social Work in Medicine and the Director of the NYC Elder Abuse Center at Weill Cornell Medical College’s Division of Geriatrics and Palliative Medicine.

Karl Pillemer, PhD, Hazel E. Reid Professor of Human Development at Cornell University and Professor of Gerontology in Medicine at the Weill Cornell Medical College
Educating and Preparing Preprofessional Students on Adult and Elder Abuse: Implications for University Curriculum and Insights

Christina Policastro, PhD
Georgia Southern University
&
Brian K. Payne, PhD
Old Dominion University
Introduction

• Extent of elder abuse
  • NEAIS – roughly 450,000 elders experienced abuse/neglect in 1996 (Tatara, 1998)
  • National Elder Mistreatment Study – 1 in 10 reported abuse or potential neglect in past year (Acierno et al., 2010)

• Call for a collaborative response to elder abuse

• The current study
  • This research explored the level of knowledge preprofessionals possess with respect to elder abuse.
Professionals’ Knowledge of Elder Abuse

• Social work professionals
  • There is evidence that social workers receive very little training on how to respond to victims of crime (Danis, 2003).

• First responders and police officers
  • Research suggests that they lack training on the identification of elder abuse and how to properly intervene (Nusbaum et al., 2006; Payne, King, & Manaois, 2009).
Professionals’ Knowledge of Elder Abuse

• Health Professionals
  • Studies find that a substantial number of medical professionals feel they do not have enough knowledge of elder abuse issues and laws related to elder abuse (Almogue et al., 2010).

  • Research has linked underreporting to a lack of knowledge and awareness of elder abuse issues.
Research Questions

• How much do preprofessionals know about elder abuse?

• How much do they think they need to know about elder abuse?

• What similarities in possessed and needed knowledge exist across the disciplines of social work, nursing, health professions, and criminal justice?
  • What differences exist?
  • What are the patterns of similarities and differences?
Method: Data and Sample

- Survey of 202 university students enrolled in a health and human sciences course
  - Majority of the sample was female
  - Nursing majors were slightly over-represented
  - 25% reported having “a great deal” of exposure to older adults

- The survey was divided into two sections:
  - Demographics
  - Elder abuse items – possessed and needed
    - Education and training, working with victims and offenders, working with social services, working with healthcare, working with the legal system
    - Responses on a scale of 1 (no knowledge) to 4 (a lot of knowledge)
Sample Topics Included in Elder Abuse Items

• The basic dynamics of elder abuse
• Indicators that may identify elder abuse victims
• Interviewing victims of elder abuse
• Information about mandatory reporting laws
• Working with social services to assist victims
• Information about abuses occurring in nursing homes
Table 1. Sample Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>n</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>Female</td>
<td>160</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>77</td>
<td>38.7%</td>
</tr>
<tr>
<td>Non-White</td>
<td>122</td>
<td>61.3%</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>86</td>
<td>43.0%</td>
</tr>
<tr>
<td>Social Work</td>
<td>27</td>
<td>13.5%</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>41</td>
<td>20.5%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>33</td>
<td>16.5%</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>6.5%</td>
</tr>
<tr>
<td><strong>Year in School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>4</td>
<td>2.0%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>31</td>
<td>15.8%</td>
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<tr>
<td>Junior</td>
<td>88</td>
<td>44.9%</td>
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<tr>
<td>Senior</td>
<td>64</td>
<td>32.7%</td>
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<tr>
<td>Graduate Student</td>
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<td>4.6%</td>
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Table 1. Sample Demographics, continued

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<th>Employment Status</th>
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<td>Full-time</td>
<td>42</td>
<td>21.0%</td>
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<tr>
<td>Part-time</td>
<td>82</td>
<td>41.0%</td>
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<tr>
<td>Unemployed</td>
<td>76</td>
<td>38.0%</td>
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<table>
<thead>
<tr>
<th>Marital Status</th>
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<tr>
<td>Married</td>
<td>42</td>
<td>21.0%</td>
</tr>
<tr>
<td>Single</td>
<td>149</td>
<td>74.5%</td>
</tr>
<tr>
<td>Divorced/Widowed</td>
<td>9</td>
<td>4.5%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Exposure to Older Persons</th>
<th>n</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>12</td>
<td>6.0%</td>
</tr>
<tr>
<td>A little</td>
<td>54</td>
<td>27.0%</td>
</tr>
<tr>
<td>Some</td>
<td>83</td>
<td>41.5%</td>
</tr>
<tr>
<td>A great deal</td>
<td>51</td>
<td>25.2%</td>
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<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
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<tr>
<td>Age</td>
<td>26.09</td>
<td>23.00</td>
</tr>
<tr>
<td>Average # of child abuse classes</td>
<td>1.83</td>
<td>1.62</td>
</tr>
<tr>
<td>Average # of elder abuse classes</td>
<td>0.63</td>
<td>1.02</td>
</tr>
<tr>
<td></td>
<td>Number of Elder Abuse Classes</td>
<td>Number of Child Abuse Classes</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>St. Dev.</td>
</tr>
<tr>
<td>Social Work</td>
<td>1.33</td>
<td>1.519</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>.98</td>
<td>1.143</td>
</tr>
<tr>
<td>Nursing</td>
<td>.40</td>
<td>.727</td>
</tr>
<tr>
<td>Health Professions</td>
<td>.48</td>
<td>.795</td>
</tr>
<tr>
<td>Other</td>
<td>.00</td>
<td>.000</td>
</tr>
</tbody>
</table>
Indicators of EA Dynamics
Special needs of EA victims
Obtaining victim medical care
Obtaining victim mental health care
Enforcing failure to report
Info about patient abuse
Coping with frustration
Worker safety
Georgia Laws
Interviewing in Alzheimer’s cases
Communicating Warning Signs
Availability of Resources
Developing Rapport
Working with social services
Documenting EA in record
Working with CB services
Gathering evidence about patient abuse
Gathering evidence
Communicating to Reg. Services
Obtaining a Protection Order
Intervening - Perpetrators
Interviewing EA victims
Theory
Interviewing older witnesses

Figure 1. Needed & Possessed Knowledge for Entire Sample
Comparison of Majors

• What they indicated they *needed to know*
  • Significant differences between all majors for almost every item

• What they indicated they *did know*
  • Social work majors reported having the most knowledge in all areas
  • Significant differences between 6 of the 26 areas
    • Basic dynamics of elder abuse, indicators of elder abuse, availability of community resources, working with social services, information about mandatory reporting laws, and developing a rapport with victims
Summary of Key Findings

1) Majors rated different items as what they felt they needed to know the “most.”

2) Criminal justice students tended to rate the needed levels of knowledge for each item lower than other majors.

3) Taken as a whole, students report a lack of knowledge in issues related to elder abuse and neglect.
Limitations of Current Research

• Used a convenience sample drawn from a single university

• Measured perceptions of possessed knowledge, not actual knowledge
Discussion & Implications

• Implications for university curriculum
  • Need to incorporate elder abuse and other aging-related topics into curriculum
  • Encourage cross-listing courses across disciplines

• Implications for policy
  • Systems theory and a call for collaborative response
  • Developing additional training for young professionals entering agencies
Thank you!

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Risk and Resiliency Internship Project

Risa Breckman, LCSW
Karl Pillemer, PhD

NAPSA-NCPEA Research-to-Practice Webinar: September 22, 2014
The Risk and Resiliency Project (RRIP): Overview of Presentation

• Underlying concepts of project
• Project partners
  – The Legacy Project
  – The NYC Elder Abuse Center
• Project operations and other basics
  • Goal
  • Project Structure
  • Recruitment and Onboarding
  • Curriculum
• Student Reflections
• Partner Reflections
• Funding
• Q and A
Elder Abuse, Ageism, and Elder Wisdom: What’s the Connection?

- Pervasive ageism
- Age segregation
- Systematic devaluation of older people makes the more vulnerable
- Appreciation of older people as sources of wisdom and advice is an antidote to ageism
Balancing Positive and Challenging Aspects of Aging with Student Mentees

• Focus on elder abuse is one part of the reality of aging
• Need for balance with positive and inspiring aspects of aging
The Legacy Project

Recent Site Articles

**Lesson for Parenting Adult Children: Be Careful about Giving Advice**
by Admin on 13th September 2014

One thing we often forget is that parents and children spend the majority of their lives together after the kids. Read full article »

**New Interview on the Legacy Project and Book!**
by Karl on 3rd September 2014

I had a great time talking with Terry Jaymes yesterday. Read full article »

ABOUT

The Legacy Project has systematically collected practical advice from over 1500 older Americans who have lived through extraordinary experiences and historical events. They offer tips...
Why should we listen to the advice of America’s elders?
Developmental

Where they stand in the life course

• Limited time horizon
• Personal experiences of life’s challenges
Cohort

*What these people have been through*

- Experienced war, poverty, immigration, social upheaval
A Fundamental Assumption

Older people are the most credible experts available to us on how to live well through hard times.
NYC Elder Abuse Center

Working collaboratively to improve responses to the needs of victims.
Together we can stop elder abuse.
RRIP: Overarching Goal and Objectives

- To promote undergraduates’ understanding of elder abuse AND the value of older adults - so they will want to protect older adults from abuse, neglect and exploitation.
  - Engage undergraduates in structured conversations with older adults
  - Inform undergraduates about elder abuse, neglect and exploitation – and responses to abuse.
  - Encourage participation in elder justice activities
Project Structure

- Project staffing
- Schedule
- Stipend
- Location
Recruitment

• The ideal RRIP internship candidate:
  – Rising sophomore, junior or senior during the summer
  – Completed course work in gerontology
  – Seeks direct experience in the field
Recruitment

• Recruitment Process
• Online application components
• Skype Interview
• Two References
On-boarding Process

- WCMC HR requirements
- Structured orientation in June
Curriculum:
Interviews with Older Adults

• IRB: Complete human subjects course
• Reading: *30 Lessons for Living* (copy provided)
• Instruction utilizing The Legacy Project’s structured interview tool
• In-person and phone interviews (taped)
  • Minimum of 5 older adults per student
Structured Interview Questions

1. What are some of the most important lessons you have learned over the course of your life?
2. What kinds of advice would you have about getting and staying married?
3. What kinds of advice do you have about raising children?
4. Do you have advice you can share about finding fulfilling work and how to succeed in a career?
5. Some people say that they have had difficult or stressful experiences but they have learned important lessons from them. Is that true for you? Can you give examples of what you learned?

6. As you look back over your life, do you see any “turning points”; that is, a key event or experience that changed the course of your life or set you on a different track?

7. What would you say you know now about living a happy and successful life that you didn’t know when you were twenty?
Structured Interview Questions

8. What would you say are the major values or principles that you live by?

9. Have you learned any lessons regarding staying in good health?

10. What advice would you give to people about growing older?
Curriculum: Intro to Elder Abuse

- Readings: articles on elder abuse
- Review key elder justice websites
- Watch videos of victims telling their stories
- Journal reflections – not log of weekly activities
- Weekly supervision: Share and discuss above with Project Manager and each other
Curriculum: Site Visits

• Site Visits 2014
  – NYCEAC’s Brooklyn and Manhattan Multidisciplinary Teams (MDTs)
  – Weinberg Center (shelter for elder abuse victims)
  – Neighborhood SHOPP (empowerment model)
  – Brooklyn DA’s Office
  – Shadow geriatrician at NYPH geriatric ambulatory practice

• Process experience with Project Manager and other interns
Site Visit: Reflections

• Our first site visit to Casa Boricua, a senior center in the Bronx, was so refreshing. It was packed with people in brightly dressed clothes with even brighter personalities to match. I know that the process of aging takes on many forms, but what is often highlighted in my courses in school, in media, and in the news, is the negative side of aging. At Casa Boricua, the vibrancy and energy in the building completely enhanced my vision of aging. I also gained a more in-depth understanding of what goes into running a senior center. There are so many day-to-day things that the staff need to take care of behind the scenes....Their energy and dedication to working with the elderly was amazing and inspiring.

-2014 RRIP Intern, Zoe
Curriculum: Blogging for
The NYC Elder Abuse Center

“Bernie”: Does Hollywood Do Justice to Elder Abuse?
On August 24, 2012 - 6 Comments

By Jackie Santo and Ariana Wolk

Spoiler Alert: This blog contains significant information about the movie Bernie.

Viewing Bernie through an Elder Abuse Lens

Richard Linklater’s Bernie is a shocking true story of elder abuse and murder in the small town of Carthage, Texas. Told through the perspective of the community, the film focuses on the unlikely relationship between the young, eponymous Bernie Tiede, and Marjorie Nugent, a millionaire in her eighties. Linklater’s self-described Southern Fargo uses dark humor to explore how attitudes towards the elderly can affect the sympathies and judgment of a community tasked with bringing justice to the victim of a heinous crime. Based on a 1998 article from Texas Monthly by Skip Hollandsworth, who also co-wrote the movie, Bernie stars Jack Black, Shirley MacLaine, and Matthew McConaughey.

Bernie Tiede, a young mortician, was beloved in
Jack’s Lesson for Living: Guest Blog from Summer Intern!

Thanks to our summer intern, Laura Museau, for learning Jack’s lesson for a happy old age, and sharing it in this guest blog!

It is said that experience teaches wisdom. During my time with the Risk and Resiliency Internship Project, I had the good fortune to have been taught wisdom by listening to the experiences of older adults. The Legacy Project interviews that I conducted this summer contain valuable information that will be useful as I journey into adulthood. One of the key themes discussed by those I interviewed highlighted using passion as a guiding force in life. Passion can make the difference between living a life filled with regrets and one of contentment. For even if accomplishments fall short, the heart’s desires have been satisfied.

The thoughts that Jack Bronsen, a writer from southern California, shared with me expressed this best. He was clear that having something that he is passionate about has been the critical factor in having a good quality of life in older age:

At the end of your life or in the latest years is when you look back and you assess what was important. I was passionate about my work. I still am. I did a specialized type of drawing—still doing it—for almost 60 years making India
Curriculum: Social Media Projects

Achieving safety, dignity and respect for all NYC's elders through steadfast commitment to collaboration and inspired solutions.

NYC Elder Abuse Center's eNewsletter

September/October 2014

Greetings from the NYC Elder Abuse Center!

Time flies when you're blogging! We are proud to announce the two-year anniversary of NYCEAC's Elder Justice Dispatch Blog. Keeping in the tradition we began last year, in order to celebrate, we have summarized ten blogs from the past year in this eNewsletter and provide links to you for further reading. Thus, this eNewsletter's apt title:

10 Elder Justice Blogs to Inform and Inspire
Curriculum: Integration Projects

• Discuss ideas with RRIP Project Manager
  – Public or student awareness theme
• Write proposal
• Implement project on campus Fall semester
• Supplies and stipend provided
Thanks for travelling with me to learn the culture of my ancestors home!

I wish I could talk with my grandparents again—so much I never got to learn. Thankful for the stories I did hear!

Love to my Grandma! She's possibly the most awesome person ever to live! The respect I have for her is unreal! 💖 You!
Final Presentation and Celebration

RRIP Interns 2014

RRIP Interns 2013
• Before becoming a Risk and Resiliency Intern, I was unsure of what elder justice work actually looked like and who it could impact. Now I know elder justice work can be as precise as APS contacting law enforcement on a particular case, something I explore in my blog post on mandatory reporting. Alternatively, elder justice work can be as broad as a public awareness campaign....

-2013 Intern, Ryan
Student Reflections

• My favorite part of the internship was interviewing older adults for the Legacy Project... I was not expecting to gain so much precise visionary wisdom from the questions asked. I heard phrases which will stick with me for a long time, such as “be as optimistic as you can without being foolish”, “chaos before clarity” and “if you can’t control something, don’t sweat it”. They were so sure of their answers! That was a great lesson in and of itself.

- 2013 Intern, Ryan
Student Reflections

• My internship was invaluable! It exposed me to so many different elder serving agencies throughout the city, and expanded my knowledge immensely about ageism and elder abuse.

  -2014 Intern, Zoe

• Two things that both surprised and frustrated me were realizing how prevalent elder abuse is and realizing how difficult it is to educate people on elder abuse, to hopefully prevent it in the first place....

  -2014 Intern, Zoe
Student Reflections

• I think that if more people my age were to learn to love and appreciate older adults, the results in terms of reduced abuse would be remarkable.

  – 2014 Intern, Maddy

• I realized this summer...how many different people from different fields need to get involved in the area of elder abuse. The work is extremely multidisciplinary and this is why I believe all students and all professionals must be exposed to the reality of elder abuse.

  – 2014 Intern, Maddy
Karl and Risa Reflections

- Infrastructure
- Funding
- Integration into undergraduate education
Thank You to the Bernard F. & Alva B. Gimbel Foundation for generously supporting the Risk and Resiliency Internship Project.
Q and A
Contact Information

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• Dr. Karl Pillemer: kap6@cornell.edu

Thank you!