

RECOGNITION

Session 2: Indicators of violence

Materials for this session⁵

- Sign-in sheet
- Participant Manual, one for each participant
OR copy of Module 2 for each participant (Manual pages 30-41)
- Trainer Notes
- PowerPoint
- Handouts
- Participant Evaluation Form #1
- Compilation and Summary of Data Collected with Evaluation Form #1
(for Trainer's use)

Key points in Module 2

- People who interact with older persons need to know how to recognize the signs of violence.
- *Indicators* are visible signs of past or present violence of an older person.
- These may occur whether the older person lives in his or her own home, with family or friends in the community, or in a residential care facility.
- Sometimes violence against an older person is missed because:
 - the perpetrator may try to hide the evidence
 - the perpetrator may prevent access to the older person
 - the older person may hide evidence to protect the perpetrator
 - for example, the older person may be afraid to lose the support of a caregiver who is violent
 - the older person may not complain, due to illness, injury or threats
 - signs of violence, such as changes in behaviour, may also be signs or symptoms of disease, or effects of medication

⁵ See pages 28-29 in this Guide for a Training Checklist and a list of materials, supplies and equipment for each training session.

- Indicators are not always *proof* that violence has occurred, but they may provide *clues* that a problem exists.
- *Any* type of violence causes pain, whether it is physical harm, emotional or mental suffering, or damage to the spirit.

RECOGNITION
Session 2: Indicators of violence

AGENDA

Activity #	Activity	1.5 hour session	Materials
1	<p>Welcome</p> <ul style="list-style-type: none"> • Welcome participants. • Introduce yourself if necessary. <p>Participant Introductions, if necessary</p> <ul style="list-style-type: none"> • <u>Small group</u>: have participants introduce themselves one at a time to the whole group. • <u>Large group</u>: have participants introduce themselves to one or two people sitting next to them. <p>Housekeeping Make announcements, such as:</p> <ul style="list-style-type: none"> • Details about refreshment breaks. • Location of washrooms. • Time the session will end. <p>Guidelines for being together (See some examples on p.14)</p> <p>Today's topic</p> <ul style="list-style-type: none"> • Briefly explain that this is Session 2 in the <i>Respect Aging</i> training program. Today's topic is <i>Indicators of</i> 	10 minutes	<ul style="list-style-type: none"> • PowerPoint slides 1-2 • <i>Participant Manual</i> • OR one copy of Module 2 for each participant

	<p><i>Violence against Older Persons.</i></p> <p>Agenda</p> <ul style="list-style-type: none"> • Review Agenda. <p>If participants do not have their own copies of the Participant Manual, hand out copies of Module 2.</p>		
2	<p>Learning together</p> <ul style="list-style-type: none"> • Show the slides. • Pause after each set of indicators to ask participants if they have noticed any of these indicators in their work or interactions with older persons. • Point out the “<i>Questions for deeper exploration</i>” after each section. • <i>Trainer tip:</i> Your role is not to lecture or teach. Your role is to draw out the wisdom, knowledge and diverse experience that already exist in the group. Try to make this training an interactive <i>conversation</i>. 	30 minutes	<ul style="list-style-type: none"> • PowerPoint slides 3-12
3	<p>Small group activity</p> <ul style="list-style-type: none"> • Divide the participants into small groups of 3-6. • <i>Trainer tip:</i> Try to mix up the groups to allow people to meet new contacts. • Have each group read <i>Stories from the Front Lines</i> about Charles and Helen. • Ask each group to appoint a 	20 minutes	<ul style="list-style-type: none"> • Handouts 1 & 2 • Flipchart • Marker for each group

	<p>recorder and reporter.</p> <ul style="list-style-type: none"> • Ask each group to respond to Questions 1 and 2 in the <i>Questions for Reflection</i> section. • Mention that some indicators of violence are quite obvious, and others are less so. 		
4	<p>Reporting back</p> <ul style="list-style-type: none"> • Bring the large group back together. • Ask each group reporter to share her or his group's responses. • Ask for comments from the group. • Invite participants to: <ul style="list-style-type: none"> ○ Ask a question ○ Note new learnings ○ Add to a point that was raised ○ Clarify differences. 	20 minutes	<ul style="list-style-type: none"> • Masking tape
5	<p>Wrap-up / Evaluation</p> <ul style="list-style-type: none"> • Distribute <i>Participant Evaluation Form #1</i> and ask participants to complete them. • Do a final go-round. Ask participants to briefly share how the session was for them. • Ask how they will use what they have learned in their work or interactions with older persons. • Thank participants for their input, sharing and time. • Express appreciation to the group for being open to new 	10 minutes	<ul style="list-style-type: none"> • <i>Participant Evaluation Forms</i>

	learning on a difficult topic. • Collect <i>Participant Evaluation Form #1</i> .		
		<i>Total time</i>	90 minutes

IMPORTANT!

After facilitating this session, please complete the form titled **Compilation and Summary of Data Collected with Evaluation Form #1** (page 226). Your feedback will help us keep project materials relevant, useful and up-to-date. Mail or fax within one week of the session to:

Provincial Training Coordinator
 Women's Policy Office/Violence Prevention Initiative
 Government of Newfoundland and Labrador
 Confederation Building, 4th floor, West Block
 St. John's, NL
 A1B 4J6

PHONE: (709) 729-5009
 FAX: (709) 729-1418
 EMAIL: vpi@gov.nl.ca

RECOGNITION – SESSION 2 HANDOUT

HANDOUT 1: STORY FROM THE FRONT LINES

Charles and Helen

Charles, 85, had been living with Helen, 60, for 25 years. They never married, but Helen took good care of him. Charles had a safe and loving home.

Charles became ill and was taken to hospital. Upon his release, he was admitted to a long-term care home by his adult children. Charles had not had a relationship with them for the 25 years he was with Helen.

Helen was not allowed to see Charles in long-term care. Charles' family told Helen that he was incompetent and could not make decisions. She was told to forget Charles.

The family gave the staff at the long-term care home details of what they wanted for Charles' care. He was not permitted to go outside. Charles was not allowed to accept any of the items brought to him almost daily by Helen (favourite foods, underwear or socks). The staff told him that he had to "move on" without Helen. Charles told them that he was going to leave the long-term care home on his own to be with her. The staff said they would have him arrested if he tried to leave.

HANDOUT 2: QUESTIONS FOR REFLECTION

1. On the chart below, identify types of violence from Charles' story. Next to each type, write down any indicators that correspond to the type of violence.

✓	Type	Indicators
	Physical violence	
	Psychological violence	
	Emotional violence	
	Verbal abuse	
	Sexual violence	
	Financial abuse	
	Neglect	
	Spiritual or religious violence	
	Cultural violence	

2. Use the story to answer the following questions:
 - a. What might you ask to establish whether Charles is a victim of violence? Who would you ask? Who do you think are the perpetrators in this story?
 - b. How might you react if you were Charles? If you were Helen? If you were the family? If you were staff in the home?
 - c. What feelings came up for as you read about the signs of violence in this story?