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Seniors Anti-bullying Project: Implementation Plan

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Seniors Anti-bullying Project: Implementation Plan

Project Aim: Target bullying behaviours between older adults in residential settings

Introduction

People of all ages bully (Randall 2001; Madsen et al, 2019), and the consequences are as devastating for older adults as they are for other age groups (Wood 2007; Rex-Lear 2011), yet evidence-based resources targeting bullying behaviours between seniors is lacking. To better understand bullying between older adults, a partnership between the Centre for Elder Aging (CER) at Sheridan and Elder Abuse Prevention Ontario (EAPO) was established, and in 2018 adults, age 55+, across Ontario were surveyed. Using these survey results, formal feedback gathered from stakeholders during 4 full-day interactive workshops, and existing best practice a Seniors' Anti-bullying toolkit was created. In 2020, The Bob Rumball Canadian Centre of Excellence joined the Seniors' Anti-Bullying Project, and we are currently being to implement and evaluate the toolkit in 8 seniors' residences across Southern Ontario. The key aspects in the preparation for implementing this initiative is the focus of this poster.

Implementation Team

Implementation requires many individuals. In addition to the research partners from Sheridan College, EAPO and the Bob Rumball Centre of Excellence for the Deaf, each site is assigned a research facilitator from the Sheridan research team who conducts the pre post surveys and implements the anti-bullying strategies from the toolkit. Each site selected a designate, who supports the implementation and is being trained in the strategies while the implementation is taking place (train the trainer model).

Instrument: Seniors Anti-Bullying Toolkit

AUDIENCE: Though it is aimed at governors, directors, and staff from seniors' residences and organizations, the more people engaged with this toolkit the better. Involving clients early on encourages ownership of an anti-bullying initiative.

TOOLKIT FORMAT: The basic set-up of the toolkit is modular in nature. Each module includes: an introduction, module aims, hands on activities, and a summary.

Use of the toolkit is flexible with regards to how it is used. The assumption is that one size does not fit all, instead this toolkit is used to complement existing practices. With this in mind all modules are not required, and an implementation site does not need to complete all the activities. Though flexible, there are two modules that research shows are important for an effective anti-bullying initiative (Arora, Sharp, & Thompson, 2002). These modules are Pre & Post Survey and an environmental scan and developing a policy and procedure that deals specifically with bullying behaviours. As such, these modules are required.

Toolkit Design: Accessible and Inclusive.

Accessibility:

- Exceeds design accessibility standards with special consideration for older adults
- Available in digital and print format
- Includes hyperlinks and page numbering to be able to easily navigate no matter what the user's access to internet, digital service or printer is.

Inclusivity:

- Diversity of images
- Older adults working together with facilitators (emphasize whole group process)
- Addresses vision loss and cognitive load in image design

Operational Definition

Bullying is sometimes called harassment and happens when someone hurts, intimidates or scares a peer consciously or unconsciously. When someone is being bullied they often have a hard time defending themselves. Bullying is usually not a one-time event. It can happen over and over again.

This project relates to bullying which is based on peer to peer interactions, and not perpetrated by a person who is in a position of trust.

Evaluation Measures

SURVEY:

Pre-post Surveys on the prevalence and nature of bullying will not only provide Implementation sites with a clear understanding of the level of bullying, the types of bullying behaviours and where and when it is occurring, so that they are able to use the strategies in the toolkit to target bullying accordingly, but also to act as a baseline against which they can assess whether the steps they are taking to reduce bullying is successful and where more work needs to be done. The survey will again be administered at the end of the initiative. For each site, the implementation process will take 20 months.

INTERVIEWS:

Semi- structured post implementation interviews will be carried out with staff members and residents at each implementation site. Numbers will be dependent on the size of the implementation site.

Application

FACILITATOR TRAINING Package:

- * An orientation to the Sheridan research department, including policies and procedures
- * An orientation to the Seniors Anti-Bullying project
- * Research Ethics & Integrity
- * Exploring one's own potential unconscious biases
- * Developing presentation and facilitation skills including how to work with and present to older adults (e.g., developing credibility as a leader)
- * COVID & older adults
- * Additional Resources

ORIENTATION DAY: Seniors Anti-bullying Meet and Greet for all those involved

Delivered in person and remotely at Centre for Elder Aging (CER) at Sheridan.

Hosted by: CER, EAPO, The Bob Rumball Centre of Excellence for the Deaf Community, & Pat Spadafora from Kaleidoscope

Aim: Allow everyone to meet and receive an interactive orientation to the project and the Seniors Anti-bullying toolkit and project procedures.

PROJECTED TIMELINES:

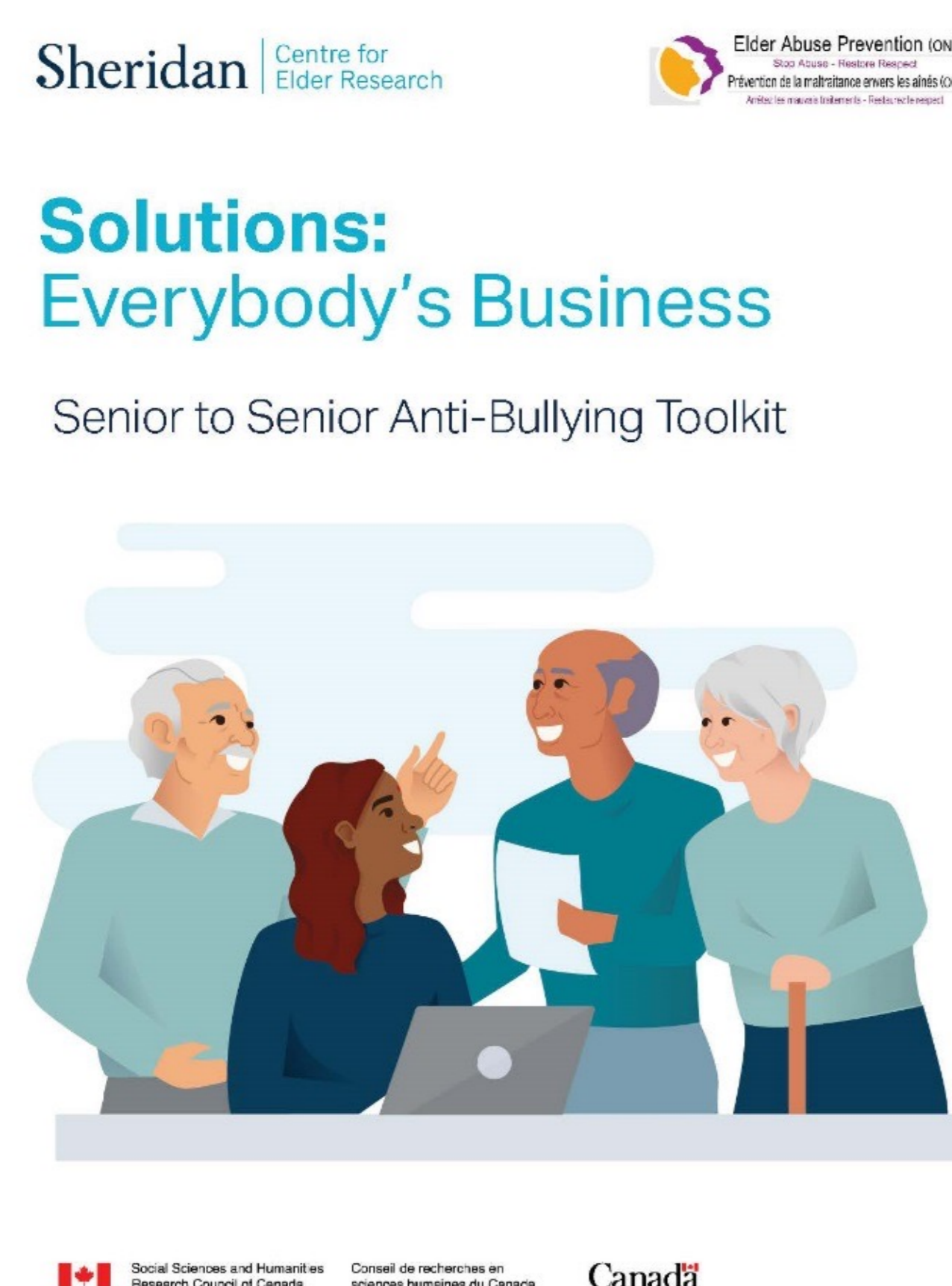
Staggered entry into 8 implementation sites.

20 months per implementation site (excluding COVID compliance)

- COVID compliance (e.g., Attestation Agreements)
- 4 months preparation: pre survey, environmental scan, and strategy selection
- 14 months implementing strategies
- 2 months evaluation and recommendations for improving the toolkit

Next Steps:

Concurrently Implementing at the BOB Rumball Centre of Excellence for the Deaf and creating American Sign Language video clips to accompany the Toolkit.



Reference list:

Arora, T., Sharp, S., & Thompson, D. (2002). *Bullying: Effective Strategies for Long Term Change*. London: Routledge.

Madsen, K., Franses, L., Rodrigues, & R. Sousa, J. (2019, October 26th). *Senior to Senior Bullying: What is Happening in Ontario? Project*. Poster presented at the 48th Annual Scientific & Educational Meeting of the Canadian Association on Gerontology (CAG), Moncton, New Brunswick. source.sheridancollege.ca/centres_elder_seniors_anti-bullying_toolkit/1

Randall, P. (2001). *Bullying in Adulthood: Assessing the Bullies and Victims*. London: Routledge.

Madsen, K., Franses, L., Ayenew, E., & Behnke, P. (2020). *Seniors Anti-Bullying Toolkit*. 1st Edition. [Wood, \(2007\) *Bullying in nursing homes: Prevalence and consequences to psychological health*. PhD. from Weldon University, United States](https://Rex-Lear, M. (2011). Not just a playground issue: Bullying amongst older adults and the effects on their physical health. PhD. The University of Texas at Arlington.</p>
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