
RECOGNITION

Session 7: Impact and effects of violence against older persons

Materials for this session³⁴

- Sign-in sheet
- Participant Manual, one for each participant
OR copy of Module 7 for each participant (Manual pages 94-103)
- Trainer Notes
- PowerPoint
- Handouts
- Participant Evaluation Form #1
- Compilation and Summary of Data Collected with Evaluation Form #1

Key points in Module 7

- All forms of violence can have damaging effects on people's physical, emotional, mental and spiritual well-being.
- Later in life, the impact of violence can be especially serious. Violence among older adults can lead to:
 - poor physical and mental health;
 - depression;
 - loss of will to live; and/or,
 - suicide.
- Populations who are at a greater risk of experiencing violence include older persons who:
 - Are female;
 - Are immigrants or refugees;
 - Are Aboriginal;
 - Have a disability;
 - Are lesbian, gay, bisexual or transgender;
 - Are members of any group outside the dominant culture;

³⁴ See pages 28-29 in this Guide for a Training Checklist and a list of materials, supplies and equipment for each training session.

- Live in rural or isolated regions; and/or,
 - Live with poverty.
- A statistic often quoted is that between four and 10 per cent of older persons in Canada have suffered some form of violence³⁵. It is more likely that these numbers are a lot higher due to under-reporting. Often called a hidden crime, much of the violence against older persons is never reported. This may be because people do not know the signs of violence. Or it may be because many older adults do not, or cannot, talk about the problem with someone who can help.
- Violence in later life can affect a person's:
 - Emotional health;
 - Physical health;
 - Sexual health;
 - Spiritual health; and,
 - Financial well-being.
- A person living with violence sometimes develops *coping strategies* for protection. These coping strategies may make it difficult for others to know the extent of the harm or even see that violence is happening.
- Older persons who are living with violence try to manage their situations through coping strategies such as:
 - Silence and denial
 - Remaining silent or denying violence for fear of consequences to one's self or loved ones.
 - Minimization
 - Trying to reduce any feelings of shock, threat, fear and powerlessness when there appears to be no escape.
 - Thinking that the incident was "not as bad as it could have been", or not as bad as the suffering of other victims of violence.
 - Rationalization
 - Involves excusing or accepting bad behavior.
 - Taking the blame for being harmed, believing that they were harmed because of something they did or did not do.
- All older victims of violence want:
 - The violence to stop;

³⁵ Government of Newfoundland and Labrador. (no date). *Provincial Healthy Aging Policy Framework*. Retrieved from: http://www.health.gov.nl.ca/health/publications/ha_policy_framework.pdf.

- To feel safe;
 - To be heard and believed;
 - Adequate funds;
 - Reliable, available, respectful medical care;
 - Housing that meets their needs;
 - Access to support and counseling;
 - To be a part of their family, community and society;
 - To feel respected and valued for their wisdom, knowledge and life experiences; and,
 - Information on law and human rights.
- Older persons who live in their own homes or with their families or friends in the community also want:
 - To have age-appropriate safe houses and shelters in their community; and,
 - Home support services provided by trained, compassionate workers.

RECOGNITION

Session 7: Impact and effects of violence against older persons

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 7 in the <i>Respect Aging</i> training program. 	10 minutes	<ul style="list-style-type: none"> • PowerPoint slides 1-2 • <i>Participant Manual</i> • OR one copy of Module 7 for each participant

	<p>Today's topic is <i>Impact and effects of violence against older persons</i>.</p> <p>Agenda</p> <ul style="list-style-type: none"> • Review Agenda. • If participants do not have their own copies of the Participant Manual, hand out copies of Module 7. 		
2	<p>Brainstorming</p> <ul style="list-style-type: none"> • Ask the group: "<i>Among older adults, who do you think is most affected by violence (i.e., women, older persons with disabilities)?</i>" • Write all responses on a flipchart. 	5 minutes	<ul style="list-style-type: none"> • Flipchart paper • Marker • Masking Tape
3	<p>Learning together</p> <ul style="list-style-type: none"> • Ask for a volunteer to read Olive's story. • Ask participants to keep this story in mind as you present the slides. • Show the slides. <ul style="list-style-type: none"> ○ Refer to the Notes pages of the slides for more information. • Refer to Olive's story as a basis for discussion. 	25 minutes	<ul style="list-style-type: none"> • PowerPoint slides 3 –15 • Handout 1
4	<p>Small group activity</p> <ul style="list-style-type: none"> • Divide the participants into small groups of 3-6. • Ask for a volunteer to read Margaret's story. • Ask each group to appoint a recorder and reporter. 	20 minutes	<ul style="list-style-type: none"> • Handouts 2 & 3 • Flipchart • Marker

	<ul style="list-style-type: none"> • Have the groups discuss and respond to the <i>Questions for Reflection</i>. 		
5	<p>Reporting back</p> <ul style="list-style-type: none"> • Bring the large group back together. • Ask each reporter to briefly report on the highlights of her/his group’s conversation. • Ask for comments from the group. • Ask, “<i>From what you have just heard, is there anything you would like to add?</i>” • 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
6	<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 them how they will use what they have learned in their work or interactions with older persons. • Thank participants for their input, sharing and time. • Collect <i>Participant Evaluation Form #1</i>. 	10 minutes	<ul style="list-style-type: none"> • <i>Participant Evaluation Forms</i>

<i>Total time</i>	90 minutes
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IMPORTANT!

After facilitating this session, please complete the form titled **Compilation and Summary of Data Collected with Evaluation Form #1** (page 221). 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 7 HANDOUTS

HANDOUT 1: STORY FROM THE FRONT LINES

Olive

Olive, 80, lives in a very rural area. She was born there. Olive has no children. All her family and friends have died or moved to larger towns and cities. Olive is very alone. She would like to get out of her home from time to time for groceries, church and to socialize. However, transportation cannot be arranged because Olive “lives out in the boonies”. There is no bus service where she lives. There is no money for taxis. Olive lives on tea and toast, because she has no way to get to the local store to buy food. A neighbour, a few years younger than Olive, sometimes brings vegetable soup which they share.

HANDOUT 2: STORY FROM THE FRONT LINES

Margaret

Margaret, 82, lives alone and has no close family. She receives daily help with personal care and meals. This allows her to live in her own home. Margaret has had two caregivers for a number of months. Over the past month, increasing amounts of money have gone missing from her home. Margaret is hesitant to question the caregivers. She is afraid she will lose her help and will no longer be able to stay in her home. Margaret worries that she may have misplaced the funds. Margaret would always wake up each morning and get dressed and washed with her caregiver's help. She would spend hours reading or watching TV in her living room. Now, she spends most of the day in her nightclothes in bed. Margaret's appetite has decreased. She only wants to sleep.

HANDOUT 3: QUESTIONS FOR REFLECTION

1. What is [are] the primary issue(s)? Decide whether the story involves violence (intentional or unintentional).
2. List types and indicators of violence (refer to Modules 1 and 2).
3. List the possible effects of violence on the two women.
4. What would your next steps be?

Primary issue(s)	
Type of violence	
Indicators of violence	
Possible effects of violence	
Next steps	