

**National Adult Protective Services Resource Center  
NAPSA/NCPEA Research Committee  
Research to Practice Brief  
Research Summary**

**Title - The Effectiveness of Educational Programs to Improve Recognition and Reporting of Elder Abuse and Neglect: A Systematic Review of the Literature**

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**Summary of Research -** Research on elder abuse prevention was reviewed and the successful characteristics of educational methods for recognizing and preventing abuse were described. Researchers collected articles that targeted health care professions, first responders, and aging service providers from various sources. The purpose of the studies had to be increasing awareness and reporting of elder abuse, and they had to include evaluation data. Assessment methods included the Context, Input, Process, and Product (CIPP) evaluation model, as well as a method to determine whether the outcomes of the program were “meaningful, valid, and replicable”. From over 1800 citations, researchers culled 14 pertinent articles.

**Results -** Programs that included real or standardized patient cases and hands-on learning resulted in increased knowledge and perceived capability to address abuse cases. Didactic programs were effective in increasing knowledge and confidence in recognition and reporting, particularly compared to print material. Participants valued multimedia methods with colored photos, videos, and real case examples. Cross-discipline training with physician residents, Adult Protective Service (APS) workers, and organizations such as the Alzheimer’s Association promoted partnerships and better understanding of each discipline’s strengths and resources. Interactive educational methods that included discussion and feedback were found to be especially helpful. Participants appreciated reports from abuse survivors and home visits with APS. However, the researchers found that many details were absent in these studies, such as barriers encountered or overall program outcomes on the community.

**Practice and Policy Implications -** Programs providing public awareness and training programs should incorporate the findings re the most effective methods of transmitting the information. Overall, researchers suggested that future studies on educational programs incorporate the CIPP model when creating an evaluation report. This would not only be helpful to readers hoping to replicate the program, but would also help the authors to consider actual behavioral change in reporting rates of abuse and referrals to elder abuse response agencies.

**For Further Reading**

Anetzberger, G. J., Palmisano, B. R., Sanders, M., Bass, D., Dayton, C., Eckert, S., & Schimer, M. R. (2000). A model intervention for elder abuse and dementia. *The Gerontologist, 40*(4), 492–497.

Heath, J. M., Dyer, C. B., Kerzner, L. J., Mosqueda, L., & Murphy, C. (2000). Four models of medical education about elder mistreatment. *Academic Medicine, 77*(11), 1101–1107.

Jogerst, G. J., & Ely, J. W. (1997). Home visit program for teaching elder abuse evaluations. *Family Medicine, 29*(9), 634–639.

Richardson, B., Kitchen, G., & Livingston, G. (2002). The effect of education on knowledge and management of elder abuse: A randomized controlled trial. *Age and Ageing, 31*(5), 335–341.

Stufflebeam, D. L. (1989). The CIPP Model for program evaluation. In D.L. Stufflebeam, G. F. Madaus, & T. Kellaghan (Eds.), *Evaluation models: Viewpoints on educational and human services evaluation* (pp. 279–318). Boston, MA: Kluwer-Nijhoff Publishing.

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