

PREVENTION

Session 8: Risk factors and protective factors

Materials for this session³⁶

- Sign-in sheet
- Participant Manual, one for each participant
OR copy of Module 8 for each participant (Manual pages 104-111)
- Trainer Notes
- PowerPoint
- Handouts
- Participant Evaluation Form #1
- Compilation and Summary of Data Collected with Evaluation Form #1

Key points in Module 8

- *Risk factor*: a condition or characteristic that increases a person's risk or vulnerability to harm.
- *Protective factor*: a condition or characteristic that helps people deal more effectively with stressful events and lessens risk or vulnerability, for example, skills, strengths, resources, resources, supports and coping strategies.
- *Perpetrator*: someone who commits a criminal, illegal or violent act; can be family, friends, volunteers, caregivers or other health care workers; vary by gender, education, sexual orientation, religion, and social, cultural and economic backgrounds.
- Violence against older persons is a complex social problem. It cannot be explained by any one single risk factor. A range of factors determines who might be at risk and why. In this session, we look at what places older persons at risk of violence. We also look at factors that protect them from harm.

³⁶ See pages 28-29 in this Guide for a Training Checklist and a list of materials, supplies and equipment for each training session.

- The presence of any of the risk factors listed does not necessarily *prove* that violence is occurring. These risk factors should be seen as possible *indicators* of violence.
- The presence of any protective factors may reduce the risk of violence, but *does not mean that risk is not present*.
- Violence of any kind is *always* wrong. Everyone has the right to make choices about her or his life, and to live and grow older in a safe environment with dignity and respect.

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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 Session 8 in the <i>Respect Aging</i> training program. Today's topic is <i>Risk factors and protective factors</i> for 	10 minutes	<ul style="list-style-type: none"> • PowerPoint slides 1-2 • <i>Participant Manual</i> • OR one copy of Module 8 for each participant

	<p>violence.</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 8. 		
2	<p>Brainstorming</p> <ul style="list-style-type: none"> • Divide the group in two. Have one half move to one side of the room and the other half to the other side. • Give each group a flipchart paper. • Ask one group to brainstorm examples of factors that might place an older person <i>at risk</i> of violence. Have the other half brainstorm examples of factors that might <i>protect</i> an older person from violence. • Remind them to work quickly, since they have only 3 minutes to do this. • Reassemble the whole group. Have one person report back for each group. 	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 three volunteers to read each of the stories from <i>Stories from the Front Lines</i>. • Ask participants to keep these stories in mind as you go through the material for today. • Show the slides. <ul style="list-style-type: none"> ○ Refer to the Additional 	25 minutes	<ul style="list-style-type: none"> • PowerPoint slides 3-15, • Handout 1

	<p>Notes from the slides for more information.</p> <ul style="list-style-type: none"> • Refer to the <i>Stories from the Front Lines</i> to promote discussion. 		
4	<p>Small group activity</p> <ul style="list-style-type: none"> • Divide participants into small groups of 3-6. • Assign one story from <i>Stories from the Front Lines</i> to half the small groups, and another to the other half. • Ask each group to appoint a recorder and reporter. • Using the <i>Relationships among Risk Factors</i> diagram on page 115, ask groups to list the <i>risk factors</i> that are present in their Story. • Then ask participants to think of any <i>protective factors</i> that might be in place. 	20 minutes	<ul style="list-style-type: none"> • Handouts 1 & 2 • Flipchart • Markers
5	<p>Reporting back</p> <ul style="list-style-type: none"> • Bring the large group back together. • Ask each small group reporter to report back to the large group. • Ask for comments from the group. Ask, “<i>Looking at these lists, is there anything you would like to add?</i>” • Ask for other comments from the group. • Invite participants to: <ul style="list-style-type: none"> ○ Ask a question ○ Note new learnings 	20 minutes	<ul style="list-style-type: none"> • Masking tape

	<ul style="list-style-type: none"> ○ Add to a point that was raised ○ Clarify differences. 		
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 8 HANDOUTS

HANDOUT 1: STORIES FROM THE FRONT LINES

John

John, 82, lives alone in his own home. He has no close relatives. Alma is John's home-care worker. John has bruises on his face and arms because Alma restrains him and forces him to take more pills than he needs. John has given Alma power of attorney over his affairs. He has put his house in her name.

Annie

Annie is an 83-year-old widow. She lives in her own home with her son Tom, 54. Tom often yells and swears at her. She is scared when his friends are in the house. They smoke marijuana and drink alcohol. They also leave a mess for her to clean up. Tom will not let her friends or other family members visit. He has threatened to harm Annie if they meddle. Annie will not ask her son to leave because he is financially dependent on her.

Payphone Caller

An older male called a seniors' organization from a payphone during Christmas week. He said that his daughter had been beating him on a regular basis. His reason for calling was not to report this, but to ask if this was acceptable. The volunteer on the phone at the seniors' organization tried to persuade him to call again. She thought he sounded very frail and sad. The volunteer never heard from him again.

HANDOUT 2: RELATIONSHIP AMONG RISK FACTORS THAT CONTRIBUTE TO THE PROBLEM OF VIOLENCE AGAINST OLDER PERSONS

