Mistreatment of Older Adults: from Research to Practice Guides

Chaire de recherche sur la maltraitance envers les personnes aînées

Research Chair on Mistreatment of Older Adults

Marie Beaulieu Ph.D.
Fellow Royal Society of Canada

Canadian Association on Gerontology
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Acknowledgements

En partenariat avec :

Québec

UNIVERSITÉ DE SHERBROOKE

Centre de recherche sur le vieillissement
Research Centre on Aging

34 Years of Involvement (1)

- Criminology (victimology) (1980-1983, 1984-1986)

International Compared Criminology Research Centre (Centre International de criminologie comparée) (1986-1992)
- Fear of crime and confidence in justice system (1986)
- First Government Committee on Mistreatment of Older Adults (1987)
- Ph.D. thesis (1988-1992) : Mistreatment of older adults in care settings (nursing homes)

University of Québec in Rimouski, University of Sherbrooke (Research Centre on Aging) (1992 - …)
- Topics : definitions and terminology, prevalence, dynamics, settings (home / care settings / private renting buildings for older adults or assisted living/community), practice issues (social workers and psychosocial practitioners, police, non for profit organisations, volunteers), collaborative practices and inter-sectoral work, help seeking, service trajectories, mistreated older adults (ethnicity, disabilities, gender), self-neglect, public policies, wellness care approach, bullying, fear of crime/insecurity, ageism, etc.

34 years of involvement (2)

- Public policies (Expert: Québec, Canada, International)

- Chairholder, Research Chair on Mistreatment of Older Adults (Research, Scientific dissemination, Training, Knowledge transfer)

- UN : Open Ended Working Group on Ageing (INPEA member)

- Co-director of a WHO Collaborative Research Centre – Age Friendly Communities

Scientific knowledge on mistreatment of older adults
A glass more than half-full!

- Major progress since the 1970's (since Stannard 1973)

- Increasing number of high level publications: systematic reviews, meta-analysis and scooping reviews (mainly since 2010)

  - Definition

  - Prevalence

  - Risks factors (older person, environment/person who mistreats)

  - Effects or consequences

  - Help seeking, reporting

2002 !

WHO definition

- "Elder abuse is a single or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust which causes harm or distress to an older person.

- It can be of various forms: physical, psychological/emotional, sexual, financial or simply reflect intentional or unintentional neglect. "

- *Abuse, neglect, violence, mistreatment , maltreatment*

- *Exclusion, discrimination, ageism, bullying, self-neglect*

MIPAA

"to eliminate neglect, abuse, and violence toward older people"

- States the importance of government involvement (110 c) in actions to counter neglect, abuse and violence via policies, services, etc.

A non binding instrument

Practice

Practice…

Encompasses prevention, identification, direct intervention and coordination

Should include: multidisciplinary teams, helplines, bank use, support for caregivers of older adults at risk of mistreatment and emergency shelters (WHO, 2015).

A systematic review based on eight programs concluded that direct intervention had no effect on reducing mistreatment (Ploeg et al, 2009).

It is said there is not much evidence-based practice to refer to (Moore & Brown, 2017).

What should practitioners do ?

Practice…

Although there are a limited number of evidence-based practices and best practices to counter mistreatment in international literature, **professionals** and **practitioners can use what is available to them** (Moore & Browne, 2017).

Necessity of shifting from the ideal of "best practice" to "promising practices"

Necessity of transforming research results in strong training programs and in practice guides

What is a Practice Guide?

A practice guide is a publication that presents recommendations for practitioners. They can be based on reviews of research, the experiences of practitioners, and on expert opinions.

It aims to guide and facilitate the work of practitioners by improving their response to the needs of mistreated older adults … and persons who mistreats them

What are not practice guides

- Rigid rules or prescriptions
- Replacement of clinical judgement
- Static tools (evolution to integrate the state of practice and scientific knowledge)

They need adaptation to practice context and culture

Practice Guides

Ethical and Psychological Issues Raised by Practice

WHAT

Better understanding the effects of the complexity of cases of mistreatment of older adults on practice

WHEN and HOW

- Early 2000: social workers, psychosocial practitioners
- Mid-2000: police, victim resource centres, Public Curator, etc.

KEY FINDINGS

- Balance between autonomy and protection
- Need for better understanding how to evaluate the type of intervention to provide
- How to capture the evolution of a case in order to adjust intervention
- Need for better support by the organisation (loneliness)
- Need for decision making tools (not psychometric ones)

2010

IN HAND

An Ethical Decision-Making Framework

NICE National Initiative for the Care of the Elderly
Initiative nationale pour le soin des personnes âgées

We care together
Ensemble pour le bien-être des aînés

www.nicenet.ca

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sur le vieillissement
Research Centre
on Aging

Content

Framework
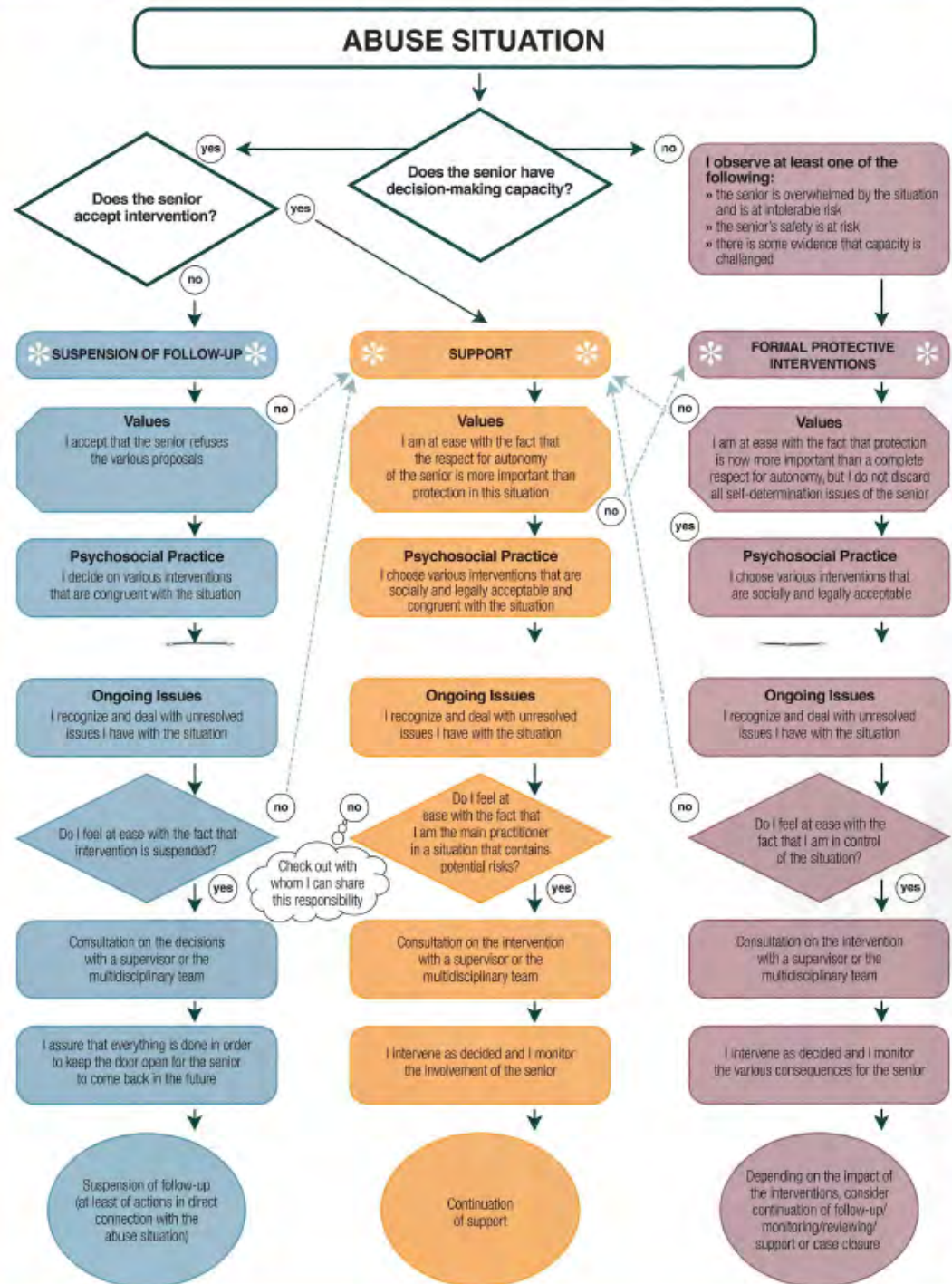
Team Work in Countering Mistreatment of Older Adults

WHAT

Document the issues related to working in a collaborative approach

WHEN and HOW

- 2011-2015: Inter-agency team in Montreal

KEY FINDINGS

- Collaborative work often relies on the knowledge of a person in another agency (informal approach more than structured approach)
- Need to understand the scope and the limits of the practice of each agency
- Need, in certain cases, to form teams to better intervene
- Need to document a team work that is seen as efficient by a majority of actors

2015

COUNTERING MISTREATMENT OF OLDER ADULTS:

THE PRACTICE OF INTERSECTORAL TEAMWORK BETWEEN
A POLICE OFFICER AND A PRACTITIONER
FROM THE PUBLIC OR NON-PROFIT HEALTH AND SOCIAL SERVICES NETWORK

Practitioner

Police officer

Intersectoral team

PRACTICE GUIDE

March 2015 edition

Content

1. Introduction
2. Mistreatment of older adults
3. Intersectoral collaboration
4. Development and implementation of the team practice
5. Specific roles and responsibilities of the team practice
6. Stages of team practice in a continuum of services
7. Benefits of the team practice
8. Challenges for the team practice and solutions
9. Conditions to ensure sustainability or to support a team

Figure 3: Stages of intervention practice and follow-up

Supporting the older adult and following up

Contacting other resources

Carrying out an initial team action

Planning the team's first contact with the older adult

Obtaining the older adult's consent

Initiate a team intervention

Police Intervention in Cases of Mistreatment of Older Adults

WHAT

Develop a police intervention model based on existing practices and innovation

WHEN and HOW

- 2013-2016: Montreal Police Department
- Literature review, inventory of Canadian practice, Inventory of Montreal practice, needs study, partner's study, pilot project (evaluation) and implementation

KEY FINDINGS

- No unique model
- Privilege contact with older adults (prevention, in intervention situations)
- Need of a basic knowledge for all police officers
- Need of champions
- Needs of an active commitment by all levels of administration
- Police can not work in a silo

Content

1. Overview of the guide
2. Mistreatment of older adults
3. General data on aging, mistreatment and police practices when responding to mistreated older adults
4. IPRAS Model (Integrated Police Response for Abused Seniors)
5. Steps in setting up an IPRAS Model
   1. Analyse your own service
   2. Adapt the IPRAS model in accordance with your analysis
   3. Test you initial IPRAS operational responses in a pilot project
   4. Revise and implement the IPRAS model

Appendices
- Analysis help sheet
- Evaluation of the implementation help sheet
- Evaluation of the effects on police practice help sheet
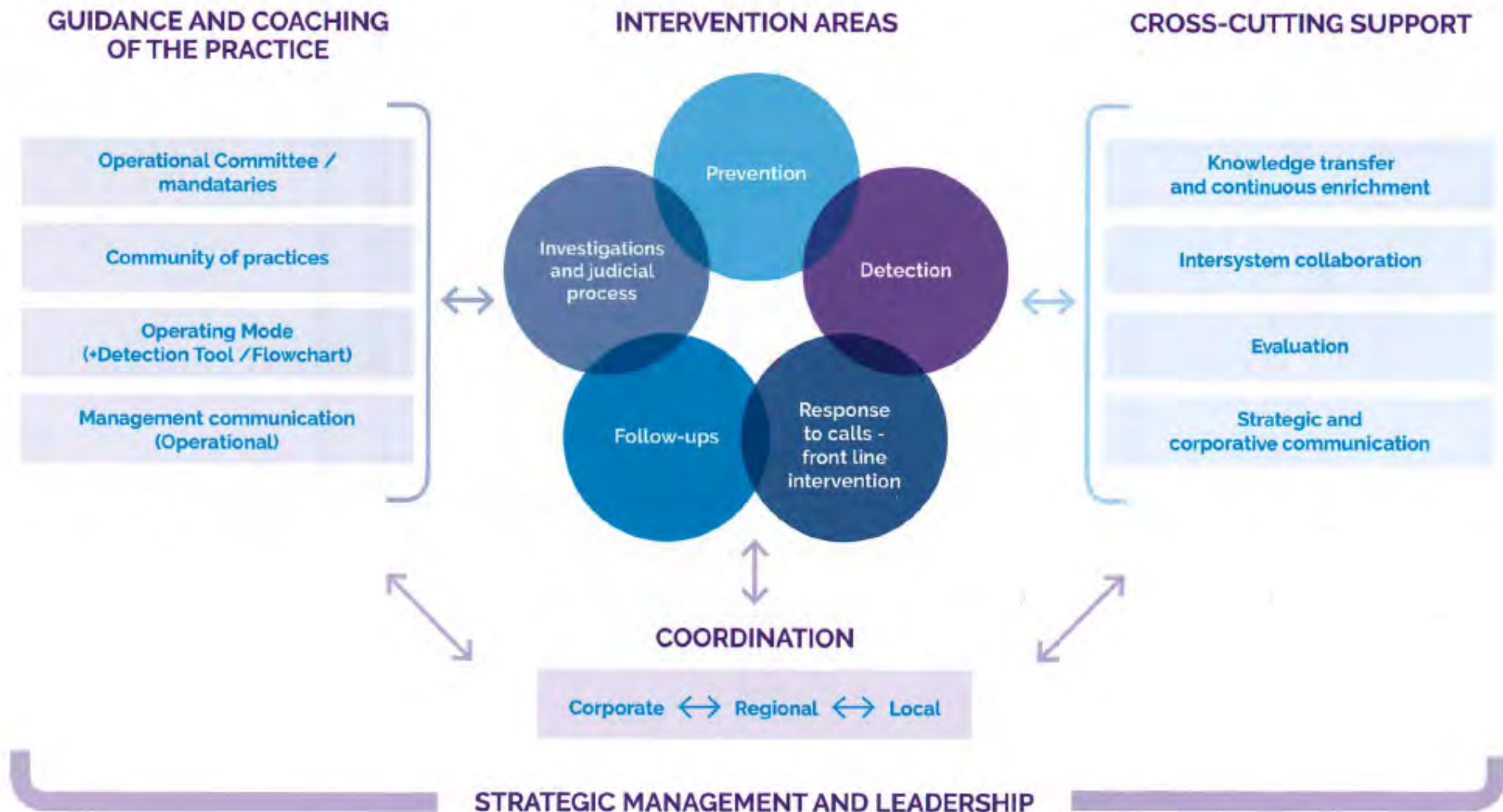
IPRAS Model

FIGURE 1 – IPRAS MODEL

Self Neglect

WHAT

What are the practice issues in case of self-neglect?

WHEN

- Several projects since 2010

KEY FINDINGS

- Defining and recognising self-neglect
- Major differences between practitioners
- How to create a contact ?
- What to propose? (balance between autonomy and protection)

2016

Intervention in situations of
SELF-NEGLECT

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Content

CONCEPTUAL DIAGRAM OF SELF-NEGLECT

The characteristics, behaviours and consequences of self-neglect presented below permit the identification of those **aspects towards which interventions should be oriented:**

Personal characteristics

- Loss of independence
- Reduction of the senses
- Troubles / personality traits
- Mood disorders
- Intellectual impairment
- Consumption
- Beliefs, values, perceptions
- Life experiences

- Altered judgement

- Inadequate adaptation strategies

Contextual characteristics

- Cultural norms
- Lack of financial resources
- Inadequate support network
- Lack of education
- Inaccessibility to resources

Self-neglectful behaviours

Negligence in the area of:

Physical environment	Personal hygiene	Health	Property	Psychosocial

(whether intentional or not)

Potential consequences on the well-being, health, or security of the person and others

- Being confined to the home
- Being expulsed from lodgings
- Death
- Deterioration of health
- Disorganization
- Falls
- Filth

- Fire
- Homelessness
- Hospitalization
- Indebtedness
- Infestations
- Injury

- Intoxication
- Litter inside or outside the home
- Long-term placement
- Mistreatment
- Mold
- Social isolation

Hinderers and Facilitators to Help Seeking – Mistreatment and Bullying

WHAT

How could we improve sensitization activities to reduce hinderers and increase facilitators to help seeking ?

WHEN and HOW

- 2014-2019 : DIRA-Estrie (Non for profit organisation specialised in mistreatment of older adults)
- Several data collections: critical analysis of sensitisation activities, more than 450 older persons in FC or face-to-face questionnaires, content validation of the practice guide by several partners

KEY FINDINGS

- Understanding of similarities and differences between mistreatment and bullying
- Identification of hinderers and facilitators – target or witness
- Different needs : persons who prepare the content of activities, persons who facilitate the activities

2019

MAXIMISING AWARENESS-RAISING ACTIVITIES TO INCREASE UNDERSTANDING OF THE MISTREATMENT AND BULLYING EXPERIENCED BY OLDER ADULTS

DAMIA Practice Guide
For Administrators and Coordinators

ANIMATING AWARENESS-RAISING ACTIVITIES TO COUNTER MISTREATMENT AND BULLYING OF OLDER ADULTS

DAMIA Practice Guide
For all animators

Content

1. Introduction
2. Definitions : Mistreatment, Bullying, Wellness care
3. Obstacles and facilitating factors to asking for help
4. Elaborating awareness-raising activities
   1. Awareness-raising activities according to older adults
   2. Animation Guide
   3. Recommendations for development or improvement of an animation guide
   4. Recommendations regarding the content of the activity

2.2.1- OBSTACLES AND FACILITATING FACTORS OF ASKING FOR HELP IN A SITUATION OF MISTREATMENT

MISTREATMENT	
Target	**Witness**
OBSTACLES	
• **Protecting family ties** (dependent relationship; fear of conflict, of ending the relationship or of harming the person responsible for the mistreatment).	• **Fear of retaliation** (fear for oneself and for the target).
• **Fear of retaliation and consequences** (fear that the situation will get worse).	• **Doubt related to a lack of information** (not understanding the situation, the actions to be taken and the available resources; fear of making a mistake).
• **Feelings of shame, embarrassment and guilt** (ashamed of being mistreated, fear of being judged, feeling guilty about the situation).	• **Refusing to interfere in the situation** (interfering in someone else's business).
• **Lack of ability** (lack of physical, psychological, social or financial means).	• **The target won't consent** (the target refuses to allow the witness to ask for help).
• **Lack of awareness of mistreatment and resources or lack of trust.**	• **Distrusting of support services** (negative perception of services).
FACILITATING FACTORS	
• **Reaching one's personal limits** (intolerable situation).	• **Awareness of mistreatment, of the situation and the available resources** (enough awareness to ask for help).
• **Awareness of mistreatment and available resources** (ability to recognize mistreatment, knowing one's rights, the actions required and the available support services).	• **Beliefs and values** (feeling of injustice and of the need to help others).
• **Access to quality support and accompaniment services** (services that are professional, confidential and respectful of a person's rhythm and that lead to a trusting relationship).	• **Perception of the seriousness of the situation** (intolerance of the situation; vulnerability of the person who is targeted; wanting to prevent the situation from escalating).
• **Personal characteristics** (having the ability and strength that are required to ask for help).	
• **Desire to regain power over one's life.**	

Conclusion

Elaborating the Types of Sociological Knowledge (Burawoy, 2004)

Instrumental	**Professional sociology**	**Policy sociology**
—Knowledge	—Theoretical/empirical	—Concrete
—Truth	—Correspondence	—Pragmatic
—Legitimacy	—Scientific norms	—Effectiveness
—Accountability	—Peers	—Clients
—Politics	—Professional self-interest	—Policy intervention
—Pathology	—Self-referentiality	—Servility

Reflexive	**Critical sociology**	**Public sociology**
—Knowledge	—Foundational	—Communicative
—Truth	—Normative	—Consensus
—Legitimacy	—Moral vision	—Relevance
—Accountability	—Critical intellectuals	—Designated publics
—Politics	—Internal debate	—Public dialogue
—Pathology	—Dogmatism	—Faddishness
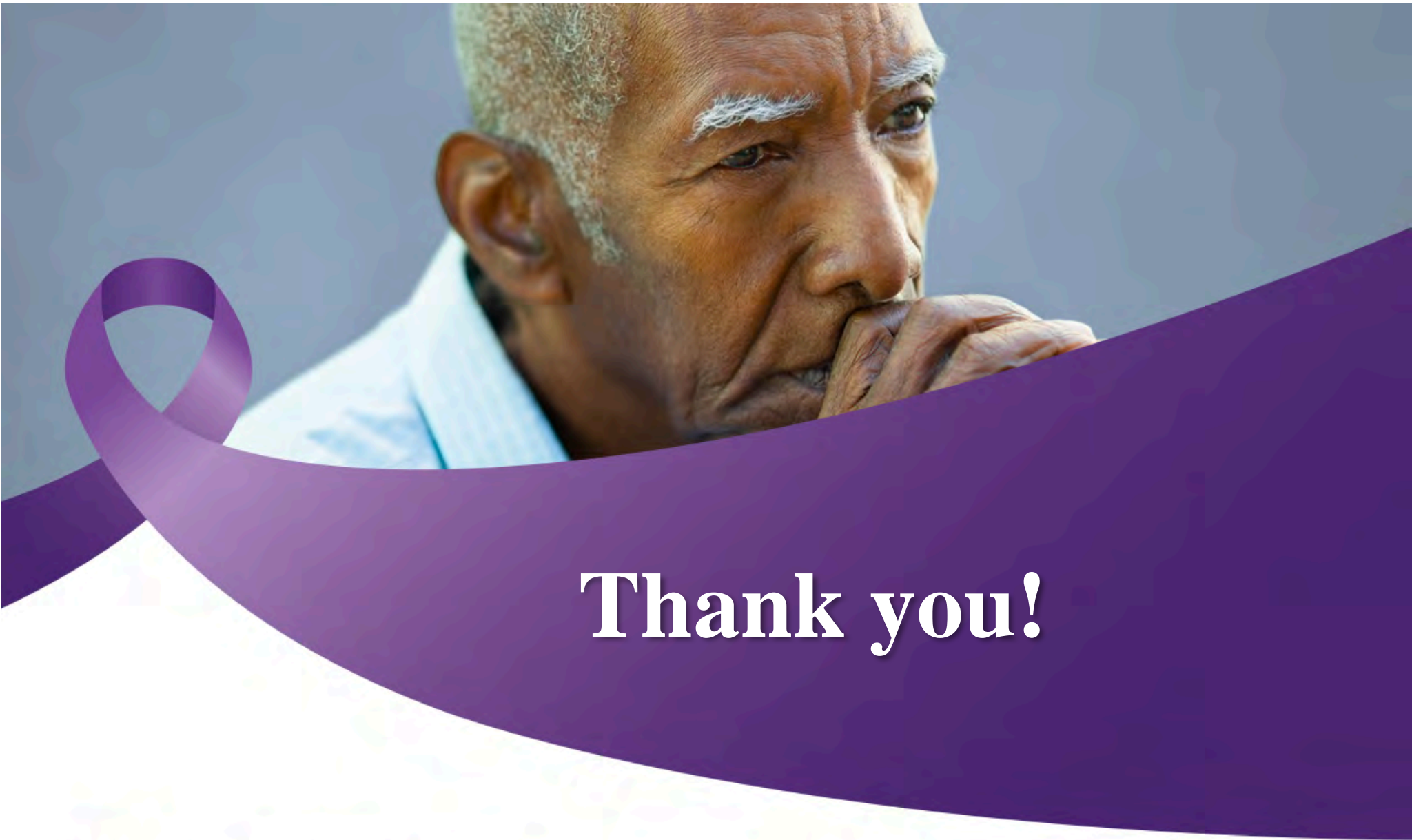
Thank you!

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