

Ethno-Cultural Seniors Cultural Home Visitors Training Guide

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- Peer to Peer Support Resource Manual - Seniors Association of Greater Edmonton (SAGE), Edmonton, Alberta.

Please see the reference page for more information.

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ETHNO-CULTURAL SENIORS CULTURAL HOME VISITING VOLUNTEER TRAINING PROGRAM

INTRODUCTION:

Seniors from ethno-cultural groups in Ottawa provide informal support to their peers and communities in a number of ways, such as 1) providing social support by visiting them on a regular basis; 2) supporting isolated seniors, family member or friends with many chores around the house; 3) driving them to medical appointments; 4) acting as language interpreters; and 5) providing spiritual support. Seniors also provide information support for their seniors by leading and coordinating ethno-cultural seniors' peer groups to provide recreational, social and educational opportunities for seniors in their communities. Although seniors volunteer or help others on a regular basis as described above, many do not view their actions as volunteering, and for many these actions are seen as a cultural responsibility or religious duty.

This practical volunteer training and support guide was created to help ethno-cultural seniors' groups develop and conduct formal culturally appropriate volunteer training and support. The training guide will enhance the volunteer work currently done by the different communities and will meet the need for more formalized training and support that has a cultural component. The guide is intended to help increase the capacity and sustainability of existing ethno-cultural groups in Ottawa who provide volunteer services. It is also meant to act as a resource to mentor young people from different cultural backgrounds who want to volunteer in their own community, to help them learn and practice their language skills, and to increase knowledge of their own cultures of origin.

DEVELOPING A VOLUNTEER STRATEGY

Definition of a Volunteer

The definition of a volunteer for this project is a person who sets aside time once a week or month depending on their availability to visit a senior in their home or place of residence.

How to Get Started:

Develop an information sheet for both the volunteers and care-recipients of the benefits of being a volunteer and a care recipient. This could either be a poster/flyer or a letter with key messages on the advantages of volunteering and the benefits for care-recipients with a contact name and phone number for those people who are interested in taking part in the training.

Here are some of the benefits of volunteering:

- ✓ Volunteering provides time to help others.
- ✓ Ethno-cultural seniors and volunteers bring new and diverse life experiences and knowledge which enhance caregiving.
- ✓ Providing support promotes mutual respect and understanding of culture.
- ✓ Volunteering helps people feel that they are doing something useful or worthwhile and provides them with a sense of personal satisfaction
- ✓ It increases their opportunity for social engagement and helps improve the physical health of the person you are visiting.

Recruit Volunteers Using a Number of Strategies:

- ✓ Contact leaders from cultural groups to help spread the call for recruiting volunteers.
- ✓ Create and distribute flyers at cultural and community gatherings.
- ✓ Ask religious leaders to promote volunteer opportunities at places of worship.
- ✓ Conduct word of mouth and one-on-one discussions with family, friends and community members.
- ✓ Advertise using media, local networks, and local ethnic grocery shops.

Summary of Recruitment Steps:

- ✓ Once enough interest is generated set a date and time for volunteer training.

- ✓ Create a volunteer recruitment form (see Appendix “A”) with basic information
- ✓ Create a form for care-recipients (seniors) who would like home visitations (see Appendix “B”).
- ✓ Recruit volunteers
- ✓ Hold an informal face-to-face meeting with volunteers if needed.
- ✓ Complete reference checks and a police clearance (if necessary)
- ✓ Create volunteer job description (see Appendix “C”)
- ✓ Create a volunteer spreadsheet which can help match the volunteers and their skills and interests with the care-recipients and their needs.

VOLUNTEER ORIENTATION TRAINING

Once you have completed the items listed above you are now ready to begin the volunteer training workshop.

LOGISTICS - WHAT IS NEEDED:

- ✓ Arrange tables and chairs depending on how many volunteers attend
- ✓ Provide name tags and sign-in sheets
- ✓ Provide light refreshments
- ✓ Provide copies of the PowerPoint presentation
- ✓ Have a flip chart and markers
- ✓ Pens and paper
- ✓ Projector and laptop
- ✓ Evaluation forms

WELCOME AND INTRODUCTIONS:

1. Introduce yourself and ask participants to introduce themselves by stating a few words about what they would like to learn that day
2. Write their responses on a flip chart and review the responses as they relate to the presentation.
3. Review the Outline of the training
4. Use the Volunteer Ground Rules (See Appendix “E”) and ask participants if they would like to add to the these.
5. Use the PowerPoint presentation to begin the training.

MODULE 1 - ISSUES FACED BY ETHNO-CULTURAL SENIORS:

Ethno-cultural seniors in Canada face many barriers including language and cultural barriers. These result in social isolation and can affect health and well-being. Some of the other challenges faced by seniors include:¹

Ageism: Ageism or age discrimination is the prejudice or discrimination against groups or individuals based on their age. Our society and culture values youth and seniors are often subject to ageism because they are seen as helpless, unproductive, or a burden on society. This further reduces their access to services, participation within communities, and opportunities to use their knowledge and skills. An example of age discrimination is when a hard-of-hearing older person is dismissed as “being old” and spoken to in a very loud voice

Social Isolation: When a senior does not have access to support and social connections, the result is social isolation. This is, however, far greater for those ethno-cultural seniors who don’t have friends who speak the same language and who live far from family.

Language Barriers: Ethno-cultural seniors faced language barriers when they cannot speak English or French. This limits their ability to reach out to and access services. In addition to language barriers, seniors also have specific cultural beliefs and practises which further isolates them.

Socioeconomic Disadvantage: Seniors from ethno-cultural backgrounds have poorer socioeconomic status and usually do not received Canada Pension Plan (CPP) or old age benefits unless they have lived in Canada for 10 years. Those seniors who were sponsored by their children have limited income resources.

Dementia: Seniors from ethnocultural backgrounds are often undiagnosed until they are in the later stages of dementia. This is because there is cultural stigma attached to dementia and the community often attributes dementia to memory loss in old age.

Ethno-cultural seniors prefer family members to care for them and do not like to have volunteers as they feel that it is the responsibility of the family to fulfill this responsibility.

Facilitator: Ask the participants what other issues do ethno-cultural seniors experience?

¹ This section on Issues Faced by Ethno-Cultural Seniors is adapted from A Volunteer’s Guide to Seniors Peer Support and Information & Referral (2018 First Edition) pages 10 and 11

MODULE 2 - WHAT IS CAREGIVING:

Caregiving is defined as providing social and emotional support of another person. There are a variety of caregiving programs, some focus on telephone contacts and in person visiting and others connect people to information and education resources.

Depending on the needs of the person, caregiving might be beneficial in a number of ways, for example it can help reduce social isolation and develop a greater sense of belonging within the community.

Volunteer Visiting is a support program which matches a volunteer with a seniors who is isolated and or lonely and who could benefit from having another person to talk to.

What is **NOT** considered the role of volunteer caregiver:

- Extensive cleaning or personal care (e.g. dressing, bathing, helping someone to the bathroom)
- Providing medication or using medical equipment
- Intervening or engaging in issues related to the extended family
- Providing financial help

Difference between informal and formal caregiver

Informal Caregiver: Includes any person, such as a family member, friend or neighbour, who provides regular, ongoing assistance to another person without payment for the care given.

A "family caregiver" is anyone who provides any type of physical and/or emotional care for an ill or disabled loved one at home. Loved ones in need of care, could be suffering from a physical or mental illness, disability, substance misuse, or other conditions.

Formal Caregivers: These are paid to give care. For example, a nurse or a personal support worker are examples of formal caregivers.

CASE STUDY – HALIMA:

Halima has been visiting her friend Amina regularly after she fell ill. Once a week Halima enjoyed having tea with Amina and discussing the latest events in their native home Somalia. Gradually, Halima started helping Amina with some light housekeeping. Amina's daughter was

thankful for Halima's help and would sometimes ask her if she could spend an extra day every other month with Amina. Halima was happy to help even though she was at times tired after her visit because Amina's daughter needed some extra help cleaning the house, which was much more than light housekeeping. Halima didn't mind since in her culture it was an important value to visit and help sick community members.

Group Discussion – which of Halima's actions are considered caregiving ? Which of her actions are not considered caregiving?

How should Halima handle this situation?

MODULE 3: COMMUNICATION AND PROBLEM SOLVING:

Given below are some practical points on communicating with seniors².

EMPATHY & RESPECT:

Empathy means the ability to imagine yourself in another person's situation, while sympathy is feeling sorry or pity for the other person. Empathy means caring and being compassionate without judging or imposing one's own feelings.

Respect means accepting people as they are and treating other as equals and not putting them down. Showing respect to older adults means acknowledging that they have the right and need to make their own choices and decisions.

Different Between Sympathy and Empathy:

Sympathy	Empathy
How terrible	Can I assist or help you?
What a bad situation	It seems like you're worried right now, do you want to talk
I feel so sad for you	I feel and understand your pain

(Page 14 – A Volunteer's Guide to Seniors Peer Support and Information & Referral – 2018 First Edition - see Reference).

ACTIVE LISTENING:

Active listening: Listening is a very essential skill and involves giving full attention to the person speaking and being aware of one's body language and the words used.

The following five key elements are important for active listening.

1. Paying attention:
 - a. Looking at the person directly
 - b. Paying attention to the person's body language

² This section is adapted from A Volunteer's Guide to Seniors Peer Support and Information & Referral (2018 First Edition) pages 14 and 15 and Peer to Peer Support Program, Resource Manual, December 2009, pages 49 and 50.

- c. Giving the person one's full attention and acknowledging what is being said
- 2. Showing that one is listening:
 - a. Using one's body language and gestures to convey attention
 - b. Smiling and using facial expressions
- 3. Providing feedback:
 - a. Reflecting what is being said by paraphrasing and using terms such as "Sounds ~~lie~~ like you are saying..."
 - b. Asking questions to clarify what is being said.
- 4. Deferring judgement:
 - a. Allowing the person to finish speaking
 - b. Not interrupting, letting the person finish speaking
- 5. Responding appropriately:
 - a. Being kind, open and honest
 - b. Expressing one's opinion respectfully

MODULE 4: CONFIDENTIALITY:

Respecting the privacy of others: While supporting one's neighbour, friend, or peer, one may come to learn of some personal information. Confidentiality is very important to maintain trust and the volunteer should never disclose information unless they have permission from the person and/or are worried about the person's health or wellbeing

CASE STUDY: Mr. Bali

Mr. Bali is a volunteer who visits Mr. Hamid once a week. Mr. Hamid has shared with Mr. Bali in confidence some personal information about himself. People from the community have on several occasions asked Mr. Bali if they know what is happening with Mr. Hamid? How do you think Mr. Bali should respond to people in the community when he is asked?

Facilitator's Question and Group Discussion:

How do you think Mr. Bali should respond?

- One response could be to say: "I am enjoying spending time with Mr. Hamid. I am sure he would appreciate a call. He can then tell you how he is doing."

Sharing personal information about a person's life and health is not respecting the person's privacy and may violate the trust the volunteer has built during your time together. It could also cause harm by leading to gossip.

MODULE 5: BURN-OUT:

Volunteering can sometimes affect a person's health and wellbeing. We all want to help our neighbours and friends who may be lonely or unwell, but it should not be at the expense of our own health and wellbeing. The following are some signs indicating that it's time to take a break and take care of ourselves:

- Feeling like one does not have enough time for oneself
- Feeling overwhelmed and feeling that one is taking on a lot
- Feeling really tired and not having a lot of energy for other things in life
- Not spending time or staying in contact with family and friends

CASE STUDY: SMITA

- Smita has agreed to volunteered her time with Mrs. Taim whom she visits twice a month. Recently Smita feels that Mrs. Taim is taking advantage of her by asking her to cook meals. Smita is working part-time and does not have the time and the resources to cook these meals. She is overwhelmed by the demands placed on her by Mrs. Taim. She gets moody and feels irritated.

Facilitator's Questions and Group Discussion

What do you think Smita should do in the situation?

MODULE 6: BEING OBSERVANT & PROVIDING SUPPORT:

If you notice anything out of the ordinary and are worried about the health of the person, it's important that you speak to someone, it could be the leader of your cultural group or someone you know who would provide help.

Another issue to be aware of is elder abuse and neglect.

What is Elder Abuse? The World Health Organization defines elder abuse as “a single or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust which causes harm or distress to an older person.”³

Elder Abuse can happen in many ways, some of the most common ways are:

- **Financial or Material:**
 - Taking money without permission
 - Not paying bills
 - Selling property or other possessions without permission
 - Not allowing access to a lawyer for Power of Attorney or other legal needs

- **Emotional or Psychological:**
 - Saying mean words (e.g. “stupid,” “useless”)
 - Making one feel unhappy or stressed
 - Ignoring one during time of need
 - Not allowing access to grandchildren, family members and friends

- **Physical:**
 - Shouting, pushing or hitting
 - Forcing one to stay in one's room

- **Social:**
 - Not allowing one to meet friends
 - Leaving one behind at home a lot

- **Spiritual:**
 - Not allowing one to go to religious places
 - Not allowing a place to pray at home or to practice one's religion

³ WHO/INPEA, 2002, Missing voices: views of older persons on elder abuse, (p3), World Health Organization, Geneva Switzerland.

-
- **Neglect:**
 - Not talking or communicating, not spending enough time
 - Not providing necessities such as food, medication or a safe home
 - Not seeking medical advice when required or not taking one to medical appointments
 - Not helping with daily routine activities such as showers, going to the bathroom, and laundry
- **Sexual:**
 - Uncomfortable touching causing shame or embarrassment
 - Lack of privacy (e.g. when changing or in the bathroom)
 - Forcing one to perform an uncomfortable sexual act

Suggestions:

If you feel that the person you are visiting is being abused, provide the person with the information on abuse and where to get help.

For Help or Assistance, Call:

Nepean Rideau and Osgoode Community Resource Centre, Elder Abuse Response and Referral Service 613-596-5626 ext.230

Ottawa Police Resources:

Elder Abuse Information Line: 613-236-1222 ext.2400 or

Victim Crisis Unit: 613-236-1222 ext. 2223

For Emergencies ONLY 911

Seniors' Safety Line: 1-866-299-1011

Distress Centre Ottawa: 613-238-3311

Ottawa Public Health: 613-580-6744

MODULE 7: CULTURAL INFORMATION:

What is Culture:

Culture is that complex whole which includes knowledge, beliefs, arts, moral, laws, customs and any other capabilities and habits acquired by (a human) as a member of society (UNESCO website/Macmillan Dictionary of Anthropology, Seymour-Smith, 1986)

“The sum total of ways of living built up by a group of human beings, which is transmitted from one generation to another (Macquaire Dictionary)

Ethno-cultural seniors come from many different backgrounds with diverse life experiences. Understanding an individual’s background is important for helping them and making your volunteer experience more rewarding. Culture-specific information can help us gain insight into the circumstances and experiences of people who may share ethnicity, language, religion or other characteristics that individuals identify with or groups that they belong to. It is important to remember, however, that within any cultural grouping, peoples' values, behaviour and beliefs can vary, and that culture-specific information is useful only in as far as it can provide some basic insights which can help to inform your work with the individual.

Seniors from ethno-cultural backgrounds play an important role in sharing their culture with the next generation and the wider community. Here are a few tips to help volunteers make their experience more meaningful:

Spiritual and Religious Beliefs:

Cultural Values and Customs:

Holidays and Celebrations

What to do if you fall

Try not to panic, rest for a moment

If you can get up:

1



Roll onto your side. Push yourself up into sitting position.

2



Turn onto your hands and knees. Crawl to the nearest stable furniture (eg. bed, chair, stool, toilet).

3



Place your hands on the seat.

4



Place one foot flat on the floor.

5



Lean forward and push up with your other foot.

6



Sit, rest, then tell someone you have fallen.

Figures used with permission: Malvern Health Centre, Worcestershire, UK

If you are injured:

DO NOT try to get up.

Get help. Drag yourself to a phone. Call 911. Stay on the line.



Keep warm. Use anything that is near: bedding, a coat, even a tablecloth.



If you are wet. If your bladder "lets go" in the fall, move away from the damp area to keep warm.

Move your limbs. Gently moving your arms and legs will help your circulation, and reduce pressure areas.

Falls Prevention Coalition for Hastings & Prince Edward with help from the Access Centre.



- Be Prepared:**
- Practice getting up before a fall occurs.
 - Activate our personal alarm call system if you fall.
 - Have your phone at table level for easier access.
 - Find a daily telephone buddy.



HEALTH UNIT
Injury Prevention Program
(613) 966-5513, ext. 238

The diagram above will help you assist in knowing how to safely help someone get up if they fall.

IMPORTANT REMINDERS

- Hand washing to reduce the spread of germs (e.g., before going to visit, before and after finishing a visit)
- Get the flu shot and do not visit when sick (check with your doctor before)
- Be aware of any special diets or allergies that the senior you are visiting might have
- Be consistent and call ahead to remind your senior of your visit

REFERENCES

A Volunteer's Guide to Seniors Peer Support and Information & Referral. Kitsilano Neighbourhood House. 2018 First Edition

Peer to Peer Support Program – Resource Manual, December 2009. The Seniors Association of Greater Edmonton (SAGE).

Community Respite Through Neighbours Helping Neighbours Victoria Order of Nurses. Third Edition 2011

Volunteer Guide, Indus Community Services, (2016) Toronto, Ontario

Appendix "A"

Volunteer Recruitment Form

Name:
Street Address:
Home and Work Numbers:
E-mail Address:
What days and hours are you able to volunteer?
Skills, Interest and Hobbies:
1.
2.
3.
What languages do you speak?

Previous Volunteer Experience

Please provide two references along with phone number and email address.
1

2.

APPENDIX "B"

FORM FOR CARE RECEIPT

Name of Senior:
Telephone Number:
Visiting Home Address:
Which hours do you prefer to receive a visit?
Morning
Afternoon
Early Evening
What are some of your hobbies and or interests, please list
Contact Name and Number in Case of Emergency:
Name:
Phone Number

Appendix “C”

Volunteer Job Description

Job Title: Volunteer Culture Visitor

Person Served	<ul style="list-style-type: none">• Seniors
Purpose	<ul style="list-style-type: none">• Provide senior with in-home visitation services• Engage in mutually enjoyable and agreeable activities• May provide socialization outside of the senior’s home
Outcomes	<ul style="list-style-type: none">• Reduced feeling of isolation and loneliness• Increased feelings of social connectedness• Increased participation in the community• Respite for family members or caregivers
Activities	<ul style="list-style-type: none">• Visiting with seniors in home or in the community• Social activities, talking, reading, playing card games etc.
Outline of Responsibilities	<ul style="list-style-type: none">• Follow policies and procedures• Report issues, concerns to community leader
Schedule & Commitment	<ul style="list-style-type: none">• One visit per week or depending on availability• Visits arranged and mutually agreed upon by the volunteer and the senior.
Boundaries & Limitations	<ul style="list-style-type: none">• No personal support• No homemaking services• No administering of medications• No accepting or giving of gifts• No involvement in family problems
Skills, Experiences and	<ul style="list-style-type: none">• A desired to help seniors

Qualifications Required	
Orientation and Training Available	<ul style="list-style-type: none">• Orientation and training provided• Other training as needed or available
	<ul style="list-style-type: none">•

Adapted from South Essex Community Council – Volunteer Position Description (2008)

Appendix “D”

Volunteer Ground Rules

1. **Punctuality:** Arrive on time to each workshop session.
2. **No Disturbances:** Avoid side conversations – if you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify.
3. **Respect Others:** Respect each other, yourselves, and the facilitator. Do not speak when someone else is speaking. Listen actively.
4. **Participation:** You are your own best resource. Much of the content of the training will be coming from you. Each one of you brings a wealth of experience to the program. Give everyone a chance to contribute and encourage others to do so.
5. **Agree to Disagree:** During this workshop everyone must feel free to express opinions and concerns that arise. Everyone should contribute to a safe/non-judgemental environment during the workshop
6. **Ask Questions:** There are no stupid questions. If you do have a question you don't want to ask in front of others, ask it privately during a break. Please do not think any question you have is unimportant.
7. **Give your honest feedback:** At the end of each day you will be given an evaluation form for your feedback on making this training better next time. Give constructive and honest feedback.

Adapted from the National Democratic Institute, Training Ground Rules (2006).

APPENDIX “E”

Workshop Evaluation Form

Date of Workshop:
What parts of the workshop you felt were the most valuable?
What parts needs improvement?
Overall How would you rate the workshop (please circle your answer)
Fair
Good
Very Good
Excellent
Any other comments:
Thank you for filling out this evaluation form, it will help us improve the workshop.