



The Ontario Network
for the Prevention of Elder Abuse

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Raising Awareness of Elder Abuse in Hispanic Communities

A Guide For Service Providers

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RAISING AWARENESS OF ELDER ABUSE IN ETHNIC COMMUNITIES: HISPANIC COMMUNITY PROJÉT

PROJECT SUMMARY

Over the last 10 months, The Ontario Network for the Prevention of Elder Abuse carried out a pilot project to raise awareness of elder abuse in the Hispanic community. Throughout this project, the process was evaluated so that guidelines could be developed to assist other emerging ethno-cultural communities in developing their own culturally sensitive materials to raise awareness and prevent elder abuse.

To our knowledge, this project is unique in Canada in that it is the first one to address elder abuse in the Hispanic community while working with different social service provider agencies in Toronto, Mississauga, London and Ottawa.

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- COSTI
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KEY TEMS

Older Adult

Any person over the age of 60.

Service Provider

Any person providing services to seniors and the community in general within the health and social service sector.

Elder Abuse: Elder Abuse refers to any single or repeated acts, or lack of appropriate action, which causes harm or distress to an elder person (World Health Organization, 2002). The perpetrator is usually someone in a position of trust or authority and could be a family member, neighbor, landlord, or a caregiver.

When the senior is living in the community, the term “caregiver” refers to persons, in a relationship of trust, who provide care to the senior. In many cases, this is the spouse or adult child of the senior. It also includes professional caregivers and other workers that provide services in the senior’s home. When the older person is living or receiving care in an institution, caregiver refers only to the professional and support staff (Council on Aging of Ottawa, n.d.).

Physical Abuse

This is defined as any physical pain or injury that is willfully inflicted upon a person or unreasonable confinement or punishment, that results in physical harm.

Physical abuse includes: hitting, slapping, pinching, pushing, burning, pulling hair, shaking, physical restraint, physical coercion, forced feeding or withholding physical necessities.

Sexual Abuse

Sexual abuse is understood as contact resulting from threats or force or the inability of a person to give consent. It includes, but is not limited to: assault; rape; sexual harassment; intercourse without consent; fondling a confused senior; intimately touching a senior during bathing; exposing oneself to others; inappropriate sexual comments; or any sexual activity that occurs when one or both parties cannot, or do not, consent.

Financial Abuse

It refers to the theft or misuse of money or property, i.e. household goods, clothing or jewelry. It can also include withholding funds and/or fraud.

Psychological (Emotional) Abuse

The willful infliction of mental anguish or the provocation of fear of violence or isolation is known as psychological or emotional abuse. This kind of abuse diminishes the identity, dignity and self-worth of the senior.

Forms of psychological abuse include a number of behaviors, for example: name-calling; yelling; ignoring the person; scolding or shouting; insults; threats; provoking fear, intimidation or humiliation; infantilization; emotional deprivation; isolation; and removal of decision-making power.

Infantilization

Exposing older persons to child oriented interactions, activities and speech patterns. For example, infantilization can take the form of confinement, baby talk, reprimands, and most commonly, loss of privacy, autonomy, choice, and adult status.

Infantilization reduces older adults to the status of children, who lack moral, intellectual, or physical maturity. According to this image, they are typically depicted as fragile, naïve, irresponsible, impulsive, fun loving, and immature. Thus they are seen as dependent on the younger person for guidance to make decisions and even conduct their own life.

Infantilization is the type of abuse that occurs more frequently in the Hispanic community, especially when the older adult immigrated to Canada at an advanced age.

Neglect

Neglect can be intentional (active) or unintentional (passive) and occurs when a person who has care or custody of a dependent senior fails to meet his/her needs.

Forms of neglect include: withholding or inadequate provision of physical requirements, such as food, housing, medicine, clothing or physical aids; inadequate hygiene; inadequate supervision/safety precautions; withholding medical services, including medications; overmedicating; allowing a senior to live in unsanitary or poorly heated conditions; denying access to necessary services (e.g. homemaking, nursing, social work, etc.) or denial of a senior's basic rights.

Latin American

Individuals whose ethnic origin is linked to any of the countries south of the United States and the Caribbean and whose first language is derived from Latin, such as Spanish, Portuguese, and French (Schugurensky & Ginieniewicz, 2007).

* Definition includes people from Brazil and excludes people from Spain.

Hispanic

Individuals whose ethnic origin is linked to a Spanish-speaking country; Spanish is their first language; and they were born (or their parents') in a Spanish speaking country (Schugurensky & Ginieniewicz, 2007).

* Definition includes people from Spain, excludes people from Brazil

NOTE: While the categories "Hispanic community" and "Latin American community" are not conceptually equivalent, they overlap considerably in demographic terms. For this manual, we will only use the term "Hispanic".

PURPOSE OF MANUAL

The purpose of this manual is to serve as an educational resource to assist service providers who work with emerging ethno cultural communities in creating strategies to raise awareness of elder abuse in a culturally and language appropriate manner.

The manual was designed specifically for front-line service providers who work with seniors from diverse backgrounds. Although the project was based in Ontario the content is applicable to service providers across Canada.

USING THE MANUAL

The manual consists of two parts. Part one was developed to examine Hispanic culture in terms of elder abuse. It provides an overview of the culture, its values, family dynamics and common risks of elder abuse faced by the community.

Part two is a "how to" guide outlining the steps and activities in developing a strategy to raise awareness and help prevent elder abuse in an emerging ethno-cultural community.

PART I

UNDERSTANDING THE HISPANIC COMMUNITY AND VALUES IN TERMS OF ELDER ABUSE

Due to the limited literature on elder abuse in the Hispanic community living in Canada, this section was developed to examine Hispanic culture in terms of elder abuse. It provides an overview of the culture, its values, and common risks of elder abuse faced by the community.

A significant factor to take into account is that the level of acculturation may be more important when working with the community in the area of elder abuse rather than the fact of being Hispanic. Factors such as place of birth, age at immigration, length of residence in Canada, proficiency in English, familiarity with Canadian laws, income level, educational level, and living arrangements appear to be more influential than ethnicity. Overemphasizing cultural differences without regard to other factors may be more detrimental than helpful if non-cultural issues related to elder abuse are ignored when addressing elder abuse among ethnic minorities (Walsh, n.d.).

1. Portrait of the Hispanic Community in Canada

Canada is a nation of immigrants as it continues to be one of the most desired destination countries for immigration. Almost all Canadians of Hispanic origin live in Ontario, Quebec, British Columbia or Alberta. In 2001, almost half (47%) of all Canadians who reported Latin American origin lived in Ontario, while 27% lived in Quebec, 13% resided in British Columbia and 9% made Alberta their home (Statistics Canada, 2001). These new Canadians are immigrants from Central and South America who frequently, upon settling in Canada fall into a low-income category either as individuals or families.

In 2006 the total number of visible minorities living in Ontario was 2,745,205 including 147,135 who identified themselves as Hispanic (Statistics Canada, 2006). This represents approximately 1.2% of the total population of the province, placing Hispanics within the top five visible minority groups in Ontario. Furthermore, the 2006 census estimated that 160,275 people in Ontario spoke Spanish as their mother tongue. This number continues to increase. For example, in 2007 several community associations affirmed that there were approximately 700,000 Latin Americans residing in Canada and some observers estimated the number would soon reach one million (Schugurensky & Ginieniewicz, 2007).

According to the 2001 Census of Canada, 16.3 % of this population was, at the time, between the ages of 45 and 64. In addition, seniors 65 and over represented 2.8% of the Latin American population in Canada and the majority were women at about 3.4% versus 2.2% for men (Statistics Canada, 2001). This is an important factor to take into

account when working with Hispanic Seniors as women's needs and the barriers they experience are different from those of men.

Undoubtedly, the number of Hispanic seniors has increased since 2001 and it is expected to continue rising as the general Hispanic population ages and young adults sponsor their parents to live in Canada. Consequently, the demand for services for Hispanic seniors will increase and will require more culturally appropriate services and resources to meet their needs. Community and social service providers must have a better understanding of cultural and ethno-specific factors that affect the way the Hispanic community views the aging process and perceives the issue of elder abuse.

a. Interesting facts about Hispanics

According to Statistics Canada, Census 2001

- Slightly more likely to have university degrees
 - 17% vs. 15% in the overall adult population
- More likely to have a post-graduate degree
 - 6.3% had either a Master's Degree or a Doctorate vs. 4.8% of all Canadian adults.
- More likely to have low incomes
 - 28% were below LICO* Vs. 16% of all Canadians
- More likely to be unemployed
 - 10% vs. 7.4% of those in the overall labour force.

** Low income cut-offs (LICOs) are intended to convey the income level at which a family may be in straitened circumstances because it has to spend a greater portion of its income on the basics (food, clothing and shelter) than does the average family of similar size.*

These statistics reveal that although Hispanics are more likely to have university degrees and post-graduate diplomas compared to the Canadian-born population, they are more likely to have low incomes and be unemployed. This is true not only for Hispanics but also for many other immigrant groups. Canadian immigration policies favour the admission of professionally trained immigrants, as this will benefit the economy of the country. Upon their arrival, however, internationally educated professionals often have difficulty finding employment in their chosen careers.

Many people believe that high unemployment rates for immigrant groups including Hispanics are only due to a language barrier. While this might be true for part of this population, almost all people of Hispanic origin living in Canada can carry on a conversation in at least one official language. In fact, according to Statistics Canada (2001), in 2001, 94% of all those who reported they had Hispanic origins said they could speak either English, French or both, while only 6% reported they could not speak either official language.

A study carried out by the Labour Market Analysis Division of Statistics Canada found that “new immigrants tend to be unfamiliar with the structure of local and national labour markets; they may not have social networks that could support their job search; they often lack language fluency; and they do not possess Canadian work experience. Professionals often encounter a further obstacle to finding appropriate work in their field of expertise: If they wish to be employed in regulated occupations – such as certain trades, law, engineering, and health – they must be certified and/or licensed through professional associations, which generally operate under government statutes” (Boyd & Schellenberg, 2008). These findings reflect the reasons why Hispanics tend to be unemployed and have low income although they have high postsecondary education rates.

b. Hispanic Seniors

According to Statistics Canada, Census 2001

Hispanic seniors, especially more recent immigrants, have different characteristics and experiences compared Canadian born seniors. They for example:

- Had different labour market experiences when they were younger;
- Needed to learn a new language as adults;
- Tended to live more in urban areas all their lives; and
- Had less time to save for retirement and fewer are likely to be eligible for Canadian public pension plans.

The following highlights basic social and economic characteristics of Hispanic seniors in Canada according to the 2001 Census:

- Less likely to live alone than their counterparts in the overall population.
 - 20% vs. 29% of all Canadians aged 65 and over, lived alone.
- Relatively low incomes
 - \$19,000, more than \$5,000 less than the figure for all other seniors in Canada.
- Female Hispanic seniors have lower incomes than their male counterparts.
 - Less than \$16,000 vs. \$25,000 for Hispanic male seniors.
- Hispanic seniors tend to work longer than the general population



2. Hispanic/Latin American Identity

When working with this community, it is important to note the primary reason why Spanish speaking people are currently seen, and often see themselves, as members of a single ethnic group. The Latin American or Hispanic identity did not arise out of a common perception of shared cultural norms and traditions passed from generation to generation. It arose from the need of the U.S. government, to develop statistical methodology for collecting data on Hispanics/Latinos (Castex, 2003).

People born in Spanish speaking countries are classified as “Hispanics or Latinos” all over the world, including Canada. The US developed that term in the 70’s but this was quickly adapted by other countries. People from Spanish speaking countries do not call themselves Hispanics or Latinos in their home country but rather refer to themselves as Chilean, Colombian, Salvadorian, Peruvian, Mexican, etc. However, once they leave their country of origin, people start classifying them as Hispanics/Latinos because statistically it is easier to manage these groups as one.

This might be one of the main reasons why the “Hispanic community” is not as cohesive, organized and supportive with each other. Their countries are very different and many times there are political and economic disputes among them and this does not create a unified community (Schugurensky & Ginieniewicz, 2007). It is safe to say that they become a community due to the fact that they all speak Spanish.

3. Diversity within the same culture

According to the 2001 Canadian census, the majority of Latin American immigrants have come from El Salvador, Mexico and Chile, followed by immigrants from Peru, Colombia, Guatemala, Argentina and Ecuador (Statistics Canada, 2001). The Spanish language is what creates the worldwide Hispanic community. For this reason, it is important to understand that Hispanics are an ethnic group, not a race.

Hispanics are a diverse community that is still taking shape economically, socially, and politically. While diversity can have a positive aspect, in the case of the Hispanic community diversity is often accompanied by alienation, mistrust and fragmentation. It is common to find communities of Hispanics living in Canada that are fragmented into groups and sub-groups that rarely interact with each other. Hispanics divide themselves often depending on their nationality or ethnic group, which is comprised of 21 nationalities and more than 45 ethnic groups (Schugurensky & Ginieniewicz, 2007).

Until now, the Hispanic community has not been sufficiently united to make a definitive move forward in Canada. Regional conflicts, imported from their countries of origin, and internal disputes over responsibilities, power or even personal quarrels have blocked opportunities to foster sustained community growth and deprived Hispanics of a more active and representative presence in society. (Schugurensky & Ginieniewicz, 2007).

4. Understanding Hispanic Culture

Hispanics have their roots in countries such as Mexico, Cuba, Spain, Puerto Rico and countries of Central and South America where Spanish is the main or only language spoken. However, using an umbrella term such as Hispanic or Latin American to identify people whose first language is Spanish can be misleading. It suggests that this is one homogeneous ethnic group when in reality; the Hispanic community comprises a socially diverse population. While a common language brings them together, their various national identities and immigrant generation diversify Hispanics. As a result, service providers working within this community should not assume that there is only one culture common to all members of the Hispanic community.

It is also important to keep in mind that the reasons Hispanics immigrated to Canada and how they came to Canada makes each community very different. The experiences of refugee claimants that came to Canada 10 years ago are very different from those of Hispanics who were sponsored or from those who came as skilled workers 3 years ago. Understanding the diversity that exists in the Hispanic community is critical when working within this community.

After acknowledging the diversity that exists within this culture, it is then possible to explore some generalizations that can be made about the traditional core culture. The literature on Hispanic culture reveals similarities among subgroups of Hispanic elders. This information mostly applies to older Hispanic generations and to groups that have not been permanently exposed to the main culture. This traditional culture can be understood in terms of the following factors:

a. Family

Family is the most important and powerful institution for many Hispanics. It is a source of self-esteem, self-identification, strength and pride. Traditional families tend to be large and multigenerational and this living situation can provide financial and emotional support for the Hispanic elder. In turn, living with family gives the elder social contact and an opportunity to serve certain functions important in the Hispanic family system-such as passing down the family history and serving as a role model for younger family members.

A dominant value in traditional Hispanic families is that the need of the family unit is greater than the need of the individual. It is expected that the individual will sacrifice himself/herself for the sake of the family. Another important value for Hispanics is pride in family (*orgullo*). This leads to practices of privacy and non-acceptance of help from outsiders. Family pride together with loyalty, sacrifice, interdependency and privacy are values and mores that have protected Hispanic families. This level of loyalty and privacy might prevent a victim of abuse from seeking help and confronting an abusive family member. Equally these practices might also encourage a family to seek help (treatment) for the victim and/or the perpetrator if they feel they can trust the service provider.

b. Family Dynamics

Traditionally, a hierarchy of authority has existed related to age and gender with elders and males having the dominant authority. However many factors, including immigration to Canada, have affected this order. Currently, men and women share more power while elders are losing the power and respect they once held in the family and community. *Please note that the following information is just a generalization of the traditional Hispanic family and thus will not apply to every single family unit.*

The father/man's role:

The Hispanic family is usually based in a patriarchal system (male dominance) where men are the prime protectors and mediators against the external hostile world. Hispanics refer to their men as being “Machos”. The term is used flatteringly by the community to idealize masculinity. It symbolizes physical strength, virtue, and sexual attractiveness. More importantly, the term implies dignity, respect for others, love of family, and affection for children. Therefore, the male head of the family holds a special position of respect.

The extreme form of patriarchal authority is known as “machismo”. This is the belief in the superiority of males over females and the need to be aggressive. Machismo can result in heavy drinking and the pursuit of high-risk activities, which might lead to domestic violence and sexual transmitted diseases.

The mother/wife's role:

The female companion usually complements the male. The ideal role of the female is that of a strong woman who respects, loves and worships her husband. She places the needs of children, husband and family before her own. The woman is seen as the ultimate source of nurturance and moral authority in the family. These connotations are only cultural ideals, and not rational expectations to be lived in daily life. They tend to reinforce the oppression of women and to perpetuate inequalities of social roles between men and women.

There was a time when the male overruled the female in situations such as her decision to work outside the home. However, especially after immigration, more and more families are realizing that having the female head of the family stay home, causes economic hardship. Therefore more Hispanic females are entering the work force and this is helping to shift the balance of power for many families.

Elder's role

Older Adults once enjoyed the utmost respect, as they were considered wise and experienced in negotiating with the outside world. They used their wisdom to guide the family, and passed history and culture on to the younger generations. In the past, the extended family lived within a relatively small geographic area making it possible to have frequent face-to-face interaction. There were extensive opportunities for families to get together for social activities, religious ceremonies, and to provide assistance with child and elder care. However, after immigration, many of these roles



are being challenged. Families now live scattered across the same country or the world making it difficult for seniors to fulfill their traditional role.

c. Religion

A high number of Hispanics are Catholic and even if they are not, it is common that somewhere in their family history, they or their parents are likely to have been Catholic (Montoya, 1998).

For many Hispanic, especially elders, it is of utmost importance to be able to participate in ritual activities of the church (if they wish to) as they provide the opportunity for social interaction. Furthermore, faith in God's protection is a source of strength for them in coping with everyday issues (Montoya, 1998). However, it is important to note that trust in the protection of God might lead some Hispanic seniors to endure mistreatment at the hands of their families.

Best Practice: It is important to use cultural generalizations to provide a foundation to your practice. It is equally important not to stereotype or oppress people based on these collective characteristics and behaviors gleaned from research. All patterns have exceptions (Alford, Mudrick & Alestalo, 2008).

5. Hispanic Cultural Values: Protection or risk?

There are cultural factors that influence the way Hispanics see and respond to elder abuse and these might provide the foundation for developing new and more appropriate strategies for prevention and treatment. However, it is important to note that these factors *do not* influence every single Hispanic. Therefore, individual differences must be kept in mind. In addition, particular attention should be given to the ways in which these values act either as protective or risk factors in terms of elder abuse.

a. Familialism

The family is considered one of the most important social institutions for Hispanics. The family's values and needs take precedent over the individual's needs. As a result, many Hispanic seniors believe it is their duty to share their financial resources even if it means sacrificing their ability to pay for food, medication, and other necessities.

It is important to note that most Hispanics consider it their duty to care for elder family members at home, rather than asking for outside assistance. Therefore, caregivers who are feeling overwhelmed by these responsibilities might tolerate a certain level of elder neglect rather than seeking external support.

Other Factors to when working with Hispanic seniors:

- Hispanics rely on the family more than any other institution as a source of emotional, structural, and material support.
- There is a strong loyalty to family which is consistent with their refusal to report abuse to avoid getting the family in trouble
- There is a strong belief that one should sacrifice everything for the family
- Involving someone from outside the family might be seen as a betrayal of the family. Most Hispanics will try to resolve their problems/concerns within their own family.

b. Macho - Machismo

This concept describes the ideal of what a man should be within the Spanish speaking community. According to Malley-Morrison and Hines (2004), this term has positive and negative implications:

- Positive Traits:
 - Portrays the man as head of the household who is gentle, a good provider, respectful, loving, and well respected in the community.
 - Conveys a nurturing, caring and protective role necessary as head of the family.
 - Associated with notions of honour, pride, courage, responsibility and obligation to the family.
- Negative Traits (when taken to the extreme):
 - Portraits a violent and arbitrarily dominant man
 - Believes being male provides them with certain rights and privileges and it is the wives' duty is to fulfill their wishes.

It is important to note that Hispanic men who are abusers might not seek external help to end their abusive behaviour. Use of services could be seen by them as an admission of weakness.

c. Marianism

According to Malley-Morrison & Hines (2004), this concept describes the romanticized ideal of what a woman should strive for within the Spanish speaking community:

- Hispanic women should imitate the Virgin Mary's spiritual strength, moral integrity, and self sacrifice for their families.
- Portrays women as spiritually superior to men and therefore, capable of enduring any kind of suffering inflicted by men.

- Motherhood is the ultimate status of women and earns them respect within the family.

d. Catholicism and Cultural Fatalism

Catholicism is the primary religion in Spanish speaking countries and their beliefs can serve as a great comfort in times of need and can be a source of spiritual and emotional support (Malley-Morrison & Hines, 2004). Many churches offer programs to help seniors and family members in situations of abuse. It has been shown that a higher number of Hispanics seek assistance from their priest rather than social service agencies and organizations. However, some Catholic beliefs can be misinterpreted when taken to the extreme and then become a barrier for abused seniors needing help:

- Catholicism preaches that the maintenance of the family unit should be primary to any other need.
- According to Malley-Morrison & Hines (2004) Some Hispanic Catholics believe in cultural fatalism:
 - The idea that some things are just meant to happen regardless of any human intervention and the suffering people must endure is part of their destiny– that it is God’s will.
 - It is believed that cultural fatalism grew out of the history of domination and political control Hispanic people faced in their country of origin. It became their way of dealing with a situation that they could not control.
- Belief that earthly suffering will be compensated for by spiritual reward
- Suffering is seen as God’s way of testing them

6. Elder Abuse Risks for Hispanics

a. Vergüenza: Worry and shame

Vergüenza is a powerful term, which is useful when trying to understand elder abuse in the Hispanic Community. The concept extends beyond the North American definition of shame as it is linked to “worry” in terms of taking on shame. When working with potential abuse victims, keep in mind the following factors as you try to help the older adult disclose the abuse:

- Admitting that family – especially the senior’s children, have abused an elder violates family norms and brings “vergüenza” (worry and shame) to the family.
- For some seniors, admitting abuse brings shame to the family and in their eyes must be avoided at all costs.

- Many Hispanic seniors report that issues related to abuse must first be dealt within the family and only on rare occasions (life in danger) should outside agencies be involved

b. Reluctance to ask for help

Many Hispanics do not see the legal system and social service agencies as a source of support, safety or security. They are often hesitant to seek help especially from those outside their family circle because:

- In the countries of origin agency supports outside the family are:
 - Nonexistent
 - Underdeveloped
 - Corrupt
 - Sources of danger and oppression- police & the military
- Embarrassment about discussing personal affairs with strangers
- They feel that their families will be judged by their inability to cope with adversity

This reluctance to ask/accept help might lead some service providers to assume that Hispanics are non-cooperative, do not need or do not want assistance, and do not want to better themselves. It is important to understand and correctly assess why the individual does not seek/accept help. Otherwise, Hispanic seniors will avoid service providers and rely exclusively on their family members for solutions.

c. Excessive dependency on children

The relationship between two or more persons is often considered positive if all persons involved benefit equally from the relationship. However, an imbalance, such as dependency, in the relationship might be associated with abuse. There are two ways this assumption can be related to elder abuse: one, the victim is dependent on the perpetrator and second, the perpetrator is dependent on the victim.

When working with the Hispanic community in Canada, however, the most common form of dependency is that of the older adult being dependent on the abuser. In most situations, the older adult has fewer resources than younger family members and the language barrier is almost always present. This situation puts the Hispanic elder at higher risk of being abused.

The older adult is often dependent for:

- Transportation
- Interpretation
- Financial support
- Emotional and social support



d. Family facing extreme challenges adapting to the new country

Hispanics are a new group of migrants in the history of Canadian immigration. According to Statistics Canada (2001), the majority of Hispanic immigrants came to Canada in the last 20 years.

Like many new immigrants, Hispanics tend to be socially, economically, and politically marginalized when compared to traditional immigrants and Canadians in general. Official reports have shown that this group has been in a disadvantaged position in terms of access to housing, employment and education (Veronis, 2006).

Furthermore, Hispanic migrants have experienced barriers to integration such as inequities in accessing services, racist attitudes and discriminatory practices in the job market. In terms of formal political participation and representation, Latin Americans like many other visible minorities have been invisible (Veronis, 2006).

The above barriers together with the responsibilities of elder care, can increase the stress, anxiety and frustration family members are experiencing. As the elder's condition deteriorates and the demands of caregiving increase this can lead to caregiver burnout and a lashing out against the elders in their care.

7. Barriers to Accessing Community Services

- Language and culture barriers
 - Difficulty accessing services
 - Limited social support networks
- Inability/unwillingness to travel beyond familiar neighbourhoods to access services
- Lack of knowledge about services available to the community
- Strong preference for ethnic providers/helpers instead of main culture's arrangements
 - Lack of resources within the Hispanic community
- Very limited number of bilingual & bicultural counsellors (besides settlement workers)

8. Working with Hispanic Seniors

Although considerations such as level of acculturation (as described in the introduction) should be given special attention, the clients' cultural background is also an important aspect in the development of an action plan for abused Hispanic seniors. It is important to keep in mind that the information provided in this manual are

suggestions and **recommendations** and not intended to be comprehensive or exhaustive. Additionally, the recommendations provided are by no means a substitute for professionally established standards of working with victims of elder abuse.

When working with Hispanic seniors, the following tips can be useful:

- Acknowledge the importance of family cohesiveness
 - It will help in establishing rapport with the senior
- Make an effort to speak to them in Spanish
 - Hola, Adios, Buenos días!
- Make an effort to connect with the senior. He/she will recognize your effort and it will convey the message that you have their best interests at heart
- Respect the family roles among the family members
- Understand why the senior is grieving and help the senior grieve
 - They suffer because of the mistreatment, but they are also grieving because to admit abuse, neglect, or exploitation by a loved one is to acknowledge that the family has broken down

9. Increasing Effectiveness

a. Cultural awareness

Cultural awareness especially in an elder abuse context is more than realizing another culture might be different from your own; it is about learning to appreciate that other culture. It is important for service providers to take the opportunity to learn about the Hispanic senior's country of origin prior to the first appointment.

As mentioned previously, Hispanics come from nearly 21 different countries. Although they share some common characteristics, such as language and a high regard for family and religion, overall Hispanics are very diverse. A good starting point to learning about your Hispanic client would be to find out about their country of origin, for example the region of the world where their country is located, highlights of tourism or main imports/exports, and current news. This will help develop rapport, build trust and demonstrate a genuine interest and respect for the senior.

b. Personalism

Traditional Hispanic culture defines the individual's self-worth in terms of inner qualities that give self-respect and earn the respect of others, as opposed to the larger North American society that gives status based on occupation and wealth. Hispanics believe that every individual has personal dignity. Therefore they are quite sensitive about showing respect to others and expecting respect back for themselves (Alford, Mudrick & Alestalo, 2008).

In addition, Hispanics place a higher emphasis on building a personal relationship with you prior to developing a professional one. Therefore, when working with Hispanic seniors, developing trust and personal relationships will be critical.

The following tips may be useful:

- Get time to know your client as an individual before addressing important personal matters
- Ask them about their background, families, experiences in Canada, etc
- Don't assume that you know "everything" about the Hispanic culture – Hispanics are a diverse group

c. Confianza = Dignity, Respect & Trust

Confianza implies a trust based on personal relationships and rapport. Without it service providers are unlikely to experience any significant success when working with Hispanic seniors.

Things to keep in mind:

- A person "knowing them" or "being one of them" far outweighs that person's credentials.
- Time spent establishing a good relationship with a Hispanic senior may encourage the person to work with the professional.
- Hispanics have a tendency to trust individuals far more than institutions.

10. One way of doing things does not work for everyone

This is true for all peoples, not just Hispanics. A good service provider tailors their services to the individual based on need and preference. Research findings based on nationally representative populations are important, but should never be seen as "one glove fits all". People are individuals and recommended practices should serve as a guide not as a prescribed "How To" list (Alford, Mudrick & Alestalo, 2008).

11. Final Thoughts

Service providers who are unaware of their own personal stereotypes about ethnic minorities are at a high risk of negatively influencing their interactions with these populations. All service providers need to engage in an honest examination of their beliefs and feelings surrounding Hispanics, immigration, undocumented immigrants, refugee claimants, and the government programs supporting immigrants. If you feel biased towards immigrants then perhaps you need to reconsider your involvement with these clients.

PART II

RAISING AWARENESS OF ELDER ABUSE AND PREVENTION IN AN EMERGING ETHNIC COMMUNITY: THE PROCESS

This section of the manual describes the development of this project from start to finish. This information is provided as a guide to assist other community agencies in creating their own campaign to raise awareness of elder abuse in the ethno-cultural community of their choice.

1. Hire a Project Coordinator

The role of the Project Coordinator is key to the evolution and success of the project as this person plays a major leadership role. The first step for the project coordinator is to conduct a community consultation in order to identify the following:

- Meaningful approaches and successful practices to promote elder abuse awareness in emerging ethno-cultural communities by examining current practices in other organizations throughout the province.
- Relevant issues of elder abuse for the particular cultural community.
- Most effective communication strategies used in that community.

The project coordinator will also be involved in developing and/or adapting resources to prevent and raise awareness of elder abuse in the selected ethnic community, and will assist in the final evaluation of the project.

Careful consideration should be given to the selection of the project coordinator and the successful candidate should possess the following skills:

- Must be fluent in the language spoken by the selected ethno-community as well as English (writing, reading, listening and speaking).
- Post-secondary education in social work, human services, gerontology or psychology
- Proven experience in assisting and working with multicultural seniors
- Extensive knowledge and understanding of the ethno-cultural competencies of the selected community such as: family dynamics, intergenerational issues, and the role of elders in decision-making.
- Knowledge and understanding of elder abuse and seniors issues
- Excellent written and oral communication skills in both languages



2. Write a Work Plan

The work plan should be a guiding document for the activities of the project with clearly stated timelines. The Project Coordinator (henceforth referred to as PC) should develop the work plan within a few days of starting. As in all planning, it is helpful if the PC starts with where he or she wants to be at the end of the project, and then generate the steps needed to get there.

The Work Plan sets the length of time the community agency has decided to devote to the project and designates the time to be allocated to each activity. A flexible timeline will ensure that the project stays on track while anticipating that changes/adjustments will likely occur. Rather than setting an inflexible schedule, a successful work plan will outline activities to be completed within a particular time span.

Please refer to Annex A to review the work plan used for the project with the Hispanic community

3. Recruit key informants and partners for the project

One of the most important steps of the project is to find collaborators and key partners. The PC should look into whether there are any other community organizations that work and assist abused seniors from the selected ethnic group. If such organizations do not exist, then the PC should find out and contact representatives of organizations that assist seniors of the ethnic community in other matters such as settlement, social and health services.

Once these organizations have been identified, the PC should get in contact with representatives of these organizations to discuss the possibility of collaboration and their participation as key informants. Please note, it is likely that the key informants belong to the selected ethnic community and therefore all of the activities can be conducted in the language spoken by the ethnic community.

Annex B is a sample of the email sent out to community service providers
Annex C is a sample of the invitation letter sent out to service providers

4. Conduct a Literature Search

The PC must conduct a literature search to find out if there is any research or writings about issues of elder abuse in the selected ethnic community. The literature search should include topics such as successful methods of approaching the ethnic community, most effective communication strategies, and relevant issues of elder abuse in the selected ethnic community. In addition, the PC should search and identify other

initiatives and projects related to abuse in the selected community and review these publications as well.

5. Hire an Evaluation Coordinator

An Evaluation Coordinator should be hired to create a plan and the resources needed to evaluate all material outputs from the project. As well it must be determined whether materials are easy to use, contain the correct information, and helped the project achieve the expected outcomes.

The objectives of such evaluation are as follows:

- a. Describe the perspectives (reactions) of seniors from the selected ethnic- community, on the resource materials developed as part of this project; and
- b. Describe the perspectives (reactions) of key stakeholders on the manual and other resources developed as part of this project.

In addition, the timeline developed for the evaluation plan should help to guide the project towards completion.

Please refer to Annex D for a sample of an evaluation timeline.

6. Community Consultation: Organize and facilitate the focus groups with Service providers

a. About Focus Groups

What is a focus group? A focus group is a form of qualitative research in which a group of 8-10 people are asked about their opinions, beliefs and attitudes towards a subject, topic, program, service or product.

Why are focus groups used? Focus groups are used to improve the planning and design of new programs or services, provide a means of evaluating existing programs, and produce insights into developing marketing strategies.

Focus groups vs. Interviews and questionnaires. The information obtained from focus groups is different than information obtained from interviews and questionnaires. Focus groups allow for group interaction and greater insight (i.e. detail) into why certain opinions are held. Focus group discussions are particularly effective in providing information about why people think or feel the way they do.

Where should focus groups be conducted? Focus groups should be held in a quiet room with all participants sitting comfortably around a table, facing each other. The environment should be neutral (i.e. in a location where participants are comfortable).

**Focus group information courtesy of the Peel District School Board, Student Support Leadership Initiative- family Engagement Project.*

b. Documents needed for the focus groups

Focus group Overview: In addition, the PC should previously prepare a project overview to distribute among the participants and explain it before the focus group starts. This document is a general summary of the focus group procedures and should contain information about how the focus group is going to be carried out, explain the confidentiality clause, and provide contact information in case the participants have further questions after the focus group has ended.

Please refer to Annex E for a sample of a focus group overview.
Note that this document has been translated into English as the original document was distributed in Spanish.

Agreement to participate: An agreement to participate in the key informant interviews and the focus groups should be prepared. This will allow the PC to obtain consent and keep track of the number of participants in the community consultation.

Please refer to Annex F for a sample of an agreement to participate.
Note that this document has been translated into English as the original document was distributed in Spanish.

c. Focus group Logistics

- The session should be facilitated by a moderator and an assistant moderator.
- The number of participants for each focus group should be between 8 and 10; small enough for everyone to have an opportunity to share, large enough to provide a variety of perceptions and attitudes. It is advisable to recruit 12 participants and hope that at least seven attend.
- Each focus group will take between two and two and half hours, depending on the number of participants and length of responses.

- Equipment and materials needed include:
 - A high quality tape recorder
 - Sufficient audio or video tapes or discs to record the session
 - Notepad for taking notes
 - Educational material for handouts
 - Refreshments if planned
- Check equipment before the session.
- Focus groups must be replicated several times; sufficient replication has occurred when discussions become repetitive and when new groups cease to surface any new major themes.

**Focus group logistics courtesy of Methods for Conducting Educational Needs Assessment*

d. Facilitating the Focus Group

Before the session begins:

- i) Greet the participants as they arrive; be warm and friendly and answer questions they might have without discussing the key questions to be asked during the focus group.
- ii) Distribute the handouts (Focus group overview and agreement to participate).

The first few moments in focus group discussion are critical. In a brief time, the moderator must create a thoughtful, permissive atmosphere, provide the ground rules and set the tone of the discussion. Much of the success of the session can be attributed to the development of this open environment.

Deliver a prepared introduction to the focus group that:

- Thanks participants for coming
- Tells the participants the purpose of the discussion and the goals for the session
- Explains the plan for the session, how it will proceed and how participants will contribute
- Offer to answer any questions they might have about how this information will be used.

Please refer to Annex G for an example of an introduction script.

e. Focus groups Questions

The purpose of the focus groups with the service providers is to be able to identify three main themes:

- i) Meaningful and most successful methods of promoting elder abuse awareness and prevention in the selected ethnic community
- ii) Most effective communication strategies for the selected community
- iii) Relevant issues of elder abuse in the selected community (culture specific factors)

In order to identify these themes, the PC must develop a discussion guide which can be a series of questions relating to the topic at hand. It is important to keep in mind that the focus groups' objective is not to learn about the needs and issues of an individual. The objective is to learn about the selected ethnic community so the questions need to be focused on the community as a whole.

Below you will find the questions used in the focus group for the "Raising Awareness of Elder Abuse in the Hispanic Community" project. Please note that the questions have been translated from Spanish into English as all the focus groups were facilitated in Spanish:

1. In your experience, what are the most successful methods of approaching the Spanish speaking community? Can you give us specific examples?
2. In your opinion, what are Spanish speaking seniors' preferred ways of getting information?
3. What are key locations where information (posters, flyers, print outs) should be located to reach the highest number of Spanish speaking seniors?
4. Taking into account that for an education intervention to be effective, it must be culturally and linguistically competent, what do you think are some effective ways of communicating with seniors from the Spanish speaking community?
5. What would you identify as specific family dynamics issues in the Spanish speaking community?
6. In your experience, what intergenerational issues related to elder abuse are being faced by the Spanish speaking community?
7. What type of elder abuse do you think is most common to the Spanish speaking community?
8. In your opinion, what are the most relevant issues of elder abuse that should be discussed within the Spanish speaking community?

9. What are the risk factors for abuse that may be unique to the Spanish speaking community?
10. What are the main reasons why Spanish speaking seniors are reluctant to disclose abuse?
11. What do you consider to be culturally sensitive strategies to address the issue of elder abuse in the Spanish speaking community?
12. How should concerns about elder abuse be addressed by service providers?
Can you give specific examples?
13. How do you think the topic of elder abuse prevention should be addressed within the Spanish speaking community?
14. In your opinion, what role could mainstream professionals play in supporting Spanish speaking victims of elder abuse?
15. When you find that one of your senior clients is a victim of abuse, where do you refer him/her?
16. Could you please share a case story that you had dealt with?
17. Any other comments or suggestions?

7. Community Consultation: Organize and facilitate the focus groups with seniors from the selected ethno-community

The documentation and the logistics of the focus groups with the seniors are very similar to those of the focus groups with service providers. Only minimal adaptation is required. The main difference, however, is the questions used for the focus groups.

The purpose of the focus groups with the seniors is to be able to identify five main themes:

- a. Hispanic seniors' current awareness/ knowledge of elder abuse, what to do in potentially abusive situations, and how to prevent abuse
- b. Current knowledge of services and programs available
- c. Meaningful and most successful methods of promoting elder abuse awareness and prevention in the Spanish Speaking community
- d. Most effective communication strategies for the Spanish speaking community
- e. Relevant issues of elder abuse in the Spanish speaking community (culture and ethno specific factors)

In order to identify these themes, the PC must develop a discussion guide which can be a series of questions related to the topic at hand. It is important to keep in mind that the focus groups' objective is not to learn about the needs and issues of an individual. The objective is to learn about the selected ethnic community so the questions need to be focused on the community as a whole.

a. Focus groups Questions

Below you will find the questions used in the focus group for the “Raising Awareness of Elder Abuse in the Hispanic Community” project. Please note that the questions have been translated from Spanish into English as all the focus groups were facilitated in Spanish:

1. What does elder abuse (mistreatment) mean to you?
 - Can you give me examples?
2. What kinds of mediation, or counselling, or other family crisis programs are there in your communities for immigrant seniors and their families in situations where abuse could be a problem?
 - In your opinion, is it better to have a Hispanic service provider help a Hispanic senior in situations of abuse or is it better to have a service provider from any other background?
 - Why?
3. Some community organizations have programs especially for seniors to socialize and meet others of their own age group. Do you think that these kinds of senior programs should be designed for seniors who share the same language, or do you think programs for all seniors are better?
4. Some people who work in organizations that offer programs to seniors say that they find it very difficult to let senior immigrants know about their free programs.
 - Do you have any advice for them?
5. Some seniors feel isolated in Canada with no alternatives. What could help them to find friends and opportunities for socializing?
6. What could be done to assist seniors in maintaining their independence?
8. What kind of elder abuse do you think is more common in the Hispanic community?
 - a. Financial
 - b. Emotional
 - c. Neglect
 - d. Physical

9. What are the problems that can occur when a family sponsors older relatives to come and live with them, in most cases to help care for the grandchildren?
 - a. What could prevent or eliminate those problems?
10. What kind of information would you like to have about elder abuse?
11. How would you like to receive that information?
12. What kind of activities should be implemented to educate Hispanic seniors about elder abuse?
13. What are the reasons why elders do not tell anyone that they are being abused?
14. Do you have any other comments or suggestions?

8. Develop/Adapt appropriate elder abuse materials

At this point, the results of the literature search and community consultation with service providers and seniors should be analyzed to be able to adapt/develop culturally sensitive materials to support the elder abuse prevention and awareness efforts.

The materials developed/ adapted could include topics such as:

- How to talk about elder abuse
- What is elder abuse?
- How to stay engaged in the community
- What and how to report elder abuse
- Seniors Safety Line information

Materials could include posters, educational brochures, videos and other written materials. Special attention should be given to the language used in the materials, as it must be easy to understand and on average, be comparable to a grade 8 literacy level.

9. Materials Distribution and Evaluation (Seniors and Service Providers)

Once the materials are developed, they need to be distributed and evaluated by the community and service providers. Evaluation is an integral part of the project and should be used to support, reinforce, and enhance the development of the resource materials for seniors.

In addition, the evaluation should meet three objectives as follows:

- i) Describe the consultation process;
- ii) Describe the perspectives (reactions) of Spanish speaking seniors on the materials developed as part of this project; and
- iii) Describe the perspectives (reactions) of key stakeholders on the manual and other resources developed as part of this project

a. Evaluation Design and Sources of Information

Loretta Hillier, the Evaluation Coordinator of the Project with the Hispanic community recommends a mixed methods (quantitative and qualitative methods) approach to meet the objectives for project evaluation. For this specific project, Ms. Hillier used the following evaluation methods after the materials had been distributed in the community as well as service providers had the opportunity to review these with a representative from ONPEA:

Focus Group Interviews with Seniors: Questions were asked related to their satisfaction with the material, impact on their awareness and knowledge of elder abuse, and suggestions for improvements.

Service Providers Surveys: A brief survey (taking about 10 minutes to complete) was developed for service providers who were involved in the consultation process or who were potential users of the resource materials. Questions asked were related to their level of satisfaction with the materials, potential impacts on end users (usefulness, relevance, contribute to awareness/ knowledge) and suggestions for improvements. The survey was administered online via Survey Monkey (www.surveymonkey.com).

Service Providers Interviews: Interviews were completed with a purposeful sample of service providers to obtain in-depth information, building on information gathered in the surveys, about the effectiveness of the consultation process, effectiveness of the materials created, including gaps and suggestions for improvements. The interviews were completed via telephone.

b. Suggested topics for materials evaluation

Content:

- Accuracy: Are there any errors?
- Comprehensiveness: Is anything missing? Is there anything that should not be included?
- Clarity: Is the message clear and understandable?
- Relevance: Will the information be relevant/ useful to readers?

- Language level: Is the language at a level that most people will understand (grade 6 – 8 level)?
- Attitude: How will people feel when they read/ view the information? Is it written or presented in a way that will make people feel bad or in a way that will make them feel comfortable to seek help or ask questions?
- Identification: Is the information presented in a way that people will be able to identify with it or apply it to their own situation?
- Follow-up: When people read/view the information will they know what to do if they need help? Is it clear what people should do or whom they should contact if they need help or more information?
- Cultural relevance: Is the content culturally relevant/ applicable to a variety of Hispanic communities?

Appearance:

- Eye-catching: Will it attract and hold people's attention
- White space: Is there effective use of white space?

Suggestions for improvements:

- How could this be improved?

** All evaluation content provided by Loretta M. Hillier, Evaluation Consultant.*

ANNEXES

- A. Work Plan
- B. Email sent out to community service providers
- C. Invitation letter sent out to service providers
- D. Project evaluation timeline.
- E. Focus group overview
- F. Agreement to participate
- G. Introduction script



Annex A

Project Plan

- Not started
- On Plan
- ✓ Complete
- ◆ Issues

		Apr 21, 2010		◆ Issues		
Name		Elder Abuse Awareness - Spanish Program			Coordinator	Vanessa Aguirre
Start Date		21-Apr-10		End Date	3/30/11	
Item No	Task	Actual Start Date	Tentative Start Date	Target Completion date & Status	Comments	
FIRST QUARTER APRIL 23 TO JUNE 30, 2010 (1 - 3)						
1	1.Recrut partners and key contributors		22-Apr-10	7-May-10		
1.1	Identify service providers that work with Spanish Elders/community GTA-potential committee members	26-Apr-10			✓	
1.2	Request information from Ottawa & Windsor consultants re: potential key informants	26-Apr-10	26-Apr-10	28-May-10	✓	
1.3	Write introductory letters giving info about the project & inviting them to participate	26-Apr-10	26-Apr-10	28-Apr-10	✓	
1.4	Send introductory letters to potential key informants	29-Apr-10			✓	
1.5	Follow up with service providers - phone &/or email	5 days after 1.4			✓	
1.6	Finalize the recruitment of key informants - Toronto			10-May-10		
2	Complete a Literature search: Succesful methods of approaching the Hispanic Community * Most effective communication startegies * Relevant issues of elder abuse in the Hispanic community		29-Apr-10	1-Jun-10		
2.1	Contact ----- to inquire about the research they did about the Spanish speaking community in Canada	29-Apr-10			✓	Conducted phone interview & accepted to be in the advisory committee
2.2	Identify other initiatives and projects related to abuse in the Spanish speaking community and review their publications				✓	
2.3	Identify literature re: most effective approach methods & communication startegies for the Hispanic community & Relevant issues of Elder Abuse				■	
2.4	Ask key informants for any other publications they might have used or heard of in the past					
2.5	Collect information/success stories from key informants					
2.6	Evaluate all the information found					
2.7	Keep/maintain records with most useful information including bibliographic information	ongoing				
3	Identify meaningful/successful methods of approaching the Spanish speaking community		May 24	30-Jun-10		



Project Plan

○ Not started
 ■ On Plan
 ✓ Complete
 ◆ Issues





Apr 21, 2010

Name	Elder Abuse Awareness - Spanish Program	Coordinator	Vanessa Aguirre
Start Date	21-Apr-10	End Date	3/30/11

Item No	Task	Actual Start Date	Tentative Start Date	Target Completion date & Status	Comments
3.1	Consult with ----- members as to their opinion on this topic - association of service providers that work with the Spanish speaking community		21-May-10	✓	Questionnaire prepared and sent to ----- members. They will complete it and will discuss answers on May 21, 2010
3.2	Hold a community consultation with Spanish community leaders and Service providers - Key informant Interviews		Early June	✓	Key Informant Interviews instead of "Focus Group" Key Informants Identified
3.3	Keep/maintain records with most useful information	ongoing			
3.5	Compile information from literature search, Key informants, and community to conclude what are the most successful methods of approaching theHispanic. community		Early July	■	
4	Identify most effective communication strategy for the Spanish Speaking Community		May 24	30-Jun-10	
4.1	Consult with ----- members as to their opinion on this topic		21-May-10	✓	Questionnaire prepared and sent to----- members. They will complete it and will discuss answers on May 21, 2010
4.2	Hold a community consultation with Spanish community leaders and Service providers - Key informant Interviews		Early June	✓	Key Informant Interviews instead of "Focus Group" Key Informants Identified
4.3	Review relevant information with advisory committee and request their input/suggestions		Mid June		
4.4	Keep/maintain records with most useful information	ongoing			
4.5	Compile information from literature search. Key informants, and community to conclude what are the mosteffective communication strategies with theHispanic. community		Early July		
5	Identify relevant issues of elder abuse in the Spanish Speaking community		May 24	30-Jun-10	
4.1	Consult with ----- members as to their opinion on this topic		21-May-10	✓	Questionnaire prepared and sent to----- members. They will complete it and will discuss answers on May 21, 2010
4.2	Hold a community consultation with Spanish community leaders and Service providers - Key informant Interviews		Early June	Jun 30 2010	✓ Key Informant Interviews instead of "Focus Group" Key Informants Identified
4.3	Review relevant information with advisory committee and request their input/suggestions		Mid June	○	
4.4	Keep/maintain records with most useful information	ongoing			
4.5	Compile information from literature search. Key informants, and community to conclude what are the mosteffective communication strategies with the Hispanic community		Early July	■	



Project Plan

-  Not started
-  On Plan
-  Complete
-  Issues

Apr 21, 2010

Name

Elder Abuse Awareness - Spanish Program

Coordinator




Vanessa Aguirre

Start Date

21-Apr-10





End Date

3/30/11

Item No	Task	Actual Start Date	Tentative Start Date	Target Completion date & Status	Comments
5	RECORDS (Summary Sheets)	ongoing		16-Jul-10 	
5.1	Complete input of all the information gathered from literature search, Advisory committee, and community consultation - conclusions				
SECOND QUARTER JULY 1 TO SEPTEMBER 30, 2010 (4 - 6)					
6	Pilot Process in London & Ottawa to refine and add steps as deemed appropriate		12-Jul-10	13-Aug-10 	
5.1	Ottawa- Consult with service providers of the area re: the three areas of interest			19-Jul-10	
5.3	Add relevant information to records				
5.4	London- Consult with service providers of the area re: the three areas of interest			5-Jul-10	
5.6	Add relevant information to records (Summary Sheets)	ongoing			
7	Develop Evaluation Model		June	December 	
7.1	Evaluation Coordinator responsible for developing evaluation tools				
8	Seniors Focus Groups (at least 6)		6-Aug-10	30-Sep-10	
8.1	Prepare focus group questions		6-Jul-10	23-Jul-10	Focus groups will have three topics (3 different focus groups): - Their input on information obtained from s. pro - Their view of Elder Abuse & Prevention - Their opinion on how materials can be more successful for seniors; what info should be included
8.2	Seniors Focus groups - GTA 4		2-Aug-10	27-Aug-10	
8.3	Seniors Focus groups - Ottawa 1		6-Sep-10	30-Sep-10	
8.4	Seniors Focus groups - London 1		06-Sep-10	30-Sep-10	
9	Develop/ ideas to adapt appropriate elder abuse materials (Early Stage)		5-Jul-10	30-Sep-10	
9.1	Meet with advisory committee: - to discuss info obtained from key informants & Lit search - to gather further ideas for the tools				



Project Plan





-  Not started
-  On Plan
-  Complete
-  Issues

Issues

		Apr 21, 2010				
Name		Elder Abuse Awareness - Spanish Program			Coordinator	Vanessa Aguirre
Start Date		21-Apr-10		End Date		3/30/11
Item No	Task	Actual Start Date	Tentative Start Date	Target Completion date & Status		Comments
9.1	Ideas for materials for Seniors: - What is elder abuse? - education flyers, posters - How to stay engaged in the community - What and how to report elder abuse - Seniors Safety Line info					
10	Develop <u>ideas</u> to include in the "How to Manual"			30-Sep-10		
10.1	Ideas for manual: Tips for service providers on: - How to engage the Spanish speaking seniors on the topic of elder abuse - Culturally sensitive approaches for prevention					
10.2	Ideas for manual: - How to develop Elder Abuse Awareness strategies in ethnocultural communities					
THIRD QUARTER OCTOBER 1 TO DECEMBER 31, 2010 (7 - 9)						
11	Develop/Adapt appropriate elder abuse materials (Middle Stage)			31-Dec-11		
11.1	Produce a <u>draft</u> of tools for seniors - working with ONPEA's graphic designer					
12	"How to Manual" - 1st draft			31-Dec-11		
12.1	Manual Draft -Tools for Service Providers Tips on: - How to engage the Spanish speaking seniors on the topic of elder abuse - Culturally sensitive approaches for prevention					
12.2	Manual Draft - How to develop Elder Abuse Awareness strategies in ethnocultural communities					
FOURTH QUARTER JANUARY 1 TO MARCH 31, 2011 (10 - 12)						
13	Facebook Campaign			ongoing		
	Post all materials designed					
14	Materials ready for distribution			10-Jan-11		
14.1	Final review of all written materials & Video			23-Dec-10		
14.2	Set out materials to printing company			3-Jan-11		
15	Third Quarter report (October - December)			28-Jan-11		
	Submission by or before Jan 30					



Project Plan

 Not started
 On Plan
 Complete
 Issues

		Apr 21, 2010		Issues		
Name		Elder Abuse Awareness - Spanish Program			Coordinator	Vanessa Aguirre
Start Date		21-Apr-10		End Date	3/30/11	
Item No	Task	Actual Start Date	Tentative Start Date	Target Completion date & Status	Comments	
16	Manual		1-Dec-10	31-Jan-11		
16.1	Completed draft of part 1 of Manual (Hispanic community & Elder Abuse)			7-Jan-11		
16.2	Completed draft of part 2 of Manual (How to raise awareness of Elder Abuse in other emerging ethnic communities)			21-Jan-11		
17	Materials Distribution and Evaluation (Seniors & Community)		12-Jan-11	15-Mar-11	Evaluation with seniors will be completed in the form of a focus group right after participants have had a chance to review the materials	
17.1	Conduct all sessions with seniors		13-Dec-10	15-Jan-11		
17.2	Conduct all sessions with service providers		15-Feb-11	15-Mar-11	This is just an information session. Evaluation Coordinator will do the evaluation by survey (online) & interview (phone)	
18	Evaluation		1-Mar-11	15-Apr-11		
18.1	Provide Evaluation Coordinator with names and email address of participating service providers		1-Feb-11	10-Feb-11	Information will be provided once the sessions with service providers have been scheduled	
18.2	Send out Invitations to participate in online survey & collect results					
18.3	Schedule and conduct phone interviews with selected service providers					
18.4	Prepare and submit reports			15-Apr-11		
19	Make corrections/changes as per suggestions			15-Apr-11		
20	Further distribution of materials among all the regions		1-Mar-11	15-Apr-11		
21	Fourth Quarter report (January - April)			19-Apr-11		



Annex B

from Vanessa Aguirre <spanish@onpea.org>
to [REDACTED]
date Mon, May 17, 2010 at 11:24 AM
subject Raising Awareness of Elder Abuse in the Spanish Speaking Community

Dear [REDACTED],

I am writing on behalf of the Ontario Network for the Prevention of Elder Abuse (ONPEA) to request your help with an important project. As part of a larger program to provide education, support and appropriate materials to help prevent Elder Abuse and increase awareness within the Spanish Speaking community, we are conducting a series of focus groups with service providers that work with Hispanic seniors and the community in general to ask about their experiences and opinions on the topic. Please note that the project is being carried out in London, Toronto and Ottawa.

You were selected to be part of this project because of the excellent work you do with the Spanish speaking community of London. I understand that this is a busy time of year for you, but I hope that you can spare some time to read the attached document, which provides further information about ONPEA and the project, and that you agree to participate in the focus group.

Please note that the focus group will take place on [REDACTED]. Light lunch will be provided and the focus group will last approximately 2.5 hours. I will be contacting you within the next week to confirm your participation in the focus group.

Thank you in advance for your participation in this important project. Should you have any questions about the focus group or the project, please contact Vanessa Aguirre, Spanish Program Coordinator at Spanish@onpea.org.

Kind regards,

Vanessa Aguirre
Spanish Program Coordinator
Tel. 416 - 916 - 6728 Ext. 224
spanish@onpea.org





The Ontario Network
for the Prevention of Elder Abuse

Le Réseau Ontarien
de Prévention de Mauvais Traitements
Envers les Personnes Âgées

With funding provided by



May 12, 2010

Dear Service Providers,

**RE: Raising Awareness of Elder Abuse in Ethno-cultural Communities
Spanish Speaking Community**

The Ontario Network for the Prevention of Elder Abuse (ONPEA) is requesting your help to accomplish our goal of increasing awareness and preventing elder abuse within the Spanish Speaking community. By accepting to participate as a Key Informant, you will have the opportunity to make a real and positive difference in the present and future outlook for Spanish Speaking seniors in Ontario.

ONPEA is dedicated to raising awareness of elder abuse and neglect, through public education, professional training, advocacy, and service coordination. In addition to implementing Ontario's Strategy to Combat Elder Abuse, ONPEA supports a growing number of vital projects and collaborates on research in elder abuse and neglect.

ONPEA has recently launched a project to provide education, support and appropriate materials to help prevent elder abuse and increase awareness within the Spanish speaking community. One of the key objectives of the project is to make sure that the strategies, support, and materials created are culturally sensitive. For this reason, ONPEA is inviting you to contribute in this project by participating in a focus group. Your experience is very valuable to us and your answers will assist us in gaining a better understanding of the expectations and needs of the Spanish speaking community of Ontario. Please rest assured that your responses will be kept confidential.

Your contribution and time is highly appreciated and we look forward to your valuable responses. Should you have any queries, or if I can be of any assistance, please do not hesitate to contact me.

Thank you in advance and best regards,

Vanessa Aguirre
Spanish Program Coordinator
Tel. 416 - 916 - 6728 Ext. 224
spanish@onpea.org



Annex D

4.0 Timeline

All efforts will be made by the evaluation consultant to adhere to the prescribed timelines. Any deviations from the evaluation plan described above or delays in data collection or delivery will necessitate re-assessment of the time-lines.

Evaluation Components	Aug '10	Sep '10	Oct '10	Nov '10	Dec '10	Jan '11	Feb '11	Mar '11
Development of the Evaluation Plan								
Development of Evaluation Tools <ul style="list-style-type: none"> • Guide for the interviews with seniors • Key stakeholder survey • Guide for the interviews with key stakeholders • Template for describing the consultation process 								
Focus Group Interviews with Seniors <ul style="list-style-type: none"> • Identification of potential seniors groups 								
• Interview completion								
• Summary of results to evaluation consultant								
Survey of Key Stakeholders (Satisfaction Survey) <ul style="list-style-type: none"> • Identification of potential respondents 								
• Data collection								
• Data analysis/interpretation								
Key Stakeholder Interviews <ul style="list-style-type: none"> • Identification of participants 								
• Interview scheduling/ interviews								
• Analysis/interpretation								
Final Evaluation Report <ul style="list-style-type: none"> • Draft version for review delivered by March 31, 2011 								



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Annex E

Raising Awareness of Elder Abuse in the Spanish Speaking Community Project

FOCUS GROUP OVERVIEW

Procedures

The focus group will take about one and a half hours. The discussion will be recorded onto a digital recorder. The facilitator will as well take notes during the session. The recording will then be transcribed into a Word document. After the recording has been transcribed, it will be erased. The information collected will only be used to make sure that the strategies, support, and materials created for the project are culturally sensitive.

Confidentiality

Your comments will be kept confidential to the full extent provided by law. In addition, neither your name nor any other personal information that can identify you will be used in any reports or publications about this focus group. Furthermore, no one besides the facilitator (Vanessa Aguirre) will hear the recording or see the transcript of today's session. Your comments will remain anonymous.

Voluntary Participation

Your participation in this focus group is voluntary. You may choose to withdraw from the session at any time.

Additional Information

If you have questions about the focus group that are not answered in this form, please ask them. In addition, if you have questions in the future, you may contact ONPEA using this contact information:

Vanessa Aguirre, Spanish Program Coordinator
Ontario Network for the Prevention of Elder Abuse
234 Eglinton Avenue East, Suite 500
Toronto, ON M4P 1K5
Tel. (416) 916 - 6728
Email: spanish@onpea.org



Annex F

Agreement to Participate

I, _____, have read the information on the Raising Awareness of Elder Abuse in the Spanish Speaking Community Project, as well as an overview of today's focus group.

My role in the focus group is as a participant to help ONPEA collect information to assist ONPEA in gaining a better understanding of the expectations and needs of the Spanish speaking community of Ontario. If I had any questions, I am satisfied that they have been answered. By signing this consent form, I agree to attend the session, and to have it recorded. I understand that my name will not appear in any report, that my comments will remain anonymous, and that all information will be kept confidential. I know that I can contact Vanessa Aguirre for further information.

I have read this consent form and I understand its contents. I agree to participate.

Participant

Signature: _____

Name: _____
Please Print

Date: _____

Person Obtaining Consent

Signature: _____

Name: Vanessa Aguirre
Please Print

Date: _____

Annex G

Example of a Welcome / Introduction Script

(this would be translated into the language spoken by the selected ethnic community).

Welcome everyone. Thank you very much for joining us today. My name is _____ and I will be facilitating the focus group today. I'm a (your title) with (organization/agency) and I am responsible for (brief description of your responsibilities). I would also like to introduce our recorder _____. _____ will be taking notes during the session.

I would like to start by reviewing the two documents that were handed out to you (read or paraphrase the documents aloud).

The reason why we are here today is (explain the purpose of the project).

We will be preparing a report that will summarize the themes from all the focus groups. The information we gather from the focus groups will help us develop successful materials and strategies to raise awareness of elder abuse in the _____ community. Throughout the group, I will ask a few broad based questions about your opinions and knowledge about working with the _____ community, and we would like to hear all of your thoughts and experiences. Please feel free to respond and share your thoughts with us.

Does anyone have any questions?

If we can begin by introducing ourselves, stating our names, your position and a brief description of the work you do with the _____ community. (go around the table)

Thank you! Does anyone have any questions?

I would like to start with asking ... (ask the first question).



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