

## RECOGNITION

### Session 3: Violence against older persons in residential care facilities

#### Materials for this session<sup>6</sup>

- Sign-in sheet
- Participant Manual, one for each participant  
OR copy of Module 3 for each participant (Manual pages 42-57)
- 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 3

- All types of violence of older persons that occur in the home or community can also happen in residential care facilities.
- Institutions exist because large numbers of people working together are able to do more good than individuals working on their own. The collective nature of institutions also means there is a greater potential for violence, since there are more people and more interactions.
- In Newfoundland and Labrador, there are several kinds of residential care facilities where older persons live. In this module, we refer primarily to the two most common models of residential care, the *Personal Care Home* and the *Long-term Care Home*.
- On average, women live longer than men.<sup>7</sup> This leaves them at greater risk of violence at home or in residential care facilities.
- Most violence committed against older persons in residential care facilities involves failure to respect their basic rights.

<sup>6</sup> See pages 28-29 in this Guide for a Training Checklist and a list of materials, supplies and equipment for each training session.

<sup>7</sup> 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](http://www.health.gov.nl.ca/health/publications/ha_policy_framework.pdf).

- Systemic violence refers to practices (within an institution or organization) that have a harmful impact on subordinate group members even though the organizational norms and rules were created with no intent to cause harm.
- Violence can happen in all kinds of residential care facilities. This includes those with good reputations. The reasons for this vary.
  - Smaller private residences may lack funds to meet growing needs.
  - Larger long-term care homes tend to be more rigid and bureaucratic. These homes may become more impersonal and de-humanizing.
- When an older person moves into a residential care facility, it becomes the facility's duty to provide care. The Government of Newfoundland and Labrador is committed to improving the quality of life for all citizens. To help achieve this goal, Operational Standards for personal care homes and long-term care homes were developed.
- Residents have the same rights as all other adults. They do not "leave their rights at the door". Residents and their families may not know that they have the same rights as people who live in the community.
- There are a number of practices that show promise in preventing violence against older persons in residential care facilities, for example:
  - Regular meetings should be held with families to ensure they are satisfied with the level of care being provided to their family member.
  - Residential care facilities should be encouraged to have older persons (residents and patients) and their families participate on boards and steering committees.
  - Conduct awareness-raising campaigns on ageism and violence against older persons.
  - Train staff to effectively meet the care needs of residents.

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### Session 3: Violence against older persons in residential care facilities

#### AGENDA

Activity #	Activity	1.5 hour session	Materials
1	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>• Welcome participants.</li> <li>• Introduce yourself if necessary.</li> </ul> <p><b>Participant Introductions, if necessary</b></p> <ul style="list-style-type: none"> <li>• <u>Small group</u>: have participants introduce themselves one at a time to the whole group.</li> <li>• <u>Large group</u>: have participants introduce themselves to one or two people sitting next to them.</li> </ul> <p><b>Housekeeping</b> Make announcements, such as:</p> <ul style="list-style-type: none"> <li>• Details about refreshment breaks.</li> <li>• Location of washrooms.</li> <li>• Time the session will end.</li> </ul> <p><b>Guidelines for being together</b> (See some examples on p.14)</p> <p><b>Today's topic</b></p> <ul style="list-style-type: none"> <li>• Briefly explain that this is Session 3 in the <i>Respect Aging</i> training program.</li> </ul>	10 minutes	<ul style="list-style-type: none"> <li>• PowerPoint slides 1-2</li> <li>• <i>Participant Manual</i></li> <li>• OR one copy of Module 3 for each participant</li> </ul>

	<p>Today's topic is <i>Violence against Older Persons in Residential Care Facilities</i>.</p> <p><b>Agenda</b></p> <ul style="list-style-type: none"> <li>• Review Agenda.</li> <li>• If participants do not have their own copies of the Manual, hand out copies of Module 3.</li> </ul>		
2	<p><b>Brainstorming</b></p> <ul style="list-style-type: none"> <li>• Ask the group to call out definitions of "<i>institution</i>".</li> <li>• Ask for examples of institutions. These could include schools, churches, hospitals, etc.</li> <li>• Show the definition of institution on slide 3.</li> </ul>	5 minutes	<ul style="list-style-type: none"> <li>• PowerPoint slide 3</li> </ul>
3	<p><b>Learning together</b></p> <ul style="list-style-type: none"> <li>• Ask for three volunteers to read out the <i>Stories from the Front Lines</i> from the Handout, one volunteer for each story.</li> <li>• Ask participants to keep these stories in mind as you go through the material for today.</li> <li>• Show the slides. <ul style="list-style-type: none"> <li>○ Refer to the Additional Notes on the Notes pages of the slides for discussion questions to encourage participation.</li> </ul> </li> <li>• Use the <i>Stories from the Front Lines</i> as examples or</li> </ul>	30 minutes	<ul style="list-style-type: none"> <li>• PowerPoint slides 4-17</li> <li>• Handout 1</li> </ul>

	when posing questions.		
4	<p><b>Small group activity</b></p> <ul style="list-style-type: none"> <li>• Divide participants into small groups of 3-6.</li> <li>• <i>Trainer tip:</i> Mix up the groups to allow people to meet new contacts.</li> <li>• Ask each group to respond to the Question on the <i>Questions for Reflection</i> Handout.</li> <li>• Ask each group to appoint a recorder and reporter.</li> <li>• Ask each group to make two lists on flipchart paper in response to the question.</li> <li>• Have them prepare to report back to the larger group. Tell them to keep responses anonymous.</li> </ul>	15 minutes	<ul style="list-style-type: none"> <li>• Handout 2</li> <li>• Flipchart</li> <li>• Markers for each group</li> </ul>
5	<p><b>Reporting back</b></p> <ul style="list-style-type: none"> <li>• Bring the large group back together.</li> <li>• Ask each reporter to share the group's responses.</li> <li>• Ask for comments from the group. Ask, "<i>Looking at these lists, what do you notice?</i>"</li> <li>• <i>Trainer tip:</i> These lists are the personal preferences of participants. There are no right or wrong answers.</li> </ul>	20 minutes	<ul style="list-style-type: none"> <li>• Masking tape</li> </ul>
6	<p><b>Wrap-up / Evaluation</b></p> <ul style="list-style-type: none"> <li>• Distribute <i>Participant Evaluation Form #1</i> and ask participants to complete</li> </ul>	10 minutes	<ul style="list-style-type: none"> <li>• <i>Participant Evaluation Forms</i></li> </ul>

	<p>them.</p> <ul style="list-style-type: none"> <li>• Do a final go-round. Ask participants to briefly share how the session was for them.</li> <li>• Ask how they will use what they have learned in their work or interactions with older persons.</li> <li>• Thank participants for their input, sharing and time.</li> <li>• Collect <i>Participant Evaluation Form #1</i>.</li> </ul>		
	<i>Total time</i>	<b>90 minutes</b>	

**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, 4<sup>th</sup> floor, West Block  
 St. John’s, NL  
 A1B 4J6

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

# RECOGNITION – SESSION 3 HANDOUTS

## **HANDOUT 1: STORIES FROM THE FRONT LINES**

### **Michael**

Michael, 87, lives in a long-term care home. He is blind, and has diabetes and mild dementia. Michael does not like having his blood sugar checked. Sometimes, staff will sneak up and restrain him to get a blood sample. This often leaves bruises. Michael also requires help with meals, but the home has limited staff resources. If no one is there to help him eat, his meal is often taken away before he has finished.

### **Stan**

Stan, 69, just moved to a long-term care home. He was very capable of getting to the bathroom with a little help. Stan was put into an adult diaper soon after moving in. He asked for help to go to the bathroom and was told, "Your toilet is on you now".

### **Stella**

Stella, 61, was diagnosed with Alzheimer's disease when she was 48. She had to move into the dementia unit of a hospital when she was 60. Stella was sexually attacked by another patient. The family expected the police to be called. Management did not do so. The family tried to have patients better monitored to prevent this from ever happening again. Management will not admit that the attack happened, even though there were witnesses.

## **HANDOUT 2: QUESTION FOR REFLECTION**

1. List the things that define “quality of life” for you. What makes your life worth living? Now imagine that you are living in long-term care. Define “quality of life” for yourself in that situation. Is this definition the same as the first? If not, what has changed? What does this tell you?