Appendix B:

Curriculum Outline
APPENDIX B

Exploring Capability Issues in the Context of Adult Abuse and Neglect and/or Self-Neglect Investigations

Curriculum Outline

Executive Summary

VIHA is a designated agency under the BC Adult Guardianship Act (AGA). This means that clinicians in Home and Community Care are required to respond to situations of suspected adult abuse and neglect and/or self-neglect. How a clinician proceeds in these situations hinges on the question of capability: “All adults are entitled to live in the manner they wish and to accept or refuse support, assistance or protection as long as they do not harm others and they are capable of making decisions about those matters” [AGA 2(a)].

The AGA puts VIHA clinicians in the position of encountering situations where capability is an issue and where they need to make decisions about how to proceed. In order for clinicians to perform their role, the following competencies are needed:

- Knowledge of legislation relevant to capability/capacity
- Ability to identify when a client capability assessment may be indicated and contribute as appropriate
- Ability to employ strategies that will support capability and reduce vulnerability
- Knowledge of the various clinical scopes of practice related to assessing capability
- The ability to identify relevant capability assessment tools and what they measure
- Knowledge of ethical frameworks that guide clinical practice
- Ability to complete effective and secure documentation

Particulars of the curriculum:

- **Who:** The curriculum is developed for, and will be directed at Abuse Resource Clinicians in Home and Community Care (VIHA).
- **What:** Exploring Capability Issues in the Context of Adult Abuse and Neglect and/or Self-Neglect Investigations.
- **How:** This curriculum is PowerPoint format (with speaker notes) and will include activities. The curriculum is meant to take place within a four-hour workshop. The curriculum also contains a Participant Handout Package as well as a Presenter Resource Package.
- **Where/When:** To be determined as VIHA sees fit.
Participant Handout Package

Purpose:
- To provide participants with a curriculum summary that can be used to follow the presentation, and can also be taken away as a reference document to be used in practice.
- To provide participants with a hard copy of the main case example “Mary” to refer to throughout the presentation
- To provide clinicians with resource information
- To provide clinicians with some hard copies of documents that will be used in the presentation that may be hard to read on the Power Point and/or that they may wish to refer to later

The Participant Handout Package Includes:
- Curriculum Summary
- Case example “Mary”
- Resources for Geriatric / Translation services (South Island)
- Aboriginal Patient Advocate Contact Info
- Info on VIHA Ethics Resource Staff
- RAI Outcome Measures Summary Sheet
- Sample RAI Client Outcome Measures Reports
- Standardized Mini Mental State Exam Summary
- Global Deterioration Scale
- Abuse flow chart (NICE)
- Capability and Consent Tool (BC edition) VCH
- Presentation Evaluation

Presenter Resource Package

Purpose:
- To provide the presenter with hard copies of resources discussed in the presentation

The Presenter Resource Package includes:
- Geriatric Depression Scale
- Frontal Behavioral Inventory
- Understanding of Financial and Legal Affairs
- MMSE with instructions and results chart
- 3MS with some instructions incorporated
- Clock Drawing Test with Instructions
- MoCA with instructions
- PGT documents:
  - Assessment form
  - Referral form
  - Requesting an Assessment of Incapability
• Support and Assistance Plan (AGA)
POWERPOINT CURRICULUM OUTLINE

1. INTRODUCTION

Goal
- To provide an overview of learning objectives
- To set the tone for the session

Learning objectives
Participants will be able to:
- Identify how and why this curriculum was developed
- Identify the learning objectives for the session
- Identify what the curriculum will not cover
- Consider the variety of learning outcomes that may take place
- Reflect on their individual goals for the session
- Identify the schedule and format of the session

Activities
- Facilitator self-introduction
- Introductions
- Housekeeping – make participants aware of location of washrooms, parking, coffee shops / places for breaks
- Discuss the handouts that will be provided to the participants

2. THE LEGISLATIVE CONTEXT OF CAPABILITY

Goal
- To review the significance of capability in the context of adult abuse and neglect legislation and VIHA protocols

Learning Objectives
Participants will be able to:
- Review where the concept of capability fits within the guidelines of the BC Adult Guardianship Act (AGA)
- Review where the concept of capability fits in relation to HCC Protocols and within the Re:Act Manual
3. WHAT CAPABILITY MEANS AND WHAT IT DOES NOT MEAN

Goal
- To facilitate an understanding of the guiding principles of capability assessment
- To describe when an assessment may be indicated
- To discuss what “a presumption of capability” may look like in practice

Learning Objectives
Participants will be able to:
- Define the terms “capability, capacity, and competency”
- Describe the four guiding principles of capability assessment
- Describe what a “presumption of capability” might look like in practice

Activities
- Pop Quiz – What are the four guiding principles of capability assessment?
- Introduction of the main case example, “Mary” that will be used throughout the presentation
- Use of a scenario to explore how one would react when interacting with someone who is NOT presuming you are capable
- Use of the case example “Mary” to explore how a clinician may respond differently when presuming a client is capable versus incapable

4. WHAT VULNERABILITY MEANS IN RELATION TO CAPABILITY

Goal
- To understand the concept of “vulnerability”
- To explore how capability and vulnerability intersect in the context of adult abuse and neglect
- To understand what the “least intrusive support” may look like in practice by using concepts of improving capacity and reducing vulnerability

Learning Objectives
Participants will be able to:
- Describe problems surrounding the concept of vulnerability
- Explore the concept of vulnerability in a new way
- Identify the factors that contribute to vulnerability
- Describe how capability and vulnerability intersect in situations of adult abuse and neglect
- Describe what “the least intrusive support” may mean in practice

Activities
- Application of several case examples to the capability/vulnerability matrix
• Use of the case example “Mary” to brainstorm ways in which capacity can be increased and vulnerability decreased

5. THE SIX-STEP ASSESSMENT PROCESS

Goals of the following sections:
• To provide an overview to participants of the various steps involved when assessing for incapability
• To expand on the following steps: Determining if a capacity assessment is necessary, engaging the person being assessed in the process, considering social context and ethical principles, educating the person about the decision and supporting capacity, performing the assessment, taking action based on the results of the assessment.
• The steps will be expanded on in detail.

Step One - Determine if a capacity assessment is necessary

Goal
• To explore what factors trigger a capacity assessment.

Learning Objectives
Participants will be able to:
• Recall when to assess for incapability
• State what circumstances and behaviours indicate the need for a capability assessment
• Recall what factors may contribute to capability issues / cognitive impairment

Activities
• Consider what might trigger an assessment for incapability in the case example “Mary”

Step Two - Engage the person being assessed in the process

Goal
• To understand that capacity assessment needs to be a transparent process.

Learning Objectives
Participants will be able to:
• Identify what information needs to be given to a client about the capacity assessment process.
Step Three - Consider social context and ethical principles

Goal
- To explore the ethical dilemmas that impact clinicians when encountering capability issues in context of abuse and neglect, and the ethical frameworks that inform these dilemmas
- To understand how a variety of contextual factors may impact a person’s decision-making
- To unpack personal values and illuminate what a clinician “already thinks they know” when they encounter a situation
- To critically reflect on the validity of cognitive testing

Learning objectives
Participants will be able to:
- Explore how their own conscious and subconscious beliefs and values impact the assessment process
- Discuss the main ethical frameworks that influence decision-making in abuse and neglect situations where capability is an issue
- Explore the impact of “cognitive testing” on marginalized groups (including Indigenous people)
- Identify the impact of abuse/neglect on capability
- Consider what influences people’s decision-making
- Identify personal and practice resources to assist them in making decisions within a social context

Activities
- Use of the case example of “Mary” and small group discussion to work through concepts
- Refer participants to the “Resource” handout and highlight areas that can help them with this step (Ethics hotline, Aboriginal Liaison, etc.)

Step Four - Educate the person about the decision, and support decision-making capacity

Goal
- To describe what education needs to be given to a person when asking a person to consider a decision around support and assistance
- To explore the ways a clinician can help maximize a person’s decision-making ability in order to give them the “best chance” of being capable to make the decision
Learning Objectives
Participants will be able to:
- Outline what information a clinician must provide in order to obtain a vulnerable adult’s consent for a decision
- Apply techniques to maximize a person’s performance when they are being faced with a decision by considering communication, environment, and social context
- Identify ways to support an individual’s decision-making capacity by supporting their physical health needs

Activities
- Have participants reflect on how they make decisions
- Use the case example of "Mary" to consider how her decision-making capacity could be supported

Step Five - Perform the assessment

Goals
- To understand the two different forms of assessment (clinical interviewing, cognitive assessment tools)
- To expand on questions a clinician can ask to help assess capability
- To increase understanding of what different cognitive assessment tools are measuring, and what the results of these tools could indicate
- To understand who should be included in the assessment process

Learning objectives
Participants will be able to:
- Identify their scope of practice in capability assessment
- Identify which members of their team can assist them in the assessment process
- Determine what documentation would be helpful to provide to members of the team that are involved in the assessment
- Describe the clinical interview approach to assessment, and identify questions that can aid in this assessment
- Identify the different aspects of memory
- Describe the cognitive assessment tool approach to assessment, and identify the most common assessment tools used in VIHA
- Consider what the various assessment tools are trying to measure, and what results of the assessment tools might mean
Activities:
- Brainstorm interdisciplinary resources that play a role in assessing capability
- Display blank samples of various capability assessment tools
- Use the case example of "Mary" to consider what assessment approach to take, and what members of the team to involve

Step Six - Take actions based on the results of the assessment.

Goal
- To understand what tools and supports are available when an adult capable of decision-making refuses support and assistance
- To understand what tools and supports are available when an adult incapable of decision-making refuses support and assistance
- To further understand the role of the Public Guardian and Trustee (PGT)

Learning Objectives
Participants will be able to:
- Identify steps to consider when an adult capable of making a decision refuses support
- Consider how to support an adult who has been found to be incapable of making a decision
- Identify who can make decisions for an adult who has been found incapable of making a decision
- Explore when to involve the PGT in cases of financial abuse
- Consider emergency options and court orders under the AGA
- Explore when to involve the PGT in situations where a support and assistance order will be pursued

Activities
- Refer participants to the Capability and Consent Tool B.C. Edition in their handout package
- Use the case example of “Mary” to consider what approach might be used if she continued to refuse supports?
- Discuss how clinicians deal with their feelings when they leave a capable adult living at risk.

6. CONCLUSION AND EVALUATION

Goal
- To discuss what happens after an assessment
- To describe future legislation
- To evaluate the presentation
Learning Objectives
Participants will be able to:
- Consider what to do after an assessment process is complete
- Identify that legislative changes are coming up that may impact their role
- Evaluate the curriculum and provide feedback for future workshops

Activities
- Hand out evaluation forms and collect feedback on the curriculum