



**TAKING ACTION AGAINST
ABUSE OF OLDER ADULTS:
A YWCA AWARENESS WORKSHOP**
Facilitator's guidebook

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THE BEEHIVE

What comes to mind when you think of a bee?

Social, industrious, loyal and community are characteristics associated with the bee.

Did you know that the honey bee is a social insect that can only survive as a member of a community? And each bee has a very specific role to play in its complex social organization.

As human beings we are no different from the honey bee. We live and belong to our communities, and each one of us plays our specific roles as we contribute through our work, volunteering and being a neighbour, friend or family member.

You will notice hexagon shapes throughout our training materials. We chose the honeycomb design because we see the bee as a perfect analogy of what we'd like the participants to role model in their organization. The societal problem of abuse of older adults and ageism must be replaced with mutual respect for every community member and it all begins and ends with you. Be part of the solution!

YWCA Metro Vancouver has been a strong advocate for community interests since 1897. Taking the YWCA awareness training to facilitate a workshop for your front-line staff/volunteers on **Taking Action against Abuse of Older Adults** means that you are part of the solution.

***That which is not good for the beehive
cannot be good for the bees.***

—Marcus Aurelius

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Special acknowledgement goes to community organizations throughout Canada for their sincere contributions and generous sharing of their training resources, meeting space to deliver our training, training materials and insights in the interest of standing against abuse of older adults.

We are forever thankful to all the older adults in our communities who continue to help us understand the true meaning of wisdom, resiliency and kindness.

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DISCLAIMER

This workshop is created as a general overview of abuse, neglect and self-neglect of older adults. The materials cannot be modified; however, the workshop delivery may be adjusted to suit the needs of each organization. For example, instead of a four-hour workshop, it can be delivered over a two day period. For the purpose of this workshop on taking action against abuse of older adults, the word “respond” refers to identifying abuse, communicating effectively and directing to appropriate resources. The authors, funder and distributor of this workshop accept no liability for its content.

HOW TO USE THIS GUIDEBOOK

Welcome to your facilitator's guidebook. This guidebook is designed to provide you, the facilitator; with all the materials you need to deliver a four-hour workshop on taking action against abuse of older adults to front-line staff/volunteers in your organization.

Begin by reading the table of contents, which will give you a clear understanding of what the guidebook contains. Familiarize yourself with each section in the guidebook and write down any questions that you have for the instructors. You will find facilitator's materials in section five consisting of important information to help you successfully deliver your workshop.

This guidebook is organized as an interactive workbook. The activities support your learning and help you experience what your participants will encounter when you are facilitating your four-hour workshop. The guidebook also assists you in facilitating your workshop as it offers more in-depth information on abuse of older adults.

LEARNING GOALS

Through the use of case studies, group discussions and activities, you will:

- **Gain** awareness of abuse, neglect and self-neglect of older adults
- **Develop** best practices to respond to abuse, neglect and self-neglect of older adults (identifying abuse, learning communication skills and directing to appropriate resources)
- **Enhance** your facilitation skills through hands-on experience in training techniques
- **Learn** how to deliver a four-hour workshop on taking action against abuse of older adults to your front-line staff/volunteers
- **Be** part of the solution and take action against abuse of older adults

WHAT THIS TRAINING IS NOT

This workshop will not teach front-line staff/volunteers how to intervene in complex abuse situations, do assessments or write incident reports.

In abuse situations, it is recommended that front-line staff/volunteers consult with their supervisor for support and guidance. If an older adult is in immediate danger, call 911.

Where abuse is suspected, there are skilled professionals in various organizations that can offer appropriate support. For example, in British Columbia the health authorities are the designated agencies responsible for investigating reports of suspected abuse or neglect and have legal authority to access resources to support the needs of these vulnerable adults. Not all jurisdictions in Canada have formal designated agencies.

Generally, there is no legal requirement for the public to report concerns of abuse or neglect. However, certain professionals, such as clinical counsellors, who work with older adults may have a duty. In some provinces, people providing services to older adults living in care facilities and similar institutions may have a duty. Some provinces and territories do have agencies that will take reports of concern of abuse or neglect. Reports can also be made to the police if there is a concern that a crime might occur or has occurred. In this case an abuser could be charged with assault, threats, fraud or scams.

Each province and territory has its own laws responding to abuse of older adults. It is recommended that each facilitator investigate who the designated responders for abuse of older adults in their province/territory are in order to provide accurate resource information to their participants.

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INTRODUCTION

In May 2012, YWCA Metro Vancouver launched a three-year project called Community Action on Elder Abuse. The project was funded by the New Horizons for Seniors Program, Human Resources and Skill Development, Government of Canada. The project runs from 2012 to 2015.

The objective of the YWCA Community Action on Elder Abuse project is to train front-line staff/volunteers to identify potential abuse, neglect and self-neglect of older adults using best practices. This objective will be sustained in the communities through the use of a train-the-trainer model, where trained facilitators from within community organizations deliver awareness workshops to their staff.

The project is guided by a seniors advisory committee that is made up of 13 experts in seniors care and elder abuse. Committee members generously donate their time to guide the project and provide their knowledge and expertise to help develop the resource materials for this project.

The resource materials include a brochure/poster, PowerPoint presentation and a facilitator's guidebook. The brochure/poster is available in eight languages: English, French (Canadian), Simplified Chinese, Italian, German, Punjabi, Spanish and Arabic, and the facilitator's guidebook is available in English and French. All materials are available online for use by other groups and agencies for educational purposes at ywcavan.org/seniors (Resource section).

The two-day train-the-trainer course is scheduled to take place in locations across Metro Vancouver (Surrey, Burnaby, North Shore and Vancouver), British Columbia (Prince Rupert, Prince George, Castlegar, Kelowna and Greater Victoria) and Canada (Halifax, Montreal, Toronto, Winnipeg, Saskatoon and Calgary).

What makes this project different?

- Training is specifically designed for front-line staff/volunteers
- The project is delivered across Canada
- The brochure/poster will be available in seven languages
- The project will be sustained through a train-the-trainer model

SECTION ONE:

What is abuse of older adults?



SECTION ONE: What is abuse of older adults?

Who are older adults¹?

There are different terms used in reference to older adults in mainstream discussions. Some organizations use older adult, elder, senior or older person when referring to people ages 55 and older. For First Nations people, the word “elder” defines a particular role that is not strictly age related but linked to cultural transmission and leadership. Elders are respected because of their perspective, knowledge and wisdom for providing traditional cultural links.

When using the materials in this guidebook to facilitate your workshop, use one of the terms above that is culturally appropriate for your organization or client base.

¹ <http://www.bccrns.ca/WebLibrary/General/Resources/First%20Nations/Public20130425160252.pdf>

The Canadian Charter of Rights and Freedoms

The Canadian Charter of Rights and Freedoms is a bill of rights entrenched in the Constitution of Canada. It forms the first part of the Constitution Act, 1982. The Charter guarantees specific political rights to Canadian citizens and the civil rights of everyone in Canada from the policies and actions of all areas and levels of government. It is designed to unify Canadians around a set of principles that embody those rights.²

“Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.”

—Canadian Charter of Rights and Freedoms

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Enforcement of guaranteed rights and freedoms

Section 24. (1) of the Charter guarantees that anyone whose rights or freedoms, as guaranteed by this Charter, have been infringed or denied may apply to a court of competent jurisdiction to obtain such remedy as the court considers appropriate and just in the circumstances.

² <http://www.pch.gc.ca/pgm/pdp-hrp/canada/guide/grt-eng.cfm>

Why this is an important topic

The Canadian population is aging. Seniors make up the fastest-growing age group. This trend is expected to continue for the next several decades due mainly to a below replacement fertility rate (i.e. average number of children per woman), an increase in life expectancy, and the aging of the baby boom generation. In 2011, an estimated 5.0 million Canadians were 65 years of age or older, a number that is expected to double in the next 25 years to reach 10.4 million seniors by 2036. By 2051, about one in four Canadians is expected to be 65 or over.³

In 32% of reported elder abuse cases, the offender is a family member, such as an adult grandchild or a current or former spouse⁴. As we will discuss, it is difficult to know the exact number of abuse cases because the older adult is faced with many reasons why they do not report their abuser to the police. They may still care for the abuser or feel ashamed that they were unable to stop the abuse on their own. Or, the older adult may be isolated and unable to access possible resources.

*One in five Canadians believe they know a senior who might be experiencing some form of abuse.*⁵

The main objective of this awareness training is for front-line staff/volunteers to support and empower older adults in finding suitable resources while respecting the older adult's independence and autonomy throughout the process.

³ <http://www4.hrsdc.gc.ca/.3ndic.1t.4r@-eng.jsp?iid=33>

⁴ <http://www.cbc.ca/news/canada/story/2011/03/01/f-elder-abuse-trends.html>

⁵ http://www.seniors.gc.ca/images/upload/canada/154/3272_hrsdc_abuse_broch_eng_v3.pdf

June 15

World International Elder Abuse Awareness Day

Canada's leadership role

In May 2006, the Simon Fraser University Gerontology Research Centre in BC, Canada, hosted a two-day conference called Aging, Ageism and Abuse; Moving from Awareness to Action. The conference organizers, Dr. Gloria Gutman and Charmaine Spencer, were involved in the concept and evolution of World Elder Abuse Awareness Day, helping the founder Elisabeth Podnieks to take it from the idea stage to the point where groups and agencies around the world now routinely organize and host public awareness events every June 15.¹

This conference was an important lead-up event for the world's first World Elder Abuse Awareness Day adopted by the United Nations General Assembly on December 2011. In its [resolution 66/127](#), the UN designated June 15 as World Elder Abuse Awareness Day. On this day the whole world voices its opposition to the abuse and suffering inflicted to some of our older generations. Elder abuse is a global social issue that affects the health and human rights of millions of older adults around the world, and it is an issue that deserves the attention of the international community.

Communities across Canada host various events, workshops and information sessions leading up to June 15 to increase awareness of the issue and to take a clear stand against the societal issue of abuse of older adults.

The colour purple is used to represent an end to all types of violence. Violence in any form is a violation of basic human rights.

Abuse of older adults is a violation of human rights and a significant cause of injury, illness, productivity, isolation and despair. Confronting and reducing abuse of older adults requires a multisectoral and multidisciplinary approach.

Active Ageing, a Policy Framework, WHO, 2002

What is abuse, neglect and self-neglect of older adults?

Abuse is the deliberate mistreatment of an adult that causes physical, mental or emotional harm, or damage to or loss of assets. Abuse can be financial, spiritual, physical, emotional and sexual. It affects people of all education levels, sexual orientations, abilities or social, economic and ethnic backgrounds. It affects both men and women.

Examples of abuse includes:

- Intimidation
- Humiliation
- Physical assault
- Sexual assault
- Censoring of mail
- Invasion or denial of privacy
- Denial of access to visitors

Neglect is the failure to provide necessary care, assistance, guidance or attention that causes is reasonably likely to cause physical, mental or emotional harm or substantial damage to or loss of assets.⁶

Examples of neglect include:

- Neglecting a person's basic needs such as bathing, eating or grooming
- Causing social isolation
- Withholding medication or over-medicating

⁶ <http://www.vchreact.ca/>

Self-neglect is the failure by an adult to take care of himself or herself that causes or is reasonably likely to cause harm within a short period of time, including serious physical or mental harm or substantial damage to or loss of assets.⁶

Examples of self-neglect include:

- Refusing necessary assistance, risking serious physical harm
- Neglecting medical problems
- Creating a hazardous situation that could cause serious harm
- Not paying utility bills, property taxes or rent, risking loss of heat or shelter

Examples of abuse, neglect and self-neglect

Scenario: Financial abuse

Hazel frequently gives her adult son her pension cheque to be deposited into her account and to bring back a specific amount of cash. Without his mother's permission, the son uses her pension cheque to pay his overdue credit card.

- Misuse of an older adult's funds and assets is an example of financial abuse.

Scenario: Spiritual abuse

Joe is locked in his room during times that he would attend his religious events. When he complains, he is ridiculed for his faith and told that he cannot expect to attend any religious events in the future and not to discuss this topic at home. Joe's son burned his father's religious books.

- Preventing an older person from practising their faith is an example of spiritual abuse.

Scenario: Physical and emotional abuse

George has rented out the upstairs of his house to a couple in return for care-giving assistance and promised them the house when he dies. Often, the couple tell George that he is useless and many times pull him out of bed, saying that George is lazy and sleeps all day. George does not know what to do, and his physical and emotional health is deteriorating.

- Pulling George out of bed is an example of physical abuse.
- Bullying and degrading comments are an example of emotional abuse.

Scenario: Sexual abuse

A volunteer was visiting Karen, an 82 year old who is living in a care facility. Karen tells the volunteer that she felt uncomfortable when a nurse changed her last evening. Karen stated that the nurse had inappropriately touched her. The volunteer reports to the manager, who investigates and discovers that the nurse has been sexually abusing several residents.

- Sexual abuse involves any sexual behaviour directed towards an adult without the adult's full knowledge and consent, including sexual harassment, non-consensual touching and pornography use.

Scenario: Neglect

Mary is concerned about her friend Kim. Since Kim moved in with her daughter and son-in-law, her health seems to have declined. Mary noticed that Kim seems depressed and is losing weight. When she asks her about it, Kim replies that her daughter is too busy to make her meals and often leaves her at home without dinner.

- Not providing food is an example of neglect.

Scenario: Self-neglect

Sam lives alone. He frequently falls over and has injured his hip. Although he is in severe pain, he refuses to get medical attention and won't take his other prescribed medications. He won't discuss home support with anyone. He is losing weight, becoming more confused, and he is not taking care of his personal hygiene.

- Not seeking necessary medical attention for yourself is an example of self-neglect.

What is ageism⁷?

Many older adults note that as people grow older and as they reach certain age milestones (age 65 being one of them), people begin to treat them differently. In many cases, being treated differently means being treated as “less”—less valued, less capable. This is ageism. Ageism is also present when younger persons implicitly or explicitly act as if they are more entitled to family or social resources than older adults.

Senior groups, service providers and academics in Canada have noted that ageism can be an important factor in senior abuse. Robert Butler coined the word “ageism” in 1968. “Ageism allows the younger generations to see older people as different from themselves; thus they subtly cease to identify with their elders as human beings,” he explained (Butler, 1975). Ageism is a societal attitude. It is a way of stereotyping older adults as being weak, frail and feeble minded.

⁷ <http://www.cnpea.ca/ageism.htm>

Who can the abuser be?

Abuse of older adults occurs under different circumstances and can include **anyone in a position of trust and authority** such as adult children, adult grandchildren, spouse, neighbours, friends, relatives or care providers who are paid staff or volunteers.

Examples of who the abuser can be

Scenario: Adult children or grandchildren

While Mr. Jones is in hospital, his daughter Betty cashed in his GICs and puts the money in her own bank account. When Mr. Jones is released, he is shocked to find that his investments were cashed in without his permission. When he asks Betty what happened, he was told that she has put money aside to pay for his future care needs.

Scenario: A spouse, neighbour, friend or relative

Daniel lives with his wife and goes swimming daily to the local community centre. One of the staff at the pool has noticed bruises on his body. In conversation with the staff, Daniel discloses that his wife is addicted to drugs and lately has been hitting him.

Scenario: Care providers who are paid staff or volunteers

Anne has a volunteer who visits her weekly to keep her company and cook her dinner. Recently the volunteer has refused to cook Anne's requested meal for dinner, telling her that she is old fashioned and needs to eat a vegetarian meal because it's better for her than meat and potatoes. Anne is hungry and distraught and does not know how to deal with this situation. She is lonely and afraid to complain because she may not get another volunteer.

Scenario: Someone in a position of power, trust or authority

Toby, a widowed and retired teacher, hears a knock at his door. He sees a construction van parked outside that says, Your Local Handyman. Toby is delighted since he needs his shed repaired before winter. The handyman tells Toby that he had many satisfied customers in the neighbourhood and he will fix the shed for \$250, payable at once. Toby gives the construction worker \$250. The construction worker never shows up. Toby calls the local police to tell them that he has been scammed.

SECTION TWO:

Identifying abuse and barriers to reporting abuse



SECTION TWO: Identifying abuse and barriers to reporting abuse

Signs of potential abuse, neglect and self-neglect

Detecting abuse is complex due to the sensitivity of the situation and the implications once the older adult has reported it; hence the word “potential” is used to avoid reaching the conclusion of abuse without proper investigation and approval from the older adult to proceed. Unexplained injuries, stories that suggest potential abuse, changes in personality and/or behaviour and signs of visible deterioration are some red flags of a potential abuse situation.

TYPE OF ABUSE	POTENTIAL SIGNS
Financial	<ul style="list-style-type: none"> – unpaid bills – no money for food and clothes – refusal to spend money without permission – sudden appearance of caring relatives – abrupt changes in power of attorney or bank accounts – restricted access to a telephone
Physical	<ul style="list-style-type: none"> – bruises, welts, swelling, lacerations, broken teeth – history of unexplained accidents or injuries – fearful, anxious or feeling guilty without reason – avoids physical and/or verbal eye contact – appears to recoil (flinching, cringing)
Psychological/Emotional	<ul style="list-style-type: none"> – under/over-medicated – absence of required hearing, visual and mobility aides – agitation – fearfulness (especially in presence of abuser) – gives information reluctantly or lets abuser answer – appears ashamed, withdrawn or passive – not allowed to attend social outings
Neglect or self-neglect	<ul style="list-style-type: none"> – malnourished or emaciated – confused – living in squalor

Note: Not all bruises, unexplained injuries or other signs of abuse listed above are the result of an abusive situation. Many times there is a legitimate reason as to why the signs are there. For example, the older adult could have been in an accident or delayed in paying a bill. This speaks to the importance of always clarifying the situation with the older adult and getting permission before taking action.

Potential barriers to reporting or discussing abuse, neglect or self-neglect

Abuse of older adults is a tragic secret for many. Often older people who suffer from abuse are reluctant to speak out. The fear of repercussions may feel more oppressive than the actual abuse they are subjected to.⁸

Barriers to reporting or discussing abuse can include:

- **Fear** of being punished for reporting, being institutionalized or being rejected or abandoned by family members. Also, fear of losing a relationship, caregiver or access to family members, including grandchildren, can reduce the willingness to report abuse.
- **Denial** relates to the difficulty associated with facing what is real. Older adults who are abused often blame themselves for the violence and neglect they are subjected to. They are often reluctant to report the abuse because they are ashamed of what the family member did to them or embarrassed that they placed their trust in that person.
- **Disabilities** can make reporting very difficult when an older adult is challenged with potential physical issues related to mobility. Other challenges may include a decline in mental health, e.g., dementia, where an older adult is more vulnerable to abuse.
- **Consequences** may vary and have the potential to increase the risk of the situation. Older adults may fear potential homelessness or an increase in the abuse. Shame or guilt may also stop them from reporting their abuser, who might be someone they love.
- **Isolation** is common in older adults and can cause barriers to reporting abuse. In addition, isolation can make it easier for an abuser to exploit, neglect or abuse an older adult. Without a caring support network nearby, there is a significantly higher risk for abuse of older adults.

⁸ <http://www.albertaelderabuse.ca/page.cfm?pgID=12>

Case study A – Mrs. Smith (Identifying abuse and barriers to reporting a situation of abuse)

Read the case study and answer the following questions.

My niece Jenny constantly tells me that I should be thankful because she takes me to the local community centre once a week to play bingo. My brother gives me \$20 pocket money from my pension to spend. When I ask for more he yells at me, saying that it costs a lot to keep me. I can't take this anymore. I am considering talking to Alex, the receptionist at my community centre. I've known him a long time.

Q1) Why is this situation a concern?

Q2) What types of abuse are in this situation?

Q3) What are possible barriers to reporting for Mrs. Smith?

SECTION THREE:

Responding to potential abuse of older adults



SECTION THREE: Responding to potential abuse of older adults

Older adults are an important and growing segment of our society with wisdom to share and valuable life lessons to teach. Establishing and fostering positive, effective communication with older adults provides the foundation for a rewarding relationship.

Communicating with older adults begins with appreciation for their life experiences and respect for their autonomy and includes supporting the older adult to make their own decisions as much as possible.

Responding mindfully through positive and effective communication is essential when reaching out to an older adult who might be experiencing abuse. Enhancing your communication skills helps ensure that you first understand the older adult's needs before you address them.

Your first step in responding to an older adult is to listen, empathize, clarify and validate their story. The communicating skills reviewed here will help you to stay focused while listening to the older adult's story.

Awareness of the aging process, how older adults are being treated and how they want to be treated is important knowledge as you work alongside older adults. Here are some quotes from older adults who participated in focus groups for the project.

They want you to hear their voices:

- "Treat me with dignity and respect."
- "Don't take away my sense of purpose."
- "Talk to me and not about me."
- "I am annoyed when you say that I drain our society."
- "Don't blame me for the natural process of aging."

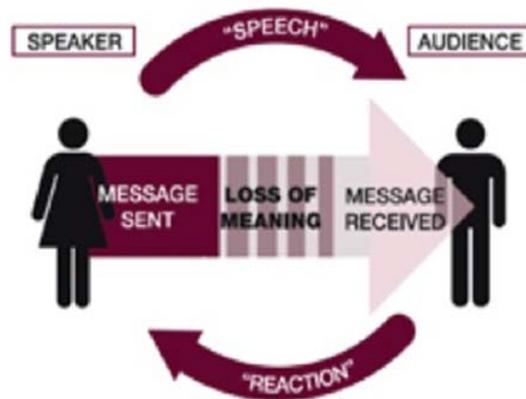
What is communication?

Communication is the act of conveying information for the purpose of creating a shared understanding.

The act of communicating draws on several interpersonal and intrapersonal skills, which include speaking, listening, observing, questioning, processing, analyzing and evaluating.

The audience of a message (front-line staff/volunteers) must be able to identify the speaker's (older adult) intent, take into account the context of the message, clarify any misunderstandings and consider the next step.

During communication, the message can be easily lost or misinterpreted. A lack of clarity can leave room for a negative reaction to occur. If you are unclear, it is important to ask for clarification.



*Good communication practices will assist you
in your work with older adults.*

Why is communication important?

- It helps you understand the situation.
- It assists the older adult to have their needs met more efficiently.
- It empowers the older adult to advocate for their rights.
- It creates job satisfaction when you have been of help.

Types of communication include:

- Listening
- Oral (verbal)
- Visual
- Written
- Body language (non-verbal)

Body language

Body language is defined as the process of communicating non-verbally through conscious or unconscious gestures and movements.

For front-line staff/volunteer, it is important to recognize that body language is the first type of communication that an older adult will notice. Consciously or unconsciously, everyone responds to the non-verbal cues. For example, a front-line staff/volunteer who is smiling appears more approachable.

Tips when communicating with older adults

This workshop is NOT intended to teach you how to intervene in possible complex abuse situations, how to do assessments or how to write incident reports. The role of the front-line staff/volunteers is to provide support so the older adults can receive the resources appropriate to their specific needs.

The following tips support effective communication between front-line staff/volunteers and older adults. The acronym **SCOLER** is a helpful way to remember the following tips when communicating with older adults. It reminds you to pay attention to your body language.

S	Square your shoulders with the older adult. Face them directly rather than pointing energy in another direction away from them. Follow the lead of the older adult as squaring your shoulders could be intimidating.
C	Concentrate on the older adult you are trying to understand. Avoid interruptions. Be patient as each older adult has their own unique needs (hearing aids, vision concerns or mobility issues).
O	Open your posture towards the older adult. Keep arms and legs uncrossed and hands open and visible.
L	Lean forward slightly, if that is comfortable but avoid crowding the older adult. If they move back, follow their lead.
E	Eye contact is important but tricky. Be aware that in many cultures direct eye contact is a sign of disrespect, defiance or challenge. Offer eye contact but don't demand it. Follow the lead of the older adult.
R	Relax. Try to incorporate these body messages into your personal style. Don't use them mechanically but use them as an expression of your concern and interest.

Although the topic of abuse of older adults is extensive and complex, your awareness workshop is NOT intended to teach front-line staff how to intervene in possible complex abuse situations, how to do assessments or how to write incident reports. After the workshop, front-line staff will become aware of the issues, warning signs and be equipped to refer older adult to the appropriate resource where skilled professionals can offer specific support on abuse of older adults.

Staying calm. When faced with an older adult who is experiencing potential abuse, it is normal to feel unsure and anxious and not know what to say. Staying calm de-escalates a potentially vulnerable situation and enables you to get a clearer understanding of the older adult's needs.

Listening is the most important skill for successful communication and yet it is often overlooked. It takes most service providers' years of experience to learn to listen well, especially when working in stressful situations that require diverse skills.

“The most important skill you have to support an abused older adult is your ability to listen.”

—Abuse Prevention on Older Adults Network

Validating the situation of abuse that the older adult has disclosed to you is an essential step in helping the older adult feel safe and supported. You do not have to agree with the situation or the decision being made; your role is to be non-judgmental, empathize and demonstrate your support. Resolving the situation is a complex process and the older adult must be the one to initiate how he or she would like to proceed.

Helpful ways to empathize and validate:

- “I am sorry to hear that.”
- “I can see that this is difficult for you.”
- “It sounds like you are struggling to make sense of the situation.”
- “This must be very difficult.”
- “May I get you a glass of water?”
- “Take your time.”

Helpful ways to clarify:

- “Are you safe right now?”
- “Are you OK?”
- “Sounds like you are not sure what to do?”
- “I am concerned about something you said.”
- “Am I hearing you right? You said that you needed a resource for a legal matter?”
- “What type of help might be best for you?”
- “You mentioned getting some help. Would you like to connect to your local resources?”

Helpful leading questions:

- “Are you getting enough help at home?”
- “Do you have everything you need to take care of yourself?”
- “How are things going at home?”

Confidentiality⁹ relates to the understanding that you are obligated to keep the older adult's disclosure and information private. Exceptions to this include situations in which older adults:

- Have given you their consent to disclose information to another party.
- Disclose that they intend to harm themselves.
- Disclose that they intend to harm someone else.

Consent⁹ means that you need the older adult's permission before contacting a resource on his or her behalf. In most cases, you should get consent from an older adult before sharing any confidential information, including private or health information, or before taking any action. Mentally capable older adults have the right to make their own decisions including choices that others may consider risky or unwise.

⁹ <http://www.bcli.org/ccel>

Case study B – Mrs. Smith (Communication skills role play)

Mrs. Smith went to her weekly bingo night. While at the centre she walks over to Alex the receptionist. He notices that she seems distraught, looks disheveled and is tearful. He asks her to have a seat where it is more private. She tells Alex that she will not be coming to the centre anymore, as her situation at home is too stressful, and she is not sure what to do.

- a) You and your partner will take turns practicing your communication by role-playing both Mrs. Smith (older adult) and Alex (front-line staff) using the above scenario.
- b) You will use the SCOLER activity to practice good body language and practice your communication skills by using Tips to communicating with older adults handout #2.

Knowing your professional boundaries and work policy

Professional boundaries and work policies are important parts of your everyday work. They guide you to stay within your described role and assist you in clarifying to the older adult what your job includes.

What are professional boundaries?

Professional boundaries define effective and appropriate interactions between professionals and the public they serve. Professional boundaries are a difficult concept to grasp because it isn't something we can see. When we talk about needing space, setting limits, determining acceptable behaviours or creating a sense of autonomy, we are really talking about boundaries.

Why is it important to set professional boundaries?

Professional boundaries exist to protect both the professional and the client. It is the ability to know where your responsibility ends and your ability to communicate that to the person you serve. Your job description usually provides you with guidance on what your work boundaries are.

Examples of crossing professional boundaries and suggested responses:

- Giving your home address or phone number to the older adult

"Unfortunately I cannot give you my home address or home phone number; however, let me give you my business card with my office hours when you can reach me."

- Making promises that are not part of your job description, e.g., buying groceries for the older adult or making personal visits

"I am unable to do your groceries for you or make personal home visits; are you interested in getting resources that can support you with this?"

- Counselling the older adult or their family (unless you have the educational requirements to do so)

"I am not a licensed counsellor. Is this a service that you need?"

Work policy

Depending on their clients, many organizations have internal policies and procedures on working with older adults. The policy provides guidance to staff on what actions need to be taken in event of an emergency situation. Usually, the policy also refers to the authority levels for various positions should a critical decision need to be made.

As part of this project, YWCA Metro Vancouver has provided a standard policy which organizations can adapt in order to meet their needs. This policy can be accessed online at ywcavan.org/seniors (Resource section).

Does your organization have a policy which provides guidance to staff on how to respond in situations of potential abuse of older adults? Each facilitator should find out if their organization has such a policy so as to provide the information to the front-line staff/volunteers.

Case study C – Mrs. Smith (Professional boundaries)

Mrs. Smith has decided to talk to Alex the receptionist, from her community centre, about her living situation as she needs some help. She asks Alex if he has some space in his home, where she can stay, until she figures out what to do. She tells Alex that he is her only support.

Q1) Why is this situation a concern?

Q2) What could Alex do under these circumstances?

Q3) What factors should be taken into consideration?

SECTION FOUR:

Resources and next steps



SECTION FOUR: Resources and next steps

What resources are available to support an older adult experiencing abuse?

Some resource categories include advocacy, crisis lines, housing, financial, medical, legal, meal programs and first responders. Designated agencies are also a resource and their expertise is discussed below.

For the purpose of this workshop, four main types of resources will be discussed:

- First responders
- Designated agencies/responders and other investigative authorities
- Local resources
- National resources

First responders

First responders from the police, fire and ambulance are trained personnel to be called in cases of abuse when there is an urgent need to intervene. Some police departments have an elder abuse unit with trained staff, such as victim services workers, who support older adults when abuse is suspected.

Designated agencies

A designated agency is an agency or organization that has legal responsibility to look into a situation of abuse. For example, in British Columbia all health authorities and Community Living BC are designated agencies who work directly with the adults to address abuse and determine what kind of support they want and need. Supports range from informal support from friends, family and advocates to services such as home support, meal services or day programs¹⁰.

The designated agency has the legal authority to intervene and the responsibility to access resources to support situations where the older adult seems unable to get assistance on their own due to physical disability, illness, injury or other condition that affects their ability to make decisions. Not all jurisdictions in Canada have formal designated agencies.

Each province/territory has its **own laws** for responding to abuse of older adults. Each facilitator should find out the designated agencies or responders for abuse of older adults in their province/territory in order to provide accurate resource information to their workshop participants.

The designated agency in my province/territory is:

The contact information is:

¹⁰ http://www.trustee.bc.ca/pdfs/Adult%20Guardianship/Protecting_adults_from_abuse_neglect_and_self_neglect_Feb%20%202012_FINAL.pdf

Local resources

Local resources provide services specific to a geographical area or specific community. They are usually easily accessible and often work to bring the community together. It is important to know which local resources are available for older adults experiencing abuse. By making suitable referrals to the older adults you serve, you also help support the local resources/organizations in your community. Examples of these community resources include seniors information and referral agencies, seniors help lines, senior peer counselling programs, crisis lines, transition houses, women's advocacy and support groups, counselling agencies, victim services and legal information and referral.

Additional resources include:

- Public guardian and trustee
- Health Canada nurses
- Native court workers
- Banks and credit unions
- Service clubs
- Health/social workers
- Band council members

National resources

National resources offer useful information on abuse of older adults and information can be found on their websites and under appendix c of the guidebook. Examples include Seniors Canada, National initiative for the care of the elderly and National clearing house on family violence.

Case study D – Mrs. Smith (Directing to resources)

In an earlier visit to the community centre Alex noticed that Mrs. Smith seem distraught and disheveled. She mentioned that she would not be attending the centre anymore. Mrs. Smith also expressed that she needed a place to live.

Question: If you were Alex, what are some of the resources you would suggest to Mrs. Smith?

Next steps

There are various levels of expertise in the field of abuse of older adults. The suggestions below accommodate the learning needs for facilitators who are either new to the field, have limited experience/ knowledge, or can be a good refresher for seasoned professionals.

Apply your knowledge

As soon as possible apply your knowledge and practise the skills that you have learned in your work environment. Practice is the key to building your confidence.

Build your resource base

Building a solid and varied resource base will assist you throughout your workshop. Before your train-the-trainer course begins you can start to build your resources by reviewing the **YWCA Community Action on Abuse of Older Adults** brochure, researching abuse of older adults online, asking networking contacts for information, speaking to colleagues who work in the field of seniors care, looking in seniors magazines for specific contacts or visiting local senior centres for brochures.

Network with others

For some, networking is not an easy task and requires practice. You can start by attending events related to older adults to expand your awareness of various community service providers. When you meet other service providers, ask for their contact information and do a follow-up as soon as possible to establish your relationship as this can be a valuable connection.

Building your knowledge and network

How can you build your knowledge and network in this area?

(Fill in the lines below)

1.	Connect with my colleagues from this course
2.	
3.	
4.	
5.	

My local resources handout

Research what local resources are available for older adults in your community and list them below. This is your first step in expanding your knowledge on abuse of older adults.

RESOURCE CATEGORY	ORGANIZATION	PHONE	WEBSITE
Advocacy			
Culturally specific			
Designated agency			
Disability support			
Financial/legal			
Housing			
Home support			
Lesbian, gay, bisexual, transgender (LGBT)			
Local police			
Mental health			
Ombudsperson			
Recreation centre			
Women and violence			
Seniors helpline			
Public guardian and trustee			
RCMP victim services			

SECTION FIVE:

Facilitator information



SECTION FIVE: Facilitator information

This section is designed to support you in your important role as a facilitator.

Facilitator's oath

Facilitating a YWCA awareness workshop on **Taking Action against Abuse of Older Adults** is an important responsibility. This workshop is a powerful tool for helping your front-line staff/volunteers to increase their awareness on this issue and on the resources available for older adults.

In signing below, I hereby agree to:

- Deliver the workshop within three to six months of taking the course.
- Offer this four-hour workshop to the front-line staff/volunteers only in my organization or sister organization and will not deliver the workshop to the general public.
- Provide free workshops at no cost to the front-line staff/volunteers within my organization for this training.
- Follow the lesson plan, facilitator notes and guidebook. If I have concerns about the materials, I will contact the project instructors at YWCA Metro Vancouver.
- Review and prepare for delivering and facilitating the workshop.
- Never offer legal or personal counselling advice even if I have the knowledge. I must strictly follow the content information provided.
- Remind participants during the workshop that when they are sharing a story or experience, they should never disclose the identity of the person they are referring to.

- Recognize that when I am faced with questions and do not know the answer, I will say that I do not know the answer and refer the participant to an appropriate resource.
- Report to YWCA Metro Vancouver project instructors if anything unusual or distressing happens during the workshop at jemmatempleton@ywcavan.org. Also, report to your supervisor if necessary.

Volunteer facilitator

Location of training: _____

Print name: _____ Date: _____

Signature: _____

Qualities/role of a good facilitator

Your role as a facilitator is to help your workshop participants learn and become aware of what abuse of older adults is.

As the facilitator, create a safe and respectful learning environment, so participants can feel comfortable to express their views. Encourage participants to share their own knowledge and experiences, which will make the workshop interactive and rewarding.

It is normal to feel anxious about presenting materials and being a facilitator, but if you have practised your presentation and are organized with your space and training materials, you will be in a better position to overcome the initial trepidation.

Tips for a being an effective facilitator

- Practise the delivery of the workshop to a friend or family member
- Be organized by setting up your space and materials ahead of time
- Start and end the workshop on time
- Ask the participants for feedback, for example, "Can everyone hear me?"
- Make the purpose of your workshop clear and re-enforce the purpose at the beginning and end
- Make eye contact, smile and speak to the participants
- Have your hands visible (do not cross your arms, fidget or put your hands in your pocket)
- Provide opportunities for participants to ask questions
- The facilitators' notes on your PowerPoint presentation will assist you to cover the content and finish within the time fame provided.

The learning needs of your participants

The training material for the YWCA awareness workshop on **Taking Action against Abuse of Older Adults** is designed for front-line staff/volunteers in organizations where older adults access services, such as senior centres, banks, grocery stores, community centres, neighbourhood houses and libraries. The front-line staff/volunteers may have minimal to no awareness on the issue of abuse of older adults. Most will need information that will help them be more effective in their daily interactions with older adults who may or may not be in situations of potential abuse.

The training materials are designed to meet the learning needs of the adult learner. When adults participate in a positive learning experience they are more likely to retain what they have learned and apply it in their work environment.¹¹

The group discussions, case studies and lectures in your PowerPoint presentation provide opportunities for your front-line staff/volunteers to share their life experiences, making for a more interactive and engaging workshop. Take advantage of the wealth of knowledge and experience around the room.

Group guidelines

Whenever you have a group of participants learning together, no matter how short the workshop is, it is important that you discuss with your participants some agreed-upon rules for the whole group to follow. Group guidelines:

- Help establish boundaries for how participants interact with each other during the workshop
- Provide opportunities for the quieter personalities to comment
- Create an environment of open learning so the participants can feel safe to express their opinions

Examples of effective group guidelines are confidentiality, no cross-taking, keeping on topic and time, respecting each other's opinion or raising your hand when you have questions.

Remember: for the group guidelines to be effective, the participants need to discuss and collectively decide what their group guidelines are rather than the facilitator telling them what is expected of them during the workshop.

¹¹ Knowles, Swanson & Holton, 2005

Managing questions for commonly encountered situations

As a facilitator, you set the tone and environment in your workshop, which means that you are looked upon as the leader and need to manage the workshop confidently. The art of managing difficult situations and questions is tricky because you need to manage this sensitive topic as well as the response time so the questions do not hijack your training. Being clear and decisive, yet maintaining a respectful environment so participants feel comfortable to share their thoughts is the best way to facilitate.

Questions are a big part of learning and show that your front-line staff/volunteers are engaged, so welcome questions and be encouraging.

Suggestions on how to respond to some commonly encountered situations:

Situation:	A participant asks you a question or comments on content that is not covered in the training.
Response:	It is OK to say that you do not know the answer to the question rather than give inaccurate information. Your response: <i>“This is a good question. I don’t know the answer; I will try to look for the answer or you can call one of the resources from the list as they might have an answer for you.”</i>

Other possible responses:

Situation:	Participants are very engaged and are sharing valuable information with each other; however, the conversation is moving away from the topic and time is running out.
Response:	<i>“This is an interesting topic; however, we are running out of time, and we need to wrap up so that I can get you out on time.”</i>

Other possible responses:

Situation: One participant answers first every time you ask a question and no one else is getting a chance to answer.

Response: *"Thank you to the participants on this end of the room for your great answers. Let's hear from the other side of the room what your thoughts are."*

Other possible responses:

Situation: You notice the participants are yawning and seem disengaged.

Response: *"I can see that we are at a point where we need a stretch. Please stand up and let's do a two-minute stretch break."* Offer a few arm stretches above the head and a few leg stretches to keep participants' energy up.

Other possible responses:

Situation: You finish your presentation early; how do you fill the time?

Response: A facilitator must always have some backup training material handy with which to fill up time. Use the Myths section or talk about the importance of self-care both in the YWCA Community Action on Abuse of Older Adults brochure.

Other possible responses:

Situation: There are two (or more) participants who are talking amongst themselves.

Response: Walk slowly around the room while facilitating and stop by that group. This will stop their conversation.

Other possible responses:

Situation: A participant asks a question or makes a comment that you do not understand.

Response: *“Can you please expand on that question/comment so we may understand the question better?”*

Other possible responses:

Your workshop support materials

The materials provided in this guidebook are designed to help you successfully deliver your four-hour workshop.

Your workshop support materials are:

- a) Facilitator's guidebook
- b) Workshop four-hour lesson plan
- c) Facilitator PowerPoint presentation and notes
- d) Workshop participant PowerPoint presentation and handouts
- e) Workshop preparation checklist
- f) DVD of the workshop materials
- g) Appendices

a) Facilitator's guidebook

This guidebook contains six sections. Sections one to four correspond with both your facilitator and workshop PowerPoint presentations. It is your first source of information, as it provides you with the necessary content on abuse of older adults in detailed information and case studies.

The sections provide you information on:

- SECTION ONE: What is abuse of older adults?
- SECTION TWO: Identifying abuse and barriers to reporting abuse
- SECTION THREE: Responding to potential abuse of older adults
- SECTION FOUR: Resources and next steps
- SECTION FIVE: Facilitator information
- SECTION SIX: Facilitator workshop materials

b) Workshop four-hour lesson plan

You can find the four-hour lesson plan in section six. This lesson plan provides you with guidance and will keep you on track for content and time.

c) Facilitator PowerPoint presentation and notes

Your facilitator PowerPoint is in section six. It is important that you read the guidebook in order to have a good foundation on the topic of abuse of older adults and to understand the workshop content.

There are facilitator notes on each of the slides. The facilitator notes provide you with clear direction on what to say in support of the slide information being presented to teach the most essential information to your participants. In most sections throughout the PowerPoint presentation, there are questions in the facilitator notes that help expand the workshop. The questions have answers to assist you. When you are asking questions, encourage interaction and participation from your audience to add more depth to the workshop.

Give clear timelines for group discussions and activities. The facilitator notes are timed to allow for your presentation and for participants to have discussions and complete the activities.

d) Workshop PowerPoint presentation handouts and forms

You have six handouts that you give to the participants at various times during the workshop as prompted by your PowerPoint slides. See section six of the guidebook. Keep in mind that giving handouts early can disrupt the flow of the workshop and can be distracting. Try to give handouts when required while keeping the workshop moving forward.

- Four case studies: Mrs. Smith – Case studies A, B, C and D (handouts 1, 3, 4, and 5)
- Two activities: Tips for communicating and Next steps (handouts 2 and 6)
- Two forms: Participant sign-in sheet and post-evaluation form (F1 and F2)

The post-evaluation form is a very important feedback form that you ask your participants to fill out at the end of the workshop and before they leave. The evaluation form is required by our funder, the New Horizons for Seniors Program, and will be used to collect non-identifiable data such as participant attendance, awareness level and satisfaction on the training. **These evaluations are to be mailed back to YWCA Metro Vancouver as soon as possible in the self-addressed, prepaid stamped envelopes provided.**

e) Workshop preparation checklists

In section six, you will find a workshop checklist to help you organize and prepare for your workshop.

f) DVD of the workshop materials

This training has been designed to function with or without technology.

Using technology: You will need a computer/laptop and a projector. The computer/laptop will need to have a DVD reader for the DVD provided. You can also download the PowerPoint presentation from the following link ywcavan.org/seniors and save it on your computer/laptop hard drive or onto a USB flash drive.

Without technology: In the event that you have no access to computer/laptop or are having problems with your computer/laptop, you can facilitate the workshop with just your facilitator notes and the workshop handouts.

g) Appendices

Located at the back of the guidebook are the appendices with information and documents that you can use.

- Appendix A: Definitions
- Appendix B: Project documents available online
- Appendix C: Resources

Delivering your own workshop

Congratulations on completing the two-day train-the-trainer course. You are ready to host your own four-hour workshop to your front-line staff/volunteers.

This is the best part of the course. You get to apply all that you have learned and prepared for by delivering your own four-hour YWCA awareness workshop on **Taking Action against Abuse of Older Adults**. You will have the opportunity to pass your knowledge of this area to 10 to 15 front-line staff/volunteers from your organization(s) where older adults access your services.

Recruiting workshop participants

The training in this four-hour workshop is specifically for the front-line staff/volunteers in your organization or sister organization. This workshop is not intended for you to offer to the general public.

Your workshop action plan

When you registered for this course, you committed to training 10 to 15 front-line staff/volunteers from your organization within three to six months of being certified as a facilitator for the YWCA awareness workshop on **Taking Action against Abuse of Older Adults**. In relation to this commitment, you need to define what your goal is so that you can put together a clear and effective action plan to achieve that goal.

A good goal-setting program is a SMART one. Each goal must be a specific step (rather than a vague desire) and measurable in terms of what is to be accomplished and when.

S	Specific
M	Measurable
A	Achievable
R	Realistic
T	Timeline

During the two-day train-the-trainer course, with help from your fellow facilitators and the instructors, you will have the opportunity to work on your action plan for your four-hour workshop. You will use the “My workshop action plan” template to guide you through the process.

My workshop action plan

MY GOAL IS:

- Specific: _____
- Measureable: _____
- Achievable: _____
- Realistic: _____
- Timeline (I will achieve my goal by what date): _____

What actions do I need to take to enable me to deliver my workshop?

1. Inform my supervisor on completion of course and inquire about next step for delivering my workshop.
- 2.

What types of support do I need to deliver my workshop?

Example: Assistance with getting space and signing up participants within my organization.

-

What steps will I take to prepare for my workshop and to achieve my goal?

- Use checklist to get organized
-

What will I do to maintain leadership during the workshop, if things do not go as planned?

Example: Faced with a technology issue, nervousness or a challenging participant.

-

How will I reward myself?

Example: Speciality coffee, message, day at the beach

-

Support for the facilitators after this course ends

The train-the-trainer model provides the structure in which to develop the skills and knowledge of the subject content as well as to enhance facilitation skills.

This approach is seen as the most sustainable model because:

- Facilitators know the needs of their front-line staff/volunteers
- Facilitators are aware of the cultural aspects of their organizations and communities
- The knowledge stays in the organizations and community versus an external facilitator who leaves

The two-day train-the-trainer course is a good networking opportunity for you to meet colleagues from your community who are facilitators like you. Having been through the same course, you have the opportunity to stay in touch and support each other. This action will help to sustain the YWCA Community Action on Elder Abuse project in your community.

After your train-the-trainer course is completed, instructors will follow up with you by email to ensure that all is going well with your preparation to deliver your workshop. It is also important for you to establish a strong network through your connection with fellow-facilitators as a way to gain continued support.

The instructors delivering their train-the-trainer course across Canada can only respond to emails on Mondays. If there is a matter that requires urgent attention, please consult with your supervisor and use the resources provided in appendix c of your guidebook for support.

The YWCA Community Action on Elder Abuse project ends March 31, 2015. Instructors will be available for workshop questions via email until February 28, 2015. However, all training and workshop material are accessible at ywcavan.org/seniors (Resource section). The project brochure is translated into Arabic, Chinese (Simplified), French (Canadian), German, Italian, Punjabi and Spanish. The project guidebook is translated into French, and all materials are only available online.

Self-evaluation

The facilitator self-evaluation form is designed to help you reflect and evaluate yourself as a facilitator after you have delivered your four-hour workshop. It can be used for professional development. This form is for your use only and is optional.

Please circle your answers, using the rating scales provided

1. How comfortable were you with the following?

	Not comfortable		←————→		Very comfortable	
Facilitation	1	2	3	4	5	
Group activities	1	2	3	4	5	
Discussion questions	1	2	3	4	5	
Managing time	1	2	3	4	5	

2. What felt good to you about the workshop?

3. Did anything unexpected or challenging happen? How did you handle it?

What would you do differently?

4. What was your overall confidence level during the workshop?

- Low
 Medium
 High

5. My success story

Can be anything, including how you overcame your public speaking fear, how you managed a challenge, how you were complimented by one of your participants or what you learned about yourself.

Self-care for your well-being

Why is self-care important? Self-care is defined as the right and responsibility to take care of your physical, emotional and spiritual well-being.¹² Self-care may also be thought of as anything that contributes to our emotional, spiritual, physical and/or social rejuvenation, enabling us to create balance in our lives.

As community support workers, we need to rejuvenate ourselves daily to maintain a healthy frame of mind and to avoid job burnout. Being in a healthy frame of mind helps us to be objective and provide older adults with the best options for their needs. When we practise self-care, we are also modelling a healthy lifestyle for those who access our services. When we feel healthy, we have the capacity to be compassionate, kind and supportive to all those around us. Self-care is different for each of us.

Examples of self-care are:

- Taking time to enjoy nature
- Eating a well-balanced diet
- Exercising regularly
- Practising spirituality, e.g., meditation, religious services
- Maintaining regular contact with family members and friends
- Participating in your favourite recreational activities, e.g., hiking, reading, cooking
- Asserting personal and professional boundaries

My self-care plan

Develop your own self-care plan. Write down what nurtures you and make a plan for when and how you are going to make time to apply your self-care practices.

What do I enjoy doing?	Why?	How often?
– Gardening	I like being outdoors	Weekly
–		
–		
–		

¹² Salvucci, 2001

SECTION SIX:

Nj Inujj }x{ō orkshop materials



SECTION SIX: Facilitator workshop materials

Section Six has all the materials you will need for your workshop:

- Workshop reminder checklist
- Four-hour workshop lesson plan
- Facilitator PowerPoint with notes
- Forms
 - a. Form #1: Participant sign-in form
 - b. Form #2: Post workshop evaluation form
- Handouts
 - a. Handout #1: Case study A – Mrs. Smith (Identifying abuse and barriers to reporting abuse)
 - b. Handout #2: Tips for communicating with older adults
 - c. Handout #3: Case study B – Mrs. Smith (Communication skills role-play)
 - d. Handout #4: Case study C – Mrs. Smith (Professional boundaries)
 - e. Handout #5: Case study D – Mrs. Smith (Directing to resources)
 - f. Handout #6: Next steps
 - g. Handout #7: Participant workshop PowerPoint presentation

Workshop reminder checklist

WORKSHOP REMINDER CHECKLIST		
Venue address:		
Day, date and time:		
# of participants:		
DONE	DETAILS	NOTE
<input type="checkbox"/>	Confirm venue availability for requested time	
<input type="checkbox"/>	Plan Seating layout	
<input type="checkbox"/>	Find out where the washroom and fire exit location (in case of emergency)	
<input type="checkbox"/>	Get flipchart stand, paper and markers (optional)	
<input type="checkbox"/>	Confirm availability of laptop, projector and power cords	
<input type="checkbox"/>	Send out reminder email/notice to participants	
<input type="checkbox"/>	Print participant sign-in form	
<input type="checkbox"/>	Print participant PowerPoint handouts	
<input type="checkbox"/>	Print participant case studies, handouts and activities	
<input type="checkbox"/>	Print participant post-evaluation forms	
<input type="checkbox"/>	Print facilitator self-evaluation form	
<input type="checkbox"/>	Pack YWCA Community Action on Abuse of Older Adults brochures	

<input type="checkbox"/>	Buy candies/treats (optional)	
<input type="checkbox"/>	Practise your presentation/test equipment	
<input type="checkbox"/>	Collect post-evaluation forms	
<input type="checkbox"/>	Complete your self-evaluation form (optional)	
<input type="checkbox"/>	Mail participant evaluation form to YWCA Metro Vancouver in provided self-addressed, prepaid envelope	
<input type="checkbox"/>	Take a moment to recognize the contribution you have made to your community. Thank you!	
<input type="checkbox"/>	Celebrate your success!	

Four-hour workshop lesson plan

Time	Facilitator agenda (page 1 of 2)	Slide	Notes
	INTRODUCTION		
9:00 – 9:20am (20 minutes)	<ul style="list-style-type: none"> – Cover slide on screen until participants settled in – Welcome (read out the welcome script in facilitator notes) – Today's agenda (begin with introductions) – Housekeeping – Acknowledgements – Learning goals 	1 2 3 4 5 6	Handout PowerPoint and brochure
	SECTION ONE		
9:20 – 9:45am (25 minutes)	What is abuse of older adults? <ul style="list-style-type: none"> – Why this is an important topic? – What is abuse and neglect of older adults? – Types of abuse – physical – Types of abuse – emotional – Types of abuse – financial – Types of abuse – spiritual – Types of abuse – sexual – Types of abuse – neglect – What is self-neglect? – Who can the abuser be? 	7 8 9 10 11 12 13 14 15 16 17	
9:45 – 10:00am	15 minutes break	18	

Time	Facilitator agenda (page 2 of 2)	Slide	Notes
	SECTION TWO		
10:00 – 10:45am (45 minutes)	Identifying abuse and barriers to reporting <ul style="list-style-type: none"> – Signs of abuse, neglect and self-neglect – Barriers to reporting or discussing abuse – Case study A – Mrs. Smith (Identifying abuse) 	19 20 21 22	Handout #1
	SECTION THREE		
10:45 am – 12:00pm (75 minutes)	Responding to potential abuse of older adults <ul style="list-style-type: none"> – What older adults are saying – Communication skills – Tips when communicating with older adults – Important things to say and know when responding – Case study B – Mrs. Smith (Communication skills) – Professional boundaries and work policy – Case study C – Mrs. Smith (Boundaries) 	23 24 25 26 27 28 29 30	SCOLER Handout #2 Handout #3 (Role-play) Handout #4
	SECTION FOUR		
12:00 – 1:00pm (60 minutes)	Resources and next steps <ul style="list-style-type: none"> – Resources – Case study D – Mrs. Smith (Resources) – Next steps Wrap up <ul style="list-style-type: none"> – Workshop review – Post workshop evaluation/thank you/goodbye 	31 32 33 34 35 36	Handout #5 Handout #6 Form #2
	End of workshop		

Facilitator PowerPoint with notes

Slide 1



Facilitator notes

Community Action against Abuse of Older Adults

- a) Leave this slide up until everyone is settled in.
- b) Give out the sign-in sheet to pass around.
- c) When this is completed, you are ready to begin and can move to next slide.

Slide 2



COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Welcome
**YWCA awareness workshop on Taking
Action against Abuse of Older Adults**

Workshop developed by:

- YWCA Community Action on Abuse of Older Adults
Project Staff

2

Facilitator notes

Welcome

- a) Begin with the welcome script

Welcome everyone to the YWCA awareness workshop on Taking Action against Abuse of Older Adults with this welcome script: *“Thank you for being here today! We are really glad to have each of you here to participate in this interactive four-hour workshop. In a moment we will be going over the agenda.”*

- b) When you are done, move to the next slide.

Slide 3



Today's agenda

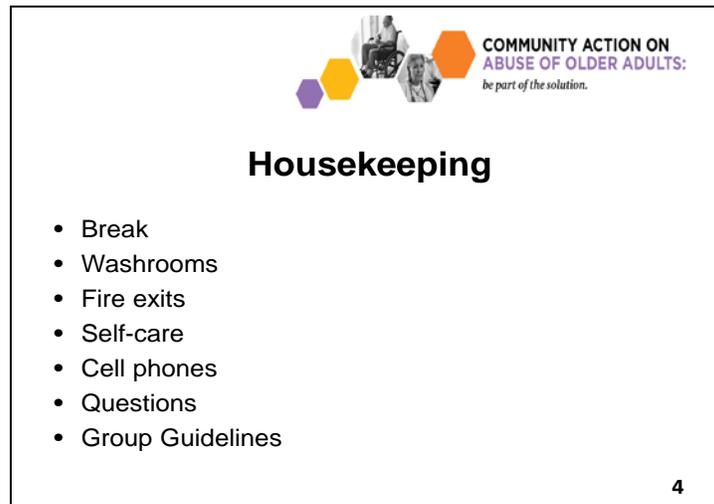
- Introductions
- Housekeeping
- Acknowledgement
- Learning goals
- Section 1-4
- Post workshop evaluation form
- Wrap up

3

Facilitator notes

Today's agenda

- a) Bullet points 1 to 7: **Read out** each bullet point and let participants know that you will get started with introductions and other bullets to follow.
- b) **Begin** by introducing yourself as a volunteer facilitator and share why you are interested in facilitating this workshop
- c) **Provide** participants with the PowerPoint handout and brochure.
- d) **Mention** the importance of the post-evaluation form completion to fulfill the project requirement. This will be given out at the end.
- e) **Ask** if there are any questions before proceeding with the next slide.

Slide 4


Housekeeping

- Break
- Washrooms
- Fire exits
- Self-care
- Cell phones
- Questions
- Group Guidelines

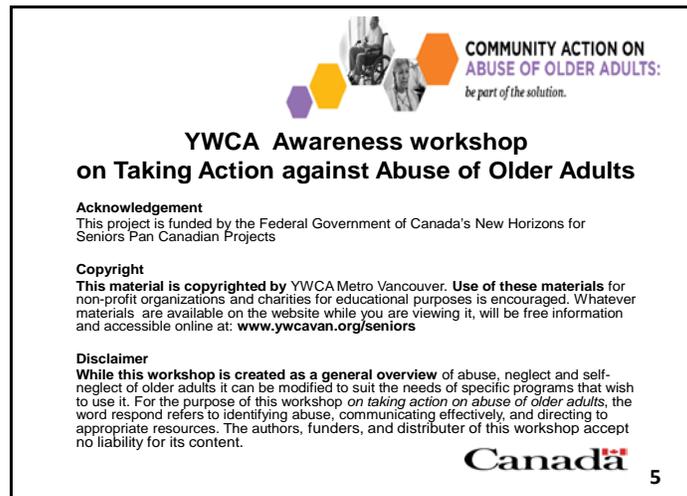
4

Facilitator notes

Housekeeping

- a) Bullet point 1: **Go over** the break (decide which time best suits your schedule for a 15 minute break).
- b) Bullet points 2 and 3: **Explain** where washrooms and fire exits are.
- c) Bullet point 4: **Explain** that self-care means that they can take care of self during the workshop such as going to washroom or getting glass of water when needed.
Share with participants the importance of self-care today, during and after the workshop, due to the sensitive nature of the topic. Also mention that if needed participants should connect with community resources to get support (counselling), if needed.
- d) Bullet point 7: **Talk about** group guidelines being used to keep the group safe and comfortable. **Create** group guidelines with the group by verbally discussing what is important to the group - **no need to write this down- just remind each other**, if and when needed throughout the workshop (**Examples:** confidentiality, no cross-talking, keeping on topic and time, respecting each other's opinions, or raise hand when have questions).

Slide 5



 **COMMUNITY ACTION ON ABUSE OF OLDER ADULTS:**
be part of the solution.

**YWCA Awareness workshop
on Taking Action against Abuse of Older Adults**

Acknowledgement
This project is funded by the Federal Government of Canada's New Horizons for Seniors Pan Canadian Projects

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Disclaimer
While this workshop is created as a general overview of abuse, neglect and self-neglect of older adults it can be modified to suit the needs of specific programs that wish to use it. For the purpose of this workshop *on taking action on abuse of older adults*, the word respond refers to identifying abuse, communicating effectively, and directing to appropriate resources. The authors, funders, and distributor of this workshop accept no liability for its content.

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Facilitator notes

YWCA awareness workshop on Taking Action against Abuse of Older Adults

- a) **Ask participants** to take a moment to read the slide. **Let participants know** that you are acknowledging the Canadian Federal Government, New Horizons for Seniors Program, for their generous funding of this project. **Mention** that this project was developed by the project staff at YWCA Metro Vancouver.
- b) **Bring attention** to the copyright section. **Mention** that the majority of the workshop content came from the voices of three seniors focus groups that worked with the project. The materials created for the project are available free of charge on ywcavan.org (Resource section).
- c) **Move onto** the next slide.

Slide 6



COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Learning goals

Through the use of a **case study, group discussion, and activities** the workshop will help you to:

- **Gain** awareness of abuse, neglect and self-neglect of older adults
- **Develop** best practices in responding to abuse, neglect and self-neglect of older adults (identifying abuse, learning communication skills, and directing to appropriate resources)
- **Be part of the solution**

What this training is not:
This workshop is **NOT** intended to teach you how to intervene in possible complex abuse situations, how to do assessments or how to write incident reports

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Facilitator notes

Learning goals

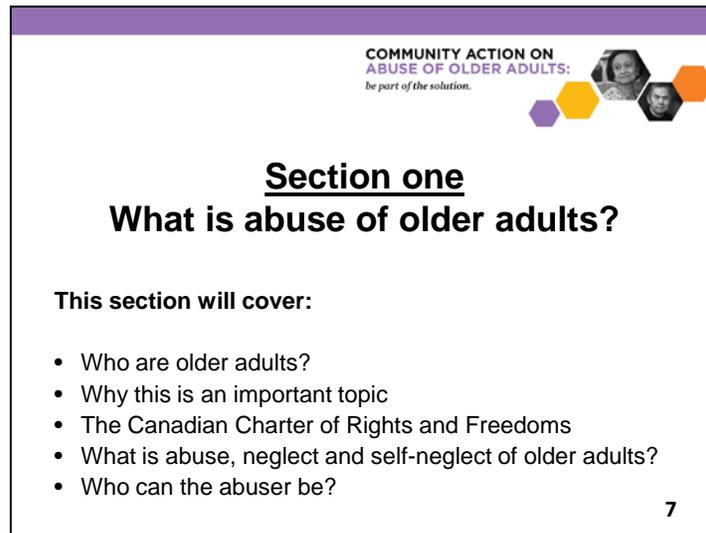
- Let participants know** that this workshop will be very useful to them in increasing their awareness on the issue of abuse of older adults and can improve their role in working alongside older adults.
- Bullet points 1 to 3: **Read out** the learning goals (note the last bullet is the project tagline that is seen throughout in the materials). **Mention** that by taking this workshop each participant is a part of the solution.
- Read out:** What training is **NOT**, from the information provided below, in order to reiterate this important point.
 - This workshop will **NOT** teach front-line staff how to intervene in complex abuse situations, or do assessments or write incident reports.

- For abuse situations, it is recommended that front-line staff/volunteers consult with their supervisor for support and guidance, and get the most appropriate resource option for the older adult.
- If an older adult is in immediate danger, it is recommended that the front-line staff/volunteer/supervisor call 911.
- **Ask** if there are any questions

For facilitator reference if needed

- Where abuse situation are suspected with more vulnerable adults, there are skilled professionals in various organizations that can offer appropriate support. For example, some health authorities have designated agencies that are responsible to investigate reports of suspected abuse, neglect or self-neglect and have legal authority to access resources to support the needs of the older adult. **NOT ALL JURISDICTIONS IN CANADA HAVE FORMAL DESIGNATED AGENCIES.**
- Each province and territory has its own laws in responding to abuse of older adults. It is recommended that each facilitator investigate who the designated agencies are for abuse of older adults in their province/territory in order to provide accurate resource information to their participants.

Slide 7



COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Section one
What is abuse of older adults?

This section will cover:

- Who are older adults?
- Why this is an important topic
- The Canadian Charter of Rights and Freedoms
- What is abuse, neglect and self-neglect of older adults?
- Who can the abuser be?

7

Facilitator notes

SECTION ONE: What is abuse of older adults?

- a) Bullet point 1: **Read out. Begin by telling the participants** that there are different terms used in referring to older adults in mainstream discussions. Some organizations use older adult, elder, senior or older persons when referring to people 55 and older. For First Nation people, the word “elder” defines a particular that is not strictly age related but linked to cultural transmission and leadership. Elders are respected for their perspective, knowledge, thoughtfulness and wisdom and for providing traditional cultural links.

When defining older adults, use whatever term is culturally appropriate for your organization.

- b) Bullet points 2 to 3: **Read out** each bullet point and give a moment for participants to view the screen and explain that each of these categories will be covered in section one.

Slide 8



Why this is an important topic

- **According to stats Canada**, eight million of us will be over the age of 65 by 2031, that is nearly 25% of the population
- **Every year** seniors of all races, social classes, sexual orientations, ages and abilities experience violence and abuse
- **One in five Canadians believes** they know a senior who might be experiencing some form of abuse
- **In 32% of reported cases** of senior abuse, the offender is a family member (examples include adult child, current or former spouse)

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Facilitator notes

Why this is an important topic

- a) Bullet points 1 to 4: **Ask participants** to read out the bullet points (mention that references are on last slide and in the brochure).
- b) **Ask participants** to share one fact that surprised them the most on this list.
- c) **Bullet point 4 question:** Do you think that 32% of reported cases of elder abuse seems high or low? Why? (**Example:** Many cases of senior abuse are unreported due to the sensitive nature of reporting a family member. This keeps the statistics lower than they would be; learn more about this throughout workshop).

d) **Read out:**

- Generally, there is no legal requirement for the public to report concerns of abuse or neglect of older adults. Exceptions do exist for certain professionals. In some provinces and territories people providing some services to older adults living in care facilities, similar institutions or clinical counsellor may have a duty to report. Some provinces and territories do have agencies that will take reports of concern of abuse or neglect from the public.
- Reports can also be made to the police if there is a concern that a crime might occur or has occurred. **Comment** that an abuser could be charged with assault, threats, fraud or scams.

e) **Mention** that Canadians are guided by **The Canadian Charter of Rights and Freedoms, which states that:** “Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.”

Slide 9



What is abuse and neglect of older adults?

Types of abuse that older adults may experience can include:

- Physical
- Emotional
- Financial
- Spiritual
- Sexual
- Neglect

9

Facilitator notes

What is abuse of older adults?

- Ask a participant** to read out slide including bullet points 1 to 6 and then let them know that each type of abuse will be discussed in the next slides.
- Let participants know** that these types of abuse can be interconnected.
- Mention** that abuse of older adults affects people of all education levels, sexual orientations, ability, and social, economic and ethnic backgrounds and cultures. It affects both men and women.

Slide 10



Types of abuse - physical

Physical abuse involves any deliberate act of violence, rough treatment, or use of physical force for coercion.

Physical abuse of older adults may include:

- Threatening
- Bullying
- Yelling
- Slapping
- Punching

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Facilitator notes

Types of abuse – physical

- a) **Ask a participant** to read out the slide including bullet points 1 to 5.

Slide 11



Types of abuse - emotional

Emotional abuse involves any act that diminishes an adult's sense of identity, dignity, and self-worth.

Emotional abuse of older adults may include:

- Confinement
- Isolation
- Verbal assault
- Humiliation
- Intimidation

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Facilitator notes

Types of abuse – emotional

- Ask a participant** to read out the slide including bullet points 1 to 5 and then **ask the following question:**
- In what ways may an older adult be emotionally abused?**
(**Examples:** telling them what food to eat or what clothes to wear, restricting their friends, not allowing older adult to see grandchildren, putting older adult down in the company of others and treating the older adult like a child).

Slide 12



Types of abuse - financial

Financial abuse involved the improper, illegal or unauthorized use of an older adult's resources for someone else's benefit.

Financial abuse may include:

- Unauthorized use of credit/debit cards
- Coercion
- Frauds and scams
- Theft
- Misuse of Power of Attorney

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Facilitator notes

Types of abuse – financial

- Ask a participant** to read out the slide including bullet points 1 to 5 and then **ask the following question:**
- What types of financial abuse may an older adult experience? (Examples:** someone forging their signatures, signing their legal documents, pressuring them to change their will or sharing their home and not paying for expenses).

Other types of financial abuse include scams and frauds (Examples: the internet where an older adult wins a vacation and gives their visa online. Or, stranger calls pretending to be a family member in trouble and asks the older adult for large amounts of money).

Slide 13



Types of abuse - spiritual

Spiritual abuse involves not being allowed to practice traditional, spiritual or religious belief

Spiritual abuse may include:

- Not being allow to attend a faith community
- Being ridiculed for choice of faith base
- Spiritual practices not being respected

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Facilitator notes

Types of abuse – spiritual

- a) **Ask a participant** to read out the slide including bullet points 1 to 3.
- b) **Ask** if anyone can share any examples of spiritual abuse (**Examples:** an older adult is locked in their room during times that he/she would attend their religious event or the older adult's religious books are burned and he/she is not allowed to discuss religious topics at home).

Slide 14



Types of abuse - sexual

Sexual abuse involves any sexual behaviour directed towards an older adult without the older adult's full knowledge and consent.

Sexual abuse may include:

- Sexual harassment
- Non-consensual sexual touching
- Pornography use

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Facilitator notes

Types of abuse – sexual

- a) **Ask a participant** to read out the slide including bullet points 1 to 3.

Slide 15



Types of abuse - neglect

Neglect involves the failure to provide necessary care, assistance, guidance or attention to someone who is depending on you

Neglect may include:

- Being denied food, clothing and/or medicine
- Being left alone for long periods of time when care is required
- Being locked inside the bedroom or home

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Facilitator notes

Types of abuse – neglect

- Ask participant** to read out the slide including bullet points 1 to 3 and **ask** the following question:
- Does anyone have any examples to share related to cases of neglect? (Examples: isolating older adult from community, refusing to help attend medical appointments, not giving medication when it's needed, not giving nutritious meals or refusing to clean the older adult's home when it is unhygienic and there is a health concern)**

Slide 16



What is self-neglect?

Self-neglect is when an older adult cannot take care of themselves or may refuse assistance which can lead for example to:

- Malnutrition
- Isolation
- Poor hygiene, and medical problems
- It may also include not paying utility bills, property taxes or rent

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Facilitator notes

What is self-neglect?

- a) Bullet points 1 to 4: **Read out.**
- b) **Mention that self-neglect is quite different from neglect. Neglect** is someone who does harm to the older adult. **Self-neglect** relates to a situation where the older adult fails to take care of him or herself, causing harm by choice or by lack of awareness, and it can be physical, mental and emotional harm.
- c) **Ask participants** if anyone can share any examples (**Examples:** hoarding stuff and causing a fire hazard or attracting rodents, not taking care of hygiene and causing a health concern, refusing to take medication while unwell or having a fractured bone and not going to hospital for care).

Slide 17



COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Who can the abuser be?

- Grandchildren or adult children
- A spouse, relative, neighbor, or new friend
- Care providers who are paid staff or volunteers
- Someone in a position of power, trust or authority

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Facilitator notes

Who can the abuser be?

- Bullet point 1: **Read out (Example:** misuse their authority by asking to access a parent's bank accounts for their own purposes).
- Bullet point 2: **Read out (Example:** a new "best friend"/stranger who suddenly comes into the older adult's life).
- Bullet point 3: **Read out (Examples:** home support, meals on wheels, hospital or care facility staff).
- Bullet point 4: **Read out and ask the question:** Who might be in a position of power, trust or authority in an older adult's life? (**Examples:** medical staff, bus driver, family, friends or facility staff)
- Ask** if anyone surprised by the examples?

Slide 18



COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Well deserved break!

TIME TO STRETCH

AND REPLENISH YOURSELF

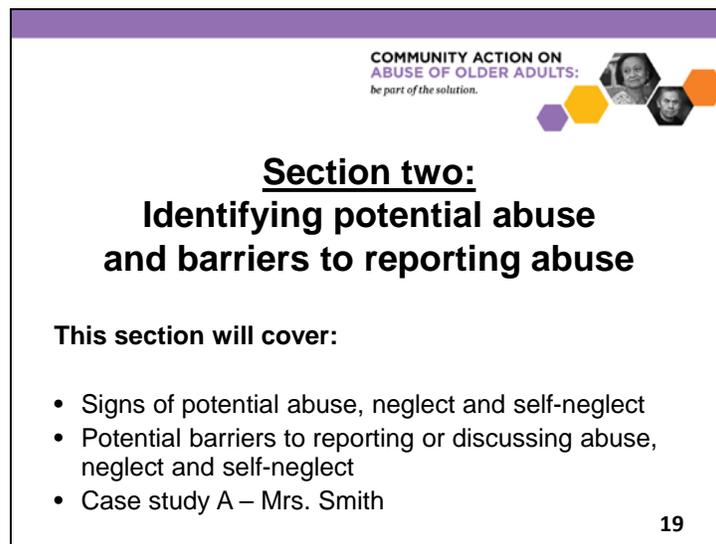
18

Facilitator notes

Break

- Give** the time frame for the **break (15 minutes)** and a reminder to start promptly after the break.
- Start on time** to respect those who are on time.
- Leave** this slide on the screen until you are ready to move on.

Slide 19

The slide content is enclosed in a black rectangular border. At the top right, there is a logo for 'COMMUNITY ACTION ON ABUSE OF OLDER ADULTS: be part of the solution.' featuring three hexagons (purple, yellow, orange) and two small portraits of older adults. The main title is centered and reads 'Section two: Identifying potential abuse and barriers to reporting abuse'. Below this, the text 'This section will cover:' is followed by a bulleted list of three items. The number '19' is in the bottom right corner.

COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Section two:
**Identifying potential abuse
and barriers to reporting abuse**

This section will cover:

- Signs of potential abuse, neglect and self-neglect
- Potential barriers to reporting or discussing abuse, neglect and self-neglect
- Case study A – Mrs. Smith

19

Facilitator notes

SECTION TWO: Identifying abuse of older adults and barriers to reporting abuse

Bullet points 1 to 3: **Give a moment** for participants to view the screen and **ask** a participant to read it out. **Mention** that each of these categories will be covered in section two.

Slide 20



Signs of abuse, neglect and self-neglect of older adults

- **Unexplained** signs of injury or absence
- **Stories** that indicated potential abuse
- **Changes** in personality and/or behaviour
- **Visible** deterioration

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Facilitator notes

Identifying abuse, neglect and self-neglect of older adults

- Ask a participant** to read out bullet points 1 to 4.
- Explain the importance of the word “potential”** as you go through section two. **Share** that **NOT ALL** signs are an indication of abuse and that it is important to be delicate, when trying to clarify the situation, so as to avoid offending the older adult.
- Bullet point 1 question:** What might unexplained signs of injury look like? (**Examples:** bruises, broken bones, swelling, scratches or burns). **Mention** the importance of noticing any absences where an older adult may disappear for hours or days.
- Bullet point 2 question:** What might an older adult tell you that would indicate a red flag, regarding potential abuse? (**Examples:** that they are not allowed to see their friends, that their requests for food, mail, money and belongings are being ignored, that money is being borrowed without their permission, or that they are being threatened to be put in a nursing home).

- e) **Bullet point 3 question:** What might you notice in an older adult's personality or behaviour that may indicate to you that there is potential abuse, neglect and/or self-neglect?
(**Examples:** withdrawn, scared, irritable or angry).
- f) **Bullet point 4: Give** examples of visible deterioration such as weight loss and/or change in hygiene, noticing a shortage of funds or emotional deterioration such as not talking as much.
- g) **Ask** if there are any questions.

Slide 21



What are barriers to reporting or discussing abuse, neglect and self-neglect?

- Fear
- Denial
- Disabilities
- Consequences
- Isolation

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Facilitator notes

What are barrier to reporting or discussing abuse, neglect and self-neglect?

- Ask** a participant to read out bullet points 1 to 5
- Bullet point 1 question:** Why might an older adult be afraid to report or discuss abuse issues? (**Examples:** may become homeless, may experience more abuse or may be worried about being alone)
- Bullet point 2 question:** Why may an older adult be in denial? (**Examples:** shame, embarrassment, lack of awareness of abuse or discomfort with topic)
- Bullet point 3: **Read out. Mention** that this could include diseases such as dementia or physical disabilities.
- Bullet point 4: **Read out. Mention** that consequences of reporting abuse can be a huge barrier for older adults.

- f) Bullet point 5: **Read out. Explain** the possibility of an older adult being unable to access help or resources and becoming isolated.
- g) **Mention** that the delicate and sensitive nature of the topic can create discomfort and complexities.
- h) **Ask** if there are any questions.

Slide 22



COMMUNITY ACTION ON
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Case Study A - Mrs. Smith

My niece Jenny constantly tells me that I should be thankful because she takes me to the local Community Centre to play bingo. My brother gives me \$20 pocket money from my pension to spend. When I ask for more he yells at me, saying that it costs a lot to keep me. I can't take this anymore. I am considering talking to Alex the receptionist, at my community centre. I've known him a long time.

In your small group, discuss the above case study and answer the following questions:

Q1) Why is this situation a concern?
Q2) What types of abuse are in this situation?
Q3) What are possible barriers to reporting for Mrs. Smith?

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Facilitator notes

Case Study A – Mrs. Smith (Identifying abuse and barriers to reporting abuse)

Handout #1 - small group activity (20 minutes)

- a) **Facilitator** to read out Case Study A.
- b) **Put participants** into small groups and give each group the same Case Study A (handout #1).
- c) **Give** each group **10 minutes to complete the questions** for large group sharing and **10 minutes for discussing answers**.
- d) **Ask** one group at a time to share their answer to questions before moving onto the next question. **Encourage** interaction between questions.

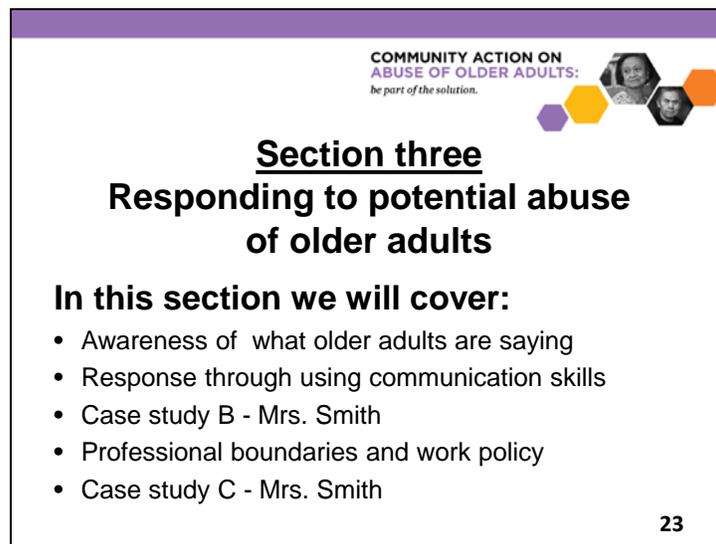
Case Study A Questions:

Question 1: Why is this a concern? (**Examples:** pension may be taken, Mrs. Smith's lack of finances, isolation and no resources)

Question 2: What types of abuse are in this situation? (**Examples:** financial, emotional and verbal abuse)

Question 3: What barriers to reporting might Mrs. Smith be facing in this situation? (**Examples:** not understanding the severity of abuse, possible shock or afraid of the consequences for her family if she reports, or fear of becoming homeless)

Slide 23

The slide content is enclosed in a black rectangular border. At the top right, there is a logo for 'COMMUNITY ACTION ON ABUSE OF OLDER ADULTS: be part of the solution.' with three small circular portraits of people. Below the logo, the title 'Section three' is underlined, followed by 'Responding to potential abuse of older adults'. A sub-header 'In this section we will cover:' is followed by a bulleted list of five items. The number '23' is in the bottom right corner.

COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
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Section three
**Responding to potential abuse
of older adults**

In this section we will cover:

- Awareness of what older adults are saying
- Response through using communication skills
- Case study B - Mrs. Smith
- Professional boundaries and work policy
- Case study C - Mrs. Smith

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Facilitator notes

SECTION THREE: Responding to potential abuse of older adults

- a) Bullets points 1 to 5: **Give a moment** for participants to view the screen and explain that each of these categories will be covered in section three.

Slide 24

COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

What older adults are saying

Treat me with dignity and respect.

Don't take away my sense of purpose.

Don't blame me for the natural process of aging.

I am annoyed when you say that I drain our society.

Talk to me and not about me.

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Facilitator notes

What older adults are saying

- Share** with participants that these are direct quotes from three seniors focus groups that worked hard to create the curriculum for this project. **Ask participants** to keep these quotes in mind as they go through the rest of the workshop.
- Ask participants** to read out each quote.
- Participants' question:** Which quote touched you the most and why?
- Participants' question:** What might you do differently in your work with older adults, now that you have read these quotes?

Slide 25



COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Communication Skills

- What is communication?
- Types of communication
- Why is communication important?

25

Facilitator notes

Communication skills

Mention that communication is an ongoing art and is a lifelong learning skill.

- Bullet points 1, 2 and 3: **Read out.**
- Bullet point 1 question:** What is communication?

Examples:

- Communication is the act of conveying information for the purpose of creating a shared understanding.
- The act of communicating draws on several interpersonal and intrapersonal skills. These include speaking, listening, observing, questioning, processing, analyzing and evaluating.

c) **Bullet point 2: Read out. Types of communication include, but are not limited to:**

- Listening
- Oral (verbal)
- Visual
- Written
- Body language (non-verbal)

Read out: Awareness of body language during communication is important as this can either escalate or deescalate the situation.

d) **Bullet point 3 question: Why is communication important?**

Examples:

- It helps you understand the situation.
- It assists the older adult to have their needs met more efficiently.
- You can role model good communication skills for the older adult.
- You have better job satisfaction when you have been of help.

e) **Ask if there are any questions before moving on.**

Slide 26



Tips when communicating with older adults

Body Language:

- **S** - Square your shoulders
- **C** - Concentrate fully
- **O** - Open your posture
- **L** - Lean forward
- **E** - Eye contact
- **R** - Relax

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Facilitator notes

Tips when communicating with older adults

(10 minutes)

a) **Ask** participant to **read out** bullet points 1 to 6 (**SCOLER**).

Explain that these are good tips to practise when communicating with older adults.

Mention that practice can be done with colleagues, friends and family.

b) **Ask** participants to pair up with the person to the left. Ask them to follow your lead as you read out SCOLER (below), one letter at a time, pausing at each action, so that each pair can practise the action you have suggested. Go around and give support and encouragement.

SCOLER

S= Square your shoulders with the older adult. Face them directly rather than pointing energy in another direction away from them. Follow the lead of the older adult as squaring shoulders could be intimidating.

C= Concentrate on the older adult you are trying to understand. Avoid interruption. Be patient as each older adult has their own unique needs (hearing aids, vision concerns or mobility issues).

O= Open your posture towards the older adult. Keep arms and legs uncrossed, hands open and visible.

L= Lean forward slightly if that is comfortable but avoid crowding the older adult. If they move back, follow their lead.

E= Eye contact is important but tricky. Be aware that in many cultures direct eye contact is a sign of disrespect, defiance or challenge. Offer eye contact but don't demand it. Follow the lead of the older adult.

R= Relax. Try to incorporate these body messages into your personal style. Don't use them mechanically, but use them as an expression of your concern and interest.

c) **Acknowledge everyone for a job well done before you move on.**

Slide 27



Important things to say and know when responding to suspected abuse, neglect, and self-neglect

- **Stay calm**, listen, and be non-judgmental
- **Listen, empathize and clarify** versus fixing
- **Validate** disclosures
- **Understand** importance of confidentiality and consent
- **Know** your professional boundaries
- **Support** the older adult's choices for independence and autonomy
- **Assist** in providing helpful resources.

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Facilitator notes

Important things to say and know when responding to suspected abuse, neglect and self-neglect

Handout #2 (Tips when communicating with older adults)

- a) **Bullet points 1 to 7: Ask** participant to read out the bullets.
- b) **Remind** participants that this is **NOT complex intervention** but more about listening, empathizing, clarifying and validating, until the older adult is connected to resources that can offer appropriate services for their specific needs.
- c) Bullet point 1: **Read out. Share** that it is normal to feel unsure and anxious and not know what to say when faced with a potential abuse situation at work.

- d) **Give handout #2** Tips when communicating with older adults. **Ask** participants to view the helpful ways to empathize, validate and clarify on their handout. **Share** that **the first step in responding is listening**.
- e) **Bullet point 4 question:** What is your understanding of confidentiality and consent when responding to suspected abuse? **Read out the following definitions of confidentiality and consent.**

When working with older adults it is important to understand confidentiality and consent as it pertains to abuse of older adults.

Confidentiality relates to the understanding that you are obligated to keep disclosures/information private unless a risk of harm is present. In which case, you should consult with your supervisor and take appropriate action.

Consent means that you need the older adult's permission before contacting a resource on behalf of the older adult. You should get consent from an older adult before sharing any private information including confidential or health information or before taking any action. Mentally capable older adults have the right to make decisions including choices that others may consider risky or unwise. If you have reason to question the older adult's mental capacity, consult with your supervisor to find an appropriate resource.

Slide 28



Case Study B - Mrs. Smith

Mrs. Smith went to her weekly bingo night. While at the centre she walks over to Alex the receptionist. He notices that she seems distraught, looks disheveled and is tearful. He asks her to have a seat where it is more private. She tells Alex that she will not be coming to the centre anymore, as her situation at home is too stressful, and she is not sure what to do.

a) You and your partner will take turns practicing your communication by role-playing both Mrs. Smith (older adult) and Alex (front-line staff) using the above scenario.

b) You will use the SCOLER activity to practice good body language and practice your communication skills.

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Facilitator notes

Case Study B – Mrs. Smith (Communication skills role-play)

Handout # 3 (activity – 20 minutes)

- a) **Facilitator** to read out Case Study B.
- b) **Give** out Case Study B (handout #3). **Ask** participants to remain with the same person and to take turns to role-play Mrs. Smith (older adult) and Alex (front-line staff) using Case Study B scenario.
- c) **Ask** participants to also use handout # 2 Tips to communicating with older adults to practise their communication skills by continuing to use the SCOLER body language reminders, as well as the helpful ways to empathize, validate and clarify.
- d) **Ask** participants to take a turn practising both roles (5 minutes each).
- e) When role-play is over, **ask** participants what the differences were between role-playing the older adult versus the front-line staff (10 minutes).

Slide 29



**Professional boundaries
and work policy**

- What are professional boundaries?
- Why is it important to set professional boundaries?
- Boundaries related to work policy

29

Facilitator notes

Professional boundaries and work policy

- Ask participant** to read out the bullet points 1 to 3.
- Bullet point 1 question: What are professional boundaries?**
Answer: effective and appropriate interaction between a professional and the public they serve and what you can and cannot do.
- Bullet point 2 question: Why is it important to set professional boundaries?**
Answers: to protect both the older adult and the professional and to define the limits of responsibility.

d) Bullet point 3: **Read out examples** of crossing professional boundaries that could challenge your work policy.

- Making promises that are not part of your job description, e.g., buying groceries for the older adult, or making personal visits.
- Counselling the older adult or their family (unless you have the educational requirements)

Slide 30



Case Study C - Mrs. Smith

Mrs. Smith has decided to talk to Alex the receptionist, from her community centre, about her living situation as she needs some help. She asks Alex if he has some space in his home, where she can stay, until she figures out what to do. She tells Alex that he is her only support.

Q1) Why is this situation a concern?
Q2) What could Alex do under these circumstance?
Q3) What factors should be taken into consideration?

30

Facilitator notes

Case Study C – Mrs. Smith (Professional boundaries)

Handout #4 (small group activity – 20 minutes)

- a) **Facilitator** to **read out** Case Study C.
- b) **Put participants** into the same small groups and give each group the same Case Study C (handout #4).
- c) **Give** each group **10 minutes to complete the questions** for large group sharing and **10 minutes for discussing answers**.
- d) **Ask** one group at a time to share their answer to each question before moving onto the next one. **Encourage** interaction between questions.

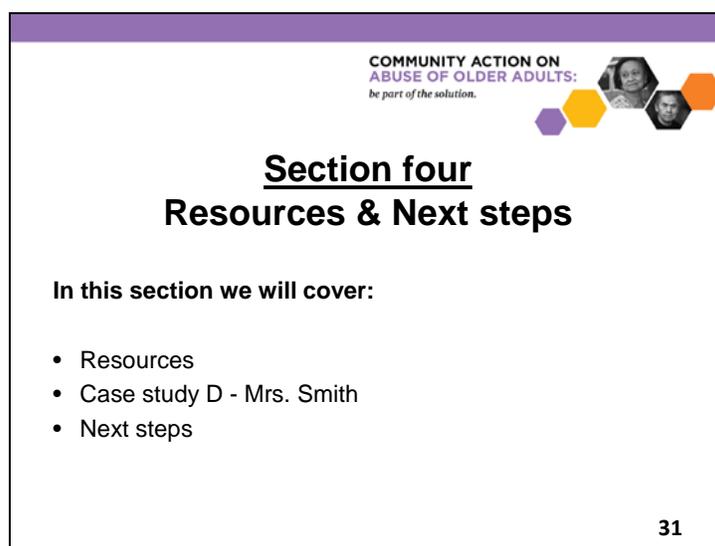
Case Study C answers to questions.

Question 1: (Examples: professional boundaries would be crossed if Alex chose to say yes, Alex could give Mrs. Smith false hope. Alex would not empower Mrs. Smith to take care of this situation with the proper resources; Alex would put his job at risk and it would not create a long-term solution).

Question 2: (Examples: Listen, empathize and validate Mrs. Smith's situation, ask if she needs appropriate resources, and explain that his work policy says that it would not be appropriate to cross a professional boundary such as this).

Question 3: (Examples: Mrs. Smith's vulnerability and lack of understanding of boundaries, work policy related to boundaries, job description/role and helpful resources for this particular issue).

Slide 31

The slide features a purple header bar at the top. In the top right corner, there is a logo for 'COMMUNITY ACTION ON ABUSE OF OLDER ADULTS: be part of the solution.' which includes three small circular portraits of people and several colorful hexagons. The main title 'Section four Resources & Next steps' is centered in a bold, black font. Below the title, the text 'In this section we will cover:' is followed by a bulleted list of three items: 'Resources', 'Case study D - Mrs. Smith', and 'Next steps'. The number '31' is located in the bottom right corner of the slide content area.

COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Section four Resources & Next steps

In this section we will cover:

- Resources
- Case study D - Mrs. Smith
- Next steps

31

Facilitator notes

SECTION FOUR: Resources and next steps

- Give participants** a moment to read over of the slide.
- Bullet points 1 to 3: **Read out** and **mention** that you will go over more in next slide.
- Mention** you will go over next steps in next slides.

Slide 32



Resources

- First responders (Police, Fire Department, Ambulance)
- Designated agencies/responders and other investigative authorities
- Local resources
- National resources

32

Facilitator notes

Resources

- a) Bullet points 1 to 4: **Read out.**
- b) Bullet point 1: **Explain** that in some cases where there is older adult abuse that first responders can be involved in some capacity.
- c) Bullet point 2: **Read out. Explain** that where abuse is suspected there are skilled professionals in various organizations that can offer appropriate support. For example, in British Columbia all health authorities and Community Living BC are the designated agencies responsible for investigating reports of suspected abuse or neglect and have legal authority to access resources to support the needs of these vulnerable adults. **Not all jurisdictions in Canada have formal designated agencies.**

d) **Bullet point 3 question:** Why are local resources helpful in assisting older adults?

Answer: helps to keep older adults connected to their community, helps to build community relationships and helps to find culturally appropriate support.

e) **Bullet point 4: Mention** that national resources offer great information on abuse of older adults that can be found on their websites. Many national resources, such as the Alzheimer's Society, offer services in the community.

Slide 33



Case Study D - Mrs. Smith

In an earlier visit to the community centre Alex noticed that Mrs. Smith seem distraught and disheveled. She mentioned that she would not be attending the centre anymore. Mrs. Smith also expressed that she needed a place to live.

Q1) If you were Alex, what are some of the resources you would suggest to Mrs. Smith?

33

Facilitator notes

Case Study D – Mrs. Smith (Directing to resources)

Handout #5 (large group discussion – 20 minutes)

- a) **Facilitator** to read out Case Study D.
- b) **Mention** that this is an individual case study activity that will later be a large group discussion. **Give** out Case Study D (handout #5) to participants and **give** participants **5 minutes to write their answers**.
- c) **Give 15 minutes** for participants to **share their answers** as a large group discussion.
- d) **Repeat** each resource that participants share. Here are some possible resource **examples**: housing outreach workers at a seniors centre or community centre, peer counselling at a neighborhood house or senior centre, and health review at a health centre or clinic.
- e) **Mention** that the Mrs. Smith case studies have come full circle covering all four sections related to abuse of older adults from identifying abuse, using communication skills, setting boundaries and knowing resources.
- f) **Ask** if there is anything else to share before moving on.

Slide 34

The slide features a header with a logo of three hexagons (purple, yellow, orange) and a photo of an elderly person in a wheelchair. To the right of the logo is the text "COMMUNITY ACTION ON ABUSE OF OLDER ADULTS: be part of the solution." The main title "Next steps" is centered. Below it, the text "Next steps:" is followed by a bulleted list. The number "34" is in the bottom right corner.

COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Next steps

Next steps:

- Apply your awareness
- Build your resource base
- *Be part of the solution*

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Facilitator notes

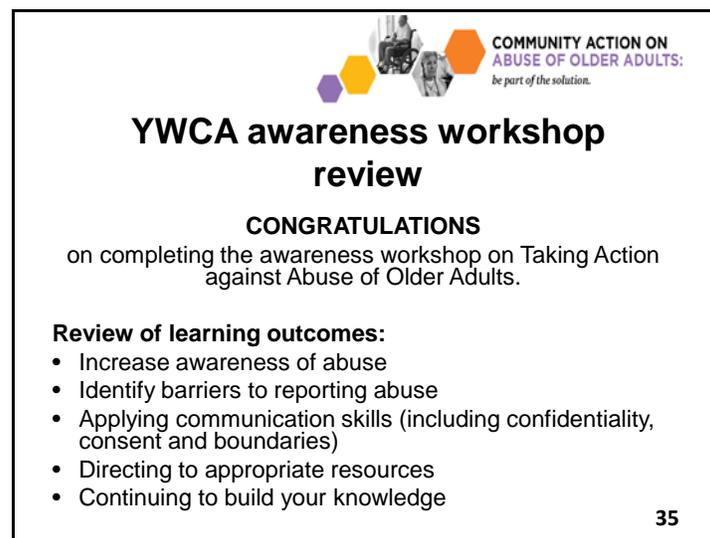
Next steps

Handout #6 (Large group discussion)

- a) Bullet points 1 to 2: **Read out** and let participants know the importance of applying their learning to their work with older adults, as soon as possible, in order to gain confidence in their new skills.
- b) **Give** participants handout #6 (Next steps) and suggest that they make notes on their handout.
- c) **Bullet point 1 question:** In what ways will you build your resource base? (**Examples:** go online and explore abuse of older adults and read the research, ask networking contacts for information, speak to colleagues who work in the field of seniors care, look in seniors magazines for specific contacts, visit local senior centres for brochures, explore website in YWCA brochure and Google local resources for seniors).

- d) Bullet point 2: **Share** your experience collecting local resources for your training activity and discuss the bullets below.
- **Use** your local resource sheet and **choose three** of your local resources to **share** with the group and **ask** them to write the resources on their handout resource sheet.
 - **Ask** participants to take this sheet to work as a way to begin building their resource base.
 - **Ask** if there are any questions?

Slide 35



The slide features a header with a logo of three overlapping hexagons (purple, yellow, orange) and a small image of an elderly person. To the right of the logo is the text: "COMMUNITY ACTION ON ABUSE OF OLDER ADULTS: be part of the solution." Below the header, the main title reads "YWCA awareness workshop review". Underneath is the heading "CONGRATULATIONS" followed by the text "on completing the awareness workshop on Taking Action against Abuse of Older Adults." A section titled "Review of learning outcomes:" lists five bullet points. The slide number "35" is in the bottom right corner.

**COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:**
be part of the solution.

YWCA awareness workshop review

CONGRATULATIONS
on completing the awareness workshop on Taking Action
against Abuse of Older Adults.

Review of learning outcomes:

- Increase awareness of abuse
- Identify barriers to reporting abuse
- Applying communication skills (including confidentiality, consent and boundaries)
- Directing to appropriate resources
- Continuing to build your knowledge

35

Facilitator notes

YWCA awareness workshop review

Handout #6 (YWCA brochure/poster)

- a) Bullets points 1 to 5: **Read out.**
- b) **Go over** the YWCA brochure again highlighting that it is a poster, a good resource base, and a reminder of the learning outcomes from the workshop.
- c) **Open the floor** for final questions before moving onto post workshop evaluation form.

Slide 36

**COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:**
be part of the solution.


Post workshop evaluation

Please provide your **valuable feedback** by completing the post evaluation form which will take you about 5 minutes. Your responses are anonymous and confidential.

THANK YOU!
 We greatly appreciate you
 for making this workshop a success.



• Brochure: *Elder Abuse- It's Time To Face The Reality*
 • [Cic.ca/news/CanadaStory/2011/03/01/elder-abuse-trends.html](http://cic.ca/news/CanadaStory/2011/03/01/elder-abuse-trends.html)
 • <http://www.bccrms.ca/Web/Library/GeneralResources/First%20Nations/Public20130425160252.pdf>
 • <http://www.ywca.ca>
 • www.ywca.org
 • www.youthsearch.ca

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Facilitator notes

Post-evaluation form

Handout #7 (Post workshop evaluation form)

- a) **Tell participants** that before wrapping up for the day, the last item to complete is the anonymous post evaluation form, which will be used to measure the effectiveness of the training.
- b) **Pass out** the post workshop evaluation form for everyone to complete (5 minutes).
- c) **Let each participant** know that the **post workshop evaluation forms will be collected** before anyone leaves for the day.
- d) **Collect every** post workshop evaluation form and put them in a separate envelope and put them in a safe place before wrapping up.

- e) **Thank participants** for their time and interactions today.
- f) **End of workshop.** Congratulate everyone for a job well done and for being part of the solution!
- g) **Be available** for any questions before everyone heads out.

Forms

Form #1: Workshop participant sign-in form

Workshop title:	YWCA awareness workshop on Taking Action against Abuse of Older Adults
Day, date and time:	

First Name	Last Name	Department	Signature
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Form #2: Post workshop evaluation form

*This evaluation form is designed to help the YWCA Community Action on Elder Abuse project understand how useful this workshop was to you as a front-line staff/volunteers where seniors access your services. **Your responses are anonymous and confidential.** Responses will be seen by a YWCA staff and findings will be analyzed by the Howegroup, an independent consulting firm. This evaluation form will take about 5 minutes to complete. Thank you for your time!*

Please circle your answers, using the rating scales provided

1. As a result of the workshop, I feel I have an improved understanding of ...
(1=no understanding... 5= excellent understanding)

	
Why this is an important topic	1 2 3 4 5
Who abusers can be	1 2 3 4 5
Types of older adult abuse	1 2 3 4 5
Barriers to discussing and reporting abuse of older adults	1 2 3 4 5
Community supports that help older adults	1 2 3 4 5
The importance of responding with empathy, validation and clarification	1 2 3 4 5
Empowering older adults to make their own decisions	1 2 3 4 5

2. As a result of the training, I feel I am more equipped to ... (1=disagree... 5= completely agree)

	
Communicate with older adults	1 2 3 4 5
Apply confidentiality and consent	1 2 3 4 5
Identify abuse of older adults	1 2 3 4 5
Direct older adults to appropriate community resources	1 2 3 4 5
Create boundaries with older adults	1 2 3 4 5

3. I intend to use what I have learned in my work with older adults

Strongly agree Agree Disagree Strongly Disagree

4. Since taking the training, I have increased my knowledge of abuse of older adults overall:

Strongly agree Agree Disagree Strongly Disagree

5. I would rate my satisfaction with the workshop as:

Excellent Very Good Good Fair Poor

6. How effective did you find the following?

(with 1= not effective and 5=very effective)

	
Organization of the training	1 2 3 4 5
Approachability of the facilitator	1 2 3 4 5
Pace of the training	1 2 3 4 5

7. Which business/sector/occupation do you represent? (please circle one)

- | | | | | | |
|-----------------------|--------------------|------------------|-------------------------|----------------------------|------------------------------------|
| Seniors'
Centres | Faith group | Grocery
Store | Hospitality
services | Transportation
services | Community/
recreation
Centre |
| Employment
Centres | Care
Facilities | Libraries | Volunteer
services | Other | |

8. Other comments about the training:

Handouts

Handout #1: Case study A – Mrs. Smith (Identifying abuse and barriers to reporting a situation of abuse)

Read the case study and answer the following questions.

My niece Jenny constantly tells me that I should be thankful because she takes me to the local community centre once a week to play bingo. My brother gives me \$20 pocket money from my pension to spend. When I ask for more he yells at me, saying that it costs a lot to keep me. I can't take this anymore, and I am considering talking to Alex, the receptionist at my community centre, because I've known him a long time.

Q1) Why is this situation a concern?

Q2) What types of abuse are in this situation?

Q3) What are possible barriers to reporting for Mrs. Smith?

Handout #2: Tips for communicating with older adults

Good body language reminders

S	Square your shoulders with the older adult. Face them directly rather than pointing energy in another direction away from them. Follow the lead of the older adult as squaring your shoulders could be intimidating.
C	Concentrate on the older adult you are trying to understand. Avoid interruptions. Be patient as each older adult has their own unique needs (hearing aids, vision concerns or mobility issues).
O	Open your posture towards the older adult. Keep arms and legs uncrossed, hands open and visible.
L	Lean forward slightly, if that is comfortable, but avoid crowding the older adult. If they move back, follow their lead.
E	Eye contact is important but tricky. Be aware that in many cultures direct eye contact is a sign of disrespect, defiance or challenge offer eye contact but do not demand it. Follow the lead of the older adult.
R	Relax. Try to incorporate these body messages into your personal style. Don't use them mechanically but use them as an expression of your concern and interest.

Helpful ways to **empathize** and **validate**:

- "I am sorry to hear that"
- "I can see that this is difficult for you"
- "This must be very difficult"
- "May I get you a glass of water?"
- "Take your time"

Helpful ways to clarify:

- “Are you safe right now?”
- “Sounds like you are not sure what to do now?”
- “What type of help might be helpful for you?”
- “Are you ok?”
- “I am concerned about something you said.”

Helpful scripts to set professional boundaries:

“Unfortunately I cannot give you my home address. Let me give you my business card with my office hours of when you can reach me”.

“I am unable to do your groceries for you. Are you interested in getting help that can support you with that?”

“I am not a licenced counsellor. Is this a service that you need?”

Reminder check-off list

- Awareness** of your body language (SCOLER)
- Stay calm**, listen and be non-judgmental
- Listen, empathize** and **clarify** versus fixing
- Validate** disclosures
- Understand** importance of confidentiality and consent
- Know** your professional boundaries
- Support** the older adult's choices for independence and autonomy
- Assist** in providing appropriate resources

Handout #3: Case study B - Mrs. Smith (Communication skills role-play)

Mrs. Smith went to her weekly bingo night. While at the centre she walks over to Alex the receptionist. He notices that she seems distraught, looks disheveled and is tearful. He asks her to have a seat where it is more private. She tells Alex that she will not be coming to the centre anymore, as her situation at home is too stressful, and she is not sure what to do.

- a) You and your partner will take turns practicing your communication by role-playing both Mrs. Smith (older adult) and Alex (front-line staff) using the above scenario.
- b) You will use the SCOLER activity to practice good body language and practice your communication skills by using Tips to communicating with older adults handout #2.

Handout #4: Case study C - Mrs. Smith (Professional boundaries)

Mrs. Smith has decided to talk to Alex the receptionist, from her community centre, about her living situation as she needs some help. She asks Alex if he has some space in his home, where she can stay, until she figures out what to do. She tells Alex that he is her only support.

Q1) Why is this situation a concern?

Q2) What could Alex do under these circumstances?

Q3) What factors should be taken into consideration?

Handout #5: Case study D – Mrs. Smith (Directing to resources)

In an earlier visit to the community centre Alex noticed that Mrs. Smith seem distraught and disheveled. She mentioned that she would not be attending the centre anymore. Mrs. Smith also expressed that she needed a place to live.

Question: If you were Alex, what are some of the resources you would suggest to Mrs. Smith?

Handout #6: Next steps

Building your knowledge and network

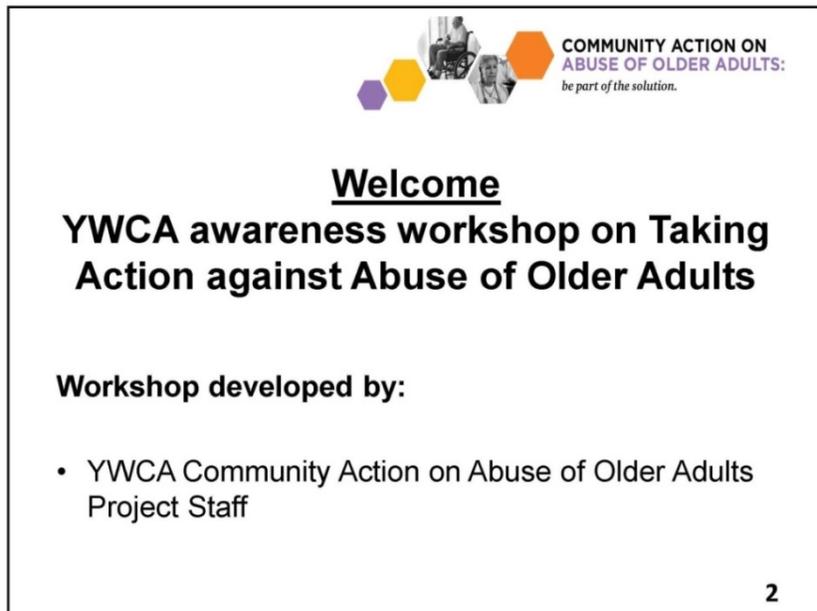
How can you build your knowledge and network in this area?

1.	Connect with my colleagues from this course
2.	
3.	
4.	
5.	

Research what local resources are available for older adults in your community and list them below. This is your first step in expanding your knowledge on abuse of older adults.

RESOURCE CATEGORY	ORGANIZATION	PHONE	WEBSITE
Advocacy			
Culturally specific			
Designated agency			
Disability support			
Financial/legal			
Housing			
Home support			
Lesbian, gay, bisexual, transgender (LGBT)			
Local police			
Mental health			
Ombudsperson			
Recreation centre			
Women and violence			
Seniors helpline			
Public guardian and trustee			
RCMP victim services			

Handout #7: Workshop PowerPoint presentation





Today's agenda

- Introductions
- Housekeeping
- Acknowledgement
- Learning goals
- Section 1-4
- Post workshop evaluation form
- Wrap up

3



Housekeeping

- Break
- Washrooms
- Fire exits
- Self-care
- Cell phones
- Questions
- Group Guidelines

4



COMMUNITY ACTION ON ABUSE OF OLDER ADULTS:
be part of the solution.

YWCA awareness workshop on Taking Action against Abuse of Older Adults

Acknowledgement
This project is funded by the Federal Government of Canada's New Horizons for Seniors Pan Canadian Projects

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Disclaimer
While this workshop is created as a general overview of abuse, neglect and self-neglect of older adults it can be modified to suit the needs of specific programs that wish to use it. For the purpose of this workshop *on taking action on abuse of older adults*, the word respond refers to identifying abuse, communicating effectively, and directing to appropriate resources. The authors, funders, and distributor of this workshop accept no liability for its content.



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COMMUNITY ACTION ON ABUSE OF OLDER ADULTS:
be part of the solution.

Learning goals

Through the use of a **case study, group discussion, and activities** the workshop will help you to:

- **Gain** awareness of abuse, neglect and self-neglect of older adults
- **Develop** best practices in responding to abuse, neglect and self-neglect of older adults (identifying abuse, learning communication skills, and directing to appropriate resources)
- **Be part of the solution**

What this training is not:
This workshop is **NOT** intended to teach you how to intervene in possible complex abuse situations, how to do assessments or how to write incident reports

6



COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Section one What is abuse of older adults?

This section will cover:

- Who are older adults?
- Why is this an important topic?
- The Canadian Charter of Rights and Freedoms
- What is abuse, neglect and self-neglect of older adults?
- Who can the abuser be?

7



COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Why this is an important topic

- **According to stats Canada**, eight million of us will be over the age of 65 by 2031, that is nearly 25% of the population
- **Every year** seniors of all races, social classes, sexual orientations, ages and abilities experience violence and abuse
- **One in five Canadians believes** they know a senior who might be experiencing some form of abuse
- **In 32% of reported cases** of senior abuse, the offender is a family member (examples include adult child, current or former spouse)

8



What is abuse and neglect of older adults?

Types of abuse that older adults may experience can include:

- Physical
- Emotional
- Financial
- Spiritual
- Sexual
- Neglect

9



Types of abuse - physical

Physical abuse involves any deliberate act of violence, rough treatment, or use of physical force for coercion.

Physical abuse of older adults may include:

- Threatening
- Bullying
- Yelling
- Slapping
- Punching

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Types of abuse - emotional

Emotional abuse involves any act that diminishes an adult's sense of identity, dignity, and self-worth.

Emotional abuse of older adults may include:

- Confinement
- Isolation
- Verbal assault
- Humiliation
- Intimidation

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Types of abuse - financial

Financial abuse involved the improper, illegal or unauthorized use of an older adult's resources for someone else's benefit.

Financial abuse may include:

- Unauthorized use of credit/debit cards
- Coercion
- Frauds and scams
- Theft
- Misuse of Power of Attorney

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Types of abuse - spiritual

Spiritual abuse involves not being allowed to practice traditional, spiritual or religious belief

Spiritual abuse may include:

- Not being allow to attend a faith community
- Being ridiculed for choice of faith base
- Spiritual practices not being respected

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Types of abuse - sexual

Sexual abuse involves any sexual behaviour directed towards an older adult without the older adult's full knowledge and consent.

Sexual abuse may include:

- Sexual harassment
- Non-consensual sexual touching
- Pornography use

14



Types of abuse - neglect

Neglect involves the failure to provide necessary care, assistance, guidance or attention to someone who is depending on you

Neglect may include:

- Being denied food, clothing and/or medicine
- Being left alone for long periods of time when care is required
- Being locked inside the bedroom or home

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What is self-neglect?

Self-neglect is when an older adult cannot take care of themselves or may refuse assistance which can lead for example to:

- Malnutrition
- Isolation
- Poor hygiene, and medical problems
- It may also include not paying utility bills, property taxes or rent

16



Who can the abuser be?

- Grandchildren or adult children
- A spouse, relative, neighbor, or new friend
- Care providers who are paid staff or volunteers
- Someone in a position of power, trust or authority

17



Well deserved break!

TIME TO STRETCH



AND REPLENISH YOURSELF

18



COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Section two: Identifying potential abuse and barriers to reporting abuse

This section will cover:

- Signs of potential abuse, neglect and self-neglect
- Potential barriers to reporting or discussing abuse, neglect and self-neglect
- Case study A – Mrs. Smith

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COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Signs of abuse, neglect and self-neglect of older adults

- **Unexplained** signs of injury or absence
- **Stories** that indicated potential abuse
- **Changes** in personality and/or behaviour
- **Visible** deterioration

20



What are barriers to reporting or discussing abuse, neglect and self-neglect?

- Fear
- Denial
- Disabilities
- Consequences
- Isolation

21



Case Study A - Mrs. Smith

My niece Jenny constantly tells me that I should be thankful because she takes me to the local Community Centre to play bingo. My brother gives me \$20 pocket money from my pension to spend. When I ask for more he yells at me, saying that it costs a lot to keep me. I can't take this anymore. I am considering talking to Alex the receptionist, at my community centre. I've known him a long time.

In your small group, discuss the above case study and answer the following questions:

- Q1)** Why is this situation a concern?
Q2) What types of abuse are in this situation?
Q3) What are possible barriers to reporting for Mrs. Smith?

22

COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.



Section three Responding to potential abuse of older adults

In this section we will cover:

- Awareness of what older adults are saying
- Response through using communication skills
- Case study B - Mrs. Smith
- Professional boundaries and work policy
- Case study C - Mrs. Smith

23

COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.



What older adults are saying

Treat me with dignity and respect.

Don't take away my sense of purpose.

Don't blame me for the natural process of aging.

I am annoyed when you say that I drain our society.

Talk to me and not about me.

24



Communication Skills

- What is communication?
- Types of communication
- Why is communication important?

25



Tips when communicating with older adults

Body Language:

- **S** - Square your shoulders
- **C** - Concentrate fully
- **O** - Open your posture
- **L** - Lean forward
- **E** - Eye contact
- **R** - Relax

26



Important things to say and know when responding to suspected abuse, neglect, and self-neglect

- **Stay calm**, listen, and be non-judgmental
- **Listen, empathize and clarify** versus fixing
- **Validate** disclosures
- **Understand** importance of confidentiality and consent
- **Know** your professional boundaries
- **Support** the older adult's choices for independence and autonomy
- **Assist** in providing helpful resources.

27



Case Study B - Mrs. Smith

Mrs. Smith went to her weekly bingo night. While at the centre she walks over to Alex the receptionist. He notices that she seems distraught, looks disheveled and is tearful. He asks her to have a seat where it is more private. She tells Alex that she will not be coming to the centre anymore, as her situation at home is too stressful, and she is not sure what to do.

- a) You and your partner will take turns practicing your communication by role-playing both Mrs. Smith (older adult) and Alex (front-line staff) using the above scenario.
- b) You will use the SCOLER activity to practice good body language and practice your communication skills.

28



Professional boundaries and work policy

- What are professional boundaries?
- Why is it important to set professional boundaries?
- Boundaries related to work policy

29



Case Study C - Mrs. Smith

Mrs. Smith has decided to talk to Alex the receptionist, from her community centre, about her living situation as she needs some help. She asks Alex if he has some space in his home, where she can stay, until she figures out what to do. She tells Alex that he is her only support.

- Q1)** Why is this situation a concern?
Q2) What could Alex do under these circumstance?
Q3) What factors should be taken into consideration?

30



COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Section four Resources & Next steps

In this section we will cover:

- Resources
- Case study D - Mrs. Smith
- Next steps

31



COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:
be part of the solution.

Resources

- First responders (Police, Fire Department, Ambulance)
- Designated agencies/responders and other investigative authorities
- Local resources
- National resources

32



Case Study D - Mrs. Smith

In an earlier visit to the community centre Alex noticed that Mrs. Smith seem distraught and disheveled. She mentioned that she would not be attending the centre anymore. Mrs. Smith also expressed that she needed a place to live.

Q1) If you were Alex, what are some of the resources you would suggest to Mrs. Smith?

33



Next steps

Next steps:

- Apply your awareness
- Build your resource base
- *Be part of the solution*

34



**COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:**
be part of the solution.

YWCA awareness workshop review

CONGRATULATIONS

on completing the awareness workshop on Taking Action
against Abuse of Older Adults.

Review of learning outcomes:

- Increase awareness of abuse
- Identify barriers to reporting abuse
- Applying communication skills (including confidentiality, consent and boundaries)
- Directing to appropriate resources
- Continuing to build your knowledge

35



**COMMUNITY ACTION ON
ABUSE OF OLDER ADULTS:**
be part of the solution.

Post workshop evaluation form

Please provide your **valuable feedback** by completing the post workshop evaluation form which will take you about 5 minutes. Your responses are anonymous and confidential.

THANK YOU!
We greatly appreciate you
for making this workshop a success.



• Brochure: *Elder Abuse- It's Time To Face The Reality*
• [Cbc.ca/news/Canada/story/2011/03/01/11-elder-abuse-trends.html](http://cbc.ca/news/Canada/story/2011/03/01/11-elder-abuse-trends.html)
• [Imfcanada.org/sites/default/files/Canadian%20Elder%20Abuse%20Statistics_o.pdf](http://www.imfcanada.org/sites/default/files/Canadian%20Elder%20Abuse%20Statistics_o.pdf)
• <http://www.bccrms.ca/WebLibrary/GeneralResources/First%20Nations/Public20130425160252.pdf>
• <http://bcecas.ca>
• www.ichreast.ca
• www.youthresearch.ca

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APPENDICES AND BIBLIOGRAPHY



APPENDICES AND BIBLIOGRAPHY

Appendix A: Definitions

Abuse of older adults: The deliberate mistreatment of an older adult that causes physical, mental or emotional harm or damage to or loss of assets. This deliberate mistreatment includes intimidation, humiliation, physical assault, sexual assault, overmedication, withholding needed medication, censoring mail, invasion or denial of privacy, or denial of access to visitors.¹³

Ageism: Behaving in a negative, discriminatory or dismissive way toward a person because of their age.¹⁴

Designated responders: An organization that is legally responsible under the BC Adult Guardianship Act to investigate reports of suspected abuse or neglect.¹⁵

Emotional/psychological abuse: Severe or persistent verbal/non-verbal behaviour that results in emotional or physical harm.¹⁶

Financial/material abuse: An act or lack of action, with respect to material possessions, funds, assets, property or legal documents, that is unauthorized or coerced or a misuse of legal authority.⁵

Neglect: Any failure to provide necessary care, assistance, guidance or attention to an older adult that causes or is reasonably likely to cause within a short period of time serious physical, mental or emotional harm or substantial damages or loss of assets to the older adult.⁴

¹³ Vancouver Coastal Health Re: ACT Programs and Services www.vchreact.ca

¹⁴ BC Centre for Elder Advocacy and Support (BCCEAS) www.bcceas.ca

¹⁵ Adult Guardianship Act, R.S.B.C. 1996,c.6,s.1.

¹⁶ National Initiative for the Care of the Elderly (NICE) www.nicenet.ca

Physical abuse: Actions or behaviours that result in bodily injury, pain or impairment or physical distress.⁵

Self-neglect: Failure by an adult to take care of himself/herself, which causes or is reasonably likely to cause within a short period of time serious physical, mental or emotional harm or substantial damage to or loss of assets.⁴

Sexual abuse: Direct or indirect sexual activity without consent.⁵

Appendix B: Project documents available online

Listed below are all the training documents which are on your DVD and will be posted on: ywca.org/seniors (Resource section).

- **Community action on elder abuse - Brochure and poster**
- **Facilitator guidebook in English** and includes:
 - Facilitator PowerPoint with notes
 - Participant PowerPoint with handouts
 - Workshop forms
- **Standard abuse policy in English**
- **The Community Action on Abuse of Older Adults** translated brochures is available in the following languages:
 - Arabic
 - Chinese (Simplified)
 - French (Canadian)
 - German
 - Italian
 - Punjabi
 - Spanish
- **Facilitator guidebook in French** will be available in July 2014

Appendix C: Resources

BRITISH COLUMBIA

Crisis line (24 hrs):	1 800 784 2433	crisiscentre.bc.ca
BC Centre for Elder Advocacy and Support:	1 866 437 1940	bcceas.ca
RCMP Headquarters:	1 778 290 3100	bc.rcmp-grc.gc.ca
Ombudsperson:	1 800 567 3247	ombudsman.bc.ca

ALBERTA

Crisis line (24 hrs):	1 780 454 8888	albertaelderabuse.ca
Calgary Seniors Resource Society:	1 403 266 6200	calgaryseniors.org
RCMP Headquarters:	1 780 412 5424	rcmp-grc.gc.ca/ab
Ombudsperson:	1 888 455 2756	ombudsman.ab.ca

SASKATCHEWAN

Crisis line (24 hrs):	1 306 933 6200	saskatooncrisis.ca
Seniors Mechanism Information Service:	1 888 823 2211	skseniorsmechanism.ca
RCMP Headquarters:	1 306 780 5461	rcmp-grc.gc.ca/sk
Ombudsperson:	1 800 667 9787	ombudsman.sk.ca

MANITOBA

Crisis line (24 hrs):	1 888 322 3019	klinik.mb.ca
Age and Opportunity Support Services	1 888 333 3131	ageopportunity.mb.ca
RCMP Headquarters:	1 204 983 5420	rcmp-grc.gc.ca/mb
Ombudsperson:	1 800 665 0531	ombudsman.mb.ca

ONTARIO

Crisis line (24 hrs):	1 866 299 1011	onpea.org
Advocacy for the Elderly:	1 416 598 2656	advocacycentreelderly.org
RCMP Headquarters:	1 519 640 7267	rcmp-grc.gc.ca/on
Ombudsperson:	1 800 263 1830	Ombudsman.on.ca

QUEBEC

Tel-Écoute/Tel-Ainés	1 877 353 2460	tel-ecoute.org
Centre d'aide aux victimes d'actes criminels (CAVAC):	1 514 532 2800	cavac.qc.ca
Direction générale de la GRC:	1 800 771 5401	rcmp-grc.gc.ca/qC
Médiateur/Ombudsperson:	1 800 463 5070	protecteurducitoyen.qc.ca

NEW BRUNSWICK

Crisis line (24 hrs):	1 800 667 5005	chimohelpline.ca
Public Legal Education and Information Service of New Brunswick:	1 506 453 5369	legal-info-legale.nb.ca
RCMP Headquarters:	1 506 452 3400	rcmp-grc.gc.ca/nb
Ombudsperson:	1 888 465 1100	Gnb.ca/0073

NOVA SCOTIA

Crisis line (24 hrs):	1 902 424 3307	crcvc.ca/for-victims/services
Nova Scotia Department of Seniors:	1 800 670 0065	gov.ns.ca/seniors/senior_abuse_prevention.asp
RCMP Headquarters:	1 902 426 3644	rcmp-grc.gc.ca/ns
Ombudsperson:	1 800 670 1111	gov.ns.ca/ombu

PRINCE EDWARD ISLAND

Crisis line (24 hrs):	1 902 368 4582	gov.pe.ca
Community legal information association:	1 800 240 9798	cliapei.ca
RCMP Headquarters:	1 902 566 7112	rcmp-grc.gc.ca/pe
Provincial Geriatric Program:	1 902 432 2860	healthpei.ca/geriatricprogram

NEWFOUNDLAND AND LABRADOR

Crisis line (24 hrs):	1 888 737 4668	cmhanl.ca
Senior's Resource Centre:	1 800 563 5599	seniorsresource.ca
RCMP Headquarters:	1 709 772 5400	cmp-grc.gc.ca/nl
Ombudsperson:	1 800 559 0079	citizenrep.nl.ca

YUKON

Crisis line (24 hrs):	1 800 563 0808	victimlinkbc.ca
Seniors Services/ Adult Protection Unit:	1 800 661 0408 (ext. 3946)	hss.gov.yk.ca
RCMP Headquarters:	1 867 667 5555	yk.rcmp-grc.gc.ca
Ombudsperson:	1 800 661 0408 (ext.8468)	ombudsman.yk.ca

NUNAVUT

Crisis line (24 hrs):	1 877 212 6438	hss.gov.nu.ca
Cambridge Bay, St. Michael's Crisis Shelter:	1 867 983 5232	hss.gov.nu.ca
RCMP Headquarters:	1 867 975 4409	rcmp-grc.gc.ca/nu
Victim Services:	1 867 645 2600	pulaarvik.ca

NORTHWEST TERRITORIES

Crisis line (24 hrs): 1 867 920 2978 justice.gov.nt.ca/victimservices

Seniors Information Line: 1 800 661 0878 yksenior.ca/information

RCMP Headquarters: 1 867 669 5100 rcmp-grc.gc.ca/nt

Regional Health and Social Service Authorities: 1 800 661 0830 hlthss.gov.nt.ca

KEY RESOURCES IN CANADA

Seniors Canada: seniors.gc.ca

Family Caregivers' Network Society: fcns-caregiving.org

International Network for the Prevention of Elder Abuse: inpea.net

National Initiative for the Care of the Elderly: nicenet.ca

National Clearinghouse on Family Violence: phac-aspc.gc.ca/ncfv-cnivf

Ontario Network for the Prevention of Elder Abuse: onpea.org

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- **BC Association of Community Response Networks** bccrns.ca
- **Alberta Elder Abuse Awareness Network** albertaelderabuse.ca
- **Vancouver Coastal Health ReAct programs and services** vchreact.ca
- **BC Centre for Elder Advocacy and Support** bcceas.ca
- **Public Guardian and Trustee of British Columbia** trustee.bc.ca
- **National Initiative for the Care of the Elderly** nicenet.ca
- **Gordon House Youth search** youthsearch.ca



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