
RECOGNITION

Session 6: Dynamics of family violence

Materials for this session³²

- Sign-in sheet
- Participant Manual, one for each participant
OR copy of Module 6 for each participant (Manual pages 82-93)
- Trainer Notes
- PowerPoint
- Handouts
- Participant Evaluation Form #1
- Compilation and Summary of Data Collected with Evaluation Form #1

Key points in Module 6

- Family violence refers to violence that takes place within the family where there are relationships of kinship, dependency and trust. This can mean violence between:
 - Intimate partners;
 - Parents and children;
 - Siblings; and/or,
 - Extended family members.
- Our provincial *Family Violence Protection Act* defines family violence as *physical violence or the threat of violence; or actions that are threatening or abusive*. This includes withholding food, shelter or medical care.
 - The *Act* protects older persons who are or were in a conjugal relationship with the perpetrator, or who have a child with the perpetrator and the child is under age 19.
 - The *Family Violence Protection Act* provides for Emergency Protection Orders which makes emergency help available to adult victims of family violence and their children.

³² See pages 28-29 in this Guide for a Training Checklist and a list of materials, supplies and equipment for each training session.

- Family violence involves an abuse of power and control in a relationship. One person uses power to control another in a hurtful way. It is violence by the more powerful against the less powerful.
- Actions of power and control exist across the lifespan. Violence does not suddenly stop at some older age.
- Anybody can be a victim of family violence. Those most likely to experience violence in relationships are members of groups that are seen by some as weaker and having less power.
- The family members most frequently in contact with an older person are the most frequent abusers. Intimate partners and adult male children commit the most violence against older women.³³
- Intimate partner violence is violence in a relationship such as marriage, dating or cohabitation. The violence can extend into later life. It can occur among heterosexual or same-sex couples. It can range from a single episode to long-term, severe battering.
- Violence committed by adult children is the most frequent type of violence against older persons.
- A holistic approach to preventing violence in later life addresses many elements of this complex social problem. Aboriginal values teach that all life is connected. This suggests that violence cannot be healed by working only with individuals. Families and communities also have an important role. To address violence, the whole social system must be involved and restored to balance.
- A holistic model for the prevention of family violence uses education, awareness and development of social and life skills in individuals, families and communities.

³³ Statistics Canada. (2013). *Family Violence in Canada: A Statistical Profile, 2011*. Ottawa, ON: Minister of Industry.

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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 	10 minutes	<ul style="list-style-type: none"> • PowerPoint slides 1-2 • <i>Participant Manual</i> • OR one copy of Module 6 for each participant

	<p>Session 6 in the <i>Respect Aging</i> training program. Today's topic is <i>Dynamics of family violence</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 6. 		
2	<p>Brainstorming</p> <ul style="list-style-type: none"> • Ask the group, “<i>When you think of ‘family violence’, what comes to mind?</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 Dorlene’s story on page 90 of the Participant Manual. • Ask participants to keep this story in mind during the slide presentation. • Show the slides. Refer to the Notes pages of the slides for more information. • Refer to Dorlene’s story for discussion. • At slide 17, ask participants how they would use the model to assist Dorlene. 	25 minutes	<ul style="list-style-type: none"> • PowerPoint slides 3-16
4	<p>Small group activity</p> <ul style="list-style-type: none"> • Divide participants into small groups of 3-6. • There are two other <i>Stories from the Front Lines</i> in 	20 minutes	<ul style="list-style-type: none"> • Handout 1 & 2 • Flipchart • Markers

	<p>Module 6 in the manual. Assign the same story to all groups, or assign a different story to each group (depending on how many participants you have).</p> <ul style="list-style-type: none"> • Ask each group to appoint a recorder and reporter. • In the small groups, ask participants to read the story you assigned. • Have the group discuss and respond to <i>Questions for Reflection 2, 3 and 4.</i> 		
5	<p>Reporting back</p> <ul style="list-style-type: none"> • Bring the large group back together. • If different stories were read, ask each reporter to read out loud the story assigned to his/her group and then briefly report on the highlights of her/his group's conversation. • Ask for comments from participants. • 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	

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 6 HANDOUTS

HANDOUT 1: STORIES FROM THE FRONT LINES

Sam

Sam, 82, lives with his grandson, Ned. Sam has not been answering his phone and does not go out much. His granddaughter, Alice, goes to visit him. During one visit, she accidentally spills juice on Sam's shirt. Alice asks him if he would like a clean shirt. Sam refuses and seems upset. Alice gets him to remove the shirt. She is shocked to see bruises and welts on Sam's chest and arms. In time, Alice learns that her brother Ned has been beating Sam. Ned has threatened Sam not to tell. Sam seems very afraid of Ned.

John

John is an active 60-year-old. He sees friends and family regularly. John is close to his nephew, Frank. John is helping to pay for Frank's education. Frank recently asked John for a large sum of money to get him started in business. John keeps paying Frank, but tells no one because he does not want his nephew criticized. He has used up much of his savings.

HANDOUT 2: QUESTIONS FOR REFLECTION

1. Is there a history of family violence in any of these stories? Who is the victim in each case? Who are the perpetrators? Which types of violence do you suspect? (For more information, refer to Module 1, *Types of violence*.)
2. In each of these stories, who is at high risk of violence? List the risk factors that you see. (For more information, refer to Module 8, *Risk factors and protective factors*.)
3. These stories show that older adults do not fit neatly into definitions. Every situation is unique. Each individual reacts differently. What approach would you take in a situation where there are high risk factors but the older person, for whatever reason, does not want to leave?