



**As**

**Life**

**Goes**

**On**

**Resource  
Kit**



**The Uniting Church acknowledges the assistance of the  
NSW Department of Premier and Cabinet in the development of the  
As Life Goes On Resource Kit**



**An activity of the Respect for Seniors' project**



**St Ives Uniting Church**





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#### **“When something’s not right” information flyer**

#### **The Aged-care Rights Service (TARS) brochure**

#### **NSW Trustee & Guardian Wills & Powers of Attorney brochure**

#### **Older Women’s Network (OWN) financial abuse brochures**

#### **Relationships Australia brochure**

#### **Resource Kit Feedback Survey**



# Facilitator's Guide to Running a Discussion Group on Raising Awareness about Ageism and Elder Abuse

## Part 1 – Running a Discussion Group

- 1. Watch the DVD to become familiar with the themes**
- 2. Read this Guide and the Resource Kit items**
- 3. Organise group viewing and discussion for community members**
- 4. Complete the feedback form**

The “As Life Goes On” DVD and resource kit has been supplied to you as a professional working within the human services field as a tool for raising awareness about ageism and elder abuse in the community.

These resources were developed by the “Respect for Seniors” project; a joint venture of St Ives Uniting Church and UnitingCare Ageing Northern Sydney Region. The project aims to promote respect, enablement and resilience building in seniors, and to facilitate the development of supportive networks.

This project is a preventative initiative and the key message to convey is that empowerment of older adults can enable greater control and self determination in difficult circumstances<sup>1</sup>.

The “As Life Goes On” DVD contains five scenarios depicting various situations that might occur for older members of society, often as a result of a loss of ability or independence. Increased dependence on others, often family members, can increase an individual's vulnerability to making choices that may not be in their best interests, due to coercion, family conflict or a perceived loss of choice or options.

The aim of the DVD is to generate discussion on the theme of respect, especially respect for seniors. Resources provided with the kit will assist participants to seek confidential advice and assistance from relevant services if required.

The five scenarios together with the preceding commentaries can be viewed as a whole or alternatively the scenarios alone can be viewed separately. Discussion sheets and questions have been provided to facilitate generation of conversation within the group.

On the reverse of the ‘When something's not right’ flyer, you can print additional information about your local services and contacts.

The project team suggests that aged and community development officers, such as yourself, organise Community Forums to view the DVD and hold a discussion of the scenarios and themes. The additional resources and brochures provided could be made available on a display table together with any relevant local resources. Local service groups such as Rotary, Probus, Lions, RSL, bowling and seniors clubs may be interested in partnership arrangements with your service, to promote group sessions.

You may also choose to lend the DVD to various clubs or through your library.

The forum facilitator is not expected to be an expert on these topics but they will need to know where to refer people for assistance. They may choose to partner with a local service that can provide legal or financial advice.

## Part 2: Expected outcomes from viewing the DVD:

- Human services professionals will be better prepared to provide resources to older community members who may be experiencing situations of abuse or feeling at risk of abuse.
- Local service groups operating in your Local Government Area will have a heightened consciousness in regard to the indications of elder abuse and the services and resources available to the community.
- Members of the community will be alerted to the indications and risks for seniors living in an abusive situation and will be resourced to seek assistance.

## Part 3: Discussion Guides for the five scenarios

To aid facilitators, each scenario has a one-page guide to the key discussion points. These discussion guides are designed to help anticipate audience reactions and assist in redirecting people to relevant local services and resources. These one-page guides can be photocopied for handouts.

- **Love and Money – Scenario 1**      4:25      Financial Security, Shared Decision Making and Expectations
- **No Goodbyes – Scenario 2**      4:09      Financial Strings, Family Roles and Friendship
- **I Want My Life Back – Scenario 3**      5:16      Dementia, Carer Stress and Relationships
- **Down the Fairway – Scenario 4**      3:24      Self Respect, Acceptance and Friendship
- **All in the Family – Scenario 5**      4:29      Relationships, Conflicts and Restorative Processes

Discussion starter questions have also been included.

## **Discussion Guide: “Love and Money” – Scenario 1 Financial Security, Shared Decision Making and Expectations**

This hypothetical DVD scenario highlights a possible unfortunate consequence of giving another person access to our finances in order to help us. Due to issues such as illness or impaired physical or cognitive ability as we age, we may at times need assistance to manage our daily affairs such as banking and paying bills. Increased dependence on others to complete these tasks can lead to vulnerability and in some instances others might take advantage and use our money or other belongings for their own needs. Instead of helping us they may end up “helping themselves”.

Some older people may accept such circumstances as they feel they have limited options. They need assistance, and at the same time they recognise that a relative, often their child, may have financial problems and require support. A situation of co-dependence can develop which can quickly deteriorate into an abusive situation. Most elder abuse is financial and most often the perpetrators are family members.

Some questions to consider before seeking assistance from family members:

1. Have I chosen the best person to manage my financial affairs?
2. Have they shown themselves to be capable of managing their own affairs?
3. Do they have their own financial challenges e.g. credit card debt, gambling debts, ongoing gambling problems or unemployment?
4. Are they under a high level of pressure due to work or family commitments?
5. Are there any decisions I would prefer a family member didn't make on my behalf?
6. Have I made appropriate arrangements for my future in case I become physically or mentally incapacitated?
7. What do I think is fair compensation for someone who spends time assisting me with my financial affairs or other activities of daily living?
8. Have I discussed expectations and responsibilities with the people assisting me?

When seeking help from other people to manage our finances it is important to be clear about expectations, rights and responsibilities from the start. We should also consider various options should circumstances change, to ensure that arrangements remain fair and workable for all parties. Someone else's financial debts should not be our responsibility.

**Sue Field**  
**New South Wales Trustee & Guardian Fellow in Elder Law,**  
**University of Western Sydney**

## **Discussion Guide: “No Goodbyes” – Scenario 2**

### **Financial Strings, Family Roles and Friendship**

This scenario featuring the characters Gwen, Leanne and Bruce highlights the conflicting priorities and responsibilities that can arise when several generations of a family choose to pool their resources and live under the same roof.

Older parents may choose to move in with their children with young families to help relieve financial pressures. They may sell their own home to help their children buy a home or pay for renovations or other expenses such as private school education. In return they may receive emotional and physical support and enjoy being involved in an active family life again. In this way many of these arrangements can be mutually rewarding and satisfying as well as practical.

However, there may be some challenges and pitfalls to such arrangements. In this hypothetical DVD scenario Gwen’s needs and wishes appear to be treated as secondary to those of her family. Even her freedom is impeded when her car is borrowed, with the devastating effect that she does not get to say goodbye to a dear friend dying in hospital.

Some questions to consider in such family arrangements:

1. Did Gwen seek independent legal and financial advice before making these arrangements with Leanne and Bruce (her daughter and son-in-law)?
2. What, if any, are the Centrelink issues to be taken into consideration for Gwen?
3. What arrangements will be made if Gwen’s circumstances or needs change, e.g. due to physical illness.
4. Is this a permanent arrangement? Can Gwen change the situation if she decides it no longer suits her?
5. Has Gwen maintained access to sufficient finances for her daily needs?
6. What are the expectations in respect to Gwen’s contribution to the running of the home, e.g. domestic duties, helping with homework, lending her car etc?
7. What will happen if the family’s circumstances change, e.g.:
  - they move house?
  - they have another child?
  - they lose their jobs or can’t work and can’t meet the mortgage payments?
8. Have the views of other family members been considered, e.g. the children, or Leanne’s siblings if any?
9. What are the arrangements for privacy and social lives? Is Gwen welcome to entertain her friends at home? Is she included in family meals and outings?

For such arrangements to be successful all parties should be clear about their expectations, rights and responsibilities from the start. It is also important to consider various other options should circumstances change, to ensure that arrangements remain fair for all parties.

**Sue Field**  
**New South Wales Trustee & Guardian Fellow in Elder Law,**  
**University of Western Sydney**

## **Discussion Guide: “I Want My Life Back” – Scenario 3 Dementia, Carer Stress and Relationships**

This scenario highlights the impact caring for a person with dementia has on many families. In Australia approximately 1,000,000 carers' lives are affected.

Once you have viewed this scenario, the following questions may encourage discussion:

- What changes in Bill's abilities do you notice?
- What impact might this have on Bill's wife?
- What signs of stress do you notice Bill's wife exhibiting?
- What are the risks to Bill and his wife?

For many families, changes in the person's abilities, personality and behaviour as a result of damage to the brain may affect their relationship. The care needs of the person with dementia will change as the disease progresses and this can become physically and emotionally tiring for family members.

Awareness of the impact that caring has on a person socially, emotionally, financially, and physically is vital for support services to recognise. The carer needs to be encouraged to create balance in their lives and meet their own needs as well as the needs of the person they are caring for. This can be achieved by:

1. Identifying and managing stress.
2. Acknowledging the emotions being experienced. Talking with family, friends, GP or joining a support group maybe beneficial.
3. Seeking and linking with support services who can offer practical assistance with care.
4. Taking regular breaks from the caring role.
5. Maintaining social networks, hobbies and other interests.
6. Maintaining own health by ensuring regular exercise and medical checkups.

Some people with dementia experience behavioural and psychological symptoms as a result of damage to their brains. Behaviours such as verbal and physical aggression can be triggered by intense feelings of frustration and anxiety that result from being disabled. The key to avoiding this is to enable a person to function at their best. Strategies that achieve this include:

1. Treating the person as an individual not an object that isn't present.
2. Respectful communication. Invite rather than tell.
3. Not arguing. Arguing will just frustrate the person further and their behaviour may escalate.
4. Encouraging the person to be engaged in meaningful activities that link to their past interests and current abilities.
5. Breaking tasks into small achievable steps and prompting rather than doing the task to, or for them.
6. Allowing the person time to complete tasks without hurrying or interrupting them.
7. Limiting background noise such as radio, TV.
8. Seeking professional advice and assistance if behaviours are a concern.

Reflect on the scenario with Bill and his family. Discuss how Bill's behaviour may have been triggered in this scenario and how it may have been prevented.

**Sharonne Pearce**  
**Registered Nurse (Dementia Specialist)**

## **Discussion Guide: “Down the Fairway” – Scenario 4**

### **Self Respect, Acceptance and Friendship**

***‘Old age is the most unexpected of all the things that happen to a man’***

***Leon Trotsky***

I remember reading those words when I was 17. I didn’t understand them. Now I am nearly 81, I understand them all too well. Old age is sneaky. I think it wears rubber-soled shoes and creeps up on us at nighttime. It probably begins when we are still wallowing on the farther shores of middle age, drifting out to sea, pretending we are growing older, rather than admitting we are already old.

Slowly, little by little, age changes the way we look and, at times the way we feel. But does it change who we are, the essence of our being?

No, I don’t think so. Not if we are able to keep our self-respect, and expect that same respect from others. All right, so we won’t be able to play golf the way we did ten or even five years earlier. We might lose ourselves more frequently. Perhaps our bodies are beginning to break down, sometimes in embarrassing ways. This is where we need friends and family. More importantly this is where we need to accept our changes, ask for help, and know that each time we reach out, we are giving others permission to reciprocate.

One of my dearest memories is of my godfather, Leo, who was half Italian and half Irish – a substantially built man, with sandy hair and a chuckly sense of humour. He was an engineer who built bridges. Bridges of stone and iron and steel. Bridges that linked towns and communities. And invisible bridges. Bridges that he forged between people as he helped them learn to make friends. He gave big Sunday lunches for friendless foreign students. He brought them home to my parents’ place and would arrive with large brown paper bags stuffed with food. Sometimes, he took me to London’s Soho and taught me the names of different kinds of rice and how to cook them.

When he reached his eighties, Leo had a stroke that made writing letters hard to achieve. Instead, he would send photographs, shot with an old Box Brownie. And he could still make a splendid spaghetti Bolognese.

I wasn’t thinking of Leo when I began writing this piece, but he drifted back into my memory, bringing with him all the joy and kindness that he gave to life.

I learned from Leo how to maintain my curiosity; how to delight in the unexpected things – an insect crossing the floor with stubborn intent, the curl of a leaf, the recognition that even if I cannot run any more it doesn’t matter. Friends wait. And the world is full of other delights.

Yes, age brings pain and pills. Cut down on the latter, learn to manage the former. Build your own bridges and carve your name with loving care. You are worth it.

**Anne Deveson AO**

## Discussion Guide: “All in the Family” – Scenario 5

### Relationships, Conflicts and Restorative Processes

The DVD scenario you are about to watch involves a grandma respectfully challenging her grandson about his inappropriate behaviour. Once you have viewed this scenario, the following questions may encourage discussion:

- What did Nathan do that his Nan wanted to talk about?
- What did she want Nathan to understand about his behaviour?
- How did she go about this?
- Who was affected by Nathan’s behaviour?
- How was the matter resolved?
- What have you learned from this experience?

Grandma’s approach could be described as being ‘restorative’ because, rather than condemning her grandson, she chose to focus on how this behaviour had hurt or harmed their relationship. She wanted Nathan to know that she still loved him even though his behaviour was ‘not okay’. As a result Nathan felt ashamed of his behaviour but was given an opportunity to restore trust with someone who is important to him.

Conflicts and tensions are a normal part of life. It is how we deal with them that determine whether we learn and grow as healthy people. This incident is just one example of how restorative processes can help us to rebuild our relationships when things go wrong. If our focus is on blame and punishment then we never get to understand what the real issue is because we tend to become preoccupied with who is right or wrong. Even worse, we tend to view punishment as an important outcome or deterrent.

What is it like when you make a bad choice that has affected others and you are feeling ashamed but there is no opportunity to talk about it or to do anything to make things right? Even worse, others are constantly saying ‘it’s all your fault’! How do you deal with your shame? Are you unlikely to do the same thing again because you are fearful of being punished or because you understand that this behaviour harms your relationships with those who care about you?

Once we realise the hurt and disappointment we cause to others, particularly those who are significant to us, repairing the hurt and re-establishing trust is the most important thing we can do. Saying ‘sorry’ is only the beginning.

Restorative dialogue provides the opportunity for a shared understanding on what we value in our relationships. These processes take a number of forms from one-on-one conversations to formal conference processes designed to deal with serious issues. They have applications in all aspects of our lives - in our families, communities, schools and workplaces. Engaging in respectful dialogue with others is the key to fostering healthy relationships.

In encouraging you to think about the implications of restorative processes in your own life, we would like to challenge you to think about the following questions:

- Think of the last occasion you experienced a conflict and you found yourself blaming others?
- How could you have dealt with this incident ‘restoratively’?

## **Discussion Guide: “All in the Family” – Scenario 5**

### **Relationships, Conflicts and Restorative Processes**

A simple way of becoming a ‘restorative’ person is to always ask yourself:

- What happened?
- What impact has this had?
- What needs to happen to make things right?

Remember, it is hard to share the world we live in if we don’t get to talk about it. Restorative dialogue is the way to stronger relationships.

**Terry O’Connell OAM**  
**Director Real Justice Australia**

## Discussion Starter Questions

Here are some questions you may use to generate discussion after viewing the DVD.

The scenarios are a starting point for conversation and reflection. Encourage viewers to take some time after each scenario to think about and possibly scribble some notes to the questions listed below.

Invite them to share those responses with one other person. Allocate a period of time for each person to talk (e.g. five minutes). When people have shared in pairs invite them to share a response with the whole group.

Leaders will need to be aware of the energy and emotion in the responses of participants. It will be important for the group to listen and to hear what people are saying. To this end a leader might summarise what they have heard the participants saying. The group may not be able to resolve or fix difficult situations. The leader's task is to stimulate and focus the conversation and where necessary, to suggest professional sources of help.

Some questions to help reflection on the scenarios. It would be helpful to give some introduction to the questions before the DVD is shown.

### General questions for each scenario:

- What happens to you physically, emotionally, intellectually while you are watching?
- What feelings does it evoke? Circle the ones that are appropriate:
- Anger, sadness, happiness, excitement, fear, celebration, joy, vulnerability, loneliness, closeness, power, powerlessness
- Which of the characters do you identify with? What is your identification or sense of connection?
- What memories does it evoke for you?
- How does the story speak to you?
- How might people show respect in this situation?
- How might the people express love in this situation?

### Some specific questions for each scenario:

#### 1. Love and Money

- a. How do we respect the possessions of others in the family?
- b. Is it abusive, to use as your own, the money of other family members?
- c. What happens when trust is abused (in a family)?
- d. What do you want to do after watching this scenario?

#### 2. No Goodbyes

- a. What are the rights older people might (respectfully) expect?
- b. What is mutual respect?
- c. How do we live with others and negotiate individual needs?
- d. What do you want to do after watching this scenario?

## Discussion Starter Questions

### 3. I Want My Life Back

- a. Do you know people like this?
- b. In what ways do you observe people changing as they grow older?
- c. How do you cope when the people you love are losing physical and emotional autonomy?
- d. How do you cope when the people you love are becoming different?
- e. What do you want to do after watching this scenario?

### 4. Down the Fairway

- a. What is self respect
- b. Are there times when you have lost respect for yourself? Can you name some of those times? How did you feel? How did you regain your self respect?
- c. What is self reflection?
- d. What does it mean to be responsible for your own actions?
- e. What would a genuine apology include in this situation?
- f. Are there situations in which you acted without self respect and for which you need to apologise? What will that apology involve?
- g. What do you want to do after watching this scenario?

### 5. All in the Family

- a. What lines from the scenario stay with you?
- b. Is saying 'sorry' enough?
- c. What do you think would contribute to appropriate restoration?
- d. How do you understand restorative justice?
- e. What do you want to do after watching this scenario?

## Part 4: Background to the Respect for Seniors Project

Elder abuse is not always about the dramatic situations that are publicised in the media. Most elder abuse is financial<sup>2</sup> and frequently occurs within a family. Often it is unintentional and involves the older person losing control over making decisions in their life.

Definition of Elder Abuse:

*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.<sup>3</sup>*

An international report on the abuse of older people in Ireland found that the most commonly reported type of abuse of older people, financial abuse, occurred in situations where people felt pressured to give money or property to someone in a position of trust<sup>2</sup>. It also found that people aged 70 years and over reported experiencing double the incidence of abuse reported by those aged 65-69 years.

This DVD is intended to raise awareness about how easily an abusive situation can develop. Possibly the most important aspect of this DVD and Facilitators Discussion Guide is that it provides a positive approach that individuals can take, to prevent and address harm caused in an abusive situation.

Funding to produce and distribute this DVD and resource kit to councils in NSW was provided by the NSW Department of Premier and Cabinet. Distribution of the DVD is part of an overall project to address ageism and prevent elder abuse utilising a strengths-based approach.

The Respect for Seniors Project is a grassroots campaign that empowers individuals and communities to share the vision of a more respectful society. Our goal is to create a safe, caring community where we can all age with dignity and respect. Although most victims are female, it is important to recognise that men can be just as susceptible to elder abuse.

Please visit the website for further information about the project as well as links to related support services and resources - [www.respectforseniors.org](http://www.respectforseniors.org)

***As an older Australian myself, I feel a great sympathy for the project. I have tried, not always with success, to put what I want to say to the human race in books. But there are seniors who possess unwritten volumes of wisdom, and information which is beyond value, but for which they are never asked. It would be wonderful if age were no longer looked upon as a disease but seen as a national resource, to be used, tapped and employed, and I wish you well in your endeavours to make older people valued sufficiently to cause that resource to be abundantly used.***

**Tom Keneally**

## Part 5: Key messages of the “As Life Goes On” DVD and Respect for Seniors project

- Ageism and elder abuse are more common than we realise and can happen to anyone, male or female, from any socio-economic, cultural or linguistic group.
- Ageism and elder abuse may sometimes be unintentional. Many people may be unaware of the consequences of their behaviour and that the older person may be experiencing this behaviour as abusive.
- It is not usually a black and white situation, but often complex with many shades of grey and influencing factors. Many of the complexities can include cultural, generational and family influences.
- Often there are no simple solutions. While each situation is unique and there are no magic formulas to resolve family tensions, there are resources that can help.
- Abuse is not limited to physical, sexual or financial harm. Abuse can take many forms including emotional/psychological, social, spiritual and neglect.
- Abuse is never acceptable. No society should tolerate abuse of any individual, especially those who are more vulnerable.
- The World Health Organisation found that disrespect is considered to be the most painful form of mistreatment identified by older adults<sup>4</sup>.
- Ageism is everybody’s business and good communities accord people the respect they deserve.
- The Ontario Human Rights Commission states that abuse of older adults is largely due to negative attitudes towards older people. The Commission considers that ageism can be addressed in part by highlighting older adults’ individual, collective, and lifelong contributions to our society<sup>5</sup>.
- When communities discuss this topic it gives older people permission to speak up if they are being abused.
- Encouraging self respect, especially as we age, is a positive way to protect against ageism and abuse. Mutually respectful relationships do not tolerate abuse and people have different perceptions of how respect is shown and experienced.
- The rights of the older person must be respected at all times. If the older person is assessed to have impaired capacity they should be assisted to make decisions in their best interest, without undue influence or manipulation. Care and Welfare professionals have a duty to provide assessment and referral to services which will minimise harm or future abuse while supporting the rights of a person to make their own decisions<sup>6, 7</sup>.

## Facilitator's Reference Sources:

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accessed May 2011.

This reference source gives plain language information about the 18 charter rights from the *Victims Rights Act 1996* and resources which explain what to do if victims feel rights under the charter are not being met.



## Referral and Support Service Contacts

This alphabetical list of services and contact details is for distribution at “As Life Goes On” DVD viewings and related discussion groups.

### **Aboriginal Legal Service (NSW/ACT) Ltd**

T: 02 8303 6600

[www.alsnswact.org.au](http://www.alsnswact.org.au)

### **Aboriginal Medical Service**

T: 02 9319 5823

[www.ahmrc.org.au/members/METROPOLITAN/Aboriginal%20Medical%20Service%20Co-Operative%20Limited.htm](http://www.ahmrc.org.au/members/METROPOLITAN/Aboriginal%20Medical%20Service%20Co-Operative%20Limited.htm)

### **Aged Care Assessment Teams (ACATs)**

(Assessment and Referrals for Care Services)

[www.agedcareaustralia.gov.au/internet/agedcare/publishing.nsf/Content/ACAT%20finder](http://www.agedcareaustralia.gov.au/internet/agedcare/publishing.nsf/Content/ACAT%20finder)

### **Alcohol and Drug Information Services (ADIS)**

Toll Free: 1800 422 599 or T: 02 9361 8000

Tele-counselling, information and referral 24 hours

### **Alzheimer’s Australia**

[www.alzheimers.org.au](http://www.alzheimers.org.au)

### **National Dementia Helpline**

Toll Free: 1800 100 500

### **Carers NSW**

Toll Free: 1800 272 636 or 02 9280 4744

Support and information for family carers

[www.carersnsw.asn.au](http://www.carersnsw.asn.au)

### **Commonwealth Respite and Carelink Centres**

Toll Free: 1800 052 222

[http://www9.health.gov.au/ccsd/usr\\_general/find\\_centre\\_01.cfm?section=centre](http://www9.health.gov.au/ccsd/usr_general/find_centre_01.cfm?section=centre)

### **Credit & Debt Hotline**

Toll Free: 1800 808 488

Counselling, advocacy and advice Monday - Friday

### **Department of Housing**

T: 1300 468 746

Subsidised permanent accommodation

After hours temporary accommodation line: Toll Free: 1800 152 152

### **Domestic Violence Hotline**

Toll Free: 1800 656 463

Free counselling, information and advice

## Referral and Support Service Contacts

### **Domestic Violence Legal Advice Line - Women's Legal Services NSW**

Toll Free: 1800 810 784 or T: 8745 6999

Mon 1:30pm–4:30pm, Tue 9:30am–12:30pm, Thu 1:30pm–4:30pm, Fri 9:30am–12:30pm

### **G-Line Gambling Counselling**

Toll Free: 1800 633 635

### **Guardianship Tribunal**

Toll Free: 1800 463 928 or T: 02 9556 7600

[www.gt.nsw.gov.au](http://www.gt.nsw.gov.au)

### **Homeless Persons Hotline**

Toll Free: 1800 234 566 or T: 02 9256 9087

Referral to crisis accommodation M-F 830am–10pm, Sat 9.00–4.00pm, Sun 10.00–4.00pm

### **Kids Help Line**

Toll Free: 1800 551 800

[www.kidshelp.com.au](http://www.kidshelp.com.au)

Tele-counselling for young people

### **Law Access NSW**

T: 1300 888 529

[www.lawaccess.nsw.gov.au](http://www.lawaccess.nsw.gov.au)

### **Lifeline Crisis Counselling**

T: 13 11 14

[www.lifeline.org.au](http://www.lifeline.org.au)

Free telephone counselling service 7 days, 24 hrs

### **Mensline**

T: 1300 789 978

[www.mensline.org.au](http://www.mensline.org.au)

### **Mental Health Information Service**

T: 1300 794 991

[www.mentalhealth.asn.au](http://www.mentalhealth.asn.au)

### **National Dementia Behaviour Management Advisory Line**

Toll Free: 1800 699 799

### **NSW Police - Emergency Dial 000**

Non-emergency, Contact Police Assistance Line: 131 444

### **NSW Trustee and Guardian**

T: 1300 364 103 or T: 02 9252 0523

[www.tag.nsw.gov.au](http://www.tag.nsw.gov.au)

### **Older Women's Network**

T: 02 9247 7046

[www.ownnsw.org.au](http://www.ownnsw.org.au)

## Referral and Support Service Contacts

### **Parent Line**

T: 1300 130 052

Crisis counselling, information and referral 24 hrs

### **Relationships Australia**

T: 1300 364 277

[www.relationshipsaustralia.org.au](http://www.relationshipsaustralia.org.au)

### **TARS: The Aged-Care Rights Service, NSW includes the Older Persons Legal Service (OPLS)**

Toll Free: 1800 424 079 or T: 02 9281 3600

[www.tars.com.au](http://www.tars.com.au)

### **Translating & Interpreting Service (TIS)**

T: 131 450 for non-English speakers, 7 days

[www.immi.gov.au/living-in-australia/help-with-english/help\\_with\\_translating](http://www.immi.gov.au/living-in-australia/help-with-english/help_with_translating)

### **Victims Support Line**

Toll Free: 1 800 633 063 or T: 02 9374 3000

(Information and referral services for victims of crime 24 hours, 7 days)

### **Wirringa Baiya Aboriginal Women's Legal Centre**

Toll Free: 1800 686 587 or T: 02 9569 3847

[www.wirringabaiya.org.au](http://www.wirringabaiya.org.au)