

**ZERO COERCION**



## **ERASMUS + EUROPEAN PROJECT**

IO3\_DESIGNED EXPERIENTIAL TRAINING ACTIVITIES

DETA 1

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## EXPERIENTIAL TRAINING ACTIVITIES (DETA)

### DETA 1\_ KNOWING MYSELF AND MY SUPPORTS

#### Introduction:

These activities are designed to integrate DETA 1 - KNOWING MYSELF AND MY SUPPORTS into the Zero Coercion project. The design of this content is carried out in accordance with the Co-creation Methodological Guide (IO.1), trying to be as practical and experiential as possible. The main objective of DETA 1, 8.1. is to understand the basics of human rights and how it relates to the situation of people who have experienced crisis of schizophrenia. It introduces to such important concepts as human rights based approach to disability, coercion and recovery as well as helps to learn talking about your own or others mental health problems without the stigma. A space for discussing discrimination the participants have seen or experienced is also created. These are all important steps for empowerment and motivation needed for participants to learn and implement techniques that can help solve a crisis at home without experiencing coercion. DETA 1, 8.2, 8.3 will give participants skills allowing supporting PwSCZD and Relatives. The DETA contains all the tools, resources and steps to ne take in order to identify and develop individual skills for PwSCZD and their relatives, to identify the current supports and to develop new ones and to raise the individual empowerment by knowing and using the supports. Together with PwSCZD and their relatives, it was created the content and the methodology, having into consideration their lived experience, especially crises episodes, ways of interventions and alternative ways/ strategies to handle schizophrenia crisis in domiciliary environments.

The main objective of DETA 1, 8.4 is to teach assessing the triggers that may cause crisis of schizophrenia. In order achieve it the idea that all behavior have a reason (is caused by needs, seeking to avoid negative experiences and so on) is presented. Not only information about triggers and signs of distress are presented but also with the help of interactive activities participants can build knowledge about their individual triggers and signs of distress thus strengthening the ability to mitigate the crisis and to avoid experiencing or using coercion.

#### Objectives:

##### DETA 1, 8.1.:

- Knowing what my rights are;
- Knowing the human rights based concepts of disability, coercion and recovery;
- Knowing how to talk about my mental health;

##### DETA 1, 8.2 and 8.3.:

- To identify and develop individual skills
- To identify the individual supports
- To empower individuals by knowing the supports

##### DETA 1, 8.4.:

- Knowing what my own personal triggers and signs of distress are

### Participants:

15 participants from the three groups:

- PwSCZD.
- Relatives.
- Mental health professionals.

### Competences:

DETA 1, 8.1.: Empowerment; Communication; Critical thinking; Self-observation; Digital skills.

DETA 1, 8.2 and 8.3: Collaboration & Networking, Communication, Empowerment.

DETA 1, 8.4.: Adaptability; Self-observation; Initiative; Critical thinking; Digital skills.

### Learning content:

DETA 1, 8.1.: human rights and human rights based concepts of disability, coercion and recovery; Mental health stigma and human rights based language to speak about mental health.

DETA 1, 8.2 and 8.3: skills development, individual supports, skills and empowerment.

DETA 1, 8.4.: triggers and signs of distress; individual evaluation of triggers and signs of distress.

### Duration: 14 hours

DETA 1, 8.1.:

- **Face to face session:** 4 hours in total (during two sessions)
- **Online training:** 1 hour and 10 min in total (during two sessions)

DETA 1, 8.2 and 8.3.:

- **Face to face session:** 4 hours, 10 min
- **Online training:** 2 hours, 10 min

DETA 1, 8.4.:

- **Face to face session:** 1 hour and a half (one session)
- **Online training:** 1 hour (during two sessions)

### Training strategies:

To achieve the aforementioned objectives, the development of a training methodology based on the following premises is proposed:

- Adapted and modulated to the learning capacity of the people belonging to the target groups.
- The training is based on the concepts of experiential training and learning in practice; therefore, the training methodology will be mainly active and practical.

- The training sessions will be carried out in presential contexts and online, therefore, materials will be created and training tools will be developed to be used in different training settings.
- The participation of the trainees will be necessary during the training courses; therefore, the trainers will promote activities in which the trainees will be able to interact and exchange experiences and knowledge among themselves and with different participants.
- The training course will have a mentoring / coach focus. The trainers will support the students throughout the training course.
- An e-training platform will be developed to facilitate online training sessions, to share knowledge and experiences of students and to support training courses through different online training tools.

This training session requires a reflective dimension, that is, during it's teaching, a set of values that guarantee respect and free participation are maintained. It is essential that the participants are in a warm and friendly climate when we are forming on issues of stigma and discrimination as some of the participants may have suffered in their own skin.

The training session must be based on:

- **Symmetry:** There are no ideas, experiences or knowledge that are more important or more successful than others. The voice of all the participants has the same validity as all the participants have their experience of mental health and stigma (included the teachers).
- **Respect:** All voices must be heard from recognition, understanding and empathy. The judgments on the experience of others or any type of discrimination will not be accepted.
- **Voluntary:** the participation in the training it have to be a free and an own decision of the person. The participation on the training is not a decision of the professionals or the family.
- **Confidentiality:** the experiences and opinions that are shared during the training will not be taken out of the training space.

It is essential to give space to reflections on the own experiences that the people participating in the courses can express, either by experiences related to the mental health or by experiences of discrimination.

It is advisable to link these comments or stories that may come out during the course of the training to the contents being taught.

In case a person feels very affected by the contents because they revive a negative situation present or past it is advisable to stop the execution of the course and attend to the person. Once the person is recovered, they can continue with the training program.

#### Methodology:

- Active and participatory.

#### Training materials:

- **Face-to-face sessions:** The trainer will be in charge of each session an inclusive learning space, safeguarding the use of focus methodologies, visual and practical materials. The language will be adapted to the participants.
- **Online training:** Mentors or coaches should support participants during online training sessions or give individual feedback when appropriate. But the trainees who can't participate in online trainings will be able to participate only in face-to-face sessions and will not lose the opportunity to get involved altogether.

Time / Duration	Description
<p>5'</p> <p>20'</p>	<p><b>DETA 1, objective 8.1. - FIRST ONLINE SESSION</b></p> <p><b>Opening</b></p> <p>The trainer has already designed and uploaded the online session to the e-Training platform.</p> <p>Students will see the outline for the training: topics, the schedule of meetings, things to do online.</p> <p>Note. This topic is designed that the participants who have a possibility to work online would get more materials, could get deeper into the subject BUT the participants unable to join online would still be able to participate without being excluded.</p> <p><b>Human rights are my rights.</b> Studying the topic by yourself.</p> <p>Students will be able to download a pdf (DOC 1) with a text about human rights, rights of people with disability, introduction to the concept of coercion and recovery. There are links to videos in the PDF as well. Students can get familiar with the material, are encouraged to write down the questions and make notes of what was not clear to them so we can have a discussion about this once we meet.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Theoretical PDF_DOC1</li> </ul>
Duration	Description
<p>30'</p>	<p><b>DETA 1, Output 8.1. - FIRST PRESENTIAL SESSION</b></p> <p><b>Opening</b></p> <p>Signing the <u>attendance list</u> (DOC 2)</p> <p>Creating the atmosphere for discussion and sharing. <u>Instructions for the trainers.</u> (DOC3)</p> <p><b>A game to get to know each other.</b> Chosen by the trainer. Be aware not to choose a game that requires physical activity in case some members of the group have reduced mobility, etc. Also keep in mind not to give too complicated tasks which could potentially raise tension. A couple of simple examples would be as follows:</p> <p>a) Everybody tells their name and a little known fact about themselves/ or one boring fact about themselves.</p> <p>b) Everybody tells their name and the story of their name (Do they know the meaning of their name? Have they always liked their name?)</p>

<p><b>80 ' in total</b> (including two 10' breaks)</p>	<p><b>The rules of the group.</b> Trainer asks the group to name the rules of this group: <i>what we all want to ask of each other so that our mutual time would be productive and relaxed?</i> The rules that are named and agreed on are written on big flipchart paper. Some rules can be suggested by the trainer, for example: respect; one person speaks at a time; being active, STOP rule (possibility to not participate in an activity), switching off the sound of phones, confidentiality, etc.</p> <p><b>Then the session is based on Power point presentation DOC 4.</b> The information is presented with continuous interactive questions and exercises. According to group dynamics, the trainer can add information from the pdf (DOC 1). Also there are some tips for the trainer in the Power point DOC 4 note section.</p> <ul style="list-style-type: none"> <li>• <b>Human rights. Name examples</b> (Slide 2)</li> <li>• <b>Do we always have equal rights? Exercise.</b> (Slide 3) All participants are asked to line up in one line with plenty of space in the room in front of them. If it is not possible to create such space in the room where the workshop is taking place, maybe you can use a corridor or other spaces nearby. All participants are all given pieces of paper with identities (from print outs in DOC5) – they are not supposed to show it to others. Than they are asked various questions (they presented in print outs in DOC5) and after each of the question they have to take one step forward if they think that the person with such identity as they are given could do particular action. Otherwise they stay in their place. For example the first question is “Can you become a president?” – someone with given identity of “business woman” will say “yes” and will step ahead, but “a person who is homeless” will probably not move. After all the questions are finished people are encouraged to reveal their identities and the group discussion begins on why some people moved far ahead while others stayed behind. Are some people having more obstacles and why?  <i>10 min break recommended here</i></li> <li>• <b>Do people who have had a schizophrenia crisis have the same human rights? Discussion</b> (Slide 4)</li> <li>• <b>A story from own life and reflections on it. Space for sharing personal experiences.</b> (Slide 5)  <i>10 min break recommended here</i></li> <li>• <b>What is coercion? Name examples</b> (Slide 6)</li> </ul>
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<b>10'</b>	<ul style="list-style-type: none"> <li>• <b>Convention on the Rights of Persons with Disabilities. Why is it important?</b> (Slide 7)</li> <li>• <b>The evolving concept of disability. Discussion about it.</b> (Slide 8)</li> <li>• <b>Concept of (personal) recovery, discussion</b> (Slide 9)</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Introduction/reminder of the online working space (preferably with a demonstration on a projector of how to connect – being aware that not everybody might have access to a PC and/or internet)</li> <li>• Introduction of homework – a table to fill-out at home that encourages self-reflection and better understanding of recovery. (DOC 6)</li> <li>• Information about the next meeting.</li> </ul> <p><b>Materials needed during the session:</b></p> <ul style="list-style-type: none"> <li>• Attendance List DOC 2.</li> <li>• Power point presentation DOC 4 and means to project it in the classroom.</li> <li>• Printouts for exercise DOC 5</li> <li>• Printouts for homework (for those who do not have access to a PC and/or internet) ( DOC 6)</li> </ul>
Duration	Description
<b>5'</b>          <b>20'</b>          <b>20'</b>	<p><b>DETA 1, Output 8.1. – SECOND ONLINE SESSION</b></p> <p><b>Opening</b></p> <p>The trainer has already designed and uploaded the online session to the e-Training platform.</p> <p>Students will see the outline for the training: topics, the schedule of meetings, things to do online.</p> <p>Note. This topic is designed so that the participants who have a possibility to work online would get more materials, could get deeper into the subject BUT the participants unable to join-in online would still be able to participate without being excluded.</p> <p><b>Homework. Recovery exercise.</b></p> <p>A reminder to complete the exercise (DOC 6) about recovery that was presented during the live meeting and to ask for guidance online, if needed.</p> <p><b>Mental health and stigma.</b> Studying the topic by yourself.</p>





10'	<p>help destigmatize mental health. The purpose of this discussion though is not to find 'a perfect answer' but to create space for reflection and discussion.</p> <p><i>15 min break recommended here</i></p> <ul style="list-style-type: none"> <li>• <b>Exercise about stigma and words</b> (Slide 7). The participants are divided into four working groups. Each group is given a table (Print outs - DOC 10) with different ways to describe a person. They have to choose which phrase they find the best to describe someone and why it's better than others. Around 10 minutes are allocated for group discussions, than groups present their conclusions. Mutual discussion may follow.</li> <li>• <b>Principles in talking about mental health</b> (Slide 8-10).</li> <li>• <b>Introduction of homework</b> (Slide 11; DOC 11). The participants are asked to reflect by themselves how they would like to speak about their own mental health, how they would like to describe they mental health problems? Also how they would chose to speak about mental health of other people they know? The participants are also encouraged to ask for guidance doing this exercise in searching in online working space if they need it.</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Introduction/reminder of the online working space (with a demonstration on a projector of how to connect – being aware that not everybody might have access to a PC and/or internet)</li> <li>• Information about the next meeting.</li> </ul> <p><b>Materials needed during the session:</b></p> <ul style="list-style-type: none"> <li>• Attendance List DOC 2.</li> <li>• Power point presentation DOC 8 and means to project it in the classroom.</li> <li>• Printouts for exercise DOC 9 and DOC 10</li> <li>• Printouts for homework (for those who do not have access to a PC and/or internet) ( DOC 11)</li> </ul>
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Duration	Description
<p>15 '</p> <p>80 '</p> <p>(including 30 ' exercise)</p> <p>30 '</p>	<p><b>DETA 1, Output 8.2 and 8.3.</b></p> <p><b>FIRST SESSION – FACE TO FACE</b></p> <p><b>Materials:</b> PPT 1, DOC 1, DOC 2, PPT 4</p> <p>Other materials: projector, computer, paper, flipchart and paper, pencils, one classroom, masks (at least 40 sm).</p> <p><b>Introduction</b></p> <p>Participants are welcomed and the attendance sheet is signed by each participant (DOC 1)</p> <p>The trainer is presenting himself and the whole context of the project (5 minutes) and asks the participants to present themselves (8-10 minutes).</p> <p><b>This session is based on Power point presentation PPT 1 “What are my skills and what should I improve?” and includes one exercise (DOC 2).</b></p> <p>By following along the PPT, the trainer will be able to interact with the group explaining and presenting the concepts:</p> <ul style="list-style-type: none"> <li>• Slide 3 to Slide 5</li> <li>- <b>Introduction</b></li> <li>- <b>“Skills”—in contrast with “abilities”</b></li> <li>- <b>Social skills</b></li> </ul> <p>For every slide (3, 4, 5), the trainer is explaining the concepts while having open discussions with participants. He/ she is asking them to give short examples about abilities and skills. Their discussion will be followed by an exercise aimed to emphasise the concepts.</p> <p><b>Exercise (DOC 2)- 30 minutes</b></p> <p>Trainer is offering printed papers with exercise “From weaknesses to strengths&amp; skills” to all the participants, while he/ she adds on a flipchart paper main elements of the exercise. He/ she will let participants with 10 minutes to think and add on paper the requested tasks (fill with individual weaknesses and strengths&amp; skills). The next 20 minutes will be kept for common discussions regarding the theme. All participants will be involved.</p> <p><b>Continuing PPT1</b></p> <ul style="list-style-type: none"> <li>• Slide 6 “<i>Problem identification</i>” -trainer discusses with participants in terms of obstacles that are barriers to a PwSCZ personal goals in his/her current life. Participants are asked to come with personal examples.</li> </ul>

<p>15'</p>	<ul style="list-style-type: none"> <li>• Slide 7 “Goal setting” -generates short-term approximations to the PwSCZD personal goals with specification of the social behavior that is required for successful attainment of the short-term incremental goals. The goal-setting endeavor requires the therapist or trainer to elicit from the PwSCZD detailed descriptions of what communication skills are to be learned, with whom are they to be used, where, and when. Participants are asked what are their personal goals.</li> <li>• Slide 8 Through “role plays” or “behavioral rehearsal” -the PwSCZD demonstrates the verbal, nonverbal, and paralinguistic skills required for successful social interaction in the interpersonal situation set as the goal. As a continuation of previous slide, having in mind their individual goals, they are asked to list their individual skills they have in order to fulfill their goal. The trainer will keep the discussion short, and will involve participants that were not previously involved. At least two participants will be asked to participate in a role play.</li> <li>• Slide 9 “Positive” and “corrective feedback” -is given to the participant- focused on the quality of the behaviors exhibited in the role play.</li> <li>• Slide 10 “Social modeling” - is provided with a therapist (one of the participants) or a peer demonstrating the desired interpersonal behaviors (may include both verbal communication and nonverbal cues, such as body language or facial expressions) in a form that can be learned by the observing PwSCZD. Three participants will be asked to support as volunteers this concept of social modeling. For example, if one participant considers that he/she is missing some body language reading behaviors, another participant can share show his/ her ability to read it. The third participant will be a passive one, just expressing through body language some moves/ attitudes.</li> <li>• Slide 12- “Homework assignments” -are given to motivate the PwSCZD to implement the communication in real-life situations. All the participants will be asked to think about three interpersonal behaviours that need to be improved and to practice at home, for the next days. Trainer is explaining the homework and is opened for any clarifying questions.</li> </ul> <p>Trainer discusses each Slide for approx. 5 minutes each.</p>
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	15 min break – taking into consideration the participant medical status
Duration	Description
10'	<p><b>DETA 1, Output 8.2 and 8.3..</b></p> <p><b>SECOND SESSION What are my supports? What skills do I need to empower myself?</b></p> <p><b>FACE TO FACE SESSION</b></p> <p>SESSION 2 This session is based on Power point presentation PPT 2 <b>What are my supports? What skills do I need to empower myself?</b></p> <p>Materials: PPT 2, DOC 1, DOC 3, PPT 4, DOC 4.</p> <p><b>Other materials: projector, computer, paper, flipchart and paper, pencils, one classroom, masks (at least 40 sm).</b></p>
80' (including 30 'exercise)	<p><b>Opening-Debriefing Session 1</b></p> <p>Trainer and participants are discussing first session. Trainer is asking the participants to give at least one example of something important that they remember from the last session and that they will bring home with.</p> <p><b>The session is based on the Power point presentation 2 and Exercises-DOC 3 and Exercise PPT no. 4.</b></p> <p><b>The session starts with an exercise (PPT no. 4). – 30 '</b></p> <p>1) On the a piece of paper (see Slide 2 model), please draw your supports (family and community on the first half of the paper, educational and social services on the second half of the paper-left side and medical and health services on the second part of the paper-right side). – 15 '</p> <p>2) What supports do you consider are missing from your life?</p> <p>3) How can you gather more supports? (open discussion) – 15'</p> <p><b>The session continues with PPT no. 2, which is the core.</b></p> <p>Each Slide will be discussed by trainer together with participants- Slide 3 to Slide 9. Moving from one slide to another, the trainer will develop open discussions with participants. They will be asked to come with personal examples, from their private life or professional life, regarding every item from bellow. (45 minutes)</p> <ul style="list-style-type: none"> <li>● <b>Personal Problems or Needs ----- Utility of Skills Training</b></li> </ul>

	<p>Can you describe a concrete need/ personal problem which you faced recently? How skills training can help?</p> <ul style="list-style-type: none"> <li>● <b>Persistent positive symptoms ----- Coping skills to manage symptoms and interpersonal communication to challenge psychotic symptoms in cognitive behavior therapy</b> What about persistent positive symptoms? How can you manage them?</li> <li>● <b>Negative symptoms ----- Verbal and nonverbal communication and emotional expressiveness</b> Lets talk about negative symptoms? How can we fight them?</li> <li>● <b>Side effects of antipsychotic drugs ----- Nonverbal and motor skills</b> Can you list some side effects of anti psychotic drugs? How they influence nonverbal and motor skills?</li> <li>● <b>Erosion of skills from understimulating environments ----- Countering effects of institutionalism</b> Can you share with us some examples about erosion of skills? How can we prevent or solve?</li> <li>● <b>Social anxiety and avoidance ----- Incremental steps for communicating with others in varied situations; modeling and role plays in training situation desensitize anxiety</b> Social anxiety and avoidance? Let's talk about them. Who wants to describe a concrete situation?</li> <li>● <b>Stressful emotional climate in family or group home or at work -----Verbal and nonverbal de-escalation skills, assertiveness rather than passivity or aggressiveness; social problem-solving skills</b> Is the family climate influencing our life and our attitudes? What skills do we have, or do we need to help us?</li> <li>● <b>Cognitive deficits ----- Work or social problem- solving skills through procedural and active teaching</b> What about cognitive deficits? Lets talk about this concept? What solving skills do we need?</li> <li>● <b>Acceptance and stabilization of illness ----- partner in treatment; achieving insight</b> Is beneficial the acceptance of illness? What about peer support. How can this help?</li> <li>● <b>Illness management skills ----- reliable use of medication; negotiation skills with psychiatrist and other service providers; empowerment and hope through self- management skills in "getting a life"</b> Do you consider you have illness management skills? What kind of skills?</li> </ul>
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20 ‘	<ul style="list-style-type: none"> <li>● <b>Stigma ----- Assertiveness in dealing with discrimination; judicious self-disclosure, advocacy through peer support and self-help organizations</b> Lets talk about stigma! How do you deal with it? How do you deal with discrimination?</li> </ul>
15 ‘	<ul style="list-style-type: none"> <li>● <b>Social isolation ----- Pleasantness of conversation increases likeability</b> Do you face social isolation? How do you manage to keep it in decent parameters?</li> <li>● <b>Friendship ----- intimacy and dating skills displaces social withdrawal</b> How important is the friendship? What intimacy and dating skills do you have or you would like to develop?</li> </ul>
15 ‘	<ul style="list-style-type: none"> <li>● <b>Employment ----- Job-finding skills, communicating with employers and coworkers</b> Do you work? How do you find a job, and, more important, how do you manage to keep it?</li> </ul>
15 ‘	<ul style="list-style-type: none"> <li>● <b>Independent living ----- Skills in obtaining housing; social problem solving with roommates</b> What skills do you need in order to have an independing living in the community?</li> </ul> <p><b>Exercise (20 ‘):</b> At the end of the Second session presentation, DOC 3 will be handed and participants will be asked to fill the form with individual items. (10 minutes to fill, 10 min to discuss). The exercise is similar with the previous one (resource map), but from another perspective (economic, personal, institutional and social). The trainer will lead the discussion into these four main directions</p> <p><b>15 min break</b></p> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>● Information about the next online session. A 12 min tutorial (DOC. 4- YouTube video about using ZOOM) will be presented, in order for every participant to be able to make a ZOOM account for next online session.</li> </ul>

Duration	Description
<p>10'</p> <p>20'</p> <p>70'</p>	<p><b>DETA 7, Output 8.13. – THIRD SESSION – ONLINE</b></p> <p><b>Empowerment and skills</b></p> <p><b>Materials: PPT 3, DOC 1, DOC 5, DOC 8.</b></p> <p><b>Other materials: Online platform tool.</b></p> <p>The trainer has already designed and uploaded the online session to the e-Training platform.</p> <p><b>Opening</b></p> <p>The trainer welcomes everyone on the selected platform. He/ she will do a brief presentation of the previous sections and of the participants.</p> <p><b>Start with exercise</b></p> <p>He/she introduces everyone to <b>Doc5 Power Walk (5 min reading and individual analyses and 15 min discussion). Every participant will receive via online platform the document with clear instructions.</b></p> <p><b>Empowerment &amp; Skills (PPT 3)</b></p> <p>Short presentation for <b>slides 3-8</b>. Trainer follows slides and discuss <b>with participants</b>.</p> <p><b>Slide 4: Trainer is opening a discussion regarding the concept of power. What is power? How can we use the power? How can we generate more power?</b></p> <p><b>Slide 5: What is empowerment? What is empowerment within mental health field? How this could be beneficial?</b></p> <ul style="list-style-type: none"> <li>● <i>It is a multi-dimensional social process that helps people gain control over their own lives.</i></li> <li>● <i>It is a process that fosters power in people, for use in their own lives, their communities, and in their society, by acting on issues that they define as important.</i></li> </ul> <p><b>Slide 6: What are the dimensions of empowerment? What level can empowerment act?</b></p> <ul style="list-style-type: none"> <li>● <i>Empowerment is multi-dimensional, social, and a process.</i> <ul style="list-style-type: none"> <li>● <i>Multi-dimensional.</i> <ul style="list-style-type: none"> <li>● <i>It occurs within sociological, psychological, economic, and other dimensions (fields).</i></li> </ul> </li> </ul> </li> </ul>



- It also occurs at various levels, such as individual, group, and community.

- It is a social process, since it occurs in relationship to others.
- It is a process that is similar to a path or journey, one that develops as we work through it. The individual and community are fundamentally connected.

**Slide 7: Power, change and expansion can be correlated? What do they have in common?**

**Slides 8-22. Open Discussions about elements of empowerment (DOC 8 will be used).**

For every of the slides 8 to 22, trainer will involve 15 participants. All of them will be asked by the trainer to pick up a number from 1 to 15 and will receive a slide topic (DOC 8). Every participant will be asked, having in mind the specific empowerment element, to describe in maximum 3 minute each, how this element can be used in concrete action in the next 6 months, in order to increase the quality of life of PwSCZD (15 p x 3 '= 45 ').

While the participant will answer

1. Having decision-making power.
2. Having access to information and resources.
3. Having a range of options from which to make choices (not just yes/no, either/or).
4. Assertiveness.
5. A feeling that the individual can make a difference (being hopeful).
6. Learning to think critically; unlearning the conditioning; seeing things differently; e.g.,
  - Learning to redefine who we are (speaking in our own voice).
  - Learning to redefine what we can do.
  - Learning to redefine our relationships to institutionalized power.
7. Learning about and expressing anger.
8. Not feeling alone; feeling part of a group.
9. Understanding that people have rights.
10. Effecting change in one's life and one's community.
- Learning skills (e.g., communication) that the individual defines as important.
12. Changing others' perceptions of one's competency and capacity to act.
13. Coming out of the closet.
14. Growth and change that is never ending and self-initiated.
15. Increasing one's positive self-image and overcoming stigma.

**Slides 23-26, open discussions as the trainer follows slides. Terms explanation.**

<p>15'</p> <p>15'</p>	<p><b>Slide 23: Empowerment as a process:</b></p> <p>“The desire to protect (and to be protected) is a strong one; nonetheless, there are genuine benefits when clients begin to control their own lives, and when practitioners become guides and coaches in this process, rather than assuming the long-term, paternalistic role of supervisors.”</p> <p>While trainer reads the statement, the participants are asked to comment. What is the role of the practitioner? But what is the role of the client?</p> <p><b>Slide 24:</b></p> <p><b>Empowerment levels:</b></p> <ul style="list-style-type: none"> <li>● Individual Empowerment</li> <li>● Group and Community Empowerment</li> </ul> <p>The participants will be asked to give concrete examples about acts of individual empowerment and community empowerment.</p> <p><b>Slide 25:</b></p> <p>Empowerment as a process <i>“through which the people, organisations and communities start to have control on its lives. It implies that new abilities are acquired as a natural process instead of it to be through consulted information or supplied by specialised professionals. The process of empowerment also means the capacity to find solutions at the local level, fortifying the structures and the linking between the individuals and the social system, including the neighbours, the familiar ones, the churches, the clubs and the associations of volunteers.”</i> (Deegan, 1999)</p> <p>Participants will be asked to comment the above statement. Also, to come with concrete examples about finding solutions at individual and community level.</p> <p><b>Slide 26:</b></p> <p>Empowerment</p> <p>Process of social inclusion based on the empowerment process</p> <p>2 underlying dimensions to the concept:</p> <ul style="list-style-type: none"> <li>- The <b>increase of the individual skills</b></li> <li>- The <b>increase of the skills of social participation.</b></li> </ul> <p>Trainer will switch the discussion to skills and the necessity of skills development in order to create the empowerment at individual and community level.</p> <p>Participants will be asked:</p> <p>What skills do you have?</p> <p>What are you able to develop in the close future to empower yourself?</p> <p>Break- 15 min</p>
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	<p>Closing the online session. Debriefing. Feed-back. Participants will receive Evaluation Questionnaires and will be asked to fill them and return within 5 days, using e-mail. They will be informed about the next training session (titles, timing etc). Every participant will</p>
<b>Duration</b>	<b>Description</b>
	<p><b>DETA 1, Output 8.4. – FIRST ONLINE SESSION</b></p> <p><b>Opening</b></p> <p><b>5'</b> The trainer has already designed and uploaded the online session to the e-Training platform.</p> <p>Students will see the outline for the training: topics, the schedule of meetings, things to do online.</p> <p>Note. This topic is designed so that the participants who have a possibility to work online would get more materials, could get deeper into the subject BUT the participants unable to join-in online would still be able to participate without being excluded.</p> <p><b>10'</b></p> <p><b>Triggers and signs of distress</b> Studying the topic by yourself.</p> <p>Students will be able to download a pdf (DOC12) with a text about triggers and signs of distress. Students can get familiar with the material, are encouraged to write down the questions and make notes of what was not clear to them so we can have a discussion about this once we meet.</p> <p><b>25'</b></p> <p><b>Exercise to identify the triggers</b></p> <p>Students will be able to download a document with a table (DOC13) where they can evaluate what could be their own triggers. They are encouraged to consult about the exercise in the online platform when necessary.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Theoretical PDF DOC12</li> <li>• Exercise DOC13</li> </ul>



Duration	Description
<p data-bbox="280 517 320 544">20 ' <i>(including one 15' break)</i></p> <p data-bbox="240 1173 360 1375"><b>60 ' in total</b></p>	<p data-bbox="389 374 912 400"><b>DETA 1, Output 8.4. - PRESENTIAL SESSION</b></p> <p data-bbox="389 472 491 499"><b>Opening</b></p> <p data-bbox="389 512 802 539">Signing the <u>attendance list</u>. (DOC 2)</p> <p data-bbox="389 557 1353 629">Creating the atmosphere for discussion and sharing. <u>Instructions for the trainers</u>. (DOC3)</p> <p data-bbox="410 647 1353 983"><b>A game to get to know each other.</b> Chosen by the trainer. Be aware not to choose a game that requires physical activity in case some members of the group have reduced mobility, etc. Also keep in mind not to give too complicated tasks which could potentially raise tension. A couple of simple examples would be as follows:</p> <ul style="list-style-type: none"> <li data-bbox="410 822 1169 848">a) Everybody reminds their name and names an animal they like.</li> <li data-bbox="410 866 1345 893">b) Everybody reminds their name and with a gesture shows how they feel today.</li> <li data-bbox="410 911 1353 983">c) Everybody is asked to draw a small painting reflecting on their mood today and share with others. It can also be an emoji of a day if the audience is younger.</li> </ul> <p data-bbox="410 1001 1353 1117"><b>Reviewing the rules of the group.</b> The trainer brings in the rules written down during the previous meeting, a short discussion follows talking through whether we need to add more rules or change anything.</p> <p data-bbox="389 1173 1353 1335"><b>Then the session is based on Power point presentation DOC 14.</b> The information is presented with continuous interactive questions and exercises. Accordingly to the group's dynamics, the trainer can add information from the pdf (DOC 12). Also there are some tips for the trainer in the Power point DOC 14 note section.</p> <ul style="list-style-type: none"> <li data-bbox="440 1352 1353 1554">• <b>The meaning of behaviour.</b> (Slide 2,3) Asking the participants to brainstorm on what are the reasons of human behaviour. A mutual conclusion is reached with the help of the trainer that all behaviour have a reason and it does not depend on the fact that someone might have mental health problems or not.</li> <li data-bbox="440 1572 1353 1998">• <b>Exercise on the meaning of behaviour.</b> (Slide 4) Participants are asked to join groups of five to have some fun and create “moving statues”. Each of the group will receive a scenario (scenarios to print out are presented in DOC15). Each scenario contain a description of a behaviour of someone. The students within a group have to discuss and decide what they think could was the cause of this behaviour and what were the reactions to it by others. Once they done that they have to create a “moving stature” that would portray the cause – behaviour – reaction. They can do that with mimics, gestures and acting. It is important to note that some members of the group can be a part of the statue, others – directing or advising. So that</li> </ul>



10'	<p>students who are not comfortable with acting do not have to do it. Once the “moving statues” are prepared, one by one the groups portray them to others and everybody can guess what is happening. The discussion follows. Trainer can seek conclusions such as: not always others understand the reason behind our behaviour and can misinterpret it; other people’s reaction can be more helpful if they understand the reasons, etc.</p> <p><i>15 min break recommended here</i></p> <ul style="list-style-type: none"> <li>• <b>What do we call triggers?</b> (Slide 5,6) Main introduction about the triggers and discussion what they are and what they aren't. For the people who did not do the online session – they are given the Exercise DOC13 to do at home. There is further discussion on the exercise.</li> <li>• <b>Signs of distress.</b> (Slide 7,8) Main introduction about signs of distress, asking to name more than in examples than provided in the slides.</li> <li>• <b>Introduction to homework – analyzing stressful situations</b> (Slide 9) Explaining the task.</li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Introduction/reminder of the online working space (with a demonstration on a projector of how to connect – being aware that not everybody might have access to a PC and/or internet)</li> <li>• Information about the next meeting.</li> <li>• Group activity: everybody is asked to share exactly 3 words that are stuck in their mind after this session.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Power Point presentation DOC14</li> <li>• Print outs DOC15</li> <li>• Exercise DOC13 (to be distributed for the people who do not have ability to join online space)</li> <li>• Exercise DOC16 (to be distributed for the people who do not have ability to join online space)</li> </ul>
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Duration	Description
5'          15'	<p><b>DETA 1, Output 8.4. – SECOND ONLINE SESSION</b></p> <p><b>Opening</b></p> <p>The trainer has already designed and uploaded the online session to the e-Training platform.</p> <p>Students will see the outline for the training: topics, the schedule of meetings, things to do online.</p> <p><b>Homework. Analyzing stressful situations.</b> Exercise on both triggers and signs of distress by analyzing various stressful situations.</p> <p>Students will be able to download the exercise (DOC 16) that was already explained a bit during the live session. They can also ask any questions or guidance in the online learning space about how to do the exercise.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Exercise DOC16</li> </ul>



**ZERO COERCION**



## **ERASMUS + EUROPEAN PROJECT**

IO3\_DESIGNED EXPERIENTIAL TRAINING ACTIVITIES

DETA 2

**2019-1-ES01-KA204-065856**



Co-funded by the  
Erasmus+ Programme  
of the European Union

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## EXPERIENTIAL TRAINING ACTIVITIES (DETA)

### DETA 2

#### Introduction:

These training materials are designed to integrate DETA 2 - How to empower myself and my supports? into the Zero Coercion Project trainings. DETA 2 has two main objectives:

- Define my wellness plan to prevent crisis episodes with the collaboration of my supports.
- Increase my role in decision making. Planning for crisis intervention.

### SESSION 1/DAY 1. Personal recovery and well-being plan as a guide

#### Objectives:

- Value the idea of personal recovery;
- Increase the participant's self-motivation to find suitable self-help techniques for the prevention of mental health relapses and crises either for oneself, a loved one or a client;
- Support the practical and comprehensive ability to draw up or supervise recovery and well-being plans;
- Gather information on the ability to prepare a well-being and recovery plan into a short lecture, illustrate it with a shared experience by a peer.

#### Participants:

- Mental health specialist, incl. special care worker, rehabilitation specialist
- People living with schizophrenia
- Relatives of persons with schizophrenia.

#### Competences:

##### Day 1. Personal recovery and well-being plan as a guide

Learning outcomes:

- Participant knows that in order to deal with health risks and prevent relapses, it is necessary to find strength and passion in areas of life, that is to understand the wishes of a person living with schizophrenia in relation to their life more broadly;
- Participant knows the methodological steps to reach from wishes to a personal action plan;
- Participant has an overview of how peer counselors can be role models/ motivators in creating recovery and well-being plans.

Verification of learning outcomes:

- Self-tests;
- Participant has developed a personal well-being support plan during the training.



**Learning content:**

Concept of personal recovery, strength based approach, risk assessment and prevention, CARE methodology

**Duration:**

- **Face to face session:** 1 day = 6 academic hours
- **Online training:** face to face could be transferred to online training

**Training strategies:**

Educational approach focuses on the progress of personal recovery and one's own expertise in managing one's life.

**Methodology:**

Group and individual/ independent work - active and participatory, inclusive lecture, self-assessment.

**Training materials:****Source for lectures, based on CARE model:**

Wilken, J., Hollander, D. (2015). [Supporting Recovery and Inclusion. Working with the CARE model.](#) Amsterdam: SWP Publishers.

Time / Duration	Description
6 academic hours	<p>Day 1. Personal recovery and well-being plan as a guide</p> <p><b>Part I (90 min)</b></p> <p>Warm-up exercise - expectations and objectives for participation in the training (30 min). Participants are in a circle and choose someone to chat with. The trainer asks to form pairs saying for example, choose someone who has the same eye color, or choose someone you do not know. The trainer says the topic of the conversation: What I know about personal recovery and recovery and well-being plans, what I think I know, what else I would like to know. The trainer briefly gathers information to the white board: we know, we think we know, we would like to know.</p> <p>Lecture I (manual p 1): Inclusive short lecture (15 min): Personal recovery thinking and elements (five pillars). Divide the elements (five pillars, manual p 1) on print-outs to small groups, ask for feedback from the auditorium. Explain recent research-based recommendations.</p> <p>Lecture II (manual p 2): Short lecture: Strengths and possibilities (15 min).</p>

Exercise: Looking for strengths in the past and in the present (30 min) first individually and sharing in pairs (worksheet 1. Strengths). The trainer leads discussion what we learned from the exercise in an auditorium.

**Part II (90 min)**

Lecture III (manual p 3): Short lecture: A holistic approach to quality of life, recovery and well-being. Life and personal domains (15 min). You could share Frank's example, manual p 3.

Exercise: Circle of life (45 min) for yourself using worksheet 2. Participant describes personal and living domains and does self-assessment as given on a worksheet. Sharing in pairs. The trainer leads discussion what we learned from the exercise in an auditorium.

Lecture IV (manual p 4): Short lecture: Personal profile (30 min)

Exercise: Write down a personal profile for yourself using worksheet 3. What we learned – participants share in an auditorium.

**Part III (90 min)**

Sociometry: What we think about goals and plans. Participants stand in an auditorium in a line where in one end are planners (persons who assess themselves as planner type) versus in the other end of a line stand shifters, more free-riding type of persons (15 min). Participants discuss their opinions on a scale 1-10 and find their positions. Trainer asks comments and reasons of standing position and examples. In a case of online course, participant does self-assessment.

Lecture V (manual p 5): Short lecture from wish to personal action plan in support of recovery and well-being (15 min)

Exercise: Personal action plan for yourself (45 min) using worksheet 4. What we learned in an auditorium.

Sharing circle: what I take with me from the day. What is the first step to implement what I learned, who can support me - whom I will contact in a month's time (15 min).

## **EXPERIENTIAL TRAINING ACTIVITIES (DETA)**

### DETA 2

#### Introduction:

These training materials are designed to integrate DETA 2 - How to empower myself and my supports? into the Zero Coercion Project trainings. DETA 2 has two main objectives:

- Define my wellness plan to prevent crisis episodes with the collaboration of my supports.
- Increase my role in decision making. Planning for crisis intervention

## **SESSION 2/DAY 2. Strength as a counterweight to psychosocial vulnerability**

#### Objectives:

- Value the efforts of people living with schizophrenia to cope with vulnerability;
- Increase the participant's self-motivation to find suitable self-help techniques for the prevention of mental health relapses and crises either for oneself, a loved one or a client;
- Support the practical and comprehensive ability to draw up or supervise early warning signs plan;
- Gather information on the ability to prepare a early warning signs plan into a short lecture, illustrate it with a shared experience by a peer.

#### Participants:

- Mental health specialist, incl. special care worker, rehabilitation specialist
- People living with schizophrenia
- Relatives of persons with schizophrenia.

#### Competences:

### Day 2. Strength as a counterweight to psychosocial vulnerability

#### Learning outcomes:

- Participant is aware of the need to find a balance between vulnerability and the best coping behaviors to address health risks and prevent relapses;
- Participant knows the methodological steps of drawing up an early warning signs plan;

- Participant has an overview of how peer counselors can be role models/ motivators in creating an early warning signs plan.

Verification of learning outcomes:

- Self-tests;
- Participant has developed an early warning signs plan to support well-being.

Learning content:

Concept of personal recovery, strength based approach, risk assessment and prevention, Care methodology

Duration:

- **Face to face session:** 1 day = 6 academic hours
- **Online training:** face to face could be transferred to online training

Training strategies:

Educational approach focuses on the progress of personal recovery and one's own expertise in managing one's life.

Methodology:

Group and individual/ independent work - active and participatory, inclusive lecture, self-assessment.

Training materials:

Source for lectures, based on CARE model:

Wilken, J., Hollander, D. (2015). Supporting Recovery and Inclusion. Working with the CARE model. Amsterdam: SWP Publishers.

Time / Duration	Description
6 academic hours	<p>Day 2. Strength as a counterweight to psychosocial vulnerability</p> <p><b>Part I (90 min)</b></p> <p>Warm-up exercise - expectations and objectives for participation in the training (30 min). Questions and topics of discussion in an auditorium led by the trainer: what I am sensitive to, how I deal with it, whether I know where it comes</p>

from. The trainer collects some stories that participants are willing to tell to the auditorium.

Lecture VI (manual p 7): Inclusive lecture Understanding vulnerabilities (30 min). The trainer could share Frank's example, manual p 7 and p 9. May also look additional video "The power of vulnerability"

[https://www.ted.com/talks/brene\\_brown\\_the\\_power\\_of\\_vulnerability#t-1193311](https://www.ted.com/talks/brene_brown_the_power_of_vulnerability#t-1193311)

Lecture VII (manual p 11): Inclusive lecture Strengths counterbalancing vulnerability (30 min). The trainer could share Frank's example, manual p 11 and 12 and Tom's p 13.

### **Part II (90 min)**

Exercise: What kind of „travel attendant“ (support person) do I need for my ability to manage health risks? What is my need for my own space and boundaries? Discussion in pairs. The trainer asks some thoughts to the auditorium.

Lecture VIII (manual p 13): Inclusive lecture: Desired communication strategies in different health situations (30 min). Participants could bring examples of communication strategies.

Lecture IX (manual p 15): Lecture Technique of early warning signs plan and the example of shared experience by a peer (co-trainer) or Frank's plan from manual p 17 (45 min).

### **Part III (90 min)**

Exercise: Make a plan of early warning signs plan for yourself using worksheet 5 and share the experience in auditorium (60 min).

Repetition and self-assessment (15 min). The trainer marks topics of the training.

Sharing circle in an auditorium: what I take with me from the day. What is the first step to implement what I learned, who can support me - whom I will contact in a month's time (15 min).

Erasmus + European project  
Training program for the management of schizophrenia crisis in home environments



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## **ERASMUS + EUROPEAN PROJECT**

IO3\_DESIGNED EXPERIENTIAL TRAINING ACTIVITIES

DETA 3

**2019-1-ES01-KA204-065856**



Co-funded by the  
Erasmus+ Programme  
of the European Union

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## EXPERIENTIAL TRAINING ACTIVITIES (DETA)

### DETA 3\_ CO CREATING MY COMFORT SPACE

#### Introduction:

These activities are designed to integrate DETA 3 - CO CREATING MY COMFORT SPACE into the Zero Coercion project. The design of this content is carried out in accordance with the Co-creation Methodological Guide (IO.1), trying to be as practical and experiential as possible. The main objective of DETA 3 is to offer the necessary tools to co-create my own comfort space and to learn how it works to make good use of it.

Episodes of agitation were seen as one of the main reasons for the use of coercive measures in mental health. To eliminate this way of dealing with situations in crisis, we must provide tools for both the people who present this problem and their support.

This content presents one of the strategies to anticipate this episode of agitation, recognizing the previous elements and using your own comfort space. Thanks to the elements that compose it, you can gradually lower your anxiety levels and, therefore, you can address the situation without the need for a coercive measure. Thus, minimal conflict will be generated in a home context

For this, it is very important to know the tool well and how to use it correctly, since we can eliminate its therapeutic content if we do not put it to good use.

#### Objectives:

- Create a space of tranquility and protection.
- Generate wellness conditions in that space.
- Learn to use that space correctly. Make it a therapeutic tool.

#### Participants:

15 participants from the following groups:

- PwSCZD.
- Relatives.
- Mental health professionals.



#### Competences:

- Self-observation.
- Creativity.

#### Learning content:

- Environmental actions. How to create a comfort room or a quiet room-space in a home environment?  
Review practice, How to use psychological debriefing in a home environment?

#### Duration: 4 hours and 50 minutes.

- **Face to face session:** 2 hours and 50 minutes.
- **Online training:** 2 hours.

#### Training strategies:

To achieve the aforementioned objectives, the development of a training methodology based on the following premises is proposed:

- Adapted and modulated to the learning capacity of the people belonging to the target groups.
- The training is based on the concepts of experiential training and learning in practice; therefore, the training methodology will be mainly active and practical.
- The training sessions will be carried out in presential contexts and online, therefore, materials will be created and training tools will be developed to be used in different training settings.
- The participation of the trainees will be necessary during the training courses; therefore, the trainers will promote activities in which the trainees will be able to interact and exchange experiences and knowledge among themselves and with different participants.
- The training course will have a mentoring / coach focus. The trainers will support the students throughout the training course.
- An e-training platform will be developed to facilitate online training sessions, to share knowledge and experiences of students and to support training courses through different online training tools.

#### Methodology:

- Active and participatory.

#### Training materials:

- **Face-to-face sessions:** The trainer will be in charge of each session in an inclusive learning space, safeguarding the use of focus methodologies, very visual and practical materials. The language will be adapted to the level of understanding of the participants, it will count with the participation as an example of PwSCZD who have successfully overcome a crisis and will share this experience with the attendees.

- **Online training:** The trainer must support the content through videos, online sessions and webinars. Mentors or coaches should support participants during online training sessions if necessary.

Time / Duration	Description
60'	<p><b>DETA 3 - FIRST ONLINE SESSION</b></p> <p><b>Opening</b></p> <p>The trainer has already designed and uploaded the online session to the e-Training platform.</p> <p>Things to do online:</p> <ul style="list-style-type: none"> <li>• Students should read and download (if they wish) the training materials (Power Point documents, PDF documents, audio and video files, questionnaires, etc.) for this topic.</li> </ul> <p><b>ACTIVITY 1. Defining my comfort space</b></p> <p>Students will see the Power Point presentation where the objectives of the session will be presented and what it will consist of. In addition, their duration, schedules and participation requirements will be explained for both face-to-face and online sessions. Once the presentation of the sessions is finished, the explanation of what the comfort space is and what it is for will begin.</p> <p><u>Instructions for the student and their support</u></p> <p>Enter each of the folders and download the audio and video files.</p> <ul style="list-style-type: none"> <li>• Listen and / or see carefully each of the stimuli</li> <li>• Experiment and detect the emotion that causes me</li> <li>• Score each item following the steps of the questionnaire</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Presentation of Powerpoint_DOC1</li> <li>• Audio and video files_DOC2</li> <li>• Assessment questionnaire_DOC3</li> <li>• Theoretical introduction_DOC4</li> </ul>

Time / Duration	Description
<b>Step 1</b> <b>20 '</b>	<p><b>DETA 3 - FIRST PRESENTIAL SESSION</b></p> <p><b>Opening</b></p> <p>The trainer will have designed two spaces in the classroom with two different environments. In the first of them there will be sensory stimuli to stimulate smell: a humidifier with different aromas so that they can experience each of the smells, pillow mists, mikado air freshener and aromatic sachets.</p> <p>In the second space there will be elements of different textures so that they can try them and feel what emotion or sensation they produce.</p> <p>Once the attendees have arrived in the classroom, the trainer welcomes them, introduces himself/herself and proposes a presentation dynamic to break the ice.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Humidifier / Pillow mists / Mikado air freshener / Scented sachets.</li> <li>• The following aromas that can be obtained for any of the elements mentioned in the previous point: jasmine, mint, lavender, honey, chocolate, coffee, lemon, orange, vanilla, basil, roses, sea water, rosemary, chamomile and sandalwood.</li> <li>• Anti-stress ball.</li> <li>• Texture cushions (feathers, seeds, soft, sensory).</li> <li>• Hot water bottle.</li> <li>• Cold bag.</li> <li>• Urn with water, beach sand, smooth stones, grass, straw, leaves and rice.</li> </ul>
<b>Step 2</b> <b>30 '</b>	<p><b>ACTIVITY 1.1 FINISHING TO DEFINE MY SPACE COMFORT</b></p> <p>The trainer will explain the Powerpoint presentation where the objectives of the session will be discussed.</p> <p><b>Dynamics 1. Aromas</b></p> <p>Cards will be made with drawings and names of the essences that we want to present and will be given to the participants, so that each one will have a card for each type of smell. They will be provided with a pen and given the following indication:</p> <ul style="list-style-type: none"> <li>- You must mark on the corresponding card, the sensation perceived when feeling the aroma presented. This will repeat with each type of odor.</li> </ul>

	<p>Once the presentation of aromas has been completed and each one of the cards has been marked by the participants, the questionnaire will be given to them to evaluate, according to these experiences.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Presentation of session_DOC5</li> <li>• Aromas_DOC6 cards</li> <li>• Pens.</li> <li>• Aromas.</li> <li>• Humidifier / Pillow mists / Mikado air freshener / Scented sachets.</li> <li>• Assessment questionnaire_DOC8</li> </ul>
<p><b>Step 3</b> 30 '</p>	<p><b>Dynamics 2. Textures</b></p> <p>The trainer will show participants possible elements that they can include in their personal comfort space.</p> <p>To do this, they will be given a card with the name and picture of each item to show. The trainer will present each object one by one, explain its operation and pass it to each of the participants so that they can observe, test and experience its texture. Once you have gone through each of the attendees and, before presenting the next one, they must write down on the corresponding card the feeling they have had after contact with that element.</p> <p>When all the elements have been shown to the participants, the assessment questionnaire will be passed to them to rate their experiences.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Cards textures_DOC7</li> <li>• Assessment questionnaire_DOC8</li> <li>• Anti-stress ball.</li> <li>• Texture cushions (feathers, seeds, soft, sensory).</li> <li>• Hot water bottle.</li> <li>• Cold bag.</li> <li>• Urn with water, beach sand, smooth stones, grass, straw, leaves and rice.</li> </ul>
<p><b>Step 4</b> 10 '</p>	<p><b>Workshop closure</b></p> <ul style="list-style-type: none"> <li>• Review the concepts and conclusions discussed throughout the workshop.</li> <li>• Explain the next sessions related to this workshop, the activities that will be carried out and the end dates. In addition, the coach will remember the date of the next meeting.</li> </ul>



	<ul style="list-style-type: none"><li>• Ask each participant to sign the attendance list and complete the training evaluation form</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• Access to the training platform.</li><li>• Attendance List_DOC9.</li></ul>
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Time / Duration	Description
10'	<p><b>DETA 3 - SECOND PRESENTIAL SESSION</b></p> <p><b>Opening</b></p> <p>The trainer, prior to the face-to-face session, should review the predetermined catalog to add new elements, not contemplated in this one, that have appeared in the previous sessions and therefore must be included in the budget.</p> <p>In the session, the space must be divided into two parts. One of them will be for the person with mental illness and the other will be for their support. Each of the parties will have the corresponding material for each of them.</p> <p>The trainer will welcome the members of the session and will guide each of them to the corresponding space. Possible questions that have arisen from previous sessions will be addressed.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• Introductory power point_DOC10</li><li>• Projector.</li><li>• Element Catalog_DOC11</li><li>• List of needs_DOC13</li><li>• Electronic device (computer, tablet, mobile_etc).</li><li>• Classroom with projector.</li><li>• Attendance List_DOC9</li><li>• Questionnaire "Guide for choosing the location of the comfort space" _DOC12</li></ul>
<b>Step 1:</b> 10'	<p><b>Activity 1. Define location and needs of my comfort space.</b></p> <p>The trainer, through the enabled power point, will make an introduction to the importance of the session and will explain the dynamics that will be carried out.</p> <p><b>Dynamics 1: Location</b></p> <p>The trainer begins the dynamic by asking the person served the question:</p>



<p><b>Step 2:</b> <b>20'</b></p>	<p>"Where am I going to place my comfort space?"</p> <p>To answer this question we will use the questionnaire that will serve as a guide to focus on needs and assess which is the appropriate space.</p> <p>First we will read aloud the questions addressed to the person served (the answers will be written down as they are debated) and after these we will read the questions addressed to the support person to study the feasibility of setting up that comfort space in the place chosen by the person who is going to use it.</p> <p>The trainer will have to mediate according to the answers, until obtaining the most suitable space for the person served whenever it is feasible in the home context for the rest of the members of said environment.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Questionnaire "Guide for choosing the location of the comfort space" _DOC12</li> <li>• Pen.</li> </ul> <p><b>Dynamics 2: Needs</b></p> <p>The trainer will explain the dynamics starting from the previously elaborated catalog of needs:</p>
<p><b>Step 3:</b> <b>30'</b></p>	<ul style="list-style-type: none"> <li>• Based on the catalog of needs, the person served must locate which elements they believe they need for their comfort space.</li> <li>• This dynamic is carried out in conjunction with the support person, so the latter must assess the viability of the elements that are chosen.</li> <li>• The trainer will have a mediator role and will offer alternatives if required.</li> <li>• They will have an electronic device (computer, tablet, mobile ...) that will make it easier for them to search for prices to make the budget correctly.</li> <li>• They will have a list of needs in which they can add needs and prices to estimate the viability of the assembly.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Element Catalog_DOC11</li> <li>• Electronic device (tablet. Computer, mobile, etc)</li> <li>• List of necessities_DOC13</li> </ul> <p><b>Closing the session</b> will remember the date of the next meeting.</p> <p>Ask each participant to sign the attendance list and complete the training evaluation form</p>

<b>Step 4:</b> <b>10'</b>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Access to the training platform.</li> <li>• Attendance List_DOC9.</li> </ul>
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Time / Duration	Description
<b>30'</b>	<p><b>DETA 3 - SECOND ONLINE SESION</b></p> <p><b>Opening</b></p> <p>The trainer has already designed and uploaded the online session to the e-Training platform.</p> <p>Things to do online:</p> <ul style="list-style-type: none"> <li>• The students must carry out their planning for the assembly of their comfort space online together with their support person. After finishing it, you can print it if you wish.</li> </ul> <p><b>ACTIVITY 1. Planning the creation of my comfort space</b></p> <p>Students will visualize a brief explanatory power point of the session.</p> <p><u>Instructions for the student and their support</u></p> <ul style="list-style-type: none"> <li>• In the session you will have a planner and a list of the tasks necessary to set up my comfort space.</li> <li>• First of all you will consider a final date in which the space must be created and you will write down that date in the planner.</li> <li>• Secondly, click on each of the actions and drag to the corresponding place in the planner. You can choose the order to give more viability to the process.</li> </ul> <p>Once the planner is completed, we will have the option to print it so that we can consult it whenever we need to. And we can start co-creating our space!</p> <p><b>Materials :</b></p> <ul style="list-style-type: none"> <li>• Presentation of Powerpoint_DOC14</li> <li>• Planner_DOC15</li> </ul>

Time / Duration	Description
30'	<p><b>DETA 3 - THIRD ONLINE SESSION</b></p> <p><b>Opening</b></p> <p>The trainer has already designed and uploaded the online session to the e-Training platform.</p> <p>Things to do online:</p> <ul style="list-style-type: none"> <li>• Students should read and download the training materials (Power Point document and PDF document) for this topic.</li> </ul> <p><b>ACTIVITY 1. Learn to use my comfort space</b></p> <p>Students will view a power point and read the pdf content where the theoretical part related to this topic is included.</p> <p>It is <u>very important</u> that this theoretical content is studied by both the person with mental illness and their support person, since it is very important that both understand the importance of making good use of this space.</p> <p>After this, the cards will be accessed to assess that the theoretical content has been understood.</p> <p><u>Instructions for using the cards:</u></p> <ul style="list-style-type: none"> <li>• First we will think of a pleasant place in our residential environment (other than my comfort space).</li> <li>• We will answer the questions, based on each situation, by clicking on the comfort space or the space we have previously chosen. The platform will correct us to evaluate if we have understood the theoretical content.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Presentation of Powerpoint_DOC16</li> <li>• Tokens using space confort_DOC17</li> </ul>



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## **ERASMUS + EUROPEAN PROJECT**

IO3\_DESIGNED EXPERIENTIAL TRAINING ACTIVITIES

DETA 4

**2019-1-ES01-KA204-065856**



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## EXPERIENTIAL TRAINING ACTIVITIES (DETA)

### DETA 4\_ BE PROACTIVE: DE-ESCALATE IN MY HOME

#### Introduction:

These activities are designed to integrate DETA 4 - BE PROACTIVE: DE-ESCALATE IN MY HOME in the Zero coercion project. The design of this content is carried out in accordance with the co-creation methodological guide (IO.1), trying to be as practical and experiential as possible. DETA 4's main objective is the proper use of communication strategies to avoid an emotional escalation that increases discomfort and causes a possible agitation response.

Verbal de-escalation as a therapeutic approach to a crisis situation implies the modification of an attitude, so that it is necessary to intervene from how what is happening is interpreted, what emotions it generates and how it is acted upon. This content presents the skills that must be trained to use this tool properly and, in addition to reducing discomfort, preventing possible states of agitation that can lead to a crisis.

For this, it is very important to know the tool well and how to use it correctly, since we can eliminate its therapeutic content if we do not use it properly.

#### Objectives:

- Train cognitive discussion
- Use positive speech
- Encourage the use of empowering communication strategies

#### Participants::

20 participants from the following groups (each person with schizophrenia will be accompanied by a support figure):

- PwSCZD.
- Relatives.
- Mental health professionals.

#### Competences:

- Teamwork / collaboration
- Communication
- Self-observation

#### Learning content:

- Review practice: How to use de-escalation in a home environment?

#### Duration: 3 hour 20 min

- **Face to face session:** 1 hour
- **Online training:** 2 hour 20 min

#### Training strategies:

To achieve the aforementioned objectives, the development of a training methodology based on the following premises is proposed:

1. Adapted and modulated to the learning capacity of the people belonging to the target groups.
2. The training is based on the concepts of experiential training and learning by doing; therefore, the training methodology will be mainly active and practical.
3. The training sessions will take place in current contexts and online, so materials will be created and training tools developed to be used in different training settings.
4. The participation of the students will be necessary during the training courses; therefore, the trainers will promote activities in which the students can interact and exchange experiences and knowledge among themselves and with different participants.
5. The training course will have a mentoring / coach approach. The trainers will support the students throughout the training course.
6. An e-learning platform will be developed to facilitate online training sessions, share knowledge and experiences of students and support training courses through different online training tools.

#### Methodology:

1. Active and participatory.

#### Training materials:

**1. Face-to-face sessions:** The trainer will be in charge of each session in an inclusive learning space, safeguarding the use of focus methodologies, highly visual and practical materials. The language will be adapted to the level of understanding of the participants, will feature the participation as an example of PwSCZD who have successfully overcome a crisis and will share this experience with the attendees.

**2. Online training:** The instructor should support the content through videos, online sessions, and webinars. Mentors or coaches should support participants during online training sessions if necessary.

Time / Duration	Description
<p><b>Step 1</b> 5'</p>	<p><b>DETA 4 – First online session</b></p> <p><b>Opening</b></p> <p>This session will have as participants only people with schizophrenia, who once connected to the web platform, will be able to access the materials available for this activity.</p> <p>In addition to a Power Point document, there will be a questionnaire for attendees to mark those situations that cause them the most discomfort or reduce it, at times when they begin to feel anxious, restless or simply when they begin to feel unwell.</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>● Questionnaire_DOC2</li> <li>● Power Point_DOC1</li> <li>● Electronic device with internet access</li> </ul>
<p><b>Step 2</b> 30'</p>	<p><b>Activity 1.1. Assessing my discomfort situation</b></p> <p>Before answering the questionnaire, participants should carefully read the Power Point document.</p> <p>Participants, once they open the questionnaire, must mark with a (+) or a(-) those situations that they like or dislike. They may also add, in the "observations" section, any circumstance that they want to include and that is not reflected in the questionnaire, in addition to any clarification or comment on the subject discussed. To do this, the following indication will be given:</p> <ul style="list-style-type: none"> <li>- You must imagine for a moment that, being at home, you start to feel bad. After reading each of the situations, you should mark with a PLUS sign (+) those situations that would make you feel better and with a MINUS sign (-) those that would make you feel worse. If you want to include any other moment that is not reflected in the questionnaire or clarify any aspect, you can do so in the comments section.</li> </ul>

	<p>Once the instructions are completed, they will be given time to fill it in and submit or upload to the platform.</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Questionnaire "Assessing my discomfort"_DOC2</li> <li>• Power Point_DOC1</li> <li>• Electronic device with internet access</li> </ul>
<p><b>Step 3</b> 5'</p>	<p><b>Workshop closure</b></p> <ul style="list-style-type: none"> <li>• They will be asked to sign the attendance list.</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Access to the training platform.</li> <li>• Attendance list_DOC9</li> </ul>

Time / Duration	Description
<p><b>Step 1</b> 5'</p>	<p><b>DETA 4 – Second online session</b></p> <p><b>Opening</b></p> <p>This session will have as participants family members or people who support people with schizophrenia and professionals, who once connected to the platform will be able to access the materials available for this activity.</p> <p>In addition to a Power Point document, there will be a questionnaire for attendees to mark those situations they experience when the person with schizophrenia begins a crisis of discomfort.</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>- Powerpoint_DOC3</li> <li>- Questionnaire_DOC4</li> <li>- Electronic device with internet access</li> </ul>
	<p><b>Activity 1. Intervening in discomfort</b></p>

<b>Step2:</b> 30'	<p>Before answering the questionnaire, participants should carefully read the Power Point document.</p> <p>Participants, once they open the questionnaire, must answer with an (X) those situations that occur when their relative begins to experience a crisis of discomfort at home. To do this, the following indication will be given:</p> <ul style="list-style-type: none"> <li>- You must imagine for a moment that, when the person with schizophrenia is together, he or she begins to feel bad. After reading each of the situations you should mark with a cross (X) those that you tend to do in order to help or support you.</li> <li>- If you wish to include any other action that is not reflected in the questionnaire or clarify any aspect, you can do it so in the comments section.</li> </ul> <p>Once the instructions are completed, they will be given time to fill it in and submit or upload to the platform.</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>- Questionnaire "Acting in the situation of discomfort"_DOC4</li> <li>- Pen.</li> </ul>
<b>Step3</b> 5'	<p><b>Workshop closure</b></p> <ul style="list-style-type: none"> <li>• They will be asked to sign the attendance list.</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Access to the training platform.</li> <li>• Attendance list_DOC10</li> </ul>

Time / Duration	Description
<b>Step 1</b> 60'	<p><b>DETA 4 - Third online session</b></p> <p><b>Opening</b></p> <p>The trainer has already designed and uploaded the online session to the e-Training platform.</p> <p>Things to do online:</p> <ul style="list-style-type: none"> <li>• Students will learn about the verbal de-escalation technique through the material.</li> </ul> <p>Carrying out an evaluation at the end of the session to check that the content has been understood.</p> <p><b>ACTIVITY 1. Knowing the verbal de-escalation</b></p> <p>Students will view a power point where the objectives of the session will be presented and what it will consist of. Once the presentation of the session is finished, the explanation of what the verbal de-escalation is and for what situations it is used will begin.</p> <p><u>Instructions for the student and their support</u></p>

	<p>Enter each of the folders and download the power point, pdf and video files.</p> <ul style="list-style-type: none"> <li>• View the power point presentation with the support of the PDF.</li> <li>• Watch the videos to see the practical part of the theory that we have learned.</li> <li>• Take the evaluation questionnaire of what has been learned.</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Power Point_DOC5</li> <li>• PDF theoretical material_DOC6</li> <li>• De-escalation videos</li> <li>• Evaluation questionnaire_DOC7</li> </ul>
<p>Time / Duration</p>	<p><b>Description</b></p>
<p><b>Step 1</b> 15'</p>	<p><b>DETA 4 - First face-to-face session</b></p> <p><b>Opening</b></p> <p>The trainer will have the classroom prepared, divided into two parts, in which they will sit facing each other. One part will be occupied by support figures and professionals and the other part by people with schizophrenia.</p> <p>Once the attendees have arrived in the classroom, the trainer welcomes them, introduces himself and proposes a presentation dynamic to break the ice.</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Power point_DOC8</li> <li>• Projector</li> <li>• Questionnaires from session 1 and session 2_(DOC2 and DOC4)</li> <li>• Pens.</li> <li>• Blackboard</li> </ul>
	<p><b>Activity 1. Working on wellness</b></p> <p>The trainer will make a brief recap summary of the last online session, in which the verbal de-escalation technique is explained and will resolve any doubts that may have arisen in each of the parties.</p> <p>Once this part is finished, they will take the questionnaires that each one completed and they will work them in pairs (person with schizophrenia and their support or professional figure).</p>



Step 2  
45'

- First, the support figures will read the responses to your questionnaires. The trainer will write these answers on the board and will ask the person with schizophrenia, which of these answers increases their discomfort in moments of crisis. The support figure / professional should take note of this.
- Second, the person with schizophrenia will read the answers to their questionnaire. The trainer will write down the answers on the board.
- Once each party has expressed the way in which crisis situations are managed, the trainer will summarize both of the conclusions obtained according to the verbal de-escalation technique. What things are they doing well and what things should they improve on.

This exercise will be done with all the participants.

#### **Workshop closure**

- Review the concepts and conclusions discussed throughout the workshop.
- Ask each participant to sign the attendance list and to complete the training evaluation form.

Materials:

- Access to the training platform.
- Attendance list\_DOC11



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## **ERASMUS + EUROPEAN PROJECT**

IO3\_DESIGNED EXPERIENTIAL TRAINING ACTIVITIES

DETA 5

**2019-1-ES01-KA204-065856**



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**EXPERIENTIAL TRAINING ACTIVITIES (DETA)****DETA 5\_ REVIEWING MYSELF: DEBRIEFING AT HOME****Introduction:**

These activities are designed to integrate DETA 5–REVIEWING MYSELF into the Zero Coercion project. The design of this content is carried out in accordance with the Co-Creation Methodological Guide (IO.1), trying to be as practical and experiential as possible. The main objective of DETA 5, 8.9 is processing a crisis in such a way that it is ultimately beneficial to recovery.

This DETA will attempt to teach participants how to effectively process a crisis, improving their action plan. As the goal of the project is to reduce coercive measures, this DETA will use the specific objectives of analysis and the skill of learning from our mistakes to further improve our preparations for crises as well as minimizing their negative consequences. These two objectives are very straightforward, so the workshops will be short, practical and to the point. Instructors must make sure to adapt the principles discussed in the DETA to their action plans and modes of operating, and not rigidly follow the checklist provided to give the group the best chance at a positive outcome. It must be noted that most literature available on the subject of post-crisis analysis focuses heavily on crisis response teams and outside assistance, as after a crisis is a period of intense vulnerability for the individual in question. The best recommendation in the context of non-coercive practices is therefore for a person to rely on their support in this difficult time and focus on limiting stress.

**Objectives:**

DETA 5, 8.9.:

- Analysis after the crisis.
- Learn from mistakes.

**Participants:**

10 participantes from all groups based on voluntary participation:

- PwSCZD.
- Relatives.
- Mental health professionals

**Competences:**

DETA5, 8.9.: Self-analysis, relying on others

**Learning content:**

DETA 5, 8.9.:

- Learning from mistakes: Making adaptations
- Minimizing consequences: Taking care of yourself and those around you

**Duration:2,5 hours**

DETA5, 8.9.:

- **Face to face session:** 1 hour 25 minutes in total (during one session)
- **Online training:** 1 hour (across one session)

**Training strategies:**

To achieve the aforementioned objectives, the development of a training methodology based on the following premises is proposed:

- Practical curriculum.
- Coach or mentor present during the organization phase.
- In case of a housing group, all residents should be present.
- Online classes will be preceded by a class on using the necessary IT equipment and programs.
- Critical knowledge, skills, and abilities needed to evaluate a crisis will be taught, but overseen strictly by mental health professionals.

**Methodology:**

- Active and participatory.
- Scaffolding technique to be used by mentor.
- Progression: Theory on self-analysis, practice with the relevant action plan, online session on relying on others and seeking professional assistance.

**Training materials:**

- **Face-to-face sessions:** During the face to face sessions, material used will be a PPT presentation, appropriate administrative documents (signature sheets) and the action plan/documentation participants use to prepare for crises and manage their condition.
- **Online training:** Online training is not necessary for this particular DETA, but should be included due to the current pandemic. The lesson plan can be adapted either way.



10'	<p><b>PPT provides an example action plan, which should be replaced with the one you're using). Then make changes to your existing action plan to make it wrong.</b></p> <p>Ask the participants to form think-tank groups of 2-3 people and ask them to make recommendations on where to fix the mistakes you introduced. After each suggestion of each group, ask the group why they proposed this change to the plan. Allow between 20 and 30 minutes, but be aware that the debriefing will take some time.</p> <p><i>10 min break recommended here</i></p> <p><b>Debriefing-15' (slide 10)</b></p> <p>After the exercise is done, the trainer takes time to congratulate everyone on their participation. He/she explains that there are two main points to be learned from this exercise:</p> <ol style="list-style-type: none"> <li>1.) No plan is perfect and might need to be adapted</li> <li>2.) Collaboration makes for a better plan, as we rarely have a good overview of our own mistakes. We need the opinion and support of others.</li> </ol> <p><b>Closure</b></p> <p>The trainer then transitions into the last slide-the core questions.</p> <p><b>Self-analysis (Slide 7)</b></p> <ul style="list-style-type: none"> <li>• The trainer thanks everyone for their participation and gives information about the next meeting.</li> <li>• Introduction of homework – the trainer provides participants with a short reflection exercise (DOC 6) and explains that the homework will give them an experience of how reflection and self-analysis work.</li> </ul> <p><b>Materials needed during the session:</b></p> <ul style="list-style-type: none"> <li>• Attendance List DOC 2.</li> <li>• Power point presentation DOC 4 and means to project it in the classroom.</li> <li>• Printouts for exercise DOC 5</li> <li>• Printouts for homework DOC 6</li> </ul>
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Duration	Description
5'	<b>DETA 5, Output 8.9. –FIRST ONLINE SESSION (Taking care of ourselves)</b>  <b>Opening</b>  The trainer welcomes everyone on the selected platform. He/she introduces everyone to the theoretical background on Doc_1.
45'	<b>Guided discussion-what to expect after a crisis. (15')</b> Discuss your personal experiences after the crisis. Explain both the symptoms that are expected and symptoms that we have to really watch out for.
10'	<b>Guided Exercise (30')</b> : Identifying stress and our reaction to it is an important part of self-analysis. The trainer should guide the participants through a self-test on stress levels to give them an idea of how to monitor themselves in the precarious time after a crisis. It is up to the mentor to choose the most appropriate test for the group:  1.) Burn-out: <a href="https://soh.memberclicks.net/assets/docs/Stress%20Self-Assessment.pdf">https://soh.memberclicks.net/assets/docs/Stress%20Self-Assessment.pdf</a> 2.) Anxiety/depression: <a href="https://www.nhs.uk/conditions/stress-anxiety-depression/mood-self-assessment/">https://www.nhs.uk/conditions/stress-anxiety-depression/mood-self-assessment/</a> 3.) Physical symptoms: <a href="https://www.heartandstroke.ca/-/media/pdf-files/canada/health-information-catalogue/en-stress-test-v3-0.ashx?rev=e577da864bc64de899d775ef838d7615">https://www.heartandstroke.ca/-/media/pdf-files/canada/health-information-catalogue/en-stress-test-v3-0.ashx?rev=e577da864bc64de899d775ef838d7615</a>  <b>Closure (10')</b>  Conclude the session with explaining how monitoring ourselves is the most important part of debriefing at home. In no way should our debriefing increase the strain on ourselves and bring on another crisis, so we need to make sure that we debrief properly and rely on our supports and mental health professionals around us.  <b>Materials:</b>  <ul style="list-style-type: none"><li>• Theory DOC1, with the appropriate tests online</li></ul>





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## **ERASMUS + EUROPEAN PROJECT**

IO3\_DESIGNED EXPERIENTIAL TRAINING ACTIVITIES

DETA 6

**2019-1-ES01-KA204-065856**



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## EXPERIENTIAL TRAINING ACTIVITIES (DETA)

### DETA 6\_ PHYSICAL AND EMOTIONAL WELL-BEING AT HOME

#### Introduction:

The present experiential training activities (DETA) designed within the frames of the “Zero coercion in mental health” project, and they based on the “Co-creation Methodological Guide (10.1)”. This workshop aims to be as practical and experiential as possible. The purpose of DETA 6- “Physical and emotional well being at home”, is to introduce the participants to the use of mindfulness, sports and new technologies as tools for physical and emotional well-being at home.

Maintenance of physical and emotional well-being at home it is reasonable to be very important to the prevention of crisis episodes. Mindfulness, sports and the use of new technologies may play a significant role to the improvement of physical and emotional wellbeing. The training in those tools as well as their incorporation in a daily routine may be an important element for physical and emotional well-being at home.

The DETA will be conducted in three parts:

- a) Practice mindfulness / relaxation alone or with my supports
- b) Practice sport
- c) New technologies that help me self-care.



## **A) Practice mindfulness / relaxation alone or with my supports**

### **Objectives:**

- Practice strategies to reduce discomfort.
- Know strategies that help me feel better.
- Create a greater emotional bond with my supports.

### **Participants:**

15 participants from the following groups:

- PwSCZD.
- Relatives.
- Mental health professionals.

### **Competences:**

- Communication.
- Relaxation.
- Concentration.

### **Learning content:**

- PwSCZD Wellness Plan: activities and supports necessary to prevent and reduce crises.

### **Duration: 1 hour and 45 minutes.**

- **Face to face session:** 1 hour and 15 minutes.
- **Online training:** 30 minutes.

### **Training strategies:**

To achieve the aforementioned objectives, the development of a training methodology based on the following premises is proposed:

- Adapted and modulated to the learning capacity of the people belonging to the target groups.
- The training is based on the concepts of experiential training and learning in practice; therefore, the training methodology will be mainly active and practical.
- The training sessions will be carried out in presential contexts and online, therefore, materials will be created and training tools will be developed to be used in different training settings.
- The participation of the trainees will be necessary during the training courses; therefore, the trainers will promote activities in which the trainees will be able to interact and exchange experiences and knowledge among themselves and with different participants.



- The training course will have a mentoring / coach focus. The trainers will support the students throughout the training course.
- An e-training platform will be developed to facilitate online training sessions, to share knowledge and experiences of students and to support training courses through different online training tools.

#### Methodology:

- Active and participatory.

#### Training materials:

- Face-to-face sessions: The trainer will be in charge of each session an inclusive learning space, safeguarding the use of focus methodologies, very visual and practical materials. The language will be adapted to the level of understanding of the participants, it will count with the participation as an example of PwSCZD who have successfully overcome a crisis and will share this experience with the attendees.
- Online training: The trainer must support the content through videos, online sessions and webinars. Mentors or coaches should support participants during online training sessions if necessary.





Time / Duration	Description
30 '	<p><b>DETA 6 - FIRST ONLINE SESSION</b></p> <p><b>Opening</b></p> <p>The trainer has prepared and uploaded to the e-training platform a power point presentation. Trainers are encouraged to study the sources listed in order to enrich the presentation and adapt it to the needs of the trainees.</p> <p>Trainees can download the power point presentation, including sources for further study.</p> <p><b>ACTIVITY 1. What is mindfulness?</b></p> <p>There will be a session via a video conferencing platform. Trainers will share their screen in order to do a presentation, where the main purpose of the DETA, a definition of mindfulness, theoretical issues and facts about it, will be presented. The presentation includes also videos about mindfulness. After the presentation, there will be time for any questions and explanations. Students after the presentation can check the sources for further study.</p> <p><u>Instructions for the trainees</u></p> <ul style="list-style-type: none"><li>• Watch a presentation about mindfulness. At the end of the presentation questions can be asked for further explanations.</li><li>• Download the PowerPoint presentation and the document in case you want further study.</li><li>• Complete the questionnaire.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• Presentation of the session (DOC1)</li></ul>





Time / Duration	Description
<b>Step 1</b> 10'	<b>DETA 6--FIRST PRESENTIAL SESSION</b>  <b>Opening</b>  A special trained professional wellcomes the students. Afterwards the trainer can do an activity, in order to "break the ice". Then the trainer will start a mindfulness session. After the mindfulness session, students will participate in session where relaxation techniques and breathing exercises will be presented by a trainer or via a reliable video in the language of the trainees, presenting and giving instructions for those techniques.
<b>Step 2</b> 30'	<b>ACTIVITY 1 EXPERIENCE OF A MINDFULNESS SESSION</b>  A professional who has a special training in mindfulness, will lead a mindfulness session, so that participants gain experience of how a mindfulness session is like.
<b>Step 3</b> 20'	<b>ACTIVITY 2 RELAXATION TECHNIQUES/ BREATHING EXCERCISES.</b>  Experiential training in relaxation techniques in group level.
<b>Step 4</b> 15'	<b>ACTIVITY DISCUSSION ABOUT THE IMPESSIONS</b>  The trainer will start a discussion about the impressions of the participants, where they can give a feedback. The trainer will give further information about mindfulness and online sources (videos and apps) for mindfulness techniques. At the end of the session the students will complete an assessment questionnaire.
	<b>Materials:</b> <ul style="list-style-type: none"><li>• Presentation of the session (DOC2)</li><li>• Chairs depending on the number of the participants.</li><li>• Materials for the "ice breaker" activity (It depends on the activity).</li><li>• Assessment questionnaire (DOC3).</li></ul>





## **B) Practice sport**

### **Objectives:**

- Learn strategies to take care of our mind and body.
- Acquire strategies that help release tension.

### **Participants::**

15 participants from the following groups:

- PwSCZD.
- Relatives.
- Mental health professionals.

### **Competences:**

- Acquire routines.
- Enhance motor skills.
- Use new technologies.

### **Learning content:**

- Physical and emotional well-being: How to use sport in a home environment?

### **Duration:2 hours and 15minutes.**

- **Face to face session:** 1 hour and 30 minutes.
- **Online training:** 45 minutes.

### **Training strategies:**

To achieve the aforementioned objectives, the development of a training methodology based on the following premises is proposed:

- Adapted and modulated to the learning capacity of the people belonging to the target groups.
- The training is based on the concepts of experiential training and learning in practice; therefore, the training methodology will be mainly active and practical.
- The training sessions will be carried out in presential contexts and online, therefore, materials will be created and training tools will be developed to be used in different training settings.
- The participation of the traineeswill be necessaryduring the training courses; therefore, the trainers will promote activities in which the trainees will be able to interact and exchange experiences and knowledge among themselves and with different participants.
- The training course will have a mentoring / coach focus. The trainers will support the students throughout the training course.







An e-training platform will be developed to facilitate online training sessions, to share knowledge and experiences of students and to support training courses through different online training tools

**Methodology:**

- Active and participatory.

**Training materials:**

- Face-to-face sessions: The trainer will be in charge of each session an inclusive learning space, safeguarding the use of focus methodologies, very visual and practical materials. The language will be adapted to the level of understanding of the participants, it will count with the participation as an example of PwSCZD who have successfully overcome a crisis and will share this experience with the attendees.

Online training: The trainer must support the content through videos, online sessions and webinars. Mentors or coaches should support participants during online training sessions if necessary.





Time / Duration	Description
45'	<p><b>DETA 6 - SECOND ONLINE SESSION</b></p> <p><b>Opening</b></p> <p>The trainer has prepared and uploaded to the e-training platform the power point presentation. A web link with a motivational/ informative video can be available in the presentation.</p> <p>Trainers are encouraged to study the sources listed in order to enrich the presentation and adapt it to the needs of the trainees.</p> <p>Students can download the power point presentation, including a list of sources for further study.</p> <p><b>Activity 1</b></p> <p>There will be a session via a video conferencing platform. Trainers will share their screen in order to do a presentation, where theoretical issues about sports, exercise and mental health, will be presented. Additionally, students will watch a video related to sports and mental health.</p> <p>Materials:</p> <ul style="list-style-type: none"><li>• Presentation of the session DOC4</li></ul>





Time / Duration	Description
<p><b>Step 1</b> 15'</p> <p><b>Step 2</b> 30'</p> <p><b>Step 3</b> 45'</p>	<p><b>DETA 6–SECOND PRESENTIAL SESION</b></p> <p><b>Opening</b></p> <p>The trainers (it is desirable the presence of an expert in sports trainer), will lead an introductory discussion where the participants will talk about their past or present engagement in sports and physical activity.</p> <p><b>ACTIVITY 1. Indoor sports to practice at home</b></p> <p>Trainers will do a presentation of sports that can be practiced at home and they will report the basic rules of the sports and the materials needed. After the presentation a discussion will start where the participants will be encouraged suggest more ideas about sports that can be practiced at home. At the end of the discussion a document will be given to the participants, including a list of sports that can be practiced at home. At the end of the list, there will be some blanks to fill in the additional ideas suggested.</p> <p><u>Instructions to the participants</u></p> <ul style="list-style-type: none"><li>• “Tell some further ideas about the sports that can be practiced at home”.</li></ul> <p><b>Activity 2. Which sport suits me best?</b></p> <ul style="list-style-type: none"><li>• Trainers will give fifteen minutes to the participants, in order to fill the document with their preferences. Afterwards participants will be encouraged to share their choices with the group and talk about them.</li></ul> <p><u>Instructions to the participants</u></p> <ul style="list-style-type: none"><li>• Fill in the form with your options scoring your preferences hierarchically.</li><li>• Complete the assesment questionnaire</li></ul> <p><b>Materials</b></p> <ul style="list-style-type: none"><li>• Chairs depending on the number of the participants.</li><li>• Presentation of the session DOC5</li><li>• Sport list documentDOC6.</li><li>• Assesment questionnaire DOC7</li></ul>





## **C) New technologies that help me self-care/ workshop closure**

### **Objectives:**

- Learn to use new technologies.
- Have resources for emotional management.

### **Participants::**

15 participants from the following groups:

- PwSCZD.
- Relatives.
- Mental health professionals.

### **Competences:**

- Teamwork / Collaboration.
- Communication.
- Decision making.
- Build trust.

### **Learning content:**

- PwSCZD Wellness Plan: activities and supports necessary to prevent and reduce the crisis.

### **Duration:2 hours.**

- **Face to face session:** 2 hours.
- **Online training:** 0 hours.

### **Training strategies:**

To achieve the aforementioned objectives, the development of a training methodology based on the following premises is proposed:

- Adapted and modulated to the learning capacity of the people belonging to the target groups.
- The training is based on the concepts of experiential training and learning in practice; therefore, the training methodology will be mainly active and practical.



<ul style="list-style-type: none"> <li>• The training sessions will be carried out in presential contexts and online, therefore, materials will be created and training tools will be developed to be used in different training settings.</li> <li>• The participation of the trainees will be necessary during the training courses; therefore, the trainers will promote activities in which the trainees will be able to interact and exchange experiences and knowledge among themselves and with different participants.</li> <li>• The training course will have a mentoring / coach focus. The trainers will support the students throughout the training course.</li> <li>• An e-training platform will be developed to facilitate online training sessions, to share knowledge and experiences of students and to support training courses through different online training tools.</li> </ul>
<b>Methodology:</b> <ul style="list-style-type: none"> <li>• Active and participatory.</li> </ul>
<b>Training materials:</b> <ul style="list-style-type: none"> <li>• <u>Face-to-face sessions:</u> The trainer will be in charge of each session an inclusive learning space, safeguarding the use of focus methodologies, very visual and practical materials. The language will be adapted to the level of understanding of the participants, it will count with the participation as an example of PwSCZD who have successfully overcome a crisis.</li> </ul>

Time / Duration	Description
	<b>DETA 6 - THIRD PRESENTIAL SESSION</b>
<b>Step 1</b> 15'	<b>Opening</b>  The trainer will lead an introductory discussion where the participants will talk about ICT tools they use and how they can help their mood, stress management etc.
<b>Step 2</b> 45'	<b>Activity 1. New technologies as tool to take care of myself</b>

<b>Step 3</b> <b>45'</b>	<p>The trainer will present to the participants slides in order to show websites, apps, programs, etc.,</p> <p>During the presentation, examples of how to use those tools will be given. Trainers may need to download apps or programs, in order to do the presentation more explanatory and the train more experiential.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Presentation of the sessionDOC8</li> </ul> <p><b>Activity 2. My “welfare map”.</b></p> <p>The purpose of this activity is to consolidate the issues discussed in the previous sessions, as well as to combine the information and to give the opportunity to think about how the information obtained from the workshop could be applied in real conditions.</p> <p>In this activity the participants are asked to create a collage, which will present an overview of the activities that can be done at home. Trainers have to print pictures with the activities presented and recommended during the previous sessions.</p> <p><u>Instructions for the trainees</u></p> <ul style="list-style-type: none"> <li>Think about the floor plan of your home, and draw it on a piece of paper.</li> <li>Divide the floor plan of the house into rooms, and enter the name of the room (e.g. kitchen, bedroom, etc.). Feel free to design and draw parts of your home.</li> <li>Think about how you want to structure your daily life, keeping in mind the activities described in the sessions.</li> <li>Now carefully cut with scissors the pictures showing the activities.</li> <li>Once you have collected the pictures with the activities that interest you, stick them in the room of the house where you want to practice them. Feel free also to sketch and paint your activity, in case it is not included in the pictures.</li> <li>Write next to the pictures a) how often during the week you want to do this activity, b) and briefly the benefits that you think you will gain from this activity (e.g. this make feel relaxed).</li> </ul> <p>After the participants complete their collages, trainers will encourage the participants, to present them to the group, commenting on them.</p>
<b>15'</b>	



**Materials**

- A3 papers
- Scissors
- Paper glues
- Pictures showing activities
- Markers and crayons

**CLOSURE OF THE WORKSHOP**

Brief discussion about the overall impression from the workshop.  
Participants will have to complete an assessment questionnaire.

**Materials**

- Power point presentation. DOC9
- Examples of images DOC10
- Assessment questionnaire. DOC11



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Éδρα  
social  
cooperative  
activities  
for vulnerable  
groups



**ZERO COERCION**



## **ERASMUS + EUROPEAN PROJECT**

IO3\_DESIGNED EXPERIENTIAL TRAINING ACTIVITIES

DETA 7

**2019-1-ES01-KA204-065856**



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of the European Union

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## EXPERIENTIAL TRAINING ACTIVITIES (DETA)

### DETA 7\_ SUPPORT OTHER PEOPLE LIKE ME

#### Introduction:

These activities are designed to integrate DETA 7 – SUPPORT OTHER PEOPLE LIKE ME into the Zero Coercion project. The design of this content is carried out in accordance with the Co-Creation Methodological Guide (IO.1), trying to be as practical and experiential as possible. The main objective of DETA 7, 8.13. is the development of peer support dynamics.

This DETA will give participants skills allowing them to support other PwSCZD and Relatives. Not only do the scientifically proven benefits of peer support coincide exactly with the goals of the DETA and the project in general, peer support also naturally leads to the dissemination of practices designed through the project. The specific objectives of this DETA are self-empowerment, increasing self-esteem, giving support and increasing expertise, while the consensus in the literature is that peer support provides increased levels of empowerment, engagement and self-efficacy. The obvious benefit of peer counselling is a sense of group belonging. Sharing personal stories facilitates this, but perhaps even more important is the free exchange of practices disseminating project solutions beyond the scope of the immediate workshops. Provided support groups are maintained and integrated into regular programs run by project partners, peer support practices have the potential to provide significant populations with the capacity to recognise and manage schizophrenia crises in a non-coercive manner.

#### Objectives:

DETA 7, 8.13.:

- Empower yourself
- Increase self-esteem
- Giving and receiving support
- Be experts in crisis intervention.

#### Participants:

10 participants from the two groups based on voluntary participation:

- PwSCZD.
- Relatives.

### Competences:

DETA 7, 8.13.: Teamwork / Collaboration, Communication, Decision-making , Building trust

### Learning content:

DETA 7, 8.13.:

- PwSCZD empowerment:
- Peer support. How to support other PwSCZD and Relatives based on my experience.
- The role of relatives to empower PwSCZD.

### Duration: 5 hours

DETA 7, 8.13.:

- **Face to face session:** 3 hours in total (during two sessions)
- **Online training:** 2 hours (across two sessions)

### Training strategies:

To achieve the aforementioned objectives, the development of a training methodology based on the following premises is proposed:

- Practical curriculum
- Coach or mentor present during the organization phase
- In case of a housing group, all residents should be present.
- Online classes will be preceded by a class on using the necessary IT equipment and programs
- Critical knowledge, skills, and abilities needed by anyone providing peer support services will be taught first in face-to-face format

### Methodology:

- Active and participatory.
- Scaffolding technique to be used by mentor
- Progression: Theory on groups- critical skills to participate in peer support-how to establish a group- necessary skills for online participation-actual group establishment

### Training materials:

- **Face-to-face sessions:** During the face to face sessions, material used will be a PPT presentation, appropriate administrative documents (attendance list...) and materials on peer support that are already available in the organization (if so)
- **Online training:** Online peer support groups are becoming a necessity during this pandemic. While not every participant will be comfortable with an on-line peer support group format, all can at least be trained to use the appropriate software/hardware. The primary focus of online training for peer counselling would be in mastering these technologies.



10'

student," or "lazy." Basically, you should try to choose labels that people can identify with and that hold some potential for stereotyping, but without offending someone. Type or write these labels on small slips of paper, but large enough for someone to read from a short distance. On the day of the exercise, secure the paper slips to the peoples' foreheads with tape, and instruct your class about your goals for the exercise and the following rules. First and most important, peers are to engage in conversation with each based upon other person's labels. In other words, A interacts with B based upon B's label, and vice versa. Second, at no time before or during the exercise should people be made aware of their own label. Finally, ask everyone to interact with at least three other persons. You might want to also ask everyone to emphasize the label and "play it up" some. Allow between 10 and 20 minutes, but be aware that the debriefing will take some time.

*10 min break recommended here*

#### **Debriefing-15'** (slide 6)

After the interaction is finished, we usually put everyone in a circle and debrief the simulation. One by one, we ask each person to describe how he or she felt during the exercise. Typical responses include, "I felt confused," or "I felt like people weren't talking to the real me." Then each person guesses what their label was, and we allow them to take it off and see it. Surprisingly, most people are able to come very close, if not exactly, to their label; this typically leads into a discussion about how easily we can stereotype others and how we share the knowledge of these stereotypes. We also ask them if they have experienced this exercise somehow in real life; most people will answer that they have. Many may have experienced labelling. This simulation demonstrates the importance of supportive communication. **The trainer explains that any discussion within a peer support system will be done with supportive communication.**

#### **Closure**

The trainer then transitions into the last theoretical slide-tenets of supportive communication.

#### **What are the tenets of supportive communication? Discussion** (Slide 7)

- Introduction of homework – a table to fill-out at home that encourages better understanding of peer systems. (DOC 6)
- Information about the next meeting.



2. What specific aspects of their personality or behavior did you find helpful?

3. What did they say or do which may have helped you to relax and encourage you to confide in them?

Ask participants to think for 10 minutes of a recent secret or problem that they shared with another person (**reassure them that they will not be discussing the secret or identifying the person who helped!**). Have them individually reflect on these three questions?

Afterwards, bring the group back together for a 15-minute discussion. Ask participants to share their thoughts and write up the responses. There may be some overlap between the responses to the questions, make note of all the answers on a board or notebook.

*15 min break recommended here*

**Trainer then debriefs the activity (15')-** He/she explains that there was a lot of overlap and that these characteristics of good helpers are universal. We can see them in the 6 clusters, but we can simplify them to 3 concepts that we really need: acceptance, genuineness and empathy. Give them the print-outs and ask them to find points of similarity between what they said, the 6 clusters and the printout. Conclude that participating in a peer system might seem complicated, but it is actually simple.

#### **Closure**

- Information about the next meeting.
- **Introduction of homework** (DOC 8, Slide 11; DOC 10). Participants should find the helpers they already have, and put those that they most refer to in the centre, those that occasionally help them further out and think about why they prefer some helpers over others. They will not be sharing this information.

#### **Materials needed during the session:**

- Attendance List DOC 2.
- Power point presentation DOC 8 and means to project it in the classroom.
- Printouts for exercise DOC 9

15'	<ul style="list-style-type: none"> <li>Printouts for homework (for those who do not have access to a PC and/or internet) ( DOC 10)</li> </ul>
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Duration	Description
	<p><b>DETA 7, Output 8.13. – FIRST ONLINE SESSION (COMPETENCES OF WORKERS)</b></p> <p><b>Opening</b></p>
5'	<p>The trainer welcomes everyone on the selected platform. He introduces everyone to the theoretical background on Doc11.</p>
45'	<p><b>Guided discussion-worker competences. (10')</b> Discuss the competences in light of previous knowledge.</p> <p><b>Guided Exercise (35')</b>: Now the participants will have the opportunity to put these skills into practice! Ask them to try to be mindful of the skills you just discussed. This time they will discuss the most exciting day of their lives. Participants take turns talking for 5 minutes, while the other partners actively listen. The listeners should use as many of the positive skills as have been identified (as presented in previous theory docs 7 and 11). When 5 minutes are up, one participant summarises the conversation back to the talker. After this has been done, the next participant does the same exercise. After 30 minutes of conversations and summaries, you should start the closure portion.</p>
10'	<p><b>Closure (10')</b></p> <p>For 10 minutes, ask how they found the activity. Was it easy or difficult? How accurate were the summaries? As the listener, are they tired from being so self-aware? Although they were only listening for 5 minutes, how will they find it to actively listen to a normal conversation that might last an hour? What do they need to practise more?</p> <p>Conclude that these skills are hard, but worth learning</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Theory docs, with the appropriate tables from DOC11</li> </ul>



Duration	Description
	<p><b>DETA 7, Output 8.13. – SECOND ONLINE SESSION (SETTING UP OUR PEER GROUP)</b></p> <p><b>Opening</b></p> <p><b>15'</b> The trainer welcomes the participants. He/she uses DOC11 before the session to familiarize him/herself with the topic and ensure that he can give a brief outline of the topics to be covered in this session.</p> <p><b>Guided set up of the group in the future.</b></p> <p><b>35'</b> Guide a discussion on roles, skills, practical aspects and everything else included in the documentation, finishing up with a basic agenda or proposal to join existing organizational structures. The goal is to set up a basic structure that will eventually be supported by the organization but autonomous as much as possible.</p> <p><b>Closure</b></p> <p>Confirm agenda and date of next meeting, offer assistance as necessary.</p> <p><b>10'</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Doc 11</li> </ul>

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social  
cooperative  
activities  
for vulnerable  
groups