

Is this ANE?

Directions: card game activity

Time required: 20–25 minutes

Instruct participants that they will be getting into groups for a friendly competition (prize to be determined by the trainer). If class size is under ten, divide into two groups. If class is between 10—15, divide into three groups. Teams will have two minutes to come up with “team names” before beginning this activity.

Explain and demonstrate the following: Each group will receive the same 12 cards.

These cards depict situations or scenarios which describe potential scenarios of Abuse, Neglect, Exploitation or Suspicious Injury.

The cards must be placed into a category: Report to DHI or Not Reportable (does not meet the definitions of ANE). The master categories are colored Green (report) and Red (don't report) for easier identification. The objective of the game is to decide which incidents students would report, and which incidents they would not report to DHI. Suggest that each team designates a “Librarian” who will be in charge of NMAC 7.1.14 (definitions). When there is uncertainty about a scenario, the Librarian may read a definition out loud.

Make sure teams are not sitting near each other; spread them out to the extent the training space allows. The red and green category cards will be placed, title side up, on the center of the table. The incident cards will be placed, incident side down, next to them. When the trainer says, “Begin!,” teams will discuss and place the incident cards into the proper category. When the first team shouts “*their team name!*” the game is over. The emphasis is on accuracy rather than speed, as the team who receives the most correct answers will win. (For example, if Team One finishes first but Team Two has more correct answers, Team Two will win.)

The trainer will then ask the team who finished first to share which incidents they were unsure of, or where team members may have disagreed. Someone from the team will read the identified “unsure/disagreed” incident aloud and describe why they were unsure or disagreed. The instructor will ask the rest of the class if they came to the same conclusion. Discuss any variations between groups by exploring those factors

which influenced the teams' decisions, highlighting any gray areas which may exist. Trainer will then read aloud the incidents (or identify them – for example, “Mom bringing carrot cake to her daughter”) and ask the winning team which category they chose, then do the same for the other team(s). Trainer will keep a running tally on a visual aid (white board, flip chart paper) of correct answers for each team. The team with the most correct answers wins.

Conclude the activity by stressing appropriate “how to report” protocols. Remind class that we will be covering that information in more detail in a few minutes.

Answer Key:

Report to DHI	Not Reportable
Nurse assessing individual, but VOCA is missing batteries	Arrested for theft
Carrot cake from mom with aspiration risk	Burn mark from cooking dinner (this may stir discussion/debate – depends on individual's specific needs, level of supervision, care plans, etc.)
Supervisor sees both staff on break with 1:1 requirement	
Service Coordinator borrows \$2, pays back the next day	
Handprints on back as “self injury”	
Restraint initiated with no training	
Ativan/PRN psych meds “okay” according to BSC, so staff help administer, but this is not in crisis plan	
Sister in love with staff and they kiss	
Unreturned phone calls from nurse (consumer's nausea, chest pain)	
Missing Clonazepam pills	