

**Seniors' Learning and Knowledge Exchange –  
A National Senior Abuse/Response Prevention  
Project**

**Final Report**

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**For  
The Adult Learning Knowledge Centre  
At the  
Canadian Council on Learning**

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# Seniors Learning and Knowledge Exchange – A National Senior Abuse/Response Prevention Project

*'Learning as used here, refers to concerted activity that increases the capacity and willingness of individuals, groups, organizations and communities to acquire and productively apply new knowledge and skills, to grow and mature and to adapt successfully to changes and challenges.*

*It includes the capacity of organizations to anticipate and adapt to evolving values, technologies, performance standards and constituent expectations. And it includes the capacity of geographic communities and communities of common interest to respond with understanding and initiative to broad changes that represent threats or opportunities.'*

Excerpted from PacificCorp Foundation 2004  
website

[www.Pacificcorpfoundation.org](http://www.Pacificcorpfoundation.org)

**knowledge** *n.* The state or fact of knowing. Familiarity, awareness, or understanding gained through experience or study.

[www.answers.com/topic/knowledge](http://www.answers.com/topic/knowledge)

## **BACKGROUND**

A proposal to conduct the project was submitted to the Adult Learning Centre of the Canadian Council on Learning by the BC Association of Community Response Networks (BCACRN) in November 2008. The project collaborators are the RCMP nationally, the Canadian Network for the Prevention of Elder Abuse (CNPEA) and the Public Guardian and Trustee of BC (PGT). \$5,000 will be contributed to the BCACRN upon successful completion of the project by March 31, 2009.

The purpose of the project was to hold a series of regional teleconferences throughout Canada to exchange knowledge between seniors and seniors serving organizations, police, other responders/prevention workers and academics on what they know about seniors learning generally and how they have or are planning to adapt programming to better respond to and prevent senior abuse.

Six regional teleconferences were held with a total of 138 participants (43 seniors/serving organizations, 30 police, 37 responders/prevention workers, 6 academics and 22 others). A total of 369 (some of which were duplicates) participants were invited. A pre- and post-test evaluative design for assessing knowledge transfer during the regional calls was implemented.

One national teleconference was held to share the preliminary findings across Canada with more than 35 participants in attendance. The call was held during UNESCO's Human Rights and International Adult Learners Week.

### **Partners**

We wish to acknowledge the work of the partner organizations for this project.

**The Canadian Network for the Prevention of Elder Abuse (CNPEA)** board members and supporters provided contact information and in some cases made initial contact with practitioners, seniors, senior serving organizations, researchers and others with an interest in this field. Members of the CNPEA Board and supporters were on all of the calls and added to the dialogue that developed. Vice-Chair Jn-Guy Saint-Gelais very generously also translated email notices, a project description, interview guide, consent form, pre-and post tests and a final report from English into French. These were many more materials than first anticipated and we are very grateful for this significant contribution provided within very tight time limits.

The **RCMP** provided the time and expertise of Cpl. Larissa Jarson, who holds the Elder Abuse and Bias-Free and Diversity files for the national crime prevention section-headquarters/ in Ottawa. Larissa generated and followed up police contacts from across the country in municipal and RCMP forces; co-facilitated the French call; worked closely with us as to project implementation and de-briefed after every call. Her participation gave credibility for other police members, and deepened the discussion and understanding during the calls.

The **Public Guardian and Trustee of BC** contributed operator assisted teleconferencing and taping which was a significant in kind contribution in support of the project.

### **Project Workers**

Alison Leaney provided a lead from the BC Association of Community Response Networks. April Struthers of Wit Works Ltd. was project consultant.

### **THIS REPORT**

This paper details the findings shared during the national teleconference (Call 7).

Where possible, we have tried to attend to the principles of literacy and health literacy in preparing this report by avoiding jargon and using simple, plain and clear language. (See 'Quick Guide to Health Literacy'; US Department of Health and Human Services; Office of Disease Prevention and Health Promotion, website 2007).

## **METHODS**

### **Project**

Ensuring that the calls had participants who had knowledge and experience in the field meant that contacts had to be targeted. Finding out who the people were across the country who should take part required using networks that made initial contacts and gauged interest and then passed on contact information to us. We instituted a standard system of initial contacts, then secondary contacts with information about the project, and follow up contacts to give information about how the calls were formatted and how to join them, along with interview guides and collecting pre - tests and consent forms. The Canadian Network for the Prevention of Elder Abuse and the BC Association of Community response Networks were the main sources of contacts. Cpl. Jarson was the main source of police contacts, along with the networks. Finding contacts and pursuing their engagement was an intensive process in time and energy; but critical to getting information and building dialogue and connection.

The project consisted of a total of 7 teleconferences. The first 6 calls were regionally based; one of them in French. The last call was a national summary of what came out of the earlier calls; both information and learning.

Calls were recorded as MP3 files and transcribed by a professional transcription service. The resultant 300 pages of transcriptions were analyzed to produce overarching and other levels of themes, and practice approaches/examples.

Once identified, and after consenting to participate, teleconference participants were asked to commit to completing the pre-test prior to the regional teleconference in which they participated and the post test after the call; and to attending the final national summary call.

A Final Report along with a contact list of those on the calls (with their permission), and a list of resources discovered throughout the project are about to be circulated to all teleconference participants. The Final Report will also be made more publicly accessible on the BC Association of Community Response Networks and Canadian Network for the Prevention of Elder Abuse websites.

### **Evaluation**

It was assumed by project workers that a change to the more positive end of the Likert scale on pre and post tests over a number of tests would indicate that a transfer of knowledge had occurred.

## **FINDINGS/RESULTS**

### **Overall Project Learning**

Expected outcomes for the project included: networking, finding resources, new contacts, building relationships, and exchanging information. Somewhat unexpectedly, we also discovered what can be considered underlying foundations of practice including:

- principles and social justice focused approaches
- enlightened practice
- a thirst for knowledge exchange
- a thirst for learning about seniors learning
- innovative concepts to aid thinking about abuse / neglect, for example vulnerability
- the care, interest, respectful and innovative practice police are demonstrating
- background about the development and testing of relevant legislation; and
- the critical importance of health literacy to the senior abuse field

### **Learning About Seniors Learning**

By conducting a quick survey of the seniors learning literature and through the teleconferences we learned the following:

- Seniors learning is a rich field which includes educational gerontology
- There is a significant link between level of literacy and learning for seniors
- The seniors' population is made up of two solitudes. Each has its own trajectory of success with learning. Seniors learning is driven by individual need not by being part of a particular age group
- Although thought processes may slightly slow with age, they mostly remain intact and grow richer and more capable of complex thinking
- Level of health literacy is linked to rates of mortality – i.e. lower health literacy rates correlate with higher rates of mortality
- Seniors are excellent resources due to their complex thinking capacity and wanting to contribute to the welfare of future generations (intergenerationality)
- We heard about projects that deliberately incorporate learning about seniors learning in their design as well as about projects that incorporate what works from their experience (i.e. they operate like learning organizations)

The first 6 points noted above were the basis of a preamble, which was presented at the beginning of each teleconference.

### **Themes and Practice Examples**

We identified a number of themes and examples of practice. The themes are divided into **Primary**: those which likely apply everywhere,, are priorities to consider, and are the first principles we all need to pay attention to in doing this work (they are foundational); and **Secondary**: those which are applicable in most places and slightly less imperative but still essential to the field as it exists now.

Where possible we have matched practice examples/approaches to the themes for purposes of illustration.

Overarching Themes	Practice Examples/Approaches
<b>Primary Themes</b>	
<p>1. Senior abuse/neglect is a human rights issue – seniors have a right to not be abused. In engaging seniors and their supporters, we must focus on rights, and link to principled anti-oppressive, bias-free policy and practice</p>	<ul style="list-style-type: none"> <li>• Halifax Police Service – bias and discrimination policy used</li> </ul>
<p>2. Seniors are a distinct and particular asset – we must more effectively utilize their wisdom and capacity for complex conceptual thinking to guide us in all aspects of addressing and preventing senior abuse.</p>	<ul style="list-style-type: none"> <li>• The value of peer to peer work by seniors - ask seniors to advise, direct or partner, pull into organizations, i.e. respond to peer support phone lines, deliver workshops to other seniors. Halifax Police Service has invited seniors onto their premises to get their advice on how they do things. Police report that many seniors organizations have shown police how to adapt</li> <li>• Seniors on Boards in all organizations</li> </ul>
<p>3. Literacy is a hidden accessibility challenge across the country</p> <ul style="list-style-type: none"> <li>• <b>Cultural literacy</b> must be improved with all cultures and in particular, with first peoples' culture – First Nations, Inuit and Métis. Cultural competency must be a goal</li> <li>• <b>Health literacy</b> must be improved by enhancing how we connect and communicate with seniors about what they need to know. Research by the Canadian Council on Learning indicates that this is a life and death issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Culturally competent workers and culturally sensitive programs exist and are needed</li> <li>• Tools that are produced should be made available and easy to access so others can use them as they see fit – i.e. FN Re:Act from Vancouver Coastal Health and BC Ass'n of CRNs <a href="http://www.vchreact.ca">www.vchreact.ca</a></li> <li>• Checklist developed by seniors subcommittee of the Seniors Resource Centre of Newfoundland &amp; Labrador is used to screen all publications inside and as requested from outside the organization for literacy issues for seniors</li> <li>• NWT Seniors Society board is reflective of who they serve, aboriginal people</li> <li>• Anything that increases communication and information accessibility <ul style="list-style-type: none"> <li>○ skits</li> <li>○ storytelling</li> <li>○ a program that includes fun – i.e. Sister Agnes Sutherland's approach with a local media celebrity</li> <li>○ structure meetings carefully</li> <li>○ use of radio and tv</li> <li>○ intergenerational approaches</li> <li>○ Go with a member of the community or when invited when going into community unlike ones' own</li> </ul> </li> <li>• Key role of seniors centres – we need to support them wholeheartedly as seniors look to them information</li> <li>• Raising awareness of people who may be marginalized in many different ways; because one media or method may exclude many people</li> </ul>

<p>4. There is a need for cross systems, and cross disciplinary follow up and learning at all levels – locally, provincially/territorially and nationally. This is true with regard to follow up in individual cases, in understanding how our systems impact people and in terms of making further improvements in service delivery</p>	<ul style="list-style-type: none"> <li>• This issue was raised on all teleconferences and there was frustration at the inability to do all kinds of follow up</li> </ul>
<p>5. Understanding that shame and stigma are twin enemies of abuse awareness and action, a proactive approach that names abusive behaviours, but delivers information in a way that people can hear, is imperative</p>	<ul style="list-style-type: none"> <li>• It is difficult to understand how to get the message across to break stigma-how do we get people’s attention so people recognize abuse, without calling it that. Using what we know works as a basis for design is one way to proceed. Seniors will respond to hearing about ‘abuse’ in the context of safety, but not to approaches using the term directly (instead of ‘Stop Abuse’-say ”Keep Safe”)</li> <li>• Messages from peers are more likely to be heard</li> </ul>
<p>6. The senior abuse response/prevention field is ripe for more knowledge exchange opportunities to further develop communities of practice (one discipline) and knowledge communities (multi-discipline) using a variety of technologies</p>	<ul style="list-style-type: none"> <li>• Keeping contact happening – teleconference participants asked for a follow up call once they’ve read the Project’s final report.</li> </ul>
<p>7. Long-term relationship building is a foundational ingredient to addressing and preventing senior abuse</p>	<ul style="list-style-type: none"> <li>• Committees being as diverse as possible-NFLD and Elder Strategy</li> <li>• Coordinated networks are used at a number of levels – locally regionally, provincially , by professional discipline and mixed</li> <li>• Collaborating on committees leads to joint learning and knowing how to approach seniors</li> <li>• Power is shared and equalized among participants</li> </ul>

<b>Secondary Themes</b>	
8. Legislation directs practice but legislative options across Canada are not collectively known about or understood	<ul style="list-style-type: none"> <li>• Many teleconference participants were interested in legislative options in operation in different parts of Canada</li> </ul>
9. Seniors organizations play a crucial role in informing and influencing government ministries and other agencies in the field senior abuse response and prevention.	<ul style="list-style-type: none"> <li>• E.g. National Seniors Council wrote a report on the need for increased awareness of senior abuse</li> </ul>
10. The involvement of seniors organizations in processes that work and listening across occupations and disciplines is maturing and resulting in improved response/prevention strategies	<ul style="list-style-type: none"> <li>• Combining the resources of large organizations who have good practices in responding already, with good practice for seniors results in huge movement in this field i.e. e. police depts. who have good response systems incorporating Elder Abuse units</li> <li>• Use concept of vulnerability rather than term 'abuse' (with citizens). Use concept of vulnerability as a way of considering the risk and positive factors in an individual's environment</li> <li>• Carefully thought through and designed programs which take into account dynamics of abuse, human relations, how best to communicate and are driven by principles, client centered</li> <li>• Early training of responders – i.e. police cadets</li> <li>• Design programs to have a complete learning loop-build in time for action/reflection/learning and adjust programs based on what is learned. It is worth doing less service delivery to allow resources to be used for the learning piece as this is what makes a difference over time –especially with pilot projects. In some police programs a strong emphasis on being reflexive-evaluate, review operations, link police approach and system and needs of client together, tell others about practise etc. Anything that encourages or captures learning is important.</li> <li>• Use concepts of intergenerational work, and wellness, as springboards. Embedding of message in a more general SAFETY approach to prevent stigma</li> </ul>

<p>11. Many traditional barriers to accessing service by abused seniors or those vulnerable to abuse are still in existence</p>	<ul style="list-style-type: none"> <li>• Vulnerability or lack of access to help is exacerbated by barriers such as limited or no transportation in rural areas. Being addressed throughout the Atlantic provinces by having workers go to seniors' homes. Many of the workers don't only have a victim service mandate which helps not raise curiosity among neighbours as to the reason for the visit</li> </ul>
<p>12. World Elder Abuse Awareness Day must continue to be utilized as a vehicle for legitimizing the abuse response/prevention field, for shedding light on an otherwise hidden issue, and for celebrating the progress being made often by people working without much support</p>	<ul style="list-style-type: none"> <li>• Practitioners and seniors groups spoke about the importance of raising the visibility of the issue and the impact that events, campaigns, public service announcements, and targeted activities have across the country</li> </ul>

### **Project Worker Impressions**

The partners in the project would list the following as a summary of our own learning through this project.

- It is conducive to relationship building to have discussions and dialogues across the country with partners. This is a rich way to work.
- It was exciting to have a chance to talk to some of the pioneers in this field i.e. for instance connecting with Sister Agnes Sutherland, (Order of Canada, and senior).
- We are just scratching the surface of learning about seniors learning and how to apply that to senior abuse response/prevention
- Multiple objectives can be met through this kind of project - i.e. laying the foundation for the development of a national police network, influencing government as to research and policies, giving profile to non-profits work
- We have learned there are a myriad of offshoots possible in the way of further projects
- Teleconferencing is one way to connect across time, geography and culture
- We need to think more about how to get knowledge transfer occurring with those of different cultures. We failed to connect directly with our colleagues in Nunavut, because none of the contacts we could get spoke English (we did connect with an Inuit CNPEA Board member).

## **EVALUATION**

### **Pre-test / Post-test**

The project was seen to be appropriate for a pre-test / post-test evaluation; as this might be a way to show that a change in knowledge (a transfer, in effect) had occurred as a result of each call if there were changes between the first and second tests. The participants receiving the test were different for each call so results could only be compared for each call.

Participants were sent a notice concerning the tests. Pre-tests were sent to registered participants before each call and post-tests were sent afterwards.

Because of time constraints, people were registered before their pre-tests were received. This could be done differently in other circumstances so that information on how to join the call would only be sent out if the test was received.

Of 138 participants, pre-tests were received from 30 (about 21 %) and 25 post tests were received (about 18 %). A check of the literature on success of e-mail surveys for projects revealed that the average expected return rate is about 31% - 38%.

The nature of the project (7 teleconferences) did not allow the collection of the tests to be controlled in any way. A number of participants also had no access to e-mail or to fax machines; so they could not receive or return tests. There was extensive e-mail follow up where possible and some voice contact to participants, but detailed follow up and collection was beyond the scope of this project. This evaluation used about 10% of the resources for the project.

### **Results of Pre-test/Post-test System**

The indication on the matched tests, was that there had been movement towards more positive feeling that learning and knowledge transfer had occurred (people moved about one category on the Likert scale more strongly agreeing they had knowledge of the subject of seniors learning and of how organizations serving seniors and police forces used this to adapt materials and programs). Comments during the calls and in written form on the tests showed that people felt they had gained more information, learning and knowledge. This evaluation lacks rigour, validity or reliability, but does give some anecdotal information as to whether people felt they learned or gained knowledge.

### **Formative Evaluation**

In addition to the above form of evaluation, the project workers maintained close communication to ensure the project was on track. Debriefs were held after every call and adjustments made to procedures along the way. This was a fast-tracked project, with timelines partly to comply with the initiative needs and partly set by partner needs (the RCMP partner was leaving in February / March to take up a foreign assignment).

The project was on track and operated smoothly with the exception of some problem solving being required to fulfill translation needs for the pre-call information and transcription of the call for French speakers. The Canadian Network for the Prevention of Elder Abuse stepped in to provide translation for which we are grateful and appreciative.

## **Conclusion on Evaluation**

The pre- and post-tests were not conclusive in showing knowledge transfer. Anecdotal information received from participants is that there was new information received, learning about seniors learning, and new ways of conceptualizing around the issue, as well as practice examples discussed. Limited dialogue available to participants on each call showed that people were building on the information and integrating knowledge on the spot. Other levels of exchange would be appreciated in addition to those possibilities offered by teleconferences. People wish to continue with knowledge exchanges.

On the final call participants also requested that there be a further call to discuss findings after the report has been issued-to give people time to read and digest the information and then to discuss it.

## **Meeting Objectives**

In some measure, we did meet our originally suggested objectives:

Those to Move the Field Forward Generally

- Seniors, police and other occupations learning to work together
- All occupations learning to communicate effectively with seniors at large/ learning about seniors learning
- Advising / influencing policy makers, program developers and administrators

Those Specific to Participants Needs

- Exchange knowledge directly about promising approaches in seniors learning
- Learn about barriers to seniors reporting abuse to police
- Learn about roles of one another in responding to reports of abuse
- Develop new responses and share promising approaches for response and prevention that can be undertaken together and separately.

## **EMERGING NEXT STEPS/QUERIES**

1. Being able to conduct a greater analysis of the immense amount of data (300 pages of transcripts) in terms of documenting promising approaches would be very beneficial– i.e. who is doing what how. There is much data to mine much more fully than the constraints of this project permitted.
2. Can promising approaches from this project and CNPEA's Outlook 2007 be catalogued and posted somewhere as part of an overall knowledge exchange strategy for the field? This is being done in the US.

3. There is much interest among police in the development of a national police network. One of the products of this project is a list of police involved in the field from across Canada. Is there a way a national police network can be supported as a community of practice going forward? Can we ask police what they would find helpful? There is also interest in the establishment of a knowledge community (interdisciplinary) in the field at the national level.
4. There seems to be a need to develop educational materials and processes related to the implications of linking health literacy and cultural literacy/competence and abuse/neglect response and prevention

The emergent themes could be considered a foundation to further development of the national senior abuse strategy, building on this project, the federal government's national strategy and the draft framework for a national strategy developed by CNPEA.

5. The results of this project have been worked into an abstract for consideration to be presented at the upcoming Montreal June 8-10, 2009 Annual Symposium of the Adult Learning Knowledge Centre with a theme of "**Linking Communities / Overcoming Barriers**"
6. Much more time needs to be spent becoming familiar with resources developed and relevant projects funded by the Canadian Council on Learning; especially in the area of health and learning and aboriginal learning.

Based on the preliminary results of the project, we were invited to present to the four federal government partners implementing the National Senior Abuse Strategy (Public Health Agency of Canada, Human Resources and Social Development Canada, RCMP, Department of Justice Canada). We then were invited to a further meeting on how to move forward on possible next steps. There have also been preliminary discussions with the Public Health Agency of Canada and the First Nations and Inuit Health Branch in Health Canada about a project to collect promising approaches and utilize learning from this project in a First Nations context.

## **CONCLUSION**

This project offered a fast 'snapshot' of what was happening across the country in regard to seniors learning, and the responses to specific needs by police, organizations serving seniors, seniors themselves, and health and social service workers. It delivered some brief facts about how seniors /older adults learn.

The participants showed great enthusiasm for the opportunity to learn about these topics

It revealed the need to continue knowledge exchanges and surfaced a number of unexpected learnings for those partnered in the project.

It has laid the groundwork for the formation of a national police network, and has captured the attention of the four federal government National Senior Abuse Strategy partners in areas to address to move the learning along.

## **SELECTED SENIORS' LEARNING RESOURCES**

Canadian Council on Learning

- Aboriginal Learning Knowledge Centre - <http://www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/AboriginalLearning/index.htm>
- Adult Learning Knowledge Centre - <http://www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/AdultLearning/index.htm>
- Health and Learning Knowledge Centre - <http://www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/HealthandLearning/index.htm>

Canadian Policy Research Networks:

<http://www.cprn.org/index.cfm?l=en>

Division of Aging and Seniors, Public Health Agency of Canada. "Communicating with Seniors"

[http://www.phac-aspc.gc.ca/seniors-aines/pubs/communicating/toc\\_e.htm](http://www.phac-aspc.gc.ca/seniors-aines/pubs/communicating/toc_e.htm)

Division of Aging and Seniors, Health Canada; "Reaching Out: A Guide to Communicating with Aboriginal Seniors" [http://www.phac-aspc.gc.ca/seniors-aines/pubs/communicating\\_aboriginal/index\\_e.htm](http://www.phac-aspc.gc.ca/seniors-aines/pubs/communicating_aboriginal/index_e.htm)

Health Literacy Manual

[http://www.gov.ns.ca/scs/literacy\\_learning.asp](http://www.gov.ns.ca/scs/literacy_learning.asp)

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<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm>

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<http://www.naho.ca/publications/culturalCompetency.pdf>  
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[http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/15/cc/38.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/cc/38.pdf)

**APPENDIX 1:**  
***The Seniors Learning and Knowledge Exchange - A  
National Senior Abuse Response / Prevention  
Project.***

**Consent for Pre-Test /Post -Test Project  
Evaluation**

The Seniors Learning and Knowledge Exchange Project is designed to encourage knowledge transfer as a basis to developing practices and programs in preventing and intervening in abuse and neglect of older adults. Teleconferences amongst police, organizations serving seniors, and others; are the source of information for this project.

Participants are asked to take part in a pre – test of knowledge and attitudes before the teleconference call and a post-test after the call; to see if there have been changes in knowledge (that is, did knowledge exchange take place).

We request that you give consent to be part of the evaluation .

Please tick the following boxes and sign this form. Please return it by e-mail to [witworks@live.ca](mailto:witworks@live.ca) or by fax to 1 604 885 0659 or mail to Box 1381 , Sechelt, BC V0N 3A0. Thank you for your assistance with this evaluation.

- I understand what the evaluation is about
- I understand that identifying information is confidential and not to be divulged
- I understand that my participation is voluntary

Your Signature \_\_\_\_\_ Name \_\_\_\_\_

Affiliation \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX 2:**  
***The Seniors Learning and Knowledge Exchange - A  
National Senior Abuse Response / Prevention Project***

## **Project Evaluation - Interactive Project Pre-Test Questions**

Please put an 'x' in the box by your response

1. I am aware of what the learning needs are of older adults

Strongly agree    Somewhat agree    Neutral    Somewhat disagree    Strongly disagree

2. I am aware of some of the issues around learning needs of older adults

Strongly agree    Somewhat agree    Neutral    Somewhat disagree    Strongly disagree

3. I am aware of effective responses to the learning needs of older adults

Strongly agree    Somewhat agree    Neutral    Somewhat disagree    Strongly disagree

4. I am aware of the role of police in preventing and intervening in adult abuse / neglect

Strongly agree    Somewhat agree    Neutral    Somewhat disagree    Strongly disagree

5. I am aware of the role of seniors organizations / other organizations in preventing and intervening in adult abuse / neglect

Strongly agree    Somewhat agree    Neutral    Somewhat disagree    Strongly disagree

6. My agency collaborates with organizations serving seniors in designing and delivering services

Strongly                      Somewhat                      Neutral    Weak collaboration    Strongly independent

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7. My agency takes into account the specific learning needs of older adults

Strongly agree   Somewhat agree   Neutral   Somewhat disagree   Strongly disagree

8. My agency takes into account specific learning needs of different categories of older adults

Strongly agree   Somewhat agree   Neutral   Somewhat disagree   Strongly disagree

Any comments relating to these questions?

I am a: police officer   a worker with an organization serving seniors   a health or social worker   an older adult

**Thank you for your help with this survey, part of the evaluation system for the Seniors Learning and Knowledge Exchange funded by the Adult Learning Centre; an initiative of the Canadian Council on Learning; a national, non – profit independent organization committed to improving learning for all Canadians.**

**General Objectives of the Project**

- Police learning more about specific needs of seniors, as a basis for targeted and effective training programs
- Seniors, Police and other occupations learning to work together
- All occupations learning to communicate effectively with seniors at large/ learning about seniors learning
- Seniors becoming better informed about how to develop effective educational programs.
- Canadian Network (CNPEA) advising / influencing policy makers, program developers and administrators

**APPENDIX 3:**  
***The Seniors Learning and Knowledge Exchange - A  
National Senior Abuse Response / Prevention Project***

**Project Evaluation - Interactive Project  
Post-Test Questions**

1. I am aware of what the learning needs are of older adults

Strongly agree       Somewhat agree       Neutral       Somewhat  
disagree       Strongly disagree

2. I am aware of some of the issues around learning needs of older adults

Strongly agree       Somewhat agree       Neutral       Somewhat  
disagree       Strongly disagree

3. I am aware of effective responses to the learning needs of older adults

Strongly agree       Somewhat agree       Neutral       Somewhat  
disagree       Strongly disagree

4. I am aware of the role of police in preventing and intervening in adult abuse / neglect

Strongly agree       Somewhat agree       Neutral       Somewhat  
disagree       Strongly disagree

5. I am aware of the role of seniors organizations / other organizations in preventing and intervening in adult abuse / neglect

Strongly agree       Somewhat agree       Neutral       Somewhat  
disagree       Strongly disagree

6. I am aware of some issues within the field of seniors / older adult learning

Strongly agree       Somewhat agree       Neutral       Somewhat  
disagree       Strongly disagree

7. I can name two aspects of learning that are different for senior / older adult learners as compared to younger adult learners

Strongly agree       Somewhat agree       Neutral       Somewhat disagree       Strongly disagree

8. I understand some ways that senior serving organizations are responding to take into account specific learning needs of older adults, or sub groups of older adults.

Strongly agree       Somewhat agree       Neutral       Somewhat disagree       Strongly disagree

What is the main thing you have learned in this call?

Are you planning to contact other participants as a result of this call? Yes       No

I am a: police officer       a worker with an organization serving seniors       a health or social worker       an older adult

**Thank you for your help with this survey, part of the evaluation system for the Seniors Learning and Knowledge Exchange funded by the Adult Learning Centre; an initiative of the Canadian Council on Learning; a national, non – profit independent organization committed to improving learning for all Canadians.**

General Objectives of the Project

- Police learning more about specific needs of seniors, as a basis for targeted and effective training programs
- Seniors, Police and other occupations learning to work together
- All occupations learning to communicate effectively with seniors at large/ learning about seniors learning
- Seniors becoming better informed about how to develop effective educational programs.
- Canadian Network (CNPEA) advising / influencing policy makers, program developers and administrators

## APPENDIX 4



### **Seniors Learning and Knowledge Exchange – A National Senior Abuse Response / Prevention Project**

**Interview Guide for Teleconference 4:  
Yukon, Nunavut, Northwest Territories  
Thursday, February 11, 2009  
11- 1:00 Pacific Time  
1 – 866 – 240 –8955, confirmation 3281824**

The BC Association of Community Response Networks is grateful to the funder, the Adult Learning Knowledge Centre; an initiative of the Canadian Council on Learning, which is a national, non-profit, independent organization committed to improving learning for all Canadians.

The Adult Learning Knowledge Centre has funded this and subsequent regional teleconferences to exchange knowledge on how best to adapt responses and approaches to the needs of older Canadians in prevention of / or response to, abuse.

This teleconference is preceded by a written pre-test and will be followed by a post-test. With these we hope to demonstrate that knowledge has increased as a result of the conferencing of participants. We appreciate your filling in both these documents.

The session will be facilitated with a preamble to establish some points about seniors learning and health literacy, and promising approaches in prevention. The session will be divided into sections the same topics being addressed to each of groups involved in the seniors abuse field on the call.

## **Topics :**

1. What do you offer to seniors in the way of abuse and response prevention services?
2. What is your role in responding to or preventing the abuse of seniors / older adults?
3. How are you adapting your services to take into account the learning needs of seniors? How are you adapting your services to take into account learning needs of different genders, other cultures, First Nations, Inuit, differing sexual orientations?
4. What are the best practices or promising approaches in your field related to responding to or prevention of senior abuse?

You may find it useful to review the documents available on the CNPEA website at [www.cnpea.ca](http://www.cnpea.ca) as background to this call:

- Outlook 2007: Promising Approaches
- Framework on National Elder Abuse Prevention Strategy

For further information please contact April Struthers, Facilitator; at [witworks@live.ca](mailto:witworks@live.ca) or 1 604 885 0651.

**Thank you for your interest and involvement in this project**

APPENDIX 5  
Police Network Teleconference (Parts 1 & 2)  
(Held February 2, 2009)

**Note:** Part 2 of the audio begins on page 27 of the transcript.

**Legend**

Alanna: Conferencing Agent	Matthew [McGillivray]: Participant
Alison Leaney: Moderator No. 01	Michelle Parker: Participant
April Struthers: Moderator No. 02	Noreen [Kareen]: Participant
Barb Baker: Participant	Olive [Brianton]: Participant
Bernice Bell: Participant	Pamela Fancy: Participant
Dawn Thomas: Participant	Paul Nicholson: Participant
Denis Moran: Participant	Rosemary Lester: Participant
Ian Macdonald: Participant	Sharon Elliot: Participant
Jane Powey: Participant	Susan [Cryton]: Participant
Julia [Shiketo]: Participant	Susan Maynard: Participant
Karen [Hemmins]: Participant	Male: Not sure who's speaking, male.
Larissa Jarsen: Participant	Female: Not sure who's speaking, female.
Lorraine Bess: Participant	

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Alanna: Good day. All participants are in the conference. This is Alanna, your conferencing agent. I would now like to conduct a brief role call. When I call your name, please respond with your city.

Female: Hello?

Alanna: We would like to begin with Ms. Karen [Hemmins 00:14].

Karen: St. John's.

Alanna: Ms. Michelle Parker?

Michelle: Wolfville.

Alanna: Mr. Paul Nicholson?

Paul: St. John's.

Alanna: Dr. Bernice Bell?

Bernice: Charlottetown.

Alanna: Thank you. Ms. Susan Maynard?

Susan M: Charlottetown.

Alanna: Thank you. Ms. Noreen [Kareen 00:27]?

Noreen: Labrador City.

Alanna: Thank you. Ms. Rosemary Lester?

Rosemary: St. John's.

Alanna: Thank you. Mr. Matt [Hemaygalazari 00:35]?

Matt: Close. Matthew [McGillivray 00:39] from Halifax.

Alanna: Thank you, thank you. Ms. Larissa Jarsen?

Larissa: [You betcha 00:42].

Alanna: Thank you. Mr. Dennis Moran?

Dennis: Charlottetown.

Alanna: Thank you. Mr. Ian Macdonald?

Ian: Charlottetown.

Alanna: Thank you. Ms. Jane Powey?

Jane: Halifax.

Alanna: Thank you. Ms. Pamela Fancy?

Pamela: Halifax.

Alanna: Thank you. Ms. Sharon Elliot?

Sharon: Bridgetown.

Alanna: Thank you. Ms. April Struthers?

April: From Sechelt, British Columbia.

Alanna: Thank you. And Ms. Barb Baker?

Barb: Yes, in Halifax.

Alanna: Thank you. Should anyone require assistance during the conference, please press "Star 0" and we will be happy to assist you. Please go ahead, Ms. Leaney.

Alison: Okay, great. Thanks.

Lorraine: You missed me.

Alison: Who did we miss?

Lorraine: Lorraine Bess, St. John's.

Alison: Hi Lorraine.

Lorraine: Hi.

Alison: Welcome.

Lorraine: Thank you.

Dawn: You also missed me.

Alison: Okay, who's that?

Dawn: Dawn Thomas from Digby.

Alison: Hi Dawn, welcome.

Dawn: Thank you.

Olive: Olive Brianton in Charlottetown.

Alison: Sorry, what was your first name?

Olive: Olive Brianton.

Alison: Olive, oh, welcome. Who else did we miss?

Julia: Julia [Shiketo 01:38], from Halifax.

Alison: Julia?

Male: Please excuse the interruption, but Susan Cryton has just joined the conference.

Alison: Welcome, Susan Cryton.

Female: Hi Susan.

Susan C: Hi, I'm sorry, I got the numbers mixed up.

Female: You're in trouble.

Alison: I can understand that.

Female: She'll have to do extra push-ups [chuckles].

Alison: So, Julia, you are from?

Julia: Halifax.

Alison: Halifax, welcome. So, I didn't get introduced. My name's Alison Leaney. I'm the Director of the BC Association of Community Response Network. Welcome to all of you. Thank you so much. I just want to tell you that there's... 22 of us on this call.

Female: Alison, I'm glad you can count.

Alison: That's unbelievable. So anyway, so I'm going to turn this call over to April Struthers who works with me and is going to be your facilitator for the meeting. So, I'll probably say too much later but I'll turn it over to her now. So, April, over to you.

April: Thank you very much. Well, welcome everybody. I'm sitting in Sechelt, British Columbia but it's wonderful to be able to connect by phone with the rest of the country and thank you so much for making your time available to be with us today. The call today is being taped, I wanted to make sure you were aware of that, because we are producing transcriptions of all the calls that we are doing and then Alison and I will be looking at the content material that comes out of that and analyzing for themes and issues in terms of what we're trying to learn and to exchange in the way of knowledge on these calls. And there will be a summary report that will be available in the form of yet another teleconference on March 2<sup>nd</sup> which is the beginning of

UNESCO's Adult Learning Week. So, we thought it was absolutely appropriate to be reporting on the results of this project during that time. And that will be a summary of all of the calls of which there will be, I believe, five, by the time we are finished across the country. And so, I would urge you, if you are able, to please join us, the same time, on March 2<sup>nd</sup>.

Now the project that we're dealing with today came about because of actually, I think, a bright idea that Alison had. And she's been coordinating this with Larissa from the RCMP and Alison, do you just want to describe how that came about?

Alison: Oh, sure. I think it was a collective bright idea in the end. But in BC, which is where I'm from, we have put a lot of effort into supporting the development of a community of practice amongst clinicians who are responding to abuse and neglect... circumstances, because in BC, we actually have health authority staff that are mandated by legislation to respond to reports that they receive. So, we've had a bit of a built-in, ready-made network from that point of view. What many of us started noting is that we don't have the same kind of community of practice of police, and in fact, despite you know, lots of opportunities to connect with the police, they have a lot of the same challenges that all the rest of us do, in terms of staff turnover and whether they do or don't have someone who is in a dedicated position to deal with senior abuse issues. And so, a number of us in BC, Anna [Grigolotto 05:09] from the Vancouver Police Department and a number of folks from Ontario and Quebec, from the Canadian Network for the Prevention of Elder Abuse, have sort of shared this dream for a while, of trying to create a police network. And then I think it was April that actually found out about this little pot of \$5,000 available from the University of New Brunswick in Fredericton for any of you that hadn't heard about that, Adult Knowledge Learning Centre. They made some... you know, a grant available for \$5,000 but the focus needed to be on senior's learning. So, one subset of adults being seniors for their Adult Knowledge Centre funding call. So, we thought well, why don't we have an exchange of a series of five teleconferences regionally, across Canada, to involve seniors and senior serving organizations, police and then other responders and academics and researchers to just share information about senior's learning generally, how should

we all be best connecting with seniors, including seniors who may be at risk of, or experiencing abuse or neglect. What are all the things that we all need to learn more about, about that. What are the things that people are doing about that. And then, who's doing what in different regions of the country to respond to senior abuse issues.

So, that's kind of the history of this call. We were successful, we found out, I think, on the 20<sup>th</sup> of December, in getting this project approved. So, we've really had to hustle to get in touch with folks and I really appreciate the networking that others have done to help us invite you all to these calls, because it is a network building activity. Some of you, we do know, and some of you, we're getting to know. And that's a very important by-product of this project too. So, that's kind of where it came from.

The partners in the project, it's the BC Association of CRNs that have taken the lead. But we did so with support from the RCMP nationally, with Larissa Jarsen, in the National Crime Prevention Unit in the RCMP, as well as with the Canadian Network for the Prevention of Elder Abuse, because in some ways, that's how we know some of you, from connecting nationally in that forum. And also with support from the Public Guardian and Trustee of BC who is actually, footing the bill for paying for the taping of these calls so we can actually get really well-produced transcribed... a record of the sessions. So, those are the partners and it's been great working with all of these folks and looking forward to hearing from all of you today.

April: Okay, thank you, Alison. Just as a note about these calls, we are, and have done, compilations of contact lists of course, in order to connect with people. And the people on the preceding calls that we've done, have thought it would be useful to have that contact list circulated amongst ourselves, so I'm asking now if that's okay with everybody. If it's not, maybe you could just email me and make sure that I know that, and we'll make sure that your information is not circulated, but otherwise, we're thinking that we will get a list that can be used for further networking out of this and other calls.

The other thing to note is that as a result of these calls, there's a lot of resources coming to light that we didn't know about. So, Alison has sort of volunteered to compile a resource list, so we'll have websites

and any of the publications that we talk about, we will have them cited in that list, and we'll again, send that out to our contacts so that you can use it in your own work, should you choose to.

Alison? And just so everyone knows, even though we're a non-profit, we're not going to sell the list [chuckles].

Female: Thanks.

Alison?: Although I just got a note from my government boss this morning with an article outlining how tough it is for non-profits today, and so, if I change my mind about that, I'll let you know [chuckles].

April: Okay. So, the way that this call is structured, you might have gathered from some of the preceding information that you got, is that we kick off with a... this is an introduction and a short preamble by me on learning for older adults, senior's learning. And then we turn over to each of you in your occupational groups to answer a series of questions, which are shown in the interview guide, which you should have received. And the way this works is that we give 20 or 30 minutes, first of all, to the police, and then secondly, to organizations who serve seniors directly, or any people on the line who might want to identify themselves as older adults or seniors, and speak to learning in that context, and then after that, anyone who is a health or social work practitioner or researcher or any of the other categories. At the end, we have a little bit of time to catch up in case there's questions that we haven't addressed, or if people want to ask each other questions, or to give a chance to people who are planning to be observers only, so to speak, or listeners, on this line, if they should choose to say something at the end.

So, having said that, I'm just going to... first of all, once again, ask for everybody to identify themselves with your affiliation, so that we know what your occupation is and sort of what group you're representing. So, well, let's start with Karen in Newfoundland.

Karen: Hello everybody. My name is Constable Karen [Hemmins 11:23] and I'm with the Royal Newfoundland Constabulary. And I'm, actually, I'm just filling in for the day for Constable Kevin Foley, because he at the

moment, sits on the Seniors Resource Centre, the board, but was unable to make the call today.

April: Okay, thank you. Paul?

Paul: Yeah, I'm Constable Paul Nicholson. And I'm with the RCMP here in St. John's, in the Community Aboriginal Policing, Service Section. And also sit with the Elder Abuse Coalition, Newfoundland and Labrador.

April: Okay, thank you. Bernice?

Bernice: I'm an observer.

April: Okay, thank you.

Female: Bernice Bell, from...

Female: Where are you from, Bernice?

Bernice: Oh, Charlottetown.

April: Wonderful.

Bernice: But I'm an observer.

April: Okay. Thank you. Rosemary?

Rosemary: Yes, I'm with the Board of the Seniors Resource Centre, Newfoundland, Labrador. And in that capacity, I chair the Elder Abuse Committee, Newfoundland, Labrador.

April: Great, thank you. How about Dennis, or Denise? I'm sorry, Denis?

Female: Is there a Dennis on the line? I think there is, isn't there?

April: Okay. Let's move on to Jane.

Jane: Yes, I'm a social worker. I'm not involved actively now but did work with Barb Baker at the Department of Seniors in Nova Scotia as an elder abuse, senior abuse consultant.

April: Okay, thank you.

Denis: Oh, by the way, I'm Denis here.

April: Hi.

Denis: Sorry, I was on muting there. I'm here in PEI with the RCMP. I'm in Community Policing and Media Relations there. And I'm working with the PEI Seniors Safety program here, with Olive [Brianton 13:33].

April: Okay, thank you. Pam?

Pam: Hi, it's Pamela Fancy with the Nova Scotia Centre on Aging at Mount St. Vincent University in Halifax. We have a research, education and community consultation mandate.

April: Thank you. Sharon?

Sharon: Hi there, I'm Sharon Elliot. I'm the coordinator of the Annapolis County RCMP Senior Safety Program.

April: Okay, thank you. Barb Baker?

Barb: Hi, I am Barb Baker. I currently have a position with the Nova Scotia Association of Health Organizations but as Jane mentioned, up until last year, I was part of the team leading the implementation of the Senior Abuse Strategy in Nova Scotia and various and sundry involvements with the issue.

April: Thank you. Lorraine?

Lorraine: I'm Lorraine Bess, and I'm a volunteer peer advocate with the Seniors Resource Centre here in St. John's.

April: Thank you. Dawn?

Dawn: I'm Dawn Thomas, and I work with the RCMP Senior Safety Program in Digby County, Nova Scotia.

April: Thank you. Olive?

Olive: Brianton and I am with the PEI Senior Safety Program and also I'm on the Board of CLIA, Community Legal Information.

April: Great, thank you. Julia?

Julia: I'm Sergeant Julia [Shiketo 15:21], Halifax Regional Police, Community Relations and Crime Prevention Section. The seniors fall under our mandate.

April: Thank you. Susan Cryton?

Susan C: Yes, hi there, I'm Susan Cryton with the Public Health Agency of Canada leading a component of the federal Elder Abuse Initiative. And I'm sorry, I'm going to have to leave the call in 40 minutes.

April: Okay, thank you, Susan.

Susan C: Thanks.

April: Is Ian on the line?

Ian: Yes, Ian Macdonald from Charlottetown. I'm a volunteer member of the Seniors Secretariat of PEI. And essentially, I'm here as an observer today.

April: Okay, thank you, Ian. Alison, do you want to describe your role just a little bit more?

Alison: Sure.

April: Your two roles.

Alison: There are some other people here. Do you want to do those first?

April: Sure.

Alison: There's Michelle.

Michelle: Hi, I'm Michelle Parker and I work with the Senior Safety Program in Kings County, in Nova Scotia.

April: Okay, thanks Michelle.

Alison: And there's another Susan, other than Susan Cryton, isn't there? And there's a Noreen?

Susan M: Susan Maynard.

Alison: Oh, Susan Maynard. Go ahead, Susan.

Susan M: I'm the Provincial Manager of Victims Services with the Office of the Attorney General in Prince Edward Island.

Alison: Excellent.

April: Thank you.

Alison: Noreen?

Noreen: Hi, Noreen [Kareen 16:51] I'm the Executive Director with the Labrador West Status of Women. And I also am a member on the Elder Abuse Committee of Newfoundland and Labrador, and I'm also Victim Services Coordinator for the Labrador West area.

Alison: So that's only three hats?

Noreen: Yeah, that's it [chuckles].

Alison: Wow, good for you. Sounds busy. We also have Matt.

Matt: Hi there, I'm Constable Matthew [McGillivray 17:16] with Halifax Regional Police. I work in the Community Relations and Crime Prevention Section and part of my portfolio is a seniors safety program.

April: Great, thank you.

Alison: And Larissa?

Larissa: Hi everybody, my name is Larissa Jarsen, I'm in Ottawa and I work here at the National Crime Prevention Centre. And I spend much of my time talking to April and Alison.

April: Do you want to mention what files you carry, Larissa?

Larissa: Sure. Here out of HQ, we're a policy centre here. I'm carrying two portfolios, or two files, one is the Elder Abuse file, the other one is the Diversity, or the Bias-Free file. And for my friends and colleagues in the East, I begged for New Brunswick coming out of Depo and they gave me British Columbia [chuckles].

April: Okay. Have we missed anybody? All right, Alison, do you just want to mention your other hats?

Alison: Sure, sure, sure. Hi, everybody. I have two hats in BC. One is I'm the Adult Guardian Community Developer for the Public Guardian and Trustee of BC, and we do have specific abuse and neglect legislation in the province. The other hat I wear is I'm the Executive Director of the BC Association of Community Response Networks, which is a provincial non-profit supporting ongoing network development of networks called Community Response Networks in local communities, around the province. And I'm past Chair of the Canadian Network for the Prevention of Elder Abuse.

April: Thank you. I guess I should identify my affiliation.

Alison: Sure.

April: This is April, and I would ask when you speak on this call, if you would please say your name first, so we know who you are. My name is April Struthers, I am a freelance or even free-range, management consultant who is drawn in to work with Alison on a number of projects. I also operate as a regional mentor for the BC Association of Community Response Networks and one of my specialities is development networks, developing partnerships, including learning partnerships and developing community slash government relations.

Okay. I'd like at this point to just do a short preamble on senior's learning, or the learning of older adults, and to say that I am in no way an authority in this field. It's an area of interest for me, but I don't have as many qualifications as some people on this line, I think, to speak to this. But what I have done is a very quick review of literature and some of the emerging trends in this area. And just want to pass on a number of comments that I think pertain to what it is that we are doing which may be useful in terms of kind of framing our conversation that we'll get to in just a minute.

So, in looking at the field of the learning of older adults, or senior's learning, it's actually a very rich field and one that is gaining momentum, I think, in terms of research and the literature background that's available all the time. And it seems that Canada is a leader in developing things in the field. So, it's a rich and yet surprising field that has, I think, some significant barriers to being able to be as

effective and as widespread as it could be. And I'm going to talk about a couple of those.

But just to say before that, for the purposes of this project, the link of older adult learning and prevention or intervention in cases of abuse, neglect and self-neglect is a really important one, first of all, because, of course, all abuse issues are hidden. And anything that we can do to educate and bring to awareness the dynamics of abuse and how it is that it shows itself in individual cases and shows itself in communities as well as our society overall, it's really important. So anything that illuminates that, that spreads the information or opens it up to social examination is really step in the right direction. And if you combine that with that with some of the promising approaches that we see in the field, many of which enhance preventative factors, or lower risk factors, for instance, reducing isolation or anything that gives better access to services or improves the coordination of services, when you combine that with the awareness and with really targeting what we're doing to where it should be getting, then we do have a chance, I think, to be changing social norms. And if you put this together properly, we have a real powerful force for change. And so that's really where my interest comes with this.

We know that... how people learn, particularly how older adults learn, is critical to a number of things. Access to service being one of them, making sure that we are communicating for informational purposes in a way that actually reaches our audience and is effective in terms of them being able to use the information. Making sure that we've targeted things like social marketing and awareness campaigns in a way that's useful. Making sure that the language and the information and the concepts that we use when we're intervening in cases are useful to the people we're working with, and of course, developing prevention activities that take into account learning needs and the best way to approach them.

In the field, in looking at the literature and looking at the projects around the country, it's obvious that we struggle with the notion of ageism all the time, and it's something that we all have to learn to deal with probably better, myself included. It's far too easy to make assumptions without them being based in fact or evidence and this is

a field that we're just starting to develop the evidence that we can use to support what's going on. So, being vigilant about not being ageist is really important, whether we're developing materials or developing approaches, because if we're not, we can easily contribute to the barriers that are out there, or we can have unintended consequences for our interventions, for our projects, and we can miss the mark entirely.

And that is not only in terms of developing approaches and materials, but also in creating social policy. And I know some people on the line today are folks that do that. And in looking at some of the recent writing in the social policy field, it seems that sometimes, we've had a more simplistic approach to this and thought that different transition periods in people's lives are more demarcated than they are, and that we've not maybe taken into account, sort of, the life course as being more complex and more individualized than we might have expected. So that seems to be an area that's being explored now, how adults develop, how the transitions work, and how it is that people move from one part of their lives to another.

That links in, of course, really strongly, with areas like health literacy. And I've had some awareness for some time that thinking about health literacy is important in what we do. Certainly in BC because we connect to abuse and neglect interventions often through health authorities, it's really important that what is put out through health authorities is... at the proper level for people to be able to access and that any of the information that we're giving, that people can use in a way that makes a difference to their lives. I think we've been really good at trying to put out information but does not always connect and according to a recent report from the Canada Council on Learning, of which the Adult Learning Knowledge Initiative is part, we are not doing a very good job of connecting in terms of health literacy. That health interfaces is critical to people being able to manage their own health or to get access to services, for example, in terms of dealing with abusive situations.

The information from the Canadian Council on Learning report is quite, I would say, shocking and startling in a number of ways. One is that probably 40% of the population doesn't have access to the

information that we're delivering because of literacy and other issues. The other thing is that they are now, in that report, they are bringing to light that there is a secondary health determinant that links people's mortality and their level of health literacy. And what they suggested in that report is that levels of mortality rise as understanding of health literature drops and that it is quite a critical matter in terms of the impact that has on mortality. That report is available on the Canadian Council for Learning website and you might be interested in looking at it. They've got some highlights that are easy to find. Some of the research that they cite is that things like older adults with inadequate and marginal health literacy had a 50% higher mortality rate over a five year period than those with adequate skills. So, those kinds of numbers are fairly shocking and it just really underlines that we need to be looking carefully at what we're doing in terms of delivering information and getting it to people in a way that really does matter.

In looking, again, at the sort of population of older adults that we're talking about, that we would be trying to reach with the work that we do, there's a couple of sets of concerns that arise from my reading. One of them is it seems that the country is divided into older adults who are educated and have the ability to educate themselves further and are pretty active in doing that and have the skills to deal with quite complex things. And then, another set of folks who are, what you might call, under-educated and who do not have access. And, in fact, may be stigmatized as being seen as less literate. And actually, this is an issue that Bernice Bell brought up in a conversation we had earlier, that it's one thing to know that there's a need for literacy out there in the senior and older adult population but how do you deal with that without further stigmatizing people or having people not talk to you at all about what they need because of not wanting to be labelled as illiterate or of lower literacy. So, that can prove to be a big barrier, that negative stereotype and that's something we need to work on pretty carefully.

Stats Canada says in terms of education of older adults, actually what we need to be looking at is education by need and that's individual need rather than education because of age. And that individual, social and cultural diversity is more of a factor in dealing with information that we're putting it out and people taking it in, than is age. So, that has

some interesting implications for the way that we may look at doing what we're doing.

Stats Canada also points out that there may be other kinds of learning that are available to older adults that are not available in other age groups because of developmental aspects. And that would relate to two things in particular. One would be generativity, where people become more interested in developing other generations on, and in passing on what they know. And that reflects itself in seeing a large number of older adults who are volunteering across age groups, or those who are interested in becoming part of research studies, hoping to pass on stuff to other generations through their participation. When you link that to the other developmental aspect which is integrity, and that relates to people exploring their life choices, renewing their identity and looking for continued growth in older age categories, and also to make meaning by using social connection, then you've actually quite a rich set of possibilities in terms of participation of older adults in very important ways. To get people that are interested in the next generation, who are exploring their own choices and wanting growth, and who are making meaning of what's going on around them within social connections, then that's a potent force in itself for spreading some information and spreading, I suppose, social change around the country. And actually, there is some brain psychology related stuff now, that says for older adults that not only do we continue having really good functioning as long as we keep using our cognition until quite an advanced age, but that also we have a better chance of doing analysis, developing creativity, better judgement, better conceptualization and better critical thinking. There may be a little bit of a trade-off in terms of speed of cognition but the possibility to have richer and more complex and complicated thinking is actually, it seems a gift that is part of the older adult make-up, potentially.

So, as someone who's interested in development at individual and community levels, it would seem to me that we have a rich chance here to use older adults who are interested in developing things on. As advocates, peer learning people, perhaps even think tanks or how to deal with the complexities of the abuse and neglect landscape that we find ourselves working within. And I would think that if we can develop that on, maybe deliberately, in ways that we might not have

thought about yet, that we've got quite a good force for change in how to do that.

So, those are some of the points that I just wanted to make about the learning, the snapshot, of some of the issues and trends of adult learning as I understand them at this point. Probably as a result of this project, we'll get a number of other insights, which, of course, we will share back to you, with the March 2<sup>nd</sup> teleconference and also in a report which will be posted on the BC Association of Community Response Networks website, and on the Canadian Network for the Prevention of Elder Abuse website as well, and anywhere else that people want to post it.

Okay. At this point, I'd like to move us to the questions that we're interested in talking about today. And the way I would like to do that is to refer to the interview guide. And to begin with our police colleagues on the line today and to go through the four questions in turn, and have each of you on the line to give brief descriptions of your response to those questions, I suppose.

So, starting with the question number one, which is what do you offer to seniors in the way of abuse and intervention and prevention services? So, just to learn a little bit more from each of you about exactly what it is that you do. And we can kick off with anybody who would like to be first.

Paul: Okay, Paul Nicholson of the RCMP, give it a shot here. Some of the things... one of the main things that we do have, we have a seniors advisory committee. And that meets annually. Now I will say, at this point, that we didn't actually get to do that this past year for a couple of reasons. Our Commanding Officer, well, Commanding Officer for B Division, well, was the Acting Deputy Commissioner for the Atlantic Region for some time, and time was, I guess, valuable, and we weren't able actually nail him down to have a day to meet with our seniors advisory committee. But we will be following up on it.

What we try to do with that particular committee and Rosemary Lester and Lorraine, they both are part of that committee, or have been, the last few years. And basically, we sit down, we bring them in from the Eastern area of the province for the most part, and that's a cost factor

for us. And we look for some of the major things that are going on with seniors that we would then try to pass on to the 11 districts in B Division. And who then, between them, for all the 50 detachments, throughout the province, and we try to zero in on some of the main concerns and then get the districts to, sort of, prioritize, and see where they can fit those in. And try to work with the seniors groups in their specific areas around the province.

Some other stuff that we do... we do assist, probably, some of the provincial agencies, in particular, I think [Helene Davis 37:18] has had a lot of stuff, I guess, brochures, information, pamphlets, and things like that, that we will pass on through either the districts or even right down to the detachment level for information purposes, to get it out there.

We're involved with the Elder Abuse Coalition there, the last couple of years, with the Community Response Project, which is basically to develop a response model for what we're talking about there. Rosemary Lester can certainly speak more to that. And some of the other things that do go on, financial seminars, frauds, scams, there are some, I guess, physical, psychological, type of abuse things that are done. So I guess, down to the detachment levels, or district levels per say, around the province, the amount of [it 38:13], I wouldn't be able to say, certainly more towards... I have to say, right now, it seems to more towards financial frauds and scams, along those lines. I think that would be about it for the first question.

April: Okay, thanks Paul. Who would like to go next?

Karen: Constable Karen [Hemmins 38:35] from St. John's and I think when I just made my introduction, I failed to say that I work out of the Community Services Division for the RNC. And actually, a lot of... again, what we do is kind of the same as Paul. We do work with the Elder Abuse Coalition and hand-in-hand with a lot of the provincial agencies as well. And also, our main... or one of the main things we try to do is to get out to the individual senior centres like Flat Rock, Tour Bay, all throughout our areas. And do different seminars and I guess, for lack of a better word, a grass-roots to make sure the seniors in our area can put a face with an officer and be approachable and talk to them, especially like, identity theft and then when you do

on... elder abuse itself, what it is and you know, how it can be a family-oriented thing. It's not just, again, going back to the old adage of somebody outside the family or a stranger. And make sure that they're aware of all the agencies that are out there.

April: Okay, thank you. How about Denis, in PEI?

Denis: Yes, thank you. Here in PEI we work closely with the PEI Seniors Safety Group, which actually is an independent program that works by itself, on the [inaudible 40:16] too. But we have close contact with them, and basically, we support them with services [that 40:26] programs we have, offer there. But that group is well organized and they have their own volunteers promoting a safety program throughout PEI, so that works very well for us here. At that point, all of our information that we obtain there, we pass on to this group for their knowledge, and then they can adapt it to their needs, and that's it in a nutshell there.

April: Okay, thank you. How about Julie in Halifax?

Julie: Actually, Matt will speak. He's the one doing the research so I'll let him...

Matt: [Inaudible 41:08] right away, everybody, it's Constable [McGillivray 41:10] from the Halifax Regional Police. As I mentioned before, we work with Community Relations, Crime Prevention section, so of course, it takes on two facets. First and foremost is the response model the Halifax Regional Police has in relation to elder abuse complaints. We recognize the complexity of the issues and the fact that it deals primarily, in our experience, with family members or persons known to the victim.

As a result of that, our Cadet program here, tackles and addresses that issue, even before they become full-fledged police officers. In which we have stakeholders come in and discuss the issues that surround elder abuse and give our cadets an opportunity to experience some empathy and some response models surrounding the issues at large.

We also have a dedicated victims services section that responds post-response, but the police department, in respect to patrol officers, they

deal with issues surrounding continued correspondence between the police department and the victims by forwarding to various agencies and services to support them in the post-event scenario.

We also conduct a Seniors Police Academy where we take seniors into the police department and we show them essentially how we conduct our business. That's a good opportunity for two-way communication between the stakeholder group and the police department here to see what the differing opinions are and concerns with the community. [Assist 42:43] and engagement consultation's a huge part of how we develop our response strategy. And as a result, we go to the Seniors Expo here in Halifax which is held annually and put on displays. [Of course 42:56], the members have mentioned that providing pamphlets and prevention tools.

And we also proactively look at the 50 + Expo which instead of simply dealing with seniors once they become seniors, we look at them before they become seniors so they can prevent issues before most strategies pick them up, which is... once citizens become seniors.

Also, we do offer programs and training for identity theft, fraud prevention, bank scams, that are ranging from your door-to-door canvasser looking to fleece you out of money, all the way up to the highest peck of financial crime, including Internet phishing scams, etc.

April: Okay, thank you. Larissa?

Larissa: No, no pressure, after Matt's impressive portfolio. I guess the bottom line for me here at headquarters is what I would love to get out of this is for us to establish a nation-wide network from BC all the way to the East, and obviously the North as well. Although I have a lot of initiatives on the go, that would be my one piece I'd like to take out of this project.

April: Thank you. And who else do we have from the police community? Anybody else?

Female: Just a question. Are you including the RCMP Seniors Safety program within that section?

April: Are you actually police members?

Female: No, we're civilians.

April: Okay, I was going to include you in the section around Health and Social Service responders.

Female: Thank you.

April: Okay? Okay. Thank you. All right, at this point, I'd like to move on to... well, let's see, the next question. Well, let's move to question three about how are you adapting your services to take into account the learning needs of seniors or, other learning needs of other sub-sections of the population? I'm still in the Police section with this.

Karen: Hey, it's Constable [Hemmins 45:26] from St. John's. I know one of the things that we're really taking advantage of is the Association for New Canadians, especially when you're talking about the different cultures and that for Newfoundland. I think that's been a really valuable resource for us, indeed. And adapting services, really, it is, I think, belonging to the Elder Abuse Coalition and Seniors Resource Centre has been a really valuable tool for the RNC on the whole. I mean, again, when you're trying to get out information or trying to access that area of the population, I think they've been a really valuable help in showing us how to get there and how to do the adapting of our own services.

April: Great, so it's been sort of a direct... a partnership, in terms of developing your approaches.

Karen: Yes, most definitely. And also, you know, again, one of the... when you talk about adapting, again, especially for new cadets and new police officers, right from the beginning, making them aware of the issues for elder abuse and... especially this for learning, and being able to give that to them right in the beginning, I think is going to be very valuable.

April: Thank you.

Female: Did you say something about something for new Canadians or new cadets?

Karen: No, well both actually. New Canadians in the beginning, when you're talking about for other cultures, unfortunately, for... again, my opinion for a long time for Newfoundland, you know, we really haven't had a lot of new cultures and recently, say within the past 10, 15 years, of course, new cultures have started to come in and settle in Newfoundland. So, the association has been a really great help here.

Paul: Paul Nicholson of the RCMP. I know in our one specific district, Labrador, it's geographically quite large and well spread out, and I know that we do a... I guess, perceptions awareness type training. It's a cultural aspect. It's mostly for the members now coming in there, to... and I'm not totally 100% familiar with it, because I know we're looking at doing some more courses on that this year. We didn't do them, I think the last time we did them was maybe 2006, I'm not 100% sure there. But anyway, we're looking at doing some more of that again this year. It's basically through the elders and it's an awareness on how to deal with other cultures and that... and it's specific to the Labrador area.

And as well, again, we have an Aboriginal committee up there that reports to the district and to the CO as well on different problems that are going on or whatever in the different areas and some things, you know, it's sort of a collaboration of things on how to approach them. And I think some of the more recent ones, the [Natuashish 48:49] where they've gone... managed to finally make it a dry reserve, and that's been a big success, big difference in the types of investigations that we have to do there, and so on and so forth.

April: Okay, thank you. So, again, it's collaborating with the people on the ground, sort of thing, and figuring out jointly what you're doing.

Paul: Well, yeah, it has been because it's not working when you're bringing something in and just saying, "Here it is and this is what we're doing." It's got... it seems to be working better when it's coming from the other direction and you sort of combine maybe a couple of things that you're doing and a couple of things that they need. And morph it into something else that works.

April: Right. Okay, thank you. How about other police members in terms of adapting?

Denis: Denis here, from PEI. Well, of course, in regards to the Aboriginal Residential Program, our Commercial Crime Section went into the different communities to give talks to the community about the prevention, frauds and scams, and I believe, probably, every detachment in the RCMP did that across the province and part of that [survivor 50:12] program because they were, we felt there was a need to educate the seniors at that point about ongoing issues that might arise.

Besides that is how we are adapting our services is that we are trying to, of course, go see the seniors, where they are, out where they are, and the location there, and of course, adapt our services in plain language with them, with the help of our Seniors program here. Thank you.

April: Thank you. Okay, anybody else, in terms of adapting police services?

Matt: Hi there, Matt [McGillivray 51:02] again from Halifax Regional Police. Essentially, we, like most of the other members have mentioned, we start at the grassroots level with our members, because obviously we're the ones delivering the resources. We're very proud of our bias-free policing program which has been around since 2006 and is mandated for all members to be involved in. Even within our standard operating procedures, SOP 1.2, which is one of the first standing operating procedures police officers see, deals with [donning 51:32] racial relations and diversity and we recognize that diversity goes beyond just race and also different age ranges as well. And within those individualized segments of society, there are, again, diverse issues for those populations.

Also, we partner with the Department of Justice and the Justice Learning Centre to assist us in developing some of our programs surrounding adult learning styles. Members of the department here are trained in developing programs based on those learning styles so we're better able to access seniors and adults, pre-seniors in a variety of ways that are meaningful and that tackle the different aspects of adult learning.

We recognize that in order to deliver a service it must be tailor-made to the group that it's being delivered to, and of course, we take into

consideration gender issues, cultural issues, Halifax is a very diverse community and we recognise, celebrate those differences, and include that, incorporate that into our training modules.

Female: Does that mean training for your police members?

Matt: Both for police members and for the community that we're servicing.

Larissa: Matt, it's Larissa in Ottawa. I was wondering, I don't want to monopolize you but can you flip some of that stuff my way and I'll give you a call after the conference down the... a couple days down the road?

Matt: In respect to what?

Larissa: Your bias-free program as well as your SOPs and that for your members, that sort of thing.

Matt: Sure.

Larissa: Awesome. And I think I foresee a trip to Ottawa in your future [chuckles].

Matt: Only if you're paying.

Larissa: We'll talk.

Matt: Very good.

April: Okay, is there anyone else that wants to comment on adaptations to your programs?

Female: Is this police still or other?

April: We're still on police.

Female: Okay.

April: Just wrapping that up.

Larissa: Can I ask Karen, Paul, Denis, Matt and Julia. Are you able to comment at all on some of the things going on in New Brunswick, any

comments on that at all, in terms of initiatives that the members and the [munies 53:54] are working on out there?

Denis: Denis here, sorry, I can't...

Larissa: Denis? I was wondering if you have any comments on what our colleagues in New Brunswick are working on.

Denis: No, I'm sorry, in terms of the programs...

Larissa: No problem.

Denis: ...other problems, we don't...

Larissa: No problem.

Paul: Paul Nicholson, I'm not able to comment on that either.

Larissa: Okay, no problem.

Matt: I'm going to go out on a limb here, I think, and say that I'm the only one I'm the only one who doesn't know what specifically we're referencing, in relation to what the... New Brunswick...

Larissa: Whether their [munies 54:29], what their [munies 54:30] and what the members in New Brunswick are working on in terms of initiatives, don't know if you're connected with them at all.

Matt: No, and that's one of the reasons why we're involved in this network, is we're hoping to learn from what the initiatives other members are engaged in. But we haven't heard anything.

Larissa: Okay, um hum. Is that you, Paul?

Matt: Matthew, sorry.

Larissa: Okay, no problem.

April: Thank you. Well, I think from this discussion itself, it's pretty obvious that there's some real good practices going on and some real attempts to do exactly what you would hope would be happening. So, some very good work coming to light here. And again, the issue of needing to share that and not knowing about what other places might

be doing until they tell us. So, thank you, all of our police colleagues for that.

Al: April?

April: Yes?

Al: It's Al. Can I just ask one question? I just wanted to get a bit more information about... I think, Matt, it was you that was talking about the Justice Learning Centre?

Matt: Yes.

Al: Can you just say a bit more about... you mentioned something about the understanding of different learning styles.

Matt: Yes.

Al: And I was just wondering, I mean, that sounds very specific to a part of what the teleconference is about, about seniors learning, and I don't know much about what you're describing there.

Matt: Certainly. When we were developing the bias-free policing program in partnership with Justice Learning Centre, part of the training the trainer program was actually two days designed to target adult learning styles, ways in which adults learn. This was... the purpose of this is to give the officers who will be delivering the program, the understanding of why the program was created in the fashion that it was done, and an ability to recognize the different learning styles that adults have and tailor make the presentation to those different styles, so that you don't, you know, focus on for example, a simple... a lecture style or reading style or interactive style, so that you incorporate a variety of different learning stuff, there's four and then there's five, I remember back in 2006, four different learning styles. And talk about how you address each one of those, so that you get optimum understanding from the widest range of people that you're teaching.

Al: Okay, thank you.

April: Okay. Thank you, all of you, moving now to talking with people who work with organizations who directly serve seniors, or people who are

seniors themselves and the same set of questions again. So, I know we have a number of people on the call who work either with seniors centres, resource centres, or do other related work, so could we start with Rosemary?

Rosemary: I'm going to pass over to Lorraine to start and then I'll fill in. We've a bit of a partnership here [chuckles].

April: Okay, great, thank you.

Lorraine: Well, April, I was very interested in what you said in your introduction and I really agree with it because I think that sometimes, many times, elder abuse occurs because seniors are not educated in that and they don't know what elder abuse is. And so, that's part of my role here at the centre. I told you that I was a volunteer, peer advocate, that's seniors helping seniors. And of course, one of my great interests is what I call "[fighting 58:09] elder abuse" that's my passion. And so, as an awareness program, I do presentations on elder abuse and the various types and so on. And I present that to seniors, to service providers, to whoever. Also, I'm on the information line and I get a lot of calls, so we do here at the Centre, on elder abuse. And so, I receive those calls and we respond to them by helping the senior find help and accepting them to the resources to the various resources in the community and to follow up to see if they've got the help that they needed. So, you want me to say anymore [chuckles]?

Rosemary: No, maybe I'll jump in here because until last year, I was the Executive Director here at the Seniors Re-...

**[End of Part 1]**

**[Beginning of Part 2]**

Rosemary: ...Centre, so as such, I've seen the Centre really addressing this issue and to the extent now that it is being recognized much more within government. And one of the ways in which we've done this is to form this very large committee called the Elder Abuse Committee, in Newfoundland Labrador, with representation from all areas of the province. And through this committee, we've managed to do a number of quite significant projects, including developing a strategy to prevent elder abuse which we have presented to government and that we are watching to see that it... monitoring this to see that it is

implemented. And then, we... then, has also developed a guide called "Looking Beyond the Hurt" which is a resource manual for service providers to help them recognize and support seniors in abusive situations.

In putting together that guide, which is also a reference for how to make a report or who to report to, we realized that in this province there's absolutely no consistency in response to elder abuse in the different regions. So, we've now just completed another project which Paul referenced earlier called "A Community Response Model", which we are hoping will be implemented, obviously, through government. We're not in a position to implement it, but it would mean that wherever you lived in the province you would have the same level of service and the same mechanism would be there to support you.

And lastly but not least, this is something Lorraine's been involved in. We've also done a number of projects over the years under the heading of "Just Speak Out on Elder Abuse" where we work in rural communities at the really grass-roots level, to help seniors understand this problem and to use language that they are comfortable with in their own world. So, just very briefly, that's what we're all about.

April: Thank you.

Bev: Hello, this is Bev Weeks from New Brunswick. And I serve on the National Seniors Council.

April: Great, Bev, do you want to just describe a little bit more about what the Council provides, and the services?

Bev: The Council works on issues regarding seniors and makes presentations or recommendations to the federal government. In November, 2007, we presented our report on elder abuse with recommendations. That report is available on our website. And our recommendations to the government did result in \$13 million new dollars being put into programs for prevention of elder abuse through new horizons.

Female: This [decision 03:29] oh sorry.

Bev: We do feel that we accomplished something.

April: I think so, wow.

Female: So this is... you're with Jean-Guy [Souliere's 03:36] group, right?

Bev: Yes.

Female: He's your Chair still?

Bev: Yes, he is.

Female: Great.

Larissa: It's Larissa in Ottawa. What is your name, ma'am, in Ottawa?

Bev: In Ottawa?

Larissa: I'm sorry, what is your name [chuckles]?

Bev: My name is Bev Weeks and I'm in New Brunswick.

Larissa: Okay. I have a question for you, Bev, or just a comment. So, it's important that you commented on that for me. I sit along with some of our federal partners, I don't know if Sue [Cryton's 04:06] still on the phone but... and part of my initiative here in Ottawa is to use that \$13 million and work with that \$13 million to launch initiatives. So, just to put it into perspective that I represent the RCMP at that table, along with HRSDC and other partners.

Bev: Oh, good.

Larissa: Um hum. A lot of good stuff coming out of that.

Bev: Yes, yes, there is, a lot of good projects happening.

April: Excellent. It sounds like you're a great advocate [inaudible 04:37]  
Bev.

Bev: Right. Well, I worked in home care for 24 years prior to my retirement and I've seen lots of elder abuse and I know that we've just touched the tip of the iceberg.

April: Okay, thank you. Can we hear from Jane?

Jane: I'm going to defer to Barb first because Barb was really the leader in this initiative and I came on to assist and maybe I can just fill in things that I think are relevant.

Barb: And perhaps we should have chatted first because I don't feel that I can speak in that capacity right now because I'm not working in a senior serving organization directly now. So...

Female: Can you describe what you were doing though, Barb?

Barb: Certainly. Through the...

April: We have it on tape that you're not trying to represent the Nova Scotia government right now [chuckles].

Barb: Phew, good [chuckles]. Certainly, what Jane and I worked on at the Department of Seniors was the provincial Senior Abuse Prevention Strategy. And one of the key priorities in that strategy was education and awareness and that included a bit of a public awareness campaign where we had general marketing kinds of things. We did some media campaigning as well as print materials and what not. And Jane and I spent a lot of time doing both individual education through the senior abuse line and Jane certainly did counselling and referral and information. But we also did a lot of public education attached to some of the senior safety programs, some of the... words are escaping me now, but the seniors academy that some of the RCMP detachments did, we would go and do one of the sessions on senior abuse and that kind of thing.

And certainly the community-based education sessions were helpful as supplements to print materials, for a variety of reasons. That can share information on one level but the conversations and, you know, of course when people start talking about their personal stories and people they know and what not. What else... Jane, you want to add anything in there?

Jane: Just that we did have a provincial advisory committee with representation from a variety of agencies, community groups and so on. And so, a lot of information could be disseminated through that. And we worked with an extensive network across the province of organizations, and I'm just thinking, for instance, Barbara, the ABCs of

Fraud that's presented by the Rotary Club. They did a lot to get out into the communities to put on presentations. And they really focused a lot on the financial abuse as opposed to my concern, which is a lot of family dysfunction and poor communication that leads to abuse.

Barb: And I think one of the things that we were able to do is to serve in a bit of a clearing house capacity for other agencies and organizations that did start to focus on this as a issue, so we tried to fulfill that information in some way based upon the information and knowledge that we had and we gathered from our colleagues across the province and country and what not. And tried to find ways of sharing that information and certainly, there's an awful lot that still needs to be done but it's very encouraging, the expansion of the interest in the topic and so that's... more organizations are doing that, and that, I think, speaks to the networking and networks that Jane's talking about.

Jane: Just to add to that as well, in Nova Scotia and through the Department of Seniors there has been a health literacy manual developed, and elder abuse has been addressed in that. And that... the person who, I'm really sorry that she's not participating in this conversation, Marguerite McMillan, did extensive work with seniors across the province. And she utilized the network of seniors organizations that was out there established, so that she could talk with seniors about health literacy issues. And really got them to tell their stories and so on, and build on those strengths. So, I think a very effective way of getting that kind of word out.

Bev: This is Bev Weeks. Can I interrupt for a minute and ask if you would send to me via email the publisher of that?

Jane: If you go on the website for the Department of Seniors, it's right there.

Bev: Hang on till I find a pen here.

Jane: Yeah.

Female: Bev, we're going to circulate a list of resources that comes out of all these teleconferences, and circulate it to everyone who has been on the calls.

Bev: Oh, very good. I'll wait for that then.

Female: So, is it just called Health Literacy and Seniors Report, Jane? Or do you know...

Jane: No, it's a Health Literacy manual, and I'm not in front of the computer but I did just look at it recently and something like that. It's right on the website, I think it comes up on the first page right now.

Female: Okay.

Bev: The website is...?

Jane: Oh, I can't remember. Barb?

Barb: Alison and April can include that. We'll make sure that they have the direct link to that and it will be included then on that resource listing.

Bev: I envy you people in Nova Scotia, you've done so much.

Jane: Well, and I'd like to just finish up by saying that we did initiate, Barb and I were very involved with the toll-free telephone line. Although it started slowly, because of a public awareness campaign, we certainly had a substantial increase in calls and really felt that this was something that was beginning to take hold and people could feel comfortable to call. I'm not sure what the status is with the line now.

April: Thank you. Can we move on to Ian from Charlottetown?

Ian: Well, essentially, I see myself as an observer but I am involved with the Seniors Secretariat and they have been involved with the June 15<sup>th</sup> program, and I've only been a passive follower of that but I've attended that and saw some excellent sharings. And that also involved the RCMP as well as many community caregivers and to me, it was a very eye-opening experience. But I must say that I do not have a lot of experience in the whole area myself. So, I'll stop there.

Female: And by June 15<sup>th</sup>, you mean World Elder Abuse Awareness Day initiatives? Yes?

Ian: Yes.

Female: Okay.

April: Okay, thanks Ian. How about Noreen in Labrador?

Noreen: Okay, well, I guess we are a women's organization, women's centre, so we try... we are an advocate for women, all women, seniors being part of that. What we try to do, on our Board of Directors, we do have a senior from our own area, who has a seat on our Board, who, I have no doubt, adds great value and brings forward. And what we try to do in the community is wherever possible, I try to make sure that I have a seat on those boards to make sure that a woman's voice, along with being that a senior woman or whatever, gets heard at the tables. We try to get out and visit our seniors whenever possible, and try to do awareness workshops, distribute pamphlets, information, whatever. And we're also involved with the Violence Prevention Initiative, of course, which has addressed greatly... and to a great degree this year, violence against seniors. Also, as victim services, I'm the Victim Services Assistant in the area, so we offer that piece for seniors. I'm part of the Wellness Coalition again. I sit on the Wellness Coalition which has a branch of that that is specifically for seniors and abuse against seniors. And we also in the past years, we've held many focus groups with seniors because I think they are the experts and I believe that hearing it from them, you know, is the best way to hear it. And I also took part in... it was a focus group, it was [a lady 14:03] Chair of the [inaudible 14:04] women speak. So it addressed a lot of issues, a lot of concerns that the senior women that are around in our area had. So, what we do is try to be an advocate for any of the seniors that we can... and try to offer the awareness and information piece. Took part in the Elder Abuse Awareness Day, try to do things to highlight it in our community, do lots of paper interviews, do lots of media interviews to that effect.

April: Okay, thank you Noreen.

Noreen: You're welcome.

April: And Olive?

Olive: Yes, well, I'm involved in a number of different organizations that serve seniors or work with seniors. And around the Senior Safety Program, we have the opportunity to go into the senior's home and bring information to them, so we're able to respond to the senior who

is not going out to meetings, and not going out to things that are happening in the community. And that has been really good because we might come in to bring something to them that either they or a health professional or someone said they needed, and you also get a chance to look around and to observe what's happening and find out other things that are going on.

We can bring information on abuse of older adults. We also do some work around home security and personal safety and frauds and scams. Frauds and scams seem to be... I mean, seniors are targeted for that so we are preventing a lot of abuse through frauds and scams.

I'm also involved with the Seniors Centre and through there, last year, with funding from New Horizons, we developed some skits around abuse of older adults and also on frauds and scams. And this was working with international students and seniors at the Seniors Active Living Centre.

I've been involved in research on abuse of older adults and this was looking at professional knowledge, what professionals know about abuse. The research is getting a little bit older. I have a new research project coming up where I'm going to be doing some research for the National Clearing House, looking at what information is currently available on all aspects, not just elder abuse or abuse of older adults, but all aspects of abuse. And then I will be looking to see what new material is out there. And I think this is very apropos that I be working on this.

Female: You mean the National Clearing House on Family Violence?

Olive: Yes.

Female: So, you're looking at the material they have and what's missing.

Olive: Yes, current material and then we're going to be researching new material and making recommendations to them.

Female: Great.

Olive: And also getting permission to use it. Through the Community of Legal Information Association, we have a New Horizon's project on elder abuse prevention, and I serve in the advisory capacity on that committee. And it will be looking at developing new written materials related to legal aspects and the law.

So, we have the opportunity to meet with a senior in their home. We also go out and do presentations. We are able to direct seniors to services and information. I used to serve on a previous action committee on prevention of family violence, but that has kind of gone in limbo at the moment and I'm hoping it will come back into life again. And I think that's probably it.

Noreen: Oh, excuse me, this is Noreen in [Lab West 18:46]. I just had a client come into my office so I'm going to have to depart.

April: Okay, thank you Noreen. We'll make sure that you get the report.

Noreen: Thank you. Bye.

April: Thank you. Bye bye [sound of phone hanging up 18:58]. Okay, thank you Olive.

Female: Was Olive... is that Olive from Prince Edward Island?

Olive: Yes.

Female: Okay, I just wanted to make sure what province you were talking from.

Olive: Oh, sorry about that. Also, we work very closely with the RCMP and other... these services, but primarily, RCMP across the province. And when we go into someone's home and we find that maybe it's more than we can handle, it might be bordering on a criminal case, then all we have to do is give them a call and one of their officers are right there to help us out.

April: Great, thank you Olive. Okay, is there anyone else who is in this category in terms of senior serving organizations or someone who works for a senior serving organization?

Susan M: It's Susan Maynard from Victims Services in PEI. I'm not sure what category you would put me in because I'm not the researcher and I'm not working just for a seniors organization.

April: Well, I think we'll move to those of you who kind of work in Victims Services or those kinds of services right now. So, if you want to start, Susan, with what your role is and what the services are and any best practices or...

Rosemary: April, this is Rosemary. I'm sorry to interrupt but are you going to address questions [inaudible 20:38] with us?

April: Ah, sorry. Yes, of course I am. That was next, sorry about that. Susan, I'll just get you to hold off for a minute. And let's have a look at how services are being adapted by any of you who we've just spoken with, in terms of any of the, sort of, sub-categories of the population. Rosemary, do you want to go ahead first?

Rosemary: Okay [chuckles], I guess I should now. Yeah, well, basically, we try and address this through the Centre. We have a list with the advisory committee which, actually, I also chair.

Alison: [Chuckles] I thought you were retired?

Rosemary: I know [chuckles]. Not all it was cracked up to be. But we try to make sure that any materials that go out from the Centre pass the test as far as being suitable and being written at the right level. We also run a lifelong learners program, so again, you know, when you're looking at seniors learning, we have a fair amount to draw on from that program as well. We have a multicultural group that's been meeting here at the Centre for almost 20 years, and these are multicultural seniors who have moved here and [inaudible background noise 21:55] advise, and through them, we have done a number of projects on policy and health policy for older immigrants to the province. So, we have a lot of networks we can draw on, you know, I'm sure we're not perfect but we try to learn from all these groups. And we're hoping to do some work in health literacy with the multicultural group in the future.

As far as the First Nations are concerned, this is an area we're just beginning to move into. Obviously, it's very expensive to travel to

Labrador. We were fortunately, able to do that last year through the Community Response Model project and meet with seniors in most of the communities in Labrador. And we found that it really helped to have our materials translated before we went, into the Inuit languages, in that a lot of them didn't speak English and even if they did, it was appreciated that we thought to do that. And now what we're hoping to do, is to access funding to go back. There was so much interest in the discussions, because the discussions were all around elder abuse. And amazingly, how willing people were to come out and talk about it. So now, what we're hoping to do, is find funding to go back to these communities.

And also, we're developing a network in this province of all the people we met with through this process, so that we'll be able to keep in touch with those that want to keep in touch and also, you know, to send out periodic newsletters.

Alison?: So, like an Inuit, mostly Inuit...?

Rosemary: I'm not sure if we'll be able to translate... it all comes down to funding in the end. But hopefully, we will be able to do some more work in their languages too. So, that's, sort of, where we are with it.

Alison: April?

April: Yes?

Alison: I know I've been totally out of hand here, can I ask her a couple of questions?

April: Okay.

Alison: Rosemary, it's Alison. Can you just tell me a little bit about your committee that reviews all your publications before it goes out? What do you... do you have sort of a checklist of what does the material have to be like to meet the learning needs of seniors?

Rosemary: We have what we call a peer language sub-committee. And they're the experts. I certainly don't, you know, call myself an expert in this area at all. But they have checklists and guidelines and they review...

we also review materials for other organizations who ask us to do this. So, you know, it's not just complying to the Centre's publications.

Alison: Thanks, and just the other question. Did I understand you rightly that you are trying to establish a network amongst Inuit communities, the people that you met with?

Rosemary: Yeah, all the communities, both in Labrador and on the Island. [Inaudible background noise 25:03] was there, the people who wanted to continue on with this work signed up, you know, at the time, and so we have a fairly extensive list. And we're working to try... and not to lose these people now that they've come forward and expressed interest.

Alison: Wow. That's a huge accomplishment. We're looking at doing something similar in BC but we haven't pulled it off.

Rosemary: It's not easy and it's even harder when you don't have any funding.

Alison: Yeah, and the technological issues of phone and email and everybody having different levels of access to the technology to be in touch.

Rosemary: You have to go... you have to prepare to use all kinds of communication tools just to suit the needs of the individual. So email's, you know, it's great. More and more people are contactable electronically but there's so many still who aren't.

Alison?: Fascinating.

April: Okay, thank you. Anyone else in this category of seniors serving organizations who wants to talk about adaptations or things that you've done differently to address particular issues or particular populations?

Sharon: Hi there, it's Sharon with the Seniors Safety Program in Annapolis County, Nova Scotia. I'm not sure if that... I guess we probably fit into this group now.

April: I guess, yes, I think so.

Sharon: Okay. I know I have a number of colleagues who are also participating in this conference call, so maybe what I'll do is just

explain briefly what we do. We are actually civilians who work within our RCMP detachment and work directly with seniors in our community. So, if there's a concern that an officer is following, we would then follow up with that senior, as well as taking a proactive approach to go out into the community, especially trying to reach hard to reach seniors, providing them with information, acting as a resource coordinator, helping to make sure that if they have specific issues or concerns, that we're able to find that information for them and help navigate various systems as they would need, or request the help. And in terms of responding... I guess maybe I'd be jumping ahead to another answer if I went any more insane. But we do work right out of RCMP detachments to help meet the needs and concerns of seniors in our community.

April: And do you go into the seniors home, I mean, the private residences of seniors themselves, in terms of your work then?

Sharon: Yes, actually. That's one of the main things that we do. We've taken a proactive approach in going out and really trying to increase communication between our senior community and the police. In fact, when this program was first established, the member that originally organized or worked on the program, his goal was to increase communication between the police and the senior community. Often, they were hearing from seniors who had been victimized that they hadn't reached out to the police before because they were hesitating, feeling that maybe their concern wasn't important enough to take the time of the police. Maybe misconceptions like that. The RCMP wanted to work very hard to break those barriers in the senior community, try to work very hard in opening communication. And these positions, the RCMP have opened up a dedicated resource right out of their detachments that specifically deals only with seniors issues. So, from our perspective, we would be taking calls, handling calls, that are not typically police issue only, and we would be following up and going out and meeting with seniors in the comfort of their own homes, so that they have an opportunity to voice their concerns, seek information, and have us act as resource coordinators for them.

Michelle: It's Michelle Parker, and I do a similar job to Sharon but in just the next county over, in Kings County. And I just wanted to mention to that a good part of our job is that when we go in to visit with seniors, we're not the police. So, you know, the neighbours aren't all talking. And we don't deal with just specifically senior abuse issues. We do a whole variety of things. And we also do some health programs as well. So, just because someone happens to see us at your home, it doesn't necessarily mean that everyone in the community is going to be talking that you're potentially an abused senior, which can be a deterrent for some people, to talk about it.

Female: Or even, that the person's been victimized. Like, at first when you were starting to talk, it sounded like a victims services program, except it sounds like you guys are set up to be able to, and probably most victims services programs wish they could do that, to be more informational and proactive before things happen or go wrong. Is that a fair statement?

Michelle: Yes, that is.

Alison?: Yeah, that's really neat.

April: Okay.

Larissa: Can I ask a question for Sharon? It's Larissa in Ottawa.

Sharon: Certainly.

Larissa: Hi Sharon.

Sharon: Hi.

Larissa: You guys have great apples out there. When you said you have specific on-... people dealing with specific only seniors issues, I'm not sure if I understand. Do you have any members, I'm talking regular members that are working only specific seniors issues?

Sharon: If you're asking if we have members within our detachment...

Larissa: Yes.

Sharon: ... RCMP members themselves that only deal with...?

Larissa: Yes.

Sharon: No.

Larissa: Okay.

Sharon: That's... actually, if I didn't explain well.

Larissa: No, no, that's my hearing.

Sharon: It was our positions, deal only with the seniors issues.

Larissa: Okay, I got it.

April: Thank you. Are there any of, besides Michelle and [Sharon 31:46] from the seniors safety programs that want to... any other comments?

Dawn: This is Dawn from Digby and I would just like to say that because the topic has to do with literacy, I think the fact that we're able to meet with them one on one, we're able to adapt our conversation accordingly, so that they're better able to hear. Or understand what it is that we're talking about. And I know a lot of the stuff that we do for seniors, presentations, the most victimized seniors are likely the ones who are living in rural areas, who have poor education and literacy issues, and those are the ones that we are certainly trying to reach and assist.

April: Okay, so that's one of the sort of underlying reasons for doing this program is to reach that particular set of needs then.

Dawn: That's right.

April: Okay, and that addresses the fact that a lot of your population lives in rural areas, right?

Dawn: Um hum. They sure do. And transportation is certainly an issue for them too. You know, getting out to these events or getting access to resources, hospital resources or victims services, it's an issue for a lot of them, and limited funding too.

April: Yeah, yeah. So this takes care of some of those barriers then. Okay.

Michelle: It's Michelle again. And I just wanted to point out that with our connection with the RCMP, when we do go out into the community and do presentations, we're lucky here in [Kings 33:22] just to respect, when we go to the reserve to do presentations, we have a First Nations member that works out of our New Minas office which will often go to the reserve with me. So, if there's a little bit of a cultural thing that I don't quite catch on, he's able to step up. And along when we go into a French community as well, we have a French member that comes along, because sometimes you want to converse in their native language, so we try to do that to adapt as well.

April: [Certainly 33:52] and when you're dealing with an issue that's the hardest one to talk about, whatever your culture, it really makes a difference whether there's some sort of cultural safety around that. Okay. Well, let's move now to Susan from the Victims Service Organization. Susan, the provincial manager?

Susan M: Yes, I'll just tell you a bit about our service first and several other people on the line have mentioned Victims Services. We work directly with victims of crime and in our service, we work with those victims throughout their whole involvement in the justice system, so it could be right from the time it's committed through the police investigation stage, the court process and so on. But we also work with victims of crime even if they don't choose to report to the police. So sometimes, we are getting referrals. A lot of time, they're from police, because there is an investigation going on and possibly a charge but sometimes people are coming to us directly as well.

And we are able, because of the way we're staffed, to go out to people's homes, if necessary, to provide them with information to help them to complete a victim impact statement. We have a criminal injury compensation program, so they can apply for compensation if they've suffered a personal injury or expenses arising from that. We also, in our province, have a provincial victims of family violence legislation, which can assist in providing emergency protection orders in cases of abuse that are happening within family relationships. So, specifically with seniors, even if the crime doesn't result in something that could be a criminal charge like physical or sexual abuse, or financial abuse, there could be an emergency protection order even in

cases of emotion [inaudible background noise 35:45] depriving someone of the necessities of life, those sorts of things.

We, I mean, I could go on forever so I'm a little concerned about time and how we present what's going on in our provinces because there are many things going on. We work very closely with Adult Protection and the Public Guardian. We were involved in the sessions that Denis Moran mentioned where there were information sessions provided to survivors of residential schools before their payments came out [inaudible over talking 36:17] what are to do, prevention kind of work. So, I'm just not sure how far to go with this, but because there are so many things going on.

April: Did you want to say anything about adaptations that you make in particular, for particular issues or particular populations?

Susan M: We did a couple of years ago, have a pilot project where we did outreach to senior citizens to try to get the word out about our service. A lot of times you think everybody knows that you exist and people don't really know you exist until they need the service. We did do some outreach work around developing certain kinds of information material, specifically for seniors and going out and talking to seniors one on one in senior citizens units and groups and clubs, just to try to spread the word, about our service. And then, there's been quite a bit of work in the last couple of years in PEI around the World Elder Abuse Awareness Day and trying to go out and do presentations in communities and get the messages out that way.

April: Been a bit of a vehicle as well.

Susan M: Yeah.

April: Okay.

Susan M: We also have a Victims Service Advisory Committee which provides advice to government on issues of concern to victims and we have a senior's representative on that committee as well.

April: Thank you, Susan. Alison, do you want to talk just a little bit about the BC Association?

Alison: Sure. The BC Association of Community Response Networks formed five years ago to continue supporting and maintaining and stimulating new community response networks around the province of BC. Community response networks were initially supported financially through implementation of our Adult Guardianship legislation which includes fairly significant abuse and neglect... mandated response piece of legislation. The law also makes reference to the importance of networks of support. So, community response networks are sort of obliquely referenced in our legislation in BC.

At the height of CRN activity in the province, there were about 70 communities that were all creating their own coordinated community responses that includes, depending on where they feel the focus needs to be, education and awareness raising, relationship building, protocol development, tackling attitudes that put any of us at risk related to all the “isms”, you know, ageism, racism, and sexism, all the biases that can impede any of us being safe.

And then we knew that funding was going to run out, provincial government funding, from that funding envelope anyway, was going to run out. So, my boss, who was in charge of implementation of the legislation at that time, said, “Well, you guys figure out what you need to do.” And people in our community said, “You know, this work is never done. We need to keep awareness raising and building relationships and knowing who can respond and developing protocols for how we’re going to work together.” So, that was, sort of, what precipitated the birth of the provincial non-profit, to keep CRNs going. Today, we have probably about 30 to 35 active community response networks, which I think is largely due to the loss of more reliable resources.

And increasing interest though, in Aboriginal communities. And I think that’s partly because of the model that we use to support community response networks, which is very much a community development model, according to the principles of broad inclusion of everyone in the community concerned about the issue of senior and abuse of other vulnerable people as well, because our legislation is actually about all adults. Power sharing, so consensus decision making, meaningful participation, recognizing that everyone has something to

contribute and understanding that we all have something to learn from each other and to contribute to a local coordinated response. So, very quickly, those are the principles that we use. And over time have learned, what we think communities have told us, are the ingredients of a coordinated community response. And I've listed what I think some of those things are, based on a community development approach, where people have told us that.

And so, how that serves seniors is that seniors, especially senior women, although not exclusively, are, I believe, the reason that we still have community response networks in BC, because senior women are concerned about this issue and are engaged by it and in many cases, are leading local networks locally and keeping them going, virtually through volunteer effort. Is that what you wanted me to say?

April: Yes. Thanks, Alison.

Alison: [Chuckles] Sorry, I feel a little bit weird, I'm hanging off the other end of the country from you guys, I should have... we've been on a number of these calls, and when it was a Western call, you know, I wasn't caught off guard. But all the rest of you are from the Atlantic Provinces, so...

Rosemary: So, it is lunch time in British Columbia, right?

Alison: Yes.

April: Sorry, was somebody...?

Karen: This is Karen [Hemmins 42:33] calling from St. John's. Unfortunately, I have to go, I have another appointment at 5:30, which is... twenty after five here now. And my apologies but I have to take my leave.

April: Okay, thank you, Karen for your participation.

Karen: Okay. Bye bye.

April: Bye bye. Now, we haven't heard yet from Pam. Are you still on the line, Pam?

Pam: Yes, I am.

April: Would you like to describe your role and again, any adaptations or anything that you're doing that you think we should take note of?

Pam: Well, we wouldn't be a senior serving centre, we would be more under your last category.

April: Yeah, which I think we're sort of moving into now.

Pam: Okay [chuckles].

Rosemary?: In what province are... what province?

Pam: I'm Nova Scotia.

Rosemary?: You're in Nova Scotia too, boy, you guys have got lots of things going on.

Pam: I'm with our university's Centre on Aging. And as I mentioned earlier, our mandate is research, education and community consultation. So, the work that we've been engaged in here is not directly targeting seniors. I mean, that's obviously where it all ends up. But our work is more largely in influencing curriculum that practitioners may be participating in, so for example, we just finished revisions to a provincial course on dementia care here in the province. And in that course revision process, we incorporated more information on elder abuse and the new legislations and these kinds of... pieces of information. So, that's one way in which we influence... or I guess, presumably prevent, or make aware, of the issue.

We also were the recipients of one of the... call for papers that were presented at the Roundtable on Elder Abuse last spring in Ottawa. So, we held one of those contracts and developed a research paper that looked at what was transferable from the [field to 44:34] family violence to elder abuse. And through that research, we engaged a number of community organizations here in Nova Scotia as part of focus groups, and different service providers and folks involved in elder abuse in the area, as well as family violence. And had dialogue with them, as well as did a review of the existing literature. And that work has spurred on to more work because there's currently ongoing dialogue on another RFP that's coming out from HRSDC, looking at

measuring and... measurement and definitions around elder abuse, so we're going to continue dialogue on that particular...

And then, I guess the other thing that we're currently involved in is the Legal Information Society actually holds a New Horizons [branch 45:28] under the Elder Abuse Strategy Program. And the project that they're doing is about developing education materials, information materials, around legal affairs, in the hope... the ultimate outcome or goal is to mitigate and prevent financial abuse of seniors. And our role in that particular project was to help, obviously, get it off the ground and get the proposal in as a collaborator but also as the evaluator of the project. So, that project is underway in Nova Scotia and it's just started. It's a three year project and it will develop very specific information packages around legal affairs and what people need to be aware of so that they don't become prey to potential abusers whether it's in the family or outside. And that will be... we will actually be engaging, and part of our role is not just evaluating but also sort of doing focus testing with seniors on a draft of the information kit to make sure that's what being prepared, you know, is appropriate to them in terms of how they would use information and how it's packaged and what's there. So, it's being very mindful of making sure that it speaks to the audience, that the outcome will be relevant to the audience. So, those are some of the things that we're doing.

April: Neat. So, it sounds very much as if you... well, influencing curriculum is what you said initially, but it sounds as if you're applying all the sort of best practices in doing this stuff to the kind of projects that you're working.

Pam: That's what we're certainly trying to do, yeah.

April: Yeah, great. Okay, thank you. Now, I'm aware we have about ten minutes left in our time for this call. Is there anyone that I've neglected to call on or anyone that had something in particular that they are wanting to address before the end of our time together?

Rosemary: April, it's Rosemary in St. John's again.

April: Yes, Rosemary.

Rosemary: I [realize 47:37] that there is a project, again, funded by the New Horizons funding, and being implemented by the Community Health Promotion Network Atlantic [inaudible 47:46] around developing educational materials, especially emotional and sexual abuse. I'm on the advisory committee but it's very new. I haven't been to a meeting yet but just so that it's on the record, that's another three year project.

April: Oh, great. So, there's some significant work happening in terms of longer-term projects and addressing some of the... would have been recognized as barriers in this field.

Rosemary: Yes, and that project is being, you know, a partnership throughout the four Atlantic Provinces.

April: Oh, great, okay, well, that's good to hear. Thank you, Rosemary. Anyone on the call who would like to ask a question of anybody else on the call?

Female: You making any progress [chuckles]? Do we feel we're making any progress?

Alison: That's not a good answer [chuckles]. Denis Moran, are you still on the line? Denis in PEI?

Denis: Yes, we're here, yes.

Alison: Denis, just wondering if you would be able to participate in the French teleconference which will be Wednesday February 18<sup>th</sup> with us?

Denis: Let me check my schedule.

Alison: Okay, I can follow up with you.

Denis: Yeah, for sure, yeah, I will have no problem with that.

Alison: Okay, thank you.

Olive: It's Olive from PEI. Did you say you would be sending us information on what's available around, the different programs people have talked about?

April: Well, what we will be sending initially will be the contact list if everyone agrees that that's okay. And a resource sheet in terms of reports or

resources that people have mentioned today, and in the other calls as well. In the end, there will be a report on the content of all the calls and that will be issued in short report form and also will be the content of the March 2<sup>nd</sup> teleconference.

Olive: Okay. It would be so great if we could get a continuum across the country, in similar services and similar programs.

Bev: Is there another conference call going on this afternoon?

Alison: I hope not [chuckles]. I'm sure somewhere in the country there is.

Bev: No, but I mean for the elder abuse because I got two call-in numbers?

Alison: Is that Noreen?

Female: I know there was one earlier today on the research team.

Alison: Is it Noreen that's asking that question though?

Bev: No, it's Bev Weeks. And I got two numbers, and I'm wondering if...

April: It may be for a separate project, Bev.

Bev: Is that Charmaine Spencer on the other project?

Female: That was earlier today.

Bev: Okay, I got the information on that, and then I got the information on this one.

April: Well, I think things are active in the teleconference world [chuckles].

Bev: They are.

April: Okay.

Larissa: Do we have Matthew and Julia still on the line?

Matt: Yes, go ahead.

Larissa: Matthew, it's just Larissa in Ottawa just again. I'll follow up with you on the bias-free stuff.

April: Okay, are there any other questions, or any other queries or comments that anybody would like to make at this point?

Alison: April, it's Alison. I was just about to say, "Alison, it's April" [chuckles]. Maybe we spend too much time together.

April: We all have "A" names in BC.

Alison: Anyway, I just... before you summarize, I just wanted to on behalf of the BC Association of Community Response Networks thank you all for your time and energy and dedication. Someone asked, "Are we making any progress?" and I just want to say it's not so long ago that I got involved with the Canadian network because I had no idea who all else was doing anything in Canada in this field, let alone what they might be doing. And I think we've come a long way from there and I think that there will be a critical mass where we are able to start to, not just know one another a bit more and what we're each doing, but to start to look at how do we actually build up some evidence base in this field, beyond just trying to survive as organizations, so that we can start to focus in on the things that are most promising and probably best practices in the field. So, I just want to say that from my point of view, having a bit of a national view for the last probably four years, we've come a hell of a long way. And that's because of all you folks out there in the trenches doing your piece. So, thank you.

Female: It's encouraging to hear, thanks.

April: Larissa, did you have anything to say just before we summarize and finish off the call?

Larissa: Surprisingly, yes. Just wondering if... are Paul and Karen from St. John's still on the line?

Paul: Yes, I'm here, it's Paul.

Larissa: Are you still on the line, Karen?

April: No, she had to leave.

Larissa: Okay. I'll give you a call Paul, in a couple of days.

Paul: Okay, yeah, ten four.

April: Okay, this is excellent, thank you. Well, I would just like to summarize by saying that this has been quite an exciting couple of hours for me. We've heard a lot of stuff about good practice that's already in place and is already, I think, paying off dividends. Indeed, knowing the level of collaboration that goes on amongst the sectors who are on this call itself, it's obvious that most people work in a multi-disciplinary way, that people are taking into account what it is we do know that works and actively trying to find out how to improve whatever else they're doing. Lots of initiatives going on that are looking for... answering research questions or providing a bit more of an evidence base, in what is a field that, at this point, is underdeveloped, in which I think we're all pioneers, because that's the point the field is at. It is rapidly expanding in terms of the knowledge that we have. And trying to even keep track of what's going on is one of the challenges, but to hear how it is that some jurisdictions have developed things, and I think it's a little different for each jurisdiction but understanding how they've adapted and developed things to be appropriate, according to the legislation that's in effect and according in to where the population lives and how they live, it's really interesting and exciting to understand that people are taking this seriously, applying it, and I think, probably, although that's very hard to measure, having a huge social impact in terms of changing norms in a positive way in our country.

So, on that note, I'm just going to draw this two hour teleconference to a close, and once again, thank all of you and thank the sponsors of this project, which would be the Canadian Council on Learning, the Adult Learning and Knowledge Initiative, and to thank the Canadian Network for the Prevention of Elder Abuse, the BC Association for Community Response Networks, the RCMP, and our other partners, which include the Public Health Agency of Canada, Human Resources and Skills Development Canada, and have I missed anybody, Alison?

Alison: Public Guardian and Trustee of BC. Justice Canada. That's a good list, a big list.

April: It is a big list, a good list and we thank you all for your contributions. We'll look forward to perhaps hearing from you on the March 2<sup>nd</sup> call. And we will make sure that the material that we've talked about gets

out to you very shortly. And also, there will be a post-test coming, for those of you that filled in the pre-test, thank you very much. We are evaluating each of these calls to try to prove that there has been knowledge exchanged, and we're hoping that, of course, your post-test will show absolutely how much you've learned the last two hours and we'll be able to show that to the funder, to prove that knowledge exchange is alive and well in the Atlantic Provinces, amongst other places in our country. So, thank you very much everybody.

Alison: Can I just say one more thing, April? I just wanted to thank Bev for making a point of being here today. We haven't had anyone on any of the calls yet from the National Seniors Council.

Bev: Well, I got on by mistake.

Alison: Oh well, then hey, we're happy.

Bev: And it is, I'm so pleased to hear that so many people are using the New Horizons money. Wonderful, that's what we're working for, and anyone out there who's doing a project, I would really like to have your information so I can take it back to the Council table and say, you know, here we are, we did accomplish something.

Alison: You bet. So, if you could convey to your group, the National Seniors Council, that you were here and thank you guys for your advocacy in the field. I think you have had a big impact.

Bev: Well, I will be sharing the minutes and the information that come to me. I will be sharing with the Chair and when we have our face-to-face in March, I'll be giving a report to the Council.

Alison: Great, thanks a lot, Bev.

April: Thank you very much.

Bev: Thank you.

April?: Thank you everybody.

Alison: Bye everybody.

[group says goodbyes phones hang up 58:01]

Larissa: Alison, are you staying on for a sec?

Alison: Just a quick sec, yeah.

Larissa: Let's just debrief tomorrow, the three of us. But I'm tied up in the morning so can we do 11:00 your time, 2:00 my time?

April: I think so, let me just check my calendar here.

Alison: I'm actually not very available tomorrow during...

Larissa: Well, don't worry about it, do you want to do Wednesday?

Alison: Maybe we should just... do you guys have something quick that you want to do now, because I don't know... I'm pretty booked up for the rest of the week.

Larissa: Okay; no, no worries, I just think it went really well.

Alison: Yeah?

Larissa: Yeah...

Alison: You don't have any concerns or anything?

Larissa: No, that was the best one yet.

Alison: There was a lot of people, hey? Way to go.

Larissa: Was that really 22?

Alison: Yeah.

Larissa: That's excellent.

April: That explains why I'm feeling tired [chuckles].

Alison: Yeah, that was harder with more people, eh, April?

April: Yeah, but it is excellent.

Alison: And having the National Seniors Council on here is a very important thing. Not to mention everyone, but you know, they are a voluntary seniors advocacy group.

Larissa: Out of New Brunswick?

Alison: They're national. So, Bev happened to be from New Brunswick, but they are a national advisor to government.

Larissa: Okay, cool.

Alison: Yeah.

April: Okay.

Larissa: Okay, well, let's touch base Monday next week then.

April" Okay.

Larissa: We'll track each other down.

Alison: Monday at...?

Larissa: Whatever.

Alison: Eight my time, your time, eleven? Okay, I'll send a note then, we can make sure we can all do that.

Larissa: Okay.

April: Okay, excellent.

Larissa: Okay, ladies, thank you.

Alison: Thanks for the picture [chuckles].

[group over talking saying goodbyes, phones hang up 59:34]

**[End of Audio Part 2]**