



Team Building Exercises for Elder Abuse Multidisciplinary Teams



Introduction

MASTER has developed an eLearning on collaboration that focuses on how individual APS workers can improve their collaboration skills with other agencies that are involved with their clients. This training is available at: http://theacademy.sdsu.edu/programs/Project_Master/core.html. However, APS workers also need to work collaboratively within multidisciplinary teams.

If you are just setting up your team, you might want to learn more about team formation from the following Team Building Toolkits:

Team Building Toolkit: KEYS - Keys to Enhance Your Supervisory Success from University of California, Berkeley, available at: <http://hrweb.berkeley.edu/files/attachments/Team-Building-Toolkit-KEYS.pdf>

Team Building Toolkit by Mind Tools, available at: <http://www.utexas.edu/facilities/about/qapi/documents/TeamBuildingToolkit.pdf>

Once your team is formed, the activities in this manual can help you to improve the effectiveness of the team. Each activity takes under an hour and full directions are provided. The activities can be used to illustrate the important values of the team, the importance of collaboration and communication, a new mindset for thinking about the work process and to celebrate the work of your team.

We hope your teams are both entertained and enlightened by these exercises.



Lori Delagrammatikas,

Program Manager for MASTER

Developing Critical Questions about Team Membership

Adapted from: <http://www.huddle.com/blog/team-building-activities/>

Objective:

The objective of this short activity is to get your team working together and to help them think about the critical skills needed to participate in the team's work.

Time Needed:

You will need 15-20 minutes to complete this activity. You may want to pair this activity with a discussion of how to build your team's membership, in which case more time would be needed. You could also use this activity to help the team think about what they value about their fellow team members.

Intended Audience:

This activity is intended for your current multidisciplinary team members. This exercise works with both established teams and with individuals who don't know each other well, as it gets them talking and working together.

Group Size:

This activity will work with a team of at least six members, up to as many members as you have on your team.

Materials:

None!

Set-up:

Pair your team members into teams of two. Then ask this question: "If you could ask just one question to determine a person's suitability to be a member of our team, what would that question be?" This means that each two-person team would come up with one question that would help them discover whether or not a potential team member would be a good addition to your team. Give the pairs up to 5 minutes to come up with their questions.

Debrief Questions:

- What questions did you come up with?
- What do the questions say about what is important to us, what might be missing on our team, or where we have problems?
- How hard was it to agree on a question?
- What went well in your discussion? What was tricky?
- How did you resolve differences of opinion?

Looking at Problems from a Different Perspective

Adapted from: <http://www.huddle.com/blog/team-building-activities/>

Objective:

The objective of this activity is help team members communicate with each other and to think about how they use their lenses when solving problems or looking at situations.

Time needed:

You will need 30 minutes to complete this activity.

Intended Audience:

This activity is intended for your multidisciplinary team members. It works with both established teams and with individuals who don't know each other well as it gets them talking and working together.

Group Size:

This activity will work with a team of up to 30 individuals.

Materials:

You will need to purchase and dismantle a copy of the wordless picture book, "Zoom" by Istvan Banyai which has 30 consequential pictures, into separate pages. (If you do not wish to dismantle the book, you could photocopy the pages).

Set-up:

Pass out one page of the Zoom book per participant, being sure to use a continuous sequence of pages. Explain to everyone that they can only look at their own picture and they should not show their picture to any other participant. Give them some time to study the details of their picture. They will need to know those details in order to problem-solve putting the pages in the correct order. Explain to the group that they are to talk to the other participants about their picture with the ultimate goal of placing the pictures in the correct sequential order. When they think they have figured it out, have them placed their pictures on the table in the correct order.

Debrief Questions:

- What was hard about this exercise? How did you problem solve it?
- Each of us look at problems through our own lens, how did that make this activity more difficult?
- What did you do to improve communication?
- How does this exercise apply to your work as a team?

Illustrating (metaphorically) the Importance of Collaboration and Communication

Adapted from: http://www.teampedia.net/wiki/index.php?title=The_Tallest_Tower

Objective:

The objective of this exercise is to demonstrate the importance of collaboration and communication as participants work to build the highest possible tower.

Time Needed:

You should allow one-hour for this exercise and its debrief.

Intended Audience:

This activity is intended for your multidisciplinary team members. It works with both established teams and with individuals who don't know each other well as it gets them talking and working together.

Group Size:

This activity will work with a team of at least 12 and up to 30 individuals.

Materials:

For this activity you need some building supplies such as:

- Large paper bags (one for each group)
- Paper cups, plates, bowls
- Popsicle sticks or coffee stirrers
- Cheap pens or pencils
- Construction paper or cardboard
- Masking tape
- A bag of candy or another similar prize with enough for everyone (alternatively you can just use "bragging rights" as the prize)

Set-up:

Put together a paper bag of supplies for each group. The supplies need to be divided unevenly, with each bag containing a lot of one supply and only a few of another. Bags should be sealed so groups do not immediately notice that the supplies are distributed unevenly.

For example:

Packet #1 -

- 1 roll of masking tape
- 10 paper cups
- 5 popsicle sticks
- 4 sheets of construction paper

Packet #2

- A 12" strip of masking tape (wound around a pen)
- 25 paper cups
- 5 popsicle sticks
- 8 sheets of construction paper

Packet #3

- A really small piece of masking tape
- 10 paper cups
- 35 popsicle sticks
- 1 sheets of construction paper

Packet #4

- A 12" strip of masking tape (wound around a pen)
- 5 paper cups
- 15 popsicle sticks
- 4 sheets of construction paper

Set-up:

Divide participants evenly into up to four groups and assign them an area of the room. Ask a representative from each group to come to the center of the room to receive instructions and materials. Give each representative their bag of supplies.

Give the representatives the following instructions: "This is an activity to work on communication and collaboration, and the goal is to build the tallest free standing tower you can with the supplies in the bags. Have the representatives return to their groups to begin the activity. Announce that they have "20 minutes to build," and let the building begin.

Do not answer any questions or give any more instructions. Once groups become aware that supplies are not evenly distributed, do not discourage or encourage collaboration and sharing. Most group members will assume that the task is competitive even though you have given them no indication that this is the case. In answer to any questions asked, say, "you have received all the instructions I can give you. You and your group will have to figure out the rest."

After a few minutes of building you can either:

- Ask for representatives to come to the center of the room and report to the other representatives one thing they are doing well and one challenge they are having
- Have everyone stop building for a moment and walk around and see other teams' progress so far

Again, do not answer any questions. Carefully observe how the participants handle the supply situation. Do they complain or are they resigned to the discrepancy? Do they beg, trade or steal supplies? Make notes to use at the debrief. Stop the activity after 20 minutes.

Debrief Questions:

To create a really tall tower groups need to share supplies. However, the act of putting the participants into group implies competition to most people. So, few participants will suggest sharing and their other group members may assume that it's against the (unspoken) rules.

Ask the whole group:

- Raise your hand if you helped build a tower!
- What worked well?
- What challenges did you encounter and how did you overcome them?
- Did you build the tallest tower you could? Why or why not?

Add the following questions if the groups did not collaborate or share supplies:

- Did you assume that you were only supposed to collaborate with those in your small group?
- What would have been possible if you had decided to share resources with the whole group?
- Would you have had a taller tower?
- Why didn't you?

Add the following questions if the groups collaborate:

- How did you come to the decision to collaborate?
- What became possible once you made the decision to share resources?
- What was challenging?

And, to make the issues really clear, tie the activity back to collaboration and communication on your specific team or group:

- How does building the tower in this activity compare to the work of the multidisciplinary team?
- How can we encourage collaboration, communication, and sharing among the whole group?

Additional reading about this exercise and what it reveals about collaboration:

<http://thebuildnetwork.com/team-building/team-building-what-a-marshmallow-reveals-about-collaboration/>

Demonstrating (metaphorically) the Importance of Collaboration in Working Cases

Objective:

This learning activity clearly illustrates the importance of collaboration in elder abuse investigations. The exercise also:

- Provides participants with opportunity to see group dynamics in action.
- Provides opportunity for small teams to work together collaboratively to accomplish task.
- Identifies group behaviors that support and challenge successful teamwork.
- Recognizes and discusses how decision making occurs when a group is faced with a complex task.

Time Needed:

Activity works best when the audience has at least 45 minutes to complete the exercise.

Intended Audience:

This activity works great with multidisciplinary teams to help them break out of their “MY agency/ MY case” mindset and begin to think of cases as belonging to the whole team. It is meant to reduce territorialism and increase collaboration.

Group Size:

This activity will work with a group of at least 12 up to a group of 30. If you have larger groups (not recommended), you will need to provide a second set of materials and a second person to monitor group two. You would need to run it as two parallel activities and then debrief together.

Materials:

PRIOR TO THE TRAINING

Purchase four 24-piece puzzles from a dollar store. Divide the puzzle pieces equally into four envelopes, so that each envelope has approximately the same number of pieces from each puzzle. On each envelope, attach a picture of the completed puzzle. (In other words, every “team” will get an envelope with a picture of the puzzle they’re expected to put together, but inside each envelope are six pieces from each of the four puzzles.) It is imperative that you are sure that all of the puzzle pieces are in the envelopes so that the task can be successfully completed. You will also need masking tape or blue painters tape to make a 4’ x 4’ square on the floor in the middle of the room

Set-up:

Use the masking tape to make a 4’ x 4’ square on the floor in the middle of the room. This will serve as the meeting space. Make sure that there are tables in each corner of the room at which each team can work.

Divide the group into four equal teams and assign each to one of the tables in the corners of the room. Provide the following directions:

- All teams work for the same system, but are located in four different locations.

- The goal is to find all your puzzle pieces and complete your puzzle as quickly as possible, but there will be a time limit of 15 minutes.
- Review the rules (provide to each table):
 - The teams cannot communicate with each other in any way and must stay at their table.
 - Each team can send a representative to the meeting area one at a time. (Point out the meeting area marked on the floor in the middle of the room.)
 - Each representative can bring **up to three pieces** during each visit.
 - A meeting can only happen when representatives are present from each of the teams. (When one leaves, the meeting is over.)
 - A different representative must come to the meeting area each time. (After each member has gone to the meeting area, they can rotate through again.)
 - All communication in the meeting area is **nonverbal**.

After stating the rules and clarifying any questions, pass out an envelope to each team and tell them to begin.

Trainer's Role During the Activity:

Monitor the behavior of the teams carefully, especially at the meeting space, so that you can gently enforce the rules. Pay careful attention to when a meeting can begin (there must be four people in the meeting space) as well as when it ends, so that no trading of pieces occurs in violation of the rules. You can expect most teams to catch on to the idea fairly quickly. Most often it will take more than one rotation of team members to the meeting space to complete the task. Pay careful attention to whether teams are competitive or collaborative, and use your observations when you process the activity. Make sure your process comments are descriptive rather than evaluative or judgmental.

Debrief Questions:

When all four puzzles are successfully put together or teams stop sending members to the meeting area (preventing a team from completing their puzzle), invite participants to process their experience of the activity using the following questions:

1. What happened in your small groups? What was your goal, and how did you decide to accomplish that goal?
2. What happened in the meeting area? How did that affect your strategy? How did you decide to change your strategy?
3. When were you most excited and hopeful? Most frustrated?
4. How is this activity like your work? How is this activity like your work when you need to work across disciplines? (e.g. with law enforcement, Ombudsman, medical, prosecution, etc.)?
5. How did you define your team? How might you have worked differently if you thought of all four groups as one team?
6. What are the lessons you can take away about decision-making and working together?

If the teams become so competitive that they prevent others from completing their puzzles, stop the activity, debrief what has been happening, and then ask the groups to go back to the activity and work towards the goal of completing ALL the puzzles as quickly as possible. Once all puzzles have been completed, debrief the differences between the first and second parts of the activity.

Puzzle Activity Rules

- All teams work for the same system, but are located in four different locations.
- The goal is to finish the whole project as quickly as possible.
- The teams cannot communicate with each other in any way.
- Each team can only send one representative to the meeting area at a time.
- Each representative can bring up to three pieces during each visit.
- A meeting can only happen when representatives are present from each of the teams. (When one leaves, the meeting is over.)
- A different representative must come to the meeting area each time. (After each member has gone to the meeting area, they can rotate through again.)
- All communication in the meeting area is **NONVERBAL**.

Demonstrating (concretely) the Importance of Collaboration in Working Cases

Objective:

The objectives of this learning activity are:

- Provide participants with opportunity to see group dynamics in action.
- Provide opportunity for small teams to work together collaboratively to accomplish a task.
- Clearly demonstrate the value of teamwork in solving complex abuse cases.

Time needed:

Activity works best when the audience has at least 45 minutes to complete the exercise.

Intended Audience:

This activity is intended for multidisciplinary teams whose main task is working cases together as the activity mirrors that work.

Group Size:

The group can be as big as your room allows however, the activity is done within groups of four – each at their own table. The activity is then debrief as a large group.

Materials:

You will need:

- The **MDT Case Investigation Activity Instructions**
- Enough copies of the **Participant Fact Sheets** (one for APS, one for Law Enforcement, one for Ombudsman, and one for Licensing) for each group of four. **NOTE:** It is important that the participants do not notice that the four fact sheets given to their group are different until they try to solve the case.
- Copies of the **Trainer Fact sheets**. **NOTE:** The Trainer Fact Sheets have the specific facts unique to each agency written in red to help the trainer quickly identify those unique facts. The Fact Sheets for the participants have these facts but they are not called out and the participants must discover them.
- Copies of the **Suspect Profiles**, one for each group
- Single copy of the **Resolution for Trainer** sheet

Set-up:

Read the MDT Team Exercise Instructions to the class. Divide the class into small groups of four participants. Give each member of the small group a single Fact Sheet (one for APS, one for Law Enforcement, one for Ombudsman, and one for Licensing) **without making it obvious that the sheets are different**.

Provide the participants with the directions and the Suspect list. Monitor the groups' progress, watching for signs of conflict, collaboration and "ahh" moments. Give the groups 30 minutes to complete the tasks.

Debrief Questions:

After 30 minutes, ask the following questions:

1. What did you learn from this exercise?
2. Was there consensus that a crime was committed?
3. How long did it take for your group to realize that you had different facts?
4. What would have happened if one of the agencies was not present at this “meeting”?
5. How would this incident be communicated internally? Would they report it as a crime? Does the incident raise additional issues for an agency (Adult Protective Services, Law Enforcement, Licensing, and Ombudsman)? What would the agency investigators focus on?
6. What evidence would law enforcement focus on? What witnesses would they want to interview? What should they do before interviewing the victim? What other materials would they seek to obtain?
7. Are there any other service providers or assistance agencies/programs that could provide assistance to the client-victim or the mentioned responders? How could they be brought into the multidisciplinary response in this situation?

NOTE: If the participants are from a variety of agencies, ask each agency’s personnel how their agency would handle this victim/perpetrator.

MDT CASE INVESTIGATION ACTIVITY

INSTRUCTIONS

1. You are a member of the MDT Team.
2. You are attending a meeting of the team to discuss a specific case.
3. You are to select the most promising suspect who will become the subject of a search warrant that law enforcement member(s) will serve.
4. You are also required to determine what type of short and long term supports and protective services are needed for the victim and determine who will provide what services.
5. You have been provided with a statement of facts and a list of potential suspects.
6. Your task is to select the most likely perpetrator and to eliminate the other six suspects for a specific reason. Reasons for disqualification must be recorded by the group.
7. Assume that there is one correct suspect.
8. Assume that all data is correct and complete.
9. You have approximately 30 minutes to choose the suspect.
10. There must be substantial agreement in your group that the problem has been solved.
11. You must solve the problem as a group.
12. You may organize your work in any way that you please.

TRAINER FACT SHEET

WHO DID IT?

You are a member of the multidisciplinary team. A recent sexual assault has led to this meeting. The initial investigation has yielded a list of possible suspects. As there is considerable physical evidence in this case, the team is discussing the possibility of obtaining a search warrant for comparison purposes. Your assignment is to determine which suspect should be the subject of a search warrant.

The Facts Uncovered by APS

Karen McHann, an 83-year-old female, was examined at the Emergency Room two weeks ago, on a Wednesday evening. During the examination, the doctor noticed a rash on her genital area. Further testing confirmed Syphilis. The alleged molestation was reported and a rape kit was completed.

Karen was interviewed by Adult Protective Services and Law Enforcement but did not disclose any information concerning the incident. Karen has aphasia post-stroke with limited verbal skills. The lab report disclosed the following: Karen has been sexually assaulted, most likely within 24-hours of her examination. Photographs were taken of a large human bite mark, located on her left buttock.

The investigation retraced Karen's activities for the 24-hour period preceding her examination. According to the reports, Karen lives with her daughter, Linda Newton. She also has on son who she sees regularly, Bill McHann. When advised of the molestation, Linda Newton immediately accused her brother. When Bill McHann was interviewed, he immediately accused Paul Strong, Linda Newton's boyfriend.

Karen attends Fairview adult day care program which is located across town. The program provides services to 25 elders with a variety of disabilities. Karen's supervision is provided by Jeff Green and Jennifer Singleton. Karen is dropped off at 8:00 a.m. and picked up by a neighbor, Mike Eagleheart, at 3:30 p.m. Eagleheart has a grandfather in the day program. This procedure was followed on both Tuesday and Wednesday of the week in question.

Karen arrived home at 4:00 p.m. on Tuesday and was met by her daughter. She was picked up by her son at 6:00 p.m. and returned home at 9:00 p.m. Bill McHann lives with his oldest son, Rex McHann. Rex is Karen's grandson. When Karen arrived home at 9:00 p.m., present in the home were her daughter, Linda Newton, her daughter's boyfriend, Paul Strong, and her nephew Pete Podgerski. Linda reluctantly admitted that they all had been drinking heavily. Both Strong and Podgerski spent the night. **Strong spent the night in Linda's room and only left the room when he got up in the morning to go to work.**

On Wednesday morning, Linda helped dress Karen and took her to the day program as usual. Everything was normal. Karen remained there until picked up by Eagleheart.

TRAINER FACT SHEET

WHO DID IT?

You are a member of the multidisciplinary team. A recent sexual assault has led to this meeting. The initial investigation has yielded a list of possible suspects. As there is considerable physical evidence in this case, the team is discussing the possibility of obtaining a search warrant for comparison purposes. Your assignment is to determine which suspect should be the subject of a search warrant.

The Facts Uncovered by Law Enforcement

Karen McHann, an 83-year-old female, was examined at the Emergency Room two weeks ago, on a Wednesday evening. During the examination, the doctor noticed a rash on her genital area. Further testing confirmed Syphilis. The alleged molestation was reported and a rape kit was completed.

Karen was interviewed by Adult Protective Services and Law Enforcement but did not disclose any information concerning the incident. Karen has aphasia post-stroke with limited verbal skills. The lab report disclosed the following: Karen has been sexually assaulted, most likely within 24-hours of her examination. **Her assailant has type B+ blood. A brown pubic hair, as well as an unidentified animal hair, were recovered from her clothing.** Photographs were taken of a large human bite mark, located on her left buttock.

The investigation retraced Karen's activities for the 24-hour period preceding her examination. According to the reports, Karen lives with her daughter, Linda Newton. She also has on son who she sees regularly, Bill McHann. When advised of the molestation, Linda Newton immediately accused her brother. When Bill McHann was interviewed, he immediately accused Paul Strong, Linda Newton's boyfriend.

Karen attends Fairview adult day care program which is located across town. The program provides services to 25 individuals with disabilities. Karen's supervision is provided by Jeff Green and Jennifer Singleton. Karen is dropped off at 8:00 a.m. and picked up by a neighbor, Mike Eagleheart, at 3:30 p.m. Eagleheart has a grandfather in the day program. This procedure was followed on both Tuesday and Wednesday of the week in question.

Karen arrived home at 4:00 p.m. on Tuesday and was met by her daughter. She was picked up by her son at 6:00 p.m. and returned home at 9:00 p.m. Bill McHann lives with his oldest son, Rex McHann. Rex is Karen's grandson. When Karen arrived home at 9:00 p.m., present in the home were her daughter, Linda Newton, her daughter's boyfriend, Paul Strong, and her nephew Pete Podgerski. Linda reluctantly admitted that they all had been drinking heavily. Both Strong and Podgerski spent the night.

On Wednesday morning, Linda helped dress Karen and took her to the day program as usual. Everything was normal. Karen remained there until picked up by Eagleheart.

TRAINER FACT SHEET

WHO DID IT?

You are a member of the multidisciplinary team. A recent sexual assault has led to this meeting. The initial investigation has yielded a list of possible suspects. As there is considerable physical evidence in this case, the team is discussing the possibility of obtaining a search warrant for comparison purposes. Your assignment is to determine which suspect should be the subject of a search warrant.

The Facts Uncovered by Licensing

Karen McHann, an 83-year-old female, was examined at the Emergency Room two weeks ago, on a Wednesday evening. During the examination, the doctor noticed a rash on her genital area. Further testing confirmed Syphilis. The alleged molestation was reported and a rape kit was completed.

Karen was interviewed by Adult Protective Services and Law Enforcement but did not disclose any information concerning the incident. Karen has aphasia post-stroke with limited verbal skills. The lab report disclosed the following: Karen has been sexually assaulted, most likely within 24-hours of her examination. Photographs were taken of a large human bite mark, located on her left buttock.

The investigation retraced Karen's activities for the 24-hour period preceding her examination. According to the reports, Karen lives with her daughter, Linda Newton. She also has on son who she sees regularly, Bill McHann.

Karen attends Fairview adult day care program which is located across town. The program provides services to 25 individuals with disabilities. Karen's supervision is provided by Jeff Green and Jennifer Singleton. Karen is dropped off at 8:00 a.m. and picked up by a neighbor, Mike Eagleheart, at 3:30 p.m. Eagleheart has a grandfather in the day program. This procedure was followed on both Tuesday and Wednesday of the week in question.

On Tuesdays, Wednesdays and Thursdays, Jeff Green and Jennifer Singleton's group includes two individuals who engage in self-injurious behaviors. Both workers have to be present at all times so one worker can provide two to one supervision while the other supervises the rest of the group. **Jeff Green called in sick to work on Tuesday and Wednesday two weeks ago and a temporary worker, Janice Tibbs took his place.**

On Wednesday morning, Linda helped dress Karen and took her to the day program as usual. Everything was normal. Karen remained there until picked up by Eagleheart.

TRAINER FACT SHEET

WHO DID IT?

You are a member of the multidisciplinary team. A recent sexual assault has led to this meeting. The initial investigation has yielded a list of possible suspects. As there is considerable physical evidence in this case, the team is discussing the possibility of obtaining a search warrant for comparison purposes. Your assignment is to determine which suspect should be the subject of a search warrant.

The Facts Uncovered by Ombudsman

Karen McHann, an 83-year-old female, was examined at the Emergency Room two weeks ago, on a Wednesday evening. During the examination, the doctor noticed a rash on her genital area. Further testing confirmed Syphilis. The alleged molestation was reported and a rape kit was completed.

Karen was interviewed by Adult Protective Services and Law Enforcement but did not disclose any information concerning the incident. Karen has aphasia post-stroke with limited verbal skills. The lab report disclosed the following: Karen has been sexually assaulted, most likely within 24-hours of her examination. Photographs were taken of a large human bite mark, located on her left buttock.

The investigation retraced Karen's activities for the 24-hour period preceding her examination. According to the reports, Karen lives with her daughter, Linda Newton. She also has on son who she sees regularly, Bill McHann.

Karen attends Fairview adult day care program which is located across town. The program provides services to 25 individuals with disabilities. Karen's supervision is provided by Jeff Green and Jennifer Singleton. **Mike Rogge was hired last week as a substitute worker.** Karen is dropped off at 8:00 a.m. and picked up by a neighbor, Mike Eagleheart, at 3:30 p.m. Eagleheart has a grandfather in the day program. This procedure was followed on both Tuesday and Wednesday of the week in question.

On Tuesdays, Wednesdays and Thursdays, Jeff Green and Jennifer Singleton's group includes two individuals who engage in self-injurious behaviors. Both workers have to be present at all times so one worker can provide two to one supervision while the other supervises the rest of the group. Jeff Green called in sick to work on Tuesday and Wednesday two weeks ago and a temporary worker, Janice Tibbs took his place.

On Wednesday morning, Linda helped dress Karen and took her to the day program as usual. Everything was normal. Karen remained there until picked up by Eagleheart.

RESOLUTION FOR TRAINER

Bill McHann: eliminated by blood type (Law Enforcement)

Paul Strong: no opportunity to commit crime (APS)

Jeff Green: no opportunity to commit crime (Licensing)

Mike Eagleheart: eliminated by hair color (Law Enforcement)

Rex McHann: eliminated by hair color (Law Enforcement)

Mike Rogge: no access to victim at time of crime (Ombudsman)

Suspect: Pete Podgerski

SUBJECT PROFILES

Name: Bill McHann
Age: 42
Blood Type: O+
Hair Color: Brown
Employment: Erratic history in construction
Criminal History: None

Name: Paul Strong
Age: 38
Blood Type: B+
Hair Color: Brown
Employment: Attorney
Criminal History: None

Name: Jeff Green
Age: 23
Blood Type: B+
Hair Color: Green
Employment: Adult Daycare Program
Worker
Criminal History: One Arrest for Disorderly
Conduct

Name: Mike Eagleheart
Age: 29
Blood Type: B+
Hair Color: Black
Employment: Police Officer
Criminal History: None

Name: Pete Podgerski
Age: 49
Blood Type: B+
Hair Color: Brown
Employment: Unemployed
Criminal History: Two Arrests for DUI,
One Arrest for Public
Drunkenness

Name: Rex McHann
Age: 17
Blood Type: B+
Hair Color: Red
Employment: Student
Criminal History: Two Juvenile
Arrests, Currently on
Probation

Name: Mike Rogge
Age: 26
Blood Type: B+
Hair Color: Brown
Employment: Temporary Substitute Adult
Daycare Program Worker
Criminal History: One Narcotics Arrest

PARTICIPANT FACT SHEET

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Karen arrived home at 4:00 p.m. on Tuesday and was met by her daughter. She was picked up by her son at 6:00 p.m. and returned home at 9:00 p.m. Bill McHann lives with his oldest son, Rex McHann. Rex is Karen's grandson. When Karen arrived home at 9:00 p.m., present in the home were her daughter, Linda Newton, her daughter's boyfriend, Paul Strong, and her nephew Pete Podgerski. Linda reluctantly admitted that they all had been drinking heavily. Both Strong and Podgerski spent the night. Strong spent the night in Linda's room and only left the room when he got up in the morning to go to work.

On Wednesday morning, Linda helped dress Karen and took her to the day program as usual. Everything was normal. Karen remained there until picked up by Eagleheart.

PARTICIPANT FACT SHEET
WHO DID IT?

You are a member of the multidisciplinary team. A recent sexual assault has led to this meeting. The initial investigation has yielded a list of possible suspects. As there is considerable physical evidence in this case, the team is discussing the possibility of obtaining a search warrant for comparison purposes. Your assignment is to determine which suspect should be the subject of a search warrant.

The Facts Uncovered by Law Enforcement

Karen McHann, an 83-year-old female, was examined at the Emergency Room two weeks ago, on a Wednesday evening. During the examination, the doctor noticed a rash on her genital area. Further testing confirmed Syphilis. The alleged molestation was reported and a rape kit was completed.

Karen was interviewed by Adult Protective Services and Law Enforcement but did not disclose any information concerning the incident. Karen has aphasia post-stroke with limited verbal skills. The lab report disclosed the following: Karen has been sexually assaulted, most likely within 24-hours of her examination. Her assailant has type B+ blood. A brown pubic hair, as well as an unidentified animal hair, were recovered from her clothing. Photographs were taken of a large human bite mark, located on her left buttock.

The investigation retraced Karen's activities for the 24-hour period preceding her examination. According to the reports, Karen lives with her daughter, Linda Newton. She also has on son who she sees regularly, Bill McHann. When advised of the molestation, Linda Newton immediately accused her brother. When Bill McHann was interviewed, he immediately accused Paul Strong, Linda Newton's boyfriend.

Karen attends Fairview adult day care program which is located across town. The program provides services to 25 individuals with disabilities. Karen's supervision is provided by Jeff Green and Jennifer Singleton. Karen is dropped off at 8:00 a.m. and picked up by a neighbor, Mike Eagleheart, at 3:30 p.m. Eagleheart has a grandfather in the day program. This procedure was followed on both Tuesday and Wednesday of the week in question.

Karen arrived home at 4:00 p.m. on Tuesday and was met by her daughter. She was picked up by her son at 6:00 p.m. and returned home at 9:00 p.m. Bill McHann lives with his oldest son, Rex McHann. Rex is Karen's grandson. When Karen arrived home at 9:00 p.m., present in the home were her daughter, Linda Newton, her daughter's boyfriend, Paul Strong, and her uncle Pete Podgerski. Linda reluctantly admitted that they all had been drinking heavily. Both Strong and Podgerski spent the night.

On Wednesday morning, Linda helped dress Karen and took her to the day program as usual. Everything was normal. Karen remained there until picked up by Eagleheart.

PARTICIPANT FACT SHEET
WHO DID IT?

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On Tuesdays, Wednesdays and Thursdays, Jeff Green and Jennifer Singleton's group includes two individuals who engage in self injurious behaviors. Both workers have to be present at all times so one worker can provide 2 to 1 supervision while the other supervises the rest of the group. Jeff Green called in sick to work on Tuesday and Wednesday two weeks ago and a temporary worker, Janice Tibbs took his place.

On Wednesday morning, Linda helped dress Karen and took her to the day program as usual. Everything was normal. Karen remained there until picked up by Eagleheart.

PARTICIPANT FACT SHEET WHO DID IT?

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The Facts Uncovered by Ombudsman

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Karen was interviewed by Adult Protective Services and Law Enforcement but did not disclose any information concerning the incident. Karen has aphasia post-stroke with limited verbal skills. The lab report disclosed the following: Karen has been sexually assaulted, most likely within 24-hours of her examination. Photographs were taken of a large human bite mark, located on her left buttock.

The investigation retraced Karen's activities for the 24-hour period preceding her examination. According to the reports, Karen lives with her daughter, Linda Newton. She also has on son who she sees regularly, Bill McHann.

Karen attends Fairview adult day care program which is located across town. The program provides services to 25 individuals with disabilities. Karen's supervision is provided by Jeff Green and Jennifer Singleton. Mike Rogge was hired last week as a substitute worker. Karen is dropped off at 8:00 a.m. and picked up by a neighbor, Mike Eagleheart, at 3:30 p.m. Eagleheart has a grandfather in the day program. This procedure was followed on both Tuesday and Wednesday of the week in question.

On Tuesdays, Wednesdays and Thursdays, Jeff Green and Jennifer Singleton's group includes two individuals who engage in self injurious behaviors. Both workers have to be present at all times so one worker can provide 2 to 1 supervision while the other supervises the rest of the group. Jeff Green called in sick to work on Tuesday and Wednesday two weeks ago and a temporary worker, Janice Tibbs took his place.

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Using Collaboration and Strategy to Increase Efficiency in Elder Abuse Work

Adapted from: http://www.firststepstraining.com/resources/activities/archive/activity_warp_speed.htm

Objective:

The objective of this activity is to introduce a new mindset that will help team members brainstorm system changes to improve efficiencies.

Time Needed:

Thirty minutes to one-hour depending on how extensive you want the brainstorming portion of the activity to be.

Intended Audience:

This activity is intended for your multidisciplinary team members. It should spark discussions about how to work more effectively and efficiently across elder abuse response systems. However, this activity could also be used within your agency to talk about how to move cases more effectively from intake through investigation to service implementation. You could include your administrative support staff, your fiscal staff if they pay for services, your Information Technology support staff, as well as your supervisors and managers.

Group Size:

This activity will work with a team of at least six to a team of 25. If you have larger groups, you should break them into two teams and then let them compare their strategies during the Debrief.

Materials:

- One throwable object (small ball, rubber bath toy, etc.)
- Timer (must measure seconds)

Set-up:

Start by asking the group to stand in a circle and throw the ball back and forth from person to person so that everyone in the group gets it at least once, and it ends up back at the first person. Explain that this exercise is symbolic of a case (the ball) passing through the hands of everyone who has to do some work for this case/client. Without telling the group, time the activity. Once the activity is complete, tell the group the time in which they completed it.

Then explain, "We are now going to see how quickly we can send this one ball from start to finish through the system. The "system" is defined as the order you used when throwing the ball from person to person. The only rule is that the ball **must pass through the system in the same order that we have already**

established. (IMPORTANT: how you frame this rule will define the boundaries for how this task can be accomplished.) I will start time as soon as the ball leaves the first person, and I will stop time when it returns to him/her. You may begin when ready." Time their first attempt. Applaud their attempt, whatever it is (one second per participant or longer is quite normal). And prompt them with "you can do better." Tell them that they have a few minutes to figure out how they can do this task more quickly. Allow for planning, additional attempts and more planning. At some point the group will ask you how fast this can be done or how fast you've seen it done or what the ultimate goal is. Answer for most groups of 20 people or less - less than one second. Continue until the group attains the elusive "warp speed" or ceases to be actively engaged in trying to reach it.

Facilitator Notes:

Once the group learns of the goal (of less than one second), expect responses like "no way" and "are you kidding?" This will however alert them to the fact that the whole system needs to fundamentally change. Don't reveal this goal too early.

Fundamental changes that the group might progress through include movement (e.g. moving closer together, changing the position of the participants in the circle, moving out of a circle to a line or some other shape), and/or changing how the ball moves through the system (e.g. from a toss to a hand off to a roll across hands or along the ground).

How creatively you allow the group to interpret its objective and the stipulation is a function of your assessment of the group and your learning goals. Groups sometimes ask if they can just put the ball on the ground and then touch it in succession, does this satisfy the objective. [Does it? Pause here and reflect ...] A good response in this case is usually to ask the group to answer its own question. Does the ball actually pass through the system in the correct order? Most groups usually choose to continue to seek another solution, and it is good to encourage their creative thinking even if it didn't exactly provide the solution - it shows movement in the right direction.

Debrief Questions:

1. What went well?
2. How did communication and planning impact the process?
3. What major changes did you make in how you processed the ball through the system?

Next Step/ Brainstorming:

Explain to the group: What we just did is symbolic of our system of investigations and service provision. Each of us represents a piece of the process of addressing the elder abuse case and we each have to "touch" the case in some way. In this exercise, you managed to dramatically increase your efficiency without adding additional resources, just by restructuring your work and making changes to the system. So, **how can we apply what we just learned to improve our own system of investigations and service provision?** It can be done!

Here are some real life examples to use if needed to stimulate conversations

- Sacramento, CA: An APS worker is stationed in a hospital emergency room. Her salary is paid for by the hospital. She provides case management to facilitate “revolving door patients” receiving regular medical care. This has decreased APS reports for APS and ER costs for the hospital. The hospital is saving large amounts of money on ER care.
- Los Angeles, CA: This county stationed APS workers in police stations. The resulting interactions and collaborations have increased the number of cases that are brought forward for prosecution.
- Sacramento, CA: An APS worker is stationed at a senior center whose congregate meals attract a large number of local homeless elderly. Early results of the program seem to suggest that the APS worker’s proactive involvement in cases is decreasing the number of repeat cases reported to APS.

Even small changes within an agency can increase efficiency (consider):

- Streamlining forms
- Reducing unnecessary duplication (in case assignments, in paperwork, in interviews, etc.)
- “Clump” case assignments by area (to reduce travel time), by abuse type (to take advantage of any specialized expertise) or by case management need (have a caseload of just acutely vulnerable clients or repeat clients)

And, sometime we need to do something “extra” in order to increase effectiveness

- Engage in teambuilding activities (going to lunch together) so that we work more smoothly together (research show that this pays off!),
- Provide each other with training on what our agency can and cannot do so that only appropriate cases are referred over.

Facilitator Notes:

You can end the session at this point with directions for individuals to think over the question and send suggestions forward (this is especially effective for the introverts and “contemplators” within the group) or you can continue to conduct a full brainstorming session on the topic.

Celebrating Collaboration

Objective:

The objective of this activity is to acknowledge the collaboration that has happened within the team, analyze how/why it is happening and celebrate that connectedness.

Time Needed:

The time needed for this exercise will depend on how much your team has collaborated. Fifteen minutes should be the minimum allotted time period.

Intended Audience:

This exercise is intended for a team that has been working together over a substantial period of time. It is a great exercise to use at the anniversary of the establishment of a multidisciplinary team.

Group Size:

The group should include all the active members of the team.

Materials:

You will need 2 large ball of yarn and a pair of scissors. (You can also use smaller balls of yarn in different colors and give them to individuals when they want to acknowledge a connection).

Set-up:

Start by asking the group to stand in a circle and think about who they have collaborated with over the last year (or since they joined the team). Give the ball to one team member and ask them to hang on to the loose end of the yarn. Then, have that first person (1) mention someone they collaborated with, (2) mention how they collaborated (“Ron, you helped me get a restraining order”), and (3) then throw the yarn ball to that person (Ron). The second person (Ron) mentions someone he collaborated with, how they collaborated, and then, keeping a hold on the yarn strand, throws the ball to that person. Team members continue passing the yarn ball back and forth, making a “web of connectedness” as they talk about how they have worked together over the year. You can give the second ball of yarn to a new participant when the ball “stalls” because the person holding the ball can’t think of anyone else they collaborated with. You can then cut the yarn strand from the first ball and give the first ball to another person when the second ball “stalls”. Repeat as needed.

Pictured are the facilitation leaders from this exercise at an Archstone Elder Abuse Initiative workshop



Debrief Questions:

When the activity peters out, point out just how connected the team is and ask the group to talk about:

1. How have we reached this level of collaboration? What is working?
2. How can we increase our collaboration?