

Prevention 3-hour training session

Materials for this session⁸

- Sign-in sheet
- Participant Manual, one for each participant
OR photocopy Modules 8 - 12 for each participant
- Trainer Notes
- PowerPoint (includes Additional Notes)
- Handouts
- Participant Evaluation Form #3
- Compilation and Summary of Data Collected with Evaluation Form #3
(for Trainer's Use)

Overall goals

- To provide a learning environment that promotes dialogue and interaction.
- To enhance knowledge and understanding about prevention of violence of older persons.
- To build awareness and practice skills to prevent violence against older persons.

Learning objectives

At the end of this session, participants will be able to:

- MODULE 8:
 - Understand the factors that place older people at risk of violence; and,
 - Understand the factors that help protect older people from violence;
- MODULE 9: Recognize the root causes of violence against older persons;

⁸ See page 30-31 in this Guide for a Training Checklist and a list of materials, supplies and equipment for each training session.

- MODULE 10: Understand that how we make a difference when working with or relating to older victims of violence is linked to who we are as human beings;
- MODULE 11: Prepare a safety plan; and,
- MODULE 12: Identify self-care practices to help with stress, burnout and vicarious trauma.

Note: When the training program is delivered through three 3-hour sessions, the learning objective associated with module 10 is addressed only briefly in explicit terms, but is observed and experienced first-hand through the discussions and group activities (more specifically, in Session 1, through discussions regarding diversity and ageism, and the activity titled The Bird Cage; in Session 2, through the activities titled Positive Age and The Power Line; and in Session 3, through the activity titled What Keeps Us Apart.)

Target audience

This training session was designed for a range of audiences. It can be used with professionals, volunteers and other helpers in health care, law enforcement, and community support. It will be most useful for those who work on the front line with older persons, their families, caregivers, and perpetrators.

Number of participants

The training session and activities were designed for a minimum of 12-15 participants, and a maximum of 25-40. You should have enough participants for the small group activities.

Room set-up and equipment

You will need a training space large enough to allow for a break-out area for each small group. Set up the room with tables and chairs that can be moved, or have extra tables and chairs available around the edges of the training space for small group work. Another option is to have break-out areas outside the main training room.

You will need a laptop, projector and projection screen (or light-coloured blank wall) for the PowerPoint presentations. Set up the screen where all participants can see it. For safety, tape down any loose electrical cords with masking tape or duct tape. You will also need a flipchart stand, flipchart paper and enough markers for yourself and each small group.

Key learning points

*Note to trainer: This training session provides a broad overview on **preventing violence against older persons**. Provide training participants with copies of the Participant Manual for more in-depth information. More detailed content for this session can be found in the Prevention section of the Participant Manual.*

- MODULE 8:
 - There are personal, environmental, relationship and societal factors that place older persons at risk of violence. There are also personal, environmental, relationship and societal factors that can protect them.

- MODULE 9:
 - Violence is an abuse of power and control. It is rooted in inequality;
 - In abusing power, people use various control tactics that it is important to recognize and avoid;
 - Caregiver stress is often described as a primary cause of violence against older persons. This theory suggests that caregivers want to be caring, but lose control under stress. However, stress does not justify violence:
 - We all experience stress;
 - We all find ourselves in positions of power over others at some point in our lives;
 - Most people do not relieve stress or exert power by hitting or emotionally abusing others; and,
 - Each of us needs to make conscious choices about how to deal with stress and use our power.

- Violence removes power and control from an older person. Empowerment of the older person should be the focus of any intervention. Empowerment restores decision-making and control to victims. This perspective builds on peoples' strengths, skills and resourcefulness. Empowering older persons means giving them information and helping them learn about their rights and their options; and,
 - Involving older persons in planning for their safety helps them to be prepared.
- MODULE 10:
 - Effective helping depends on self-understanding. How we make a difference in the world is linked to who we are as human beings. Who we are as human beings is determined by many factors including our personality, dimensions of diversity, principles, values, communication style, past experiences with violence, biases, self-concept and objectives.
- MODULE 11:
 - Safety planning is a process in which an older person and a trusted helper work together to ensure the older person's safety in advance of any crisis;
 - Five strategies for safety planning include:
 - Prevention: preventing future violence;
 - Protection: looking at ways older persons can protect themselves during a violent incident;
 - Notification: planning ahead for ways to get help in a crisis;
 - Referral: finding services that can help; and,
 - Emotional support: finding emotional support and ways to become less isolated.
 - A good safety plan is victim-driven and victim-centered. It is based on the older person's goals, and not the helper's opinions; and,
 - If you work with or care for an older person who may be at risk of violence, there are measures to be taken in planning for your own safety.

- MODULE 12:
 - Working with older persons who live with violence can be very stressful;
 - *Stress* refers to the body's reaction to a change that requires a physical, mental or emotional adjustment or response;
 - *Burnout* refers to a state of emotional, mental and physical exhaustion caused by extreme and prolonged *stress*;
 - *Vicarious trauma* refers to the negative changes that happen to helping professionals, volunteers and others over time that result from empathetic dealings with clients and victims and hearing or seeing their traumatic experiences;
 - There are signs of stress, burnout and vicarious trauma of which helpers should be aware; and,
 - The ABCs of healthy self-care are awareness, balance and connection. Various steps can be taken to ensure that these are achieved and maintained.

AGENDA PREVENTION: 3-HOUR TRAINING SESSION

*Note: Trainers are asked to familiarize themselves with the activities in this session in advance. Because of time restrictions and the diverse needs of training groups (training target audiences), trainers are asked to **choose in advance to complete either Activity 4a (Power Line) OR Activity 4b (Exploring the Power and Control Wheel)** as described below.*

****This training session does not have a 15-minute break incorporated into it so it is up to the trainer to determine when or if you want to take a break during the session, making it a total of 3.25 hours.***

Activity #	Activity	Suggested time	Materials
	<p>Welcome</p> <ul style="list-style-type: none"> • Welcome participants. • Introduce yourself if necessary. <p>Housekeeping announcements</p> <ul style="list-style-type: none"> • Time and place for refreshment break. • Location of washrooms. • What time the session will end. • Guidelines for being together (see some examples on p.16). 	5 minutes	
1	Icebreaker - Positive Age	15 minutes	<ul style="list-style-type: none"> • Flipchart • 3 different coloured post-it notepads. • Marker
	<ul style="list-style-type: none"> • Briefly review key messages of the <i>Respect</i> 	10 minutes	<ul style="list-style-type: none"> • PowerPoint slides 1-5

	<p><i>Aging project (see section titled <i>Overview of the Education and Training Project</i>, p. 7).</i></p> <ul style="list-style-type: none"> • Agenda. <p><i>*If participants do not have a copy of the Participant Manual, please distribute Modules 8 - 12 to each participant.</i></p>		<ul style="list-style-type: none"> • Copies of Modules 8 - 12
2	<p>Show slides; then do Small group activity: Risk and Protective Factors. It is not necessary to share slide notes before the activity as the goal of the activity is to have participants think of the specific factors themselves, together. You may wish to share orally some of the slide notes after the activity if necessary.</p>	10 minutes	<ul style="list-style-type: none"> • PowerPoint slides 6-7 • Flipchart paper • Markers • Masking Tape
	Reporting Back	10 minutes	
	Learning together: Power and Control Tactics - Show slides	4 minutes	<ul style="list-style-type: none"> • PowerPoint slides 8-9
3	Brainstorm: Tactics in Five Minutes or Less	8 minutes	<ul style="list-style-type: none"> • PowerPoint slide 10 • Flipchart • Markers • Masking tape • Small prize or chocolates
4a OR 4b	Group Activity: Choose between Activity 4a) Power Line OR Activity 4b)	25 minutes	<p>Activity 4a) Power Line</p> <ul style="list-style-type: none"> • Handouts 1, 2

	<p>Exploring the Power and Control Wheel. A choice of activities is provided to enable either a more open, shared exploration of power and control issues (which is provided by the Power Line activity) or a more intimate exploration afforded by activity 4b in which participants work with one partner. Some participants might be more comfortable with the more intimate activity with one partner.</p> <p>Note: If activity 4b is chosen, then do the activity only after doing “Learning Together: Power and Control; Advocacy and Empowerment” (as shown below). Otherwise, complete activity 4a now.</p>		<p>& 3</p> <ul style="list-style-type: none"> • Masking tape • 2 small signs • 10 participant cards • PowerPoint slide 11 <p>Activity 4b) Exploring the Power and Control Wheel</p> <ul style="list-style-type: none"> • Handout 4 • PowerPoint Slide 15 (which will be placed onto the screen for the exercise) • Advocacy and Empowerment Wheel from Module 9 in Participant Manual. (If participants do not have Participant Manual, make and distribute copies of the wheel.)
	<p>Learning Together: Power and Control; Advocacy and Empowerment - Show slides</p>	<p>15 minutes</p>	<ul style="list-style-type: none"> • PowerPoint slides 12-16
<p>Group activity: Activity 4b (optional) see above</p>			

	<p>Learning together and brainstorming activity: Introduce the model on Prevention of Family Violence which is complementary to the Advocacy and Empowerment Model. Do group brainstorm activity at bottom of notes page for slide 18, using Maxine’s story at the end of Module 4 of Participant Manual. If participants do not have Manual, distribute Handout with Maxine’s Story.</p>	15 minutes	<ul style="list-style-type: none"> • PowerPoint slides 17-18 • Maxine’s story in Module 4, or Handout 5
	<p>Learning together: <i>Self-understanding for violence prevention</i> - Show slides.</p> <p>If participants have Manual, reference Module 10; otherwise distribute Handout 6: Self-understanding for violence prevention.</p>	8 minutes	<ul style="list-style-type: none"> • Module 10, or Handout 6 • PowerPoint slides 19-21
	<p>Learning together: <i>Safety planning</i>- Show slides. For slides 24-28: As you show slides, ask questions at bottom of slides to prompt exploration of safety planning strategies. Then continue with slides 29-31.</p>	10 minutes	<ul style="list-style-type: none"> • PowerPoint slides 22-31

5	Activity: <i>Practicing Safety Planning</i>	25 minutes	<ul style="list-style-type: none"> • Handouts 7, 8 & 9
	Learning together: <i>Self-care for violence prevention helpers</i> – Show slides.	5 minutes	<ul style="list-style-type: none"> • PowerPoint slides 32-34
	Wrap-up / Evaluation <ul style="list-style-type: none"> • Distribute <i>Participant Evaluation Form #3</i>. • 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 learning on a difficult topic. • Collect <i>Participant Evaluation Form #3</i>. 	15 minutes	<ul style="list-style-type: none"> • Evaluation forms
Total time		180 minutes (3 hours)	

IMPORTANT!

After facilitating this session, please complete the form titled **Compilation and Summary of Data Collected using Evaluation Form #3** (page 143). 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

PREVENTION ACTIVITIES

Activity 1: Icebreaker - Positive Age

Materials

- Prepare ahead one flipchart and divide it into three columns. Put a different coloured square sticky note at the top of each column (yellow, pink, green). At the top of the first column write “Up to 35”. At the top of the second column write “36 - 59”. At the top of the third column, write “60 +”.
- Three packages of 3-inch square sticky notes, each package in a different colour.
- Make sure all participants have writing tools (a pen or pencil for each).

Purpose of this activity

- To have participants introduce themselves and learn something new about one another.
- To start participants thinking about age and aging.

Activity Instructions

- Have participants work in small groups of three to four people. Try to have people who do not know each other well sitting together. Tell participants to introduce themselves to their small group or partner. Each participant should state his or her:
 - Name;
 - Organization where they work or volunteer; and,
 - (Without telling age) one good, positive thing about being this age.
- Model what you mean by introducing yourself: “I’m Jean Smith. I work for the Seniors’ Link. One thing I enjoy about being the age I am is that I am old enough to have some wisdom and young enough not to have significant health issues.”

- Provide a stack of sticky notes in each of the three colours to each group. Instruct participants to write down their positive aging statement on the colour sticky note that corresponds with their age (for example: yellow for age up to 35, pink for ages 36-59, and green for ages 60 and over).
- Give participants about five minutes to share with their group or partner.
- Bring the whole group back together. Ask one person in each group to collect all the sticky notes and then go to the flipchart and post them in the correct columns. (Participants are not required to identify themselves when the sticky notes get posted.)
- Ask participants how it felt to speak about being the age they are. Note that people tend to have both positive and negative feelings about their age. Read out some of the statements from the sticky notes on the flipcharts.
- Point out that it is helpful to look at how we see our own age and aging. This helps us to work more effectively with older victims of violence.

Activity 2: Risk and Protective Factors

Purpose of this activity

To identify factors that place older persons at risk of violence, and the factors that protect them from violence.

Materials

- Flipchart paper
- Markers
- Masking tape

Activity Instructions

- Ask participants to move into new small groups. You will need at least four groups of three to eight people. Each group should select a Recorder and a Reporter (different people from the last activity).
- Assign one of the four categories below to each group. Give two flipcharts to each group. Ask them to write “Risk Factors” at the top of one flipchart, and “Protective Factors” at the top of the other.
- Give the groups five minutes. On the first flipchart, have them list all the factors in their category that place older persons at risk of violence. On the second flipchart, have them list all the factors that protect older persons from violence.
- Categories:
 - Personal and health factors;
 - Environmental factors;
 - Relationship factors; and,
 - Societal factors.
- After five minutes, bring the groups back together into the large group. The group with the longest lists goes first and reports back to the whole group. After each report, ask participants if they have anything to add.

Activity 3: Brainstorm - Tactics in Five Minutes or Less

Materials

- Flipchart paper
- Markers (one for each group)
- Masking tape
- Small prizes or chocolates

Purpose of this activity

- To review the many ways that older persons are harmed by perpetrators (as discussed in Session 1 – Recognition).
- To identify tactics used by perpetrators against their victims.
- To see power and control tactics often present in violence in later life.

Activity Instructions

- Ask participants to form small groups of four to six people.
- Each group should appoint a recorder and a reporter.
- Give each group three minutes to list as many tactics used by perpetrators against older persons as they can.
- At the end of three minutes, bring the whole group back together. The group with the longest list presents first.
- The other groups then add any ideas not mentioned by the first group.
- You may want to reward the group with the longest list with chocolate or a small prize for each participant.

Activity 4a: Power Line (optional – may be replaced with 4b)

Materials

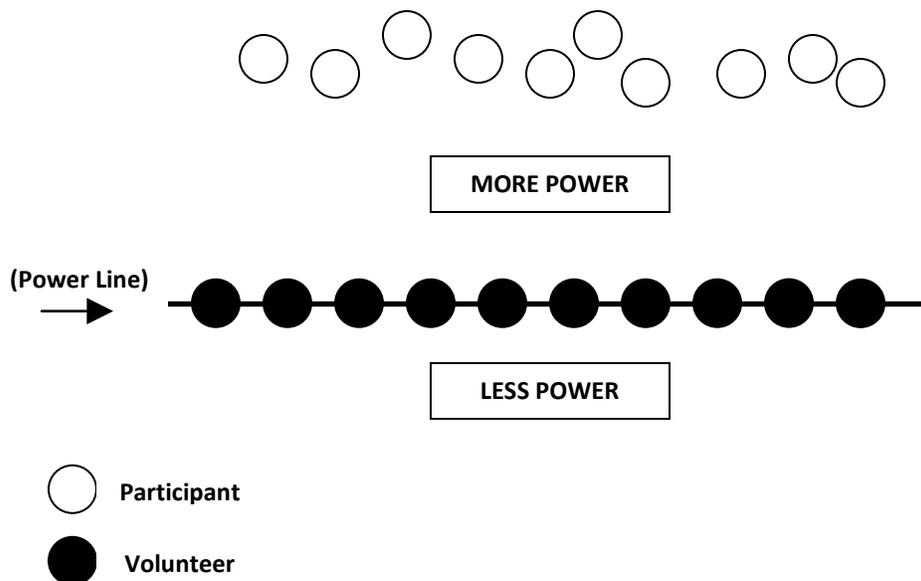
- Masking tape
- Two 8.5” x 11” signs (Handout 1):
 1. “More power”
 2. “Less power”
- 10 two-sided cards that describe characteristics of people standing on the line (Handouts 3 and 4.)

Purpose of this activity:

- To show how gender, social roles, social inequalities and age impact perceptions of power.

Arranging the room

- Place a horizontal line on the floor with masking tape. It should be long enough for 10 people to stand shoulder-shoulder on the line, with a few inches between them. This is the *Power Line*. (See diagram below.)
- Make sure you have several feet of empty space in front of and behind the line.
- On one side of the line, tape to the floor the sign that says “More Power”. On the other side of the line, tape to the floor the sign that says “Less Power”. (See diagram below)



Activity instructions

- Ask for 10 volunteers. The volunteers may be a mix of men and women. All other participants will be observers.
- Tell participants that this activity will help us begin to look at inequality and how it impacts perceptions of power.
- Ask the volunteers to stand in a straight line along the masking tape.
- Tell them that each of them represents a 63-year-old woman.
 - Ask them to think about being this 63-year-old woman.
 - Ask them, without sharing their thoughts with the rest of the group yet, how they feel about being this person.
 - Some of the volunteers may better relate than others to what it is like to be a 63-year-old woman.
- Explain the following:
 - They are standing on a Power Line.
 - They are all at the same place on the Power Line, since all we know about them is that they are 63-year-old women.

- Give each volunteer one card. One at a time, ask each volunteer to read out loud the characteristic written on side 1 of their card.
- Ask each volunteer to decide two things: **what direction** to step in (forward or back), and **how big** a step to take. They are to decide based on whether they think the characteristic on their card gives them more power or less power. Does the characteristic on their card *add* power or does it *take away* from their power in society?
- Ask the volunteers to repeat the activity with the characteristic written on Side 2 of the card, stepping forward or back, based on the new characteristic.
- Ask the volunteers to stay where they are. Begin a discussion by asking the observers to share how the activity felt to them. Ask the following:
 - What did they notice?
 - Do they think they would have done things differently from the volunteers?
 - Do they think the volunteers would have behaved differently if they were 63-year-old men? How would they have behaved differently?
- Ask the volunteers if they would like to share why they chose to step as they did. If you have time, it might also be interesting to ask any male volunteers how it felt to imagine themselves as an older woman.
- Thank the volunteers for taking part. Remind participants that in helping situations, the issues can be very complicated. They will need to ask questions and listen carefully to identify all the various issues affecting a person who has experienced violence. Things may not always be as they appear.

Activity 4b: Exploring the Power and Control Wheel (optional – may be replaced with 4a)

This is an alternate activity to replace 4a depending on the trainer's discretion or preference. This is to be done only after presentation of slides on Power and Control Wheel and the Advocacy and Empowerment Wheel.

Ask the participants to find a partner and sit next to them. Explain that they will be working together on this activity but that, first, you would like participants to close their eyes.

Now provide the following verbal instructions (Handout 4):

- Recall a time in your life (at home, work, or school, for example) when you felt powerless. Now recall a time when you felt powerful and empowered.
- Now I would like you to share some information about those situations with your partner. You are asked to share only to the extent that you feel comfortable. If you do not feel comfortable sharing, you can just say so. While you discuss with your partner, I am going to go around the room with a handout containing a few prompts to help you explore these memories with your partner.

After seven minutes of this sharing between the two participants, gently interrupt to explain part 2 of the exercise. Invite participants to refer to the Power and Control Wheel (the slide for which you will have at the front of the room projected onto the screen).

You can use the following verbal instructions which are reinforced on the handout you just distributed. Note: 10 minutes are allotted to this part of the activity.

- As part two of the exercise, I would like you to draw on the back of your handout a Power and Control Wheel for your own life. How would it look? Here are some ideas for creating your own "Wheel of Life":

- Include only the number of sections that have meaning for you. Your wheel may have as few as three or four sections, or as many as 15.
 - Add sections to reflect other things that have happened in your life.
 - Make some sections small and some larger. The size depends on their influence in your life.
 - Label each section. Add some words that have personal meaning.
 - Add any power or control tactics that have been part of your life experience.
- Insert elements or sections from the Advocacy and Empowerment Wheel (see model at the end of Module 9 in your Participants Manual), if you would like to represent some positive experiences of power.
 - As you draw your own “Wheel of Life”, you may discuss with your partner to the extent that you feel comfortable.

Activity 5: Practicing Safety Planning

Materials

- Handout 7: *Stories from the Front Lines* (cut apart into individual stories)
- Handout 8: *Five Strategies for Safety Planning*
- Handout 9: *Checklist for Creating Safety Plans*

Purpose of this activity

- To gain experience preparing a safety plan.
- To learn about the Five Strategies for Safety Planning.
- To think of ways to involve older persons in planning for their own safety.

Activity Instructions

- Divide participants into smaller groups of four to six people. Hand out one of the *Stories from the Front Lines* (in Handouts section) to each group. (If you have more than four groups, give some groups the same story.)
- Tell each group to assign someone to read the story out loud to their small group. Hand out *Five Strategies for Safety Planning* and *Checklist for Creating Safety Plans* (in Handouts section) to all participants.
- Ask each group to assign a reporter and a recorder.
- Ask each group to use its Story to create a safety plan using each of the Five Strategies. Remind groups that making a safety plan involves working with the older person and any supporters in their circle of family, friends and helpers. Give them 10 minutes to develop their safety plan.

- Recorders in each group should highlight key conversation points on flipchart paper.
- Ask groups to think about the following questions as they plan:
 - What are the specific concerns? Is the older person safe for the time being? Is she or he in immediate danger? At risk? What kind of danger or risk?
 - How will you engage the older person to talk about safety planning?
 - What concerns will you raise with the older person?
 - What special considerations do you need to take into account?
- After 10 minutes, bring the large group back together. Have each group read its story and then report the highlights of the conversation. If there is time, invite brief comments from the other participants. Ask them what they would add, change or do differently.

PREVENTION HANDOUTS

HANDOUT 1: *POWER LINE SIGNS* (Activity 4a)

MORE
POWER

LESS
POWER

HANDOUT 2: POWER LINE CARDS (Activity 4a)

↓ Side One ↓	↓ Side Two ↓
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1 Married to a wealthy judge	2 No access to money
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1 Lesbian	2 Senator
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1 Earns \$150,000/year	2 HIV Positive
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1 Multiple sclerosis	2 Wealthy and supportive family
--------------------------------	---

1 Multiple sclerosis	2 Lives alone on Income Support in rural community
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HANDOUT 3: POWER LINE CARDS (Activity 4a)

↓ Side One ↓	↓ Side Two ↓
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1 <p style="text-align: center;">Immigrant</p>	2 <p style="text-align: center;">English-speaking, from Australia</p>
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1 <p style="text-align: center;">Immigrant</p>	2 <p style="text-align: center;">Non-English-speaking, from Colombia</p>
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1 <p style="text-align: center;">Single, custody of grandchild</p>	2 <p style="text-align: center;">Aboriginal living on reserve</p>
---	--

1 <p style="text-align: center;">African Canadian</p>	2 <p style="text-align: center;">Successful business owner</p>
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1 <p style="text-align: center;">White</p>	2 <p style="text-align: center;">Sex worker</p>
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HANDOUT 4: EXPLORATION OF THE POWER AND CONTROL WHEEL (Activity 4b)

Part 1:

See if you can recall a time in your life (at home, work, or school, for example) when you felt powerless. Now recall a time when you felt powerful and empowered. Share information and your memories about these situations with your partner to the extent that you are comfortable.

For each situation, answer the following questions:

- Who was involved?
- What were the events leading up to the situation (the “tension buildup”)?
- What types of control tactics were used?
- How did you respond?
- How did you feel about your response?
- How did it end (or is it still ongoing)?

Part 2:

If you were to draw a Power and Control Wheel for your own life, how would it look? Here are some ideas for creating your own “Wheel of Life”:

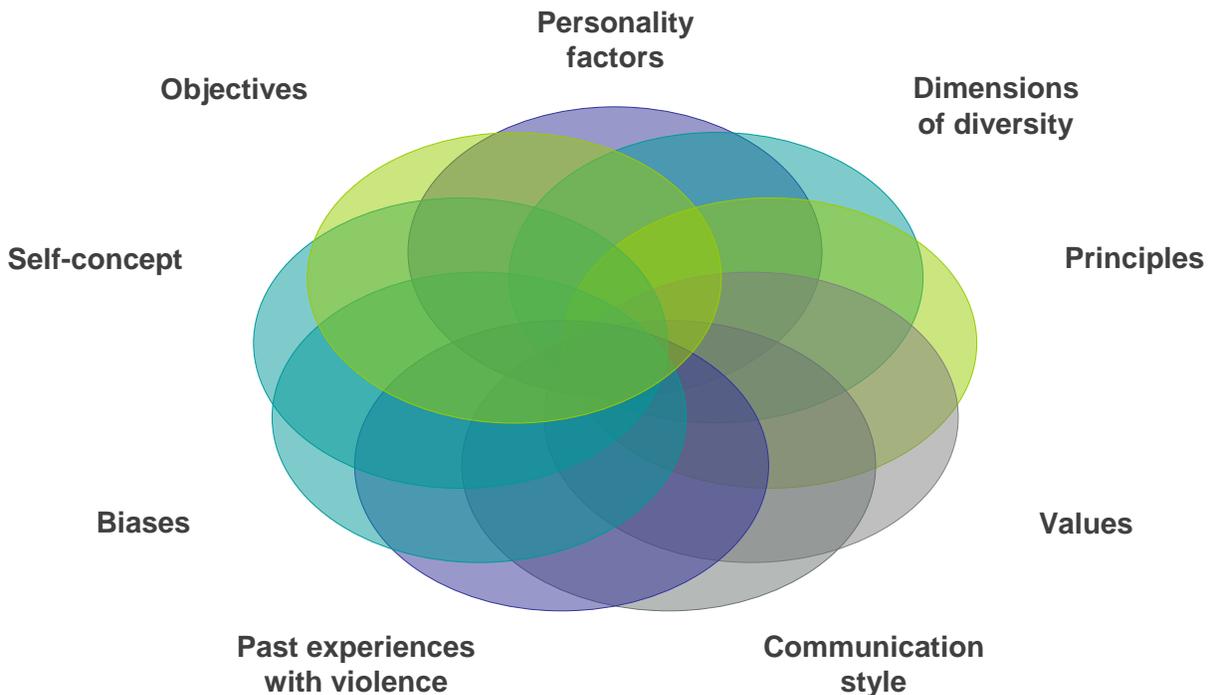
- Include only the number of sections that have meaning for you. Your wheel may have as few as three or four sections, or as many as 15.
- Add sections to reflect other things that have happened in your life.
- Make some sections small and some larger. The size depends on their influence in your life.
- Label each section. Add some words that have personal meaning.
- Add any power or control tactics that have been part of your life experience.

Insert elements or sections from the Advocacy and Empowerment Wheel (see model at the end of Module 9 in your Participants Manual) if you would like to represent positive experiences of power. As you draw your own “Wheel of Life”, you are invited to discuss with your partner to the extent that you feel comfortable.

HANDOUT 5: MAXINE'S STORY

Maxine had been abused by her husband for 50 years. When she was 75 years old, home care services were put in place to help Maxine and her husband with physical chores. The home care workers noticed that Maxine often had new bruises on her face or arms. A social worker was called in and spent a considerable amount of time talking to Maxine about the situation. She offered her a place of safety, which Maxine refused. However, Maxine did start attending a support group for women living with violence, and after several months she decided to leave her husband. Maxine moved into a women's shelter and then was helped to find her own apartment in another community.

HANDOUT 6: SELF-UNDERSTANDING FOR VIOLENCE PREVENTION



- Personality factors may affect how you respond to situations. These include:
 - Openness to change;
 - Reasoning ability;
 - Emotional intelligence;
 - Extroversion or introversion, including readiness/ability to trust others; and,
 - Degree of self-reliance.

- Various dimensions of diversity may also affect your thoughts, feelings and behaviour in these situations. These include your:
 - Gender role;
 - Cultural background;
 - Language skills;
 - Citizenship status;

- Physical abilities;
 - Mental health status and so on.
- Self-awareness is an essential ingredient for growth and self-understanding. Without awareness, we act only out of habit and conditioning. How you think, feel and respond to situations will be affected by your distinctive style of communicating and relating, along with the following factors:
 - Principles - The ways you think people *should* behave and how things *ought* to be;
 - Values - The personal qualities, characteristics, or attributes that help you make decisions or set priorities;
 - Past experiences - Your own experiences with violence and abuse and how you dealt with them;
 - Biases - Your preference for one person or group of people over another, and tendency to think or behave in a certain way;
 - Self-concept - Your beliefs about the kind of person you are or would like to be, what you expect of yourself;
 - Objectives - What you are trying to accomplish in any given situation; and,
 - Obligations - What you think others expect of you personally and professionally.

HANDOUT 7: PRACTICING SAFETY PLANNING

Stories from the Front Lines

Elizabeth

Elizabeth, 66, lives with her husband Wes. After retiring four years ago, Wes became depressed and started drinking. He had always been verbally abusive to her. It became a lot worse in recent years. Wes has also become very controlling. He will only let Elizabeth use the car for medical appointments. Elizabeth is having trouble coping, and the stress is affecting her health. She is worried that one day Wes will harm her physically. She does not know whom to turn to.

Kay

Kay, 75, was having trouble getting around her three-story home. She agreed to sell the house and move in with her son and daughter-in-law. Things have not been working out since Kay moved in. Her daughter-in-law has hit Kay more than once. She is also emotionally abusive. Kay's son managed the sale of the home and then put the money in his own bank account. He also takes her pension cheques. Kay feels trapped and sees no other option, but to stay where she is.

Maria

Maria, 86, lives with her husband Oliver, 88, and daughter Carol, 67. Maria is frail and has developed incontinence. She depends on Oliver and Carol for personal care. Oliver and Carol are both in poor health themselves. Maria needs help with meals, bathing, and getting dressed. Maria's son, Danny, returns to the province for a rare family visit. He finds Maria very unkempt and living mostly in her filthy cluttered bedroom. Oliver complains that he is doing his best to care for Maria. He says that Carol is nothing but a "lazy bum" who never lifts a finger to help. Oliver says that Maria is always "crooked". He does not think either of them values his help.

Sandra

Sandra, 79, lives with her husband Gerard, also 79. They have been married for 55 years. Gerard is an alcoholic. He has been emotionally and physically abusive for many years. Sandra would like to leave Gerard. She worries whether she will be able to manage on her own because she cannot read or write.

HANDOUT 8: PRACTICING SAFETY PLANNING

Five Strategies for Safety Planning

Strategy	Description	Examples
1. Prevention	Preventing future violence or abuse	<ul style="list-style-type: none"> • Going to a shelter • Moving to another residence • Getting a peace bond or emergency protection order • Changing schedules and routes to avoid being found
2. Protection	Looking at ways older persons can protect themselves during a violent incident	<ul style="list-style-type: none"> • Having an escape route • Having the older person seek shelter in a room where a door can be locked from inside, with a working phone available
3. Notification	Arranging ways to get help in a crisis	<ul style="list-style-type: none"> • Cell phone • Emergency numbers on hand • Life lines (personal security devices) • Security system • Waving a towel in a window • Having secret code words with trusted family, neighbours or friends
4. Referral	Finding services that can help	<ul style="list-style-type: none"> • Regional Health Authority • Sexual Assault Crisis and Prevention Centre • Mental Health Crisis Line • Justice system • Victim Services • Transition houses / shelters • Faith or spiritual community

<p>5. Emotional support</p>	<p>Finding emotional support and ways to become less isolated</p>	<ul style="list-style-type: none"> • Exercise/yoga group • Hobby, art, music classes • Trusted friends and family • Peer support; support groups • Seniors centre • Community groups
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HANDOUT 9: PRACTICING SAFETY PLANNING

Checklist for Creating Safety Plans⁹

Safety planning involves problem-solving in advance. This helps an older person know what to do, both during and after a crisis situation. Below is a list of questions to consider and discuss with the older person when preparing the safety plan.

- What experience has the older person had with safety planning and protection strategies? If so, which strategies worked? Which were ineffective?
- How has the perpetrator behaved in the past? Is the perpetrator likely to re-offend?
- Does the perpetrator have access to weapons? Have weapons been used in the past?
- Is there a peace bond or protection order in effect? If so, what is the status?
- Where does the older person keep important phone numbers, personal documents, photographs, bank books?
- What/who are the older person's community supports?
- Does the older person have information on counselling and other therapeutic or support services?
- Is there a process to review and update the safety plan on a regular basis?
- Has the older person practiced giving precise information on where she or he is and if there is danger?

⁹ Adapted in part from:
Ontario Network for the Prevention of Elder Abuse. (no date). *Free from Harm Tools Guide*. Retrieved from:
www.onpea.org/english/download.php?name=FreeFromHarmTools.pdf.

- What are the older person's cultural or religious values about independence and the right to unrestricted movement?
- Is the older person willing to move to a safe place (shelter or transition house)?
- What are the older person's experiences with the justice system and other service providers?
- What is the older person's first language and country of origin? Is language a potential barrier to getting help?
- What is the older person's legal status? (refugee, landed immigrant)
- What is the older person's physical and health status?
- If the older person is living with a disability, are there physical barriers in the person's environment that may prevent a safe exit or access to safety?
- What challenges might affect the older person's safety or ability to follow through with a safety plan? This could include things such as substance abuse, mental health issues or dementia.
- Is the older person comfortable with the safety plan and willing to live life within its constraints, at least in the short term?
- Is the older person aware of other potential risks, such as:
 - Cyber-stalking on the internet;
 - Identity theft (credit cards, passport, other ID); and,
 - Seeking help from people or organizations that have little experience with violence against older persons.