



# MAXIMISING AWARENESS-RAISING ACTIVITIES TO INCREASE UNDERSTANDING OF THE MISTREATMENT AND BULLYING EXPERIENCED BY OLDER ADULTS

**DAMIA Practice Guide**  
For Administrators and Coordinators



Chaire de recherche sur la maltraitance  
envers les personnes âgées  
Research Chair on Mistreatment of Older Adults



## LEGEND



To Encourage Further Reflection



Keep in Mind



For More Information



Practical Advice

### Research Partner Organizations

This action research project was carried out by the *Research Chair on Mistreatment of Older Adults* of the University of Sherbrooke, located at the Research Center on Aging of the CIUSSS Estrie-CHUS, and DIRA-Estrie.



Chaire de recherche sur la maltraitance  
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### Online Version:

*Research Chair on Mistreatment of Older Adults:* [www.maltraitancedesaines.com/en/](http://www.maltraitancedesaines.com/en/)

DIRA-Estrie: [www.dira-estrie.org](http://www.dira-estrie.org)

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The teams of the *Research Chair on Mistreatment of Older Adults* and DIRA-Estrie

# Summary

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## INTRODUCTION

### Where does this practice guide come from?

This Practice Guide stems from the DAMIA action research project, conducted by the University of Sherbrooke *Research Chair on Mistreatment of Older Adults* in partnership with DIRA-Estrie, a community-based organization that counters mistreatment of older adults. The three-year research project (2015-2018) aimed to develop and improve awareness-raising practices of community organizations in the effort to address issues related to reporting situations of mistreatment and bullying.

### What does DAMIA mean?

DAMIA is the acronym of the project's title in French which means: Asking for help in a context of mistreatment or bullying experienced by older adults.

After several years of awareness-raising activities in various settings, DIRA-Estrie's staff members noticed that despite a growing number of older adults who were aware that they were being bullied or mistreated, the number of individuals asking for help had not increased as significantly. Consequently, the board of directors, intervention workers and volunteers of DIRA-Estrie developed the hypothesis that an improvement of their practices would be necessary in order to help older adults recognize situations of mistreatment or bullying and promote the act of asking for help in such circumstances.

This action research project identified the obstacles and facilitating factors to asking for help in situations of mistreatment and bullying. What's more, the needs of older adults to increase their own awareness have been met by the older adults themselves. There are resulting avenues to enhance the awareness-raising efforts of community organizations serving the older adult population.

The recommendations are based on the results obtained in the action research project. This includes data collected from a scientific literature review, questionnaires and interviews with 449 older adults aged 55 and over and interviews with professionals in the field of practice (individuals in charge of leadership and coordination, different settings, board members, intervention workers and volunteers). In addition, many field partners, as well as members of the Advisory Committee and the Consulting Committee, were also involved in this study.



### FOR MORE INFORMATION

For further information on the DAMIA project, please consult the *Research Chair on Mistreatment of Older Adults* website: [maltraitancedesaines.com/en/](http://maltraitancedesaines.com/en/)

The section can be found under "Chair's activities" and then "Completed research projects".

### What is the objective of this practice guide?

The DAMIA Guide includes two booklets. This document consists of the first DAMIA Guide booklet, which seeks to develop and maximize awareness-raising practices to counter the mistreatment and bullying of older adults. The second booklet is dedicated to those who animate awareness-raising activities.

This first booklet is intended to allow a critical analysis of the awareness-raising activities already in place, with the objective of improving them. It also aims to provide ideas and actions that create and implement new activities tailored to the goals and particularities of the organization and the older adult clientele it serves.

### What is the target audience for this practice guide?

This guide is intended for all persons who undertake awareness-raising activities in community organizations and who have a mandate to intervene (prevention, identification or follow-up) in a context of mistreatment or bullying of older adults in Quebec.

### What is its content?

The content of this booklet is intended to be as applicable as possible for administrators and coordinators of community organizations. It presents additional general knowledge about mistreatment and bullying. It then proposes concrete lines of action for the elaboration, the planning and the animation of awareness-raising activities.

### How to use this practice guide?

This booklet is divided into six sections, including appendices. Consulting the summary allows you to target specific information, according to your needs. The recommendations are intended to enrich existing activities. The application of these recommendations may vary depending on the mission and the methods of operation of community organizations.



#### KEEP IN MIND

An “**older adult**” is defined differently according to the criteria of programs and services available to the population. These criteria will consider the age, the needs and vulnerability factors affecting the person.

# SECTION 1

## Definitions

### Mistreatment, Bullying and Wellness Care of Older Adults



At first, it can be difficult to define and even distinguish between the themes of mistreatment and bullying. This is why it is necessary that animators ensure the understanding of those involved in the activity. Introducing the notion of wellness care is also an interesting avenue to promote beneficial approaches and practices for older adults, in addition to prevention practices.

## 1.1- MISTREATMENT OF OLDER ADULTS

### Definition:

DAMIA has adopted the definition of mistreatment promoted by the Quebec government in the second *Governmental Action Plan to Counter Mistreatment of Older Adults* (2017-2022).

“Mistreatment is a single or repeated act, or lack of appropriate action, intentional or unintentional, occurring within any relationship where there is an expectation of trust, which causes harm or distress to an older adult.” <sup>39</sup> [p. 15]

### Elements to be retained:

- **An act** (violence) or the **absence of an act** (negligence)
- **Singular** (only one occurrence) or **repetitive** (several occurrences)
- **In a relationship that should be based on trust**
- **Causing harm or distress** to an older adults (consequences)
- **Intentional\*** (the person *wants* to cause harm) or **unintentional** (the person *does not want* to cause harm or *does not understand* the harm they are causing)



### KEEP IN MIND

**\*Careful:** It is crucial to evaluate the various components involved and the situation in order to avoid prematurely concluding the nature of the intentions of the person deemed to be responsible for the mistreatment. <sup>44</sup>

### Types of mistreatment: <sup>44</sup>

- **Psychological:** humiliation, blackmail, manipulation, threats, rejection, isolation, etc.
- **Physical:** physical aggression, depriving a person of comfort or security, etc.
- **Sexual:** inappropriate comments of a sexual nature, sexual assault, depriving a person of privacy, etc.
- **Material or Financial:** embezzlement, pressure to change the will, etc.
- **Organizational:** conditions or practices that lead to disrespecting a person's rights, etc.
- **Violation of the person's rights:** denying the right to choose, imposing medical treatment, etc.
- **Ageism:** prejudices, disregard for age, infantilization, etc.

## 1.2- BULLYING OF OLDER ADULTS

### Definition:

“Bullying of older adults is an act, or the absence of action, of a single or repetitive nature that is generally deliberate and is committed directly or indirectly within a relationship of force, power or control between individuals, which is motivated by the intent to cause harm to one, or more, older adults.” <sup>1</sup> (free translation, p.52-53)

### Elements to be retained: <sup>1</sup>

- An act (violence) or the **absence of action** (negligence)
- **Single** (only one occurrence) or **repetitive** (several occurrences)
- Power dynamic: involves **force, power or control**, between the bully and the bullied
- Can occur in **any type of relational dynamic** (either trust-based or not)
- **Generally intentional** (exception: unless the person responsible for the bullying has demonstrated cognitive impairment or some mental health issues)
- **Negative consequences** for the older adult and their entourage

“Bullying is very serious. Much more than we think it.”

- Man 37, group 13 (free translation)

Acts of bullying can be **direct** or **indirect**. *Cyberbullying* is considered to be an indirect act of bullying since it is achieved through the use of information and communication technologies (ICT) (e-mails, text messages, social networks, etc.). <sup>1</sup>

### Types of bullying: <sup>37</sup>

- **Verbal**: insults, threats, homosexual, racist or sexist remarks, etc.
- **Social**: denigrating, humiliating, excluding, starting lies and rumours, etc.
- **Physical**: threatening physical integrity, physical aggression, etc.
- **Material**: vandalism, theft and appropriation of the property of others, etc.



### TO ENCOURAGE FURTHER REFLECTION

For more information on the **terminology of mistreatment and bullying**, see **Appendix 1**.

For tools to prevent and counter bullying, you can read the *Guide Contre l'intimidation, agissons!* (In French) available at the following address:  
[www.mfa.gouv.qc.ca/fr/publication/Documents/191\\_Guide\\_accompagnement.pdf](http://www.mfa.gouv.qc.ca/fr/publication/Documents/191_Guide_accompagnement.pdf)

### 1.3- DISTINCTION BETWEEN MISTREATMENT AND BULLYING

Results from the DAMIA action research project indicate that many older adults have difficulty distinguishing between mistreatment and bullying. In some circumstances, bullying can be a means of mistreating a person. For example, “verbal bullying can be a way of psychologically mistreating an older person.”<sup>39</sup> (free translation from the French version of the Action Plan, p.19)

This is what older adults had to say in the questionnaires and in the group interviews.

**“When I found out what the theme was, I thought: bullying IS mistreatment!”**

- Woman 84, group 11 (free translation)

**“Can it also be bullying? These two are confusing.”**

- Woman 67, group 10 (free translation)

Some older adults define bullying as blackmail, threats, manipulation, harassment or ridicule. The elements mentioned are similar to psychological mistreatment.

Distinctive elements:	MISTREATMENT	BULLYING
Intention	Intentional or unintentional	Generally intentional
Type of relationship	A trusting relationship	Any kind of relationship
Balance of power	Concept undeveloped	An imbalance of power and control



#### TO ENCOURAGE FURTHER REFLECTION

Mistreatment and bullying can be confused with related issues (harassment, discrimination, exploitation, etc.).

To learn about the definitions of these related issues, you can consult the glossary published by the Quebec Government:  
<https://www.mfa.gouv.qc.ca/en/intimidation/definition/Pages/glossaire.aspx>

## 1.4- WELLNESS CARE

Since 2017, wellness care has been an integrated approach to the *Governmental Action Plan to Counter Mistreatment of Older Adults* (2017-2022).

**“...we must also eventually discuss wellness care.”**

- Woman 84, group 11 (free translation)

This is a concept that could be addressed during awareness-raising activities to increase understanding of mistreatment and bullying. In addition, it is important to make it clear to the participants that **wellness care does not, on its own, counter mistreatment or bullying.**

### Definition\*:

**“Wellness care is about well-being, respecting dignity, self-fulfillment, self-esteem, inclusion and the security of the person. It is expressed through attention, attitude, actions and practices that demonstrate respect for the values, culture, beliefs, life course, singularity and rights and freedoms of the older adult.”** <sup>39</sup> (free translation from the French version of the Action Plan, p.38)

\*According to the *Governmental Action Plan 2017-2022*, this definition may evolve over the years, depending on the advancement of knowledge.

### Promoting wellness care means: <sup>39</sup>

	CONCRETELY...
Placing the individual at the centre of actions taken	Consult the older adult for all decisions that concern them; discuss with them to get to know them better; etc.
Promoting self-determination and empowerment	Inform the person of their rights and of their options; allow them to make their own decisions; etc.
Respecting the individual and their dignity	Respect confidentiality; adapt the person's living area in order to respect their right to intimacy; adapt services based on needs; etc.
Encouraging social inclusion and participation	Organise social activities; create a committee to welcome new members of a group; etc.
Intervening with hard and soft skills	Communicate in a respectful manner; address the person in the way they would prefer to be addressed; etc.
Providing coordinated support	Offer support to caregivers; collaborate with partners to offer complimentary services; etc.

## SECTION 2

### Obstacles and Facilitating Factors to Asking for Help



Revealing a situation of mistreatment or bullying is clearly a difficult step to take. There are several reasons why a person may refuse or, on the contrary, wish to ask for help.<sup>43</sup>

This section presents some of the obstacles and facilitating factors to asking for help for people who experience mistreatment or bullying, as well as for people who witness these situations.

Considering these obstacles and facilitating factors when animating awareness-raising activities will help encourage older adults to ask for help.

## 2.1- ASKING FOR HELP, ACCORDING TO OLDER ADULTS

In the context of mistreatment or bullying, asking for help can take on different forms: requesting help from a professional within the health and social services network, reporting to police authorities, etc. However, speaking with a trusted person about the situation is already a step towards asking for help.

### Who do older adults ask for help?

*A person whom they trust...*

- A family member, a loved-one
- Direction of an organization
- CLSC, an aid agency, an intervention worker
- A doctor or another health care professional
- Police officers
- Etc.

**“You say “asking for help” but basically, it’s to talk about it.”**

- Woman 21, group 4 (free translation)

## 2.2- OBSTACLES AND FACILITATING FACTORS TO ASKING FOR HELP ACCORDING TO OLDER ADULTS

As part of the DAMIA action research project, older adults were asked to imagine that they were either the target or witness of a fictitious situation of mistreatment or bullying. The participation of older adults in these scenarios helped to highlight obstacles and facilitating factors of asking for help.

### 2.2.1- OBSTACLES AND FACILITATING FACTORS OF ASKING FOR HELP IN A SITUATION OF MISTREATMENT

MISTREATMENT		
	Target	Witness
OBSTACLES	<ul style="list-style-type: none"> <li>• <b>Protecting family ties</b> (dependent relationship; fear of conflict, of ending the relationship or of harming the person responsible for the mistreatment).</li> <li>• <b>Fear of retaliation and consequences</b> (fear that the situation will get worse).</li> <li>• <b>Feelings of shame, embarrassment and guilt</b> (ashamed of being mistreated, fear of being judged, feeling guilty about the situation).</li> <li>• <b>Lack of ability</b> (lack of physical, psychological, social or financial means).</li> <li>• <b>Lack of awareness of mistreatment and resources or lack of trust.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fear of retaliation</b> (fear for oneself and for the target).</li> <li>• <b>Doubt related to a lack of information</b> (not understanding the situation, the actions to be taken and the available resources; fear of making a mistake).</li> <li>• <b>Refusing to interfere in the situation</b> (interfering in someone else's business).</li> <li>• <b>The target won't consent</b> (the target refuses to allow the witness to ask for help).</li> <li>• <b>Distrusting of support services</b> (negative perception of services).</li> </ul>
FACILITATING FACTORS	<ul style="list-style-type: none"> <li>• <b>Reaching one's personal limits</b> (intolerable situation).</li> <li>• <b>Awareness of mistreatment and available resources</b> (ability to recognize mistreatment, knowing one's rights, the actions required and the available support services).</li> <li>• <b>Access to quality support and accompaniment services</b> (services that are professional, confidential and respectful of a person's rhythm and that lead to a trusting relationship).</li> <li>• <b>Personal characteristics</b> (having the ability and strength that are required to ask for help).</li> <li>• <b>Desire to regain power over one's life.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Awareness of mistreatment, of the situation and the available resources</b> (enough awareness to ask for help).</li> <li>• <b>Beliefs and values</b> (feeling of injustice and of the need to help others).</li> <li>• <b>Perception of the seriousness of the situation</b> (intolerance of the situation; vulnerability of the person who is targeted; wanting to prevent the situation from escalating).</li> </ul>

## 2.2.2- OBSTACLES AND FACILITATING FACTORS OF ASKING FOR HELP IN A SITUATION OF BULLYING

BULLYING		
	Target	Witness
OBSTACLES	<ul style="list-style-type: none"> <li>• <b>Fear of retaliation and consequences</b> (fear that the situation will get worse).</li> <li>• <b>Fear of isolation, rejection and losing their loved ones</b> (fear of being excluded from the group).</li> <li>• <b>Lack of awareness of bullying and difficulty recognizing it.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fear of retaliation</b> (fear for the target and for oneself).</li> <li>• <b>Doubt related to a lack of information</b> (not understanding the situation, the actions to be taken and the available resources; fear of making a mistake).</li> <li>• <b>Refusing to intervene in the situation</b> (choosing not to meddle in someone else's business).</li> <li>• <b>Not having the consent of the target</b> (the target refuses to allow the witness to ask for help).</li> </ul>
FACILITATING FACTORS	<ul style="list-style-type: none"> <li>• <b>Reaching one's personal limits</b> (intolerable situation).</li> <li>• <b>Awareness of bullying and available resources</b> (ability to recognize bullying and identify solutions to address it).</li> <li>• <b>Access to quality support and accompaniment services</b> (professional, confidential services that respect one's rhythm and encourage trust).</li> <li>• <b>Personal characteristics</b> (beliefs; being able and having the energy required to ask for help; character traits).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perception of the seriousness of the situation</b> (intolerance of the situation, to prevent the situation from degenerating).</li> <li>• <b>Awareness of bullying and available resources.</b></li> <li>• <b>Access to confidential support services</b> (to protect yourself and the target).</li> <li>• <b>Beliefs and values</b> (a sense of duty to help others).</li> </ul>



### KEEP IN MIND

Given that having a trusting relationship facilitates asking for help, it appears to be essential to offer awareness-raising activities and training to employees of all organizations.

### 2.2.3- ADDITIONAL CHALLENGES OF ASKING FOR HELP

In addition to the obstacles and facilitating factors previously identified, some older adults do not have the ability to defend themselves or to ask for help on their own. For example, older adults with a **cognitive impairment** (e.g., Alzheimer's) or those with a physical or mental **health problem** that limits their ability.

These older adults, because of their state of health and loss of functional independence, can often be unable to recognize a situation of mistreatment or bullying and take action by themselves (obstacles). Consequently, their network can represent a safety net essential to preventing and countering these situations (facilitating factors).

OBSTACLES TO ASKING FOR HELP (Older adult)	FACILITATING FACTORS TO ASKING FOR HELP (The older adult's network)
<p><b>Being unable to ask for help</b> <sup>30</sup></p> <ul style="list-style-type: none"><li>• Loss of autonomy (dependant).</li><li>• Loss of the ability to understand.</li><li>• Ignorance about mistreatment and bullying, human rights, the law, etc.</li><li>• Etc.</li></ul>	<p><b>Putting strategies in place to raise awareness, to prevent, to detect and to intervene</b></p> <ul style="list-style-type: none"><li>• Awareness-raising activities within the network: inform and equip loved ones.</li><li>• Training for personnel.</li><li>• A method to allow detection within their environment.</li><li>• Etc.</li></ul>



#### FOR MORE INFORMATION

For more information on the *Continuum of Services to Counter Mistreatment of Older Adults*, please consult **Appendix 2**.

For more information on the *Act to Combat Maltreatment of Seniors and Other Persons of Full Age in Vulnerable Situations*, please consult **Appendix 3**. <sup>40</sup>

## 2.3- OPTIMIZING FACILITATING FACTORS AND REDUCING OBSTACLES OF ASKING FOR HELP

How to deal with obstacles and facilitating factors when asking for help during awareness-raising activities? Here are some elements to incorporate into current practices to encourage the transition from the recognition of a situation of mistreatment or bullying to the phase of asking for help.

RAISE AWARENESS OF MISTREATMENT AND BULLYING	CONCRETELY...
<p>Treat <b>both</b> the mistreatment <b>and</b> bullying in awareness-raising activities.</p> <p>Promote learning and recognition of these situations.</p>	<ul style="list-style-type: none"> <li>• Suggest association games with various examples.</li> <li>• Present scenarios to illustrate situations of mistreatment and bullying.</li> <li>• Clarify older adults' rights and possible remedies.</li> </ul>
DEMYSTIFY THE OBSTACLES OF ASKING FOR HELP	CONCRETELY...
<p>Check the beliefs of the participants about asking for help in the context of mistreatment and bullying.</p> <p>Attempt to reduce reluctance and increase confidence in the outcome of asking for help.</p>	<ul style="list-style-type: none"> <li>• Have participants identify what would prevent them from asking for help.</li> <li>• Attempt to deconstruct negative fears and feelings (e.g., shame, embarrassment, guilt) related to asking for help.</li> <li>• Answer questions (inform and reassure).</li> <li>• Emphasize the benefits of asking for help: provide an example where, in doing so, there were positive effects.</li> </ul>
PROMOTE THE CREATION OF A TRUSTING CLIMATE IN THE GROUP	CONCRETELY...
<p>Ensure that the person leading the activity builds trust, is reliable, takes an appropriate and professional approach, and is not judgemental.</p>	<ul style="list-style-type: none"> <li>• Welcome the group warmly.</li> <li>• Introduce yourself (name, role, experiences).</li> <li>• Be well informed of the themes of the activity.</li> <li>• Be sure to listen actively to the participants (look, posture, speech); show empathy and patience.</li> <li>• Be available after the activity (to listen and provide referrals); initiate an application for assistance with the consent of the older adult, where applicable.</li> </ul>

UNDERLINE THE IMPORTANCE OF WITNESSES	CONCRETELY...
Promote the role of witnesses. Inform participants to know what to do or what to say if they witness a situation of mistreatment or bullying.	<ul style="list-style-type: none"> <li>• Suggest scenarios and ask participants how they would act if they were in the witness' place.</li> <li>• Raise awareness of the security of witnesses (never put yourself in danger).</li> </ul>
PRESENT THE AVAILABLE SUPPORT SERVICES	CONCRETELY...
Inform participants of easily accessible services in the area that provide support, depending on the needs of the person.	<ul style="list-style-type: none"> <li>• Explain existing services while reassuring that they are free, confidential, respectful of the rhythm and needs of the person, that they offer the possibility of meetings at home and support throughout the process.</li> <li>• Provide relevant information to encourage trust (date the resource was founded, number of follow-ups per year, etc.).</li> <li>• Provide documentation (flyer, business card, memory aid, etc.) and increase efforts to further promotion (display in the media, newspaper, television, etc.).</li> </ul>

## SECTION 3

### Elaborating Awareness-Raising Activities



The critical analysis of 20 awareness-raising activities on the themes of mistreatment and bullying, identified in the Estrie region, made it possible to identify important elements to consider when creating and improving an animation guide.

Before we go any further, let us consider what the older adults we met throughout the process had to say about these activities.

### 3.1- AWARENESS-RAISING ACTIVITIES ACCORDING TO OLDER ADULTS

Older adults interviewed through the DAMIA action research revealed factors that would influence their motivation to participate in activities that raise awareness of to participate in activities that raise awareness of the common elements of mistreatment and bullying. The elements presented here illustrate the obstacles and facilitating factors that lead to whether they choose to participate.

#### Obstacles that prevent participation

- A difficult subject that incites reluctance
- Feeling that the theme does not concern them
- Fear of revealing an experience of mistreatment or bullying
- Impression of already being sufficiently informed

**“I don’t experience mistreatment. We know it exists, but we don’t feel concerned by it.”**

- Woman 83, group 11 (free translation)

#### Facilitating factors that encourage participation

- Interest to develop new knowledge (understanding the issues involved)
- A sense of being useful and the desire to help others
- Physically accessible (easy access), intellectually accessible (simple content) and financially accessible (no cost to participate)
- Themes discussed are relevant for the person
- Concrete (examples), interactive and fun
- Catchy title
- Snacks
- Advertisements (posters, newspapers, mailings, Facebook, etc.)

**“You have to feel a link [...] get people to be linking to it somehow.”**

- Woman 8, group 8 (free translation)

Concretely, several older adults involved expressed their appreciation of the theatre plays (or the skits).

**“I find that a theatre play is a winning formula because it’s interesting, light and can incite a lot of thought.”**

- Woman 83, group 11 (free translation)

## 3.2- ANIMATION GUIDE

The animation guide is an indispensable tool for all those who animate activities. It is particularly useful in order to prepare, although it can also be used during the animation itself (e.g., checklist for the activity) and the evaluation (e.g., return on objectives).

The animation guide contains all the information needed to animate the activity. It allows the animator to focus on achieving the objectives while managing their time better.

In addition, the use of an animation guide aims to standardize the content presented during the activities. Those who animate specific activities will be able to do it in a similar way.



### PRACTICAL ADVICE

The advantages to providing the animation guide in a **binder** format are:

- To file the documents and avoid mixing them up.
- To easily replace certain documents when they are updated.

## 3.3- RECOMMENDATION FOR DEVELOPMENT OR IMPROVEMENT OF AN ANIMATION GUIDE

These recommendations are based on the *Evaluation Grid for Awareness-Raising Activities* (Free translation: *Grille d'analyse des activités de sensibilisation*) developed in the context of the action-research project DAMIA.<sup>7</sup>

An animation guide should include the following information:

### ❑ Information specific to the creation of the animation guide

Certain information should be included in the animation guide:

- Names of the people who created the guide
- Year it was created and updated, if applicable
- Origin or context of the creation of the activity

### ❑ Title of the activity

The title of an awareness-raising activity on the themes of mistreatment and bullying should be catchy to encourage older adults to participate and increase its appeal.

Example of a catchy title:

***And if it was my Friend, John, who was Being Mistreated?***

**“That said, if it is presented in the form of a question [...] It would pique my curiosity and I would be more likely to participate”**

- Man 9, group 6 (free translation)

### ❑ Themes and content of the activity

An animation guide must include a detailed description of the themes and content to be addressed during the awareness-raising activities. In this way, the animators can master the material they relay to the group.

### ❑ Objectives of the activity

Identifying objectives responds to a need of the intended participants. The formulation of clear objectives directs the work of the animator and facilitates evaluating the impact of the activity.<sup>49</sup>

*Questions to ask: Are the objectives...*

- **Specific?** (precise and clearly defined)
- **Observable and measurable?** (to evaluate having attained the expected results)
- **Adapted to the abilities of the group?** (not too easy and not too hard)
- **Coherent with the themes and the context of the activity?**

### ❑ The posture adopted by the animator

Within the context of awareness-raising activities, the animator usually takes on the role of a **facilitator** by helping participants become aware and develop their knowledge.

The person who animates does not have to adopt a role of expert or mediator.

### ❑ Characteristics of the method adopted by the animator

- Adopt a fun approach
- Encourage active participation
- Seek out critical thinking
- Promote experimentation or re-enacting situations
- Welcome imagination and creativity
- Encourage decisiveness and taking initiatives
- Spark curiosity
- Bring about collaboration, exchanges and sharing information
- Favour empathy
- Mobilize the experience
- Reinforce autonomy
- Create links between theory and practice

### **Target audience**

It is important to identify the audience for the awareness-raising activity. This information will orient the recruitment of participants for the activity.

**What are the characteristics of the target audience?**

- Age group
- Level of functional autonomy
- Other characteristics

**What are the minimum and maximum numbers of participants required?**

**Will the group be open or closed (with registration beforehand)?**

### **Necessary material**

Detail all the material necessary to run the activity.



#### **PRACTICAL ADVICE**

- Create a list (memory aid) of the necessary material to order to be properly prepared.
- Bring your own material even if the location provides it (especially when audiovisual equipment is necessary).

### **An updated list of support services instead**

Provide participants and the person responsible of the location where the activity is being held with an up to date list of available support services on your organization's letterhead.

### **Length of activity**

Identify the approximate duration of the activity. Subsequently, the exact duration will be determined with the person responsible of the location where the activity is being held.

### **Detailed breakdown of the activity**

The animator follows a series of steps to better manage the time spend on each part of the activity.

Here is an example of an activity using a video as a medium. In this case, it is recommended that the animator provides another support (e.g., skit or situational exercises) in the event of technical problems.

SCHEDULE	ACTIONS	BREAKDOWN	TECHNIQUE	SUPPORT
1:30 p.m.	Create a positive space for participants	<ul style="list-style-type: none"> <li>• Introduce the animator and the participants.</li> <li>• Announcement by the animator concerning their availability after the activity for specific questions.</li> </ul>	Go around the table to introduce everyone (if applicable)	Animator wears a nametag with their name and the name of their organization
1:40 p.m.	Introduce and present the breakdown of the activity	<ul style="list-style-type: none"> <li>• Present the activity's theme, the objectives and outline.</li> <li>• Validate the expectations of the participants.</li> </ul>	Exposé	None
1:50 p.m.	Show an awareness-raising video	<ul style="list-style-type: none"> <li>• Show the video.</li> </ul>	None	DVD + Material
2:10 p.m.	Transfer of knowledge	<ul style="list-style-type: none"> <li>• Group discussion on the content of the video (interactive presentation of the content).</li> <li>• Discussion on the avenues for possible solutions to counter acts of mistreatment or bullying.</li> <li>• Present existing support services.</li> <li>• Summary of the essential elements.</li> </ul>	Interactive discussion	None
2:50 p.m.	Verify that the objectives have been achieved	<ul style="list-style-type: none"> <li>• Have the participants complete an evaluation on the activity (or have a verbal discussion on the group).</li> </ul>	None	Evaluation questionnaires
2:55 p.m.	Share informative documents on support services	<ul style="list-style-type: none"> <li>• Distribute the contact information of appropriate support services.</li> </ul>	Document distribution	<ul style="list-style-type: none"> <li>• List of support services</li> <li>• Memory aid</li> <li>• Leaflet</li> </ul>

### ❏ Evaluating the awareness-raising activity

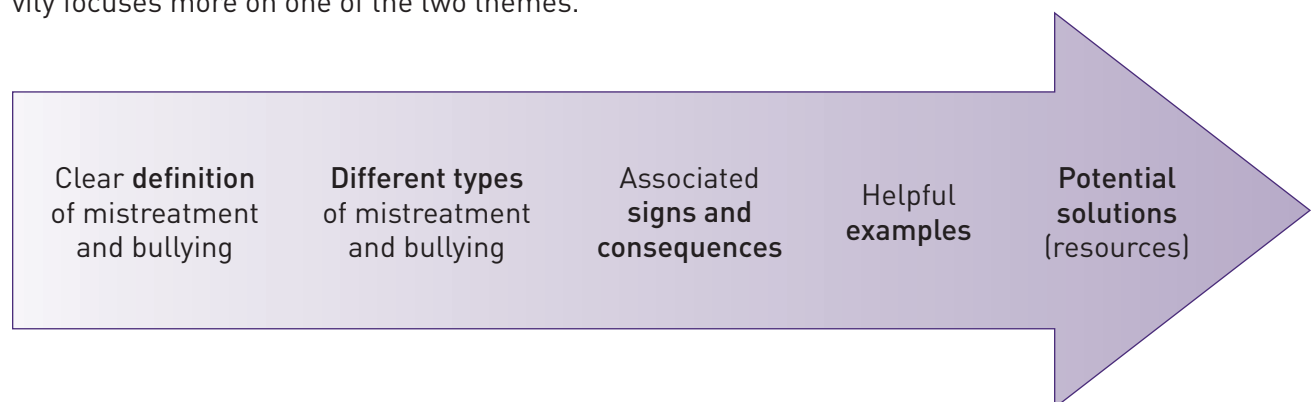
When animating a group of older adults, it is usually more appropriate to carry out the evaluation verbally (considering that some may be unable to read or write).

However, where possible, it may be interesting for participants to complete a written evaluation grid. An example of an evaluation grid is provided in **Appendix 5**.

The comments received during these evaluations allow the animator to adjust and improve future animations.

## 3.4- RECOMMENDATIONS REGARDING THE CONTENT OF THE ACTIVITY

It is recommended that both the themes of mistreatment and bullying be addressed, even if the activity focuses more on one of the two themes.



The purpose of awareness-raising activities is primarily to equip older adults to have the knowledge to recognize situations of mistreatment and bullying and to be able to identify possible solutions.

Clear, concrete information promotes **the transition from awareness to taking action, such as asking for help or talking to a third party.**

# SECTION 4

## Animating Awareness-Raising Activities with Older Adults



This section provides recommendations to maximize the animation or co-animation of awareness-raising activities.

In this document, the term “animator” refers to the person (intervention worker or volunteer) who is responsible for the animation and who ensures the activity runs smoothly, the well-being of the group and its progression towards achieving the objectives.

## 4.1- COMPONENTS OF THE ANIMATION

Animation is defined through three specific components: content, ambiance and procedure. <sup>3</sup>

COMPONENTS OF THE ANIMATION	THE ANIMATOR'S TASKS
Content	Clarify the objective, terms, ideas and opinions. Inform and synthesize or summarize.
Ambiance	Create and maintain a cooperative ambiance: welcoming, being available and attentive to the participants, being tactful, allowing everyone to participate or to share their points of view.
Procedure	Choose the means or methods (visual, technical or other) that are most appropriate to encourage the participation of the older adults present and progress towards the objectives.

## 4.2- IMPORTANT VALUES TO RESPECT IN ANIMATION <sup>12</sup>

- **Warm attitude:** aims to establish a favourable climate.
- **Respect:** considers the ideas of the participants.
- **Cooperation:** promotes a collaborative approach.
- **Flexibility:** adapts according to the needs of the group.
- **Honesty:** acts in coherence with one's values and feelings.

## 4.3- THE ANIMATORS' RESPONSIBILITIES <sup>12</sup>

- Act with honesty, loyalty, prudence and diligence.
- Respect the confidential nature of one's role.
- Provide a quality service.
- Respect the commitment and the code of ethics.
- Refuse any personal financial reward.
- Refrain from propaganda (political or religious allegiance, etc.).
- Appropriately refer anyone for a situation that requires intervention.



### KEEP IN MIND

Careful!

The animator must remain neutral and therefore not pass judgement or offer their personal opinion.

## 4.4- GENERAL RECOMMENDATIONS FOR ANIMATION <sup>33</sup>

The following recommendations are aimed at maximizing facilitating factors to asking for help within the context of animating awareness-raising activities.

It is recommended that the animator have experience in animation with older adults. Otherwise, it is desirable that the activity be co-animated with an experienced person or with an intersectoral partner.

### BEFORE

#### Plan the activity

- ☐ **Establish contact with the environment where the activity will be held:**  
Present the theme in writing, the objectives, the duration and other important information.  
Highlight the relevance of the activity and encourage collaboration.
- ☐ **Know the environment, the estimated number of participants and their characteristics:**  
Examples of characteristics to consider: physical limitations, cognitive abilities, mental health challenges, cultures, languages, etc.
- ☐ **Validate the method of promoting the activity within the community in order to recruit participants:**  
Examples of promotional methods: posters, articles (for newsletters or internal journals), invitation cards, verbal reminders, etc.
- ☐ **Check the event schedule in the area:**  
Ensure that the activity does not conflict with other events organized by the community and that there are no distracting activities nearby at the foreseen time.
- ☐ **Make sure the room is adequate and ask that it be ready before the activity:**  
A large room and with easy access, appropriate number of chairs, adequate equipment space, a location near washrooms, etc.

#### Be prepared

- ☐ **Master the content of the activity.**
- ☐ **Customize the animation guide to make it your own:**
  - Objectives of the awareness-raising activity.
  - Procedure and duration of each step of the activity.
- ☐ **Adapt the content and duration of the activity according to the group's characteristics.**
- ☐ **Plan the co-animation, if necessary:**  
Meeting between both animators: share the content of the animation, review the schedule, etc.

## BEFORE (continued)

### Be prepared (continued)

- ☐ Provide the necessary material (audiovisual equipment, documents to be given to the participants, visual support, etc.).
- ☐ Confirm activity with the community a few days in advance (room, time, etc.).
- ☐ Make sure to arrive between 20 and 30 minutes in advance.

### When you arrive in the room

- ☐ Prepare the equipment and finalize the preparation of the room.
- ☐ Ask the person in charge of the area to make a reminder over the intercom, if applicable.
- ☐ Wear your nametag with the logo of your organization.
- ☐ Greet participants and encourage them to introduce themselves individually, if applicable.

## DURING

### Welcome participants and introduce everyone

- ☐ Warmly welcome the participants and thank them for their presence.
- ☐ Introduce yourself:  
Tell the group your name, function and relevant experiences related to the theme.
- ☐ Introduce the organization you represent:  
The mission and services: highlight relevant information (e.g., free and confidential services, accompaniment that meets the needs, statistics, etc.).
- ☐ Promote mutual knowledge of the participants, if applicable (depending on the size of the group and the duration of the activity).
- ☐ From the beginning, announce your availability after the activity to answer more specific or personal questions. Explain briefly the limits of your role.

### Create a trusting atmosphere

- ☐ Demonstrate organization and adaptability.
- ☐ Invite participants to express their expectations and apprehensions.
- ☐ Reassure the group that the activity aims to raise awareness and not to publicly denounce a specific person or situation.
- ☐ Establish a respectful environment:  
Establish “rules” according to the activity (e.g., raise your hand to speak, no place for discriminatory remarks). Use the code of conduct of the organization where the activity is being held, if applicable.

☐ **Clearly state the objectives of the activity:**

Emphasize that the participants will be better informed and equipped to counter a possible situation of mistreatment or bullying.

☐ **Demystify the process of asking for help (to dismantle the fears and prejudices of the group):**

- First, ask participants about obstacles to revealing a difficult situation.
- Reassure the group about the confidentiality of support services.
- Emphasize that asking for help rarely entails a judicial process.
- Address the feelings of shame and guilt that may be associated with these situations.
- Discuss the advantages of asking for help (to be supported, advised, etc.).
- Give an example of a situation where asking for help led to positive results.

**Respect the participants and encourage motivation**

☐ **Make sure the presentation is simple and clear with precise and concrete information:**

- Adapt your vocabulary to the group profile (without treating the participants as children).
- Give various examples to improve their understanding.

☐ **Make room for group questions and respond appropriately.**

☐ **Encourage the participation of the participants:**

Ask open-ended questions to encourage exchanges and discussions.

☐ **Stand in front of the group; speak loudly enough for everyone to hear well (consider possible hearing or seeing challenges).<sup>9</sup>**

☐ **Reformulate the questions and answers of participants so that everyone has heard.**

☐ **Be patient:**

- Repeat the instructions by formulating them in different ways, if necessary.
- Consider communication difficulties (give the person time to express themselves).

☐ **Favour educational and positive remarks (and non-judgmental).**



**PRACTICAL ADVICE**

**The animator's non-verbal communication:**

Animate while standing, avoid sudden movements or tics, maintain a relaxed posture and eye contact with the group, etc.

**The participants' non-verbal communication:**

Non-verbal communication may indicate incomprehension, disagreement, discomfort, disinterest, a challenging emotional reaction, etc.

### Conclude with a summary of the activity

- ☐ Summarize the essential elements introduced in the activity.
- ☐ Ask participants what they learned.
- ☐ Collect the group's comments: complete an evaluation grid for the activity, if applicable. If not, ask the group to give feedback and note the comments.
- ☐ Show appreciation to the participants for their presence and participation.

### AFTER

### Adequately inform and refer

- ☐ Distribute relevant documentation (flyers, memory aid, updated help resource lists, bookmarks, magnetic checklists, flyers with the name of a contact person, etc.).
- ☐ Greet an older adult who chooses to confide, refer them to the right resource, or directly accompany them in the process of asking for help, if applicable.

### Welcome feedback

- ☐ Identify the strengths and challenges of the animator or the co-animators.
- ☐ Target the strengths of the animation and what can be improved.
- ☐ Make adjustments to improve for the next session.
- ☐ Send a letter thanking the participating communities and ask them for feedback.



### PRACTICAL ADVICE

In the case where the animator does not know the answer to a question:

- 1- Stay calm and in control.
- 2- Ask for support from someone who knows the answer (if applicable).
- 3- Recall your role: suggest that an intervention worker will contact them at another time (if applicable).
- 4- Refer the person appropriately (to the correct service according to the question asked).

## 4.5- CO-ANIMATION

Co-animation can facilitate the group process towards achieving the objectives of the activity. It can be shared by two people who come from the same discipline or who have different and complementary expertise (e.g., partner organizations). <sup>49</sup>

### 4.5.1- ADVANTAGES OF CO-ANIMATION <sup>49</sup>

FOR PARTICIPANTS	FOR CO-ANIMATORS
<ul style="list-style-type: none"><li>• A variety of communication styles that energize the flow of the activity.</li><li>• Additional information, especially when the co-animators practice different disciplines.</li></ul>	<ul style="list-style-type: none"><li>• Positive learning environment for improving skills.</li><li>• Shared responsibilities and mutual support during difficult or unforeseen situations.</li></ul>



#### KEEP IN MIND

For new people involved in a community organization, co-animation can be an opportunity to learn by following the example of a more experienced person. It can also offer a safer transition into the role.

### 4.5.2- NECESSARY CONDITIONS FOR CO-ANIMATION TO SUCCEED

To maximize the potential of co-animation, here are some things to consider:

#### Preparation <sup>49</sup>

Leaving room for improvisation is to be avoided when co-animating. Adequate preparation helps to promote a continuous and optimal flow throughout the activity and to avoid unforeseen scenarios.

#### ☐ Meeting between co-animators:

- Learn to know each other (animation styles, strengths, weaknesses, etc.).
- Discuss each person's vision for the theme (harmonize speeches).
- Define roles and share animation equitably, according to strengths. <sup>5</sup>

#### Proper introduction

At the beginning of the activity, it is important that the people who are co-animating clearly identify themselves in order to avoid any confusion among the participants.

#### ☐ Present the role and responsibility of each animator.

## Collaboration <sup>49</sup>

Successful co-animation undeniably requires ongoing collaboration between the two animators. On the other hand, a conflictual relationship or visible disagreements between the animators can cause negative impacts for the group, such as discomfort, unease, disinterest and may leave them questioning the skills of the animators.

### ❑ Help each other and be supportive:

- Avoid contradicting the other animator.
- Help each other to coach the group, answer questions, observe the group's reactions and adapt in consequence, etc.

## Flexibility <sup>49</sup>

In spite of rigorous preparation, the people who co-animate must be constantly ready to adapt to the needs and the rhythm of the group, as well as to the unforeseen challenges.

### ❑ Being able to adapt together:

- Minimize direct communication between people who co-animate: be discreet and make a quick decision to maintain the interest of the participants.

## Evaluation

Finally, whether from the same organization or different organizations, it is important that the animators take the time to assess the quality of their co-animation together. <sup>49</sup>

### ❑ Evaluate the co-animation and the progress of the activity:

- Share their impressions on the progress, the dynamics of the group, etc.
- Identify their strengths and weaknesses (challenges) as a team.
- Plan adjustments for the next activity.



### PRACTICAL ADVICE

#### To demonstrate the cohesion between the co-animators: <sup>5</sup>

- Have previously established the operating rules and be in agreement.
- Use the “we” instead of the “I”.
- Share the space: vary the positions and use the material together (e.g., one person can hold some material while the other explains).

### 4.5.3- MIXED FEMALE-MALE CO-ANIMATION

Mixed co-animation proposes a model of a male-female egalitarian relationship, in addition to providing the perspective of both genders. <sup>49</sup> Interventions by men and women are seen as complementary in mixed co-animation. <sup>47</sup>

MALE ANIMATOR <sup>47</sup>	FEMALE ANIMATOR <sup>47</sup>	MIXED CO-ANIMATION <sup>47</sup>
<ul style="list-style-type: none"><li>• The words are perceived as being easier to understand and more credible.</li><li>• The climate of trust is established at the beginning of the meetings and the animator is comfortable answering questions.</li></ul>	<ul style="list-style-type: none"><li>• The words are perceived as being more credible when it comes to the reality of women, emotions, relationships.</li><li>• The climate is calm and serious.</li></ul>	<ul style="list-style-type: none"><li>• The comments allow a vision shared by a man and a woman.</li><li>• The participants feel the impartiality of the words of the co-animators.</li></ul>

### 4.5.4- INTERDISCIPLINARY CO-ANIMATION

Interdisciplinary co-animation combines the distinctive competencies of each partner. As part of awareness-raising activities on the themes of mistreatment and bullying, co-animation offered by two people with complementary expertise may be relevant and effective. <sup>49</sup>

Interdisciplinary co-animation may involve, for example, an intervention worker, a volunteer, a police officer or a notary, a person known to the group, etc.

Beyond awareness-raising activities, co-animation also enables organizations to work collaboratively and sometimes even to facilitate accessibility to services. <sup>49</sup>



## 4.6- ADAPT THE ANIMATION ACCORDING TO THE DIVERSITY OF THE GROUP

In a world where diversity is ubiquitous, animators of awareness-raising activities need to consider the unique characteristics of the groups they meet.

### 4.6.1- SENSITIVITY TO GENDER

Mistreatment of older adults spares no gender, and neither does bullying. <sup>2</sup> However, when asking for help, women and men do so differently.

#### The approach adopted by women when asking for help:

It is recognized that women use support services more than men and are generally more likely to consult with regards to emotional problems. <sup>41</sup>

However, asking for help in the context of mistreatment and bullying among women is fraught with challenges. Several factors may make an older woman ambivalent or more reluctant to reveal a situation of mistreatment of bullying, for example in relation to:

- **A history of violence:** Historically, women have often been marginalized by society and have been the target of various forms of violence. The accumulation of experiences of victimization has consequences for the health of older women. <sup>38</sup>
- **Traditional roles:** Older women who have internalized traditional roles and values may find it more difficult to reveal a situation of violence (emphasis on the institution of marriage and the preservation of the family unit).

#### The approach adopted by men when asking for help:

Men usually have a different way of asking for help.

“The classic intervention based on the desire and capacity of people to verbalize their suffering, tends to distance traditional men because they are not inclined to complain or to ask for help.” <sup>41</sup>

(free translation, p.7)

**“Oh no, my business is my business.  
And another’s is another’s!”**

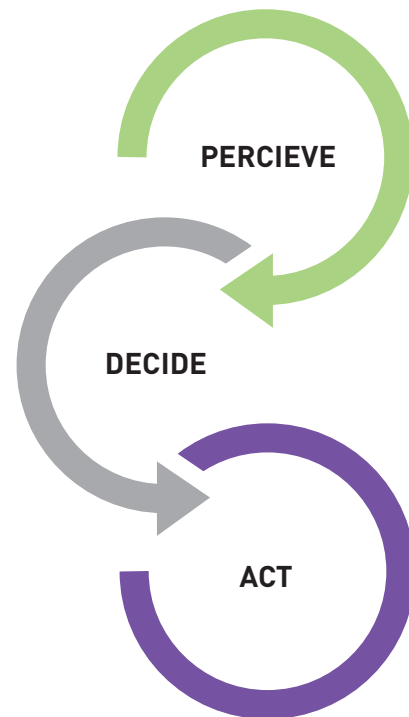
- Man 24, group 18 (free translation)

### The process of asking for help: <sup>10</sup>

Perceive symptoms, recognize that there is a problem and that there is a need to ask for help.

The spontaneous tendency is to deny the problem, to wait for time to pass or to try to find a solution oneself. **It is when this is ineffective that a man will ask for help.**

Asking for help often results when the entourage places pressure on the male older adult or is the consequence of a crisis situation.



**“We can try and defend ourselves one time, but if we lose control... it would be good to have some help...”**

- Man 3, Group 5 (free translation)



**Participation in activities according to gender:**

Several people who animate awareness-raising activities on the themes of mistreatment and bullying have pointed out that the majority of their audience is often older women.

The low participation rate among men suggests that it is more difficult to recruit older men to participate in awareness-raising activities about mistreatment and bullying.

How can awareness-raising activities about mistreatment and bullying be adjusted to engage interest and participation among older men? Here are some ideas for reflection:

BE AWARE THAT...	CONCRETELY...
<ul style="list-style-type: none"><li>• Older men may not be comfortable expressing their emotions.</li></ul>	<ul style="list-style-type: none"><li>• Find ways to raise awareness that do not rely solely on speech and the expression of emotions. <sup>41</sup></li><li>• Present concrete examples, scenarios, videos, etc.</li></ul>
<ul style="list-style-type: none"><li>• Many men do not like to be in a position where they need help. <sup>41</sup></li></ul>	<ul style="list-style-type: none"><li>• Emphasize the confidentiality of support services (reassure).</li><li>• Give examples to illustrate help services and increase the level of trust in them.</li><li>• Offer choices, without being too prescriptive.</li><li>• Find a title for the activity that reaches out to witnesses (less confrontational).</li></ul>

**4.6.2- SEXUAL DIVERSITY <sup>28</sup>**

It is commonly estimated that lesbian, gay, bisexual and transgender (LGBT) individuals make up 10% of the Quebec population. Despite this, LGBT older adults remain quite invisible. Because of experiences of exclusion and rejection, studies confirm that LGBT older adults are a particularly vulnerable population or at risk of being bullied because of their sexual orientation or gender identity.

In general, it is important to take special steps to ensure the wellness care of LGBT older adults:

- **Avoid exclusionary attitudes:** Eliminate statements that deny the existence of LGBT people.
- **Demystify prejudices:** Counter preconceived ideas by educating.

### Good practices to adopt for a more inclusive and welcoming approach:

	CONCRETELY...
Use an inclusive vocabulary	Avoid assuming that everyone is heterosexual. An example of an inclusive question: "Do you have a husband or a wife?"
React to homophobic or transphobic comments	Show your disagreement of these comments or attitudes (similarly to how you would react to racist or sexist comments). Intervene depending on the situation.
Speak of homosexuality and the gender identity	Discuss these subjects with older adults and members of the staff. For example, discuss the <i>Charter for the Well-being of Lesbian, Gay, Bisexual and Transgender Seniors</i> . <sup>27</sup>
Respect the confidentiality of LGBT persons	Do not divulge the sexual orientation or the gender identity of a person without their consent. Respect their rhythm and wishes.
Demonstrate openness to sexual diversity and gender	Make material available such as flyers, stickers, informative documents, posters that raise awareness about sexual diversity and gender diversity in relation to older adults. Highlight the <i>International Day Against Homophobia and Transphobia</i> on May 17.



### PRACTICAL ADVICE

#### When meeting with a transgender person:

- In the event of doubt regarding the person's gender identity: ask them to introduce themselves and ask that they clarify how they would like to be referred to so as to ensure you use the right pronoun.
- Avoid excess curiosity: ask questions delicately, with discretion and when pertinent to the topic being discussed.

### 4.6.3- CULTURAL DIVERSITY

The Reference Guide to Counter Elder Abuse (available in French only: *Guide de référence pour contrer la maltraitance envers les personnes âgées*) recognizes that reaching out to cultural communities to talk about mistreatment and bullying of older adults is a challenge. Nevertheless, raising awareness contributes to preventing mistreatment and bullying of older adults in ethnocultural communities.

#### Varying cultural representations:

In addition to individual representations, culture (beliefs, values, customs, etc.) is a factor that **influences the conception and definition of mistreatment and bullying** of older adults.<sup>38</sup> Thus, some situations of mistreatment and bullying are not recognized or are kept silent.

On the other hand, representations of old age, familial relationships and asking for help, among others, vary considerably according to culture.

#### Obstacles of asking for help specific to ethnocultural communities:

Asking for help may be feared by some older adults from different ethnocultural communities.

Here are some of the obstacles of asking for help in the context of mistreatment or bullying, specific to ethnocultural communities:

- Lack of awareness or distrust of public services: reluctance to reveal family problems to an outsider, fear of authority because of past experiences.<sup>26</sup>
- Fear of being judged or excluded by members of their community.<sup>46</sup>
- Language barrier: to be confronted with the lack of services offered in their mother tongue or in a language in which they have sufficient understanding.<sup>32, 34</sup>
- Belief that professionals are ignorant of their culture.<sup>15, 50</sup>

#### Awareness-raising practices for ethnocultural communities:

It is essential to consider cultural diversity in the development and animation\* of awareness-raising activities on the themes of mistreatment and bullying.

*\*The animator must be comfortable and open in dealing with differences: willingness to question their own prejudices, ability to adapt according to the context, etc.*<sup>49</sup>

ACTIONS	CONCRETELY...
<b>Before</b>	
<b>Determine the target population.</b>	<ul style="list-style-type: none"> <li>• Multicultural population (different cultures): be aware that the functioning of the group can be influenced.</li> <li>• Uniform population (same ethnocultural community or similar culture, either community or individualistic).</li> </ul> <p><i>* Offering a snack is a mark of respect for many cultural communities where sharing food is valued.</i></p>
<b>Foresee an easily accessible location.</b>	<ul style="list-style-type: none"> <li>• A location near the neighbourhood of the target audience.<sup>31</sup></li> <li>• If possible, arrange a transport service.</li> </ul>
<b>Know the cultural particularities of the participants.</b> <sup>49</sup> (Be careful not to generalize!)	<ul style="list-style-type: none"> <li>• Identify important characteristics to consider for the activity (e.g., level of spoken and written French/English, level of education, immigrant status, cultural and family values, etc.).</li> </ul>
<b>Adapt the activity or fragment the information that needs to be communicated.</b> <sup>38</sup>	<ul style="list-style-type: none"> <li>• Depending on the context, the activity may take place over more than one session (step by step), to favour the integration of new knowledge.</li> </ul>
<b>During</b>	
<b>Facilitate communication and exchange.</b>	<ul style="list-style-type: none"> <li>• Adapt your speed and vocabulary (very simple and clear words, short sentences). Reformulate remarks.</li> <li>• Use visual aids and gestures.<sup>38</sup></li> <li>• Validate the understanding of the participants.</li> </ul>
<b>Explore representations about mistreatment and bullying of older adults.</b>	<ul style="list-style-type: none"> <li>• Ask participants how they define mistreatment and bullying.</li> <li>• Present the definition from the Action Plan (Quebec) and compare with their definitions (common and distinctive elements). Avoid contradicting and be respectful of differences.</li> </ul>
<b>Promote the recognition of mistreatment and bullying.</b>	<ul style="list-style-type: none"> <li>• Communicate essential and accurate information.<sup>38</sup></li> <li>• Present simple and concrete examples (e.g., skits or silent video, with eloquent non-verbal messages).</li> </ul>

ACTIONS	CONCRETELY...
<b>During (continued)</b>	
Demystify support services in Quebec.	<ul style="list-style-type: none"> <li>• Provide information about support services, access to services and modes of operation, legal framework, etc. <sup>38</sup></li> <li>• Discuss confidentiality and respect for privacy, which is a right as dictated by Canadian law (<i>Charter of Human Rights and Freedoms and the Civil Code</i>). <sup>31</sup></li> <li>• Discuss how requesting help can lead to mediation instead of denunciation if desired. <sup>31</sup></li> </ul>
<b>After</b>	
Provide documentation, translated into the participants' first language, as needed. <sup>31</sup>	<ul style="list-style-type: none"> <li>• Mistreatment and bullying memory aids.</li> <li>• Flyers, list of support services (with descriptions).</li> </ul>



### PRACTICAL ADVICE

#### Co-animation with a person who is known to the participants:

Co-animating with a person known to the participants can be helpful as it can:

- Inform the other animator of the specific characteristics of the participants.
- Promote recruitment and motivate the group to participate.
- Act as an interpreter as needed.

## 4.7- CHALLENGES OF ANIMATION

Animation or co-animation of awareness-raising activities involves certain challenges, including being able to relate to the heterogeneity of the groups encountered. As a result, the type of participation and the reactions of the participants will certainly vary from one group to another.

### What is heterogeneity?

Each group is inevitably made up of people with different characteristics.

	THERE IS HETEROGENEITY IN...
Participation profile	<ul style="list-style-type: none"><li>• Experiences and knowledge of mistreatment and bullying.</li><li>• Beliefs concerning requesting help.</li><li>• Motivations regarding the activity. <sup>48</sup></li><li>• Etc.</li></ul>
Personal profile	<ul style="list-style-type: none"><li>• Ages.</li><li>• Physical, cognitive and social capacities (level of autonomy).</li><li>• Cultures and lifestyles.</li><li>• Etc.</li></ul>



#### 4.7.1- TYPES OF PARTICIPATION <sup>3</sup>

Certain types of participation can sometimes undermine the progress of an activity and cast doubt on the skills of the animators.

TYPES OF PARTICIPANTS	ACTIONS
<b>Silent types</b> Due to being timid, lack of confidence, difficulty to express oneself, fears, etc.	<ul style="list-style-type: none"><li>• Check the person's understanding; find out if they have questions or want to share their opinion.</li><li>• Go around the group to encourage participation, if applicable.</li><li>• Do not insist if the person seems comfortable in silence.</li></ul>
<b>Motor-mouth types</b> Someone who speaks a lot, monopolizes exchanges and sometimes makes statements that are off topic.	<ul style="list-style-type: none"><li>• Try to frame by specifying the objectives and duration of the activity.</li><li>• Ask to summarize their thoughts by reminding them that other participants also want to express themselves.</li><li>• Suggest continuing the discussion at the break, when the person goes off topic.</li></ul>
<b>Negative types</b> Critical, demonstrates constant disagreement or dissatisfaction.	<ul style="list-style-type: none"><li>• Consider the person's point of view and suggest that they talk about it during the break or after the activity.</li><li>• Ask the person what they suggest as ways to improve (reframing the criticisms constructively).</li></ul>



#### PRACTICAL ADVICE

Questions to ask when certain behaviours disrupt an activity: <sup>3</sup>

- What is the impact of this behaviour on the group?
- As an animator, how do I feel about this behaviour?
- Which intervention would be the most adequate to ensure the group progresses well?

### 4.7.2- POSSIBLE REACTIONS TO MISTREATMENT AND BULLYING

Mistreatment and bullying are themes that may provoke different reactions among the participants. Some reactions can influence the progress of the activity or even destabilize the person animating if they are not well prepared.

	ACTIONS <sup>13</sup>
<b>Awakening of strong emotions</b> Sadness, anger, painful memories, etc.	<ul style="list-style-type: none"> <li>• Demonstrate empathy towards the person; discreetly propose to meet you after the activity.</li> <li>• Normalize the fact that the activity can revive certain emotions.</li> <li>• Discreetly give tissues, if applicable.</li> <li>• Stay calm and confident; continue the process; nuance delicately (adapt to reactions).</li> </ul>
<b>Discriminatory comments</b> Prejudice against a person who experiences or perpetrates mistreatment or bullying.	<ul style="list-style-type: none"> <li>• Try to reframe the statement in a respectful way; reformulate the statement as a question and direct it to the group (collect varied opinions, deepen the reflection).</li> <li>• Avoid rejecting the person concerned; try to maintain collaboration and improve knowledge.</li> <li>• Nuance, inform, clarify, demystify.</li> </ul>
<b>Comments that encourage aggression</b> Aggression as a means of countering mistreatment or bullying.	<ul style="list-style-type: none"> <li>• Transform the comment into a question and ask the group: collect some answers.</li> <li>• Convey that aggression is prohibited; emphasize that a climate of hostility may make the situation worse.</li> <li>• Encourage the group to identify alternative and appropriate actions.</li> </ul>
<b>Comments that encourage escape or avoidance</b> Fleeing or avoiding to address the mistreatment or bullying.	<ul style="list-style-type: none"> <li>• Emphasize that the avoidance of a situation of mistreatment or bullying can have negative consequences: lead the group to identify them (e.g., isolation, depression).</li> <li>• Explain that depending on the situation, leaving the premises quickly can sometimes prevent escalation and ensure the safety of the targeted person. However, it is important that the person get help later.</li> <li>• Emphasize that situations of mistreatment or bullying are unacceptable, and that action must be taken to stop them.</li> </ul>



#### KEEP IN MIND

The words and actions of the animators are important because they allow, among other things, to demystify prejudices and to deconstruct false beliefs, while adequately informing.

# SECTION 5

## Welcoming Older Adults and Referrals



Awareness-raising activities on the themes of mistreatment and bullying can spark various emotions and reflections, rekindle painful memories and can sometimes lead to a person suddenly becoming aware of their experiences. Therefore, it is important that the animators are sensitive and available after the activity to welcome older adults who feel the need to share a personal situation or to ask specific questions.

Thus, the people who animate can then facilitate the transition from the process of becoming aware of a situation of mistreatment or bullying to the process of asking for help and then refer them to the right resource.

## 5.1- WELCOMING PARTICIPANTS

The animator must have certain skills to accommodate older adults who wish to address a personal situation.

### What is active listening? <sup>11</sup>

Active listening is the ability to offer the person the opportunity to be heard and understood, accept their feelings and clarify their message. The person must have the feeling of being truly listened to and heard.

### Principles of active listening: <sup>16</sup>

- **Respect:** Listen to the person without judgment.
- **Empathy:** Being able to put oneself in the person's place and understand their feelings, while maintaining an emotional distance (without feeling the suffering of others).
- **Non-authoritative:** Avoid giving advice and believing in the potential of the person.

### Communication techniques: <sup>11</sup>

Active listening is a communication technique that allows the listener to become aware of their emotions and to feel understood.

	CONCRETELY...
Reflect	<ul style="list-style-type: none"><li>• Identify and name the feelings that the person is expressing. This validates your understanding and feeds the exchange.</li><li>• E.g., "It makes you angry when ..."; "This situation seems to affect you a lot"; "You feel alone ..."; "You seem concerned".</li></ul>
Reformulate	<ul style="list-style-type: none"><li>• Resume, in one's own words, the content of the participant's message. This validates your understanding and clarifies some elements as needed.</li><li>• E.g., "What I understand is ..."; "If I understood correctly..."</li></ul>
Question	<ul style="list-style-type: none"><li>• The open question invites the person to expand their comments, without suggesting an answer. Be careful of the number of questions to prevent the older person from feeling interrogated.</li><li>• E.g., "What is ..."; "How ..."; "Why..."</li></ul>

### When the participant asks what they should do: <sup>11</sup>

Older adults may ask the animator for specific advice. However, it is preferable that the latter remain “neutral”, despite the fact that it may be tempting to advise the person or share one’s personal opinion.

How to use communication techniques:

EXAMPLES OF OPEN QUESTIONS	EXAMPLES OF REFLECTIONS
<ul style="list-style-type: none"><li>• What do you think?</li><li>• What do you want to obtain from this situation?</li></ul>	<ul style="list-style-type: none"><li>• This situation seems to really bother you...</li><li>• You don’t seem to have a solution...</li></ul>



### KEEP IN MIND

#### Warning for animators!

The role of the animator is not to intervene or to assume a helping role for the participant. It’s important to:

- Recognize the limits of one’s role and remind the person of these limits.
- Refer the request to a person who can meet the needs of the older adult who is seeking advice or assistance.



## 5.2- REFERRALS

The animators are trained on the resources and services dedicated to older adults who may experience or witness mistreatment or bullying, which allows them to refer and orient toward appropriate support services.

Depending on the organization offering the awareness-raising activity, the animator could initiate the process of asking for help, for example by proposing that the older adult give contact information to an intervention worker from the organization who then reaches out to them quickly.

When in doubt or if feeling uncomfortable with the situation, whether an employee or volunteer, the animator must refer to the organization's coordinator.



### FOR MORE INFORMATION

A list of support services is available in **Appendix 4**.  
It is important to regularly update the list of support services.

## APPENDIX 1

### TERMINOLOGY USED IN RELATION TO THE MISTREATMENT OF OLDER ADULTS

#### Definition of mistreatment of older adults:

“Mistreatment is a single or repeated act, or lack of appropriate action, intentional or unintentional, occurring within any relationship where there is an expectation of trust, which causes harm or distress to an older adult.” <sup>39</sup> (p. 15)

#### Forms of mistreatment: <sup>44</sup>

Violence	Negligence
Poor treatment of an older adult, or making the older adult act against his or her will, through the use of force and/or bullying.	Failure to show concern for the older adult, particularly by not taking appropriate action to meet his or her needs.

#### Intention of the person responsible for the mistreatment: <sup>44</sup>

Intentional mistreatment	Unintentional mistreatment
The person deliberately causes harm to the older adult.	The person does not want to cause harm or does not understand the harm being caused.

*Be careful! It is important to assess the signs and situation to avoid drawing hasty conclusions or labelling people.* <sup>44</sup>



#### FOR MORE INFORMATION

Mistreatment can be of a criminal or non-criminal nature:

“A criminal act is an action or omission that contravenes applicable laws in effect.” <sup>4</sup> (free translation, p.10)

Examples of criminal mistreatment: assault (physical assault), robbery (without violence) or misconduct (with violence or threats), sexual offense, threats (death or injury), harassment, criminal negligence, fraud, mischief (destroying the property of others).

## Types of mistreatment (categories):

### PSYCHOLOGICAL MISTREATMENT

**Gestures, words or attitudes that negatively affect an individual's psychological well-being or integrity.**

Violence	Negligence
Emotional blackmail, manipulation, humiliation, insults, infantilization, belittlement, verbal and non-verbal threats, disempowerment, excessive monitoring of activities, etc.	Rejection, indifference, social isolation, etc.

**Signs:** Fear, anxiety, depression, withdrawal, reluctance to speak openly, mistrust, fearful interaction with one or several people, suicidal ideation, rapid decline of cognitive abilities, suicide, etc.

**Be careful!** Psychological mistreatment is without a doubt the most common and least apparent type of mistreatment:

- It often accompanies other types of mistreatment.
- Its effects can be just as detrimental as those of other types of mistreatment.

### PHYSICAL MISTREATMENT

**Inappropriate gestures or actions, or absence of appropriate actions, which harm physical well-being or integrity.**

Violence	Negligence
Shoving, brutalizing, hitting, burning, force-feeding, inadequate medication administration, inappropriate use of restraints (physical or pharmacological), etc.	Failure to provide a reasonable level of comfort and safety; failure to provide assistance with eating, grooming, hygiene or taking medication when the older adult is in a situation of dependency, etc.

**Signs:** Bruises, injuries, weight loss, deteriorating health, poor hygiene, undue delay in changing of incontinence briefs, skin conditions, unsanitary living environment, atrophy, use of constraints, premature or suspicious death, etc.

**Be Careful!** Some signs of physical mistreatment may be mistaken for symptoms associated with certain health conditions. It is therefore preferable to request a medical and/or psychosocial assessment.

## SEXUAL MISTREATMENT

**Non-consensual gestures, actions, words or attitudes with a sexual connotation, which are harmful to the person's well-being, sexual integrity, sexual orientation, or gender identity.**

Violence	Negligence
Suggestive comments or attitudes, jokes or insults with a sexual connotation, homophobic, biphobic or transphobic comments, promiscuity, exhibitionist behaviours, sexual assault (unwanted touching, non-consensual sex), etc.	Failure to provide privacy, failure to respect a person's sexual orientation or gender identity, treating older adults as asexual beings and/or preventing them from expressing their sexuality, etc.

**Signs:** Infections, genital wounds, anxiety when being examined or receiving care, mistrust, withdrawal, depression, sexual disinhibition, sudden use of highly sexualized language, denial of older adults' sexuality, etc.

**Be careful!** Sexual assault is above all an act of domination. Cognitive impairment may lead to disinhibition, which can result in inappropriate sexual behaviour. Not recognizing older adults' sexuality is a form of mistreatment, and it also makes it more difficult to identify and report sexual mistreatment. It is also important to keep an eye out for pathological sexual attraction toward older adults (gerontophilia).

## MATERIAL OR FINANCIAL MISTREATMENT

**Illegal, unauthorized or dishonest acquisition or use of the older adult's property or legal documents; lack of information or misinformation regarding financial or legal matters.**

Violence	Negligence
Pressure to change a will, banking transactions without the person's consent (use of a debit card, online banking, etc.), misappropriation of money or assets, excessive price charged for services provided, identity theft, etc.	Failure to manage the person's assets in his or her best interest or to provide the necessary goods and/or services as required, failure to assess the person's cognitive abilities, understanding and financial literacy, etc.

**Signs:** Unusual banking transactions, disappearance of valuable items, lack of money for regular expenses, limited access to information regarding the management of the person's assets, etc.

**Be careful!** Older adults who are in a relationship of dependency (e.g., physical, emotional, social or business-related) are at a greater risk of being mistreated in this way. In addition to the financial and material implications, this type of mistreatment can affect older adults' physical or psychological health by limiting their ability to fulfill their duties or meet their own needs.

## ORGANIZATIONAL MISTREATMENT

**Any discriminating situation created or tolerated by organizational procedure (private, public or community institutions providing all types of care and services), which compromise older adults' ability.**

Violence	Negligence
Organizational conditions or practices that do not respect older adults' choices or rights (e.g., services are provided in an abrupt manner), etc.	Services ill-adapted to older adults' needs, insufficient or poorly understood instructions on the part of personnel, lack of resources, complex administrative procedures, inadequate training of staff, unmobilized staff, etc.

**Signs:** Treating the person as a number, inflexible care schedules, undue delays in service delivery, deterioration of the person's state of health (wounds, depression, anxiety), complaints, etc.

**Be Careful!** It is important to remain aware of organizational shortcomings that could violate the right of older adults to receive care and services, or that could lead to conditions that negatively affect the work of staff in charge of providing care or services.

## VIOLATION OF RIGHTS

**Any infringement of individual and social rights and freedoms.**

Violence	Negligence
Forced medical treatment, denial of the right to: choose, vote, enjoy one's privacy, take risks, receive phone calls or visitors, practice one's religion, express one's sexual identity, etc.	Lack of information or misinformation regarding the older adult's rights, failure to assist the person in exercising his or her rights, failure to recognize the person's capacities, etc.

**Signs:** Preventing the older adult from participating in making choices and decisions that affect his or her life, failure to respect the decisions made by the person, a family member answering on behalf of the older adult, restricting visits or access to information, isolation, complaints, etc.

**Be Careful!** Violation of rights occurs in all types of mistreatment. Everyone fully retains their rights, whatever their age. Only a judge can declare a person incapacitated and can appoint a legal representative. Persons declared incapacitated still preserve their rights, within the limits of their capabilities.

## AGEISM

**Discrimination based on age, through hostile or negative attitudes, harmful actions or social exclusion.**

Violence	Negligence
Imposition of restrictions or social standards based on age, limited access to certain resources, prejudice, infantilization, scorn, etc.	Failure to recognize or respond to ageist practices or comments, etc.

**Signs:** Failure to recognize a person's rights, skills or knowledge, use of condescending language, etc.

**Be Careful!** *We are all influenced, to varying degrees, by negative stereotypes and discourses about older adults. These misguided assumptions lead us to misinterpret various situations, which can ultimately lead to mistreatment.*

## TERMINOLOGY ON BULLYING OF OLDER ADULTS

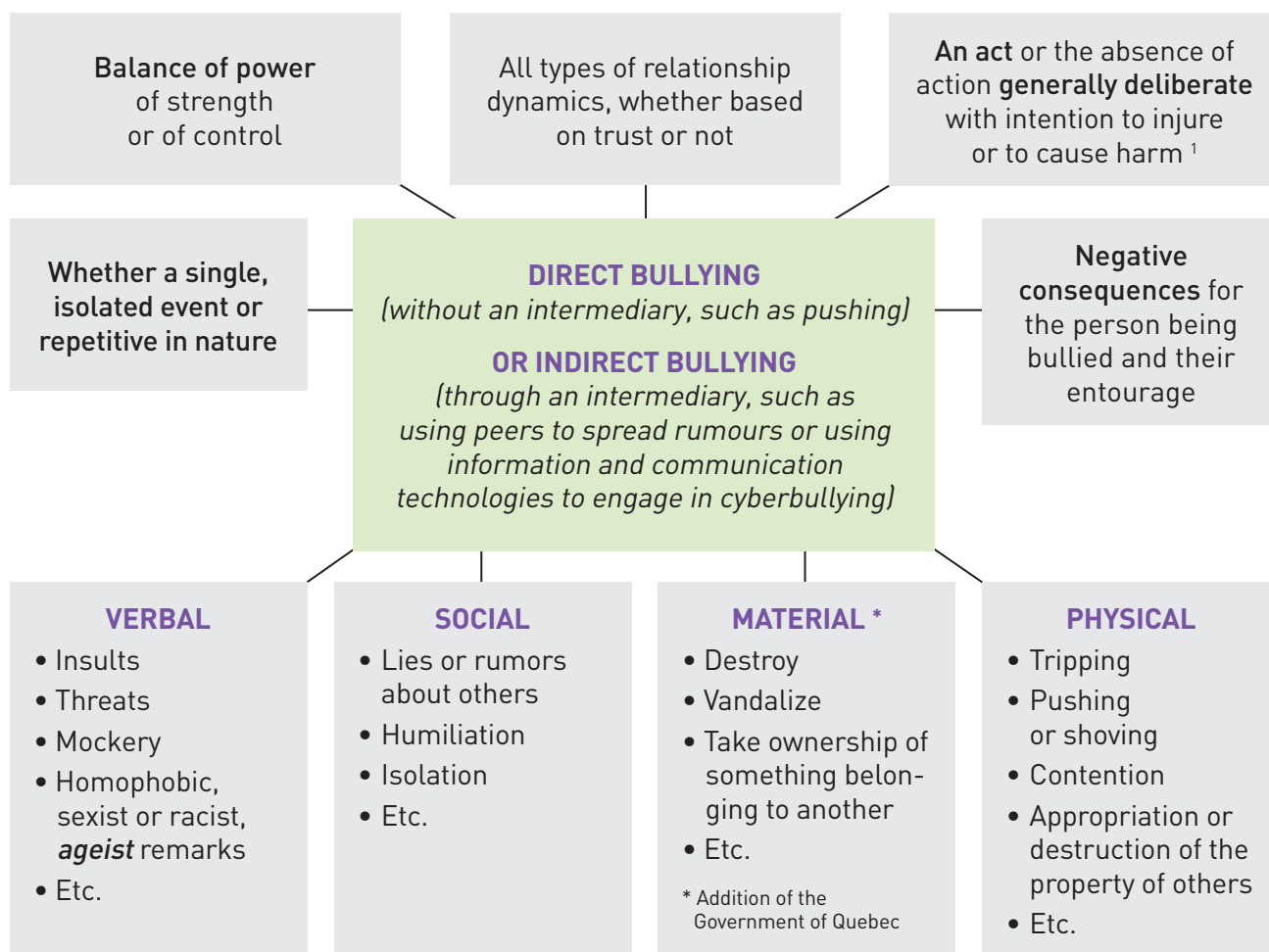
### Definition of bullying of older adults:

“Bullying of older adults is an act, or the absence of action, of a single or repetitive nature that is generally deliberate and is committed directly or indirectly within a relationship of force, power or control between individuals, which is motivated by the intent to cause harm to one, or more, older adults.”<sup>1</sup> (free translation, p.52-53)

### DIAGRAM DEMONSTRATING THE CHARACTERISTICS OF BULLYING SPECIFIC TO OLDER ADULTS

#### Personal, familial, social, political and cultural contexts

(Social determinants, social representations, risk and vulnerability factors, public policies, ageism, media, etc.)



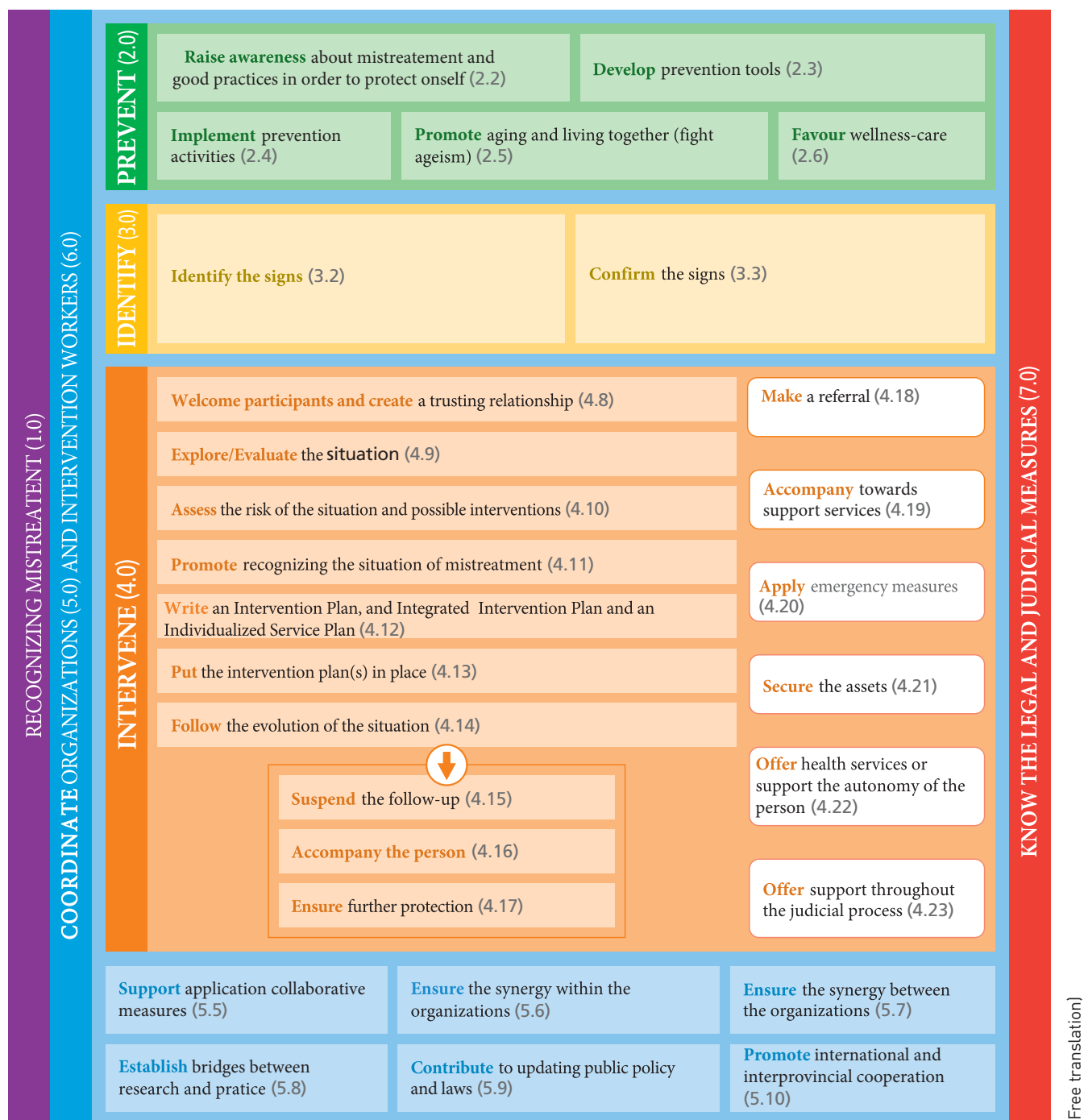
<sup>1</sup> *Except in the event of cognitive impairment.*

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## APPENDIX 2

### CONTINUUM OF SERVICES TO COUNTER MISTREATMENT OF OLDER ADULTS <sup>38</sup> (free translation, p.4)

According to the *Reference Guide to Counter Elder Abuse* (available in French only: Guide de référence pour contrer la maltraitance envers les personnes âgées), the stages of the continuum of services can be carried out in any order and even simultaneously, depending on the situation. The involvement of several intervention workers is recommended.



The *Reference Guide to Counter Elder Abuse* (available in French only: Guide de référence pour contrer la maltraitance envers les personnes âgées) is a reference tool that contains essential information for those who are directly involved in countering mistreatment. It is available at the following address: [www.mfa.gouv.qc.ca/fr/publication/Documents/13-830-10F.pdf](http://www.mfa.gouv.qc.ca/fr/publication/Documents/13-830-10F.pdf)

## APPENDIX 3

### LEGAL FRAMEWORK AND RIGHTS OF OLDER ADULTS

This appendix introduces Quebec's legal framework as well as certain rights for older adults who are sometimes harmed in situations of mistreatment and bullying. Knowledge of these rights makes it possible to inform and guide older adults adequately. However, this section is in no way intended to constitute legal advice. For additional information, please contact the appropriate services directly.

The following information requires constant updating as the law is always evolving.

#### Legal framework

In Quebec, various laws and regulations recognize the rights of older adults and, in certain situations, allow the application of sanctions and penalties. <sup>39</sup> (p.68-72)

***“[...] legally speaking, mistreatment of older adults is a serious transgression of fundamental rights[...].”*** <sup>29</sup> (free translation, p. 276)

General laws	<ul style="list-style-type: none"><li>• Canadian Charter of Rights and Freedoms</li><li>• Quebec Charter of Human Rights and Freedoms</li><li>• Criminal Code</li><li>• Quebec Civil code</li></ul>
Sector-specific Laws	<ul style="list-style-type: none"><li>• Act to combat maltreatment of seniors and other persons of full age in vulnerable situations (Bill L 6.3)</li><li>• Act respecting health services and social services (LSSSS)</li><li>• Public Curator Act</li><li>• Act respecting the health and social services ombudsman</li><li>• Act respecting the protection of persons whose mental state presents a danger to themselves or to others</li><li>• Act respecting assistance for victims of crime</li><li>• Crime Victims Compensation Act</li><li>• Act respecting the Autorité des Marchés Financiers</li><li>• Consumer Protection Act</li></ul>
Professional orders and ethical codes	<ul style="list-style-type: none"><li>• Professional code</li><li>• Code of ethics</li><li>• Ethical standards or norms</li></ul>

## Bill L 6.3

The *Act to Combat Maltreatment of Seniors and Other Persons of Full Age in Vulnerable Situations* provides for protective measures, two of which concern witnesses (users, loved ones, intervention workers, directors):

- “It is possible to waive confidentiality or professional secrecy where there is a serious risk of death or critical injury, protection against reprisals and immunity from prosecution”.<sup>40</sup> In the event of a physical or psychological injury that significantly impairs the integrity of a person, the waiving of confidentiality or professional secrecy is permitted. The person making the report cannot be prosecuted and retaliation is prohibited (free translation).
- “Mandatory reporting of certain situations of mistreatment”.<sup>40</sup> Any health and social services provider and any professional (except lawyers and notaries) are required to report situations of mistreatment that seriously undermine the integrity of persons living in a CHSLD and incapacitated persons. The report is made “to the local service quality and complaints commissioner of an establishment where a person is receiving services or, in other cases, to the appropriate police force” (free translation).<sup>40</sup>

## Rights of older adults

### Rights and Freedoms

According to the Charter of Human Rights and Freedoms, older adults have the **right to be protected from all forms of exploitation** (section 48).<sup>35</sup>

The *Charter of Human Rights and Freedoms for the Elderly*, developed by the *Observatory on Aging and Society* (2013), is part of the efforts to counter mistreatment of older adults. Regardless of the degree of autonomy, any older adult has the following rights:

<b>Moral</b> <sup>35</sup>	<ul style="list-style-type: none"><li>• To remain in control of one’s own life until the end</li><li>• To reside in an environment that favours autonomy and dignity</li><li>• To avoid isolation in one’s living environment</li></ul>
<b>Material</b> <sup>35</sup>	<ul style="list-style-type: none"><li>• To be comfortable and safe</li><li>• To have the best possible mobility</li><li>• To benefit from quality healthcare provided by competent professionals, offered with respect and confidentiality</li><li>• To have access to a dignified living environment</li></ul>
<b>Social</b> <sup>35</sup>	<ul style="list-style-type: none"><li>• To be heard and encouraged to expressed oneself and to socialize</li><li>• To be integrated as a full citizen</li><li>• To feel appreciated, useful and respected</li><li>• To benefit from a favourable access to work and education</li></ul>

## Users' rights (LSSSS) <sup>45</sup>

The Act respecting health services and social services (LSSSS) indicates **12 users' rights**:

- Right to information
- Right to services
- Right to choose one's professional or an institution
- Right to receive required care
- Right to consent to care or to refuse
- Right to participate in decisions
- Right to be accompanied, assisted and represented
- Right to accommodation
- Right to receive services in English
- Right to access to one's file
- Right to the confidentiality of one's file
- Right to file a complaint



### FOR MORE INFORMATION

Please consult the website of the *Regroupement provincial des comités des usagers* (Provincial Group of Users' Committees) at the following address:  
**[www.rpcu.qc.ca/en/lsss.aspx](http://www.rpcu.qc.ca/en/lsss.aspx)**

## Incapacity

### What is incapacity? <sup>19</sup>

Incapacity results from an inability to take care of oneself or one's property. It can be partial or total, as well as temporary or permanent. Incapacity is defined by a professional evaluation in order to begin drafting a protection mandate or to obtain a notarized protection mandate (otherwise known as a *mandate in anticipation of incapacity*).

### What is a protection mandate? <sup>24</sup>

A protection mandate is an official document in which the person, as a mandator, designates one or more persons, as mandatory or mandataries, to take care of their person and property in the event that they become incapacitated. The protection mandate must be written while the mandator has all of their cognitive abilities. For it to be effective, it must be notarized (court judgment), otherwise the mandatory cannot take on the role.



### KEEP IN MIND

When a person is incapable or in the process of becoming incapable, it must first be determined whether or not the person has drafted a protection mandate. In the absence of such a mandate, the opening of a protective supervision may be necessary.

A protective supervision is a legal mechanism that serves to protect those who are found incapacitated, to protect them, to manage their property and to ensure that their rights are respected. The opening of a protective supervision may be requested when an incapacitated person has not obtained a protection mandate order or the latter has been refused by the court.

A protective supervision may be **private** (represented by a trusted friend or relative) or **public** (representation provided by professionals of the Curator's Office) or **mixed** (distribution between private and public).<sup>20</sup>

### Types of protection mandates<sup>20</sup>

<b>Curatorship</b>	Curatorship for adults is put in place when the person is <b>totally</b> and <b>permanently</b> incapable of taking care of themselves and of administering their property. In general, the curatorship ends when the person dies.
<b>Tutorship</b>	Tutorship for an adult is applicable when the person is <b>partially</b> or <b>temporarily</b> incapable of caring for themselves and/or administering their property. A guardianship ends when the person becomes fully autonomous and able to take care of themselves and their property, or dies.
<b>Advisers for adults</b>	The adviser for an adult is determined when the person is able to care for themselves but demonstrates a <b>light</b> incapacity to manage their property. They can then count on the <b>assistance</b> of their adviser.



### KEEP IN MIND

If the legal representative of the incapacitated person does not fulfill their obligations properly, the Curator's Office must be notified. Steps will be taken to assess the situation and ensure that the person is well represented.<sup>21</sup>



### FOR MORE INFORMATION

You will find more information about the Public Curator on the following website:  
[www.curateur.gouv.qc.ca/cura/en/majeur/index.html](http://www.curateur.gouv.qc.ca/cura/en/majeur/index.html)

## Residences for older adults

### Resiliation of a lease <sup>18</sup>

In the event a person requires specific health care and needs to move into an establishment that offers the necessary care, they can cancel their lease before its end date. The resiliation of a lease is also possible in situations of intimate partner violence and sexual assault.



#### FOR MORE INFORMATION

For more details on the resiliation of a lease, including the documents required, please contact the *Régie du logement* or consult the following address:  
<https://www.rdl.gouv.qc.ca/en/resiliation-of-a-lease>

### Refusing relocation or a court order <sup>18</sup>

If an older adult becomes incapacitated, they have the right to refuse relocation to a residence or any other type of living environment. Only the court can force an older adult to change their environment. For the court to decide, a file must be submitted by a health and social services professional. If the older adult is in a position to go to court, the court will hear their opinion. If it is decided that the older adult must change their living environment, a court order will be required.

### Rights of grandparents to establish a relationship with their grandchildren <sup>23</sup>

It is inaccurate that an older adult will no longer have the right to see their grandchildren if they report mistreatment or bullying at the hand of one of their family member.

In fact, the law states that parents cannot interfere with the personal relationships of their children with their grandparents, without serious reason. If grandparents have difficulties or the impossibility of seeing their grandchildren due to parental refusal, they can apply to the Superior Court of Quebec to obtain access rights. The judge will make a decision that prioritizes the well-being of the grandchildren.



#### FOR MORE INFORMATION

For specific information or for the procedure to follow concerning the rights of grandparents and their contact with their grandchildren, please consult a judicial consultant or the Justice Ministry.

## Consenting to medical care<sup>17</sup>

In general, **a person has the right to accept or refuse to receive health care**. Medical personnel must therefore ensure that the patient consents before giving such care. In all cases, **the person's decision whether to receive care should be "free and informed."**

"Free" consent means that it is given voluntarily and "informed" means it is given with full knowledge of the facts (the person understands the information they received on the state of their health, the risks and the possible consequences of accepting or refusing treatment).

Even if a person is declared incapacitated, they may retain some ability to consent or refuse health care. It is up to the doctor to assess whether the person can make the decision alone or if they require that their legal representative (mandatary, tutor, curator) decide on their behalf. If there are no legal representatives, the law provides that these persons (in order of priority) may consent for the person:

- A spouse
- A close relative (child, parent, sister, brother, etc.)
- A person who is close to the person (friend, other family member, health and social services worker, etc.)<sup>22</sup>

## Testament<sup>25</sup>

In Quebec, adults are free to leave their assets to whomever they wish. It is also possible to make changes to their will, as long as the person has all of their cognitive abilities.

The will may contain a variety of information, such as: the names of the liquidator and the successor, the responsibilities of the liquidator and the expected remuneration, wishes and instructions for the funeral, etc.

**There are 3 types of wills recognized in Quebec:**

- 1) Notarial wills
- 2) Holograph wills
- 3) Wills made in the presence of witnesses

Before making a decision on the choice of the will, older adults should be well informed about each one of them: their scope, advantages, disadvantages, costs, etc.



### FOR MORE INFORMATION

You will find more information on the internet site of the Chambre des notaires du Québec at the following website:

**[www.cnq.org/fr/succession-testament.html](http://www.cnq.org/fr/succession-testament.html)**  
(French only.)

## APPENDIX 4

### RESSOURCES FOR SUPPORT AND EXISTING SERVICES

#### EMERGENCY SITUATIONS

For all emergencies (situations of **serious or imminent danger**) involving an older adult, all people must contact emergency services by dialing **9-1-1**.



#### KEEP IN MIND

Consent from the older adult is not obligatory in emergency situations.

#### SERVICES AVAILABLE 24 HOURS A DAY, 7 DAYS A WEEK - EVERYWHERE IN QUEBEC

<b>Emergency Services 9-1-1</b>	When the security or the health of the person is compromised, call the police, an ambulance or the fire department.	<b>9-1-1</b> From a cell phone: <b>*4141</b>
<b>Info-Social</b>	Rapid access to a psychosocial worker in your region for emergency intervention services offered over the phone.	<b>8-1-1</b> (option 2)
<b>Info-Santé</b>	Free telephone consultation service to reach a nurse concerning a health problem ( <b>not urgent</b> ).	<b>8-1-1</b> (option 1)
<b>Suicide Prevention Center</b> (Free translation: Québec Association of Suicide Prevention)	Support services for people who are suicidal, their loved ones, people experiencing the loss of loved ones and intervention workers.	<b>1-866-APPELLE</b> (1-866-277-3553)  <b>www.aqps.info/besoin-aide-urgente</b> (Website in French only)

#### SITUATIONS OF MISTREATMENT OR BULLYING

##### For the older adult:

<b>Elder Mistreatment Helpline (Ligne Aide Abus Aînés)</b>	The provincial helpline and referral service for those seeking support and information in cases of the mistreatment of older adults. It is a free service, confidential and bilingual (English and French; interpreting service is possible for other languages).	<b>1-888-489-ABUS</b> (1-888-489-2287)  <b>www.aideabusaines.ca</b>  From 8 a.m. to 9 p.m. 7 days a week
<b>CDPDJ</b> Commission des droits de la personne et des droits de la jeunesse	Organization devoted to advocating for human rights with regards to Quebec Charter for Human Rights and Freedoms. Free and confidential services.	<b>1-800-361-6477</b>  <b>www.cdcdj.qc.ca</b>
<b>CLSC</b> Centre local de services communautaires	Front-line health and social services that are free of charge and aim to improve the health and well-being of citizens.	Depending on your region: <b>www.sante.gouv.qc.ca/repertoire-ressources/clsc</b>

### In the event of incapacity:

**Public Curator of Quebec (Curateur public du Québec)**

Organization for the protection of incapacitated persons, their autonomy and respect for their rights.

**1-800-363-9020**  
[www.curateur.gouv.qc.ca](http://www.curateur.gouv.qc.ca)

### For service users of the health and social services network:

**CPQS\***  
**Commissaire aux plaintes et à la qualité des services**  
(The Health and Social Services Network Complaint Examination System)

Receives and responds to complaints from service users relating to the services they've received from the Health and Social Services network.

Depending on your region:  
[www.sante.gouv.qc.ca/en/systeme-sante-en-bref/plaintes/](http://www.sante.gouv.qc.ca/en/systeme-sante-en-bref/plaintes/)

**CAAP**  
**Centre d'assistance et d'accompagnement aux plaintes**  
(Center for assistance and accompaniment when filing a complaint)

Services to assist and accompany those who wish to pursue their dissatisfaction regarding their experiences with an establishment within the health and social services network.

**1-877-767-2227**  
[www.fcaap.ca](http://www.fcaap.ca)

**CPM**  
**Conseil pour la protection des malades**  
(Advisory group for people seeking health and social services)

To promote and defend the rights of users of the health and social services network in order to increase their potential to take action and improve the quality of the services offered.

**1-877-CPM-AIDE**  
(1-877-276-2433)  
[www.cpm.qc.ca](http://www.cpm.qc.ca)

**RPCU**  
**Regroupement provincial des comités des usagers**  
(Provincial Group of Users' Committees)

Defend and protect the rights of users of the health and social services network by supporting users' and residents' committees in carrying out their mission and by exercising leadership in improving the quality and safety of health and social services in Quebec.

**1-877-276-2433**  
[www.rpcu.qc.ca](http://www.rpcu.qc.ca)

**The Quebec Ombudsman\***

The Quebec Ombudsman is impartial and independent which addresses complaints with regards to public services.

**1-800-463-5070**  
[www.protecteurducitoyen.qc.ca/en](http://www.protecteurducitoyen.qc.ca/en)

\* Older adults living in a private seniors' residence can refer to CPQS or the Public Curator to file a complaint.

### Intimate partner violence:

**S.O.S. Violence conjugale**

For victims of conjugal violence and others who are affected by it, *S.O.S. Violence conjugale* offers services (over the telephone) of support, evaluation, information, raising awareness and referrals that are bilingual, free of charge, anonymous and confidential.

**1-800-363-9010**  
[www.sosviolenceconjugale.ca](http://www.sosviolenceconjugale.ca)  
24 hours a day, 7 days a week

### For victims of criminal acts:

**CAVAC**  
Centre d'aide  
aux victimes  
d'actes criminels  
(Victims of Crime  
Assistance Center)

Front-line services available to any person who has been a victim of a crime and their loved ones, as well as to witnesses of an indictable offense (whether or not the perpetrator has been identified, arrested, prosecuted or convicted).

**1-866-LE CAVAC**  
(1-866-532-2822)

Depending on your region:  
[www.cavac.qc.ca/regions/accueil.html](http://www.cavac.qc.ca/regions/accueil.html)

**CALACS**  
Centre d'aide  
et de lutte contre  
les agressions  
à caractère sexuel  
(Help Center and Advocacy  
for Victims of Sexual Assault)

Support services for women who have been victims of sexual assault and their loved ones. The organization's mission to counter all forms of sexual assault

**1-877-717-5252**

Depending on your region:  
[www.rqcalacs.qc.ca/calacs.php](http://www.rqcalacs.qc.ca/calacs.php)

**Helpline for Victims  
of Sexual Assault**

Helpline, information and referral for victims of sexual assault, their loved ones and intervention workers. Bilingual and confidential services.

**1-888-933-9007**

[www.agressionssexuelles.gouv.qc.ca](http://www.agressionssexuelles.gouv.qc.ca)

24 hours a day, 7 days a week

### For situations of financial fraud:

**Municipal police or  
Sûreté du Québec**  
(Quebec provincial police)

Reception and processing of complaints related to fraud, extortion or identity theft.

Depending on your region:  
[www.securitepublique.gouv.qc.ca/police/bottin.html](http://www.securitepublique.gouv.qc.ca/police/bottin.html)

**Anti-fraud Centre  
of Canada**

Agency that collects information and criminal intelligence on fraud complaints originating in Canada.

**1-888-495-8501**

[www.antifraudcentre.ca/index-eng.htm](http://www.antifraudcentre.ca/index-eng.htm)

**Autorité des  
marchés financiers**  
(Financial Markets Authority)

Support and protective services: filing a complaint about a representative or a company offering financial services; reporting fraud.

**1-877-525-0337**

[www.lautorite.qc.ca/en/general-public/](http://www.lautorite.qc.ca/en/general-public/)

**Office de la protection  
du consommateur**  
(Protection of consumers office)

Information services and the reception of complaints relating to a purchased product or service.

**1-888-672-2556**

[www.opc.gouv.qc.ca/en/consumer/](http://www.opc.gouv.qc.ca/en/consumer/)

**Equifax Canada**

Credit bureau that offers products that monitor credit and identity theft.

**1-800-465-7166**

[www.consumer.equifax.ca/en/personal/](http://www.consumer.equifax.ca/en/personal/)

### For situations of financial fraud (continued):

#### TransUnion Canada

Credit bureau that offers a Fraud Victim Assistance Department (FVAD): products that monitor credit.

**1-877-525-3823**  
**www.transunion.ca**

## OTHER RESOURCES

### Community organizations specialized in countering mistreatment of older adults:

Certain community organizations have the principal mission of acting against mistreatment of older adults. However, these organizations are not accessible in all regions of Quebec. Examples:

- **DIRA:** Dénoncer (Report) – Informer (Inform) – Référer (Refer) – Accompagner (Accompany) (Estrie, Laval)
- **SAVA:** Support for persons who are victims of mistreatment (Montréal, Vallée-du-Haut-Saint-Laurent)

To find out about the organizations in your region:

**Ligne Aide Abus Aînés**  
(mistreatment helpline)  
**1-888-489-ABUS**  
(1-888-489-2287)

### Organizations of alternative justice :

#### Équijustice Group of alternative justice organizations in Quebec

Citizen mediation services are available in many regions of Quebec that offer to accompany older adults in a situation of mistreatment or bullying.

**1-877-204-0250**  
Depending on your region:  
**www.equijustice.ca/fr/**  
**trouver-un-membre**  
(Website in French only)

### Organization offering services specifically to caregivers of older adults:

#### L'APPUI pour les proches aidants d'aînés

(Support for caregivers  
of older adults)

A professional, confidential and free telephone service for caregivers who care for older adults and their families, health care professionals and professionals.

**1-855-852-7784**  
**www.lappui.org**



## PRACTICAL ADVICE

Allow time at the end of activities to make a brief presentation of some important services that may be useful for participants.



## TO ENCOURAGE FURTHER REFLECTION

For information on the principal roles and responsibilities of the various partners involved in countering mistreatment, please refer to the *Guide de référence pour contrer la maltraitance envers les aînés*<sup>38</sup> at this address:  
**www.mfa.gouv.qc.ca/fr/publication/Documents/13-830-10F.pdf**

## APPENDIX 5

### EVALUATION ASSESSMENT FOR AN AWARENESS-RAISING ACTIVITY <sup>3</sup>

To be completed by the participants

#### EVALUATION ASSESSMENT OF AN ANIMATION

- |   |             |
|---|-------------|
| • The objective of the meeting was clearly identified             | ☹ 1 2 3 4 ☺ |
| • The objective was attained                                      | ☹ 1 2 3 4 ☺ |
| • The itinerary of the meeting was well presented                 | ☹ 1 2 3 4 ☺ |
| • The animator was clear  | ☹ 1 2 3 4 ☺ |
| • The ambiance favoured participation                             | ☹ 1 2 3 4 ☺ |
| • The length of time was reasonable                               | ☹ 1 2 3 4 ☺ |
| • The time of the meeting was suitable                            | ☹ 1 2 3 4 ☺ |
| • The location of the meeting was appropriate for our needs       | ☹ 1 2 3 4 ☺ |
| • I am now able to recognize mistreatment                         | ☹ 1 2 3 4 ☺ |
| • I am now able to recognize bullying                             | ☹ 1 2 3 4 ☺ |
| • I now know of the resources available to older adults           | ☹ 1 2 3 4 ☺ |
| • I now feel more equipped to react in situations of mistreatment | ☹ 1 2 3 4 ☺ |

#### Suggestions and Comments:

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#### PRACTICAL ADVICE

You can add questions such as:

- What was my motivation level to participate in this activity?
- Would I recommend this activity to another person?

These questions allow you to evaluate the state of the participants before and after the activity and to measure their overall satisfaction of the activity.

## APPENDIX 6

### EXAMPLES OF AWARENESS-RAISING ACTIVITIES

#### SKITS <sup>14</sup>

##### What are skits?

Skits are short role-playing activities that are generally comical and sometimes improvised. They are performed by a small number of people. It is a fun and participative activity that encourages the group to put themselves in the shoes of different characters.

##### Advantages of skits

In the context of countering mistreatment and bullying of older adults allow groups to:

- Address mistreatment and bullying in a light and entertaining way.
- Illustrate concrete examples to help understanding (situations, actions, etc.).
- Promote exchanges afterwards.



#### PRACTICAL ADVICE

Humour is a good way to get messages across.  
However, caution is needed to avoid hurting some people.

##### Running a skit

Depending on the characteristics of the group, the activity can take place in two ways:

##### Presented by animators:

- 1) Explain the context of the skit to the group.
- 2) Present the skit to the group.
- 3) Invite the group to discuss the content of the skit and add additional information (ask questions that aim to achieve the objectives of the activity).
- 4) Repeat the steps for the next skit.

##### Presentation involving participants:

- 1) Identify volunteers to take part in the skit.
- 2) Take them aside to explain their role and deliver the script.

Subsequently, follow the same steps proposed for the skit presented by the animators.



#### PRACTICAL ADVICE

Considering the time constraint of certain awareness-raising activities, the option to present skits by the intervention workers or volunteers from the organization can turn out to be more efficient. There are also some older adults who would not be interested in participating in skits.



### Where?

Skits can be acted out in different environments. The important thing is to respect the recommendations for all types of activities presented to older adults.

One of the qualities required of the animator is their ability to adapt to the various constraints that may arise relating to the location where the activity takes place: the size of the room depending on the number of participants, the temperature of the room, location, degree of brightness, surrounding noises, the movement taking place in proximity to the activity, etc.

## COFFEE GET-TOGETHER <sup>8</sup>

As part of the DAMIA research project, some older participants expressed interest in being able to participate in Coffee Get-togethers. For this type of activity, we strongly recommend that the animation be done by an employee. However, volunteers can be present and provide support throughout the activity.

**“And it would be nice to have a period of discussion as we do here...”**

- Woman 88, group 11 (free translation)

### What are Coffee Get-Togethers?

The concept of the Coffee Get-Together is to arrange a series of meetings that are organized each year by one or more community organizations or a round table. These meetings can be fixed or can take place in different locations and can take on different formats: conference, meeting-exchange, discussion panel or practical workshop. <sup>8</sup>

### Advantages of Coffee Get-Togethers

As part of the awareness-raising activities on older adults and bullying, Coffee Get-togethers allow:

- To favour exchanges and encourage reflection on the themes discussed.
- To reach out to several older adults from different backgrounds.
- To share information depending on the objectives of the activity.

### Role of the Animator

Animating a Coffee Get-Together requires specialized skills more than any other type of activity with the objective of raising awareness. The animator must master the topics covered and be able to answer all types of questions that may emerge during the meeting.

The role of the animator is to properly establish the subject of the evening and the various underlying issues. They also have the responsibility of introducing the speakers, if such is the case, all while ensuring the activity runs smoothly. They ensure that all those who wish to give their point of view or ask questions can do so. They adopt the posture of *facilitator*. <sup>8</sup>

## How to organize a Coffee Get-Together

### Before:

- Contact resource persons about mistreatment and bullying; determine the type of collaboration with them and invite them to the Coffee Get-Togethers.
- Learn about the topics that will be covered and make sure your information is up to date.
- Identify the desired location (depending on the group profile and the desired amenities).
- Foresee providing a snack or meal on site and the associated costs.
- Write a promotional handout for each of the planned meetings, including: the title of the activity (catchy, without using specialized language); goals; the target audience; the names of the contacts, their function and their organization; the summary of the content; the date, time and place.
- Promote the activity: Distribute promotional handouts to various community organizations or resources to recruit older adults. Use the media.
- Establish a presentation schedule and produce an attendance list.
- Prepare relevant and adequate documentation for the group.

### During:

From the beginning of the meeting, have the attendance sheet completed by the participants. This list will allow you to contact them in the event of another activity.

- Welcome the participants and present the theme, contacts and participants.
- Animate and coordinate exchanges in the group.
- Rephrase, qualify or clarify the thinking of participants or speakers, as needed.
- Thank everyone for participating at the end of the activity. Provide group members with the necessary documentation and answer their various questions.

### Afterwards:

- Send a thank you letter to the invited resource persons.
- Produce a summary of the facts and the content of the meeting.

## The itinerary of the Coffee Get-Together

The outline of a Coffee Get-Together can vary according to the expected objectives. A length of 60 to 90 minutes is recommended. Here is an example:

- 1) Presentation of the Coffee Get-Together. (10 minutes)
- 2) Presentation by the intervention workers, the volunteers or the invited speakers on the specific topic already identified. (30 minutes)
- 3) Group discussion with participants. (30 minutes)
- 4) Presentation of the file prepared for the participants, explanation of each document. (10 minutes)
- 5) Conclusion and invitation to the next Coffee Get-Together. (10 minutes)

## USING VIDEOS

### Positive aspects of using videos

Evaluation results of an awareness-raising program in school settings that includes a video on the subject of bullying identified some interesting points regarding the use of videos. In fact, the use of videos can:

- Give concrete examples of bullying.
- Stimulate reflection and the sharing of ideas about these problematic situations.
- Increase awareness and encourage the identification of courses of action for the various people involved.
- Promote discussion when accompanied by a guide that allows people to take part in productive and educational discussions on the topic.



#### KEEP IN MIND

##### Why rely on videos?

Because they allow older adults to better represent themselves, put images to words and the videos make it possible to summarize everything which may have been discussed during the activity.

### Recommendations when using videos

A critical analysis of a selection of videos used in awareness-raising activities related to the mistreatment of bullying of older adults resulted in the following broad recommendations:

- **Use a recent version** so that participants can recognize themselves. A recent video presents current images and terms, which has the effect of attracting more attention.
- **Clearly define the themes (mistreatment or bullying)** to avoid confusion.
- **Use various examples of mistreatment and bullying** to illustrate the problem in concrete terms.
- **Present or introduce possible solutions** in order to equip the group to act, in case of a possible situation of mistreatment and bullying.



#### PRACTICAL ADVICE

The combination of videos and an interactive animation offers the activity a boost and encourages participation. The period of direct exchanges allows the animator to qualify, deepen and clarify important elements presented in the video, while considering the opinions of the group.

**Important:** The animator should emphasize to the group that the video illustrates a specific example and that it does not represent all situations of mistreatment and bullying.

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