



Facilitating intergenerational solidarity and learning through building friendships between youngsters and elderly

Module II: Being a Befriender

# 3. Supporting and safeguarding the befriending relationship



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1. Define the terms support, supervision and safeguarding
2. How to make the most of support and supervision
3. The basics of confidentiality, vulnerability, boundary-setting and the do no harm principle
4. Handling disclosures and identifying what concerns should be reported
5. Preparing for and managing endings
6. What Makes a Great Befriender



## Support, Supervision and Safeguarding

**Support** is the act of showing that you believe that someone is good or acceptable

**Supervision** is the act of watching a person and making certain that everything is done correctly and safely

**Safeguarding** is the protection of children and adults who could be easily hurt emotionally and physically



Support,  
Supervision and  
Safeguarding

How to make the  
most of support  
and supervision

The basics of  
confidentiality,  
vulnerability,  
boundary-setting

Handling  
disclosures

Preparing for  
managing  
endings

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## How to make the most of support and supervision:

- ✓ open up
- ✓ resolve queries
- ✓ express doubts
- ✓ seek peer supervision if not provided
- ✓ the importance of ongoing training



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## The basics of confidentiality, vulnerability, boundary-setting and the do no harm principle

### Confidentiality:

- ✓ Do not share any information
- ✓ Trust the person fully

### Vulnerability:

- ✓ To sickness
- ✓ To fraud
- ✓ To being alone

### Boundary-Setting:

- ✓ Physical-Personal
- ✓ Emotional
- ✓ Financial-Materia

### Do No Harm Principle:

- ✓ benefit those who work and take care
- ✓ to not intend to hurt, damage, or upset

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## Handling disclosures and identifying what concerns should be reported

### What to look for:

- ✓ boundary crossings
- ✓ violations
- ✓ inappropriate behavior
- ✓ befrienders' or befriendees' safety at risk
- ✓ threats to self or others



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### Preparing for managing endings such as:

- ✓ sudden or planned
- ✓ holiday breaks
- ✓ death
- ✓ help no longer needed



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# What Makes a Great Befriender ?

## Being kind, compassionate, patient and caring

Practicing compassionate care during your interactions with patients can reduce their feelings of loneliness and isolation. This could be as simple as talking to them about their day or a hobby they've mentioned in the past. You get to provide human connection in a time when your patients are deeply missing it.



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# What Makes a Great Befriender ?

## Being dependable, reliable and professional

A dependable person says that they'll do something, makes a claim, or commits to a course of action

Dependable people understand that they're accountable for their actions. If they mess up at work, they take responsibility for it.



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## What Makes a Great Befriender ?

Having the ability to communicate with everyone clearly

Sitting directly opposite the elderly person you are communicating with can help a great deal in making the communication effective. By sitting face-to-face, you are eliminating any possible background distractions and letting the elder know that they have your full attention.



## What Makes a Great Befriender ?

Having physical, mental and emotional stamina to work in a demanding environment

Companion care can be an all-embracing resource for older adults who need a professional carer and a friend  
Affirm the value of your aging friend every chance you get, and do your best to empathize with them



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### Being sensitive to complex situations of others

You may feel awkward and tempted to avoid addressing some of these concerns because you don't know how to help patients solve the problem. Try to take a universal, non-threatening approach. Start by saying, "You are not alone, many people experience..."



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**Note:** You can add as many "time stamps" as you want. See example: <https://bit.ly/3gKydCc>

# What Makes a Great Befriender ?

Having minimum education qualifications

Anyone can befriend an elderly person and support him/her in overcoming social isolation and loneliness. Befriending services stimulate intergenerational activities and learning exchanges between elderly and youth volunteers



## Being honest and putting others' health first

Here are some tips for maintaining your befriended elders' health:

- Eating regularly
- Getting enough sleep
- Maintaining Relationships
- Taking out time for enjoyable and relaxing activities
- Playing Games



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## GOOD Befriender qualities

Active  
Listening

Provide  
Practical  
Guidance

Offers Real  
Hope and  
Encouragement

# BEFRIENDER

Copy strategies to  
help them  
manage fear and  
anxieties

Help making  
small, positive  
changes towards  
recovery

Be Empathetic  
and  
Understanding

## BAD Befriender qualities

Does not listen to the need of the person

Impatient with the elderly

Lies to the elderly person and doesn't provide important information

# BEFRIENDER

Doesn't follow instructions and does what ever he/she wants

No desire in helping the person overcome fears

Unempathetic and Rude

## Assessment activity 1: Fill in the blank

Type the correct answers in the boxes

Safeguarding is the protection of children and adults who,

*could be easily hurt  
emotionally and physically*

Supervision is the act

*watching a person and making  
certain that everything is done*

correctly and safely

*Dependable people*

understand that they're accountable for their actions

Befriending services stimulate  
volunteers

*intergenerational activities and  
learning exchanges*

between elderly and youth

## Assessment activity 2: Drag and Drop

Instructions: Drag the correct answers to correct blocks

Handling disclosures and identifying what concerns should be reported

Elements to Drag

*Real concerns*

*Not real concerns*

Drop positions

INAPPROPRIATE BEHAVIOR

SHOWS NO SIGHT OF AGRESSION

BEFRIENDERS' OR BEFRIENDEES' SAFETY AT RISK

VIOLATIONS

COMMENTS YOUR LOOKS

BOUNDARY CROSSINGS

## Assessment activity 3: Drag and Drop

Instructions: Drag the correct answers to the correct blocks

Elements to Drag

*GOOD*  
*Befriender qualities*

*BAD*  
*Befriender qualities*

Drop positions

*IS EMPATHETIC*

*IS IMPATIENT*

*IS UNHELPFUL*

*IS AN ACTIVE LISTENER*

PROVIDES PRACTICAL GUIDANCE

LIES AND DOESN'T PROVIDE INFORMATION

## Assessment activity 4: Word arrangement

Put words in the right arrangement

Are | alone | you | not

You are not alone

Complex | of | sensitive | situations | to |  
being | others

Being sensitive to complex situations of others

Make | and | how | supervision | most | to |  
the | suport | of

How to make the most of support and  
supervision

Positive | small | recovery | help | towards  
| making | changes

Help making small, positive changes towards  
recovery

## Assessment activity 5: True / False Questions

QUESTION 1: Only trained people can befriend an elderly person and support him/her in overcoming social isolation and loneliness

Possible answer(s)	1. True 2. False
Correct answer(s)	<i>False</i>
Response to correct answer(s)	Congratulations! Your answer is correct.
Response to wrong answer(s)	Not quite right. The correct answer is “False”

## Assessment activity 6: True / False Questions

QUESTION 1: Practicing compassionate care during your interactions with patients can increase their feelings of loneliness and isolation.

Possible answer(s)	1. True 2. False
Correct answer(s)	<i>False</i>
Response to correct answer(s)	Congratulations! Your answer is correct.
Response to wrong answer(s)	Not quite right. The correct answer is “False”

## Assessment activity 7: True / False Questions

QUESTION 1: By sitting face-to-face, you are eliminating any possible background distractions and letting the elder know that they have your full attention

Possible answer(s)	1. True 2. False
Correct answer(s)	<i>True</i>
Response to correct answer(s)	Congratulations! Your answer is correct.
Response to wrong answer(s)	Not quite right. The correct answer is “True”

## Assessment activity 8: Multiple Choice Questions

### QUESTION 1: How to make the most of support and supervision?

Possible answer(s)	<ol style="list-style-type: none"><li>1. boundary crossings</li><li>2. open up</li><li>3. seek peer supervision if not provided</li><li>4. threats to self or others</li></ol>
Correct answer(s)	Congratulations! Your answer is correct.
Response to correct answer(s)	2,3
Response to wrong answer(s)	Not quite right. The correct answer is "2" and „3"

# References

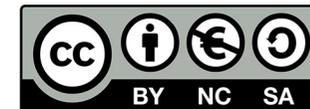
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