

Working Together with Elders



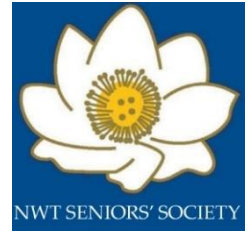
Resource Training Guide



February 2021

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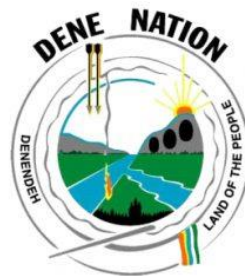
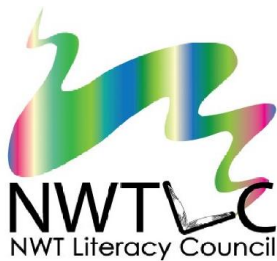
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Table of Contents

Scan the Table of Contents and click on the section you would like to review.

Section I: Background Information.....	1
Introduction	2
Collective Impact.....	4
Principles to Guide Our Work	5
Section II: Profile of NWT Elders	9
Did You Know?	10
Where Do Elders Live in the NWT?	11
What is the Financial Security for Elders?	12
How Many Elders Work or Volunteer?	13
How Many Elders Participate in Traditional Activities?.....	14
What About Health and Wellness?.....	15
What is Life Satisfaction?	18
Section III: Getting Elders Involved.....	19
How Do I Make Connections with Elders?	20
More Suggestions to Connect with Elders.....	21
How Much Do You Know About Social Isolation?	23
What is Social Isolation and How Does it Affect Elders?	24
What Can I Do About Social Isolation?	25
What is Abuse of Elders?	28
What does Elder Abuse Look Like in the NWT?.....	34
Creating Safe Communities for Older Adults Workshop	36
Communicating with Elders	36
Privacy and Confidentiality	40

Section IV: Keeping Elders Safe	43
Life is Full of Risks	44
Falls	45
Making it Easier for Elders	49
Waivers of Liability.....	55
Release of Liability Form.....	56
Section V: Health and Wellness.....	57
Overview of Health and Wellness.....	58
Physical Activity	59
Elders in Motion.....	60
Mental Wellness	62
Finding balance	65
Prevention.....	67
What is COVID?	71
Section VI: Dementia	77
What is Dementia?.....	78
How Can I Deal with Dementia?	79
How Can I Support People with Dementia?	83
Communicating with Someone with Dementia.....	91
Section VII: Evaluations, Reports, & Finances	93
Evaluation	94
What We Need to Know?	95
Monthly Report Requirements.....	99
Financial Reporting	100

Section I

What is the vision for the project?

What are the goals of the project?

What is collective impact?

What are the principles to guide our work?



Elders in Fort McPherson during a workshop.



Background Information

Photo Credit: NWT Seniors' Society

Introduction

“Working Together with Elders is a project that involves reaching out to isolated Elders and offering meaningful activities for them in 10 NWT communities. The community facilitators took part in orientation and training sessions during the fall of 2020. This manual is the result of that work. Though it applies to the Working Together with Elders project, it will be useful for anyone wanting to work with the Elders in their community. You may copy and adapt the material to meet the needs of your Elders.”

NWT Seniors’ Society

Vision for the project

With support and help, Elders feel safe to lead change in their lives and communities. Their voices are heard and respected and they have a meaningful place in the lives of their families and communities. They are involved in activities that:

- Are grounded and rooted in the community culture.
- Address communication and transportation barriers.
- Facilitate the sharing and teachings of knowledgeable Elders and leaders.

Elders are part of repairing and healing family and community relationships, are valued, and feel a sense of belonging.

The goals of the project

- To identify isolated, vulnerable Elders who have difficulty accessing services
- To enable those Elders to participate meaningfully in their community
- To engage with at-risk and isolated Elders
- To increase social connections of isolated, vulnerable Elders through contact and social engagement
- To increase community capacity
- To increase accessibility of information and knowledge in the Northwest Territories

How will we meet these goals?

We will:

- Engage with Elders in a meaningful and compassionate way.
- Find out what Elders are interested in; what their likes and dislikes, hopes and wishes are.
- Create a sense of a connection.
- Foster engagement.
- Welcome learning.
- Build trust.
- Strengthen community connections for all members of the community.

Key issues facing Elders in NWT communities

- Many Elders live in isolation, feel left out, are lonely and disconnected, or feel unsafe to engage with anyone outside their home.
- Many Elders don't volunteer to fulfill the role and responsibilities of community Elders, leaders, and role models. As a result, they are often not part of community or family decisions, events, and activities.
- Weak family connections and/or long-standing conflict isolate some Elders.
- Too few communities come together to honour traditions that ensure everyone, including Elders, has a meaningful role and place, and a sense of belonging.
- Many communities have few truly elderly members, but they do have large numbers of 'baby boomers' between 55 and 65 years of age. These community members may need support to understand and comfortably assert their role and responsibilities as Elders in the community.
- Ageism is a reality in many communities. For example, communities may not acknowledge people in their 60s as Elders.
- Many Elders need to grieve and heal from the effects of residential school and other traumas and losses.
- Indigenous languages and cultures are slipping away; traditional knowledge and practices are being lost; and the wisdom of Elders is often not valued. Few communities are bringing members together to document and share cultural information and knowledge for future generations.
- Elder abuse, particularly financial abuse, is a huge concern that Elders, and other community members have voiced.

- Some Elders are experiencing memory and cognitive issues and/or physical health problems. In some communities, Elders are reluctant to use helping services such as the Health Centre due to racist attitudes.
- Many communities have no programs or resources for Elders to access.
- Access to transportation for appointments and activities is a barrier in several communities.
- Communication issues, from basic speaking and listening skills, to lack of use of Indigenous languages, or access to technology, impact the inclusion of Elders.
- Some Elders won't participate in community activities unless they are paid an honorarium to do so.

Collective Impact

“Collective impact” describes an intentional way of working together and sharing information to solve a complex problem.

Collective impact is really about working together to make change in your community.¹



Principles of practice for collective impact

For this project, we have embraced collective impact principles.

- Make equity a priority.
- Include community members in the process.
- Work with partners in the community.
- Use data to help you improve your program or activity.
- Find leaders in your community to help.
- Build trust and respect in your program or activities.
- Customize your activities to the needs of your community and participants.

¹ Graphic from: <https://www.cleverfiles.com/howto/collective-impact.html>

Positive outcomes of collective impact

Collective impact:

- Brings people together.
- Provides support to you and your program.
- Gives your program and activities purpose.
- Is a way to generate lots of ideas.
- Helps you celebrate success.
- Challenges you to make your program better.

Principles to Guide Our Work

We chose seven core beliefs, attitudes, and/or behaviours to help us achieve our vision.

1. The safety of all Elders is of the utmost importance.
2. Regardless of where Elders are at in their lives, their voices and opinions are heard and valued.
3. No one is the boss of Elders; they are in charge of their own lives and they know what they want to do.
4. Other community members and community helpers support and help Elders.
5. Appropriate and respectful communications are always priorities in relationships with Elders.
6. Traditional practices are followed and implemented with kindness and gentleness.
7. We encourage and support Elders helping each other at every opportunity.

Theory of change

This photo represents the project's plan to engage Elders and as a result build stronger communities with increased connections between generations.

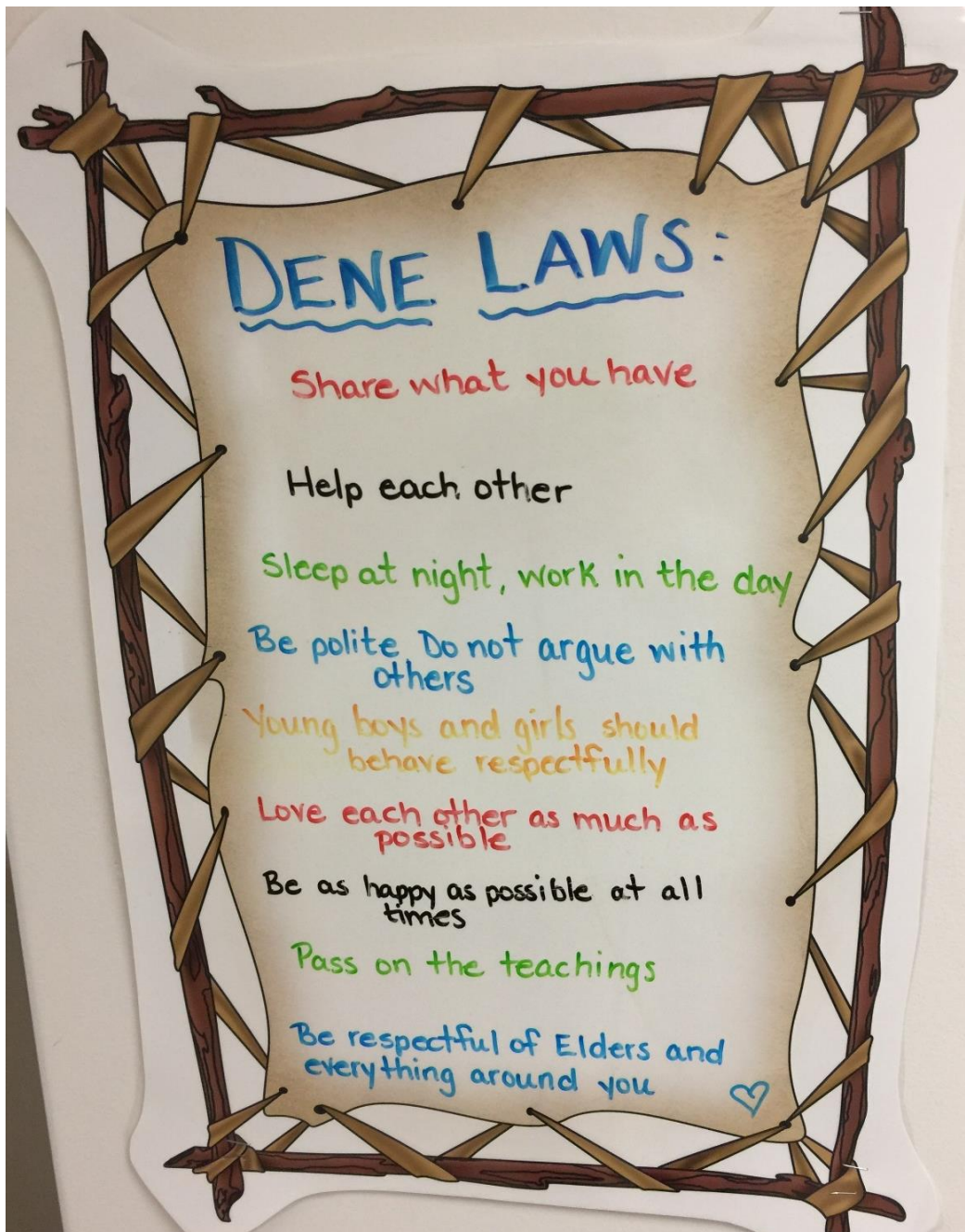


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² Photo credit: Kevin O'Reilly

Dene Laws

The Dene Laws are also important to remember and follow as we develop and deliver Elder programs in NWT communities.



³ Photo credit: NWT Literacy Council, taken at Thebacha Campus, Aurora College:

Section II

What are the demographics of Elders in the NWT?

What does their financial security look like?

How does health and wellness affect Elders?

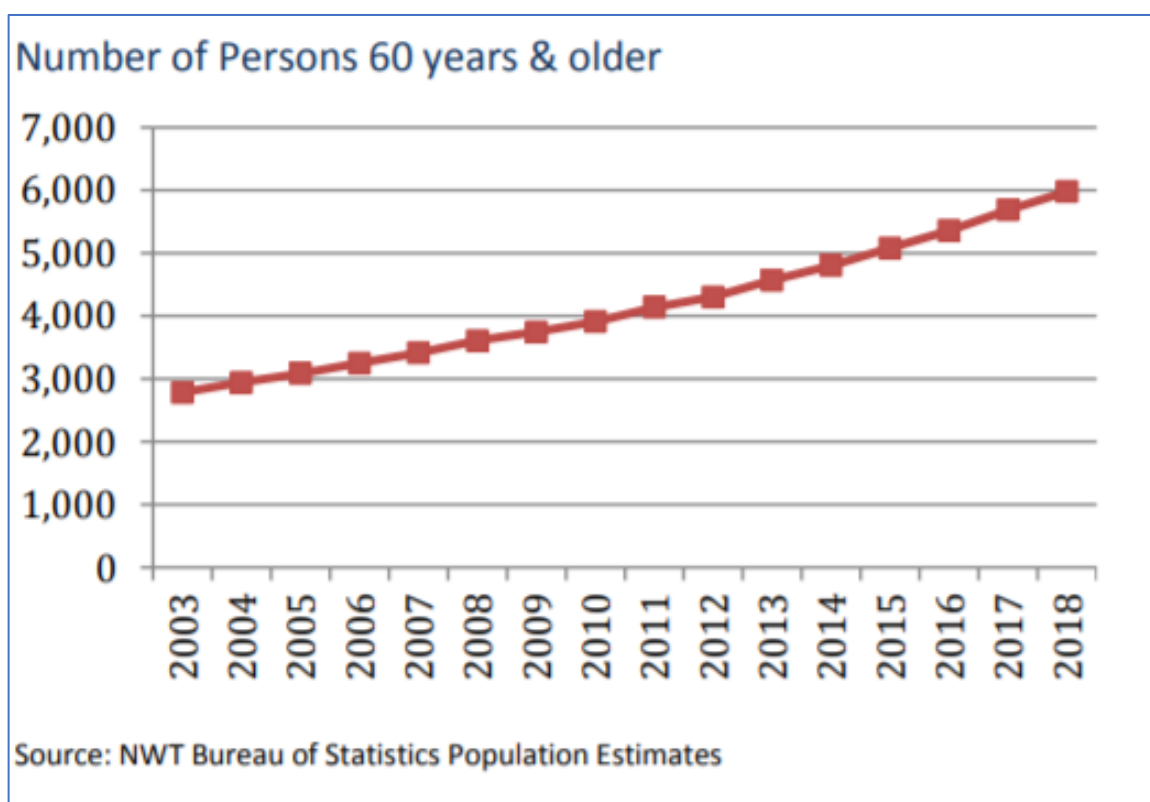


Profile of NWT Elders

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Did You Know?

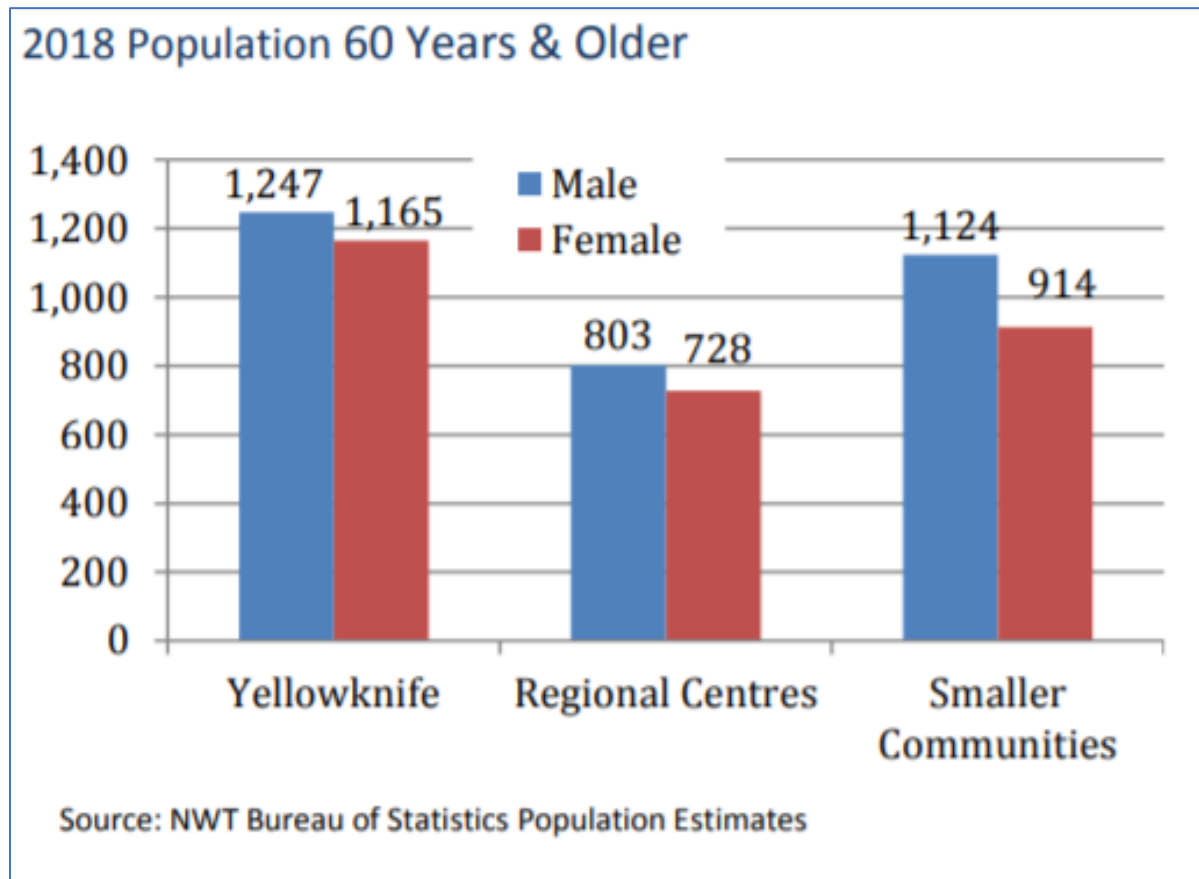
- NWT residents 60+ make up 13% of the population (5,981 Elders out of a total of 44,541 people).
- The population of Elders has grown by 115% since 2003.
- The total NWT population grew by 5%.
- The percentage of NWT residents 60+ is expected to grow to 20% of the population by 2035.



If you look at the chart, you can see that the number of people 60 years and older has grown every year and is now the fastest growing part of the population. We expect older people to become 20% of the population within a few years.

That means that one in every five people who live in the NWT will be 60 years of age or older. This makes our project especially important for the future of the NWT.

Where Do Elders Live in the NWT?



The blue columns are the number of males and the red columns the number of females over the age of 60. More live in Yellowknife than in the regional centres. However, this project is focusing on the smaller communities where there are fewer resources for Elders.

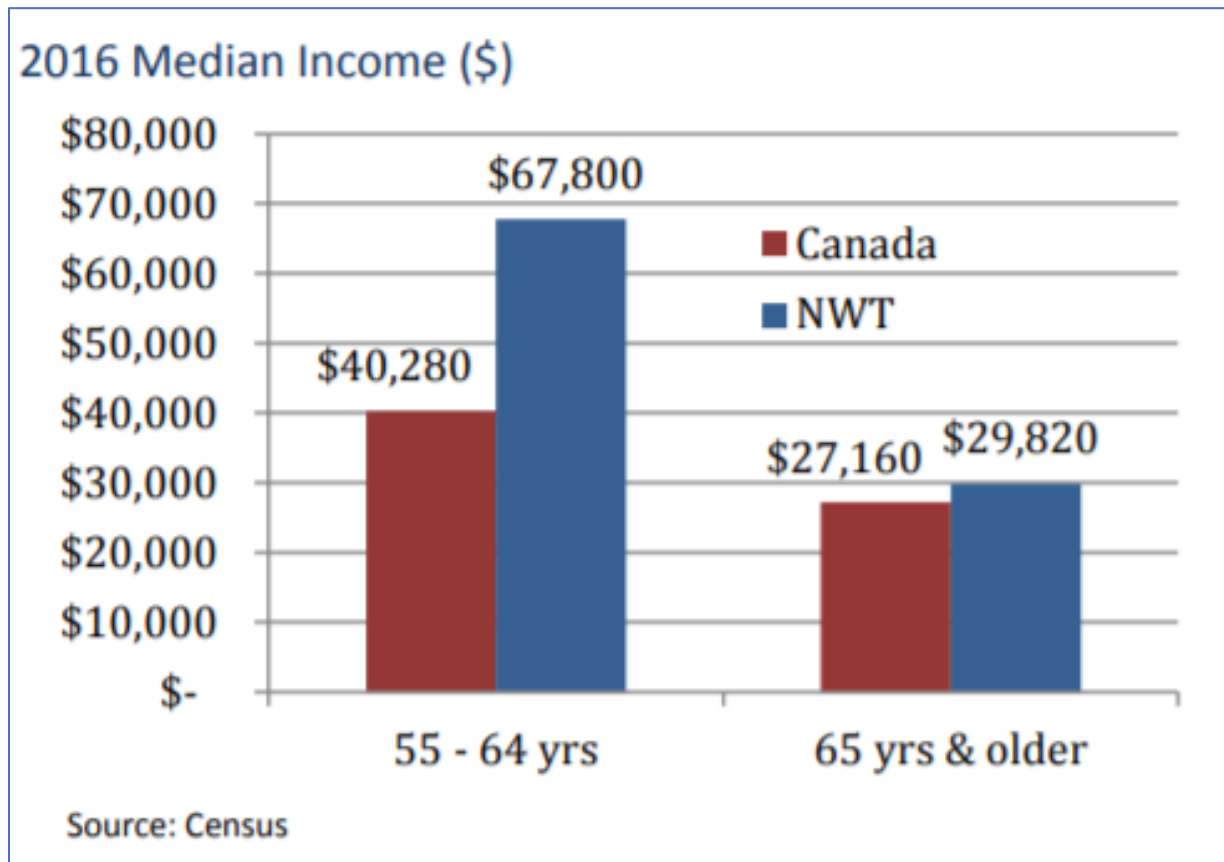
Your Thoughts

How many people over 60 years of age do you think live in your community? _____

What activities are available in your community for people over 60 year of age?

- _____
- _____
- _____
- _____

What Is the Financial Security for Elders?



As you can see from the chart, the median* income of people 65 and older in the NWT was \$29,820 in 2016. (*Median income is the middle income - half the incomes are higher and half are lower.)

The red column is Canada, and the blue column is the NWT. You can see that the median income drops quite a lot for adults 65 years of age and older in the NWT and all over Canada. This tells us that almost half of our Elders live on a low income and may need support to get involved in the community. This project aims to support not only those Elders with social activities that will help them be more engaged in the community, but all Elders in the smaller communities.

How Many Elders Work or Volunteer?

Many Elders participate in the workforce. Around 35% of the labour force consists of Elders between the ages 65 and 74 years.

In addition, many Elders volunteer their time in the community. A recent survey asked Elders between the ages 65 and 74 years if they volunteered in their community.

- 34% said “yes”
- 66% said “no”

Elders have many valuable skills and lessons to teach us. This project hopes to engage Elders in activities that benefit the whole community.

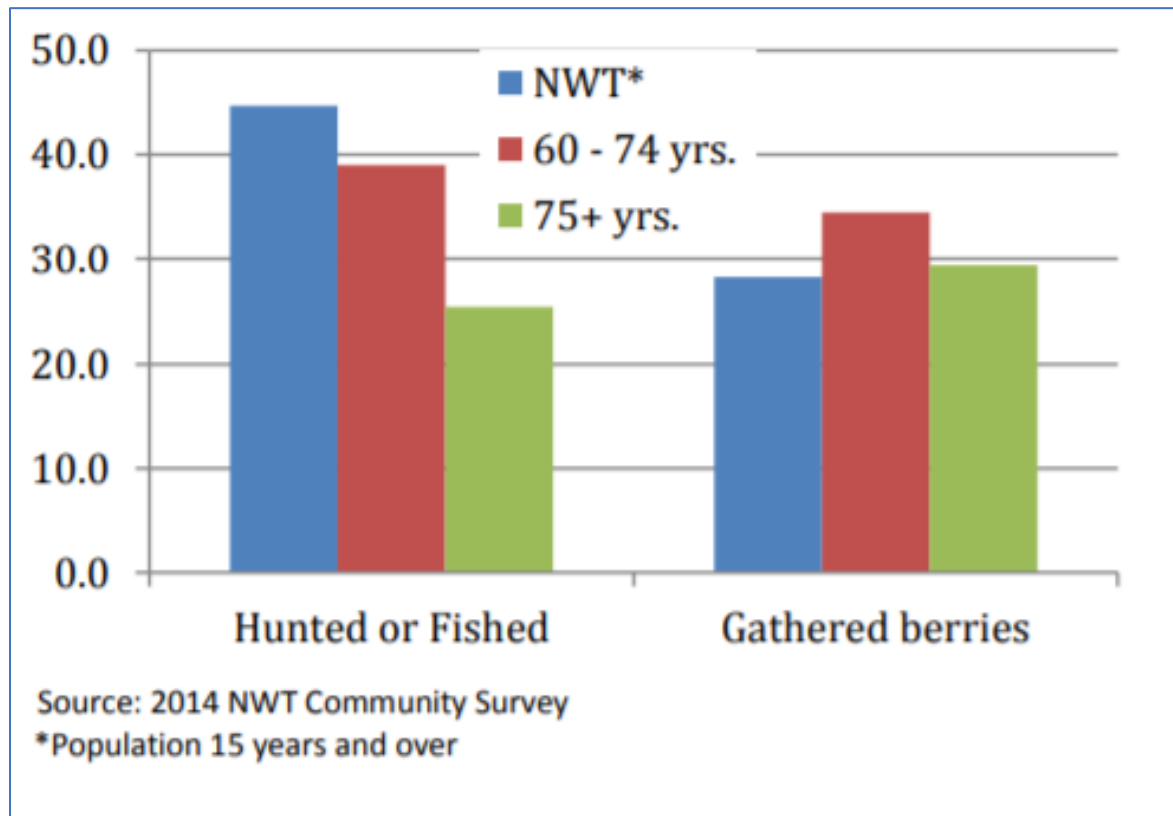


4

Anne Firth facilitates a workshop on older person abuse in Fort Simpson.

⁴ Photo credit: NWT Seniors' Society

How Many Elders Participate in Traditional Activities?



The red column indicates ages between 60 to 74 and the green column indicates people 75+. As you can see, traditional activities are still popular, but it is harder for Elders over 75 to hunt or to gather berries.

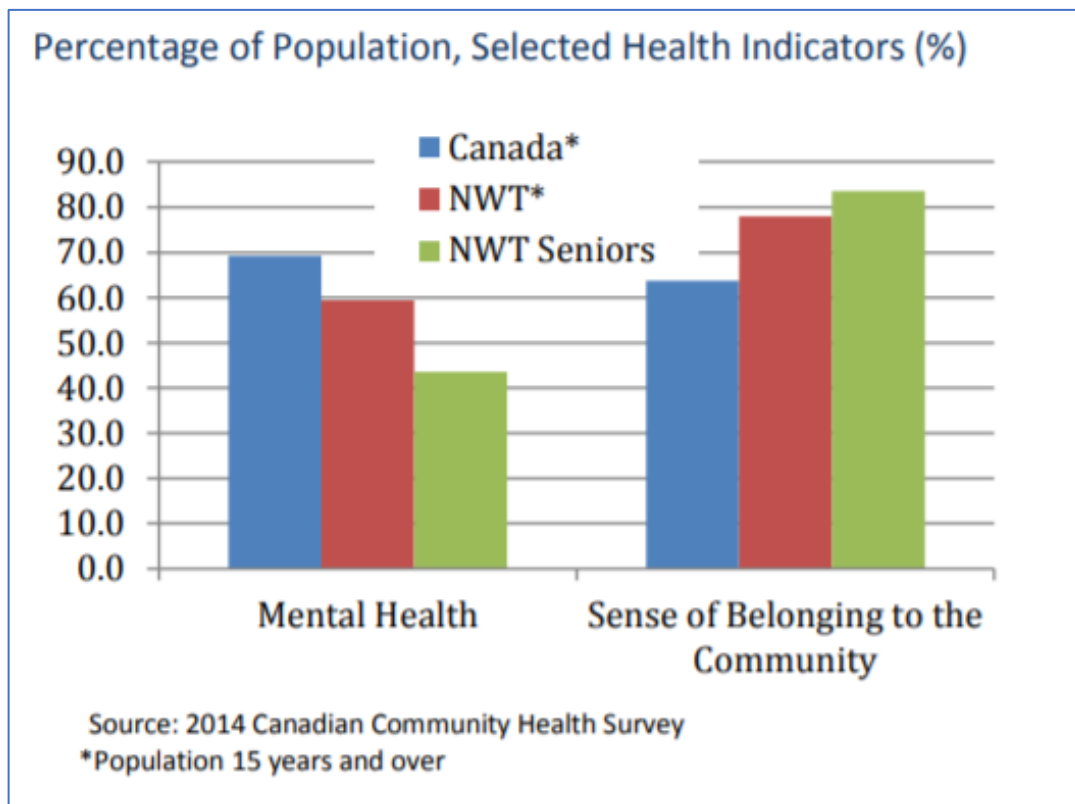
Your Thoughts

How do you think this project could help Elders participate in traditional activities?

What About Health and Wellness?

Health and wellness is one of the most important factors for Elders. It can influence their level of happiness and wellbeing.

Mental health and sense of belonging



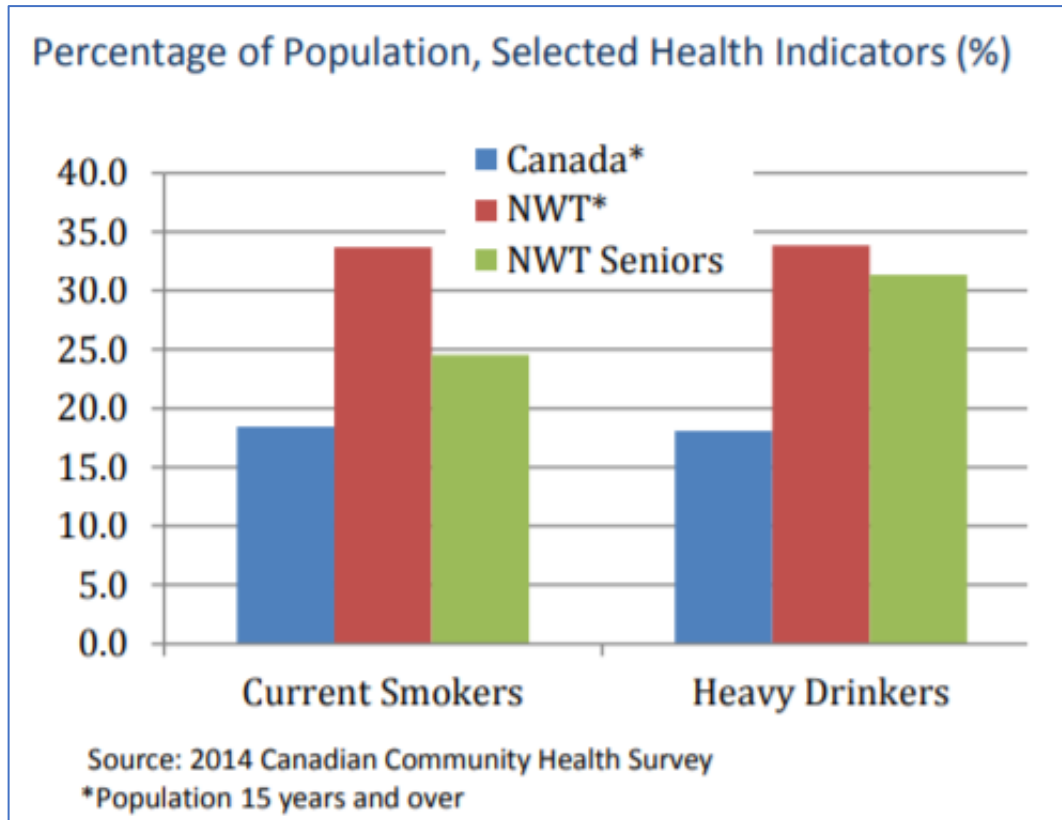
- Around 84% of NWT Seniors feel a very or somewhat strong sense of belonging to their community.
- More than half of seniors in the NWT consider their mental health to be fair or poor.

Your Thoughts

Why do you think that more than half of seniors in the NWT considered their mental health to be only fair or poor?

Smoking and drinking

- Close to one in four NWT Seniors are daily or occasional smokers (25%) compared to one in five Canadians (18%).
- Compared to 18% of Canadians, 31% of NWT Seniors are heavy drinkers – defined as consuming four or more drinks on one occasion at least once per month.



Smoking and excessive drinking can worsen our health and contribute to a poorer quality of life.

Your Thoughts

What are some reasons that people drink?

Overall health and wellness

Surveys tell us that:

- Only 41% of Elders in the NWT considered their health to be very good or excellent.
- 64% of NWT residents 60 years and over were inactive compared to 49% of older people in Canada.



Elders in Motion training event

How you feel about your health is important to both your physical and mental health. There are many ways to help Elders feel better both physically and mentally.

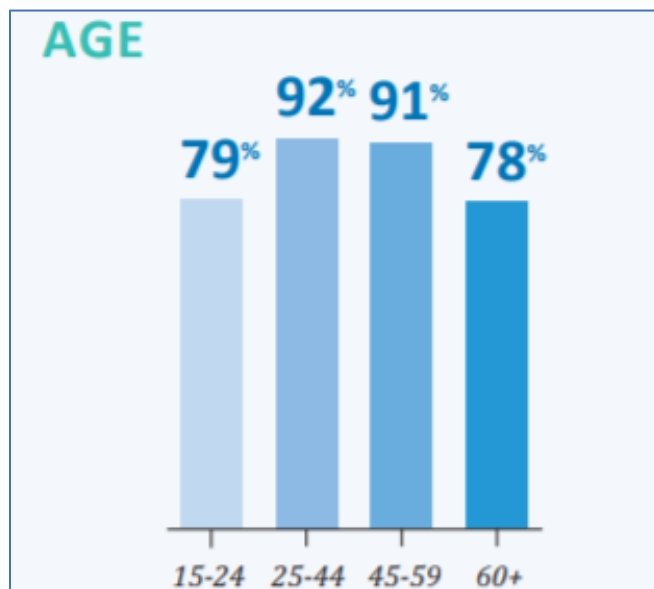
Your Thoughts

- Can you think of any programs in your community that address these issues? If so, what are they?
- How can you encourage Elders in your community to participate more in community activities?

⁵ Photo credit: NWT Recreation & Parks Association Elders in Motion

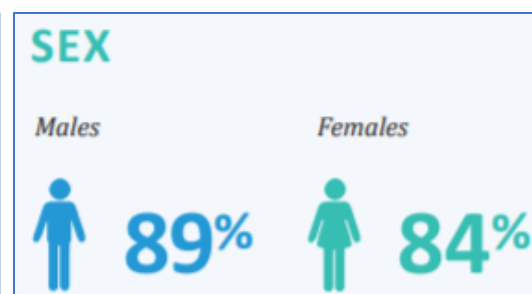
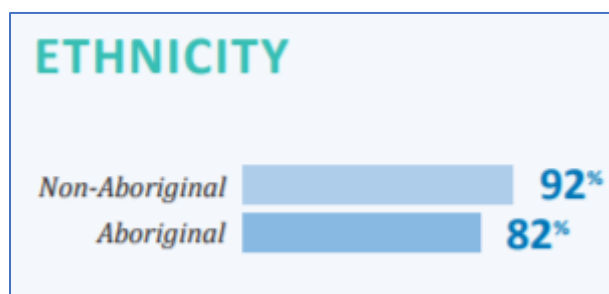
What is Life Satisfaction?

Life satisfaction is a measure of a person's sense of their level of well-being and happiness. Many things may affect wellness and happiness. How well and happy you feel is linked to your health status. This is lower for Indigenous people, women, and people in lower income households.



This first chart looks at age and shows that life satisfaction is lower for people 60+.

Notice how ethnicity, gender, and income affect levels of happiness and well-being.



⁶ 2014, Canadian Community Health Survey

Section III

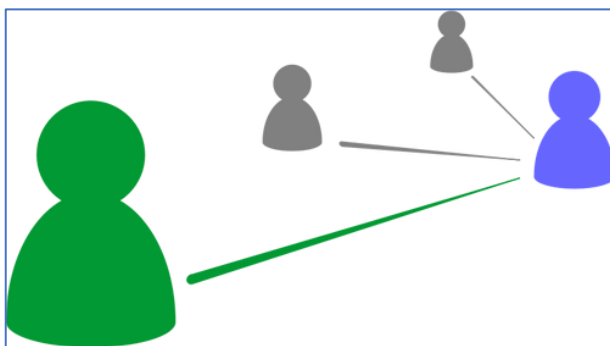
How do I make connections with Elders?

What is the best way to communicate with Elders?

What is social isolation?

What is Elder abuse?

Why is it important to keep things private and confidential?



Getting Elders Involved

Public domain images

How Do I Make Connections with Elders?

Meeting with Elders can be challenging. The first step is always the hardest to overcome, namely getting out there and making connections.

It might be a home visit or a small group activity. Check with the Elders which approach they prefer.

This step can include:

- Inviting an Elder for tea.
- Sitting in a quiet place to talk.
- Going for a walk together.
- Bringing a few Elders together to talk.

The most important part is making Elders feel welcome and heard.



7

Your Thoughts

What other activities do you think will help welcome and invite Elders to participate?
How will you get the message out to your community?

⁷ Photo credit: <http://bonteavant.com/2011/09/heating-elements-for-tea.html>

More Suggestions to Connect with Elders

Ask questions

- You may have known the person all your life, but have you asked them about their own lives and experiences?

Listen to what an Elder is saying and allow pauses

- Really listen to what the Elder is saying.
- Don't interrupt them or feel the urge to fill periods of silence that often occur during conversations.

Choose the right environment

- Avoid loud and crowded spaces with a lot of activity.
- Face the Elder or sit beside them.
- Form a circle to allow group members to see each other face to face.

Respect Elders

Some Elders may be hard of hearing or have trouble understanding the conversation around them.

- Remain calm.
- Talk in a gentle, matter-of-fact way.
- Speak more loudly, if necessary, but do not shout.
- Focus on one idea at a time.
- Keep sentences short and simple.
- Use the local language as much as possible.

Think about what it's like to be older

Most Elders experience a series of losses as they get older but strive to stay in control of themselves and their environment. Communicating can be frustrating and complicated for some Elders, so try to keep them involved in the conversation and any decisions about the group. Put yourself in their shoes. Be supportive and compassionate. They were young once like you.

Laughter really is the best medicine

Humorous moments often arise, even in the most difficult and stressful situations. Be open to the opportunity to lighten things up and take things a little less seriously. A shared laugh can ease tension and build closeness. Laugh *with* Elders but not *at* their expense.

Most importantly, have fun! Elders bring a wealth of knowledge and value to our world. Help them share their knowledge and wisdom to help nurture the culture and traditions in your communities.



8

⁸ Photo credit: NWT Seniors' Society

How Much Do You Know About Social Isolation?

Try this quiz and then read the information on the following pages.⁹

Question		True ✓	False ✓
1	Typically, isolation appears suddenly.		
2	Someone who is lonely is very quiet and doesn't talk much.		
3	Isolation is a situation, not a mental illness.		
4	People are less likely to suffer from isolation when they live with others.		
5	Depression is an inevitable part of aging.		
6	Many Elders who are depressed claim not to feel sad at all.		
7	It is not possible to tell the difference between grief and depression.		
8	Alcohol is a good way to deal with depression.		
9	The loss of mental sharpness is just a normal sign of old age.		
10	30% of Canadian Elders are at risk of becoming socially isolated.		
11	Social isolation can put Elders at a greater risk of death than factors such as obesity and physical activity.		
12	Social isolation doesn't happen in our community as there are so many activities for Elders to participate in.		

⁹ Quiz developed by the NWT Literacy Council

What is Social Isolation and How Does it Affect Elders?

The National Seniors Council of Canada defines social isolation as “a low quantity and quality of contact with others”.

We need social connections to thrive – no matter what our age is.

How do Elders become socially isolated?

In the NWT, 40% of Elders participating in a 2015 study on quality of life identified social isolation as a concern.



Other risk factors for social isolation of Indigenous Elders

Indigenous Elders are considered at high risk of experiencing social isolation due to:

- Racism
- Marginalized use of their language
- Culture
- Poverty
- Historic negative experiences like residential school and intergenerational trauma

¹⁰ <https://www.rgptoronto.ca/wp-content/uploads/2018/11/SF7-Toolkit-V1-2018-Social-Engagement.pdf>

Negative impacts of social isolation

Social isolation is a concern because of the negative impacts on individuals and their families. Did you know that loneliness is more dangerous than obesity and as damaging to health as smoking 15 cigarettes a day?

Research has found that social isolation and exclusion are associated with:



11

What Can I Do about Social Isolation?

So how do we deal with the social isolation of Elders? It's a good idea to start by getting to know what the problem is.

Think about these questions.

- How many Elders in your community report feeling socially isolated?
- Why do they feel isolated?
- What are the obstacles they face that keep them from socializing?
- Who could you recruit to visit with Elders?

¹¹ <https://www.n4a.org/Files/Isolation%20BrochureFINAL.pdf>

Questions to ask Elders

If you find that Elders talk about being lonely and you want to keep track of this, you can use the three-item loneliness scale. It is based on three questions that the Elder can answer as **hardly ever (1), sometimes (2), or often (3)**.

Higher scores indicate a greater sense of loneliness. You will need to translate this if the Elder speaks their own language better than English.

Questions	1	2	3
How often do you feel that you lack companionship?			
How often do you feel left out?			
How often do you feel isolated from others?			
Total			

12

Increase social connections

Ask Elders what they like and what makes them comfortable. Help them reach out to others in the community.



¹² Russell, D.V. (1996). UCLS Loneliness Scale (Version 3): Reliability, validity, and factor structure. *Journal of Personality Assessment*, 66(1), 20-40

Ways to help with social isolation

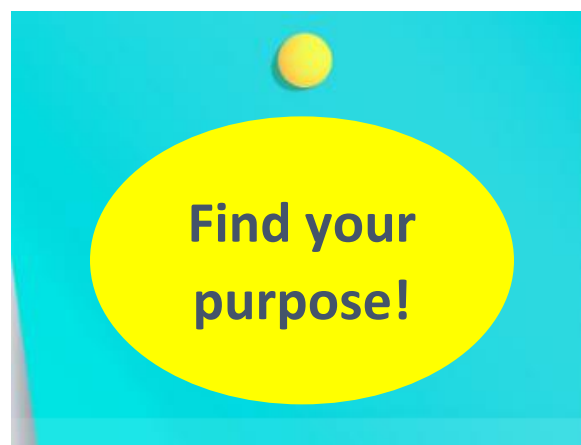
- **Reach out to family members** to see if they would like to join in the activities.
- **Organize social activities** for Elders like cards or tea and bannock.
- **Create relationships with Elders** through home visits or regular phone calls.
- **Share a meal** with Elders in your community either through a group activity or through home visits. It can be very isolating to eat alone all the time. Food helps bring people together.
- **Hire translators** for community events, so that Elders feel included.
- **Visit Elders** on a regular basis, especially in the winter when it is hard to get out.
- **Organize cultural activities** where Elders can share stories or traditional skills.

Sense of purpose

It is particularly important for an Elder to continue to have a sense of purpose. That's why traditional camps that invite Elders to teach are popular with both Elders and youth. It gives the Elder a role to play and recognizes the knowledge and skills they have. It allows youth to learn about their heritage, culture, traditions, and life skills.

Your Thoughts

Do you have any ideas on what is important for the Elders in your community?



What is Abuse of Elders?

This is an especially important topic. Elder abuse can be complicated. It's sometimes not easy to see or name. Because we are taught to respect and care for Elders, it is difficult to understand how anyone could abuse them, but Elder abuse is everywhere.

Elder abuse crosses cultures, religions, and socioeconomic conditions; it can happen anywhere, anytime, and to any older person. Understanding what abuse is and being able to recognize it are the first steps in prevention.

Elder abuse is any action by someone in a relationship of trust that results in harm or distress to an Elder. Neglect is a lack of action by that person in a relationship of trust with the same result. Abuse can be a single incident or repeated pattern of behaviour. Financial abuse is the most commonly reported type of Elder abuse.

What is ageism?¹³

First, we need to understand what ageism is. Ageism is:

- Discriminating against someone because of their age.
- Making up your mind about a group of people based on their ages.

Do you ever catch yourself thinking?

- ☐ I am too old for that ...
- ☐ All of those old people ...
- ☐ Elders don't like to do that ...

These are all examples of ageist thoughts.

¹³ Adapted from Neighbors, Friends, and Families: It's Not Right, University of Western Ontario, Centre for Research & Education on Violence Against Women and Children

How does ageism contribute to abuse of Elders?

People place less value on Elders when they have ageist thoughts and attitudes.



14

Elder abuse takes many forms

Read Gerald's story.

Gerald's Story

Gerald, 73, had a stroke, which left him unable to care for himself. His son offered to help, and Gerald moved in with him and his family. But Gerald's son and daughter-in-law worked all day and were busy with their kids in the evenings. Gerald hated being a burden on them and tried to take care of himself.

One day, Gerald's friend Carmen came to visit. She was surprised to see food stains on his clothes and sores on his heels. His room smelled like urine, too. Gerald seemed depressed and withdrawn — not at all like the jolly, witty friend she'd known for years. Carmen worried that Gerald's family was neglecting him.

15

¹⁴ <https://www.youtube.com/watch?v=gLaFHrlUcSs>

¹⁵ <https://www.nia.nih.gov/health/elder-abuse>

Types of abuse

Sexual	Sexual abuse involves unwanted sexual activity including, fondling, kissing, and any unwanted touching.
Physical	Physical abuse happens when someone causes bodily harm by hitting, pushing, or slapping, for example. This may also include restraining an Elder against his/her will, such as locking them in a room or tying them to furniture.
Neglect	Neglect occurs when the caregiver does not respond to the Elder's needs. This may include physical, emotional, and social needs, or withholding food, medications, or access to health care. Abandonment is part of neglect and happens when an Elder is left on their own.
Emotional	Emotional abuse , sometimes called psychological abuse, can include hurtful words, yelling, threatening, or repeatedly ignoring the Elder. Keeping that person from seeing close friends and relatives is another form of emotional abuse.
Financial	Financial abuse happens when money or belongings are taken from an Elder. It can include taking someone's money or using a person's credit cards and bank accounts without their permission. It also can include persuading an Elder to give them money and leaving the Elder with little money for food and other necessities.

Think about these scenarios. Which kind of abuse does each scenario represent? Some may represent several.¹⁶

Situation	Financial	Emotional	Sexual	Neglect	Physical
1. My granddaughter moved in with me some time ago. I asked her to leave because she used my bank card to take money from my account a couple of times. She said she has no place to go. I feel guilty and let her stay, but I am afraid she will do it again.					
2. My younger brother and I live together. He has always had a temper. Recently when he was drinking, he pushed me against the wall a couple of times.					
3. My wife laughs at me in front of people because I can't manage zippers and buttons without her help. She tells people that I am "worse than a child" and that she would never let herself be so helpless.					
4. My neighbour is a widower who brings my groceries because I struggle to get to the grocery store. Since my husband died, he has started hugging and touching me even though I ask him not to. He calls it his "delivery fee."					
5. I depend on my daughters to get me to events like community feasts. Often, they forget about me. They bring me food from the event, but I want to go and visit with everyone.					
6. Betty's son takes money from her purse. He gets angry and pushes her out of the way if she tries to stop him. Betty doesn't want her son to get in trouble, but she needs her money to pay her bills and she's afraid he's going to hurt her.					

¹⁶ Adapted from "How You Can Identify Abuse and Help Older Adults at Risk"

<https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/health-risks-safety/how-identify-elder-abuse/pub1-eng.pdf>

Did you know?

- Elder abuse can happen in all cultures. Elder abuse can and does happen in rich and poor families, healthy and unhealthy families, and families from all cultural backgrounds.
- It is not easy for Elders to talk about abuse. In fact, it is not easy at any age to talk about abuse. Most Elders who are abused never tell anyone, or, if they do, they tell others not to say anything to anyone.
- Both women and men can suffer abuse. However, most victims of Elder abuse are women.
- Like other forms of family violence, Elder abuse can happen in any dependent or intimate relationship. Abuse of Elders can happen at home and in institutions such as care facilities.
- It is not always easy to recognize Elder abuse. Like all forms of abuse, Elder abuse is complicated and not always visible.
- Elders also worry about sexual assault, sexual harassment, and dating violence.
- Not all Elders need assistance to manage their business and personal affairs. In fact, most are quite capable of managing their own affairs.

Who is at risk for abuse?

- Isolated Elders
- Elders with a history of domestic violence
- Elders with poor memories or dementia
- Dependent Elders who have disabilities
- Elders cared for by people with substance abuse
- Elders who are depressed and/or have other mental health issues



17

¹⁷ <https://www.nia.nih.gov/health/infographics/spotting-signs-elder-abuse>

Signs of abuse



- ▶ Seems **depressed, confused, or withdrawn**



- ▶ **Isolated** from friends and family



- ▶ Has **unexplained bruises, burns, or scars**



- ▶ Appears **dirty, underfed, dehydrated, over- or undermedicated**, or not receiving needed care for medical problems



- ▶ Recent **changes in banking or spending** patterns

18

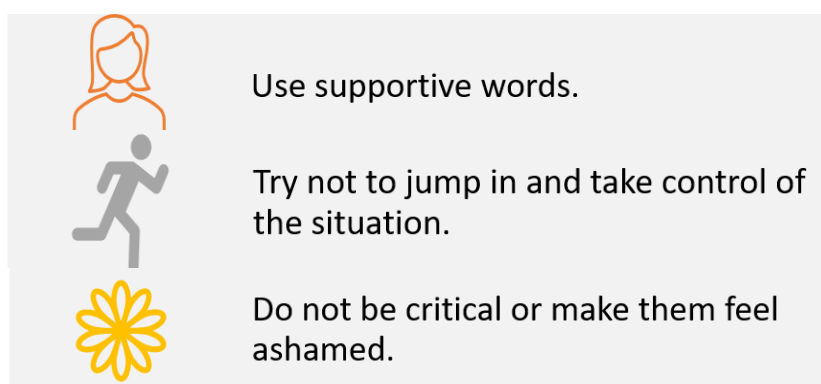
¹⁸ <https://www.nia.nih.gov/health/infographics/spotting-signs-elder-abuse>

What does Elder Abuse Look Like in the NWT?

In 2014, the NWT Network for Prevention of Abuse of Elders completed a study that provides a picture of Elder abuse in the NWT.

- The most common forms of abuse are financial abuse and neglect.
- Poverty, unemployment, marginalization, and addictions are main factors contributing to Elder abuse.
- Root causes of Elder abuse are residential schools and colonial legacies.
- You can support Elders by being aware of the signs of Elder abuse, speaking out in the community about Elder abuse, and supporting Elders when they are being abused.
- If an Elder is in danger, call 911.

How do you support an Elder you suspect might be experiencing abuse?



Be prepared for disclosure.

If someone tells you they are being abused, here are some helpful things you can say.

- “I care about you.”
- “I believe you.”
- “It’s not your fault.”
- “I’m worried about you.”
- “I will support you and your decisions.”

Who can help in your community?

Faith groups	Neighbours	Relatives	Friends
Social groups	Professionals	Co-workers	Other Elders

What is the NWT doing about the abuse of Elders?

The NWT Network on Preventing Abuse of Older Adults is a group of NWT residents who advocate for Elder abuse awareness and prevention. The Network was established in 2011 and provides support, community workshops, information, and training to those committed to ending Elder abuse in the NWT. They also plan special events such as Senior Citizens' Month, World Elder Abuse Awareness Week, and share information on funding and training available.

The website (<http://www.nwtnetwork.com/>) provides information on:

- Recognizing Elder abuse.
- Understanding different forms of abuse and neglect.
- Preventing abuse and neglect.
- Planning for safety.
- Accessing help.



19

Participants at an Elder Abuse workshop in Tsiigethchic.

The NWT Seniors' Society offers workshops that are well received by communities. You can ask for a workshop as part of the work you do with this project.

¹⁹ Photo credit: NWT Seniors' Society

Creating Safe Communities for Older Adults Workshop

The goals of these workshops are to:

- Raise awareness and educate people about the abuse of older adults
- Engage the community in the development of an action plan to address abuse of older adults through a community support network

Time: Two days

Facilitated by: NWTSS staff and special guests

Features: PowerPoints and discussion-based learning

Host communities provide space and snacks.



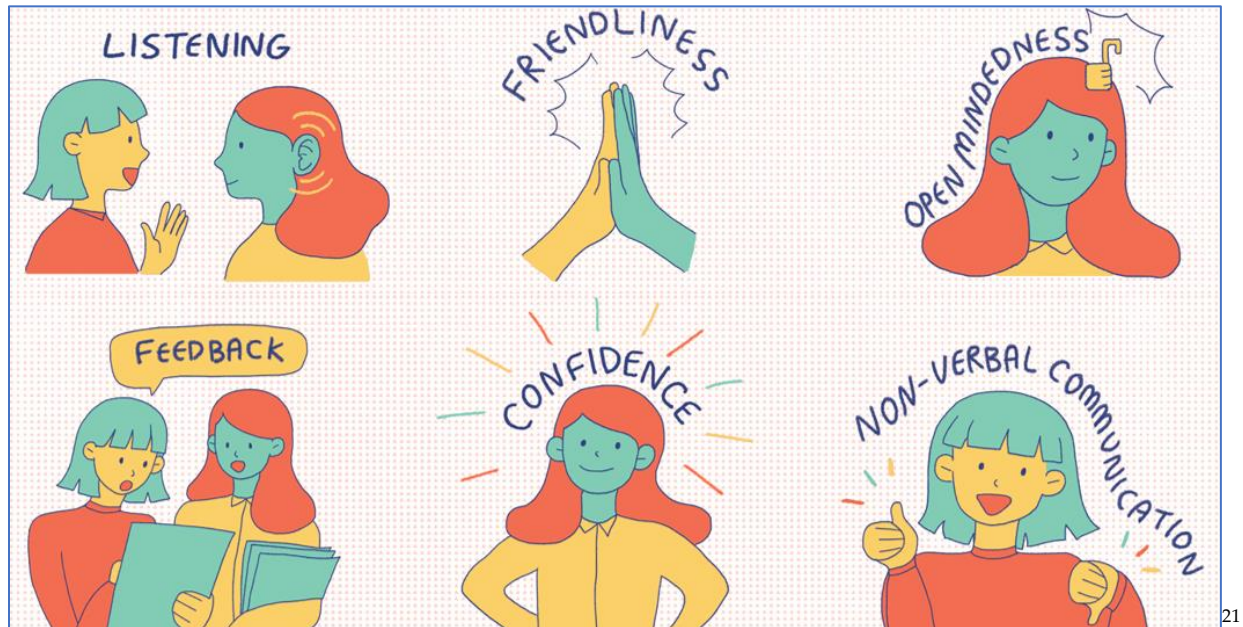
Participants in an Elder Abuse workshop in Fort Providence.²⁰

²⁰ Photo credit: NWT Seniors' Society

Communicating with Elders

Communication is simply the exchange of information.

Here are some essential communication skills you need with everyone!



Tips for communicating with Elders

- | | |
|---|--|
| <input checked="" type="checkbox"/> Minimize sounds in the area. | <input checked="" type="checkbox"/> Allow extra time for Elders to respond. |
| <input checked="" type="checkbox"/> Sit face to face (if possible). | <input checked="" type="checkbox"/> Ask open ended questions. (How are you today?) |
| <input checked="" type="checkbox"/> Listen without interrupting. | <input checked="" type="checkbox"/> Listen actively. |
| <input checked="" type="checkbox"/> Speak clearly. | <input checked="" type="checkbox"/> Allow time for silence and reflection. |
| <input checked="" type="checkbox"/> Encourage Elders to share their stories and ideas with you. | |
| <input checked="" type="checkbox"/> Be empathetic. | |

²¹ <https://www.thebalancecareers.com/communication-skills-list-2063779>

Use sharing circles when you can

Sharing circles are based on the sacred tradition of sharing. In the ceremony, people leading a traditional sharing circle use a sacred object which is passed from one person to another when it is their turn to share. An Elder may share a blessing at the beginning.

The purpose of a sharing circle is to create a safe environment where everyone can share their point of view with others. In a sharing circle, each person is equal, and each belongs. Participants in a sharing circle learn to listen and respect the views of others. The intention is to open hearts to understand and connect with one another.²²

Start the sharing circle with a question or statement.

**Here are some suggestions for guidelines.**

- Use an object that has a special meaning.
- When the person has the object in their hands, they can share their ideas without interruption. When they have finished, they pass the object to the next person in a clockwise direction.
- Everyone listens in a nonjudgmental way while the speaker is speaking.
- There should be no negative reactions to the phrase, "I pass."
- Speakers should feel free to express themselves in any way that they are comfortable with by sharing a story or a personal experience, by using examples or metaphors, and so on.

²² Photo credit and information: <https://passthefeather.ca/wp-content/uploads/bb-plugin/cache/CirclesPromote-circle.jpg>

Laughter is the best medicine



"Pretend shooting" of reindeers during an Elders' Christmas feast in N'dilo. ²³

Current research tells us that laughter rids us of tension, stress, anger, anxiety, grief, and depression. Laughter releases endorphins, which in turn relieves pain. It also boosts your immune system, lowers blood pressure, reduces stress hormones, increases muscle flexibility, and is linked to healthy functioning organs.

For years, millions of people the world over have said, "Laughter is the best medicine." However, among many Indigenous populations, it is more than just a phrase – it is a lifestyle that many people follow. Indigenous people use humour in multiple ways in their everyday lives: it acts as communication, a coping mechanism, a teaching tactic, and much more.

Your Thoughts

How do people in your culture use humour?

²³ Photo credit: NWT Seniors' Society

Privacy and Confidentiality

Confidentiality is a legal responsibility not to share private information. This can include people's age, gender, physical location, medical diagnosis, or any other personal information regarding that person.

Privacy is the right of an Elder to have control over the information they would like to share or not share.

Privacy is very similar to confidentiality; however it is a "best practice" not a legal obligation

When in doubt always choose the most cautious choice of keeping a person's information safe

Practices to keep in mind when working with Elders

- Don't talk about an Elder's health with other people.
- Meet in a place where you and the Elder feel comfortable to discuss private matters.
- Keep all written information securely stored.
- Don't be tempted to talk about Elders to other people.
- Never post information about Elders on social media or any public platform.

Privacy is Critical to ...

- Making trusting connections
- Creating a space of honour and respect
- Ensuring safety
- Showing you care about them
- Working with compassion and empathy



To share or not to share²⁴

Scenario	Share ✓	Not share ✓
1. An Elder tells you that she is feeling lonely and isolated. She says her family members rarely visit her and she can't get out on her own. You wonder if you should talk to her family about this issue.		
2. An Elder tells you that his nephew keeps taking money out of his wallet. Often the Elder doesn't have enough money to buy groceries and goes without food. Should you talk to the RCMP or to other family members about this issue?		
3. You see an Elder being yelled at by his daughter. You wonder if you should bring this issue up with the supervisor of the nursing home.		
4. An Elder tells you lots of stories about when she was young. Some of the stories are so interesting you would like to tell your children.		
5. You go to visit an Elder in his home and you can tell that he is unable to manage his daily living tasks. Dishes are not done, there are trip hazards all over the floor and no food in the fridge. Should you talk to the family about these issues?		

Considerations

It is difficult to know the correct answer to all the scenarios above. Each situation is always unique and has different variables. But let's review what you should consider for each one.

1. The Elder may not want you to talk to the family. You might consider setting up a schedule with volunteers to visit the Elder, so she has company. This might trigger the family to step in and visit more often.
2. You should definitely talk to other family members about this issue. You may want to hold off on talking to the RCMP to see if the family can sort it out first.

²⁴ Scenarios by NWT Literacy Council

3. You might want to consider talking to someone at the nursing home about this issue. It would be good for someone to be aware of what is happening.
4. Ask the Elder if you can share her stories with your children. I am sure she would be thrilled to have you tell your children and pass on the stories for generations to come.
5. Again, this is a tricky situation. You might want to ask the Elder if it is okay to talk to his family or you can talk to the Elder to see if you can come up with some solutions together.

Notes

This section has a lot of information. Write down any information you would like to remember or any questions you have.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Section IV

What are risks?

How can you prevent falls and mishaps?

How can you make activities easier for Elders?

What is a release of liability?



1 Have Your Medications Reviewed

2 Have Your Eyes Checked

3 Make Your Home Safe

4 Stay Active and Exercise

Keeping Elders Safe

Royalty Free Photo: pixabay

Life is Full of Risks

What is a risk?

Wikipedia definition: “the potential of gaining or losing something of value”

Risk can be constant or temporary.

What are some possible risks when working with Elders? List them here.

How can you manage risks?



Falls

Did you know?

Falls are the **number one risk factor** when working with Elders. Falls are the major cause of accidental deaths in persons over the age of 65. Between 20% and 30% of seniors fall each year.

And 12% – 40% of people die within a post-fracture year.

Falls have negative mental health consequences for Elders such as fear and loss of independence.

Factors contributing to falls include:

- Vision impairment
- Foot problems
- Balance
- Leg strength
- Health conditions combined with normal aging
- Poor nutrition
- Being inactive
- Side-effects of some medications
- Hazards

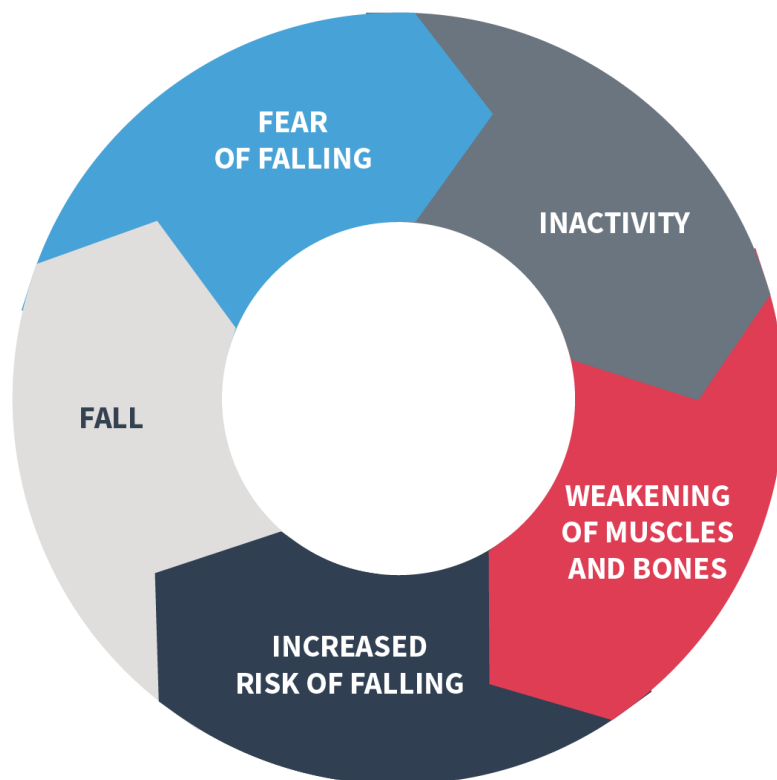


Fall may happen when Elders:

- Wear loose or unsupportive shoes.
- Climb on a chair to reach for something.
- Trip over pets.
- Carry laundry.
- Change direction quickly.
- Walk on uneven surfaces.
- Step out of a wet tub or shower.
- Slip on wet surfaces in the house.

Elders who have fallen in the past find it hard to recover and to get their confidence back to be able to live a full and active life. Look at the diagram below. What does it explain?

Fear of Falling Cycle



25

²⁵ <https://supercarers.com/falls-in-the-elderly-guide/>

Here are some ways to prevent Elders from falling

- Ensure Elders stay active.
- Understand what causes falls.
- Use safety equipment (shoes, canes, walkers, wall-mounted grab bars).
- Get rid of hazards.
- Check medication and overall health.
- Encourage them to socialize with friends and family.
- Participate in exercise such as *Elders in Motion* to help with balance and strength
- Help Elders learn about home-based safety.
- Encourage Elders to have regular eye tests.



26

Create a fall-safe environment

Make sure:

- The activity area is well-lit.
- The area is clutter-free.
- The floor is even and non-slip.
- You remove snow, ice, or loose gravel, and repair uneven sidewalks.
- There is lots of seating available.

²⁶ <https://health.hawaii.gov/injuryprevention/home/preventing-falls/senior-fall-prevention-campaign-2019/>

What should you do if an Elder does fall?

Do not move Elder if in great pain

- Do not try and move Elder if they are in great pain – call for help instead

Keep them warm

- Keep them warm and secure with a blanket and pillow (if you have them)


Reassure

- Reassure them as you wait for help

How should you help an Elder get up?


If the Elder can get up, try this method.

1




Roll onto your side.

2




Crawl over to a chair or sturdy furniture.

3



From a kneeling position, put your arms up onto the seat of the chair.

4




Bring one knee forward. Place that foot on the floor.

5



Push up with your arms and legs. Pivot your bottom around.

6



Sit down. Rest before trying to move.

27

²⁷ <https://www.solutionsforliving.ca/tag/fall-prevention/>

Making it Easier for Elders

Transportation for Elders

Elders face many obstacles. One of the biggest is transportation to and from an event. Elders may not drive or be able to walk far, so it is important that they have access to transportation for events in the community.

Some communities have a bus system or an accessible van, but it may have limited hours. You will need to think about how you can provide transportation for Elders.



28

Your Thoughts

- Does your community have a van or truck? Can it be used to transport Elders?
- How else can you transport Elders?
- Do you need a step to help Elders get into the van or truck?

²⁸ Photo credit: Spectacular Northwest Territories

Tips for hard of hearing

If you know people are hard of hearing:

- Face the person when you speak.
- Say their name and get their attention before you speak.
- Speak clearly and slowly.
- Don't shout.
- Make sure the Elder is using a hearing aid if needed.
- Check to see if the hearing aid is up-to-date and the battery works.



29

Tips for low vision

If you know people have limited vision:

- Make sure the lighting is good in the area you use for activities.
- Use black type on white background for any handouts.
- Use simple clear fonts and large size text.
- Offer magnifying tools to Elders.
- Mark the edge of stairs with brightly coloured tape.
- Decrease clutter in the activity area.



30

²⁹ Photo credit: Pexels photo: <https://www.heritageseniorcommunities.com/2015/05/10/six-solutions-to-help-a-senior-with-hearing-loss/>

³⁰ Photo credit: <https://www.milauskas-eye.com/uncategorized/low-vision/>

Getting around

Many elders use a mobility aid.

Make sure they bring it along and use it.

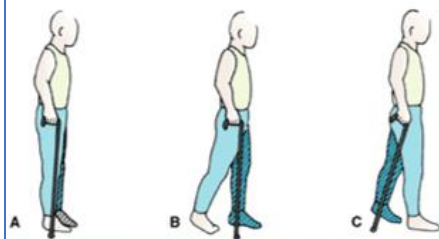
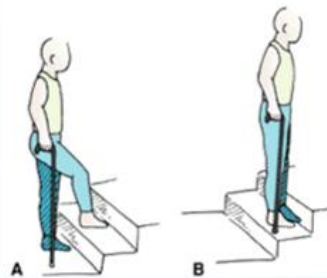


31

Tips for using a cane

Tips for using a cane:

- Handle at wrist height
- Cane on stronger side
- Size and type that fits
- Rubber tip; spike option in winter
- Go up with stronger leg and down with weaker leg



32

³¹ <https://www.mhealthtalk.com/are-canes-and-walkers-safe/>

³² Photo credit: McKesson Health Solutions <https://www.pinterest.ca/pin/23855073001302974/>

SIZING YOUR CANE

- 1 Wear your regular walking shoes to take the measurements.
- 2 Stand in an upright position and let your arms fall naturally to your sides (elbows bent roughly at a 20-degree angle).
- 3 While in this position, have someone measure the distance between the floor and your wrist joint.

This is the correct measurement for the length of your cane.

Most canes in the NWT are height adjustable.

33

Tips for using a walker

Handles at wrist height.
Size and type that fits.

Up with 'stronger' leg

Down with 'weaker' leg

Walking

Sit to Stand

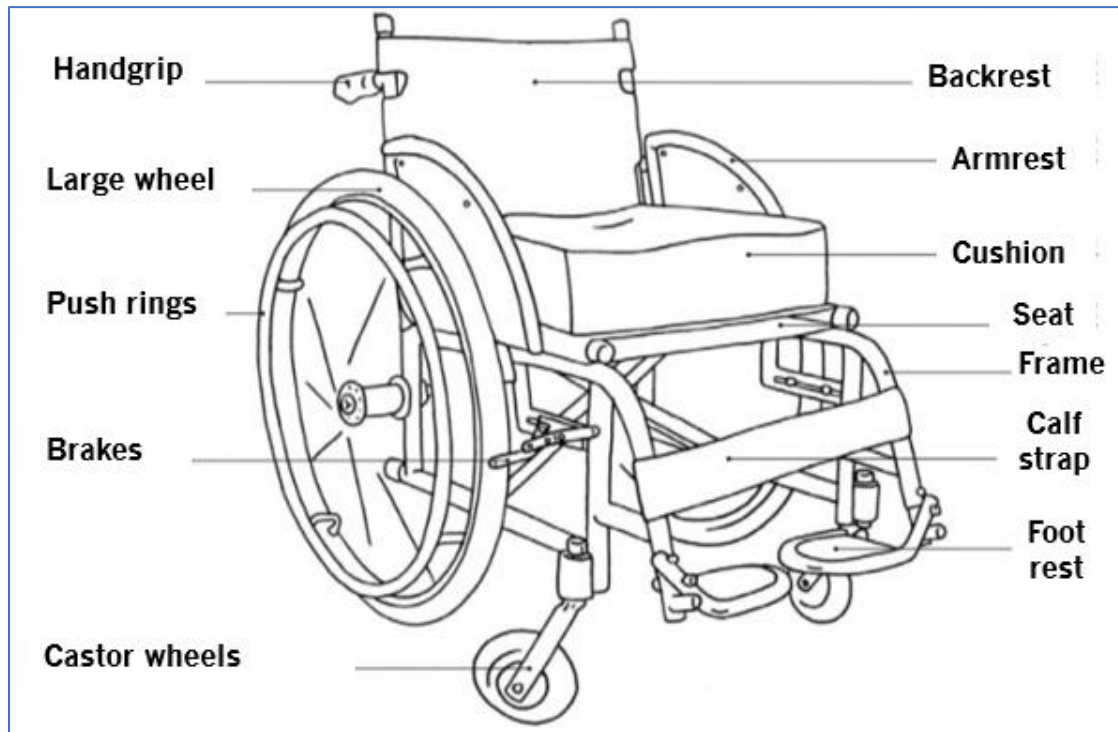
Use arms of chair to push up.

34

³³ <https://californiamobility.com/ultimate-guide-to-choosing-and-using-a-walking-cane/>

³⁴ Photo credit: <https://www.mounnittany.org/articles/healthsheets/2957>

Parts of a wheelchair

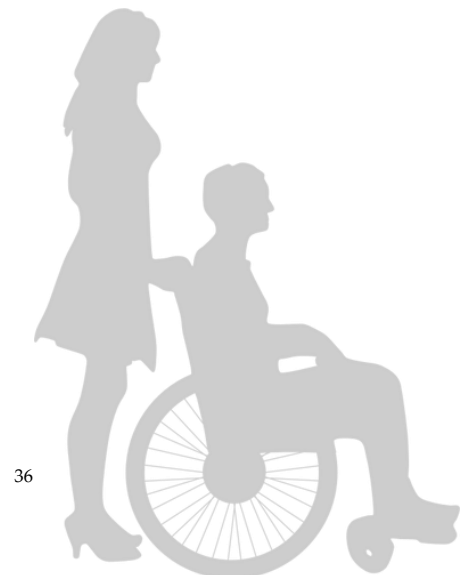


35

Helping a wheelchair user

Ask the person if they want help and how you can help.

- Talk to them at their eye level.
- Tell them what you're going to do (e.g., tilt the wheelchair).
- Fasten the seat belt before moving.
- Set the brakes when they get in and out.
- Ask if they're comfortable.



36

³⁵ https://www.physio-pedia.com/Wheelchair_Design

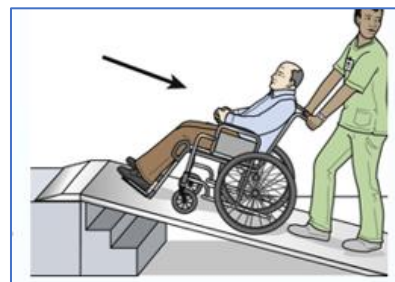
³⁶ Public domain graphic

Ramps and curbs with wheelchair

If there is a ramp, use it. Make sure it is clear.

If there is a curb:

- Go backwards down the curb – make sure you keep close to the wheelchair.
- Go forward up the curb – use the tipping lever to raise the front of the chair.



37

Incontinence issues

Incontinence can be very embarrassing for an Elder and can be an obstacle; it might keep them from going out of the house. If they have this problem, they should be assessed and helped with medication or supplies that address the issue.



38

Tips

- Offer regular bathroom breaks.
- Make sure Elders can access the washroom.
- Keep offering drinks of water for healthy urine.

³⁷ Images from <https://nursekey.com/safely-transferring-the-person/>

³⁸ <https://health.clevelandclinic.org/are-your-medications-causing-or-increasing-incontinence/>

Waivers of Liability

A waiver of liability is a complicated name. It is a legal document that is an agreement between two parties. One is called the releasor and they are promising not to sue the releasee, the one who is responsible for the activity.



A legal document containing an agreement between two parties.



Releasor (person promising not to sue)



Releasee (the party that is liable)



By signing the waiver, releasor accepts the risks and promises not to sue releasee for any damages caused

Limitations on Waiver of Liability

A release of liability does not protect you from gross negligence or intentional injury.

A liability release form isn't a substitute for general liability insurance.

Release of Liability Form

You will need to have Elders complete and sign this form before participating in any activities. Read it with them and explain what it means.

To get help to read, understand, or complete this form contact NWT Seniors' Society (NWTSS): 867-920-7444 or toll free 1-800-661-0878.

A Legal Agreement between _____ (Local Organization)
and _____ (participant's name)

Waiver of Liability and Release of Claims

I plan to participate in activities with the program Collaborating for Inclusion of Older Adults. I understand that the NWT Seniors' Society funds the program and _____ (name of local group) runs the program in my community.

When I sign this form, I agree that the local organization _____ and anyone associated with this program are not liable—legally responsible—for any loss, injury, or illness (including death) that I may suffer from participating in this program, including travel to and from the program. I cannot sue them, except for gross negligence or intent to harm.

I know there are risks associated with participating in these activities and I participate of my own free will. I am responsible to understand and follow the rules to stay safe, and assume all risks associated with participating.

I confirm that **I have read this form.**

I understand that **when I sign this form, I give up my right to claim damages in a lawsuit or otherwise.**

Signed on _____ (day) _____ (month) _____ (year)

At: _____ (community), Northwest Territories

Print participant's name: _____

Signature of participant: _____

Print name of local organization rep: _____

Signature of local organization rep: _____

Section V

What does health and wellness actually mean?

What are some activities we can do with Elders to support health and wellness?

What are the different components to mental wellness?

How can we prevent illness?



Health and Wellness

Photo credit: NWT Recreations and Parks Association, Elders in Motion

Overview of Health and Wellness

What do we mean by the term “health and wellness”?

Health originally meant absence of disease. Wellness, on the other hand, is the state of living a healthy lifestyle.

One of the major differences between health and wellness is that health is a state of being whereas wellness is all about striking a perfect balance among the six components of health.



39

³⁹ <https://globalwellnessinstitute.org/what-is-wellness/>

Physical Activity

What is functional mobility?

- The level of fitness necessary to take care of personal, household, social, and daily living needs
- The ability to interact with one's environment effectively

What are the benefits of physical activity?

- Increased confidence
- Physical and mental health
- Healthy weight
- Decreased muscle soreness and joint stiffness
- Social contacts with people
- Independence
- Increased happiness and positive attitude



40

Myths

1. Falling is a normal part of getting older. Being active won't make a difference.
2. I have fragile bones. I should avoid being active, so I don't get hurt.
3. Depression is a normal part of aging.
4. Getting older leads to weakness, frailty, and dependency.

⁴⁰ <http://clipart-library.com/elderly-exercising-cliparts.html>

Elders in Motion

The *Elders in Motion Program* aims to improve access to physical activity opportunities for NWT Elders. The program works to increase independence and functional mobility for Elders. The program includes training and support for communities, groups, and individuals interested in developing and maintaining an Elder recreation program.

Through training and mentorship, community leaders enhance their knowledge, skills, and confidence in organizing and leading safe, engaging, and culturally appropriate recreation programs for Elders.

These programs promote wellness of body, mind, and spirit, independence, and functional mobility.

Elders in Motion started in 2008 with support from the Department of Health & Social Services. In 2009, the program formed a partnership with the Dene Nation, the NWT Seniors' Society, and the Canadian Centre for Activity and Aging to further develop the program.

Elders in Motion is in almost all NWT communities.



41

⁴¹ <https://www.statsnwt.ca/community-data/>

Elders in Motion training includes:

- Active Living Exercise Program
- Balls and Balance Workshop
- Functional Fitness for Falls Prevention

Program supports include:

- Assisting with program development
- Providing training, equipment, and materials
- Providing on-going support, mentorship, and program evaluation



42

Contact Elders in Motion for more information.

admin@nwtrpa.org

P. (867) 669-8375

F. (867) 669-6791

⁴² Photo credit: Elders in Motion, NWT Recreations and Parks Association

Mental Wellness

What is mental wellness?

Wellness is the active pursuit of activities, choices, and lifestyles that lead to a state of holistic health.



43

⁴³ <https://uwaterloo.ca/engineering-wellness-program/nine-dimensions-wellness>

Five actions that promote mental wellness:

1. Connect with other people

Good relations are important for mental wellness.

2. Be physically active

Physical activity can raise self-esteem, help you set goals and achieve them, and cause chemical changes in the brain for a positive outlook on life.

3. Learn new skills

Learning something new can boost self-confidence, build a sense of purpose, and help you connect with others.

4. Give to others

Giving to others makes you stay positive, gives you a sense of purpose and self-worth, and helps you connect with others.

44

5. Practice mindfulness

Being mindful helps you to stay in the present moment and be grateful for all the things you do have.



Feelings of helplessness

Often Elders may feel helpless. This is often associated with the way people treat them. They feel like they have no control over their lives and the things they do. This often results in depression, frustration, dependency, and lower health outcomes.



45

⁴⁴ Photo credit: Elders in Motion, NWT Recreations and Parks Association

⁴⁵ Photo credit: Shutterstock

What is resilience?

Resilience is how well a person copes with and moves past the challenges in life. It gives people the strength to process and overcome hardships.

Everyone experiences stress, pain, and suffering. Resilient people understand that setbacks happen and sometimes life is hard and painful, but their mental outlook allows them to work through emotional pain and suffering and recover.

Less resilient people can become easily overwhelmed. They may choose unhealthy ways to cope. Resilient people tap into their strengths and support systems to overcome challenges and work through problems.

How to help someone build resilience?

- **Be self-aware.** Understand your strengths and weaknesses.
- **Build skills to control emotions, thoughts, and behaviours.** Try some breathing and mindfulness exercises.
- **Learn coping skills.** Some examples of coping skills are exercising, spending time outside, journaling, socializing, talking to someone, doing something creative.
- **Focus on what you can control.** Focus on what you can do. Identify positive, problem-solving steps that you can take.
- **Strengthen support systems.** Boost existing social connections and find ways to build new ones.

Your thoughts

Can you think of ways that community programs can help Elders build resilience?

Finding balance

Life is about finding balance. Balanced living means considering all aspects of your life: work, home, family, play, leisure, community, wellness, politics, volunteering, religion, and spirituality, etc.

What are some ways to find balance in your life?



46

Finding balance is a lifelong practice. It is a way of living.

- Make a conscious decision to practice balance, to become more balanced.
- Set goals. Do the most important things first. Consider long-term and short-term goals.
- Expect the unexpected. Roll with the punches. Practice resilience.
- Keep practicing balance repeatedly.
- Which activities could help Elders practice balance in their life and improve their mental wellness?

- What about for yourself?

⁴⁶ <https://toolkit4living.wordpress.com/2016/03/28/balanced-living/>

Balancing life roles

Fill in the percentage of time you spend in each role and then the preferred percentage of time you would like. Take notice of the difference and see if you can make some small changes to make your life more balanced.

	Current	Preferred
Working	<input type="text"/> %	<input type="text"/> %
Learning	<input type="text"/> %	<input type="text"/> %
Taking care of others	<input type="text"/> %	<input type="text"/> %
Being a community member	<input type="text"/> %	<input type="text"/> %
Being a friend	<input type="text"/> %	<input type="text"/> %
Spending time on your hobbies and interests	<input type="text"/> %	<input type="text"/> %
Being a spouse	<input type="text"/> %	<input type="text"/> %
Being a parent	<input type="text"/> %	<input type="text"/> %

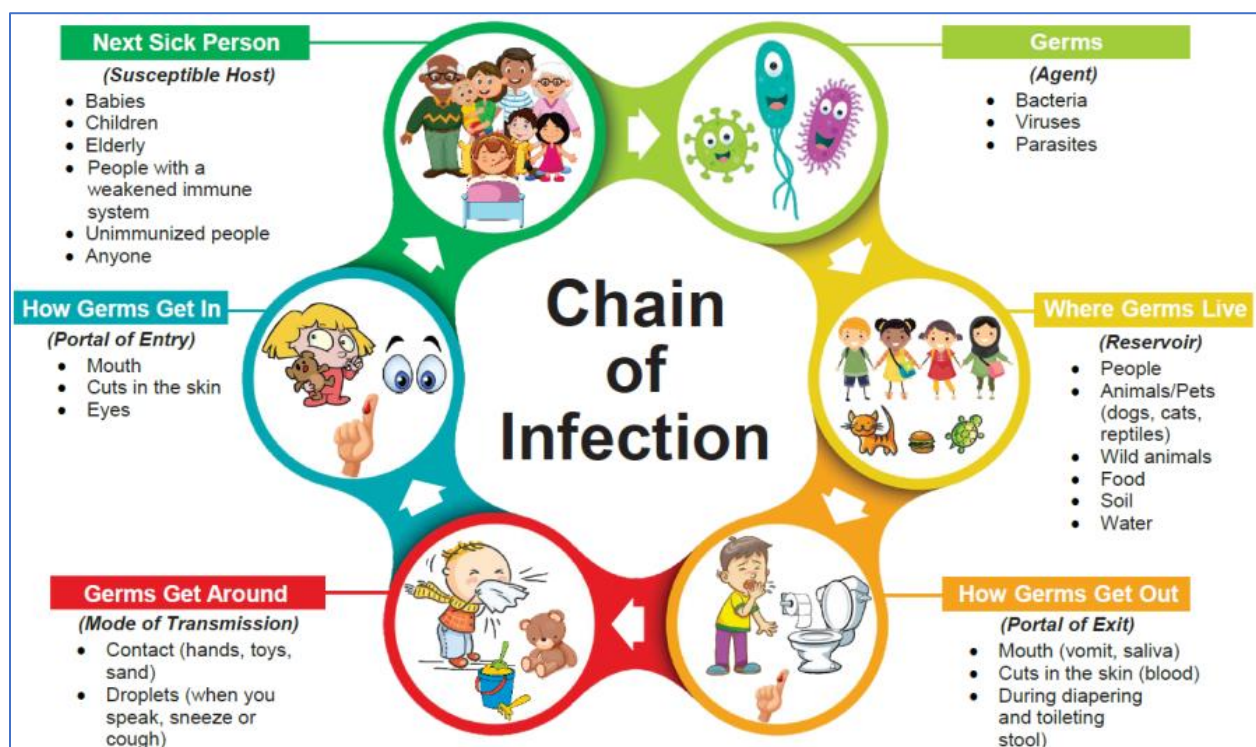
Prevention

Preventing illness is the best way to keep someone healthy and safe. It is extremely important in this day and age to wash, disinfect, and stay home when you are sick.

Chain of infection

A chain of infection means a series of events that has to happen to enable germs to cause infections in a person. When we speak of germs in this section, we are referring to bacteria, fungi, and viruses.

This is how people get sick.



47

⁴⁷ <https://www.ottawapublichealth.ca/en/professionals-and-partners/chain-of-infection.aspx>

Handwashing



⁴⁸ <https://www.hss.gov.nt.ca/sites/hss/files/resources/handwashinginfographicbig-web.pdf>

Cleaning and disinfecting

Cleaning and disinfecting are part of a broad approach to preventing infectious diseases from spreading. The first line of defense is to get vaccinated! Other measures include staying at home when you are sick, covering coughs and sneezes, and washing hands often.



49

⁴⁹ <https://www.avera.org/balance/wellness-and-preventive-care/5-steps-to-clean-disinfect-high-traffic-areas/>

Where and when to clean?



Cleaning and disinfecting measures should, at minimum, include high-touch surfaces such as toilets, bedside tables, door handles, tables, kitchens, keyboards, and other high touch surfaces in common areas.

Cleaning and disinfecting should be done frequently. At least twice per day.

50

Keep safe

Stay safe while using household cleaning and disinfectant products




Always read instructions Wear protective gear Do not mix chemicals

51

Appropriate disinfectants include:

- Diluted bleach solution: 1 part bleach to 9 parts water.
- Accelerated hydrogen peroxide (0.5%)
- Quaternary ammonium compounds (QUATs)



52

⁵⁰ GNWT: Cleaning and Disinfecting Closed Work Camps

⁵¹ <https://www.cdc.gov/mmwr/volumes/69/wr/mm6923e2.htm>

⁵² GNWT: Cleaning and Disinfecting Closed Work Camps

What is COVID? ⁵³

WHAT IT IS

COVID-19 is an illness caused by a coronavirus.

Human coronaviruses are common and are typically associated with mild illnesses, similar to the common cold.

HOW IT IS SPREAD

Coronaviruses are most commonly **SPREAD** from an infected person through:

- ▶ respiratory droplets when you cough or sneeze
- ▶ close personal contact, such as touching or shaking hands
- ▶ touching something with the virus on it, then touching your eyes, nose or mouth before washing your hands

These viruses are not known to spread through ventilation systems or through water.


IF YOU HAVE SYMPTOMS

If you have **SYMPTOMS** of COVID-19 — fever, cough, or difficulty breathing:


- ▶ stay home to avoid spreading it to others
 - if you live with others, stay in a separate room or keep a 2-metre distance
- ▶ call ahead before you visit a health care professional or call your local public health authority
 - tell them your symptoms and follow their instructions
- ▶ if you need immediate medical attention, call 911 and tell them your symptoms.

SYMPTOMS


Symptoms may be very mild or more serious. They may take up to 14 days to appear after exposure to the virus.



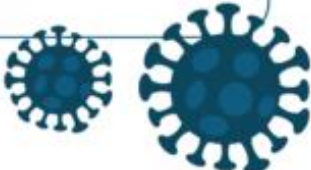
FEVER



COUGH



DIFFICULTY BREATHING




PREVENTION

The best way to prevent the spread of infections is to:

- ▶ wash your hands often with soap and water for at least 20 seconds
- ▶ avoid touching your eyes, nose or mouth, especially with unwashed hands
- ▶ avoid close contact with people who are sick
- ▶ when coughing or sneezing:
 - cover your mouth and nose with your arm or tissues to reduce the spread of germs
 - immediately dispose of any tissues you have used into the garbage as soon as possible and wash your hands afterwards
- ▶ clean and disinfect frequently touched objects and surfaces, such as toys, electronic devices and doorknobs.
- ▶ stay home if you are sick to avoid spreading illness to others

⁵³ All posters from GNWT's Response to COVID -19

Cleaning during COVID



Government of
Northwest Territories

Updated: May 8, 2020

Enhanced Cleaning Checklist

The amount of time COVID-19 can live on surfaces is still unclear, however, evidence suggests that COVID-19 can live up to several days depending on the type of surface. Enhanced cleaning of public spaces and work places can reduce the likelihood of COVID-19 staying on surfaces.

- ☐ Use a damp clean cloth or wet mop (do not dust or dry wipe down).
- ☐ Follow manufacturer's instructions for safe use.
- ☐ Appropriate contact-time with surface to kill germs (as directed by product used).

High touch surfaces must be frequently disinfected (as applicable):

<ul style="list-style-type: none"> <input type="checkbox"/> Door knobs <input type="checkbox"/> Counter tops <input type="checkbox"/> Electronics (Debit machines, remote controls) <input type="checkbox"/> Tables <input type="checkbox"/> Handrails <input type="checkbox"/> Elevator buttons (or other high touch buttons) <input type="checkbox"/> Light switches <input type="checkbox"/> Handles (faucet, toilet, cabinet, etc.) <input type="checkbox"/> High touch equipment <input type="checkbox"/> Personal Protective Equipment (i.e., Face shield) 	<p>Other high touch surfaces:</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
--	---

Once used/contaminated:

- ☐ Disposable cloths or cleaning items are put in garbage bag and disposed of.
- ☐ Re-usable cloths or cleaning items are washed in hot water (60-90 degrees) with regular laundry soap.
- ☐ Wash hands with soap and water or use alcohol-based hand sanitizer after cleaning.

Supporting Hand Hygiene:

- ☐ Liquid hand soap and paper towel is stocked and available at all sinks.
- ☐ Alcohol-based hand sanitizer (70% alcohol) is available and accessible to staff and clients.
- ☐ Alcohol-based hand sanitizer available at point of care (if applicable).
- ☐ Alcohol-based hand sanitizer containers are full.

Date _____ Time of cleaning _____
 Employee initial _____



How to Choose or Make a Disinfectant

Bleach solutions, quaternary ammonium (QUAT), alcohol (70 per cent) and peroxide are common disinfectants. Vinegar, tea tree oil solutions, etc. are not proven to be effective disinfectants.

Store bought pre-mixed disinfecting cleaning solutions

- Choose products that both cleans and disinfects. Disinfectant products kill germs on surfaces with chemicals whereas general cleaning products removes germs and dirt but does not guarantee that germs are killed.
- Must be approved hard-surface disinfectant with an 8 number Health Canada Drug Identification Number (DIN).
- Always read and follow manufacturer's instructions for safe use.
- The manufacturer's recommended contact time (i.e. how long the surface remains wet) must be met if using disinfectant wipes. Disinfectant wipes are not recommended for heavily soiled surfaces.

How to Use Bleach to Make a Disinfectant

Household bleach mixed with water is a great disinfectant as it is effective and inexpensive. Bleach can be mixed into different concentrations for the different surfaces in your home.

Level of Disinfection Solution (ppm)	Low-level (100ppm)	Intermediate (1000 ppm)	High-level (5000 ppm)
Should be used to Disinfect	<ul style="list-style-type: none"> • Children's toys • Dishes • Utensils • Countertops 	<ul style="list-style-type: none"> • Toilet seats • Handles • Change tables • Light switches • Door knobs • Tables • Faucets • Sinks 	<ul style="list-style-type: none"> • Large blood spills • Bodily fluid spills
How to Make Solution	<ul style="list-style-type: none"> • ¼ tsp household bleach • 2 cups of water 	<ul style="list-style-type: none"> • 4 tsp household bleach • 4 cups of water 	<ul style="list-style-type: none"> • ¼ cup household bleach • 2 ¼ cups of water

Important Tips When Using Bleach

- Always wear gloves to protect your skin from bleach.
- Clean items or surfaces with soap and water before disinfecting with bleach. This removes the dirt and grime. Do not mix soap or other cleaners into bleach and water solutions.
- Do not mix bleach with any other chemicals – this can be very dangerous.
- Do not keep bleach solutions as they will lose their strength overtime.
- Leave the bleach solution on surfaces for at least 1 minute before wiping away.
- Always use appropriate PPE for working with bleach, including protective gloves.

Government of
Northwest Territories



How to use Bleach as a Disinfectant

Disinfecting high touch surfaces in your home is an important step in protecting yourself and others from COVID-19.



Household bleach mixed with water is a great disinfectant as it is effective and inexpensive. Bleach can be mixed into different concentrations for the different surfaces in your home.

Below you will learn how to make the correct bleach solution for your household items and surfaces!



Low Level Disinfection Solution (100 ppm)

Use to disinfect:

- Children's toys
- Dishes
- Utensils
- Countertops

How to make a low-level bleach solution:

- $\frac{1}{4}$ tsp household bleach
- 2 cups of water



Intermediate Level Disinfection Solution (1000 ppm)

Use to disinfect:

- Toilet seats
- Toilet flush handles
- Change tables
- Light switches
- Door knobs
- Tables
- Faucets
- Sinks

How to make an intermediate-level bleach solution:

- 4 tsp household bleach
- 4 cups of water



High-level Disinfection Solution (5000 ppm)

Use to disinfect:

- Large blood spills
- Bodily fluid spills

How to make a high-level bleach solution:

- $\frac{1}{4}$ cup household bleach
- 2 $\frac{1}{4}$ cups of water



Important Tips!

- Always wear gloves to protect your skin from bleach
- Clean items or surfaces with soap and water before disinfecting with bleach. This removes the dirt and grime.
- Do not keep bleach solutions as they will lose their strength overtime.
- Leave the bleach solution on surfaces for at least 1 minute before wiping away.
- Do not mix bleach with any other chemicals – this can be very dangerous.

For more information visit: www.gov.nt.ca/covid-19

Tips for your programs during COVID

1. Protect yourself and others

- Stay home if you are sick.
- Post changes to any new practices and policies regarding COVID or other health issues.
- Consider offering virtual services.
- Limit the number of people in a gathering.
- Wash your hands often.
- Have hand sanitizer available for everyone entering and leaving the building.
- Provide free masks to everyone.

2. Activities

- Do not provide activities that include communal food or beverages (during COVID times).
- Avoid activities that might involve hand holding or shaking.
- Make sure the space is large enough for people to space out at least two metres apart.
- Do not sing in a group setting (COVID).
- Make sure you clean items that people have touched (crafts, pens, paper, etc.)
- Ask users to keep their belongings to themselves.
- Encourage everyone to wear a mask.



⁵⁴ <https://www.bbc.com/news/health-51711227>

Review

6 things you can do to protect yourself and those around you.



Stay home if you are sick
If you must go out wear a mask especially if you are in a waiting room or in large crowds.



2 meters apart
If you are sick, avoid close contact with others



Turn & Cover
Turn and cover your nose and mouth for every cough or sneeze with a disposable tissue. If not available, cough or sneeze into your elbow.



Throw used tissues in the garbage
If no garbage, use small plastic bag to put used tissues until you can put them in a garbage.



Wash your hands
Wash your hands after coughing, sneezing or blowing your nose. Use alcohol based sanitizer if no soap immediately available.



Clean/Disinfect
In your home, clean/disinfect any surfaces or objects you or others might have touched while sick.

Government of Northwest Territories COVID-19 Response

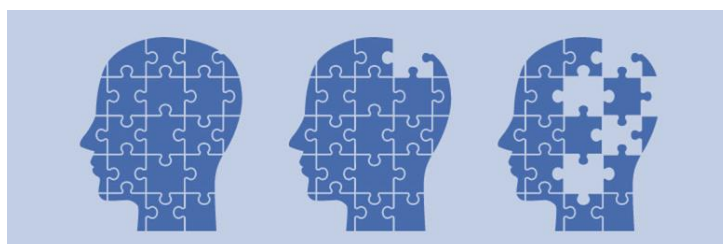
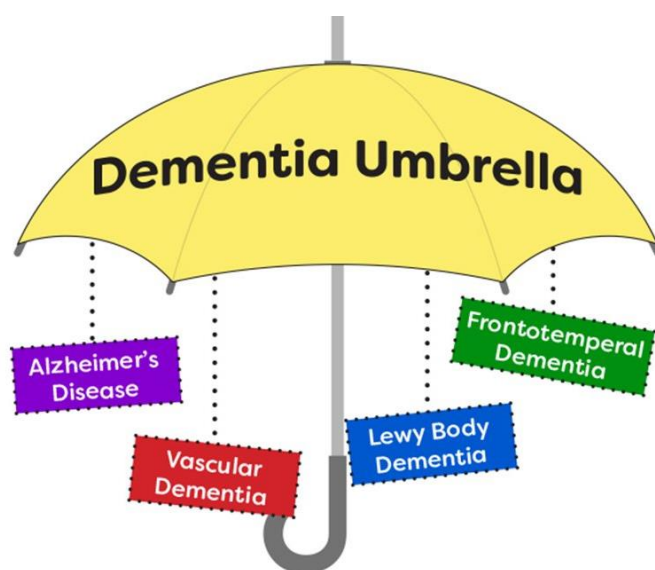
Section VI

What is dementia?

Who can get dementia?

What are the best ways to help someone with dementia?

How can I communicate with someone who has dementia?



Dementia

Graphics: <https://blog.northbridgecos.com/basics-of-dementia-types-signs-symptoms>

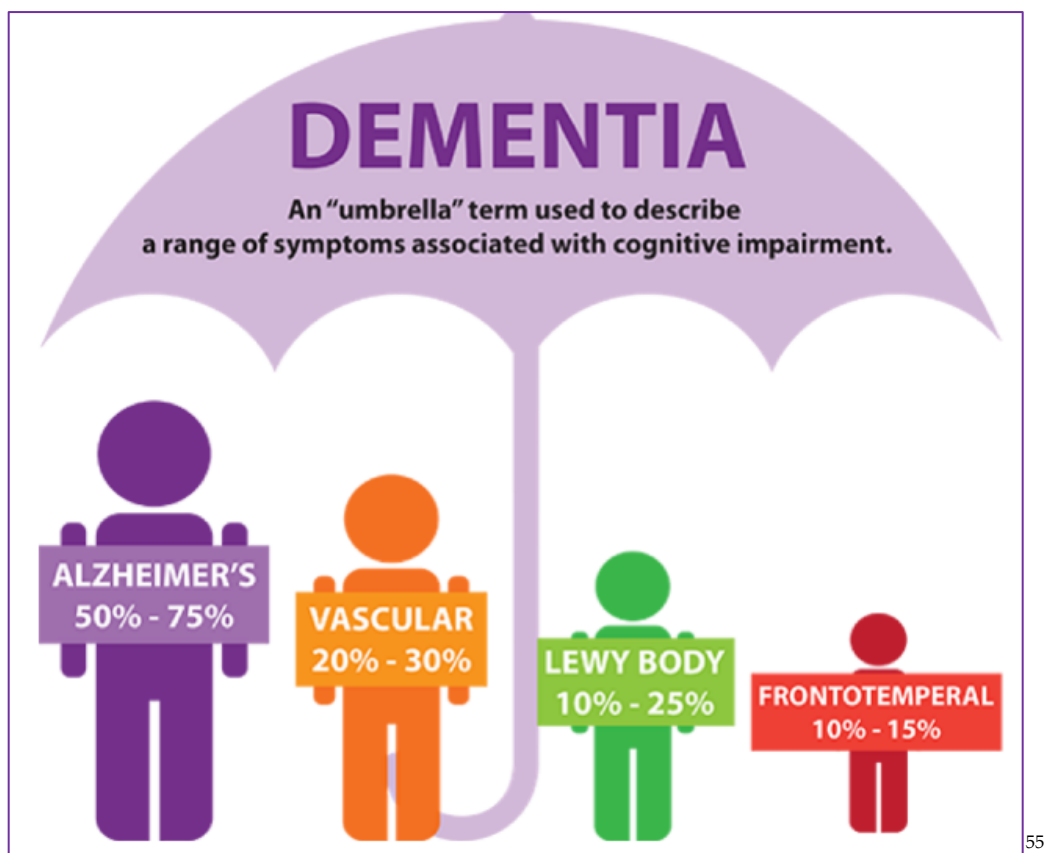
What is Dementia?

Dementia is an overall term for a set of symptoms that are caused by disorders affecting the brain. Symptoms may include memory loss and difficulties with thinking, problem-solving or language issues severe enough to reduce a person's ability to perform everyday activities.

Dementia is not a specific disease. Many diseases can cause dementia, including Alzheimer's disease, vascular dementia, Lewy Body disease, and more.

There is currently no cure for dementia. However, there are treatment options and lifestyle choices that may slow down the progress of diseases under the dementia umbrella.

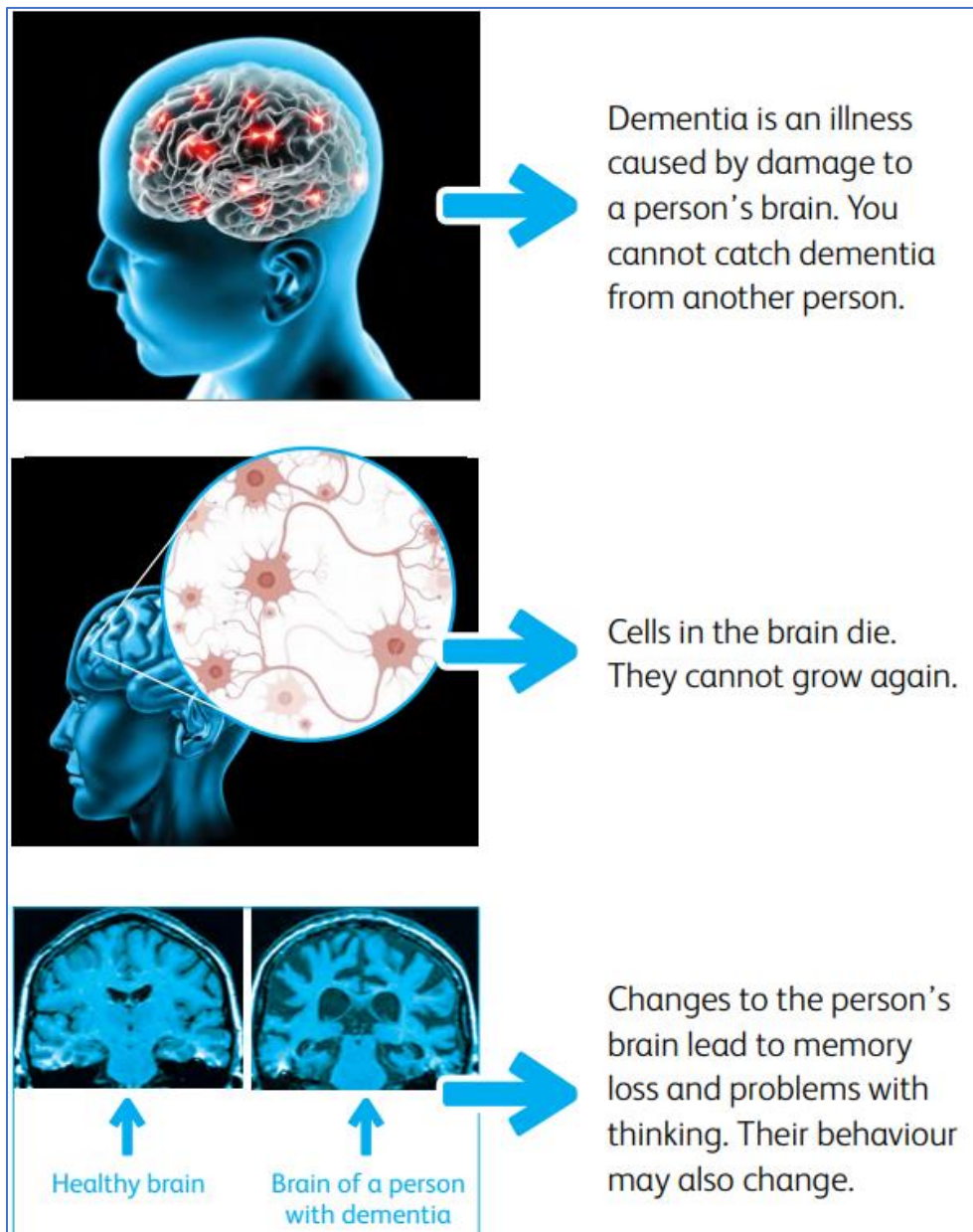
Dementia is an **umbrella term** for a variety of brain disorders.



⁵⁵ <https://dfwsheridan.org/types-dementia>

How Can I Deal with Dementia?⁵⁶

Dementia is a challenging illness. Read the following information to learn more about dementia and how you can support someone who has dementia. Then try the quiz that follows.



⁵⁶ Factsheet 1: What is dementia <https://www.alzheimers.org.uk/sites/default/files/2018-05/what-is-dementia-Easy-Read.pdf>

Who can get dementia?

Dementia mostly affects older people over 65.



Men and women can get dementia.



Younger people (under 65) can also get dementia. People with learning disabilities are more likely to get dementia when they are younger.

How does dementia affect people?

Dementia causes memory difficulties. A person may forget names or where they have put things.



Dementia can affect how people feel and behave. They may be sad or angry or get confused.



A person with dementia can find it hard to do everyday activities like cooking, shopping or getting dressed.

Is there a cure for dementia?

Dementia cannot be cured.
It gradually gets worse
over time.



There are medicines that
can help with some of
the effects of dementia.
The doctor will
explain these.



Scientists are working
to find a cure and
new treatments.

How Can I Support People with Dementia? ⁵⁷



People with dementia can still enjoy life, especially if they have the support of their family and friends. They might need to change the way they do some things.



People with dementia may feel lonely, angry or confused.



A person with dementia may seem to change, but they are still the same person. They still have feelings and needs like other people.

⁵⁷ Factsheet 2: Supporting a person with dementia

https://www.alzheimers.org.uk/download/downloads/id/2370/easy_read_factsheet_supporting_a_person_with_dementia.pdf



Always treat the person with respect.



Do things with the person.
Don't always do things for them.



Support the person to make their own choices, such as the clothes they want to wear or what they want to eat.

Dealing with memory problems

A calendar or diary can help the person to remember dates.



Notes and labels can remind the person where things are.



Photos can help the person remember people and events.

Listening to the person with dementia

Listen carefully to the person with dementia.



Be patient. The person may have trouble remembering words.



Don't interrupt the person. Give them plenty of time to finish what they are saying.

Behaving differently

A person with dementia may behave differently. They may repeat themselves, walk around more or shout out.



Remember it is not the person's fault they are behaving differently. It is because they have dementia.

Day to day living⁵⁸

- ☑ Routines and reminders help.
- ☑ Keep a safe environment.
- ☑ Break tasks into steps.
- ☑ Let the person do as many steps as they can.
- ☑ If you help, do it together.

⁵⁸ Alzheimer's Society of Canada

Try this quiz!⁵⁹

Questions	True	False
1. There are many different types of dementia.		
2. All older people eventually get dementia. It is a normal and inevitable part of the aging process.		
3. Dementia is found only in the elderly.		
4. There is no cure for dementia.		
5. People with dementia can't understand what's going on.		
6. You cannot lower a person's risk of dementia.		
7. People with dementia do not know what they want.		
8. People with dementia are often aware of their symptoms.		
9. People with dementia are always aggressive or violent.		
10. Common symptoms of all forms of dementia include memory loss, confusion, and problems communicating.		
11. Once a person is diagnosed with dementia, there is nothing that can be done.		

⁵⁹ Quiz developed by NWT Literacy Council

Answers – Dementia Quiz

1. There are many different types of dementia. **True.**
There are over 100 different types of dementia. The most common forms of dementia are Alzheimer's disease, followed by vascular dementia. Less common types of dementia are dementia with Lewy bodies and frontotemporal dementia. Some rare conditions can also cause dementia.
2. All older people eventually get dementia. It is a normal and inevitable part of the aging process. **False.**
Dementia is a disease of the brain and is in no way a normal or an inevitable part of the aging process. Many people get a bit more forgetful as they get older, however, this does not mean they have dementia.
3. Dementia is found only in the elderly. **False.**
Dementia is certainly more common in the elderly, however 'early onset dementia' may occur in younger people, sometimes as young as in their 30s.
4. There is no cure for dementia. **True.**
This is true at the moment. Despite the best efforts of doctors and researchers there is currently no cure for dementia. However, there are drug treatments and changes in lifestyle that can help treat some aspects of dementia and help someone to cope and retain their independence for as long as possible.
5. People with dementia can't understand what's going on. **False.**
Many people with dementia are aware of their surroundings but have difficulty in communicating with people or engaging with others.
6. You cannot lower a person's risk of dementia. **False.**
Lifestyle factors which can help to decrease a person's risk of developing dementia include exercising often, eating a healthy and balanced diet with lots of vegetables and fruit while cutting back on fats, keeping active, and making use of mental abilities.
7. People with dementia do not know what they want. **False.**
People living with dementia usually do know what they want. However, they often have trouble communicating it properly. It is important that care staff and carers are patient and clear in their communication so they can properly determine what the person wants.

8. People with dementia are often aware of their symptoms. **True.**
In the early stages it is certainly true that people living with certain types of dementia are fully aware of their symptoms. They may realize that their memory and abilities are failing and will often seek medical advice which may lead to a diagnosis of dementia.
9. People with dementia are always aggressive or violent. **False.**
Dementia affects everyone differently and can cause a wide range of symptoms.
10. Common symptoms of all forms of dementia include memory loss, confusion and problems communicating. **True.**
Everyone experiences dementia in their own way and different types of dementia can also affect people differently. However, some common symptoms include memory loss, confusion, and communication difficulties.
11. Once a person is diagnosed with dementia, there is nothing that can be done. **False.**
Although there is currently no cure for dementia there is a range of treatments and approaches that can help to slow the progress of the condition and help a person living with dementia to cope and maintain their independence for as long as possible.

Communicating with Someone with Dementia

Dementia gradually diminishes a person's ability to communicate. Communication with a person with dementia requires patience, understanding, and good listening skills. The strategies below can help both you and the person with dementia understand each other better.

Changes in communication

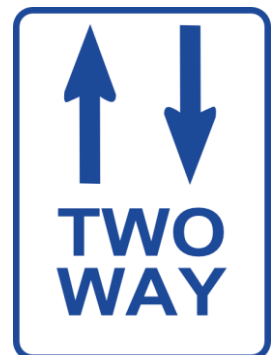
Changes in the ability to communicate can vary and are based on the person and where he or she is in the disease process. Problems you can expect to see throughout the progression of the disease include:

- Difficulty finding the right words
- Using familiar words repeatedly
- Describing familiar objects rather than calling them by name
- Easily losing a train of thought
- Reverting to speaking their local or first language
- Relying on gestures more than speaking

Listening to and understanding someone with dementia

Remember!

Communication is a two-way process. You may need to listen more and be more aware of non-verbal messages, such as facial expressions and body language. You may have to use more physical contact, such as reassuring pats on the arm or smiles as well as speaking.



60

⁶⁰ Free clipart: Clipart Library

Tips for communicating with someone with dementia

1 Get to know the person

- Know their likes and dislikes
- Gather life history
- Have three points of conversation

2 Smile!

The person with dementia will notice

- Your emotional state
- Your body language
- Tone of voice

3 Slow down

- Provide care in a relaxed manner
- Enable the person to do things for themselves
- Keep it simple

4 Introduce yourself

- Let the person know who you are
- Tell them what you are there for
- Obtain their permission to assist with care

5 Communicate clearly

- One point at a time
- Make sure glasses and hearing aides are used if needed
- Use an interpreter if needed

6 Step back

When the person is aggressive

- Leave the area
- Reassess and try again later
- Try to identify the trigger to the behaviour

7 Keep it quiet

- Stop and listen
- Reduce conflicting noises
- Avoid crowds and lots of noise

8 Don't argue

- Go with the flow
- Acknowledge and respect what the person is saying and doing
- Telling them they are wrong may have a negative effect

9 Engage and encourage

- Get the person started with a meaningful activity
- Set activities up to succeed
- Thank them for assisting you and themselves

10 Consider safety

- Approach safely
- Keep a safe distance
- Allow yourself an exit

11 Distract

- Talk / yarn about their life
- Give them something to do
- Provide a relaxed environment

12 Talk with others

- What has worked and what hasn't
- Talk together about what has happened
- Record what you did

⁶¹ <http://www.renaissanceseniorcare.com/blog/2018/7/2/retrain-your-mind-communication-dementia>

Section VII

Why evaluate?

Your evaluation questions answered.

Survey forms

Report requirements

Monthly budget forms

Evaluation



Assessment Feedback Improvement Accountability



Evaluation, Reports, & Finances

Royalty free graphics: pixabay

Evaluation⁶²

What do you think of when you hear the word “evaluation”?

Most people don’t like evaluations because they think they are hard or take too much time and energy.

The good news is – it’s easier than you think!

Evaluation Q & A

Question: What is an evaluation?

Answer: An evaluation is a process that helps you to analyze how your program is working to make it better.

Question: When should you do an evaluation?

Answer: You should do an evaluation during your program and at the end of your program.

Question: Why is evaluation important?

Answer: Evaluation is important as it helps you:

- Improve your program.
- Make changes to your program when needed.
- Prepare reports.
- Demonstrate accountability to your funder.
- Learn what works and what does not work.

⁶² *This section is specific to the Working Together with Elders Project however the material can be adapted for other community programs.*

What We Need to Know?

You will have to do an evaluation of your project and activities. The following few pages are forms you will need Elders to complete (if they are willing). It is important for us to have feedback from you and Elders so we can let our funders know about the successes and challenges of the project.

We need to know the following:

- What activities are you doing?
- How many Elders have you reached out to?
- Why is the project important for your community?
- How are you making it culturally safe?
- What is your hope for this project?
- How does the project help Elders?
- What are some challenges?
- How did you address these challenges?
- What lessons did you learn?

Ways to evaluate

There are many ways to evaluate a project and activities.

- You can have Elders complete a short evaluation form after one of the activities you host.
- You can conduct interviews with Elders and ask them how they like the program and what other activities they would like to try.
- You can observe Elders while they are participating in the activities and report on what you see.

The next few pages are the forms you need to survey Elders.

Working Together with Elders: Introductory Survey

Community: _____ Date: _____ Participant: _____

Informed consent:




We want to know a bit about you so that we can do activities with you that you enjoy.

We will also be evaluating our community program overall. We want to look at how things have changed for you over time. We will ask you some of the same questions every six months. We will share your answers with the project evaluator. She will use the information to monitor barriers and successes across all 10 communities.

You do not need to share your information. It will not affect your participation in the program. Do you consent to collection of your ideas and information?

☐ Yes ☐ No

1. How lonely do you feel? (circle one)

Very lonely		A little lonely		Not lonely	
-------------	---	-----------------	---	------------	---

2. How often do you see other people besides family?
3. How often do you want to see other people?
4. What makes it hard for you to get out and be with other people?
5. What activities do you enjoy?




Working Together with Elders: Satisfaction Survey

We are doing an evaluation of the *Working Together with Elders* project in your community and want your input about the activities. We will share your answers with the project evaluator. She will use this information to monitor barriers and success of the project. If you do not want us to share this information, that is ok. It will not affect your participation in the program. Do you consent to the collection of your responses?



☐ Yes ☐ No

1. What was the activity? _____


2. How was the location of the activity? (circle one)

Not good		Okay		Great	
----------	---	------	---	-------	--

3. How was the length of time of the activities? (circle one)

Not good		Okay		Great	
----------	---	------	---	-------	--



4. How much did you enjoy the activity? (circle one)

Not at all		Some		A lot	
------------	---	------	---	-------	---

5. How supported did you feel during the activity? (circle one)

Not at all		Some		A lot	
------------	---	------	---	-------	---

6. Would you want to do this activity again? (circle one)

No		Yes	
----	---	-----	---

7. How could we improve this activity?

8. What other activities would you like to do?

Please give your completed form to the Community Facilitator to provide to the NWT Seniors' Society.

Monthly Report Requirements

We would like you to report monthly about the activities you have done. Complete the following form for each month. Photocopy this form, so you can use it for each month that you run the project.

Month:		Activity Record	
Facilitator: _____ Community: _____ Total number of individual elders reached this month: _____ Total number of individual elders reached to date: _____			
Date	Description of Activity	# Elders	
		Male	Female

Financial Reporting

Memorandum of understanding (MOU)

A memorandum of understanding (MOU) is an agreement between two parties. All communities have signed an MOU. Each MOU contains financial reporting requirements.

The MOU requires a community to:

- Act as the financial lead for their portion of the Project resources.
- Agree to conduct all financial affairs related to the Project according to accepted accounting principles.
- Provide NWTSS with quarterly activity and financial reports on development and implementation of the project.

The Project has a \$625 monthly budget for activities for each community.

You **CAN** spend money on the following:

- Cost of vehicle and gas related to your community project activities using GNWT kilometric rate
- Rental of location for your community project activities
- Materials including food, drink, games, or door prizes for participants
- First aid products or cleaning products for your community project
- Translator costs
- Posters or other communication products
- Long distance or internet costs related to your community project
- Additional products or tasks required for an activity

Spending for your project **CANNOT** include:

- Payment for purchasing vehicles or use of vehicle not related to your community project
- Honorarium for Elders
- Rent for a community organization
- Phone/internet costs not related to your community project
- Any expenses not related to your community project activities for Elders

Monthly spending reconciliation

Your report should include:

- A description of items you purchased
- Date of the purchase
- Activity related to the purchase
- The cost of items

You will need copies of receipts for all your purchases. Make sure you tally expenses for each month and report on how much money you have left. You can carry this amount over to the next month.

The monthly spending form is on the next page.

Month :
Community:

Monthly Agreement	\$625
-------------------	-------

Balance Carried Over:

	Total:
--	--------

Date	Items purchased	Activity	Amount Paid	Balance
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
Total			\$	\$

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Total at end of Month	\$
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A large rectangular area with a dashed border, containing 20 horizontal lines for writing notes.



A large rectangular area with a dashed border, containing 18 horizontal lines for writing notes.