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# **ELDER ABUSE TRAINING FOR LAW ENFORCEMENT**

## **Agenda: Day One**

<b>Registration</b>	<b>7:30 – 8:00</b>
<b>Overview</b>	<b>8:00 – 8:50</b>
<b>Elder Abuse Dynamics (1)</b>	<b>9:00 – 9:50</b>
<b>Elder Abuse Dynamics (2)</b>	<b>10:00 – 10:50</b>
<b>Statutes and Legal Remedies</b>	<b>11:00 – 11:50</b>
<b>Lunch</b>	<b>11:50 – 1:00</b>
<b>Initial Response</b>	<b>1:00 – 1:50</b>
<b>Investigative Strategies (1)</b>	<b>2:00 – 2:50</b>
<b>Investigative Strategies (2)</b>	<b>3:00 – 3:50</b>
<b>Investigative Strategies (3)</b>	<b>4:00 – 4:50</b>

\*Ten minute breaks scheduled every 50 minutes.

## Pre-Training Preparation

**Room layout:** Ideally divide the audience into groups with as many as six tables with no less than four to six participants at each table. This layout is effective for facilitating small group exercises.

**Posters:** Put the “Four Keys to Elder Abuse Investigations” poster on front wall.

**Equipment:** Microphones, an LCD projector, a computer with speakers, a screen, flip charts, and markers. Several videos with sound are embedded in the Power Point slides so speakers are required. The **Power Point slides, video footage, and photographs are included in this kit.**

**Participant Materials:** (See Appendix.) Prior to the training, local trainers will need to develop some of the participant materials.

**Assigned Seating:** Consider assigning seating so participants have an opportunity to meet and work with a variety of officers. One method to assign seating is to place a colored dot on each name tag and a sheet of paper with the color written on it on each table, so all the participants with a green dot on their name tag will sit at the green table, all the participants with an orange dot on their name tags will sit at the orange table, etc.

**Lunch:** When the program is run as a two one-day or consecutive two-day training, this curriculum is designed for an hour lunch during which participants go out on their own. In some settings, it may not be possible for participants to return to the site within an hour, and the sessions should be adjusted accordingly. If Department of Justice or other federal funds are being used to provide food for lunch, it must be a working lunch with a speaker or an activity that has not been included in the curriculum.

## **ELDER ABUSE TRAINING FOR LAW ENFORCEMENT**

### **Agenda: Day Two**

<b>Registration</b>	<b>7:30 – 8:00</b>
<b>Physical Abuse/Strangulation</b>	<b>8:00 – 8:50</b>
<b>Sexual Abuse/Stalking</b>	<b>9:00 – 9:50</b>
<b>Neglect (1)</b>	<b>10:00 – 10:50</b>
<b>Neglect (2)</b>	<b>11:00 – 11:50</b>
<b>Lunch</b>	<b>11:50 – 1:00</b>
<b>Abuse in Facility Settings</b>	<b>1:00 – 1:50</b>
<b>Financial Exploitation (1)</b>	<b>2:00 – 2:50</b>
<b>Financial Exploitation (2)</b>	<b>3:00 – 3:50</b>
<b>Working a Case</b>	<b>4:00 – 4:50</b>

\*Ten minute breaks scheduled every 50 minutes.

## MODULES AT A GLANCE

Day One: 8 a.m. – 12:00 p.m.

Modules	Time	Teaching Method	Ending Time	Trainer	Power Point Slide #s
<b>Overview</b>	<b>50 mins</b>				
<b>Engage audience</b>	10 mins	Video (June and Fred – 4.09 mins) Group discussion	<b>8:10</b>	LE	1.1 – 1.2
<b>Introductions, housekeeping, purpose</b>	25 mins	Group discussion	<b>8:35</b>	All	1.3 – 1.4
<b>Why a training on elder abuse, purpose, goals &amp; agenda</b>	10 mins	Lecture	<b>8:45</b>	LE/APS	1.5 – 1.8
<b>Key training points and summary</b>	5 mins	Lecture	<b>8:50</b>	LE	1.9 – 1.10
<b>Elder Abuse Dynamics 1</b>	<b>50 mins</b>				
<b>Objectives &amp; defining elder abuse</b>	20 mins	Lecture Group discussion	<b>9:20</b>	APS/LE	2.1 – 2.6
<b>Why does elder abuse occur &amp; persist?</b>	30 mins	Lecture Group discussion	<b>9:50</b>	APS/AD/LE	2.7 – 2.10
<b>Break</b>	<b>10 mins</b>				
<b>Elder Abuse Dynamics 2</b>	<b>50 mins</b>				
<b>Common justifications and excuses</b>	20 mins	Video (Nancy: 6.41 mins) Group discussion	<b>10:20</b>	AD/LE	2.11 – 2.20
<b>Reasons victims stay with or return to abusers and summary</b>	30 mins	Table-top discussion Video (Norman: 6.04 mins) Group discussion	<b>10:50</b>	APS/LE	2.21 – 2.25
<b>Statutes and Legal Remedies</b>	<b>50 mins</b>		<b>11:50</b>		
<b>Describe statutes and elements</b>		Lecture Group discussion		PROS/APS	Create own slides

\*LE = law enforcement; AD = advocate; APS = APS or aging specialist; PROS = prosecutor

## MODULES AT A GLANCE

Day One: 1 – 5 p.m.

Modules	Time	Teaching Method	Ending Time	Trainer	Power Point Slide #s
<i>Initial Response</i>	50 mins				
<b>Objectives</b>	5 mins	Lecture	1:05	LE	4.1 – 4.2
<b>Initial response &amp; officer safety</b>	5 mins	Group discussion Lecture	1:10	LE	4.3 – 4.4
<b>Indicators of elder abuse</b>	15 mins	Lecture Table-top discussion Group discussion	1:25	LE/APS	4.5
<b>Aging &amp; cultural considerations and summary</b>	25 mins	Lecture Group discussion	1:50	ADV/LE	4.6 – 4.11
<i>Investigative Strategies 1</i>	50 mins				
<b>Objectives</b>	5 mins	Lecture	2:05	LE	5.1 – 5.3
<b>Interviewing older adults</b>	15 mins	Video: My Daughter (6.56 mins) Group discussion Lecture	2:20	APS/LE	5.4 – 5.5
<b>Functional abilities and limitations</b>	30 mins	Lecture Video: Losing it All (2.43 mins) Group discussion	2:50	APS/LE	5.6 – 5.21
<i>Break</i>	10 mins				
<i>Investigative Strategies 2</i>	50 mins				
<b>Interviewing suspects</b>	10 mins	Lecture Group discussion	3:10	LE/ PROS	5.22
<b>Physical evidence and documentation</b>	30 mins	Lecture Group discussion	3:40	LE/ PROS	5.23 – 5.28
<b>Next steps</b>	10 mins	Table-top exercise	3:50	APS/ AD	5.29
<i>Break</i>	10 mins				
<i>Investigative Strategies 3</i>	50 mins				
<b>Collaboration &amp; difficult questions</b>	30 mins	Lecture Group discussion	4:30	APS/LE	5.30 – 5.32
<b>Summary &amp; wrap-up</b>	20 mins	Video: June and Fred (2 mins) Lecture	4:50	LE	5.33 – 5.34

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 Elder Abuse Training for Law Enforcement—Instructors' Manual  
 OVW, NCALL, FLETC -- 2007

## MODULES AT A GLANCE

Day Two: 8 a.m. – 12 p.m.

Modules	Time	Teaching Method	Ending Time	Trainer	Power Point Slide #s
<b>Physical Abuse</b>	<b>50 mins</b>				
Welcome back/objectives	5 mins	Lecture	8:05	LE	6.1 – 6.2
Physical abuse statutes	5 mins	Lecture	8:10	PROS	6.3
Physical abuse case example	5 mins	Group discussion Photos	8:15	LE	6.4 – 6.8
Unique aspects of elder physical abuse & bruising	15 mins	Lecture Video: CDAA (6:54 mins)	8:30	LE/ PROS	6.9 – 6.13
Pressure ulcers & strangulation	15 mins	Group discussion Video: CDAA (9:12 mins) Lecture	8:45	LE/ PROS	6.14 – 6.16
Unattended death & summary	5 mins	Lecture	8:50	LE/ PROS	6.17 – 6.18
<b>Sexual Abuse &amp; Stalking</b>	<b>50 mins</b>				
Objectives	10 mins	Lecture, Video: Jane Doe/Mrs. Mary (2.07)	9:10	AD/LE	8.1 – 8.4
What is elder sexual abuse	15 mins	Lecture Group Discussion	9:25	AD/LE	8.5 – 8.14
Who are victims, who commits, where & why	10 mins	Group Discussion Lecture	9:35	AD/LE	8.15 – 8.22
Stalking: definitions and considerations and final thoughts	15 mins	Group Discussion	9:50	AD/LE	8.23 – 8.28
<b>Neglect 1</b>	<b>50 mins</b>				
Objectives	15 mins	Video: Boxer (4.22 mins) Lecture	10:15	LE	7.1 – 7.3
Defining neglect	35 mins	Video: Trixie Gross (3.28 mins), Lecture, Group discussion	10:50	LE/APS/ PROS	7.4 – 7.15
<b>Break</b>	<b>10 mins</b>				
<b>Neglect 2</b>	<b>50 mins</b>				
Initial response: neglect or self-neglect	15 mins	Group discussion, Photo Lecture	11:10	APS/LE	7.16 – 7.22
Interviewing strategies in neglect cases	20 mins	Table-top exercise Group discussion	11:35	LE/ PROS	7.23 – 7.25
Collecting evidence in neglect cases and summary	15 mins	Lecture Group discussion	11:50	LE/ PROS	7.26 – 7.28

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## MODULES AT A GLANCE

Day Two: 1 – 5 p.m.

Modules	Time	Teaching Method	Ending Time	Trainer	Power Point Slide #s
<b><i>Abuse in Facility Settings</i></b>	<b>50 mins</b>				
<b>Objectives</b>	5 mins	Lecture	<b>1:05</b>	APS/LE	9.1 – 9.3
<b>What is abuse in facilities?</b>	15 mins	Lecture Group Discussion	<b>1:20</b>	APS/LE	9.4 – 9.16
<b>Investigation challenges &amp; strategies</b>	15 mins	Table-top exercise	<b>1:35</b>	APS/LE	9.17
<b>Working a case</b>	15 mins	Group discussion	<b>1:50</b>	APS/LE	9.18 – 9.22
<b><i>Financial Exploitation 1</i></b>	<b>50 mins</b>				
<b>Objectives</b>	10 mins	Lecture	<b>2:10</b>	LE	10.1 – 10.2
<b>What is financial exploitation?</b>	20 mins	Lecture Group discussion	<b>2:30</b>	PROS/ LE	10.3 – 10.11
<b>Methods used to commit financial exploitation</b>	20 mins	Lecture Video: Norman (3 mins) Group discussion	<b>2:50</b>	PROS/ LE	10.12 – 10.24
<b>Break</b>	<b>10 mins</b>				
<b><i>Financial Exploitation 2</i></b>	<b>20 mins</b>				
<b>Investigation strategies and summary</b>	20 mins	Lecture Group discussion	<b>3:20</b>	PROS/ LE	10.25 – 10.31
<b><i>Working the Case</i></b>					
<b>Objectives and instructions</b>	5 mins	Lecture	<b>4:05</b>	LE	11.1 – 11.5
<b>Work in small groups and report back – part 1</b>	25 mins	Table-top exercise Group discussion	<b>4:30</b>	LE/PRO S	11.6 – 11.11
<b>Work in small groups and report back – part 2</b>	15 mins	Table-top exercise Group discussion	<b>4:45</b>	LE/PRO S	11.12 – 11.18
<b>Summary and wrap up</b>	15 mins	Lecture	<b>5:00</b>	Project coord./ LE	11.19

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A lead trainer or trainers is/are listed under the "Recommended Trainer" column. Local trainers need to determine if the recommended trainer is best suited for their community. In some situations, another trainer may have more relevant topic expertise and could therefore present content.

All trainers should be present for the duration of the training to work with the small groups during exercises and to be in the training room to answer questions from participants.